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ABSTRACT

In an effort to provide educational planners and counselors with information related to the educational and vocational needs of girls, this study of the plans, aspirations, and work knowledge and attitudes of female high school seniors analyzes the effects of community size, type of school, and social status. A questionnaire was administered to 365 senior girls from six vocational, comprehensive, and general academic schools in Michigan, Kentucky, and Ohio. Questions were included on work attitudes, work knowledge, and personal and family characteristics. Analysis of variance and an intercorrelation matrix were used to determine interrelationships between variables. The results show that social status and community size have positive effects on knowledge and negative effects on plans for full time work. Vocational school girls showed more interest in financial rewards of work and in early marriage than did graduates of other types of schools. Recommendations for further research and for possible changes in educational programs are made. The findings of this study will be used to develop a curriculum unit, "Planning Ahead for the World of Work," designed to assist girls in preparing more adequately for their probable futures. (RH)

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**HIGH SCHOOL SENIOR GIRLS AND THE WORLD OF WORK:
OCCUPATIONAL KNOWLEDGE, ATTITUDES, AND PLANS**

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**U.S. DEPARTMENT OF
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PREFACE

The Center is currently engaged in a number of activities designed to aid persons in achieving orderly and meaningful vocational development and adjustment. This project was an attempt to afford educational planners and counselors additional insight into the changing vocational and educational needs of girls.

This publication reports the findings of a study which explored the knowledge of work, attitudes toward work, and plans for the future of high school senior girls. The findings should be useful to educational planners in developing relevant curricula and guidance for secondary school girls. The report also should be helpful to counselors and teachers who work with girls as it provides information which is not readily available elsewhere.

We would like to acknowledge the approximately 600 students, faculty, and staff from the six schools who gave us outstanding cooperation in collecting the data. We are indebted to them for their help. Special recognition is due to the project staff consisting of Sylvia L. Lee (now at Oregon State University), Elizabeth M. Ray (Pennsylvania State University), Louise Vetter, Lila Murphy (now Director of Secondary Vocational Education for New Hampshire), and Barbara Jean Sethney.

We would also like to express appreciation to Michael J. Donovan for aid in the statistical analysis and to Ruth S. Spitz and Mary B. Kievit for their review of the final manuscript.

Robert E. Taylor
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and Technical Education

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**HIGH SCHOOL SENIOR GIRLS AND THE WORLD OF WORK:
OCCUPATIONAL KNOWLEDGE, ATTITUDES, AND PLANS**

SUMMARY

The primary objective of this study was to provide educational planners and counselors with information related to the educational and vocational needs of girls. More specifically, the study provides, for twelfth-grade girls, a description of their attitudes toward work, knowledge of the world of work, post-high school plans and aspirations, and the relationships between these variables and the size of the community in which a girl lives, the type of school she attends, and the social status of her family.

A total of 365 senior girls from six schools participated in the study. The schools included one vocational, one comprehensive, and one general academic school from metropolitan areas and one each from non-metropolitan areas.

Scores were computed from specially designed measures of knowledge of work, five attitudes (economic mobility, role security, intrinsic reward, challenge, and extrinsic reward), four types of plans for the future (plans for education, plans for part-time work, plans for full-time work, and plans for marriage), and level of occupational aspiration. Each of these scores was then analyzed separately for relationship with community size, school type, and family social status. Detailed findings are reported in thirteen tables. Major findings follow.

Community Size

Metropolitan girls indicated more knowledge of the world of work and fewer plans for full-time work than did girls from non-metropolitan communities.

Type of School

Vocational school girls scored higher than the other girls on the extrinsic reward attitude scale, apparently attaching more value to such rewards from work as salary, promotion, and benefits. The girls who attended vocational schools scored higher than girls who attended comprehensive schools, but lower than girls who attended general academic schools, on economic mobility, a measure of willingness to work after marriage. Girls who attended vocational schools indicated that they planned for earlier marriages, more full-time work, less part-time work, and less additional education following high school than did girls who attended comprehensive or general academic schools.

Social Status

Girls with the highest social status indicated more knowledge of work, less concern with the extrinsic rewards of work, plans for more education, plans for more part-time work, and plans for less full-time work than girls whose families were of a lower social status.

Even allowing for these differences among girls from different size communities, from several types of schools and from various social levels, the high school senior girls in this study were not well informed about the probable nature and extent of their future vocational participation. Their attitudes and plans reflected this lack of information.

Recommendations for further research and for possible changes in educational programs are made. It is planned that the findings of this study will be used to develop a curriculum unit, "Planning Ahead for the World of Work," designed to assist girls in preparing more adequately for their probable futures.

CHAPTER I

INTRODUCTION

Most vocational educators now are aware that employment patterns of women are different from those of men. The increasing number of women of all ages in the labor force also is apparent. According to J. J. Kaufman, C. J. Schaefer, M. V. Lewis, D. W. Stevens, and E. W. House (1967), however, these trends have not been recognized by the local schools. Kaufman indicated that vocational education for women is being restricted by stereotypes regarding their "proper" occupations and that limited course offerings (those considered appropriate for females) may be responsible for the restricted outlook of the high school graduates in his sample.

Background of the Study

With more than 29 million women in the labor force now (Women's Bureau, 1969) and predictions of future increase, it is apparent that vocational education based on empirical data for girls and women is essential. Stereotypes about "proper" occupations for women and "woman's place" need to be reconsidered in light of the nation's need for "manpower" (Ginzberg, 1966) and the needs of the individual girl for information and aid in making decisions.

In recent years, women have been afforded more opportunities, more freedom and more protection as individuals. At the same time, they have assumed more responsibility in determining their futures. Attention has been focused on this phenomenon by the reports of a presidential panel on the status of women (Mead and Kaplan, 1965) and by a burgeoning popular literature typified by the books of Hunt (1962), Friedan (1963), and Bird (1968).

Although considerable research activity has dealt with vocational and career development in the past twenty years, it has concentrated almost exclusively on male subjects. Studies by Super (1960), Tiedeman (1961), Roe (1966), Holland (1966), and Ginsberg (1966), for instance, used data from males and

uniquely relevant to males. In the few cases where girls and women have been considered, the indicators utilized were those originating from studies of men; however, patterns of vocational development for women do emerge as a result of different role requirements and are necessarily different. A case in point is Ginsberg's (1966) study of the life styles of women, undertaken after an earlier unsuccessful attempt to examine career patterns of men and women from within a common framework.

Clearly, career patterns for women differ from those of men as a result of role expectations. They are changing because role definitions for women are continually changing. Modified role definitions occur to accommodate the greater life expectancy of women, the changing character of the family, and the changing nature of the economy.

Probably the most dramatic outcome of the changing roles of women is represented in labor market statistics. Not only are women marrying at an early age, they are completing their families earlier, and entering the labor force in greater numbers. The *1965 Handbook of Women Workers* (Women's Bureau, 1966) reported that between 1940 and 1965 the percentage increase in labor force participation of women exceeded the percentage of total population increase. The discrepancy becomes more pronounced as more mature groups are considered.

For example, the total population increase for women between 35 and 44 years of age was 36 percent, while the increase in work force participation was 117 percent. For the 45 to 54 age group, the population increase was 50 percent, while labor force participation increased by 208 percent. For women aged 55 to 64, the population increase was 70 percent while the increase in labor force participation was 292 percent (*Ibid.*, p. 16).

Much early research on female vocational plans viewed the career-marriage situation as an either/or problem rather than a possible coordination of roles.

For example, Matthews and Tiedeman (1964), in a study of 1,237 girls and young women, looked at the relationships between attitudes toward career and marriage and life styles and identified what they called a "pseudo-career drive." This phenomenon is characterized by a drop in career commitment from junior to senior high school.

Other investigations by Empey (1958), Joseph (1961), Vetter and Lewis (1964), and Flanagan (1965) indicated that homemaking was viewed as a vocation while full- or part-time work outside the home was seen only as a secondary interest.

More recently, however, Slocum and Bowles (1967) found a different result. In a sample of approximately 1,500 high school junior and senior girls, the majority felt that work outside the home would play a significant role in their lives. Zisis (1964), in a study of the life planning of 550 freshmen women at Purdue University, found the majority looking forward to combining marriage with a career. Presumably these changes reflect a realistic approach to the changing world which finds almost all women (above 90 percent) married at some time in their lives and an increasing percentage of women working (nearly 40 percent).

At any given point in time, societies make use of certain generally accepted behavior norms which serve to distinguish male and female roles. Individuals are helped or hindered in their role adaptation to the extent that the educational and social systems in which they function support the norm. However, in general, contemporary society has not yet acknowledged the changing roles being assumed by women. Therefore, families and schools have continued to support a norm which envisions women primarily as wives and mothers.

When social norms and expectations fail to coincide with reality, severe conflict may occur. In the adolescent girl's drive for independence, she must learn new roles, including making decisions about a vocation, furthering her education, and starting a family. If the advice and counsel received is inconsistent with reality or incompatible with future responsibilities, the

individual may have difficulties in making the transition from adolescent to adult roles. Such difficulties may create a milieu in which the individual will experience problems with later role demands.

To the extent that an individual can be helped to make realistic plans, to establish attainable goals, and to achieve a way of life which is compatible with her aspirations, the potential for a productive future will be maximized. Super (1953) has proposed, for example, that the degree of satisfaction one can derive from such decisions is proportionate to the degree to which the self concept has been implemented.

As stated, much of the literature on occupational and educational planning is based on data generated from studies of men and boys. Recent efforts to focus on females are directed almost entirely to mature women. Consequently, a serious shortage of materials relevant to contemporary life patterns of girls has handicapped educators and counselors in their attempts to guide young women toward their future roles in the modern world.

Purpose of the Study

This study is part of a larger effort to direct the attention of educational planners and counselors to the need to change the vocational attitudes and knowledge of American girls.

The focus is on twelfth-grade girls, particularly their (a) attitudes toward work, (b) general knowledge of the world of work, (c) plans for post-high school education and/or employment, and (d) occupational aspirations.

The inquiry is designed specifically to ascertain whether significant differences in these four areas are associated with (a) size of community, (b) type of school, and (c) socioeconomic level.

The relationship of personal and family characteristics to the four areas is also examined.

The findings are intended to be useful to school systems which are planning and implementing improved vocational programs and to guidance counselors and teachers on the secondary level.

CHAPTER II

METHOD

A three-part questionnaire was developed to examine the knowledge and attitudes of twelfth-grade girls relative to the world of work. It was constructed to elicit responses which could be analyzed for any differences in such knowledge and attitudes that were associated with the community size, school type, and socioeconomic level of the subjects. The data also permitted exploration of interrelationships among what were thought to be key personal and family characteristics related to the attitudes and knowledge. The main study was preceded by a pilot phase in which the instrument was field tested.

Pilot Phase

A 286-item preliminary questionnaire was administered to 188 senior girls in January, 1968. The subjects were from a general academic high school in a suburban community (metropolitan area of 750,000 population) and a comprehensive high school in a town with a population of 20,000. Data from the 150 students who answered all items were analyzed.

Knowledge-of-Work Items

Sixty-five objective items (multiple-choice and true-false) were administered. The items constituted Part Two of the questionnaire used (Appendix A) in the main study.

Questionnaire items 76-90 deal with the characteristics of the female work force, e.g., average number of years for a woman to be in the labor market, and the women's age group with the largest number holding jobs. Items 91-110 assess knowledge about representative jobs for women, including educational requirements. Items 111-140 relate to conditions of work such as number of hours, shifts, licensing, and the wearing

A KR-20 reliability of .75 was attained with all items contributing positively to the total score. Since the range, mean, and internal consistency of scores on this item set were satisfactory, this segment of the questionnaire was not substantially revised for the main study. Items were scored pass (one) or fail (zero), giving a possible range of scores from zero to 65, with an actual range of 23 to 53.

Attitudes-Toward-Work Items

Nine hypothesized attitudes-toward-work factors were derived from such sources as Centers (1949), Eyde (1962), Hewer and Neubeck (1964), Matthews (1960), Sedlacek (1966), and Super (1957). The hypothesized factors were labeled as follows: financial reward, suitability for women, advancement and recognition, social service, economic necessity, creativity and challenge, fulfillment, working conditions, and interpersonal relationships. Fifteen items were written for each factor, many derived from the sources above although they were rewritten to be specifically appropriate for high school senior girls. Original items were also written. The criteria which were summarized by Edwards (1957) for the editing of statements to be used in the construction of attitude scales were applied in the development of the items.

The 135 attitude items were submitted to a principal components analysis with varimax rotation. This served to identify factors to be considered for assessment in the main study and to select items to be used in measuring each factor. The seven factors identified were economic mobility, extrinsic reward, intrinsic reward, acceptance of role, role conflict, self expression, and creativity (Vetter [1968]). A factor was scored for each student by summing the item scores, each of which could range from one to five. Thus, since eight items defined Factor 1, a student could receive a factor score

as low as eight or as high as 40. An equal number of items was chosen to represent each factor in the final study (Part One, items 1-75, Appendix A).

Personal and Family Characteristics Items

A number of changes in the wording of the demographic items were made on the basis of the pilot testing. The items solicited such information as age, marital status, work experience, family size and composition, and parents' occupation and education.

Sampling Procedures

Samples of senior girls were taken from three kinds of high schools (general academic, comprehensive, and vocational) in two sizes of communities (metropolitan and non-metropolitan¹) during the spring of 1968.

Communities and schools participating in the study were selected from those responding to the 1966 guidance survey conducted by Campbell (1968) since it was possible to obtain accurate information on both size of the graduating class and number and kinds of vocational courses in the schools. Schools with less than 100 in the graduating class were not considered, nor were comprehensive and vocational schools with less than three vocational offerings in which girls were likely to enroll.

To make it possible for The Center's staff to administer the study instrument to all subjects, it was also necessary to curtail the geographic area to a three-state area. One effect of these restrictions on sampling was to reduce the number of available non-metropolitan comprehensive schools to one.

In five of the six schools, all senior girls were present on the day the administration received the questionnaire. In the sixth school (the metropolitan comprehensive), the guidance counselor was asked to randomly select the subjects.

The following chart indicates location, type and population of community, and type of school. Descriptive data about each school are reported in Appendix B.

Type of School	Non-Metropolitan	Metropolitan
Comprehensive	Michigan (6,000)	Michigan (50,000)*
General Academic	Ohio (1,147)	Kentucky (390,000)
Vocational	Kentucky (6,000)	Ohio (260,000)

*Suburb of metropolitan area of 4,000,000

Description of Instrument

All data were collected by means of a three-part 231-item questionnaire printed in booklet form (Appendix A). Groups of items were constructed to elicit responses which could be scored by techniques appropriate to the type of information desired.

Part One: Attitudes Toward Work

The first 75 items of the questionnaire assessed attitudes toward work. Fifty-four items had been identified in the pilot factor analysis. Twenty-one were prepared by revising items with high loadings on two or more factors.

Factor Analysis. The responses to the 75 attitude items were submitted to a principal components analysis with varimax rotation, using the BMD03M program (Dixon, 1967). Analysis was carried out to arbitrarily selected limits of eight, seven, six, five, and four factors, based on the seven factors identified in the pilot study. The analysis was completed on all 365 subjects as one group, since the three small schools had such small *N*'s that derived factors would be unreliable. Inspection of the results indicated that there were five clearly identifiable factors, each with several items with significant loadings.²

Factor I (economic mobility) reflected a positive orientation to work after marriage. Items related to basic necessities ("I would work after marriage to have money to buy basic things.") and items related to upward mobility ("I would work after marriage to have the money to live in a better community.") were included in this scale.

Factor II (role security) was phrased positively toward the traditional view of women's role and her relationships to family, men, and work ("Woman's place is in the home.").

Factor III (intrinsic reward) was favorably oriented to working with others and being helpful and useful in society ("Working with others would be an important part of a job for me.").

Factor IV (challenge) items related to the desirability of opportunities, running one's own life and making decisions ("A chance to work with ideas is the ideal kind of job.").

Factor V (extrinsic reward) items related to salary, promotion, and benefits ("A job should have good opportunities for promotion."). Fuller discussion of the development of the attitude scales may be found in Vetter (1968).

² See Appendix C for a listing of the items with the factor loadings for each of the attitude scales.

Scoring. A scoring system for the attitude factors was established by inspecting the factor loadings for the most promising items in each and selecting items which had (1) relatively high factor loadings (.30 and above) on the factor in question, and (2) relatively low factor loadings (below .30) on the other four factors. Items which best met these two conditions were scored.

Factor scores were computed for each of these five factor scales by assigning each item a value from one to five. A score of one indicated strong disagreement with the statement; two, disagreement; three, a neutral position; four, agreement; and five, strong agreement. The item values (the response marked by each girl) for each of the items to be scored for a specific factor were summed to give a scale score and this procedure was used for scales I, III, IV, and V. Thus, the higher the score, the more the respondent agreed with the attitude reflected by the factor. For example, a high score on Factor V indicated strong importance attached to extrinsic rewards. A reversal of item values was used for scale II (role security), in which items were phrased positively toward a traditional role for women. A score of one indicated strong agreement with the statement, a score of five indicated strong disagreement. This reversal was used so high scores on the role security scale would reflect a contemporary viewpoint of women's roles.

Part Two: Knowledge of the World of Work

Knowledge of the world of work was measured by the 65 multiple-choice and true-false items developed in the pilot phase. They constituted items 76-140 in the questionnaire (Appendix A).

Part Three: Personal and Family Characteristics

While responses to many of the items in Part Three were simply tabulated, special scoring procedures were used with some groups of items to obtain indices such as planfulness and level of occupational aspiration. These are described here.

Parents' Education and Occupation. The occupational levels of both father and mother were determined from responses to items 156-163. As with the "hoped-for" occupational level of the girls, the responses were ranked from one to seven according to Warner's (1960) scale of occupational status (one for professions to seven for unskilled labor). If a girl indicated her mother was a housewife and had not worked for pay in the last three years, the response was scored zero.

The educational level of both parents was determined from responses to items 146-147 and 149-150, scored zero-seven years of school completed—one;

eight-nine years of school completed—two; 10-11 years of school completed—three; 12 years of school completed—four; 13-14 years of school completed—five; 15-16 years of school completed—six; 17 or more years completed—seven. If there were no male or female head of the household or if the girl did not know her parents' level of education, the educational level was scored zero.

Level of Occupational Aspiration. The level of occupation that subjects hoped to achieve was determined by response to items 164-167. The categories of employment listed as alternatives, such as clerical worker, were ranked from one to seven according to Warner's (1960) scale of occupational status. If a girl indicated the choice of "housewife only," it was scored zero.

Future Plans. Subjects were asked to project their plans for education, work, and marriage (items 168-183), by responding yes or no to the stem, "Two years from now I will probably be..." and items "going to school," "working part-time," "working full-time," "married." Three additional sets of items for four, six, and 10 years in the future were also included. The sixteen items were scored one for yes, two for no. The four items for going to school were added to obtain a score for educational plans, with possible range of four to eight. The items for working part-time, working full-time, and marriage were scored in a similar manner.

Work Experience. Assessment of work experience involved a three-level classification based on responses to items 192-201, with zero—no work experience, one—irregular work experience (off and on), and two—at least one regular position.

Planfulness. An attempt to determine the consistency of post-high school plans was labeled "planfulness." Items 212, 213, and 214 were used to obtain a planfulness score. The scoring method was as follows: Four points if the three responses were all A or all D (A indicated definite plans, D indicated definite decision not to do something.); three points if two responses were A or D; two points if one response was A or D; one point if there were at least one B response ("Yes, but not definite.") and no A or D response; zero points if all three responses were C or E.

Data Collection

Data were collected in April and May, 1968. Initial contact with the schools had been made through the superintendents and subsequent arrangements were made with appropriate persons such as principals and guidance counselors. The questionnaire was untimed and was administered by the project staff to groups of girls at the participating schools. A total *N* of 365 subjects was obtained.

Data Analysis

The percentage of responses to each item by girls within each school was computed. The technique followed for performing the factor analysis of the attitude items was discussed earlier in the chapter.

Analysis of Variance

Three one-way analyses of variance with unequal N 's were carried out using, respectively, community size, school type, and family social status as independent variables. The dependent variables analyzed included attitudes, knowledge, future plans, hoped-for occupation, work experience, grades, mother's work experience, and educational and occupational levels of father and mother.

Since it was not possible to locate senior high schools with exactly the same number of girls, and since some

subjects were lost due to incorrect responses on the questionnaire, the one-way analysis of variance for unequal N 's was used. A three-way analysis would have resulted in a substantial reduction in findings because of incomplete data. Winer's (1962, pp. 222-224) rationale was followed for analysis of variance with unequal N 's, i.e., the assumption that loss of observations in cells was essentially random and that each cell could be treated as though equal in number of observations.

Intercorrelation Matrix

An intercorrelation matrix for all 365 subjects was computed to identify significant interrelationships among the variables. Means, standard deviations, and K-R reliabilities were computed for each of the variables. Responses to the demographic items were tabulated by school.

CHAPTER III

FINDINGS

The results of the data analysis are reported in three sections. The first section summarizes the characteristics of the subjects and of their background. The second presents the girls' responses to the knowledge-of-work items and attitude-toward-work items. The final section describes the results of (1) comparisons made among the responses of students from different sizes of communities, different types of schools, and different socioeconomic levels, and (2) interrelationships among knowledge of work, attitudes toward work, plans and aspirations for the future, and personal-family characteristics.

General Description of the Subjects

Age and Marital Status

The median age of the subjects was 17. Fifteen subjects were 16 years old or younger and five were more than 19 years old. Appendix D lists the percentage of students at each age level in each of the six participating schools.¹

Eighty-five percent of the 365 girls were single, 1 percent engaged, and three percent married. One girl was separated from her husband and one was divorced.

Ethnic Composition

Approximately 10 percent of the total sample of girls were either Negro or Indian, although no items pertaining to race or national origin were included in the questionnaire. None of the analyses involved this variable.

Family Size and Composition

For 79 percent of the participants, the natural father was male head of the household. Twelve percent indicated no male head of the household. In 94 percent of the cases, the girl's natural mother was female head

of the household. Only one percent of the participants had no female head of the household.

Seven percent of the participants were only children while 37 percent were from families with five or more children. The median number of children in the subject's families was four although the median number of children living at home was three. Twenty-one percent classified themselves as the only child living at home while in 19 percent of the families, five or more children were living at home.

Parents' Occupational Status

All but one percent of the girls indicated their father's occupation. Eight percent indicated fathers employed in professional occupations (level one on the Warner scale), 12 percent in sales and official positions (level two), 21 percent in managerial positions (level three), 26 percent in clerical and skilled worker or foreman positions (level four), seven percent in protective, service, or technical positions (level five), and 25 percent in semiskilled positions (level six).

All but two percent of the girls listed their mothers' occupational status. Forty-two percent of the mothers had been full-time housewives for the preceding years. Of the 58 percent employed, eight percent had been in professional occupations, five percent in sales and official positions, four percent in managerial positions, 22 percent in clerical occupations, eight percent in protective (e.g., police work), service (e.g., cosmetology), or technical positions, seven percent in semiskilled positions, and four percent in private household jobs.

Considering the 206 mothers who were employed, the percentages in the various levels of positions are very close to the national averages for 1968 (Women's Bureau, 1969). For example, 15 percent were in professional positions compared to a national figure of 14 percent, 39 percent were in clerical occupations as against a national figure of 34 percent, and 13 percent in semiskilled occupations compared to 15 percent nationally.

¹ Similar information is available in Appendix D for each variable discussed in this section.

Age When First Earned Money

Two percent of the 365 subjects did not respond to the stated question, "How old were you when you first started earning money other than for working around your own home?" Thirty-seven percent said they had been 14 or younger. Five percent indicated they had never had a paying job. Fifteen was the median age for first earnings.

Hours a Week Spent Working for Pay During the Past Year

Three percent of the participants did not respond to the stated question, "During the past year about how many hours a week did you spend working away from home for pay?" Of the 354 who did, 14 percent had not worked but 53 percent had worked more than 15 hours a week. It should be noted here that each of the two vocational schools has a cooperative work program as an integral part of the school.

Total Number of Children Desired

Subjects were asked the number of children they hoped to have. Two hundred twenty-seven of the girls (62 percent) indicated three or more children, four girls did not plan to have children, and six did not plan to marry.

Subjects' Knowledge of Work and Attitudes Toward Work

Knowledge of the World of Work

Knowledge of the world of work was tested by 65 items, which gave a possible range of scores of zero to 65 in terms of number of items answered correctly. The actual range was 27-56 with the mean score of 44. Many of the girls seemed fairly well informed about job requirements, but relatively uninformed about the peculiarities of women's labor force participation. For example, more than half of the girls were apparently aware that women earn less than men but only 16 percent of them knew how much less (approximately \$2,600). Only 18 percent were aware that the more education a woman has, the more likely she is to be employed. Only 12 percent were aware that the highest percentage of female employment is in the 45-54 age group. Fifty-three percent erroneously named the 23-34 age group as highest, whereas this group ranks lowest percentage-wise. Only 18 percent realized the average woman can expect to work for 25 years. The girls seemed to be unaware of the probable extent of their future vocational experience (which corroborates findings of Kaufman, *et al.*, 1967).

Attitude Scales

Economic Mobility. The possible range of scores for this scale was 10-50, with an actual range of 17-50 and a mean score of 39. Table 1 indicates the responses to each item. The high percentage of "agree" and "strongly agree" responses for items relating to post-marriage conditions under which the respondent would find it acceptable to work, is especially noteworthy. Only in one item did more than 20 percent indicate disagreement (disagree plus strongly disagree).

Role Security. The possible range of scores for this scale was 14-70, with an actual range of 28-66 and a mean score of 50. As stated above, for this scale a "strongly disagree" response was scored five, a neutral response three, and a "strongly agree" response one.

Table 2 indicates the responses to each item included in the scale. It should be noted that while 29 percent of the girls agreed woman's place is in the home, only six percent agreed working women are not really happy. Forty-five percent thought that few women can manage home, family, and career; 37 percent considered women naturally dependent, and 12 percent agreed parents should encourage the idea of marriage and homemaking (rather than working) from childhood.

Intrinsic Reward. The possible range of scores for this scale was nine to 45, with an actual range of 15-45 and a mean score of 37. Table 3 indicates the responses to each item included in the scale, with only one item, "Working with people is preferable to working with things," having over 10 percent in disagreement. This tends to corroborate earlier findings of Thompson (1966) and Gribbons and Lohnes (1965) of the importance to high school girls of helping others on the job.

Challenge. The possible range of scores for this scale was 15-75, with an actual range of 32-69 and a mean score of 49. Table 4 indicates responses to each item in the scale. This was the only scale which showed as much agreement as disagreement. For example, 35 percent agreed and 35 percent disagreed that "The chance to supervise activities is an important part of a job" and 35 percent agreed and 38 percent disagreed that "Having influence on groups is important to me." The item, "Work problems that take a lot of figuring would make a job more interesting," was marked "disagree" by 41 percent and "agree" by 42 percent. A total of 71 percent felt "Women should make their own decisions," but 74 percent were against married women holding jobs "So they can have a life of their own." The statement, "Having a job helps a person to run her own life," brought yes answers from 62 percent. This would seem to indicate that the girls felt independence is appropriate for single women but possibly inappropriate after marriage.

Table 1

**PERCENTAGE OF GIRLS MARKING EACH RESPONSE
TO ECONOMIC MOBILITY SCALE ITEMS**

	Strongly Disagree	Disagree	Neutral, Don't Know	Agree	Strongly Agree
29. I would work after marriage to have the money to live in a better community.	3	14	18	48	17
50. I would work after marriage to have money to buy basic things.	1	11	11	61	17
15. I would work after marriage to have money to buy essentials in life.	1	8	10	52	29
69. I would work after marriage to meet financial responsibilities.	1	4	5	55	35
43. I would work after marriage to have money to buy a home.	3	10	10	48	29
1. I would work after marriage to have money for daily expenses.	3	7	10	57	22
8. Women may hold jobs after they are married to buy more things for home and family.	2	4	5	60	29
73. I would work in order to help put my children through college.	2	4	4	46	45
36. I would hold a job after I married to provide my children with special training, such as music lessons, etc.	4	15	20	42	19
22. I would work after marriage to save money for a "rainy day."	6	16	15	48	15

Table 2

**PERCENTAGE OF GIRLS MARKING EACH
RESPONSE TO ROLE SECURITY SCALE ITEMS**

	Strongly Disagree	Disagree	Neutral, Don't Know	Agree	Strongly Agree
68. Women who have jobs are not really happy.	35	47	11	4	2
18. Woman's place is in the home.	18	33	20	21	8
28. Women are too independent today.	30	45	7	15	3
66. Most women are <i>not</i> interested in chances to help other through a job.	18	47	19	15	2
40. Most men are <i>not</i> interested in chances to help women advance in a job.	10	38	26	22	5
33. Women are trying to imitate men.	31	42	9	13	4
27. Parents should encourage the idea of marriage and homemaking (rather than working) from childhood.	30	44	14	10	2
26. Most women dislike smart women.	25	44	18	11	3
47. Only a few women can manage a home, a family, and a career.	12	31	12	29	16
67. Men have a more exciting life than women do.	31	41	13	5	6
34. It is more interesting to express one's self through hobbies and recreation than it is through work.	8	44	24	19	4
12. Most women think it's difficult to find a husband if they are interested in a career.	20	42	18	16	4
19. Most women think that men dislike women who work.	13	47	19	13	3
Women are naturally dependent.	13	37	13	33	4

Table 3
PERCENTAGE OF GIRLS MARKING EACH RESPONSE
TO INTRINSIC REWARD SCALE ITEMS

	Strongly Disagree	Disagree	Neutral, Don't Know	Agree	Strongly Agree
59. Working with others would be an important part of a job for me.	1	5	6	54	33
24. Opportunities to be helpful to others in my work are important.	0	1	5	57	36
10. Being of help to people would interest me.	0	3	3	44	50
31. Helping people who are less fortunate is important to me.	1	4	12	53	30
3. Working closely with people would interest me.	2	4	6	45	43
17. Opportunities to be useful to society through my work are important.	2	2	10	55	32
38. Working with people is preferable to working with things.	3	13	14	38	32
32. Having people accept me is important.	1	3	4	44	48
45. A job gives you a good opportunity to meet people.	0	1	2	54	42

Table 4
PERCENTAGE OF GIRLS MARKING EACH RESPONSE
TO CHALLENGE SCALE ITEMS

	Strongly Disagree	Disagree	Neutral, Don't Know	Agree	Strongly Agree
49. A chance to work with ideas is the ideal kind of job.	1	22	37	31	9
21. A job that gives you a chance to create something new is the best kind of job.	2	18	25	39	16
42. A chance to show inventiveness in meeting new problems is important.	0	4	12	64	19
41. Women should make their own decisions.	1	14	15	51	20
37. The chance to supervise activities is an important part of a job.	2	33	29	33	3
51. Having influence on groups is important to me.	6	32	27	30	5
25. Married women should hold jobs so they can have a life of their own.	32	42	17	7	2
63. A chance for self expression is a good reason for taking a job.	2	12	18	58	11
54. Having a job helps a person to run her own life.	4	17	18	53	9
30. Having authority over people on my job is important.	11	57	19	11	2
7. Opportunities to be original and creative on the job are necessary.	2	6	6	47	39
11. It is very boring to do housework.	19	54	7	15	5
14. Work problems that take a lot of figuring would make a job more interesting.	11	30	17	34	8
56. Keeping up with changes in her occupation helps a person be creative.	1	8	13	58	20
Men and women should have equal opportunities.	2	11	9	43	34

Extrinsic Reward. The possible range of scores for this scale was five to 25, with an actual range of five to 25 and a mean score of 18. Table 5 indicates general agreement with total scale. The "retirement benefits" item alone (probably remote for seniors) brought disagreement.

Differences Found Among Community Size, Type of School, and Socioeconomic Level

Differences in responses to the 19 independent variables by subjects from different sizes of communities, different types of schools, and different socioeconomic levels were tested by one-way analysis of variance. The results are discussed below with the help of two tables for each of the three major or independent variables. One table summarizes the analysis of variance while the other lists the means and standard deviations of each dependent variable.

Type of School

Significant differences by type of school were found on two of the attitude scales and all four of the future plan measures (Table 9). Means and standard deviations of the variables by school type are reported in Table 10.

Knowledge-of-work scores were not significantly related to the type of school attended. Students in comprehensive schools, in general academic schools, and in vocational schools had equivalent knowledge of the world of work.

Attitudes toward work were different for girls in different school settings. Economic mobility scores were highest for girls from general academic schools, with vocational schools second and comprehensive lowest. Extrinsic reward scores were highest for girls from vocational schools, with general academic schools second and comprehensive lowest.

Table 5

PERCENTAGE OF GIRLS MARKING EACH RESPONSE TO EXTRINSIC REWARD SCALE ITEMS

	Strongly Disagree	Disagree	Neutral, Don't Know	Agree	Strongly Agree
70. A job should have good opportunities for promotion.	1	4	9	62	24
23. Opportunity for increasing salary is an important feature of a job.	1	8	6	57	27
9. A job should have opportunities for early promotion.	1	11	26	46	15
58. Retirement benefits would have to be satisfactory in order for me to consider taking a job.	9	36	25	24	5
52. Work seems important to the people who are doing it.	2	10	13	59	16

Metropolitan Vs. Non-Metropolitan

Significant differences were found between metropolitan and non-metropolitan subjects in the knowledge of work and future plans for full-time work items on the basis of the analysis of variance which is reported in Table 7. (Means and standard deviations of the variables by community size are reported in Table 8.)

Girls from metropolitan and non-metropolitan communities did not differ significantly from each other except on two variables: metropolitan girls knew more about the world of work but had fewer plans for full-time work than girls from non-metropolitan communities.

This situation may be illustrative of the closing of the gap between small-town and large-city experiences brought on by modern transportation and communication media.

All four of the future-plans measures (education, working part-time, working full time, and marriage) showed significant differences by school type. Vocational school girls planned earlier marriages, more full-time work, less part-time work, and less additional education than girls from comprehensive and general academic schools. Attendants of vocational schools also had more definite plans for the following year than girls from other types of schools. One possible explanation for this difference is that vocational school students had to make specific commitment to a program in transferring from the neighborhood school. Frequently, more planning was required of vocational school students, inasmuch as these are schools located away from the local district. It seems logical that such planfulness would continue past high school graduation. Higher scores on the economic mobility scale may reflect per-

sonal knowledge and an acceptance of the fact that one paycheck is not always sufficient to provide all the necessities.

Socioeconomic Level

Previously identified as the best single indicator of the social status of the family (Kornhauser, 1955), the father's occupation was used for determining social status. An analysis of variance, using the girls' responses to the items about father's occupation, was computed. Data were available for 315 of the 365 subjects. Occupations were classified according to

Warner's (1969) seven-step scale. Three groups of girls were established: those whose fathers were in professional-managerial occupations, which included the first three of Warner's groups ($N = 128$); those whose fathers were skilled workers, which included Warner's groups four and five ($N = 105$); and those whose fathers were semiskilled and unskilled workers, which included Warner's groups six and seven ($N = 82$).

Significant differences were shown on the following: (a) knowledge of work, (b) extrinsic reward attitude scale, (c) future plans for education, (d) future plans for part-time work, and (e) future plans for full-time work.

Table 6

PERCENTAGE OF GIRLS MARKING EACH RESPONSE TO ITEMS NOT INCLUDED IN THE FIVE ATTITUDE SCALES

	Strongly Disagree	Disagree	Neutral, Don't Know	Agree	Strongly Agree
2. The opportunity to make a lot of money is an important reason for working.	4	34	6	43	13
4. You should not mind being told exactly what to do on a job.	4	10	12	49	24
5. Most guys think a woman can't manage a home and a job.	13	38	14	28	7
6. It is important to talk about something other than housework and children.	1	4	4	40	52
13. A job with too little to do is better than one with too much to do.	32	43	13	9	4
16. Status symbols (such as a personal office) make a job more attractive.	5	19	15	45	15
20. Housework provides enough opportunity for the expression of intellectual interests.	32	41	11	14	3
35. You owe it to yourself to make use of your abilities.	1	3	3	45	47
39. A woman's true happiness lies in the achievements of her husband and children.	3	11	10	37	39
44. Working with people who are cooperative is an important feature of a job.	0	1	4	43	51
46. The work you do as a homemaker is important.	1	1	2	49	47
48. A woman's true happiness lies in her home.	3	15	19	36	27
55. Married women should participate in activities outside the home.	1	2	5	55	37
57. It is impossible to work at a job where your conscience often bothers you.	5	8	10	46	31
60. Being a homemaker would mean I would <i>not</i> have to make my own decisions.	53	37	4	3	2
61. Problems at home interfere with work more than they should for women.	7	30	22	32	8
62. A woman should give up a career for marriage.	17	39	22	15	7
64. Helping people make decisions would interest me.	6	24	21	39	9
65. A low starting salary would <i>not</i> bother me.	8	34	15	39	4
71. Girls' education is less important than boys' since the girls don't have to work.	48	33	2	11	6
72. Parents should encourage the idea of working (rather than marriage and homemaking) from childhood.	11	42	19	20	7
A good salary would <i>not</i> have much influence on whether I would take a certain job.	12	44	16	24	3

Girls at the highest social status level had the highest scores on the knowledge-of-work test, girls at the middle level, next, and girls at the lowest level, third. The latter had the highest scores on the extrinsic reward attitude scale, with girls at the middle level second and at the highest level third. Future plans for education and for part-time work differed, with girls at the highest social level indicating greater expectations. The lowest level group indicated more plans for full-time work.

(See Table 11 for the F ratios and Table 12 for the means and standard deviations of the variables by social status.)

Many but not all significant differences were expected. Girls from the highest social status planned more education and have parents with higher educational levels. Their plans for less full-time work may suggest less consideration by college-bound girls of employment which is not immediate. Concomitantly

Table 7

ANALYSIS OF VARIANCE FOR COMMUNITY SIZE

Source of Variance	Sum of Squares	d.f.	Mean Square	F
Knowledge of Work	96.742	1	96.742	5.399*
Error	6504.009	363	17.917	
Factor I	25.751	1	25.751	.877
Error	10659.030	363	29.364	
Factor II	41.346	1	41.346	.880
Error	17053.330	363	46.979	
Factor III	19.126	1	19.126	.925
Error	7502.173	363	20.667	
Factor IV	9.905	1	9.905	.249
Error	14426.410	363	39.742	
Factor V	14.845	1	14.845	2.041
Error	2639.823	363	7.272	
Future Plans-Education	.470	1	.470	.473
Error	360.478	363	.993	
Future Plans-Part-time Work	1.718	1	1.718	1.250
Error	499.060	363	1.375	
Future Plans-Full-time Work	21.692	1	21.692	13.106**
Error	600.813	363	1.655	
Future Plans-Marriage	.003	1	.003	.002
Error	639.329	363	1.761	
Mother's Work Experience	65.652	1	65.652	3.539
Error	6733.816	363	18.551	
Grades	3.054	1	3.054	2.500
Error	443.477	363	1.222	
Planfulness	3.595	1	3.595	1.982
Error	658.389	363	1.814	
Work Experience	.559	1	.559	2.445
Error	82.937	363	.229	
Father's Education	2.227	1	2.227	.544
Error	1485.707	363	4.093	
Father's Occupation	6.516	1	6.516	1.622
Error	1458.596	363	4.018	
Mother's Education	5.698	1	5.698	2.820
Error	733.546	363	2.021	
Mother's Occupation	13.982	1	13.982	2.710
Error	1872.993	363	5.160	
Hoped-for Occupation	.531	1	.531	.164
Error	1175.935	363	3.240	

*Significant beyond the .05 level of 3.87
 **Significant beyond the .01 level of 6.71

their plans for more part-time employment may include positions anticipated during as well as after the college years. Recent statistics indicate that the greater a woman's education the more likely she is to work (Women's Bureau, 1966). If the same girls were questioned when they were nearer completion of their education, their work-plans might be different. Longitudinal studies would give further clues as to the progress of attitudes and plans.

The significant differences in the extrinsic reward scale suggest that, in planning educational experiences, careful consideration should be given to attitudes which may be highly functional. For example, since all monotonous work will not soon be eliminated from society, high emphasis on extrinsic rewards from work may be appropriate. Intrinsic satisfactions necessary for a meaningful life may come from other areas of life. Education should contribute to identifying such areas.

Interrelationships Among Knowledge of Work, Attitudes Toward Work, and Future Plans and Aspirations

An intercorrelation matrix of the 19 dependent variables is presented in Table 13. Level of significance for each correlation coefficient is also indicated.² Significant correlations with knowledge of world of work, with each attitude scale, and with plans and aspirations for the future are reported in this section.

²The reader is reminded that higher scores on: (1) Role Security indicate rejection of the traditional woman's role; (2) Future Plans for Education indicate lack of intent to obtain further schooling; (3) Future Plans for Work (Part or Full-Time) indicate intent to defer working; and (4) Future Plans for Marriage indicate intent to defer marriage.

Table 8
COMMUNITY SIZE MEANS AND STANDARD DEVIATIONS FOR SCORES
ON DEPENDENT VARIABLES

Dependent Variable	Community Size			
	Metropolitan		Non-Metropolitan	
	Mean	St. Dev.	Mean	St. Dev.
Knowledge of Work*	44.34	4.10	43.75	4.47
I—Economic Mobility	38.63	5.29	39.19	5.65
II—Role Security	49.82	6.71	50.52	7.12
III—Intrinsic Reward	37.59	4.68	38.07	4.29
IV—Challenge	49.13	6.44	49.48	6.03
V—Extrinsic Reward	18.38	2.47	17.95	3.08
Future Plans—Education	7.16	0.98	7.08	1.03
Future Plans—Part-time Work	6.87	1.17	6.73	1.17
Future Plans—Full-time Work**	6.63	1.30	6.12	1.26
Future Plans—Marriage	5.19	1.45	5.18	1.05
Mother's Work Experience	10.14	4.42	9.25	4.09
Grades	3.65	1.24	3.46	0.78
Planfulness	2.57	1.48	2.78	1.04
Work Experience	1.75	0.46	1.67	0.51
Father's Education	3.34	1.96	3.18	2.13
Father's Occupation	3.45	1.95	3.17	2.10
Mother's Education	3.79	1.29	3.52	1.64
Mother's Occupation	2.13	2.29	1.72	2.24
Hoped-for Occupation	2.75	1.80	2.83	1.81

* Significant difference beyond the .05 level found in the analysis of variance (Table 7).

** Significant difference beyond the .01 level found in the analysis of variance (Table 7).

Knowledge of World of Work

Higher scores on knowledge of the world of work were significantly related to (a) a more contemporary viewpoint of the role of women (role security), (b) plans for more education, (c) fewer plans for working full time, (d) plans to marry later, (e) higher grades, (f) a higher level of education for both parents, and (g) a higher level "hoped-for" occupation for the girl herself.

Attitude Scales

Attitude Scale I (economic mobility, willingness to work after marriage) was significantly related to (a) plans to marry early and (b) plans for more full-time employment. Scale II (role security) scores indicated a significant positive relationship between a contemporary viewpoint of the role of women and (a) plans for more full-time employment as well as (b) higher scores on knowledge of work.

Table 9
ANALYSIS OF VARIANCE FOR SCHOOL TYPE

Source of Variance	Sum of Squares	d.f.	Mean Square	F
Knowledge of Work	66.466	2	33.233	1.841
Error	6534.285	362	18.051	
Factor I	433.533	2	216.767	7.655**
Error	10251.240	362	28.318	
Factor II	63.924	2	31.962	.679
Error	17030.750	362	47.046	
Factor III	27.119	2	13.560	.655
Error	7494.179	362	20.702	
Factor IV	45.029	2	22.515	.566
Error	14391.280	362	39.755	
Factor V	99.425	2	49.712	7.043**
Error	2555.244	362	7.059	
Future Plans—Education	21.642	2	10.821	11.545**
Error	339.306	362	.937	
Future Plans—Part-time Work	30.027	2	15.014	11.545**
Error	470.751	362	1.300	
Future Plans—Full-time Work	25.173	2	12.586	7.628**
Error	597.332	362	1.650	
Future Plans—Marriage	12.793	2	6.397	3.696*
Error	626.538	362	1.731	
Mother's Work Experience	37.918	2	18.959	1.015
Error	6761.550	362	18.678	
Grades	68.646	2	34.323	32.880**
Error	377.885	362	1.044	
Planfulness	27.301	2	13.651	7.786**
Error	634.682	362	1.753	
Work Experience	2.932	2	1.466	6.588**
Error	80.563	362	.223	
Father's Education	174.667	2	87.333	24.073**
Error	1313.267	362	3.628	
Father's Occupation	62.702	2	31.351	3.093**
Error	1402.410	362	3.874	
Mother's Education	59.790	2	29.895	15.928**
Error	679.454	362	1.877	
Mother's Occupation	1.860	2	.930	.179
Error	1885.116	362	5.208	
Hoped-for Occupation	18.358	2	9.179	2.869
Error	1158.108	362	3.199	

cant beyond the .05 level of 3.02
cant beyond the .01 level of 4.67

Higher scores on Scale III (intrinsic reward, interest in working with and helping others) were related to having had personal work experience. Increasing scores on Scale IV (challenge) were significantly related to: (a) plans for more education, (b) plans for more part-time work, (c) plans for later marriage, (d) higher grades, and (e) a higher level "hoped-for" occupation for the girl herself.

Higher scores on Scale V (extrinsic reward, interest in salary and promotion) correlated with (a) significantly less-definite plans, and (b) a lower educational level for the mother.

Future Plans and Aspirations

Plans for increasing amounts of future education were significantly related to (a) higher scores on knowledge of work, (b) higher scores on the challenge attitude scale, (c) higher grades, (d) a higher level of educational attainment for both parents, (e) higher level occupation for the father, and (f) a higher level "hoped-for" occupation for the girl herself.

Plans for more part-time work were significantly related to the same variables and (a) more work experience for the mother, and (b) less-definite plans indicated by the girls.

Plans for more full-time work were related to (a) lower scores on knowledge of work, (b) higher scores on Scale I (economic mobility), (c) higher scores on Scale II (role security), (d) lower level of educational

attainment by the father, and (e) a lower level "hoped-for" occupation for the girl herself.

Plans for later marriage were related to (a) higher scores on knowledge of work, (b) lower scores on the economic mobility scale, (c) higher scores on the challenge scale, (d) higher grades, (e) higher educational attainment for the father, and (f) a higher level "hoped-for" occupation for the girl herself.

A higher level "hoped-for" occupation was related to (a) higher scores on knowledge of work, (b) higher scores on the challenge scale, (c) plans for more education, (d) plans for more part-time work, (e) plans for less full-time work, (f) plans for later marriage, (g) higher grades, and (h) a higher level of educational attainment for both parents.

These data seem to point up the truth of a statement made by Anderson and Heimann in 1967 (p. 191):

One outcome of the growing manpower needs of the nation and the expanding role of women in the labor market has been to produce a complex of problems for the young female who is entering early stages of vocational planning. In addition to her need for occupational information, decision-making experiences, and a setting in which to examine her feelings and needs, the adolescent girl is also faced with such problems as her emerging life plans of marriage and/or career, cultural biases against women in some occupations regarded as not feminine, and an understanding of herself in relation to these forces.

Table 10
SCHOOL TYPE MEANS AND STANDARD DEVIATIONS FOR SCORES
ON DEPENDENT VARIABLES

Dependent Variable	School Type					
	Gen-Acad.		Comprehensive		Vocational	
	Mean	St. Dev.	Mean	St. Dev.	Mean	St. Dev.
Knowledge of Work	45.03	3.68	44.30	4.62	44.02	4.40
I—Economic Mobility**	39.78	5.64	37.33	5.36	39.42	4.91
II—Role Security	50.58	7.05	50.00	6.95	49.56	6.54
III—Intrinsic Reward	37.46	4.77	37.70	4.32	38.13	4.55
IV—Challenge	49.30	6.46	48.81	5.88	49.67	6.58
V—Extrinsic Reward**	18.22	2.69	17.62	2.76	18.90	2.50
Future Plans—Education**	6.94	0.99	6.98	1.06	7.49	0.83
Future Plans—Part-time work**	6.68	1.22	6.58	1.23	7.24	0.93
Future Plans—Full-time work	6.60	1.47	6.66	1.17	6.07	1.19
Future Plans—Marriage*	5.28	1.35	5.34	1.57	4.91	0.91
Mother's Work Experience	10.08	4.58	9.38	3.54	10.04	4.70
Grades**	4.18	1.36	3.33	0.91	3.22	0.63
Planfulness**	2.27	1.54	2.76	1.26	2.91	1.12
Work Experience**	1.61	0.54	1.82	0.38	1.73	0.48
Father's Education**	3.85	2.01	3.65	1.93	2.27	1.75
Father's Occupation**	2.90	1.80	3.29	1.84	3.91	2.25
Mother's Education**	4.13	1.37	3.78	1.36	3.14	1.38
Mother's Occupation	1.98	2.15	2.08	2.32	1.90	2.38
Hoped-for Occupation	2.58	1.85	2.69	1.86	3.10	1.64

*Significant difference beyond .05 level found in analysis of variance (Table 9).
**Significant difference beyond .01 level found in analysis of variance (Table 9).

Table 11
ANALYSIS OF VARIANCE FOR SOCIAL STATUS

Source of Variance	Sum of Squares	d.f.	Mean Square	F
Knowledge of Work	195.736	2	97.868	5.682**
Error	5373.546	312	17.223	
Factor I	96.363	2	48.181	1.621
Error	9275.586	312	29.729	
Factor II	67.477	2	33.738	.719
Error	14641.630	312	46.928	
Factor III	27.989	2	13.995	.641
Error	6815.674	312	21.845	
Factor IV	105.722	2	52.861	1.291
Error	12779.420	312	40.960	
Factor V	65.011	2	32.506	4.432*
Error	2288.176	312	7.334	
Future Plans--Education	24.425	2	12.213	12.999**
Error	293.118	312	.940	
Future Plans--Part-time Work	9.879	2	4.940	3.651*
Error	422.070	312	1.353	
Future Plans--Full-time Work	10.624	2	5.312	3.150*
Error	526.106	312	1.686	
Future Plans--Marriage	8.849	2	4.424	2.399
Error	575.373	312	1.844	
Mother's Work Experience	15.305	2	7.652	.440
Error	5431.216	312	17.408	
Grades	43.633	2	21.816	19.497**
Error	349.176	312	1.119	
Planfulness	2.342	2	1.171	.664
Error	550.401	312	1.764	
Work Experience	.689	2	.344	1.629
Error	65.965	312	.211	
Father's Education	209.385	2	104.692	38.524**
Error	847.898	312	2.718	
Mother's Education	88.145	2	44.072	26.190**
Error	525.043	312	1.683	
Mother's Occupation	46.164	2	44.072	26.190**
Error	1534.807	312	4.919	
Hoped-for Occupation	42.595	2	21.298	6.864**
Error	968.059	312	3.103	

* Significant beyond the .05 level of 3.03.

** Significant beyond the .01 level of 4.68.

Table 12
SOCIAL STATUS LEVEL MEANS AND STANDARD DEVIATIONS FOR SCORES
ON DEPENDENT VARIABLES

Dependent Variable	Social Status					
	Level 1		Level 2		Level 3	
	Mean	St. Dev.	Mean	St. Dev.	Mean	St. Dev.
Knowledge of Work**	45.52	3.74	44.43	3.86	43.59	5.04
I - Economic Mobility	38.41	5.82	39.67	5.01	38.70	5.40
II - Role Security	50.66	6.86	49.86	6.95	49.59	6.71
III - Intrinsic Reward	37.54	5.04	37.64	4.53	38.26	4.24
IV - Challenge	48.66	6.52	49.27	6.43	50.11	6.16
V - Extrinsic Reward*	17.70	2.96	18.30	2.48	18.83	2.58
Future Plans--Education**	6.78	1.03	7.24	0.90	7.44	0.96
Future Plans--Part-time Work*	6.60	1.18	6.92	1.23	7.00	1.04
Future Plans--Full-time Work*	6.68	1.09	6.52	1.18	6.22	1.69
Future Plans--Marriage	5.38	1.49	5.19	1.18	4.96	1.37
Mother's Work Experience	9.32	4.10	9.80	4.13	9.72	4.33
Grades*	3.94	1.13	3.69	1.15	2.01	0.79
Planfulness	2.74	1.42	2.56	1.34	2.57	1.17
Work Experience	1.70	0.48	1.72	0.49	1.82	0.39
Father's Education**	4.47	1.81	3.55	1.51	2.43	1.55
Mother's Education**	4.29	1.28	3.71	1.22	2.96	1.43
Mother's Occupation**	1.52	1.87	2.07	2.28	2.45	2.61
Hoped-for Occupation**	2.34	1.75	2.82	1.76	3.20	1.78

* Significant level of .05 found in analysis of variance (Table 11).

** Significant level of .01 found in analysis of variance (Table 11).

Table 13
INTERCORRELATIONS AMONG VARIABLES¹
(N = 365)

	<i>1. Knowledge of World of Work</i>	<i>2. Economic Mobility</i>	<i>3. Role Security</i>	<i>4. Intrinsic Reward</i>	<i>5. Challenge</i>	<i>6. Extrinsic Reward</i>	<i>7. Future Plans: Education</i>
1. Knowledge of World of Work	1.00	.065	.137*	-.006	.061	-.012	-.190**
2. Economic Mobility		1.000	.206**	.146*	.172**	.208*	.070
3. Role Security			1.000	.080	-.006	-.025	-.110
4. Intrinsic Reward				1.000	.010	.163**	-.007
5. Challenge					1.000	.247**	-.267**
6. Extrinsic Reward						1.000	.008
7. Future Plans—Education							1.000
8. Future Plans—Part-time Work							
9. Future Plans—Full-time Work							
10. Future Plans—Marriage							
11. Mother's Work Experience							
12. Grades							
13. Planfulness							
14. Work Experience							
15. Father's Education							
16. Father's Occupation							
17. Mother's Education							
18. Mother's Occupation							
19. "Hoped-for" Occupation							

¹ Levels of significance derived from Snedecor and Cochran (1967, p. 557) for a two-tailed test with 300 d.f.

* .05 level of significance.

** .01 level of significance.

Table 13 (Continued)

8. Future Plans: Part-Time Work	9. Future Plans: Full-Time Work	10. Future Plans: Marriage	11. Mother's Work Experience	12. Grades	13. Planfulness	14. Work Experience	15. Father's Education	16. Father's Occupation	17. Mother's Education	18. Mother's Occupation	19. "Hoped-for" Occupation
-.089	.171**	.121*	.049	.206**	.107	.029	.139*	-.053	.201**	-.004	-.117*
.049	-.175**	-.117*	.081	.112	-.045	-.033	-.029	.046	.003	.004	.104
-.070	-.174**	-.053	.079	.059	.021	.014	-.071	-.034	.088	.061	.006
-.007	-.110	-.024	-.029	-.047	.002	.158**	-.083	.030	.017	-.020	.018
-.147*	-.039	.289**	.025	.123*	-.043	.045	.037	.048	.020	.018	-.155**
.012	-.026	-.082	-.045	-.015	-.125*	.010	-.093	.099	-.115*	-.035	.051
.457**	-.148**	-.368**	.041	-.258**	.057	.012	-.265**	.137*	-.288**	.017	.513**
1.000	-.301**	-.074	-.120*	-.204**	.167**	-.048	-.152**	.041	-.160**	-.049	.327**
	1.000	.059	-.018	.068	-.047	.015	.203**	-.023	.073	.082	-.201**
		1.000	-.063	.206**	-.030	-.017	.209**	-.062	.107	.000	-.151**
			1.000	-.044	-.022	-.028	-.155**	-.075	.149**	.506**	-.026
				1.000	-.350**	-.110	.153**	-.186**	.150**	-.065	-.185**
					1.000	.053	.012	-.039	.005	-.003	.042
						1.000	.084	.145*	.068	.031	-.017
							1.000	-.018	.337**	-.169**	-.235**
								1.000	-.208**	.058	.107
									1.000	-.007	-.160**
										1.000	.014
											1.000

CHAPTER IV

CONCLUSIONS AND IMPLICATIONS

This study has identified significant differences in the vocational orientation of twelfth-grade girls from two sizes of communities, three kinds of schools, and three socioeconomic levels. Detailed information on attitudes (especially the percentages of responses in Appendix D) and personal and family characteristics and future plans (percentages of responses are in Appendix E) have been assembled and analyzed. The inadequacies of the subjects' knowledge and attitudes have been pointed out in the preceding chapter on "Findings." In general, it was found that the girls were not well informed about the probable nature and extent of their future vocational roles and that their attitudes and plans reflected this lack of information.

Major Variables

Community Size Differences

Differences correlated with community size appeared in only two variables: Metropolitan girls indicated more knowledge of the world of work, while non-metropolitan girls indicated plans for more full-time work. No differences were found in either their attitudes toward work, their occupational aspirations, or their future plans for education and marriage. This general lack of significant differences apparently indicates that local community size has little effect in relation to the variables under consideration. Perhaps this is a result of similar experiences or lack of experiences in and out of school.

School Type Differences

Girls who attended vocational schools scored differently from girls who attended comprehensive schools and girls who attended general academic schools on two of the attitude scales and all four future plans scales. They also indicated more definite plans for the following year. No differences in knowledge of the world of work were indicated.

Vocational school girls scored higher than others on the extrinsic reward attitude scale, indicating more agreement with statements relating to the positive aspects of salary, promotion, and benefits. Vocational school attendants indicated more agreement with statements about economic mobility (conditions under which a girl feels she would work after marriage) than girls who attended comprehensive schools, but less agreement than those from general academic schools.

Girls who attended vocational schools indicated that they planned earlier marriages, more full-time work, less part-time work and additional post-high school education.

Social Status Differences

Significant differences in scores by social status were shown in knowledge of work, the extrinsic reward attitude scale, and future plans for full-time work. Girls with the highest social status level indicated more knowledge of work, less agreement with attitude statements related to the extrinsic rewards of work, plans for more education, more part-time work, and less full-time work than girls from families of lower social status.

Implications for Research

Because of practical constraints encountered in sampling, the conclusions of this study cannot be generalized nationally. The intent of the study is not to provide national norms from which decisions can be made for a particular counseling or educational situation. Rather its purpose is to focus attention on the dysfunctional vocational knowledge and attitudes of senior girls in several American high schools and to suggest that similar conditions probably exist in many other schools. The variables dealt with here and the interrelationships and differences identified should serve as the basis for exploring similar factors in local school systems.

Nevertheless, the results of this study suggest problems that warrant investigation based on carefully controlled sampling. Since there were significant differences in girls' responses depending on the type of high school they were attending and on the social status of their families, further investigation of these variables and their amenability to change would be important. Whether these differences continue beyond high school and the degree to which they are affected by marriage also warrants further investigation.

More research is needed also regarding those women who successfully combine working and homemaking. Most of the information now available is based on plans of young women rather than on outcomes. Long-term studies (as suggested earlier) would allow comparisons of the developmental patterns of full-time housewives with those who combine working with homemaking.

A third suggested area of research is that of studying the attitudes and knowledge of teachers and counselors toward changing roles of women in the family and in the labor force. If, as suggested, there is, respectively, a lack of information and a continuation of traditional stereotypes about socially desirable roles for women and the limited number of "appropriate" female occupations, an effort toward modifying such thinking would be warranted. Research into techniques (usable by teacher and counselor education institutions) to expose teachers and counselors to new thinking about appropriate life styles for girls would be desirable.

Program Implications

The data from this study may be interpreted as having implications for the development of new educational programs. Much of it reinforces suggestions made by other writers such as Lee (1967a) and Lewis (1968). One specific suggestion is that as girls grow up they must be encouraged to develop broader concepts of the woman's role. Lewis (1968) feels that as more women move into jobs on an equal footing with men, their children should develop more modern attitudes toward the role of women in our society. Since it would reach only limited groups, this approach could require generations for maximum impact. New school programs involving contact with successful models of the wife-mother-worker roles (especially those who are engaged in nontraditional occupations) would be more effective.

Second, girls need help in anticipating long-term future needs. It is important for them to realize that by the age of 35 they will probably have seen their last child off to school and that they will need to plan the rest of their lives. Early help from enlightened teachers and counselors who are not bound by traditional stereotypes is required.

A third suggestion is that of encouraging girls to question the traditional, narrow range of occupations deemed suitable for women. Emphasizing individual needs and goals in their planning rather than what has traditionally been expected of them as a group is desirable.

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Appendix A

SENIOR GIRLS
AND
THE WORLD OF WORK

THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY
1900 KENNY ROAD
COLUMBUS, OHIO 43210

APRIL, 1968

SENIOR GIRLS AND THE WORLD OF WORK

How do you feel about work? What do you think of it? What do you know about work? We are asking you to answer a number of questions which will be helpful to counselors and other people who help high school girls make decisions about work. We appreciate very much your willingness to cooperate in this survey.

The questionnaire is divided into three sections. You will be marking your answers on the separate answer sheet. Use the special pencils provided.

DIRECTIONS

Read each question and its lettered answers. When you have decided which answer is correct, or is right for you, blacken the corresponding space on the sheet with the pencils that have been provided. Make your mark as long as the pair of lines, and completely fill the area between the pair of lines. If you change your mind, erase your first mark COMPLETELY. Make no stray marks. MARK ONLY ONE ANSWER FOR EACH QUESTION.

Sample:

1. Chi-ago is
A. a country
B. a mountain
C. an island
D. a city
E. a state

For Item 1, you would mark D as the answer by filling in the space under D with the special pencil.

1. A B C D E 2. A B C D E 3. A B C D E 4. A B C D E

Notice that the numbers go across in a row rather than down in columns. Be sure you follow the numbers across the answer sheet.

DO NOT START MARKING ANSWERS UNTIL YOU ARE TOLD TO DO SO.

PART ONE

For the following statements, decide on the degree to which you agree or disagree with each statement and then mark that answer on the separate answer sheet. This should be how *you* personally feel about the statement, not how you think other people feel.

Example:

Statement: Work is a lot of fun.

Possible answers:

- A. strongly disagree
B. disagree
C. indifferent or don't know
D. agree
E. strongly agree

Choose the answer that comes the closest to the way you feel about the statement and mark it on the separate answer sheet.

Answer every statement. Work quickly. Do not worry or puzzle over individual items. It is your first impressions, the immediate "feelings" that we want. Read each statement carefully, then answer it quickly and go on immediately to the next item. Sometimes you may feel as though you've had the same statement before. This will not be the case, so do not look back through the items and do not try to remember how you marked earlier statements. Make a separate and independent judgment for each item.

- A. strongly disagree
- B. disagree
- C. indifferent or don't know
- D. agree
- E. strongly agree

1. I would work after marriage to have money for daily expenses.
2. The opportunity to make a lot of money is an important reason for working.
3. Working closely with people would interest me.
4. You should not mind being told exactly what to do on a job.
5. Most guys think a woman can't manage a home and a job.
6. It is important to talk about something other than housework and children.
7. Opportunities to be original and creative on the job are necessary.
8. Women may hold jobs after they are married to buy more things for home and family.
9. A job should have opportunities for early promotion.

- A. strongly disagree
- B. disagree
- C. indifferent or don't know
- D. agree
- E. strongly agree

10. Being of help to people would interest me.
11. It is very boring to do housework.
12. Most women think it's difficult to find a husband if they are interested in a career.
13. A job with too little to do is better than one with too much to do.
14. Work problems that take a lot of figuring would make a job more interesting.
15. I would work after marriage to have money to buy essentials in life.
16. Status symbols (such as a personal office) make a job more attractive.
17. Opportunities to be useful to society through my work are important.
18. Woman's place is in the home.
19. Most women think that men dislike women who work.
20. Housework provides enough opportunity for the expression of intellectual interests.
21. A job that gives you a chance to create something new is the best kind of job.
22. I would work after marriage to save money for a "rainy day."
23. Opportunity for increasing salary is an important feature of a job.
24. Opportunities to be helpful to others in my work are important.
25. Married women should hold jobs so they can have a life of their own.
26. Most women dislike smart women.
27. Parents should encourage the idea of marriage and homemaking (rather than working) from childhood.
28. Women are too independent today.
29. I would work after marriage to have the money to live in a better community.

- A. strongly disagree
- B. disagree
- C. indifferent or don't know
- D. agree
- E. strongly agree

30. Having authority over people on my job is important.
 31. Helping people who are less fortunate is important to me.
 32. Having people accept me is important.
 33. Women are trying to imitate men.
 34. It is more interesting to express one's self through hobbies and recreation than it is through work.
 35. You owe it to yourself to make use of your abilities.
36. I would hold a job after I married to provide my children with special training, such as music lessons, etc.

37. The chance to supervise activities is an important part of a job.
38. Working with people is preferable to working with things.
39. A woman's true happiness lies in the achievements of her husband and children.
40. Most men are *not* interested in chances to help women advance in a job.
41. Women should make their own decisions.
42. A chance to show inventiveness in meeting new problems is important.
43. I would work after marriage to have money to buy a home.
44. Working with people who are cooperative is an important feature of a job.
45. A job gives you a good opportunity to meet people.
46. The work you do as a homemaker is important.
47. Only a few women can manage a home, a family, and a career.
48. A woman's true happiness lies in her home.
49. A chance to work with ideas is the ideal kind of job.
50. I would work after marriage to have money to buy basic things.
51. Having influence on groups is important to me.
52. Work seems important to the people who are doing it.

- A. strongly disagree
- B. disagree
- C. indifferent or don't care
- D. agree
- E. strongly agree

53. Women are naturally dependent.
54. Having a job helps a person to run her own life.
55. Married women should participate in activities outside the home.
56. Keeping up with changes in her occupation helps a person be creative.
57. It is impossible to work at a job where your conscience often bothers you.
58. Retirement benefits would have to be satisfactory in order for me to consider taking a job.
59. Working with others would be an important part of a job for me.
60. Being a homemaker would mean I would *not* have to make my own decisions.
61. Problems at home interfere with work more than they should for women.
62. A woman should give up a career for marriage.
63. A chance for self expression is a good reason for taking a job.
64. Helping people make decisions would interest me.
65. A low starting salary would *not* bother me.
66. Most women are *not* interested in chances to help others through a job.
67. Men have a more exciting life than women do.
68. Women who have jobs are *not* really happy.
69. I would work after marriage to meet financial responsibilities.
70. A job should have good opportunities for promotion.
71. Girls' education is less important than boys' since the girls don't have to work.
72. Parents should encourage the idea of working (rather than marriage and homemaking) from childhood.
73. I would work in order to help put my children through college.
74. A good salary would *not* have much influence on whether I would take a certain job.
75. Men and women should have equal opportunities.

PART TWO

There is one right answer for each question in Part Two. Choose one answer and mark it on the answer sheet. Make sure that the number on the answer sheet is the same as the number of the question. Be sure that the letter you mark is the same as the letter of the answer you choose. Answer every question.

Questions 76 to 90 have only four possible answers rather than the usual five. Use only the first four spaces on your answer to answer these questions. (A B C D)

76. When one is thinking about the occupation he might enter as an adult, if his interests, abilities and preferences did not limit him, approximately how many different jobs could he choose among?
- 300
 - 3,000
 - 30,000
 - 300,000
77. In 1964, girls who graduated from high school had average earnings which were higher than the average earnings of girls who had dropped out of high school by
- 25%
 - 45%
 - 85%
 - 165%
78. The average earnings of a woman college graduate in 1964 were higher than the average earnings of the high school graduate by
- 25%
 - 45%
 - 85%
 - 165%
79. The same 1964 statistics show that the girl college graduate earned a median income which was more than the high school dropout by
- 25%
 - 45%
 - 85%
 - 165%
80. The median salary income of full time male workers was \$6,497 in 1964. What would you expect was the median income for female workers in that same year?
- \$3,859
 - \$4,285
 - \$6,497
 - \$7,138
81. If you are single with no exemptions besides yourself, what percentage of your weekly or monthly check will be deducted for Federal Income Tax purposes?
- 11%
 - 14%
 - 18%
 - 22%
82. Assuming that you do not earn more than \$7,800 in your first job, what percentage of your earnings will be deducted for Social Security?
- 2.5%
 - 4.4%
 - 6.2%
 - 8.4%
83. Approximately what percentage of all women are judged to be employed full time in the United States?
- 20%
 - 35%
 - 50%
 - 65%
84. About how many women would you estimate are in the labor force?
- 260,000
 - 2,600,000
 - 26,000,000
 - 260,000,000
85. Look at the four groups below and indicate which group has the largest percentage of women employed full time.
- less than high school education
 - high school graduate
 - college graduate
 - education beyond college
86. Look at the four age groups below and indicate which group has the largest percentage of women employed full time.
- 25-34
 - 35-44
 - 45-54
 - 55-64

87. What percentage of girls in your age bracket will probably be married by the time they are 19 years old?
- 25%
 - 45%
 - 65%
 - 85%
88. Of those girls in the 18-19 year age bracket who are married, what percentage would you expect are also working?
- 18%
 - 28%
 - 38%
 - 48%
89. For those women 25 years of age and younger who are married and work, approximately what is the median percentage of family income which they contribute?
- 18%
 - 28%
 - 38%
 - 48%
90. What is the average number of years that a woman can expect to spend in the labor market?
- 6 years
 - 10 years
 - 17 years
 - 25 years

DIRECTIONS:

Questions 91-110 have only two possible answers rather than the usual five. Use only the first two spaces on your answer sheet to answer these questions. (A B)

In the following pairs, which occupation has the largest total number of people employed?

- anthropologist
 - engineer
- telephone operator
 - airline hostess
- physical therapist
 - nurse
- psychiatrist
 - biologist
- saleswoman
 - buyer

In the following pairs of occupations, which is most likely to involve responsibilities outside of or in addition to regularly scheduled hours?

- travel agent
 - architect
- lawyer
 - fashion designer
- dental assistant
 - newspaper woman
- secondary teacher
 - accountant
- file clerk
 - commercial artist

In the following pairs of occupations which requires the most education?

- librarian
 - obstetrician
- airline hostess
 - dietitian
- teacher
 - lawyer
- counseling psychologist
 - psychiatrist
- medical technologist
 - dental technician

In which of the following occupations are there more women than men employed?

- 106. Postal clerk
 - A. more women
 - B. more men
- 107. Lawyer
 - A. more women
 - B. more men
- 108. Beautician
 - A. more women
 - B. more men
- 109. Secondary teacher
 - A. more women
 - B. more men
- 110. Telephone operator
 - A. more women
 - B. more men

DIRECTIONS:

All of the following questions can be answered with yes or no. If you decide the answer is "yes," mark A beside the item number on the answer sheet. If you decide the answer is "no," mark B beside the item number on the answer sheet. Be sure that the letter you mark is the same as the answer you choose. Answer every item. Use only the first two answers on your answer sheet to answer these questions. (A B)

- Remember—A. yes
B. no

If you wanted to have a job which would allow you to set your own hours or at least have some choice, which of the following occupations could you prepare for?

- 111. Social Worker
- 112. Musician
- 113. Interior Designer
- 114. Office Machine Operator
- 115. Elementary Teacher

In some occupations the hours of work are very clearly stated and the employees know that when they have worked a certain number of hours they will not have additional demands on their time without being paid for it. Which of the following occupations usually have clearly regulated hours?

- 116. Secretary
- 117. Surgeon
- 118. Factory Worker
- 119. Librarian
- 120. Artist

In some occupations there is need for the work to go on continuously; therefore, there may be opportunities to work on different shifts. Which of the following occupations are likely to involve a choice of shifts?

- 121. Interior Designer
- 122. Waitress
- 123. Teacher
- 124. Nurse
- 125. Librarian

Which of the following occupations require licensing or certification?

- 126. Telephone Operator
- 127. Practical Nurse
- 128. Pediatrician
- 129. Postal Clerk
- 130. Pharmacist

Which of the following occupations require a health certificate?

- 131. Barber
- 132. Airline Hostess
- 133. Cook
- 134. Beautician
- 135. Waitress

In which of the following occupations do employees almost always wear uniforms?

- 136. Nurse
- 137. Waitress
- Computer Programmer
- Beautician
- Airline Hostess

PART THREE**DIRECTIONS:**

BE SURE TO MARK AN ANSWER FOR EACH QUESTION. There are no right or wrong answers for this part. Select the answer which best applies to you and mark it under the corresponding letter on the answer sheet. **MARK ONLY ONE ANSWER FOR EACH QUESTION.** You will find other directions scattered throughout this section of the questionnaire. Be sure to read them *all* carefully.

141. What was your age on your last birthday?
 A. 16 or younger
 B. 17
 C. 18
 D. 19
 E. over 19
142. What is your marital status?
 A. single
 B. engaged
 C. married
 D. separated
 E. divorced
143. What is the total number of living children in your family? (Include yourself, together with all full brothers and sisters, stepbrothers and sisters, and foster brothers and sisters. Include those not living in your home.)
 A. one
 B. two
 C. three
 D. four
 E. five or more
144. How many of the children identified in question 3 are now living in your household? (Include yourself)
 A. one
 B. two
 C. three
 D. four
 E. five or more
145. The male head of the household in which I live is
 A. my father
 B. my stepfather
 C. my foster father or guardian
 D. some other individual
 E. there is no male head of the household at present
146. What is the highest year of school (grades 1-12) completed by the male head of your household? (This refers to the person you indicated in your response to question 5.)
 A. 0-7
 B. 8-9
 C. 10-11
 D. 12
 E. I don't know or there is no male head of my household
147. What is the highest year beyond high school (grades 13 and above) completed by the male head of your household?
 A. none
 B. 13-14
 C. 15-16
 D. 17 or more
 E. I don't know or there is no male head of my household
148. The female head of the household in which I live is
 A. my mother
 B. my stepmother
 C. my foster mother
 D. some other individual
 E. there is no female head of the household at present
149. What is the highest year of school (grades 1-12) completed by the female head of your household? (This refers to the person you indicated in your response to question 12.)
 A. 0-7
 B. 8-9
 C. 10-11
 D. 12
 E. I don't know or there is no female head of my household

150. What is the highest year beyond high school (grades 13 and above) completed by the female head of your household?
- none
 - 13-14
 - 15-16
 - 17 or more
 - I don't know or there is no female head of my household

DIRECTIONS: Turn over answer sheet, find the place to answer 151 and continue as before.

DIRECTIONS:

For questions 151-155, use the following answers:

- not at all
 - now and then
 - part-time (regularly)
 - fulltime
 - I don't know
151. Since I have been in high school, the female head of my household has worked
152. When I was in junior high, the female head of my household worked
153. When I was in elementary school, the female head of my household worked
154. Before I attended school, the female head of my household worked
155. After she married, but before she had any children, the female head of my household worked

READ THE FOLLOWING DIRECTIONS FOR 156-159 THOROUGHLY BEFORE ANSWERING THIS SECTION

DIRECTIONS:

Read all of the choices for numbers 156 through 159. Select the *one* choice which best describes the work of your father (or male head of household). Mark that choice on your answer sheet. Then mark choice "E" for *each* of the three other numbers.

Example: Suppose your father works as a mechanic. Mark Number 158, choice "A" on your answer sheet. Then mark 156 "E," 157 "E," and 159 "E."

If he is presently unemployed, mark the job he last held. If he is employed at more than one job, mark only the job at which he spends most of his time. If there is no male head in your household, mark "E" as the answer for all four numbers.

Question: What is the work of your father (or male head of your household)?

156.
 - farm or ranch owner and/or manager
 - farm or ranch foreman
 - farm or ranch worker
 - workman or laborer—such as factory or mine worker, fisherman, filling station attendant, longshoreman, etc.
 - none of the above
157.
 - private household worker—such as a servant, butler, etc.
 - protective worker—such as policeman, detective, sheriff, fireman, etc.
 - service worker—such as barber, beautician, waiter, etc.
 - semiskilled worker—such as factory machine operator, bus or cab driver, meat cutter, etc.
 - none of the above
158.
 - skilled worker or foreman—such as a baker, carpenter, electrician, enlisted man in the armed forces, mechanic, plumber, plasterer, tailor, foreman in a factory or mine (but not on a farm), etc.
 - Clerical worker—such as bank teller, bookkeeper, sales clerk, office clerk, mail carrier, messenger, etc.
 - salesman—such as real estate or insurance salesman, factory representative, etc.
 - manager—such as sales manager, store manager, office manager, business manager, factory supervisor, etc.
 - none of the above
159.
 - official—such as manufacturer, officer in a large company, banker, government official or inspector, etc.
 - proprietor or owner—such as owner of a small business, wholesaler, retailer, contractor, restaurant owner, etc.
 - professional—such as actor, accountant, artist, clergyman, dentist, engineer, lawyer, librarian, scientists, teacher, doctor, etc.
 - technical—such as draftsman, surveyor, medical or dental technician, etc.
 - none of the above

DIRECTIONS:

Read all of the choices for numbers 160 through 163. Select the *one* choice which best describes the work of your mother (or female head of your household). Mark that choice on your answer sheet. Then mark choice "E" for *each* of the three other numbers.

Example: Suppose your mother works as a secretary. Mark number 162, choice "B" on your answer sheet. Then mark 160 "E," and 163 "E."

If she works outside your household, mark *only* the outside work. If she holds more than one paying job, mark only the most important one. If she usually works and is presently out of work, mark the job she held last. If there is no female head in your household, mark "E" as the answer for all four numbers.

Question: What is the work of your mother (or female head of your household)?

160. A. housewife only; she has not worked for pay in the last three years
 B. farm or ranch owner and/or manager
 C. farm or ranch worker
 D. laborer or worker—such as charwoman, laundry worker, etc.
 E. none of the above
161. A. private household worker—such as housekeeper, maid, etc.
 B. protective worker—such as policewoman
 C. service worker—such as beautician, waitress, etc.
 D. semiskilled worker—such as factory machine operator, cab driver, etc.
 E. none of the above
162. A. skilled worker or forewoman—such as baker, inspector, etc.
 B. clerical worker—such as bookkeeper, secretary, typist, sales clerk, store clerk, etc.
 C. sales—such as real estate, insurance, etc.
 D. manager—such as sales, store, business or office manager; factory supervisor, etc.
 E. none of the above
163. A. official—such as manufacturer, officer in a large company, banker, government official, etc.
 B. proprietor or owner—such as owner of a small business, restaurant, wholesaler, retailer, etc.
 C. professional—such as actress, accountant, artist, dentist, doctor, nurse, lawyer, librarian, teacher, social worker, etc.
 D. technical—such as medical or dental assistant, practical nurse, etc.
 E. none of the above

DIRECTIONS:

Read all of the choices for numbers 164 through 167. Select the *one* choice which best describes what you hope your occupation or job will be when you finish school. Mark that choice on your answer sheet. Then mark choice "E" for *each* of the three other numbers.

Example: Suppose you hope to be a nurse. Mark number 167 choice "C" on your answer sheet. Then mark 164 "E," 165 "E," and 166 "E."

If you hope to be a housewife and work outside your household, mark *only* the outside work.


Question: What do you hope your job or occupation will be when you finish school?

164. A. housewife only—I do not hope to work for pay
 B. farm or ranch owner and/or manager
 C. farm or ranch worker
 D. laborer or worker—such as cleaning woman, laundry worker, etc.
 E. none of the above
165. A. private household worker—such as housekeeper, maid, etc.
 B. protective worker—such as policewoman
 C. service worker—such as beautician, waitress, etc.
 D. semiskilled worker—such as factory machine operator, cab driver, etc.
 E. none of the above
166. A. skilled worker or forewoman—such as baker, inspector, etc.
 B. clerical worker—such as bookkeeper, secretary, typist, sales clerk, store clerk, etc.
 C. sales—such as real estate, insurance, etc.
 D. manager—such as sales, store, business or office manager; factory supervisor, etc.
 E. none of the above
167. A. official—such as manufacturer, officer in a large company, banker, government official, etc.
 B. proprietor or owner—such as owner of a small business, restaurant, wholesaler
 C. professional—such as actress, accountant, artist, dentist, doctor, nurse, lawyer, librarian, teacher, etc.
 D. technical—such as medical or dental assistant, practical nurse, etc.
 E. none of the above

DIRECTIONS:

For questions 168 to 183, use the following answers:

- A. yes
 B. no

ERIC  hat there are only two possible answers rather than the usual five. Use only the first two spaces on your answer sheet to answer these questions. (A) (B)

Two years from now I will probably be

- 168. going to school
- 169. working part-time
- 170. working full time
- 171. married

Four years from now I think I will probably be

- 172. going to school
- 173. working part-time
- 174. working full time
- 175. married

Six years from now I think I will probably be

- 176. going to school
- 177. working part-time
- 178. working full time
- 179. married

Ten years from now I think I will probably be

- 180. going to school
- 181. working part-time
- 182. working full time
- 183. married

(END OF YES-NO ANSWERS)

184. Mark the total number of children you think you will have when your family is completed.

- A. none
- B. one
- C. two
- D. three or more
- E. I do not plan to marry

DIRECTIONS:

The next seven questions have only four possible answers rather than the usual five. Use only the first four spaces on your answer sheet. (A B C D)

185. Compared with the male head of my household, I think I will have
- A. less total education
 - B. the same total education
 - C. more total education
 - D. there is no male head of my household
186. Compared with the female head of my household, I think I will have
- A. less total education
 - B. the same total education
 - C. more total education
 - D. there is no female head of my household
187. Compared with the future husband I hope to have, I think I will have
- A. less total education
 - B. the same total education
 - C. more total education
 - D. I do not plan to marry
188. Compared with the male head of my household, I think my husband will have
- A. less total education
 - B. the same total education
 - C. more total education
 - D. I do not plan to marry or there is no male head of my household
189. Compared with the female head of my household, I think I will be able to earn
- A. less money
 - B. the same amount of money
 - C. more money
 - D. there is no female head of my household
190. Compared with the male head of my household, I think my husband will be able to earn
- A. less money
 - B. the same amount of money
 - C. more money
 - D. I do not plan to marry or there is no male head of my household

191. Compared with the heads of my household, I think my husband and I together will be able to earn
- less money
 - the same amount of money
 - more money
 - I do not plan to marry or there is only one adult head of my household

DIRECTIONS:

For questions 192-201, use these answers:

- no, none of these
- yes—off and on
- yes—regular position both during summer and school year
- yes—regular position during summer
- yes—regular position during school year

Starting with grade nine through the present time, have you done any of the following types of work for pay?

- waitress, car hop, salad girl, other food service positions
- babysitting
- clerical—typing, filing, stuffing envelopes, etc.
- salesperson—department store clerk, drug store clerk, supermarket checker, etc.
- professional assistant—teacher's assistant, library assistant, dental assistant, nurse's aide
- machine work—sewing machine, electronics assembly, etc.
- private household work—cleaning, meal preparation, etc.
- beauty operator—cosmetologist
- recreational work—lifeguard, play-ground work, camp counselor, etc.
- other (work for pay not described in 192-200)

- During the past year, about how many hours a week did you spend working around your own home?
 - none
 - five or less
 - six to ten
 - eleven to fifteen
 - more than fifteen
- Do you receive pay for working around your own home?
 - usually
 - sometimes
 - rarely
 - never
 - receiving my allowance is dependent on completion of certain duties
- How old were you when you first started earning money other than for working around your own home?
 - I have never had a job where I earned money
 - fourteen or younger
 - fifteen
 - sixteen
 - seventeen or older
- During the past year about how many hours a week did you spend working away from home for pay?
 - none
 - five or less
 - six to ten
 - eleven to fifteen
 - more than fifteen
- How many summers have you worked, starting with grade nine through the present time?
 - none
 - one
 - two
 - three
 - four or more
- Do you plan to work this summer? (1968)
 - Yes, at a full-time regular job
 - Yes, at a part-time job
 - No, I will not work for pay
 - No, but I will work at home for pay
 - I don't know

DIRECTIONS:

The following two questions, number 208 and 209 have only three possible answers rather than the usual five. Use only the first three spaces on your answer sheet to answer these questions. (A B C)

208. Do you plan to attend school this summer? (1968)

- A. Yes
- B. No
- C. I don't know

209. By October, 1968, I plan to be married.

- A. Yes
- B. No
- C. I don't know

DIRECTIONS:

Answer both questions 210 and 211. If the items listed under a question do not apply, mark "E-none of the above."

210. In October, 1968, I will be attending

- A. a vocational or technical school
- B. a business or commercial school
- C. a cosmetology (beauty) school
- D. a nursing school (2 or 3 year registered nurse program)
- E. none of the above

211. In October, 1968, I will be attending

- A. a junior or community college (2 yr.).
- B. a four year college or university.
- C. a short-term training course (less than 1 yr.) offered by some other source than those mentioned in 210 and 211.
- D. I will not be attending school in October, 1968.
- E. none of the above

212. I know definitely which school I will be attending in October, 1968.

- A. Yes, I have already been admitted.
- B. Yes, I have applied, but do not know yet if I have been admitted.
- C. No, I haven't decided which school yet.
- D. I do not plan to be in school
- E. I don't know.

213. I plan to be working on a full-time job in October, 1968.

- A. Yes, I already have the job.
- B. Yes, I'm looking around for a job
- C. Yes, but it's too early to know what I'll be doing.
- D. No, I don't plan to be working full time.
- E. I don't know.

214. In October, 1968, I plan to be working on a part-time job.

- A. Yes, I already have the job.
- B. Yes, I'm looking around for a job.
- C. Yes, but it's too early to know what I'll be doing.
- D. No, I don't plan to be working part-time.
- E. I don't know.

215. Mark the answer which best describes the program (course of studies) in which you have been enrolled during high school.

- A. College Preparatory—a program that gives you the training and credits needed for college entrance.
- B. Commercial or Business—a program that prepares you to work in an office.
- C. Vocational—a program that prepares you for work in a particular job or to enter a vocational school after high school.
- D. General—a program other than the three listed above.
- E. A combination of two or more of the above programs.

216. My grades in all courses starting with the ninth grade have been

- A. mostly A's or equivalent
- B. mostly A's and B's or equivalent
- C. mostly B's and C's or equivalent
- D. mostly C's and D's or equivalent
- E. mostly D's and below or equivalent

217. How many times have you changed schools since starting the ninth grade (not counting promotions from one school to another)?

- A. never
- B. once
- C. twice
- D. three times
- E. four times or more

DIRECTIONS:

For questions 218 to 231, use the following answers:

- A. none
- B. one-two
- C. three-four
- D. five-six
- E. seven or more

Starting with courses in the ninth grade, how many semesters have you taken in each of the following areas? (Include those in which you are now enrolled.)

- 218. Business or Commercial
- 219. Distributive Education (prepares for a specific job such as a sales clerk)
- 220. Health Occupations (prepares for a specific job such as a practical nurse)
- 221. Home Economics Wage Earning (prepares for a specific job such as food service worker and care aide, etc.)
- 222. Trade and Industrial Education (prepares for a specific job such as cosmetologist, cook, baker, etc.)
- 223. Technical Education (prepares for a specific job such as computer technologist)
- 224. Art or Music
- 225. English
- 226. Home Economics (prepares for home and family life)
- 227. Foreign Languages
- 228. Mathematics
- 229. Science
- 230. Social Studies
- 231. Others

Appendix B

DESCRIPTION OF PARTICIPATING SCHOOLS

DESCRIPTION OF PARTICIPATING SCHOOLS

Administrators of five of the six schools selected to participate in the study agreed to participate. One metropolitan comprehensive high school in Michigan was unable to participate; however, the second school on the list agreed to take part in the study.

The sample was obtained from a possible total of 944 prospective graduates. Details in relation to the specific schools are included in Table 14.

The adequacy of school guidance facilities, nature and extent of vocational offerings, and the extent to which school staff were aware of future plans of students were relevant to this study. As shown in Table 15, wide variations in staffing patterns relative to providing guidance and counseling services for students in the participating schools were evident. The non-metropolitan general academic high school had added one vocational offering to its program since the 1966 guidance survey. However, this course had been available for only one year. The number and types of vocational programs offered in each of the participating schools is shown in Table 16.

School staff predictions of post-graduation full-time employment range from 100 percent for both females and males graduating from the non-metropolitan vocational school to seven percent full-time employment for both females and males graduating from the non-metropolitan comprehensive school. (See Table 17) Other post-graduation predictions are also listed in Table 17.

Table 14

CLASSIFICATION OF SAMPLE BY TYPE OF SCHOOL AND BY COMMUNITY CHARACTERISTICS

	Community type			
	Non-metropolitan		Metropolitan	
	Total Senior Girls Enrolled	Actual No. Tested	Total Senior Girls Enrolled	Actual No. Tested
Comprehensive	71	68	365	57 ¹
General Academic	24	19	230	106
Vocational	72	39	88	76
	167	126	683	239

¹ Randomly selected by school guidance staff.

Table 15
SIZE AND NATURE OF GUIDANCE AND COUNSELING STAFF
IN RELATION TO TOTAL TEACHING STAFF IN
PARTICIPATING SCHOOLS

School	Guidance Staff			Total Teaching Staff
	Male	Female	Total	
Non-Metropolitan				
Comprehensive	2*	1	3	33
General Academic	1	0	1	21
Vocational	1	0	1	21
Metropolitan				
Comprehensive	3	3	6	73
General Academic	3	4	7	130
Vocational	10	4	14	58

Table 16
VOCATIONAL PROGRAMS OFFERED BY PARTICIPATING SCHOOLS

Program	Community Type					
	Non-Metropolitan			Metropolitan		
	Comprehensive	General Academic	Vocational	Comprehensive	General Academic	Vocational
Business or Commercial	X	X	X	X	X	X
Distributive Education	X	X	X			X
Health Occupations	X*		X			X
Home Economics	X	X	X	X	X	
Trade and Industrial	X		X	X		X
Technical						

* Nurses Aide and Health Services offered as course in Home Economics.

Table 17
PREDICTION OF POST-GRADUATE ACTIVITIES BY STAFF IN RESPECTIVE SCHOOLS

Activity Area	Community Type											
	Non-Metropolitan						Metropolitan					
	Comprehensive		General Academic		Vocational		Comprehensive		General Academic		Vocational	
N =	Girls 71	Boys 68	Girls 24	Boys 26	Girls 72	Boys 128	Girls 365	Boys 372	Girls 230	Boys 220	Girls 182	Boys 157
Vocational-Technical Training	10%	1%	38%	15%			20%	30%	25%	20%	2%	25%
College	52%	38%	13%	31%			20%	20%	65%	65%	20%	20%
Full-time Employment	7%	7%	33%	27%	100%	100%	50%	50%	15%	5%	71%	49%
Armed Services	—	9%	—	4%			—	10%	—	5%	1%	5%
Part-time Employment	28%	29%	—	8%			10%	10%	35%	50%	1%	—
Unemployed	—	—	4%	15%			20%	20%	—	3%	—	—
Marriage	3%	—	13%	—			4%	22%	5%	2%	5%	1%

(The sum of the estimates may not equal 100% because the categories are not mutually exclusive nor exhaustive.)

Appendix C

ITEM LOADINGS ON EACH ATTITUDE FACTOR

ITEM LOADINGS ON EACH ATTITUDE FACTOR

Item	<i>Factor I.</i>	Economic Mobility	Loading
29.	I would work after marriage to have the money to live in a better community.		.684
50.	I would work after marriage to have money to buy basic things.		.648
15.	I would work after marriage to have money to buy essentials in life.		.645
69.	I would work after marriage to meet financial responsibilities.		.613
43.	I would work after marriage to have money to buy a home.		.577
1.	I would work after marriage to have money for daily expenses.		.562
8.	Women may hold jobs after they are married to buy more things for home and family.		.515
73.	I would work in order to help put my children through college.		.435
36.	I would hold a job after I married to provide my children with special training, such as music lessons, etc.		.422
22.	I would work after marriage to save money for a "rainy day."		.342

Item	<i>Factor II.</i>	Role Security	Loading
68.	Women who have jobs are <i>not</i> really happy.		.576
18.	Woman's place is in the home.		.570
28.	Women are too independent today.		.498
66.	Most women are <i>not</i> interested in chances to help others through a job.		.475
40.	Most men are <i>not</i> interested in chances to help women advance in a job.		.464
33.	Women are trying to imitate men.		.424
27.	Parents should encourage the idea of marriage and homemaking (rather than working) from childhood.		.410
26.	Most women dislike smart women.		.395
47.	Only a few women can manage a home, a family, and a career.		.381
67.	Men have a more exciting life than women do.		.357
34.	It is more interesting to express one's self through hobbies and recreation than it is through work.		.343
12.	Most women think it's difficult to find a husband if they are interested in a career.		.325
19.	Most women think that men dislike women who work.		.312
53.	Women are naturally dependent.		.300

Item	<i>Factor III.</i>	Intrinsic Reward	Loading
59.	Working with others would be an important part of a job for me.		.745
24.	Opportunities to be helpful to others in my work are important.		.708
10.	Being of help to people would interest me.		.674
31.	Helping people who are less fortunate is important to me.		.625
3.	Working closely with people would interest me.		.609
17.	Opportunities to be useful to society through my work are important.		.603
38.	Working with people is preferable to working with things.		.521
32.	Having people accept me is important.		.397
45.	A job gives you a good opportunity to meet people.		.376

Item	<i>Factor IV.</i>	Challenge	Loading
49.		A chance to work with ideas is the ideal kind of job.	.503
21.		A job that gives you a chance to create something new is the best kind of job.	.485
42.		A chance to show inventiveness in meeting new problems is important.	.456
41.		Women should make their own decisions.	.440
37.		The chance to supervise activities is an important part of a job.	.428
51.		Having influence on groups is important to me.	.428
25.		Married women should hold jobs so they can have a life of their own.	.417
63.		A chance for self expression is a good reason for taking a job.	.395
54.		Having a job helps a person to run her own life.	.389
30.		Having authority over people on my job is important.	.367
7.		Opportunities to be original and creative on the job are necessary.	.349
11.		It is very boring to do housework.	.349
14.		Work problems that take a lot of figuring would make a job more interesting.	.341
56.		Keeping up with changes in her occupation helps a person be creative.	.338
75.		Men and women should have equal opportunities.	.334

Item	<i>Factor V.</i>	Extrinsic Reward	Loading
70.		A job should have good opportunities for promotion.	.599
23.		Opportunity for increasing salary is an important feature of a job.	.513
9.		A job should have opportunities for early promotion.	.400
58.		Retirement benefits would have to be satisfactory in order for me to consider taking a job.	.335
52.		Work seems important to the people who are doing it.	.217

Appendix D

**RESPONSES OF GIRLS FROM EACH SCHOOL TO PERSONAL AND
FAMILY INFORMATION ITEMS**

**RESPONSES OF GIRLS FROM EACH SCHOOL TO
PERSONAL AND FAMILY INFORMATION ITEMS**

Key to Schools

1—General Academic, non-metropolitan	(community population: <u>1,147</u>)
2—Vocational, non-metropolitan	(community population: <u>6,000</u>)
3—General Academic, metropolitan	(community population: <u>390,000</u>)
4—Comprehensive, non-metropolitan	(community population: <u>6,000</u>)
5—Comprehensive, metropolitan	(community population: <u>50,000</u>)
6—Vocational, metropolitan	(community population: <u>260,000</u>)

	School N	GA/NM 1 19	V/NM 2 39	GA/M 3 106	C/NM 4 68	C/M 5 57	V/M 6 76	Total 365
Student Age								
16 or younger		5%	16%	3%	2%	2%	6%	4%
17		84%	25%	59%	50%	54%	47%	52%
18		11%	30%	36%	41%	37%	45%	37%
19		—	16%	2%	7%	7%	2%	5%
Over 19		—	13%	—	—	—	—	2%
Student Marital Status								
Single		78%	85%	87%	93%	78%	86%	85%
Engaged		22%	10%	6%	3%	22%	13%	12%
Married		—	5%	6%	4%	—	—	3%
Separated		—	—	—	—	—	1%	—
Divorced		—	—	1%	—	—	—	—
Grades								
Mostly A's		—	3%	6%	4%	—	3%	4%
A's and B's		29%	21%	25%	43%	18%	26%	28%
B's and C's		55%	68%	24%	47%	47%	62%	44%
C's and D's		11%	8%	11%	2%	31%	9%	12%
No response		1%	—	36%	4%	4%	—	12%
Age When First Earned Money								
Never		—	10%	9%	4%	5%	—	5%
14 or younger		32%	16%	40%	47%	31%	42%	37%
15		37%	33%	18%	24%	18%	18%	21%
16		21%	20%	20%	19%	35%	39%	27%
17 or older		11%	20%	6%	5%	10%	1%	8%
No response		—	—	6%	—	—	—	2%
Hours Worked for Pay Last Year (Weekly)								
None		16%	24%	23%	5%	14%	3%	14%
5 or less		21%	16%	13%	7%	3%	—	9%
6-10		16%	13%	9%	25%	14%	1%	12%
11-15		21%	13%	8%	9%	14%	3%	9%
More than 15		27%	36%	37%	51%	54%	93%	53%
No response		—	—	9%	2%	—	—	3%
Number of Children Desired								
None		—	—	2%	—	—	3%	1%
One		—	5%	2%	3%	—	6%	2%
Two		42%	44%	29%	26%	31%	34%	30%
Three or more		58%	51%	62%	69%	67%	59%	65%
No plans to marry		—	—	4%	2%	2%	—	2%
No response		—	—	1%	—	—	—	—
Total Children In Family								
One		—	—	11%	7%	2%	9%	7%
Two		11%	5%	33%	16%	16%	17%	20%
Three		21%	16%	22%	22%	27%	21%	22%
Four		16%	10%	18%	16%	10%	16%	14%
Five or more		33%	69%	16%	38%	44%	38%	37%

	School N	GA/NM 1 19	V/NM 2 39	GA/M 3 106	C/NM 4 68	C/M 5 57	V/M 6 76	Total 365
Total Children At Home								
One		21%	15%	27%	25%	18%	14%	20%
Two		11%	25%	34%	26%	23%	32%	28%
Three		16%	18%	20%	19%	27%	22%	20%
Four		22%	16%	7%	12%	10%	12%	13%
Five or more		32%	28%	11%	16%	23%	20%	19%
High School Program								
College prep		5%	3%	38%	65%	14%	9%	28%
Business		42%	64%	12%	12%	40%	42%	29%
Vocational		21%	10%	4%	3%	13%	26%	12%
General		—	13%	4%	9%	16%	1%	7%
Combination of two programs		27%	10%	8%	9%	14%	22%	13%
No response		5%	—	34%	4%	3%	—	12%
Male Head of Household								
Father		85%	77%	79%	85%	80%	72%	80%
Stepfather		5%	—	6%	4%	9%	7%	5%
Guardian		—	—	1%	3%	2%	2%	1%
Some other individual		5%	8%	3%	3%	—	—	2%
No male present		5%	15%	11%	5%	9%	19%	12%
Father's Education (Years)								
0-7		5%	34%	2%	—	7%	11%	8%
8-9		37%	13%	9%	20%	14%	11%	14%
10-11		11%	8%	6%	7%	23%	13%	12%
12		42%	20%	71%	65%	44%	43%	52%
Don't Know		5%	25%	12%	8%	10%	21%	14%
Father's Education Beyond High School								
None		78%	72%	45%	51%	71%	70%	59%
1-2 years		6%	8%	18%	8%	7%	9%	12%
3-4 years		10%	—	14%	16%	7%	—	9%
5 or more years		—	—	11%	16%	2%	—	6%
Don't Know		6%	20%	12%	9%	10%	21%	14%
Female Head of Household								
Mother		88%	90%	94%	92%	93%	99%	95%
Stepmother		—	5%	3%	2%	2%	—	2%
Foster mother		—	—	—	—	2%	—	—
Some other individual		6%	5%	3%	3%	—	1%	2%
No female present		6%	—	—	3%	3%	—	1%
Mother's Education (Years)								
0-7		—	24%	4%	—	3%	6%	4%
8-9		11%	30%	4%	7%	14%	14%	12%
10-11		11%	8%	11%	16%	27%	20%	14%
12		73%	33%	79%	72%	56%	55%	65%
Don't Know		5%	5%	2%	5%	—	5%	3%
Mother's Education Beyond High School								
None		68%	90%	67%	65%	83%	87%	74%
1-2 years		21%	5%	18%	7%	10%	9%	12%
3-4 years		5%	—	9%	16%	2%	3%	8%
5 or more years		—	—	5%	3%	—	1%	2%
Don't Know		5%	5%	1%	9%	5%	1%	4%

	GA/NM	V/NM	GA/M	C/NM	C/M	V/M	Total
School	1	2	3	4	5	6	
N	19	39	106	68	57	76	365
Father's Occupation							
Professional	10%	—	16%	12%	2%	1%	8%
Sales & Official	11%	8%	17%	15%	11%	5%	12%
Managerial	11%	13%	25%	35%	18%	8%	21%
Clerical & Skilled	21%	15%	24%	22%	35%	28%	26%
Service & Technical	—	13%	6%	3%	9%	9%	7%
Semiskilled	37%	31%	9%	13%	26%	49%	25%
No response	10%	20%	2%	—	—	—	1%
Mother's Occupation							
Housewife	42%	59%	36%	38%	33%	49%	42%
Professional	11%	3%	12%	15%	4%	3%	8%
Sales & Official	—	—	5%	9%	7%	3%	5%
Managerial	—	10%	3%	—	5%	4%	4%
Clerical & Skilled	11%	5%	32%	22%	19%	21%	22%
Service & Technical	—	8%	8%	9%	9%	6%	8%
Semiskilled	16%	8%	2%	3%	14%	10%	7%
Private Household	5%	5%	1%	4%	4%	4%	4%
No response	16%	3%	1%	—	5%	—	1%