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We hereby recommend that the thesis prepared under
our supervision by Louise Ann Gibson
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TOWARD EDUCATION, TRAINING, AND EMPLOYMENT

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CHAPTER I

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

The status of American women has been a subject of increasing concern during the past decade. The traditional domestic role women have been expected to assume in society has been profoundly altered by the demands effected by major changes in technology, economics, social patterns and industrial, urban life. These changes have developed in response to a growing economy, the demands of which have encouraged many women to add to the traditional roles of homemakers that of employees in the labor force. The employment of women has been made possible primarily by a lengthened life span and a shortened parental cycle. The situation today is in contrast to that of earlier times.

At the turn of the century employed women were generally single, widowed, divorced or separated from their husbands and often had to support themselves and their families. The primary goal of women was marriage, and those who worked intended to remain in the labor force temporarily. Today, however, because of the nature of American society, the homemaker in all probability will seek employment through either choice or necessity. Nearly all women will experience little

or no continuity in the activities performed in the home or in the roles they may want to participate in or may be expected to assume outside the home. Thoughtful preparation must be made by the modern woman to be prepared for changes in occupation during the life span.

In order to participate fully in the social and economic life of the country, women must establish long-range educational goals during adolescence. It is at this time that young women receive a basic education and guidance and that attitudes are formed. Adolescents are required to formulate ideas and opinions, make decisions and select forms of action for a lifetime. Although adolescence is a time during which educational opportunities and challenges are most often met, the adolescent has insufficient experience to make sound life-role decisions. A further complication is related to the fact that the period of adolescence is a time of great physical change and emotional development. Unfortunately, the changes in physique and emotions become variously involved in decision-making at a time when the young woman has limited experience. For these reasons guidance is needed to channel interests and to develop talents and skills which will be of use in later life. Early guidance in a woman's life could help in preparation for diversified roles by establishing behavior patterns, attitudes, and interests necessary for a long-term concept of meaningful life planning. Glenn (14)

has stated, "Whatever the goal, we need to encourage the development of a flexible system which will let each woman find herself in her own way."

The author has for some time been interested in the attitudes of homemakers toward education, training, and employment for women. An attempt to understand this broad subject raises several related questions. For example, are homemakers, who are also income earners, experiencing a sense of accomplishment and satisfaction in their employment? Is the work being performed equal to the educational background? Are women interested in continuing their education and in helping their daughters secure an education that will lead to employment or a career? Do employed homemakers believe that their daughters should work outside the home after marriage? Answers to these questions may be helpful in determining the extent of changes in attitudes of women toward the traditional wife-homemaker role and whether these attitudes are consistent with national trends of labor force participation rate of women.

STATEMENT OF THE PROBLEM

The aim of this study will be to examine the backgrounds and attitudes of a group of homemakers-wage earners to find possible guidelines which may be useful in evaluating the educational needs of young women. A need exists for studies

that seek an understanding of attitude formation as it relates to the labor force participation of women.

Other studies have been conducted to investigate the extent to which the American woman participates in the labor force. Some of these studies have also measured performance in the dual role of homemaker-mother and wage-earner. Investigations of the plans and attitudes of young women enrolled in school towards career and/or marriage have also been conducted. The attitudes of married women who are wage-earners towards employment and life-goals for a daughter have been the subject of few investigations. As young people are influenced in the decision-making process by the family's style of thinking, the roles of family members and attitudes of family members to these roles, should be considered in looking for ways to guide young women to accept a realistic concept of the roles they will assume as adults.

The author conducted the study with the cooperation of 91 homemakers living in the Dallas Standard Metropolitan Area. The area is located in northeast Texas and includes six counties: Dallas, Collin, Denton, Ellis, Kaufman, and Rockwall. The total population estimate for the metropolitan area is 1,430,500 with approximately 226,000 women employed in industry and agriculture. The area is known as the aviation, electronics, insurance, banking, and wholesale

distribution center of the Southwest. It is important also as a retail trade, manufacturing, transportation, and entertainment center. Many educational opportunities are afforded as 18 colleges and universities are within the area.

The investigation was specifically undertaken to identify relationships existing between:

- 1) the homemaker's family background and educational level and her attitudes toward education, training and employment for self, and future education, training and employment of her daughter;
- 2) attitude toward labor force participation of mother and assistance given daughter in establishment of long-range educational career goals;
- 3) level of education of homemaker and duration of her labor force participation.

REVIEW OF LITERATURE

In the 1963 Report of the President's Commission on the Status of Women (37), women were reported to be employed in virtually all occupations listed by the Bureau of the Census. Although the report indicated a wide distribution of women workers among the various occupations and industries, their numbers were concentrated in a relatively few low-paying employment fields such as nursing and household work. Historically many of the lowest paid jobs in industrial and service occupations have been held by women.

The commission report also noted that a perpetuation of this condition was unfortunately caused by the failure of women to avail themselves of educational training opportunities. This finding by the commission is in direct contrast to the trend among women toward high professional achievement which strongly characterized the generation that came of age in the 1920's. The momentum was not carried through the post World War II period even though during the intervening years many women have attained distinction in various fields. For the most part the capabilities of women have clearly not been fully developed. For example, recent estimates made of educational and skill requirements for 1970 indicate that a gap is developing between women's qualifications and future work requirements.

Homemakers Participation in the Labor Force Economic Incentives

Financial necessity is most often the explanation given by homemakers as the reason for employment. A report of the United States Department of Labor (39) noted that the concept of women working solely for "pin money" is a myth. Even when the earnings of other family members provide the minimum essentials for living, many women work to raise family living

standards above the level of poverty or deprivation. Peterson (23) emphasized this point by stating:

Most women, like most men, work because of economic necessity. This is true of the married woman worker as well as the single woman, contrary to a common belief that married women usually work to fill up their spare time or for "pin money."

In a later statement, reported in The Dallas Morning News (33), Peterson added that the strain of high living costs upon the family budget is partly the basis of the recent flood of women seeking jobs. The statement also noted that women still are concentrated in the low wage areas and that most of those who work have husbands who earn low wages. She concluded that most women work because of economic need, not to prevent starvation, but to participate more fully in raising the level of living of their families.

Caudle (10), in studying the financial and management practices of employed and nonemployed wives in Tallahassee, Florida, found that the earnings of employed wives made a major contribution to family income. Over half of the wives were working to meet daily living expenses and to buy "extra" items for the family. Caudle (10) also found that only 17 per cent of the employed subjects expressed a preference for working rather than remaining at home. Because of expenses of child care, employed mothers with young children received a smaller net gain from employment; up to half of the take

home pay may be spent on child care. A significant conclusion resulting from the study was that a large proportion of the families could attribute their above-median family income (income before taxes) to the contributions of the working wife.

Anderson (1) reported on the use of time of a group of Virginia employed homemakers. The reasons for working given by the homemakers were as follows: to supplement family income, 50 per cent; enjoy working and can use the money, 31 per cent; to give the children advantages, 19 per cent. The contribution made to the total family income by the homemakers was found to range from 38.4 per cent to 49.2 per cent.

Whatley (43) found a group of working mothers about equally divided on the question as to whether they would or would not prefer to stay home rather than work. Little difference was noted among the participants as to whether participation in the labor force depended on need or choice. The amount of income contributed to the family income by this full-time employed group ranged from \$1,510 to \$3,500.

Carroll (8) was of the opinion that labor force studies have provided needed information on the work experience and income of married women relative to the total labor force, work status and income of husband and other family members.

The studies, however, have not provided information on characteristics other than income. Investigations generally have not attempted to evaluate family income relative to family living costs as a motivational factor influencing a woman to seek employment outside the home. An analysis of previously unpublished data from the Labor Bureau's Survey of Consumer Expenditures in 1950 provided some insight into these matters. The analysis showed that of all wives employed at any time during 1950, 42 per cent came from families with income below the City Worker's Family Budget level, if their earnings are not included. Total annual cost of the city worker's family budget in 34 large cities of the United States ranged from \$3,453 in New Orleans and \$3,507 in Mobile, to \$3,926 in Washington, D. C. (40). In comparison, 32 per cent of the wives who did not work were in families with incomes below the City Worker's Family Budget's yearly minimal level. Some evidence was indicated that the entry of a wife into the labor force was related to "need," but it was not definitive. Of all wives in the study (working or not) 38 per cent belonged to families whose total incomes would fall below the minimal budget standard unless the wife worked. Of the total sample, 28 per cent of the women who did not "need" to work were, nevertheless, employed.

Mooney (18) indicated that one of the most effective routes by which an American family moves out of poverty is

by the acquisition of a job by a secondary worker in the family; this implied that the primary income earner is the husband. The study hypothesized that as unemployment rates fall and jobs become more plentiful married women in poor families headed by a male are drawn into the labor force. Consequently, such multiple-earner-households tend to leave a poverty classification rapidly. Mooney also suggested that as unemployment rates rise in a particular area, the wife whose husband cannot obtain work will seek employment to supplement family income. The latter argument strongly implied a positive relationship between the labor force participation rates of females in poor households and rates of unemployment.

Orshansky (22) stated that the incidence of poverty was found to be twice as great among husband-wife families when the wife was not working. Wives of men in poverty tended to be disadvantaged in finding jobs since they often have larger, younger families and fewer job skills than wives whose husbands are not impoverished. The data presented underscored the vulnerability of certain classes of families. The tendency to a poverty classification was most often found in older households, families with many children, non-white families, families headed by a woman and families of a non- or a low-paid worker.

Some of the important characteristics of married women workers and their families have been summarized by the United States Department of Labor (38). It has been found that:

- 1) The majority of women in the labor force are married.
- 2) Employed women are concentrated in families in low-income and the lower range of middle-income brackets.
- 3) Employed wives work to supplement inadequate family income, to raise the family's standard of living in general, or to help pay for a home or their children's education.
- 4) The average percentage of income contributed by the full-year employed wife suggests that a large number of individual wives earn in the neighborhood of 35 to 40 per cent of family income, whatever the income's size may be.

The Relation of Homemakers' Participation in
the Labor Force to Levels of Education

Financial remuneration and need are, however, not the only factors which motivate women to participate in the labor force. The United States Department of Labor, Women's Bureau (38) reported a direct relationship between the educational attainment of women and their labor force participation. The more education a woman has the more likely she is to be employed.

Raushenbush (24) substantiated these findings in noting that women who have received the most education in recent

years are seeking work in the largest proportions. More than half of recent women college graduates were found to be employed, while only four out of 10 high school graduates and three out of 10 elementary school graduates are employed.

Riley and others (26) found that with increased education women have a greater tendency to seek paid employment, irrespective of financial status. At a given point in time, however, participation of women in the labor force tends to decrease as the husband's income increases. The authors were of the opinion that there are many influences upon the employment incentives of women, some of which may conflict. Indications are that the conflicting influence of husband's income and of the wife's education may be resolved at some future time. Riley and others believed that in the future the income of a husband would have a decreasing effect upon the labor force activity of the wife. An educated woman is more likely to think of employment as an extension of the traditional primary role of wife and mother and to emphasize the expressive and non-economic aspects of a job.

Although a relationship has been found to exist between the level of education and employment, other factors are involved each time an individual considers the decision to become employed. For this reason it can be expected that the desire to work will probably vary in form with each woman,

and the variations will reflect economic, social and psychological factors that are difficult to measure.

Educational Needs of Women

If present trends continue every index shows that gainful employment will be part of the future for millions of women. The question that Brownlee (6) asked is: "At what level?" As there is an unmistakable relationship between the types of jobs women hold and educational background, Brownlee wondered whether women will be satisfied to continue to do routine work or will enter into creative and imaginative fields.

Glenn and Walters (14) made the following comment:

Increasing numbers of young women who are terminating their education at a level which is below that which their level of ability would warrant should understand that they may face the responsibility of either helping to earn a living for themselves and their families or they may be called upon to assume this responsibility alone.

Dissatisfaction with the present education of young women has been voiced by many educators. Bunting (7) said that a respectable attempt has not been made to meet the special educational needs of women. Educational objectives have been designed exclusively to conform to the vocational patterns of men. Myers (34) observed that women are "second-rate citizens" in the field of higher education as colleges

and universities were founded primarily for and by men. This author emphasized that a special need exists for an educational program designed for women. Stratton (32) stressed the importance of education in lifting the status of women throughout the world and the necessity of unrestricted access to education at all levels.

Useem (41) identified three new cultural values that are in the process of being recognized and need support through educational programs:

- 1) The opportunity made available to young people for early experimentation with adult roles.
- 2) The opportunity for all people who can benefit from education to go as far as possible even at the price of creating new educational systems.
- 3) Equal access for all individuals to roles in keeping with their skills, abilities, training and predilections and without regard to sex and kinship except in those roles where sex and kinship are relevant.

Useem (41) suggested that as these values are implemented members of society will develop a greater creative conformity.

The increased interest in and recognized special educational needs of women were highlighted by the establishment of the President's Commission on the Status of Women in 1961 (37). The commission report recommended that the education of girls and women for responsibilities in home and community should be thoroughly re-examined with the purpose of discovering more effective training approaches. The commission also

recognized that skilled counseling services are an essential part of education and that women should be prepared to spend a part of a lifetime in the labor force.

Another example of the growing concern over the educational needs of women is found in the Report of the Second National Conference of Governors' Commissions on the Status of Women (15). This report included the following proposal:

Since the attitudes of fathers, husbands, and boy friends have a strong bearing on the aspirations and achievements of girls and women, these attitudes must be educated, through guidance, counseling, and any other effective method. The pursuit of excellence should mark women's activities in all facets of their lives--among them, education, family life, community participation, and employment.

The Educational Committee of the Governor's Commission on the Status of Women in the State of Texas (31) agreed in 1967 to explore the educational needs of all women and girls in Texas. The committee reported on the special needs of women of all ages, backgrounds, abilities, interests, and aptitudes. The Texas committee concerned itself with determining the current status of women and in exploring ways to improve and expand educational opportunities for women.

Two of the recommendations made by the committee were:

That efforts be increased to make parents aware that the education of girls is as important as the education of boys.

That efforts be extended to encourage women and girls to take advantage of educational opportunities available to them.

Social-Psychological Processes Affecting
the Attitudes of Women

The social-psychological processes that affect the attitudes of women toward their roles are also an integral part of any program concerned with improving opportunities of women. Cassidy and Kozman (9), in discussing some cultural conditions affecting women's place in society, said that the American culture provides no clearly defined role for women. Although in times of necessity a woman does become essential "man power" in endless ways, from babyhood on, the woman is considered less able and less advantaged than man. These authors pointed out that parents still rear daughters with a view to marriage rather than personal or occupational development. Consequently, few women hold positions of leadership and their contributions to society have been limited.

Lloyd-Jones (17) commented that girls and young women have not yet realized, any more than have those who educate them, that women will lead potentially meaningful, useful lives long past the early years of marriage and child-bearing. The philosophy predominant in the United States today commits the nation to the development of the abilities of all people largely through the process of education. This author

stated that educators have failed in performing this task as few people have understood how radically the patterns of life have changed. Most persons have been too preoccupied with performing familiar tasks in accepted patterns to have become aware of new opportunities and obligations. Girls and women have not viewed education from a "life-span" approach, educators and social planners have been of little assistance in guiding women to accept new responsibilities and opportunities.

Neugarten (20) discussed the successive stages in the life of women and said that beginning at puberty and continuing through the adolescent years the female in any middle-class society faces a complicated and varied set of role expectations. Adolescent girls are confronted with a world which is, in truth, confusing. In this world adults are often looked upon as doing little to reduce confusion. Social institutions, the family, the school, and the peer group, simultaneously pull young women in different directions. Society has not as yet worked out consistent social expectations for women, nor consistent social supports during the adolescent period.

Rossi (28) was concerned that the intellectual and social impoverishment and isolation of women has led to an unhealthy social climate in America. The report criticized

the traditional image of the woman as one who is expected to find complete self-fulfillment in the exclusive devotion to marriage and parenthood. The author felt that this currently held view indicated that for the first time in the history of any known society, women are socially expected to regard motherhood as a full-time occupation. In order to change current attitudes Rossi (28) suggested that public and private institutions should assume the leadership for implementing major innovations in the social system.

Degler (12) stated that the United States, historically in favor of equal opportunities for women, has in recent years not shown an interest in providing means to help women reconcile dual roles of homemaker and worker. The report indicated that the absence of current ideology accepting such activity has been a serious handicap. Degler (12) further stated that most American women, despite the profound changes in status, do not want work outside the home to be justified as a normal activity for married women. The distinction is that women have been interested in jobs not careers; participation in the labor force has been in response to immediate needs, either national or personal, and not the result of deliberate planning.

Womble (44) pointed out that modern couples cannot return to the traditional patterns of family living and be

happy in the present complex society. Instead, young people must prepare themselves socially, technically, and psychologically for today's society. The many conditioning factors influencing role expectations in marriage were: early family experiences, cultural sex influences, environmental factors, and group factors such as ethnic and social-class background. Increased concern over the marital role is normal and natural in a culture that increasingly emphasizes freedom for individuals. American marital roles are in a stage of transition and pressures from society often make today's young people feel guilty because of their personal rejection with regard to traditional patterns of behavior. Frustrations for modern, well-educated wives who try to conform to traditional marital roles are common today. Frequently young women lack sufficient training or skills in homemaking. Womble (44) predicted that stronger marriages will emerge when new concepts have been equally accepted by both sexes.

One source of inner conflict for women reported by Oettinger (21) was the changing and contradictory attitudes by the community, friends, and relatives toward the employment of mothers. Maternal employment is often denounced but the employment of mothers who are widowed, divorced, or separated is generally applauded. This conflict of values and attitudes adds to anxiety for all mothers.

Bunting (7) pointed out that there is still prevalent a form of anti-intellectualism which insists that whatever the aspirations, a woman must eventually choose between career and marriage. The implications inherent in society's failure to value and use trained feminine talent are quickly communicated to the next generation. The mother whose education has led to personal frustration will tend to stifle the curiosity and ambition of the son as well as the daughter. The example of the parent is usually more effective in instilling intellectual interests in the young than is the repetition of precepts.

Murray (19) observed little disagreement on the importance of social motives in human behavior. Whether innate, learned, or both, social motives dominate most of an individual's everyday behavior. Social motives are quite strongly influenced by child-rearing methods, parental values, and family structure. The motives of individuals are directly related to the dominant values of the society. The author suggested that relationships possibly exist between individual motives and social values on the one hand, and the economic growth, political structure, and cultural level of the society on the other. Studies have shown that an important factor in economic growth is the motivation given children by the previous generation. The implication is that children motivated

to achievement can be relied upon to do things needed to aid the economy when they grow up.

Chapman (11) made the following statement relating to the social conditions which govern setting of aspirational levels:

One way in which the social environment might determine the level of aspiration of a given individual would be through his knowledge of the achievement of groups whose status or ability, relative to his own, he could assess. In actual life, men do not usually approach tasks in a vacuum of ignorance about achievements of others. Whether their knowledge is accurate or false, the task is understood as something easy or difficult by social standards; and the frame of reference in such a case is richer than that produced merely by individual experience or conjecture.

Festinger (13) reported that experiments have demonstrated that the level of aspiration is determined by a variety of factors. These factors include the effects of success and failure, certain personality variables, previous successes of the individual and factors in the social environment of the individual.

Rosenberg (27) suggested that one way in which attitudes may originally develop is through the prior acquisition of beliefs about value-attaining or value-blocking powers of particular objects. The objects may be individuals, groups, political proposals, or commercial products.

During the last two decades, significant social changes have taken place in American society. These changes have been accompanied by slowly changing attitudes in the orientation of women to their roles. With regard to attitudes toward marriage and/or career, recent studies have shown that the socio-psychological influences exerted by the general attitudes of society have an influence on the esteem which women have of their roles.

Findings from a study by Schneider (30) suggested that identification with the mother is not clearly or markedly related to a daughter's orientation toward homemaking or career. The original findings coupled with results from additional analyses seem to indicate that daughters of home-oriented mothers tend to have a predictable orientation to homemaking. The author also suggested that identification is not fixed and stagnant but rather a dynamic process which changes through the years. With experience, earlier parental identifications become less strong and newer, more varied, identifications become influential.

Riley and others (26) found that the work of the mother seems to have an important effect on the daughter's own disposition to work. Regardless of the level of the girl's planned education, or the education of the mother, girls are more likely to accept the career norm if the mother worked,

and less likely to accept it if the mother did not work. Data suggest that an adolescent's experience at home with a mother who works appears in itself to promote, rather than discourage, the belief that marriage and career is desirable, whether for primarily economic or non-economic reasons.

Zissis (45) investigated the expectations of college freshman women with relevance to career and marriage plans. The study, conducted at Purdue University, included 350 freshman women enrolled in 1959. The results indicated few significant differences with respect to the status of parents' occupations and educational attainments of the young women studied. The number of students who were daughters of college-educated fathers was significantly higher for the "marriage" group while the "career" group was significantly higher with respect to employed mothers. Students in all groups were characterized by marriage expectations. The majority of these college freshman women expected to marry and placed high value on the preferred role of homemaker.

Breytspraak (5) was concerned with the question of whether women willingly accept their sex role as now identified with unattractive social expectations. The basic assumption of the study was the belief that some women transcend social expectations and define the role individually, particularly in times of rapid social change. Identification with

mother and the subject's perception of both parents as role models were found to be significantly related to sex role acceptance.

Bott (4) was concerned with feminine identity in relation to the educational-vocational plans and preferences of early adolescent girls. The report assumed that a favorable attitude toward marriage would tend to relate to plans for marriage, limited education, and preference for feminine subjects and feminine careers. The author's proposition was partially supported as attitudes towards marriage related significantly to plans for marriage among adolescent school girls. The study also anticipated that girls who had similar dispositions toward marriage and career as the mother held would adjust attitudes and tend to plan for a similar role. In this study, however, no significant relationships were found between the anticipated directions taken by the girls and the interests of the mothers.

Varshney (42) surveyed 691 women engaged in post-secondary education in the Salt Lake Metropolitan Area, Utah. The investigator was interested in the manner in which women approached post-secondary education and how it related to the practicality, content and intended use of education. Findings revealed that women who pursued post-secondary education had in fact formulated fairly practical plans. However,

the choice of study areas selected by the women were often not compatible with the stated plans. The disparity apparently developed as a lack of awareness in the relationship between plans and educational subject areas.

Thomas and Paolucci (35) studied the goals of young wives. Most of the wives participating in the study wanted to continue their education more than to participate in any other specific goal activity. A relatively small number of the wives were interested in either full- or part-time employment as a first-choice goal. Conclusions would seem to indicate that the wives had little commitment to a career. However, many of the wives and their husbands, 78 per cent, realistically expected that the wife would work some time during her lifetime. Thomas and Paolucci (35) suggested that the young wives' interest in continuing their education was primarily not career-oriented.

Turner (36) conducted a study of 1,441 high school senior girls in Los Angeles in an attempt to determine the nature of ambition in women. Sociologists studying ambition in men have based the work on specific measures of ambition, most often education, money and occupation. The term "ambition" is used because many features in the life of a male are focused on the active pursuit of a particular goal in society. Turner (36) stated that women's ambition cannot

be measured in the same manner as men's because it is divided between interests in the home and occupational goals. It was noted that while objectives for both sexes may be similar, the accomplishment routes for the women may be inherently more complex. The author emphasized that it is unreasonable to treat either the natural or secondary roles of women as having precedence.

As adolescent girls will be influenced by the attitudes of others to their roles as women, research into the origin of attitudes should be conducted. The results of the research would be useful in implementing guidance and educational programs necessary to help young women adjust and keep pace with today's changing world.

CHAPTER II

P R O C E D U R E

The present study was undertaken to obtain information on the attitudes of homemakers working for wages away from home toward education, training, and employment. The purpose of the study was to identify, if possible, the relationships existing between the educational and occupational attitudes of the participants for themselves and the aspirations for the education and employment of a daughter. Findings of the study are expected to be indicative of the degree to which women are aware of the necessity of establishing long-range educational and occupational goals for young women to prepare for the dual role of homemaker and wage-earner.

THE SAMPLE

To obtain the information required for this study, an instrument was developed and administered by the author to the participants during April and May, 1968. Data for the study were secured from 91 homemakers, residing in Dallas, Texas, who work away from home. The sample included women employed in a variety of occupations. The group was comprised primarily of secretaries, office workers, sales personnel, teachers, and social workers.

The respondents were selected to participate in the study on the basis of the following criteria:

- 1) the participant considered herself primarily a homemaker, either presently married, widowed or divorced,
- 2) the participant worked away from home on either a part-time or full-time basis for money income.

HOMEMAKER SURVEY FORM

Data for the study were collected from the answers to a questionnaire, the "Homemaker Survey Form," administered to individual homemakers-wage earners. The data when assembled were analyzed by topic section and age of participant.

The instrument was designed by the author to secure data on: 1) pertinent personal information about the participant; 2) family history concerning the education and employment of the mother of the participant; 3) the level of education of the participant and personal attitudes towards past and future education; 4) work information including present employment and plans for future employment; and 5) the participants' attitudes toward the education and employment of a daughter. The respondents were requested to answer the fifth section of the instrument concerning attitudes toward a daughter even though it was not necessary to have a daughter.

A basic assumption of the study was that the attitudes of women toward education and employment would be reflected in responses to the "Homemaker Survey Form." It was also assumed that the attitudes expressed by a respondent about a daughter would not only reveal the attitude of the homemaker towards the education and employment of a daughter, but that opinions might also reflect the subject's aspirations for self.

A copy of the "Homemaker Survey Form" follows.

H O M E M A K E R S U R V E Y F O R MI. PERSONAL INFORMATION

1. Age of homemaker _____.
2. Are you the head of your household? ____Yes ____No
3. If you are the head of your household, how many dependents do you have in your home? _____
4. How old were you when your first child was born? _____
5. Ages of daughters ____, ____, ____, ____, ____.
6. Ages of sons ____, ____, ____, ____, ____.
7. Approximately how many years have you lived in Dallas? _____

II. FAMILY INFORMATION

1. Is your mother living? ____ Yes ____ No.
If no, what was your age when your mother died? _____
2. If mother was not living while you were still going to school, with whom did you live? _____.
3. Highest level of school completed by mother. _____
4. Did your mother work outside the home at any time while you were living at home? ____Yes ____No
If yes, did she work part-time____, full-time____?
What was her job (occupation)? _____
5. Do you feel that your mother encouraged you to continue your education? ____Yes ____No
6. Were you encouraged by your mother to train for an occupation (job)? ____Yes ____No

III. SCHOOL INFORMATION

1. Highest level of school completed, describe: _____

2. While in school did you ever have classes in home-making? ____Yes ____No
3. When you finished school did you plan to: ____marry
____work ____other?
If other, describe: _____
4. Did you complete grade school before marriage_____,
after marriage _____?
Did you complete high school before marriage _____,
after marriage _____?
Did you complete college before marriage _____,
after marriage _____?
5. In general, did you like ____ or dislike____ school?
6. Did you ever discuss your job (career) plans with a
school counselor? ____Yes ____No
7. Do you think your teachers tried to prepare you for
finding a job? ____Yes ____No
8. Do you think you tried while in school to obtain the
training and skills necessary to get and keep a job?
____Yes ____No
9. If you planned to work, what kind of job did you
hope to obtain after graduation? _____
10. Are you presently attending school (receiving training)? ____Yes ____No

11. If yes, for what are you studying (training)? _____

How many hours a week do you go to school (train)?

Are you receiving this training at place of employment____, at a public school____, private school____?

If answer to question 10 is No, answer question 12.

12. Would you like to go back to school? ____Yes ____No

13. Do you have plans to further your education?

____Yes ____No

14. Do you think that going back to school would help you improve your level of living? ____Yes ____No

IV. WORK INFORMATION

1. At what age did you first start working outside the home? _____

2. Have you been working more than two years at your present job? ____Yes ____No

Have you been working more than two years for the same person (company, school)? ____Yes ____No

Do you think you will have the same job a year from now? ____Yes ____No ____Undecided

3. Approximately how many different jobs have you held since you first started working? _____

4. What is the total number of years you have worked?

5. Approximately how many hours a week do you work away from home? _____

6. Do you like the type of work you now perform?

☐ Yes ☐ No

7. Are you performing the type of work you planned and trained for in school?

☐ Most of the time ☐ Some of the time ☐ Never

If your answer is Never, what kind of a job did you train for in school? Describe _____

8. Where did you receive the training for employment in your present occupation?

☐ high school ☐ on-the-job
☐ junior college ☐ no training
☐ college ☐ other
☐ technical college if other, describe _____

9. Do you think that your training for the type of work you perform is:

☐ not adequate ☐ adequate ☐ more than adequate

10. Do you classify the type of work you now perform as:

☐ skilled ☐ unskilled
☐ semi-skilled ☐ professional

11. Choose three words from the following list that you think best describe your job (occupation).

<input type="checkbox"/> dull	<input type="checkbox"/> endless
<input type="checkbox"/> pleasant	<input type="checkbox"/> useful
<input type="checkbox"/> routine	<input type="checkbox"/> tiring
<input type="checkbox"/> interesting	<input type="checkbox"/> creative
<input type="checkbox"/> boring	<input type="checkbox"/> stimulating

12. Select the three jobs you would like to be able to perform:

<input type="checkbox"/> secretary	<input type="checkbox"/> cashier
<input type="checkbox"/> saleswoman	<input type="checkbox"/> cook
<input type="checkbox"/> teacher	<input type="checkbox"/> musician
<input type="checkbox"/> bookkeeper	<input type="checkbox"/> dietitian
<input type="checkbox"/> waitress	<input type="checkbox"/> telephone operator
<input type="checkbox"/> file clerk	<input type="checkbox"/> hairdresser, cos-
<input type="checkbox"/> laboratory technician	<input type="checkbox"/> metologist
<input type="checkbox"/> factory assembler	<input type="checkbox"/> office machine
<input type="checkbox"/> sewer and stitcher	<input type="checkbox"/> operator
<input type="checkbox"/> manufacturer	<input type="checkbox"/> receptionist
<input type="checkbox"/> typist	<input type="checkbox"/> stewardess
<input type="checkbox"/> nurse	<input type="checkbox"/> entertainer

Other _____, _____, _____

13. Approximately how many more years would you like to work away from home? _____
14. Is the salary (money) you receive for your work the primary source of income in your home? _____
- Secondary _____
15. If you were without a job, from which of the following sources would you receive your income?

<input type="checkbox"/> savings	<input type="checkbox"/> social security
<input type="checkbox"/> income from investments	<input type="checkbox"/> unemployment insurance
<input type="checkbox"/> salary of husband	<input type="checkbox"/> welfare
<input type="checkbox"/> private insurance benefits	<input type="checkbox"/> other, describe _____

V. ATTITUDES

1. If you have (or had) a daughter(s), would you like her to train for an occupation (job)? ____Yes ____No
2. Do you think your daughter should work after she is married? ____Yes ____No

3. Choose three (3) occupations for which you think your daughter might like to train:

<input type="checkbox"/> secretary	<input type="checkbox"/> typist
<input type="checkbox"/> saleswoman	<input type="checkbox"/> cook
<input type="checkbox"/> teacher	<input type="checkbox"/> musician
<input type="checkbox"/> bookkeeper	<input type="checkbox"/> dietitian
<input type="checkbox"/> waitress	<input type="checkbox"/> telephone operator
<input type="checkbox"/> file clerk	<input type="checkbox"/> hairdresser, cos-
<input type="checkbox"/> laboratory technician	<input type="checkbox"/> metologist
<input type="checkbox"/> factory assembler	<input type="checkbox"/> office machine
<input type="checkbox"/> nurse	<input type="checkbox"/> operator
<input type="checkbox"/> sewer and stitcher	<input type="checkbox"/> receptionist
<input type="checkbox"/> manufacturer	<input type="checkbox"/> stewardess
<input type="checkbox"/> cashier	<input type="checkbox"/> entertainer

Other _____, _____, _____

4. For what type of occupation would you like your daughter to train? _____
5. Do you feel it is necessary for your daughter to complete high school? ____Yes ____No, college ____Yes ____No
6. To your knowledge, has your daughter ever discussed job (career) plans with a school counselor?
____Yes ____No
7. Do you depend on your daughter's teachers and counselors for guidance of your daughter? ____Yes ____No
8. If you were financially able, would you be willing to help support your daughter if she decides to go to vocational school or college? ____Yes ____No
9. Do you think it is important for your daughter to set higher educational goals than you did? ____Yes
____No

CHAPTER III

P R E S E N T A T I O N A N D A N A L Y S I S O F D A T A

One hundred homemakers-wage earners living in Dallas, Texas, participated in the study. To be selected to participate in this study the homemaker was employed away from home on either a part-time or full-time basis. Usable data were obtained from 91 per cent of the participants; six instruments were not returned and three participants did not provide sufficient information to be considered.

One instrument, a "Homemaker Survey Form" developed by the author, was administered to the group during the months of April and May, 1968. The participating homemakers ranged in age from 19 to 63 years. Data compiled from the instrument were tabulated. Grouping of data in tables was based on age groups obtained by constructing a graph of answer frequency versus age frequency as shown in Figure 1.

The data obtained from the instrument were analyzed by topic section and age category. The following five topic sections were used: 1) personal information; 2) family information; 3) school information; 4) work information; and 5) attitudes.

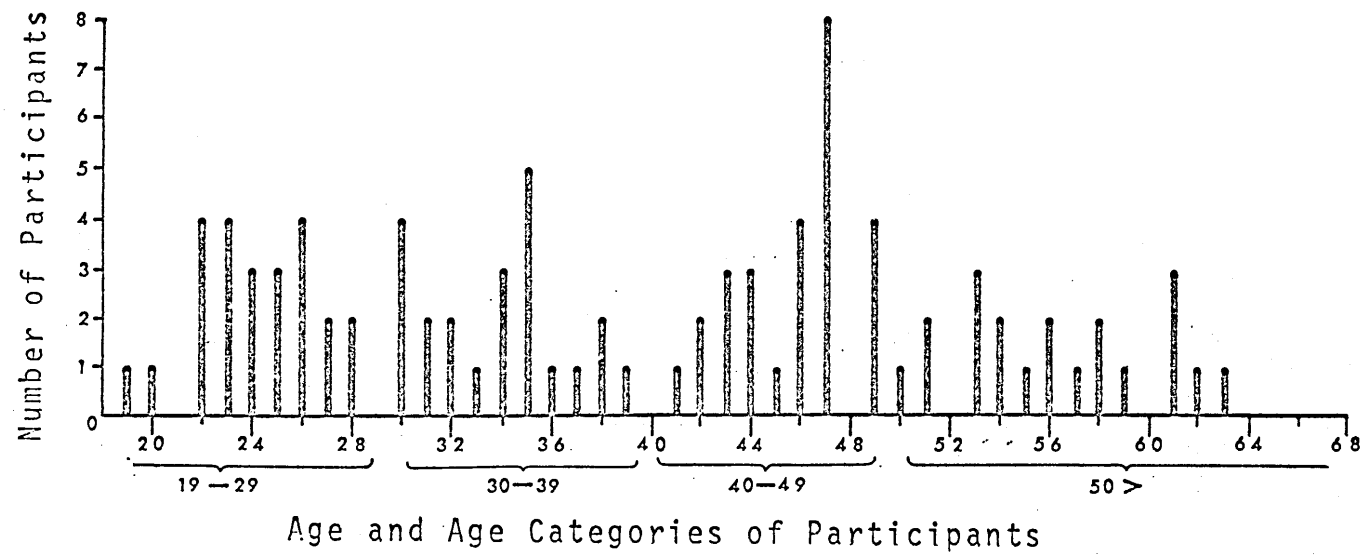


Figure 1
Distribution of 91 Homemakers According to Age

The "Homemaker Survey Form" was administered for the purpose of determining whether there was a relationship between the personal, family, and educational background of the participating homemaker and the attitudes held toward education, training, and employment for self and daughter. Participants were asked questions pertaining to self and daughter that were intended to reveal not only the homemaker's aspirations but also to explore the general attitudes held by women toward education and employment. An analysis of the data was based on percentage groupings. The chi square statistic technique was used to determine significant relationships between the educational level of participant and attitudes.

PERTINENT PERSONAL INFORMATION
CONCERNING PARTICIPANT

Participants ranged in age from 19 to 63 years. (See Table I.) For tabulation and analysis, distributions in age were divided into four age categories: 29 years and younger, 26.4 per cent; 30 to 39 years, 23.1 per cent; 40 to 49 years, 28.6 per cent; and 50 years and over, 22.0 per cent. The largest number of participants in an age category, 26, was in the 40 to 49 year age category.

Of the total number of participants 14, or 15.4 per cent, were heads-of-households. The distribution of women in this

TABLE I
PERSONAL INFORMATION RELATED TO AGE CATEGORIES OF 91 HOMEMAKERS

Question	Age Categories									
	29 and Younger		30-39		40-49		50 and Older		Total	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
1. Age of homemaker	24	26.4	21	23.1	26	28.6	20	22.0	91	100.0
2. Are you the head of your household?										
Yes	0	0.0	4	28.6	2	14.3	8	57.1	14	15.4
No	24	31.2	17	22.1	24	31.2	12	15.6	77	84.6
3. If you are the head of your household, how many dependents do you have in your home? (N=14)										
No dependents	0	0.0	0	0.0	0	0.0	5	100.0	5	33.3
One dependent	0	0.0	2	40.0	1	20.0	2	40.0	5	33.3
Two dependents	0	0.0	1	50.0	0	0.0	1	50.0	2	16.7
Three dependents	0	0.0	1	50.0	1	50.0	0	0.0	2	16.7
4. How old were you when your first child was born?										
19 or under	5	35.7	3	21.4	5	35.7	1	7.1	14	19.2
20-24 years old	4	11.1	11	30.6	12	33.3	9	25.0	36	49.3
25 years old and over	1	4.4	5	21.7	9	39.1	8	34.8	23	31.5
No children	14	77.8	2	11.1	0	0.0	2	11.1	18	18.7
5. Ages of daughters (N=81)										
5 years old and under	4	50.0	4	50.0	0	0.0	0	0.0	8	9.9
6-10 years old	2	18.2	8	72.7	1	9.1	0	0.0	11	13.6
11-15 years old	0	0.0	7	50.0	6	42.9	1	7.1	14	17.3
16-20 years old	0	0.0	1	7.7	11	84.6	1	7.7	13	16.1
21 years old and over	0	0.0	0	0.0	19	54.3	16	45.7	35	43.2

TABLE I (Continued)

PERSONAL INFORMATION RELATED TO AGE CATEGORIES OF 91 HOMEMAKERS

Question	Age Categories									
	29 and Younger		30-39		40-49		50 and Older		Total	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
6. Ages of sons (N=77)										
5 and under	5	71.4	2	28.6	0	0.0	0	0.0	7	9.1
6-10	0	0.0	13	86.7	1	6.7	1	6.7	15	19.4
11-15	0	0.0	9	64.3	4	28.6	1	7.1	14	18.2
16-20	0	0.0	0	0.0	9	100.0	0	0.0	9	11.7
21 and over	0	0.0	0	0.0	14	43.8	18	56.3	32	41.0
7. Approximately how many years have you lived in Dallas?										
0-9	13	48.2	8	29.6	4	14.8	2	7.4	27	29.7
10-19	4	18.2	8	36.4	2	9.1	8	36.4	22	24.2
20-29	7	29.2	1	4.2	11	45.8	5	20.8	24	26.4
30-39	0	0.0	4	66.7	1	16.7	1	16.7	6	6.6
40-49	0	0.0	0	0.0	5	71.4	2	28.6	7	7.7
50-59	0	0.0	0	0.0	0	0.0	1	100.0	1	1.1
No answer	0	0.0	0	0.0	3	75.0	1	25.0	4	4.4

group ranged from none in the 29 and younger age category, to four in the 30 to 39 age category, to two in the 40 to 49 age category, and eight in the 50 and older age category. The findings indicate stability within family units and participation of the respondents in the labor force was not based on the absence of the male head-of-household.

In the group of women responsible for dependents as head-of-household, five women did not have dependents. Five women in all the remaining age categories had one dependent each. Two women had two dependents each: one was in the 30 to 39 age category and one in the 50 and older age category. In the 30 to 39 age category one participant had three dependents, and in the 50 and older age category another participant had three dependents. Of the total group of respondents, only nine homemakers or 9.9 per cent were responsible financially for the sole support of children.

Seventy-three, or 80.2 per cent, of the participants were mothers. Fourteen, or 77.8 per cent, of the 18 women that did not have children were in the 29 years and younger age category. Two women in the 30 to 39 age category and two women in the 40 to 49 age category did not have children. The distribution of women with children was fairly even in the three age categories 30 years and older. The highest concentration of women without children was in the 29 year

and younger age category, clearly a distribution related to age.

Thirty-six of the women, or 49.3 per cent, of all respondents were 20 to 24 years of age when the first child was born. Fourteen women, or 19.2 per cent, were 19 years or younger when the first child was born, and 23 women, or 31.5 per cent, were 25 years or older at the time the first child was born.

The 91 respondents had a total of 158 children, of which 81, or 51.3 per cent, were girls and 77, or 48.7 per cent, were boys. Within each sex population, 35, or 43.2 per cent, of the daughters were 21 years of age or older. Thirty-two, or 41.0 per cent, of the sons were 21 years of age and over. The smallest number of daughters and of sons were in the five years and younger age group. Eight daughters, or 9.9 per cent, and seven sons, or 9.1 per cent, were in the youngest age group. Eleven daughters, or 13.6 per cent, and 15 sons, or 19.5 per cent, were within a six to 10 year old age group. Fourteen, or 17.3 per cent, of the daughters and 14, or 18.2 per cent, of the sons were within the 11 to 15 year old age group. Thirteen, or 16.1 per cent, of the daughters and nine, or 11.7 per cent, of the sons were within the 16 to 20 year old age group. The numbers and percentages of daughters and sons were fairly evenly distributed

in all age groups within each of the four age categories. Even though the largest number of children were 11 years old or older, 26 of the children were 10 years old or younger. Mothers of young children, in the study, were participating in the labor force.

Only 13, or 14.3 per cent, of the participants reported having lived in Dallas all of their lives. Eight of the 91 participants did not answer the question, "Approximately how many years have you lived in Dallas?" In the 29 and younger age category, 13, or 48.2 per cent, of the women resided in Dallas nine years or less. In the 30 to 39 year age category, eight, or 29.6 per cent, of the women resided in Dallas nine years or less. A similar short term residence in Dallas was reported by four, or 14.8 per cent, of the women in the 40 to 49 year age category and by two, or 7.4 per cent, of the women in the 50 year and older age category. These findings indicated that the majority of participants were not native to Dallas, but rather were part of the large influx of people into the area during the past 20 years. For example, within all age categories of women, 49 or 53.9 per cent had lived in Dallas 19 years or less. Twenty-seven women, or 29.7 per cent, had lived in Dallas nine years or less.

FAMILY HISTORY CONCERNING EDUCATION AND EMPLOYMENT
OF THE MOTHER OF THE PARTICIPANT

Data were collected on the maternal backgrounds of the participants (Table II). The information was used to evaluate the possible effects of the education and employment of the mother on the attitudes of the participants towards the education and employment of self and daughter.

Sixty-five of the 91 participants reported having mothers presently living. The number represents all age categories and comprises 71.4 per cent of the total sample. In the group reporting mothers presently living, all participants, or 36.9 per cent in the 29 year and younger age category reported having mothers living. The number of participants reporting mothers presently living decreased in each age category in the following manner: the participants in the 30 to 39 age category reported 29.2 per cent of the total; the 40 to 49 year age category reported 27.7 per cent of the total, while the 50 and older age category reported 6.2 per cent of the total. The results are indicative of the extent to which lengthening life spans are evident in women. As reported by the United States Bureau of the Census (37), the life expectancy at birth of a girl is now 73 years. In the population segment used in this study the tendency toward longevity is indicated. Of the

TABLE II

EDUCATIONAL AND EMPLOYMENT HISTORY OF MOTHER AS RELATED TO AGE OF 91 HOMEMAKERS

Question	Age Categories									
	29 and Younger		30-39		40-49		50 and Older		Total	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
1. Is your mother living?										
Yes	24	36.9	19	29.2	18	27.7	4	6.2	65	71.4
No	0	0.0	2	7.7	8	30.8	16	61.5	26	28.6
2. If mother was not living while you were still going to school, with whom did you live? (N=5)										
Family	0	0.0	0	0.0	4	80.0	1	20.0	5	100.0
Other	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
3. Highest level of school completed by mother										
No school and no answer	0	0.0	2	18.2	2	18.2	7	63.6	11	12.1
Some elementary school	1	25.0	1	25.0	1	25.0	1	25.0	4	4.4
Elementary school	3	30.0	4	40.0	2	20.0	1	10.0	10	11.0
Some high school	5	31.3	4	25.0	4	25.0	3	18.8	16	17.6
High school	10	28.6	8	22.9	11	31.4	6	17.1	35	38.5
Some college	3	33.3	1	11.1	3	33.3	2	22.2	9	9.9
College	2	40.0	0	0.0	3	60.0	0	0.0	5	5.5
Graduate school	0	0.0	1	1.1	0	0.0	0	0.0	1	1.1

TABLE II (Continued)

EDUCATIONAL AND EMPLOYMENT HISTORY OF MOTHER AS RELATED TO AGE OF 91 HOMEMAKERS

Question	Age Categories									
	29 and Younger		30-39		40-49		50 and Older		Total	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
4. Did your mother work outside the home at any time while you were living at home?										
Yes	19	43.2	12	27.3	9	20.5	4	9.1	44	48.4
No	5	10.9	9	19.6	16	34.8	16	34.8	46	50.5
No answer	0	0.0	0	0.0	1	100.0	0	0.0	1	1.1
If yes, did she work										
Part-time	3	30.0	1	10.0	5	50.0	1	10.0	10	22.7
Full-time	16	47.1	11	32.4	4	11.8	3	8.8	34	77.3
What was her job (occupation)? (N=44)										
Professional work	2	50.0	0	0.0	2	50.0	0	0.0	4	9.1
Clerical work	5	62.5	1	12.5	1	12.5	1	12.5	8	18.2
Sales work	2	66.7	0	0.0	1	33.3	0	0.0	3	6.8
Service work (except household)	5	31.3	6	37.5	3	18.8	2	12.5	16	36.4
Managers, proprietors	1	20.0	2	40.0	1	20.0	1	20.0	5	11.4
Private-household work	4	66.7	1	16.7	1	16.7	0	0.0	6	13.6
Operatives	0	0.0	1	100.0	0	0.0	0	0.0	1	2.3
No answer	0	0.0	1	100.0	0	0.0	0	0.0	1	2.3
5. Do you feel that you mother encouraged you to continue your education?										
Yes	23	30.3	18	23.7	19	25.0	16	21.1	76	83.5
No	1	8.3	3	25.0	5	41.7	3	25.0	12	13.2
No answer	0	0.0	0	0.0	2	66.7	1	33.3	3	3.3

TABLE II (Continued)

EDUCATIONAL AND EMPLOYMENT HISTORY OF MOTHER AS RELATED TO AGE OF 91 HOMEMAKERS

Question	Age Categories									
	29 and Younger		30-39		40-49		50 and Older		Total	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
6. Were you encouraged by your mother to train for an occupation (job)?										
Yes	18	28.6	17	27.0	19	30.2	9	14.3	63	69.2
No	6	26.1	4	17.4	5	21.7	8	34.8	23	25.3
No answer	0	0.0	0	0.0	2	40.0	3	60.0	5	5.5

women reporting mothers still alive, 33.8 per cent were in the 40 year and older age categories, suggesting that the mothers would be mainly 58 years and older.

Only five women reported not having mothers alive while they attended school. This segment represented 5.5 per cent of the total 91 participants. All women had lived with their families while they attended school.

Analysis of the educational levels attained by mothers of participants indicate that many had not completed high school. Eleven, or 12.1 per cent, did not provide needed information; this indicated the possibility of minimal educational attainment of mother. Four per cent reported mothers with "some elementary school" education, while 11.0 per cent reported mothers had completed elementary school. Sixteen, or 17.6 per cent, of the respondents reported mothers that had "some high school" education while 38.5 per cent reported mothers having completed high school. Only 9.9 per cent of the women reported mothers having "some college" education. Five women, or 5.5 per cent, stated that their mother had received a baccalaureate degree and one woman indicated having a mother that had attended graduate school. Seven women reported mothers having attended business college and schools of nursing.

The educational levels attained by the mothers of the participants in the study were similar to those reported by the United States Bureau of the Census (38) representing the general educational levels attained by women in the total population as of 1964. The census report indicated that 7.0 per cent of the woman population had completed four years or more of college; the present study indicated 6.6 per cent. The Bureau of the Census also reported 36.0 per cent of the women completed high school while the present study noted 38.5 per cent of the mothers of the participants had completed high school. The percentage of women having an eighth-grade education or less was 28.0 per cent in the Census Bureau report and 27.5 per cent in the present study. The results presented indicate a similarity with the total population percentages for the educational attainment of women reported by the United States Bureau of the Census.

Forty-four, or 48.4 per cent, of the respondents reported mothers that had worked outside the home while the participant was living at home. Forty-six women, or 50.6 per cent, reported mothers that did not work outside the home. One respondent did not answer the question. The current trend of married women entering the labor force was evident by the large percentage of respondents in the 29 year and younger age category reporting mothers working outside the home. Of the total 24 respondents in the age

category, 19, or 43.2 per cent, reported employed mothers. The lowest number of mothers employed was found in the 50 and older age category, where only four, or 9.1 per cent, noted that mothers had worked while the respondent was living at home.

As indicated above, a total of 44 mothers of respondents had worked outside the home. A significant proportion of the mothers, 34 or 77.3 per cent, worked full-time. The type of employment was concentrated in the service and clerical occupations. Only four, or 9.1 per cent, of the women reported mothers as having performed professional work. Five women, or 11.4 per cent, reported the parent as having been a manager or proprietor of a business establishment. Private household work was indicated as the occupation for six, or 13.6 per cent, of the mothers. The sample of this study indicated that the range of maternal occupations represented the traditional occupational roles performed by women. The results obtained in the present study parallel occupational distributions in the general population as reported by Peterson (23). Three-fifths, or 60.0 per cent of all women workers in the United States were engaged in clerical, operative and service jobs in 1962, while the present study revealed that 56.8 per cent of the mothers of participants had or were performing similar work.

To the question "Do you feel that your mother encouraged you to continue your education?" 76, or 83.5 per cent, answered "Yes." Twelve, or 13.2 per cent, felt that they had not received encouragement to continue. Three, or 3.3 per cent, of the participants did not provide information. In contrast, 63, or 69.2 per cent, of the respondents indicated that mothers had encouraged them to train for an occupation or job. Traditionally women have been encouraged to continue their education while at the same time being discouraged to prepare for an occupation.

THE LEVEL OF EDUCATION OF THE PARTICIPANT AND PERSONAL
ATTITUDES TOWARD PAST AND FUTURE EDUCATION

The level of education attained by the 91 homemakers is indicated as follows: one participant, or 1.1 per cent, attended elementary school; three women, or 3.3 per cent, reported having attended "some high school"; 37 women, or 40.7 per cent, completed a high school education; 25 of the respondents, or 27.5 per cent, attended college and 21 respondents, or 23.1 per cent, completed college; three women, 3.3 per cent of the total, indicated having post baccalaureate training. A total of 18 participants, or 19.8 per cent of all women in the group, indicated having attended either business college or nursing school (Table III).

TABLE III

PERSONAL ATTITUDES TOWARD PAST AND FUTURE EDUCATION AS RELATED TO AGE OF 91 HOMEMAKERS

Question	Age Categories									
	29 and Younger		30-39		40-49		50 and Older		Total	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
1. Highest level of school completed										
No school and no answer	0	0.0	0	0.0	0	0.0	1	100.0	1	1.1
Some elementary school	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Elementary school	0	0.0	0	0.0	0	0.0	1	100.0	1	1.1
Some high school	0	0.0	0	0.0	1	33.3	2	66.7	3	3.3
High school	6	16.2	11	29.7	13	35.1	7	18.9	37	40.7
Some college	8	32.0	4	16.0	6	24.0	7	28.0	25	27.5
College	9	42.9	4	19.1	6	28.6	2	9.5	21	23.1
Graduate school	1	33.3	2	66.7	0	0.0	0	0.0	3	3.3
2. While in school did you ever have classes in homemaking?										
Yes	20	29.0	15	21.7	19	27.5	15	21.7	69	75.8
No	4	22.2	5	27.8	6	33.3	3	16.7	18	19.8
No answer	0	0.0	1	25.0	1	25.0	2	50.0	4	4.4
3. When you finished school did you plan to:										
Marry	9	26.5	6	17.7	11	32.4	8	23.5	34	37.4
Work	8	23.5	12	35.3	8	23.5	6	17.7	34	37.4
Marry and work	6	31.6	3	15.8	6	31.6	4	21.1	19	20.9
Marry, work and continue education	1	100.0	0	0.0	0	0.0	0	0.0	1	1.1
No answer	0	0.0	0	0.0	1	33.3	2	66.7	3	3.3

TABLE III (Continued)

PERSONAL ATTITUDES TOWARD PAST AND FUTURE EDUCATION AS RELATED TO AGE OF 91 HOMEMAKERS

Question	Age Categories									
	29 and Younger		30-39		40-49		50 and Older		Total	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
4. Did you complete elementary school										
Before marriage	24	26.7	21	23.3	26	28.9	19	21.1	90	98.9
After marriage	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
No answer	0	0.0	0	0.0	0	0.0	1	100.0	1	1.1
Did you complete high school										
Before marriage	23	26.7	21	25.3	24	28.9	15	18.7	83	91.2
After marriage	1	33.3	0	0.0	1	33.3	1	33.3	3	3.3
Did not complete high school	0	0.0	0	0.0	1	25.0	3	75.0	4	4.4
No answer	0	0.0	0	0.0	0	0.0	1	100.0	1	1.1
Did you complete college										
Before marriage	6	33.3	6	33.3	4	22.2	2	11.1	18	19.8
After marriage	4	66.7	0	0.0	2	33.3	0	0.0	6	6.5
Did not complete college	14	21.2	15	22.7	20	30.3	17	25.8	66	72.5
No answer	0	0.0	0	0.0	0	0.0	1	100.0	1	1.1
5. In general, did you										
Like school	22	25.6	21	24.4	25	29.1	18	20.9	86	94.5
Dislike school	2	50.0	0	0.0	1	25.0	1	25.0	4	4.4
No answer	0	0.0	0	0.0	0	0.0	1	100.0	1	1.1
6. Did you ever discuss your job (career) plans with a school counselor?										
Yes	13	39.4	9	27.3	6	18.2	5	15.2	33	36.3
No	11	19.6	12	21.4	19	33.9	14	25.0	56	61.5
No answer	0	0.0	0	0.0	1	50.0	1	50.0	2	2.2

TABLE III (Continued)

PERSONAL ATTITUDES TOWARD PAST AND FUTURE EDUCATION AS RELATED TO AGE OF 91 HOMEMAKERS

Question	Age Categories									
	29 and Younger		30-39		40-49		50 and Older		Total	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
7. Do you think your teachers tried to prepare you for finding a job?										
Yes	17	31.5	13	24.1	17	31.5	7	13.0	54	59.3
No	7	20.0	8	22.9	8	22.9	12	34.3	35	38.5
No answer	0	0.0	0	0.0	1	50.0	1	50.0	2	2.2
8. Do you think <u>you</u> tried while in school to obtain the training and skills necessary to get and keep a job?										
Yes	21	30.9	16	23.5	20	29.4	11	16.2	68	74.7
No	3	16.7	5	27.8	4	22.2	6	33.3	18	19.8
No answer and undecided	0	0.0	0	0.0	2	40.0	3	60.0	5	5.5
9. If you planned to work, what kind of job did you hope to obtain after graduated?										
Professional work	15	36.6	10	24.4	11	26.8	5	12.2	41	45.1
Clerical work	4	15.4	9	34.6	8	30.8	5	19.2	26	28.6
Sales work	0	0.0	0	0.0	1	50.0	1	50.0	2	2.2
Service work (except household)	1	100.0	0	0.0	0	0.0	0	0.0	1	1.1
Manager, proprietor	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Private household work	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Operatives	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
No answer	4	19.1	2	9.5	6	28.6	9	42.9	21	23.0

TABLE III (Continued)

PERSONAL ATTITUDES TOWARD PAST AND FUTURE EDUCATION AS RELATED TO AGE OF 91 HOMEMAKERS

Question	Age Categories									
	29 and Younger		30-39		40-49		50 and Older		Total	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
10. Are you presently attending school (receiving training)										
Yes	2	20.0	2	20.0	4	40.0	2	20.0	10	11.0
No	20	26.3	19	25.0	22	28.9	15	19.7	76	83.5
No answer	2	40.0	0	0.0	0	0.0	3	60.0	5	5.5
11. If yes, for what are you studying (training)? (N=10)										
Master's degree	1	20.0	1	20.0	2	40.0	1	20.0	5	50.0
Teaching certificate	0	0.0	1	50.0	1	50.0	0	0.0	2	20.0
Ph. D. degree	1	100.0	0	0.0	0	0.0	0	0.0	1	10.0
General education	0	0.0	0	0.0	1	50.0	1	50.0	2	20.0
Are you receiving this training at (N=10)										
Place of employment	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Public school	2	28.6	2	28.6	2	28.6	1	14.3	7	70.0
Private school	0	0.0	0	0.0	2	66.7	1	33.3	3	30.0
If answer to question 10 is "No" answer question 12.										
12. Would you like to go back to school? (N=81)										
Yes	18	42.9	11	26.2	7	16.7	6	14.3	42	51.9
No	3	10.0	7	23.3	11	36.7	9	30.0	30	37.0
No answer and undecided	1	11.1	1	11.1	4	44.4	3	33.3	9	11.1

TABLE III (Continued)

PERSONAL ATTITUDES TOWARD PAST AND FUTURE EDUCATION AS RELATED TO AGE OF 91 HOMEMAKERS

Question	Age Categories									
	29 and Younger		30-39		40-49		50 and Older		Total	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
13. Do you have plans to further your education?										
Yes	17	51.5	8	24.2	5	15.2	3	9.1	33	36.3
No	6	11.5	12	23.1	20	38.5	14	26.9	52	57.1
No answer and undecided	1	16.7	1	16.7	1	16.7	3	50.0	6	6.6
14. Do you think that going back to school would help you improve your level of living?										
Yes	15	35.7	11	26.2	8	19.1	8	19.1	42	46.2
No	8	21.1	8	21.1	14	36.8	8	21.1	38	41.8
No answer and undecided	1	9.1	2	18.2	4	36.4	4	36.4	11	12.0

The 24 women in the 29 year and younger age category all completed high school, and 19 of the women had received additional education. All women in the 30 to 39 year age category completed high school, and 13 had attained higher levels of education. Only in the 40 year and older categories were there participants (four) who reported not completing high school. Information was not provided by one respondent in the 50 and older age category, and this possibly indicated a minimal educational level.

The United States Department of Labor (38) reported in 1964 that women 18 years of age and older in the labor force on the average had attained higher levels of education than had all women of this age group in the population. The report noted that 10 per cent of the women in the labor force had completed four years or more of college; the participants in the present study had attained a higher educational level as 26.4 per cent of the women had completed four years or more of college. Similar results were found in comparing the percentage of women in the labor force that had completed their education with high school graduation with the percentage of women in the present study that had completed their education at the same level. Forty-one per cent in the United States Department of Labor Report and 40.7 per cent of the women in the present study had completed their education with high school graduation. At the lower

level of the educational scale, 20 per cent of the woman population in the labor force had an eighth grade education or less compared to 5.5 per cent in the present study.

Women reporting having had classes in homemaking while attending school numbered 69, or 75.8 per cent, of the total number of respondents. The percentages were similar in all age categories with slightly higher numbers in the 29 and younger and the 40 to 49 year age categories. The results may indicate the availability of training in the subject area and the fact that it is now a basic requirement in many public school systems.

An equal number of women, 34 or 37.4 per cent, had either planned to marry or work upon completing school. Nineteen, or 21.0 per cent, of the respondents had planned to combine employment with marriage. Three women in the group preferred not to answer the question and only one planned to marry, work, and continue education. There appears to be no clear cut trend toward more women planning employment in the younger age groups. Variations between age categories may be attributed to social conditions at the time the women completed school. More women in the 30 to 39 year age category, 12 or 35.3 per cent, planned to work upon completing school while more women in the 40 to 49 age category, 11 or 32.4 per cent, planned to marry.

The 91 participants were asked to indicate whether they had married before completing various levels of education. Replies indicated that 98.9 per cent married after completing elementary school and 91.2 per cent married after completing high school. In these two educational levels only eight women indicated either no answer to the question or that they had not completed high school or had completed high school after marriage. Of this small group three women completed high school after marriage, four had not completed high school and one preferred not to answer.

A college education had been completed by only 26.4 per cent of the total 91 participants. Sixty-six women, or 72.5 per cent, did not complete a college education. In the group that had completed college, 18, or 19.8 per cent, completed their education before marriage, and six, or 6.5 per cent, of this group completed it after marriage. A trend is indicated that the younger the woman the more likely the possibility that college will be completed after marriage. Four women in the 29 and younger age category had completed their education after marriage, while none in the 50 and older category completed college after marriage.

To the question "In general, did you like school or dislike school?" 86 women, or 94.5 per cent, answered that they had liked school. This feeling was general throughout all age categories.

Slightly over one-third, or 36.3 per cent of the respondents, indicated they had discussed job (career) plans with a school counselor, while 56 women, or 61.5 per cent of the total, indicated that they had not. As counseling services were not generally available in all school systems in earlier periods the results are not surprising. There is an indication of a trend toward expanded guidance facilities in the schools since in the 29 and younger age group, 13 women, or 39.4 per cent, answered that they had discussed plans with a school counselor while only five women, or 15.2 per cent, in the 50 and older age category answered in the affirmative.

Asked whether teachers had tried to prepare the participants for finding a job, 54, or 59.3 per cent, of the women responded "Yes." The number of women who felt that teachers tried to prepare them for an occupation increased in the younger age categories. Seventeen, or 31.5 per cent, of the 24 women in the 29 and younger age category reported that the education they had received had prepared them for an occupation. This was in contrast to the 50 and older age category where only seven or 13.0 per cent of the women in the group answered in the affirmative.

Sixty-eight, or 74.7 per cent, of the participants noted that while in school they tried to obtain the training

necessary to get and keep a job. The analysis of the data suggests a general trend showing a greater number of the women in the younger age category having tried to obtain the training.

The occupations selected by the 91 participants when asked to name the type of work they had hoped to obtain after completing school were almost entirely confined to the professional and clerical fields. Of the total 91 women 41, or 45.1 per cent, indicated planning to enter professional work. Among the professions that were listed, teaching, social work, and nursing predominated. Twenty-six, or 28.6 per cent, of the participants had hoped to obtain clerical and related work. Occupations included in this category by the women were secretarial, general office work, and stenographic jobs. Two women had selected sales occupations while one woman chose to be a beautician. Twenty-one women, or 23.1 per cent, of the total number of participants preferred not to answer the question; this number included the women who had not planned to work after completing school. A number of the women in the group who failed to answer had probably not had a clearly defined inclination toward a specific career while young.

Seventy-six, or 83.5 per cent, of the 91 women indicated not presently attending school. A fairly even distribution

existed in the results throughout all age categories except for women in the 40 to 49 age category where 40.0 per cent of the women presently attending school was noted. The higher percentage in this age group may possibly indicate fewer family responsibilities for the women at this time in life, on the other hand it also may indicate the inadequacy of the education of these women for employment today. Of the 10 women presently attending school, five, or 50.0 per cent, were completing work toward the Master's degree; two, or 20.0 per cent, toward teaching certificates; and one toward the Ph. D. degree. Two of the women were enrolled in general courses not leading to a degree. Age did not appear to be a significant factor in whether a woman attended school or not.

Seven of the 10 women receiving advanced education were attending public colleges while only three were attending private institutions. None of the participants indicated receiving training at a place of employment.

Eighty-one women of the total 91 participants in the study who were not currently attending school were asked if they would like to return to school. Forty-two, or 51.9 per cent, of these women indicated they would like to return to school for additional training and education. In this group of women there was a relationship between the desire

to return to school and age category. Eighteen, or 42.9 per cent, of the women in the 29 year and younger age category expressed a desire to return to school, while only six, or 14.3 per cent, of the women in the 50 and older age category indicated a desire to return to school. Nine women of the total number of participants either gave no answer to the question or were undecided.

The 91 participants were asked whether they had plans to further their education. Fifty-two women, or 57.1 per cent, did not have plans for continued education. Thirty-three women, or 36.3 per cent, indicated having future educational plans. There appears to be a relationship between age and plans for further education. Seventeen, or 51.5 per cent, of the women in the 29 and younger age category indicated having plans while only three, or 9.1 per cent, of the women in the 50 and older age category indicated having planned for further education. Six women either gave no answer to the question or were undecided about planned continuance of education.

To the question "Do you think that going back to school would help you improve your level of living?" forty-two, or 46.2 per cent, of the 91 women answered "Yes." A relationship to age was noted as 15, or 35.7 per cent, of the women in the 29 and younger age category expressed the opinion

that the additional training would improve living levels. Only eight, or 19.1 per cent, of the 50 and older age category thought that additional education would improve living levels. Eleven, or 12.1 per cent, of the participants gave no answer to the question or were undecided.

The general acceptance of education and the desire to continue the educational process were noted in the group of homemakers participating in the study. Flexibility in programming and scheduling of educational programs and the availability of counseling services for women at all levels would help women achieve desired educational goals.

WORK INFORMATION INCLUDING PRESENT EMPLOYMENT
AND PLANS FOR FUTURE EMPLOYMENT

The majority of the participants of the study entered the labor force at an early age (Table IV). Fifty-eight, or 63.7 per cent, of the women indicated first working outside the home at the age of 19 years or younger. An additional 16 women, or 17.6 per cent, of all age levels entered the labor force between 20 and 29 years of age. Thirteen women, or 14.3 per cent, of the respondents entered the labor force after they were 30 years of age. The results of the study provide an indication of a tendency of the participants to have entered the labor force at an early age rather than having sought initial employment during middle age.

TABLE IV
EMPLOYMENT INFORMATION AS RELATED TO AGE OF 91 HOMEMAKERS

Question	Age Categories									
	29 and Younger		30-39		40-49		50 and Older		Total	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
1. At what age did you first start working outside the home?										
10-19 years	19	32.8	15	25.9	15	25.9	9	15.5	58	63.7
20-29 years	4	25.0	4	25.0	6	37.5	2	12.5	16	17.9
30-39 years	0	0.0	2	33.3	3	50.0	1	16.7	6	6.6
40-49 years	0	0.0	0	0.0	1	20.0	4	80.0	5	5.5
50-59 years	0	0.0	0	0.0	0	0.0	2	100.0	2	2.2
No answer	1	25.0	0	0.0	1	25.0	2	50.0	4	4.4
2. Have you been working more than two years at your present job?										
Yes	9	14.8	15	24.6	22	36.1	15	24.6	61	67.0
No	14	51.9	6	22.2	4	14.8	3	11.1	27	29.7
No answer	1	33.3	0	0.0	0	0.0	2	66.7	3	3.3
Have you been working more than two years for the same person (company, school)?										
Yes	9	14.3	16	25.4	23	36.5	15	23.8	63	69.2
No	14	56.0	5	20.0	3	12.0	3	12.0	25	27.5
No answer	1	33.3	0	0.0	0	0.0	2	66.7	3	3.3
Do you think you will have the same job a year from now?										
Yes	11	17.5	15	23.8	25	39.7	12	19.1	63	69.2
No	6	50.0	4	33.3	0	0.0	2	16.7	12	13.2
Undecided	6	46.2	2	15.4	1	7.7	4	30.8	13	14.3
No answer	1	33.3	0	0.0	0	0.0	2	66.7	3	3.3

TABLE IV (Continued)
EMPLOYMENT INFORMATION AS RELATED TO AGE OF 91 HOMEMAKERS

Question	Age Categories									
	29 and Younger		30-39		40-49		50 and Older		Total	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
3. Approximately how many different jobs have you held since you first started working?										
1-3 jobs	13	27.7	14	29.8	11	23.4	9	19.2	47	51.6
4-6 jobs	10	29.4	5	14.7	11	32.4	8	23.5	34	37.4
7-10 jobs	0	0.0	1	25.0	3	75.0	0	0.0	4	4.4
11-13 jobs	0	0.0	1	33.3	1	33.3	1	33.3	3	3.3
No answer	1	33.3	0	0.0	0	0.0	2	66.7	3	3.3
4. What is the total number of years you have worked?										
1-5 years	16	76.2	3	14.2	0	0.0	2	9.5	21	23.1
6-10 years	8	29.6	6	22.2	10	37.0	3	11.1	27	29.7
11-15 years	0	0.0	5	38.5	6	46.2	2	15.4	13	14.3
16-20 years	0	0.0	7	50.0	5	35.7	2	14.3	14	15.4
21-25 years	0	0.0	0	0.0	1	25.0	3	75.0	4	4.4
26-30 years	0	0.0	0	0.0	1	25.0	3	75.0	4	4.4
31-35 years	0	0.0	0	0.0	0	0.0	2	100.0	2	2.2
36-40 years	0	0.0	0	0.0	0	0.0	1	100.0	1	1.1
No answer	0	0.0	0	0.0	3	60.0	2	40.0	5	5.5

TABLE IV (Continued)
EMPLOYMENT INFORMATION AS RELATED TO AGE OF 91 HOMEMAKERS

Question	Age Categories									
	29 and Younger		30-39		40-49		50 and Older		Total	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
5. Approximately how many hours a week do you work away from home?										
1-7 hours	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
8-14 hours	0	0.0	1	50.0	1	50.0	0	0.0	2	2.2
15-21 hours	1	16.7	1	16.7	2	33.3	2	33.3	6	6.6
22-28 hours	0	0.0	1	50.0	0	0.0	1	50.0	2	2.2
29-35 hours	2	40.0	1	20.0	0	0.0	2	40.0	5	5.5
36-42 hours	20	32.3	14	22.6	17	27.4	11	17.7	62	68.1
43 hours and over	1	10.0	2	20.0	3	30.0	4	40.0	10	10.9
No answer	0	0.0	1	25.0	3	75.0	0	0.0	4	4.4
6. Do you like the type of work you now perform?										
Yes	19	23.5	19	23.5	23	28.4	20	24.7	81	89.0
No	5	83.3	1	16.7	0	0.0	0	0.0	6	6.6
No answer	0	0.0	1	25.0	3	75.0	0	0.0	4	4.4
7. Are you performing the type of work you planned and trained for in school?										
Most of the time	9	25.7	10	28.6	12	34.3	4	11.4	35	38.5
Some of the time	8	28.6	9	32.1	5	17.9	6	21.4	28	30.8
Never	7	36.8	1	5.3	3	15.8	8	42.1	19	20.9
No answer	0	0.0	1	11.1	6	66.7	2	22.2	9	9.8

TABLE IV (Continued)

EMPLOYMENT INFORMATION AS RELATED TO AGE OF 91 HOMEMAKERS

Question	Age Categories									
	29 and Younger		30-39		40-49		50 and Older		Total	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
8. Where did you receive the training for employment in your present occupation?*										
High school	9	32.1	5	17.9	10	35.7	4	14.3	28	30.8
Junior college	2	40.0	0	0.0	2	40.0	1	20.0	5	5.5
College	11	37.9	8	27.6	8	27.6	2	6.9	29	31.8
Technical college	0	0.0	5	62.5	2	25.0	1	12.5	8	8.8
On-the-job	15	33.3	8	17.8	9	20.0	13	28.9	45	49.5
No training	1	25.0	1	25.0	1	25.0	1	25.0	4	4.4
Other	0	0.0	2	20.0	6	60.0	2	20.0	10	11.0
No answer	0	0.0	0	0.0	3	100.0	0	0.0	3	3.3
9. Do you think that your training for the type of work you perform is:										
Not adequate	4	100.0	0	0.0	0	0.0	0	0.0	4	4.4
Adequate	10	18.5	15	27.8	19	35.2	10	18.5	54	59.3
More than adequate	9	32.1	6	21.4	3	10.7	10	35.7	28	30.8
No answer	1	20.0	0	0.0	4	80.0	0	0.0	5	5.5
10. Do you classify the type of work you now perform as:										
Unskilled	1	50.0	0	0.0	1	50.0	0	0.0	2	2.2
Semi-skilled	6	35.3	3	17.7	4	23.5	4	23.5	17	18.7
Skilled	9	22.0	11	26.8	8	19.5	13	31.7	41	45.1
Professional	8	29.6	7	25.9	9	33.3	3	11.1	27	29.7
No answer	0	0.0	0	0.0	4	100.0	0	0.0	4	4.4

*Percentages based on 132 answers from 91 respondents.

TABLE IV (Continued)

EMPLOYMENT INFORMATION AS RELATED TO AGE OF 91 HOMEMAKERS

Question	Age Categories									
	29 and Younger		30-39		40-49		50 and Older		Total	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
11. Choose three words from the following list that you think best describe your job (occupation)*										
Boring	1	100.0	0	0.0	0	0.0	0	0.0	1	0.4
Dull	2	100.0	0	0.0	0	0.0	0	0.0	2	0.7
Pleasant**	9	19.6	13	28.3	13	28.3	11	23.9	46	16.9
Routine	9	39.1	3	13.0	6	26.1	5	21.7	23	8.4
Interesting**	14	23.7	17	28.8	20	33.9	8	13.6	59	21.6
Endless	4	26.7	4	26.7	3	20.0	4	26.7	15	5.5
Useful**	8	22.2	7	19.4	13	36.1	8	22.2	36	13.2
Tiring	6	46.2	5	38.5	1	7.7	1	7.7	13	4.8
Creative**	3	17.7	4	23.5	5	29.4	5	29.4	17	6.2
Stimulating**	11	30.6	10	27.8	12	33.3	3	8.3	36	13.2
No answer	5	20.0	0	0.0	5	20.0	15	60.0	25	9.2

12. Approximately how many more years would you like to work away from home?

TABLE IV (Continued)
EMPLOYMENT INFORMATION AS RELATED TO AGE OF 91 HOMEMAKERS

Question	Age Categories									
	29 and Younger		30-39		40-49		50 and Older		Total	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
13. Is the salary (money) you receive for your work the primary source of income in your home?										
	0	0.0	2	25.0	1	12.5	5	62.5	8	8.8
Secondary source	24	31.2	19	24.7	24	31.2	10	13.0	77	85.6
No answer	0	0.0	0	0.0	1	16.7	5	83.3	6	6.6
15. If you were without a job, from which of the following sources would you receive your income?*										
Savings	2	11.8	5	29.4	4	23.5	6	35.3	17	10.8
Income from investments	0	0.0	5	33.3	5	33.3	5	33.3	15	9.6
Salary of husband	24	31.6	18	23.7	24	31.6	10	13.2	76	48.4
Private insurance benefits	0	0.0	2	40.0	1	20.0	2	40.0	5	3.2
Social security	0	0.0	1	14.3	2	28.6	4	57.1	7	4.5
Unemployment insurance	0	0.0	3	60.0	0	0.0	2	40.0	5	3.2
Welfare	0	0.0	1	100.0	0	0.0	0	0.0	1	0.6
Other (mother)	0	0.0	1	100.0	0	0.0	0	0.0	1	0.6
No answer	0	0.0	0	0.0	0	0.0	4	100.0	4	2.6

*Percentages based on 157 answers from 91 respondents.

The women were asked three questions pertaining to employment stability or tenure. The first question "Have you been working more than two years at your present job?" was answered in the affirmative by 61, or 67.0 per cent, of the participants. To the second question "Have you been working more than two years for the same person (company, school)?" 63 women, or 69.2 per cent, indicated working for the same employer for more than two years. Two women who had been working for more than two years for the same employer indicated that they had not performed the same work for two years or more. The data indicate possible mobility within company or school for the employed women.

The proportion of women in the 30 and older age categories showed little variation in job stability within age categories. The largest amount of job instability was evident in the 29 and younger age group. Fourteen of the 24 participants in this age category had not had the present job for more than two years. The third question related to employment stability, "Do you think you will have the same job a year from now?" Sixty-three, or 69.2 per cent, of the participants answered "Yes" to the question. Most uncertainty was expressed in the 29 and younger age category, where 50.0 per cent answered "No" and 46.2 per cent were undecided. The highest amount of intended job stability was evident in the 40 to 49 year age category.

An additional question pertaining to job stability involved the number of jobs the participants had held during the time they had participated in the labor force. It was noted that 47, or 51.7 per cent, of the women had held only one to three jobs during the time they had worked outside the home. Eighty-nine per cent of the women in all age groups had not held more than six jobs. It was indicated that the highest degree of job stability appears in the 30 to 39 and 40 to 49 age categories. Considering the relatively short time the younger women had been in the labor force, it is surprising that 57.0 per cent had held up to six jobs since entering the labor force. In the 29 and younger age category three women had held one job, four women had held two jobs, six women had held three jobs, eight women had held four jobs, and two women five jobs. The evidence is indicative of the high job mobility within the age group. Similar evidence has been reported by the United States Department of Labor (38) for the general population. The report suggested that many young people shop for jobs before they decide on a work career. It further suggested that the lack of skills does not allow young people the opportunity of securing steady work or accumulating seniority which would insure job security.

An analysis of data concerning the total number of years worked indicated that the women participating in the study

had entered the labor force at a young age and had remained employed for a relatively long period of time. Forty-eight women, or 52.7 per cent, had been in the labor force up to 10 years. None of the women in the 40 to 49 year age category had worked less than six years. Forty-one per cent of the women in all age groups had been working 11 years or more. Generally, indications are that the women participating had remained in the labor force a considerable length of time. The working life pattern of women working for a few years after finishing school, leaving the labor force for marriage and child-care and returning to the labor force after children are grown was not clearly distinguishable in the study. Many of the women were young and had young families and at the same time were employed full-time outside the home.

Employment of the women at full-time jobs rather than part-time was predominant. Sixty-two of the 91 women, or 68.1 per cent, indicated working 36 hours or more a week outside the home. Only 15, or 16.5 per cent, of the women of all age categories reported working 35 hours or less a week. The percentage of women working 36 hours or more a week appeared high since many of the women had young children at home. The normal tendency in the population has been for women with young children to work generally outside the home on a part-time or part-year basis.

A majority of participants liked the type of work they had been performing. Eighty-one of the 91 participants of all age categories expressed a positive attitude toward performance of present work. Only six of the participants did not like the work they were performing and four women did not answer the question. Five of the women who gave a negative response were in the 29 and younger age category.

When asked whether the type of work performed was the same as that planned and trained for in school, 63 of the women, or 69.2 per cent, checked "Most of the time" or "Some of the time" as the answer. Nineteen, or 21.0 per cent, of the women checked "Never." It is not clear whether the women had not been adequately trained or had been unable to find a job for which they had been trained. More information would be needed for an understanding of this question.

A multiple choice question was asked the participants relative to whether the training for employment had been acquired at school or on-the-job. One hundred and thirty two responses were recorded for the 91 participants and this indicated that many of the respondents thought that job competence had been achieved through a combination of school and on-the-job training and education. Four of the respondents indicated that no training had been received for the job performed and three women did not answer the question. In

the classification of "other," art school, nursing school, business college, extension and correspondence and at home were included.

To the question "Do you think that your training for the type of work you perform is: not adequate, adequate, more than adequate?" a majority of the respondents, 59.3 per cent, indicated adequate training while 28, or 30.7 per cent of the total number of participants, indicated the training was more than adequate. Only four, or 4.4 per cent, of the women thought that the training for the job performed was not adequate. The data indicate that the respondents considered themselves secure in the skills performed on-the-job.

The type of work performed by participants was classified as follows: unskilled, 2.2 per cent; semi-skilled, 18.7 per cent; skilled, 45.1 per cent; professional, 29.7 per cent. Four women, or 4.4 per cent, did not provide information. Eight of the women performing professional work were in the 29 and younger age category; seven were in the 30 to 39 year age category; and nine in the 40 to 49 year age category. Only three of the women in the 50 and older age category were performing professional work. Fifty-eight, or 63.7 per cent, of the women in all age categories were performing what they considered were semi-skilled or skilled occupations.

The participants were asked to choose three words from a number listed which would describe the job or occupation performed. A variety of words was supplied so as to minimize the effects that word values would have upon positive and negative attitudes toward the job. From a possible 273 answers 248 were recorded. Several of the participants checked only one or two words and this reduced the number of responses.

Concerning personal attitudes, 71.1 per cent of the responses toward the job were positive and included adjectives such as pleasant, interesting, useful, creative, and stimulating. The remaining answers, or 28.9 per cent of the total, indicated negative attitudes toward the work and included such adjectives as boring, endless, routine, and tiring. The analysis of the data indicated that women in all age categories were generally satisfied with the job performed. The only three responses defining the job as boring and dull were made by those in the 29 and younger age category. "Routine" was the most often used negative word in attitude description of job.

Although it was noted that women expressed a positive attitude toward the work performed, in analyzing the desire to continue in the labor force it was generally indicated that women had very positive plans about the length of time

they intended working outside the home. Forty-eight, or 52.8 per cent, of the participants knew exactly how many more years they planned to be in the labor force. Eighteen women did not want to continue working, while 12, or 13.2 per cent, of the total number of participants in all age categories were uncertain. Only four of the women indicated they would like to work indefinitely or as long as possible, and this gave a career orientation to the work experience. Giving definite number of years in answering the question might indicate that the duration of the labor force participation was related to a personal objective involving the need for money income. A general tendency for women in the population to enter the labor force to earn money for specific needs and to retire when the objective has been achieved may partially explain the answers of the women in the study.

The data indicated that the money income received by the women through employment was not the primary source of income in the family unit. Seventy-seven, or 85.6 per cent, of the women in all age categories considered the money supplementary income. Eight women, or 8.8 per cent, considered the money earned the primary source of income in the home. Five of these women were in the 50 and older age category. Six women did not answer the question. The

growing tendency reported by the United States Department of Labor (38) for married women to engage in paid work is reflected in the responses of the participants. The money earned by married women adds to family income, though it seldom is the primary source of income in the home.

A further amplification of the tendency was noted in the answers women gave when asked from which source they would receive income if not from employment. Multiple income sources were recorded: 157 from the total 91 respondents. Seventy-six responses indicated salary of husband; private insurance, unemployment insurance and welfare payments were not considered as income sources by many of the participants. However, a tendency for the women in the older age categories to rely on social security and insurance in case of unemployment was evident. The younger, 29 and younger age category, had fewer sources of supplementary income than did the older age categories. Data in the study emphasize, however, that employed women supplement family income rather than provide the primary source of income to the family unit.

THE PARTICIPANTS ATTITUDES TOWARD THE EDUCATION AND EMPLOYMENT OF A DAUGHTER

Data concerning the women's interest in occupational training for a daughter revealed a positive attitude toward

such training (Table V). Eight women, or 87.9 per cent of the total 91 participants of all age levels, expressed the desire that a daughter train for an occupation. A higher degree of interest is noted in the 30 to 39 year age category and the 40 to 49 year age category. The women in these two age categories probably have had more interest in answering the question as it would probably relate to their own daughters.

Women in the present study showed less interest in having a daughter work after marriage. Forty of the women of all age categories answered "Yes" to the question, "Do you think your daughter should work after she is married?" Twenty-three of all women did not want daughters to work after marriage, and 16 women thought the decision should be made by the daughter.

Occupational aspirations reported by the women for self and for daughter in this study are shown in Table VI. Data imply that the women tended to project their own aspirations in choosing an occupation for daughter. Andree (2) indicated that asking a woman the aspirations for a daughter would not only suggest the mother's view for the daughter but reveal the subject's own unavowed wishes. Few differences were noted between the wishes expressed for self and those for daughter by the homemakers in the group.

TABLE V
ATTITUDES TOWARD THE EDUCATION AND EMPLOYMENT OF A DAUGHTER AS
RELATED TO AGE OF 91 HOMEMAKERS

Question	Age Categories									
	29 and Younger		30-39		40-49		50 and Older		Total	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
1. If you have (or had) a daughter(s), would you like her to train for an occupation (job)?										
Yes	20	25.0	20	25.0	25	31.3	15	18.8	80	87.9
No	0	0.0	1	50.0	0	0.0	1	50.0	2	2.2
No answer	4	44.4	0	0.0	1	11.1	4	44.4	9	9.9
2. Do you think your daughter should work after she is married?										
Yes	12	30.0	10	25.0	11	27.5	7	17.5	40	44.0
No	4	17.4	6	26.1	6	26.1	7	30.4	23	25.3
Her choice	3	18.8	5	31.3	6	37.5	2	12.5	16	17.6
No answer	5	41.7	0	0.0	3	25.0	4	33.3	12	13.2
5. Do you feel it is necessary for your daughter to complete										
High school										
Yes	21	26.3	21	26.3	24	30.0	14	17.5	80	87.9
No	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
No answer	3	27.3	0	0.0	2	18.2	6	54.5	11	12.1
College										
Yes	21	32.3	17	26.2	19	29.2	8	12.3	65	71.4
No	0	0.0	1	11.1	3	33.3	5	55.6	9	9.9
Possibly	0	0.0	1	33.3	1	33.3	1	33.3	3	3.3
No answer	3	21.4	2	14.3	3	21.4	6	42.9	14	15.4

TABLE V (Continued)

ATTITUDES TOWARD THE EDUCATION AND EMPLOYMENT OF A DAUGHTER AS

RELATED TO AGE OF 91 HOMEMAKERS

Question	Age Categories									
	29 and Younger		30-39		40-49		50 and Older		Total	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
6. To your knowledge, has your daughter ever discussed job (career) plans with a school counselor?										
Yes	0	0.0	1	4.4	17	73.9	5	21.7	23	25.3
No	4	14.8	15	55.5	5	18.5	3	11.1	27	29.7
No answer	20	48.8	5	12.2	4	9.8	12	29.3	41	45.1
7. Do you depend on your daughter's teachers and counselors for guidance of your daughter?										
Yes	5	26.3	2	10.5	8	42.1	4	21.1	19	20.9
No	7	18.9	12	32.4	13	35.1	5	13.5	37	40.7
To some extent	0	0.0	2	50.0	2	50.0	0	0.0	4	4.4
No answer	12	38.7	5	16.1	3	9.7	11	35.5	31	34.1
8. If you were financially able, would you be willing to help support your daughter if she decides to go to vocational school or college?										
Yes	18	24.7	21	28.8	23	31.5	11	15.1	73	80.2
No	1	33.3	0	0.0	1	33.3	1	33.3	3	3.3
No answer	5	33.3	0	0.0	2	13.3	8	53.3	15	16.5

TABLE V (Continued)
ATTITUDES TOWARD THE EDUCATION AND EMPLOYMENT OF A DAUGHTER AS
RELATED TO AGE OF 91 HOMEMAKERS

Question	Age Categories									
	29 and Younger		30-39		40-49		50 and Older		Total	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
9. Do you think it is important for your daughter to set higher educational goals than you did?										
Yes	15	21.7	20	29.0	21	30.4	13	18.8	69	75.8
No	2	50.0	1	25.0	1	25.0	0	0.0	4	4.4
No answer	6	40.0	0	0.0	2	13.3	7	46.7	15	16.5
Mother has set very high educational goals for self	1	33.3	0	0.0	2	66.7	0	0.0	3	3.3

TABLE VI

MOTHER'S OCCUPATIONAL ASPIRATIONS FOR SELF AND DAUGHTER

Mother's Occupational Aspirations	Mother's Occupational Aspirations for Daughter	Mother's Occupational Aspirations Most Desired for Daughter
Age of Homemaker: 29 Years and Younger		
Nurse, receptionist, stewardess	Secretary, nurse, stewardess	Computer programmer
Secretary, receptionist	Secretary, laboratory technician, stewardess	Her choice
Secretary, file-clerk, bookkeeper	Laboratory technician, receptionist, dietitian	Dietitian
Teacher, typist, musician	Teacher, nurse, typist	Her choice
File-clerk, receptionist, stewardess	Teacher, laboratory technician, typist	Biology research
Teacher, nurse, stewardess	Teacher, nurse, stewardess	Teacher
Nurse, stewardess, model	Secretary, teacher, nurse	Teacher
Secretary, social work, personnel	Secretary, teacher, nurse	Teacher
Secretary, typist, nurse	Secretary, teacher, nurse	Teacher
Research scientist	Teacher, laboratory technician, research	Her choice
Teacher, stewardess, entertainer	No answer	No answer

TABLE VI (Continued)

MOTHER'S OCCUPATIONAL ASPIRATIONS FOR SELF AND DAUGHTER

Mother's Occupational Aspirations	Mother's Occupational Aspirations for Daughter	Mother's Occupational Aspirations Most Desired for Daughter
Bookkeeper, file-clerk, office-machine operator	Secretary, teacher, nurse	Teacher
Saleswoman, typist, musician	No answer	No answer
Secretary, teacher	No answer	No answer
Teacher, receptionist, social worker	Secretary, teacher, receptionist	Model
Teacher, laboratory technician, cook	Secretary, teacher, stewardess	Teacher
Laboratory technician, nurse, dietitian	Nurse	Nurse
Secretary, laboratory technician	Secretary, laboratory technician, nurse	Nurse
Social worker, artist, interior decorator	Teacher, artist, musician	Her choice
Teacher, nurse, musician	Her choice	Her choice
Teacher, stewardess, model	Secretary, teacher, entertainer	Theater or ballet
Secretary, bookkeeper, social worker	No answer	No answer
Teacher, laboratory technician, interior decorator	No answer	No answer

TABLE VI (Continued)

MOTHER'S OCCUPATIONAL ASPIRATIONS FOR SELF AND DAUGHTER

Mother's Occupational Aspirations	Mother's Occupational Aspirations for Daughter	Mother's Occupational Aspirations Most Desired for Daughter
Teacher, laboratory technician, dietitian	Teacher, dietitian, research technician	Teacher
Age of Homemaker: 30-39 Years		
No answer	Teacher, dietitian, stewardess	No answer
Teacher, musician, stewardess	Laboratory technician, musician, dietitian	Teacher
Secretary, teacher, bookkeeper	Teacher, laboratory technician, stewardess	Teacher
Secretary, nurse, stewardess	Secretary, teacher, nurse	Teacher
Musician, dietitian, entertainer	Secretary, teacher, stewardess	Secretary
Secretary, laboratory technician, programmer	Secretary, teacher, stewardess	Mathematician
Teacher, musician, entertainer	Teacher, musician, entertainer	Her choice
No answer	No answer	No answer
Teacher, nurse, cosmetologist	Teacher, nurse, musician	Home economist
Secretary, entertainer, receptionist	Entertainer, secretary, musician	Secretary
Bookkeeper, receptionist, stewardess	Secretary, laboratory technician, teacher	Teacher

TABLE VI (Continued)

MOTHER'S OCCUPATIONAL ASPIRATIONS FOR SELF AND DAUGHTER

Mother's Occupational Aspirations	Mother's Occupational Aspirations for Daughter	Mother's Occupational Aspirations Most Desired for Daughter
Teacher, nurse, stewardess	No answer	Her choice
Teacher, stewardess, musician	Teacher, nurse, musician	Teacher
Secretary, typist, receptionist	No answer	Medical profession
Secretary, typist, musician	Secretary, teacher, stewardess	Stewardess, model
Typist, office-machine operator	Bookkeeper, nurse, typist	Her choice
Secretary, file-clerk, typist	Teacher, laboratory technician, dietitian	Teacher
Secretary, stewardess, buyer	Secretary, laboratory technician, nurse	Nurse
Secretary, radio-television personality, entertainer	Translator at United Nations, veterinarian, entertainer	Foreign-language translator
File-clerk, nurse, office machine operator	Laboratory technician, nurse, office machine operator	Nurse
Secretary, teacher, musician	Secretary, hair stylist, stewardess	Her choice

TABLE VI (Continued)

MOTHER'S OCCUPATIONAL ASPIRATIONS FOR SELF AND DAUGHTER

Mother's Occupational Aspirations	Mother's Occupational Aspirations for Daughter	Mother's Occupational Aspirations Most Desired for Daughter
Age of Homemaker: 40-49 Years		
No answer	Secretary, teacher	Teacher
Teacher, musician	Teacher, dietitian	Teacher
No answer	Secretary, teacher, bookkeeper	Teacher
Teacher, musician	Secretary, teacher, stewardess	Teacher
Teacher, laboratory technician, musician	Nurse, musician, stewardess	Missionary-teacher
Secretary	Secretary, teacher, office machine operator	Teacher
No answer	Teacher, hair-stylist	Her choice
Saleswoman, teacher, nurse	Teacher, occupational therapist, chemist	Teacher
Secretary, book-keeper, dietitian	Secretary, musician, office machine operator	Her choice
Secretary, receptionist, entertainer	Stewardess, teacher, nurse	Teacher
No answer	Bookkeeper	Bookkeeper
Commercial artist, advertising	Special education, social work	Teacher

TABLE VI (Continued)

MOTHER'S OCCUPATIONAL ASPIRATIONS FOR SELF AND DAUGHTER

Mother's Occupational Aspirations	Mother's Occupational Aspirations for Daughter	Mother's Occupational Aspirations Most Desired for Daughter
Secretary, book-keeper, receptionist	No answer	No answer
Secretary, nurse, entertainer	Secretary, nurse, stewardess'	Stewardess
Teacher, musician, entertainer	Teacher, factory-assembler, musician	Music teacher
Secretary, book-keeper, typist	Laboratory technician, stewardess, entertainer	Her choice
Cashier, musician, dietitian	Social worker, lawyer	Social worker
Teacher, nurse, receptionist	Secretary, teacher, nurse	Teacher
Musician	Teacher, laboratory technician, mathematician	Mathematician
Secretary, musician, librarian	Teacher, nurse, physical therapist	Nurse
Bookkeeper, office-machine operator	Laboratory technician, secretary, musician	Business administrator
Architect, book-keeper, artist	Social worker, language teacher	Language teacher
Teacher, musician, dietitian	Teacher, musician, dietitian	Teacher

TABLE VI (Continued)

MOTHER'S OCCUPATIONAL ASPIRATIONS FOR SELF AND DAUGHTER

Mother's Occupational Aspirations	Mother's Occupational Aspirations for Daughter	Mother's Occupational Aspirations Most Desired for Daughter
Musician, entertainer, artist	Doctor, interior decorator	Her choice
Secretary, nurse, dietitian	Secretary, teacher, dietitian	Her choice
Musician, hair stylist, entertainer	No answer	Her choice
Age of Homemaker: 50 Years and Older		
Saleswoman	No answer	No answer
No answer	Hair stylist, receptionist, psychologist	Her choice
No answer	No answer	Mother and housewife
Secretary, cashier, receptionist	No answer	No answer
Airline representative, public relations	Teacher, computer programmer, teacher	Teacher
Teacher, dietitian, entertainer	Teacher, nurse, entertainer	Professional
Secretary, bookkeeper, dietitian	Secretary, bookkeeper, receptionist	Secretary
Secretary	No answer	Teacher
Secretary, musician, office machine operator	No answer	No answer

TABLE VI (Continued)

MOTHER'S OCCUPATIONAL ASPIRATIONS FOR SELF AND DAUGHTER

Mother's Occupational Aspirations	Mother's Occupational Aspirations for Daughter	Mother's Occupational Aspirations Most Desired for Daughter
Saleswoman, typist, office machine operator	Bookkeeper, typist, office machine operator	Dietitian
Cashier	No answer	No answer
Secretary, teacher, receptionist	Secretary, office machine operator, stewardess	No answer
Saleswoman, entertainer	No answer	No answer
Secretary, cashier	Secretary, bookkeeper, office machine operator	No answer
Musician	No answer	No answer
Nurse	Secretary, typist, office machine operator	Her choice
No answer	Telephone operator	No answer
Nurse, receptionist	Secretary, teacher, typist	Entertainer
No answer	Secretary, typist, receptionist	Her choice
Secretary	Secretary, laboratory technician, typist	Laboratory technician

Findings in this study were similar to those of Bert (3) who found that over half of the occupational choices of the girls were either clerical, teaching, or nursing. Also mentioned by 15.5 per cent of the group in this study of girls in Florida was the occupation of being an entertainer or a stewardess. The subjects chose traditionally feminine occupations with only a few choosing glamorous types of employment. The present investigation revealed that most of the women chose clerical, teaching, or nursing occupations for self and daughter. Few women were interested in glamorous employment except that 26 women mentioned being a stewardess as an aspiration for either self or daughter. Interest was expressed by the participants for science related employment either as a laboratory technician or as a research scientist. Twelve respondents reported an interest in home economics-related careers. These data show a need for broadening the scope of women's career orientation.

Educational aspirations for a daughter showed a general acceptance of the need of a high school education. Eighty women, or 87.9 per cent of the total, wanted daughters to complete high school. Of the 11 women who did not answer the question, three were in the 29 and younger age category, two were in the 40 to 49 year age category, and six were in the 50 and older age category. In contrast to the general acceptance of a high school education as essential, only 65,

or 71.4 per cent of the total number of women, indicated an interest in having a daughter complete college. Of the nine women who indicated that it was not necessary for a daughter to complete college, one was in the 30 to 39 year age category, three were in the 40 to 49 year age category, and five were in the 50 and older age category. A relationship to the age of the participants might be indicated in the answers, as in the youngest age category 21 women thought a daughter should complete college.

Two questions relating to guidance and counseling revealed only partial reliance on these services. The distribution of answers to the question concerning actual discussion of career plans by a daughter with a school counselor showed the largest number of participants answering affirmatively to be in the 40 to 49 year age category. The answers to this question were clearly related to age. Responses to the second question relating to guidance varied throughout all age groups and findings could not be related entirely to age. Nineteen of the women, or 20.1 per cent, depended on teachers and counselors for guidance of a daughter; while 37, or 40.7 per cent of all women, were not dependent, and four, or 4.4 per cent, answered "to some extent." Thirty-one women, or 34.1 per cent, did not answer the question. The women not answering were mainly concentrated in the youngest and oldest age category. Although the data

indicated that a partial relationship existed between age and the use of counseling services, there appeared to be a tendency for younger women not to be dependent on teachers and counselors for guidance. This tendency among the women in the younger age categories might be attributed to a negative attitude toward these services.

The majority of participants were willing to support a daughter during advanced training and education. Only three women, or 3.3 per cent, of the total were not willing to help in the support of a daughter for this purpose; 15 women, or 16.5 per cent, did not provide an answer. Of the women not answering the question, five were in the 29 year and younger age category and eight were in the 50 and older age category. These data seem to indicate that the youngest and oldest women perceive this problem as remote and therefore did not express an opinion.

According to the responses, 69 women, or 75.8 per cent of the total, indicated a desire for daughters to set higher educational goals than the participant had had. Four of the women, or 4.4 per cent, answered "No" to the question "Do you think it is important for your daughter to set higher educational goals than you did?" Of the 15 women not responding to the question, six were in the 29 and younger age category and seven were in the 50 and older age category;

this revealed a relationship to age. One participant in the 29 and younger age category and two participants in the 40 to 49 age category reported high educational goals for self and indicated that it would not be necessary for a daughter to set higher educational goals.

Information regarding plans for a daughter revealed that the majority of women were interested in the education of a daughter though not necessarily employment for the daughter after marriage. The data indicated that the participants answered questions that applied directly to them more often than when they did not apply. Younger participants tended to answer hypothetical questions more often than the older, or 50 and older, participants.

The general observations made in the present study concerning the labor force participation of homemakers reflect trends in the general population of women. To understand further the attitudes of the respondents a statistical test was employed to measure whether significant relationships might exist in the following areas: 1) level of education of the participant and plans to continue education on the part of the participant; 2) type of employment and definite or indefinite plans for continuing in the labor force; 3) a college education considered essential, depending upon whether the participant had or did not have a daughter;

4) age level of participant and interest in a college education for daughter; 5) educational level of mother and attitude toward a college education for daughter; and 6) attitude of homemaker toward employment after marriage for daughter dependent on whether a woman did or did not have a daughter.

The statistical method employed in the study involved the chi-square test. The application of the chi-square to the selected cases was based on the assumption that the sample used in the study was a statistically valid segment of the population.

Table VII illustrates the results of these analyses. Three of the areas tested were found to be dependent on each other and three areas were independent. Significant relationships were found to exist between the level of education of participant and plans to continue education on the part of the participant; the attitude that a college education is essential for a daughter dependent on whether the participant did or did not have a daughter and the age level of participant and interest in a college education for daughter. Significant relationships were not found to exist between the type of employment and whether participant had definite or indefinite plans for continuing in the labor force; the educational level of mother and attitude toward

TABLE VII
ANALYSIS OF RELATIONSHIPS BETWEEN SELECTED INDEPENDENT
VARIABLES AND ATTITUDES OF PARTICIPANTS TOWARD
EDUCATION AND EMPLOYMENT

Item Number	Relationships Tested	Chi Square Values	Level of Significance
1	Level of education of participant and plans to continue education on the part of the participant	9.377	.01*
2	Type of employment and whether participant had definite or indefinite plans for continuing in the labor force	0.4923	NS
3	College education essential for daughter dependent on whether the participant had or did not have a daughter	4.998	.05**
4	Age level of participant and interest in a college education for daughter	9.687	.01*
5	Educational level of mother and attitude toward a college education for daughter	0.2373	NS
6	Attitude of homemaker toward employment after marriage for daughter dependent on whether a woman did or did not have a daughter	0.4246	NS

*Significant at the .01 level.

**Significant at the .05 level.

a college education for daughter and the attitude of a homemaker toward employment after marriage for daughter on whether the participant did or did not have a daughter.

CHAPTER IV

S U M M A R Y , 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 author of the present study examined the educational, family, and employment background of a group of homemakers-wage earners living in Dallas, Texas. Data were obtained from 91 women during April and May, 1968.

The overall purpose of the study was to seek an understanding of attitude formation as it relates to education, training, and employment of women. Implications of the study may help in establishing programs which will meet the educational requirements necessary today.

One instrument was used to secure data: the "Homemaker Survey Form," designed by the author. Information on family, education, employment, and attitudes was collected. The data when assembled were analyzed by topic section and age of participant, and were based on percentage groupings. The following four age categories were established: 29 years and younger, 30 to 39 years of age, 40 to 49 years of age, and 50 years and older. The chi square statistic technique was used to determine whether significant relationships

existed between the age and educational levels of the participant and attitudes.

Findings revealed that the ages of the participants ranged from 19 years to 63 years. The largest number of women, or 26, were between 40 to 49 years of age. Only 14 of the participants were heads-of-households. This small number was interpreted as indicating stability within the family units. Participation of the respondents in the labor force appeared not to be based on the absence of the male head-of-household.

The 91 respondents had a total of 158 children, of which 81, or 51.3 per cent, were girls and 77, or 48.7 per cent were boys. Even though the largest number of children were 11 years old or over, 26 of the children were 10 years old or younger, suggesting that mothers of young children were participating in the labor force.

The majority of participants were not native to Dallas, but rather were representative of the population growth of the area in recent years. Sixty-five women reported having mothers presently alive; only five women did not have mothers alive while they attended school.

The educational levels attained by the mothers of the participants in the study were similar to those reported by

the United States Bureau of the Census (38) representing the general educational levels attained by women in the total population as of 1964. Forty-four of the respondents indicated having mothers who had worked outside the home while they were living at home, mainly on a full-time basis. Seventy-six women felt that they had been encouraged to complete educational requirements while fewer women, or 63, indicated that they had been encouraged to train for an occupation. This grouping is understood as indicating that women do not consider education to be training oriented.

Levels of educational attainment for the group of participants was somewhat higher than the levels reported for the general woman population by the United States Department of Labor (38) in 1964. The report noted that 10 per cent of the women in the labor force had completed four years or more of college while 26.4 per cent of the women in the present study had completed college.

An equal number of women, 34, had planned either to marry or to work upon completing school and 19 had planned to combine employment and marriage. Four women in the 29 and younger age category completed college after marriage, and this suggested the possibility that younger women are more likely to attend school after marriage.

The participants in general had tried to obtain training for employment while in school, and many had discussed career plans with school counselors. Particularly, women in the younger age categories were interested in continuing education. The level of education of the participant appeared to be related to plans for additional education. As to whether additional education would help in improving living levels only 42 of the 91 participants responded that they thought it would.

A general acceptance of education was noted. The results indicated a tendency on the part of the participants to enter the labor force at an early age and not to retire periodically. Job instability was most often found in the 29 and younger age category and the highest amount of job stability was found in the 40 to 49 year age category. The women were predominantly employed at full-time rather than part-time occupations. The participants expressed very positive attitudes toward current employment; only six of the women did not like the work they were performing.

The type of work performed by participants was classified in the "Homemaker Survey Form" as unskilled, semi-skilled, skilled, and professional. These classifications were used in evaluating whether a relationship existed between these classifications and the expressed desire to continue in

the labor force either for a definite number of years or an indefinite number of years. No level of significance was found at either the .05 or the .01 level in the chi-square test. Forty-eight of the participants knew exactly how many more years they intended to stay in the labor force. The responses of these women indicated a possible relationship between a need of money income to satisfy a personal objective. Some of the answers possibly reflected the number of years the participants intended to work until retirement. It was also quite evident that the money income earned by the woman was supplementary income in the family unit.

The general educational aspirations of a mother for a daughter were found to include the completion of high school. In contrast to the general acceptance of a high school education, only 65 women indicated an interest in having a daughter complete college. In the statistical analysis of the question it was found that the age level of the participant and the interest in a college education for the daughter were significantly related. Answers to the question were also related as to whether the participant had or did not have a daughter. The educational level of the mother was not significantly related to whether the mother thought a daughter should complete college.

Women in the present study showed less interest in having a daughter work after marriage. The statistical analysis indicated that the attitude of the homemaker toward employment after marriage for a daughter had not been significantly related to whether the respondent did or did not have a daughter. It is possible, therefore, to assume that in answering this question the woman was answering for self rather than for daughter, indicating a negative attitude toward employment that had not been revealed in direct questioning.

A new definition of women's role in society is needed as patterns of living change. Home economics instruction, traditionally centered in helping young women reach a satisfying home and family life, will have to assume the responsibility of helping women of all ages redefine goals and attitudes. New curricula such as those being developed by the Illinois Division of Vocational and Technical Education (16) coordinating broadened areas of responsibility show promise of satisfying the need.

As data in the present study revealed, women have very limited occupational knowledge. Certain stereotype careers persist in the minds of women, and it is evident that women seldom plan a coordinated approach to education and employment.

Women often regard employment as only temporary and many never prepare themselves for occupations in which they would be capable.

Schools, and more specifically, departments of Home Economics, should be the obvious and natural setting for developing vocational concepts in young women.

Many questions were raised in the study that could not be answered without conducting a more comprehensive study. It is suggested that future studies on working women should include plans for conducting investigations on a continuing basis. An important part of such studies should also include women not currently employed making it possible to predict movements into and out of the labor force more accurately.

The results presented in the study should aid in planning educational programs useful in preparing women for the eventual assumption of responsibilities as homemakers, mothers, and workers.

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