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ABSTRACT

This document represents a follow-up study of college seniors who graduated in the spring of 1972. The first stage of the research dealt with the career related aspirations, expectations, and apprehensions of 1,858 American college seniors of the class of 1972. This document, which is the second stage of the study, is based on data obtained from this group one year after college graduation. The major purpose of the follow-up study is to identify the fit between career-related expectations and career-related outcomes one year after college graduation. The document begins with a discussion and review of the first study. Then chapters describe: (1) the procedures utilized in the development of the follow-up questionnaire, the process utilized in efforts to reach the respondents, the results of these efforts, and data dealing with the representativeness of the follow-up sample; (2) the marital, geographic, and career-related attitudes of graduates; (3) respondents who entered the full-time employment market after graduation, the process by which college graduates seek employment, and general attitudes toward current and future work settings; (4) experiences and attitudes of those who have pursued graduate and professional school involvements, noting how variables such as sex and field of study relate to variation in graduate school experiences and attitudes; and (5) differences and similarities between three groups using sex, socioeconomic status, and field of study as variables in explaining differences in post-college activities. (Author/KE)

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YOUTH AND THE MEANING OF WORK

Part II

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1974

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INTRODUCTION

This report represents a follow-up study of college seniors who graduated in the Spring of 1972. The first stage of the research dealt with the career related aspirations, expectations, and apprehensions of 1858 American college seniors of the classes of 1972. The second stage of the study is based upon data obtained from this group one year following college graduation--the Spring of 1973.

The major purpose of the follow-up study is to identify the fit between career related expectations and career related outcomes one year after college graduation.

In order to provide the reader with a feeling for the senior year attitudes of our sample as well as with the overall outcomes of the first stage, we begin with a discussion and review of that study. The materials presented in this review are taken from the: U.S. Department of Labor, Manpower Monograph, #32 entitled, Youth and The Meaning of Work, published in 1974.

The Methodology Chapter (Chapter I) describes the procedures utilized in the development of the follow-up questionnaire; the processes utilized in our efforts to reach the respondents; the results of these efforts; and data dealing with the representativeness of the follow-up sample.

Chapter II (The Respondents: Where They Are One Year Later) focuses upon the marital, geographical, and career status of the respondents one year following college graduation. In addition, data will be provided showing patterns of change in political, religious, and career related attitudes.

Chapter III (The Respondents: Those Who Were Employed Full-Time) concentrates specifically upon those respondents who entered the full-time employment market after college graduation.

Chapter III describes the processes by which the respondents seek out employment, respond to their work, and identify their job security requirements. The respondents' success and failure in securing field-related employment; evaluation of job satisfaction; and general attitudes toward current and ideal work settings.

Chapter IV (The respondents: Those Who Went to Graduate School) describes in detail the experiences and attitudes of those who have pursued graduate and professional school involvements. The analysis in Chapter IV notes how variables such as sex and field of study are associated with variations in graduate school experiences and attitudes.

The chapter titled The Respondents: A Comparison of Graduate Students, The Full-Time Employed, and Others (Chapter V) points out differences and similarities between the three groups. Variables such as sex, socioeconomic status, field of study are all critical variables in explaining differences in post-college career activities. This chapter also notes how differential experiences of these groups are associated with variations in post-college attitudes and values.

A summary of the conclusions of this research as well as the implications for policy and programs are presented in the final chapter - Chapter VI.

Highlights

In the spring of 1972, prior to college graduation, 1,000 first-year college seniors from 100 public and private universities in Pennsylvania were surveyed. The findings of this research were published in the report 1972 and the Meaning of Work.¹

Before presenting an abstract of our follow-up study conducted approximately one year later, we intend here to review the findings of the first study.

The data collected in the first study, the variables analyzed, the points raised, and the conclusions drawn are too many and far too complex to summarize in detail. Rather, this section attempts to provide a feeling for and a sense of the data obtained from the graduating classes of 1971. The sample is sufficiently representative to make tentative generalizations; at the same time, methodological considerations dictate caution in making such generalizations.

The graduating classes of 1971 represent a highly selective population. Yet a nonetheless, this group exhibits some significant differences, which appear to be related to the respondent's sex, socioeconomic status, and ethnic-religious orientation.

Sex is very closely associated with the schools students attend, the fields of study they enter, and the careers they anticipate. Women, despite the erudite rhetoric of liberation and occupational mobility, are highly concentrated in a limited number of fields, most of which are regarded as women's work: senior teachers, social workers, guidance counselors, nurses, and health profession technicians. Men are much more likely to anticipate immediate post-college full-time employment. Women expect to receive lower salaries than do men, even though their formal educational credentials and expected jobs are in more than a few cases similar to those of men.

Students of lower socioeconomic status are most likely to end up in college with the fewest academic offerings; they are most likely to enter fields which offer terminal baccalaureate degrees; and they are least likely to report post-college enrollment in professional or graduate schools. As a result, although these students do complete college, their access to higher status occupations and higher income is not equal to that of more affluent students.

Students who see themselves as having no religious identification generally stand in marked contrast to all other students in attitudes, values, and expectations. The students with no religion are more likely than others to see themselves as a member of a hostile. They are least accepting of the traditional work ethic and of the belief that work builds character or makes you a better person. They tend to be least certain of what they want to do with their

¹1972 and the Meaning of Work, published by the Pennsylvania State University, University Park, Pennsylvania. For more information, contact the Pennsylvania State University, 3029 North Royal Road, University Park, PA 16802. Specify needs and time, PA 16802.

tives, and they express the greatest dissatisfaction with their college experience. Concerning those who report a current religious affiliation, however, there are interesting and significant variations. These differences are not washed by controlling for socioeconomic status. In many cases, the differences between a three-note groups are not as great as those between students of different ethnic-religious identifications but similar socioeconomic backgrounds.

In work attitudes and perceptions of the most salient characteristics of work, students see themselves as being quite different from their parents. Two significant and striking differences emerge when students are asked to compare their work needs with those of their fathers. Students see themselves as being far less concerned than their fathers with earnings and security and much more concerned with the nature and purpose of the work. Students stress the more altruistic and intrinsic aspects of the job. They seek interesting work which will be useful to society and of benefit to others, will allow them to express individuality, and will enhance individual growth.

An analysis of the reflections and evaluations of the students suggest that most have generally favorable attitudes toward their college experience. Most, if they had to do it all again, would attend the same institution; less than 5 percent would chose not to attend college at all; and about 15 percent would not attend the institution from which they are graduating. More than a third would attend college but change their social experiences; about a fifth would change their academic major; and about a fourth would do it all the same way again. Many students feel their expectations or aspirations as to general intellectual and cognitive growth were fulfilled but those concerning job-skill training and self-development were not.

Analysis of the data and of the many personal interviews held with college seniors leads to anticipating a resurgence of family-centered life in American society. The surface form may well look no different from that which is now regarded as representative of the American middle class; the contrast will be found in the more private and less visible aspects of families. It appears that there will be greater emphasis upon the equality, rights, and individual needs of family members regardless of age or sex. There also may be more open relationships and willingness to deal with the many problems which arise when people live in constant and close proximity to one another.

It is concluded, then, that this generation of college seniors does not expect to neglect the problems of others or the problems of the society. At the same time, however, the first priority will be to one's self, one's family, and one's closest associates. This emphasis upon self and a small group of others is not the product of self-indulgence, denial of the needs of others, or the single-minded pursuit of affluence; rather, it represents what many people, particularly young people, see as the only effective and efficient way of retaining a feeling of self-worth, self-determination, and self-fulfillment in our society. The extent to which this turning inward reflects apathy, defeat, or perhaps personal indifference is impossible to ascertain.

A summary of the work-related data leads with the observation that the vast majority of the students express favorable attitudes toward work. Many have serious doubts about the quality and uniqueness of their job skills, and many feel that they have not been adequately prepared for the contemporary work market.

The first part of the study was a survey of the opinions of the teachers and the students. The results of the survey are given in the following table. The table shows that the majority of the teachers and the students are in favor of the proposed changes. The table also shows that the majority of the teachers and the students are in favor of the proposed changes. The table also shows that the majority of the teachers and the students are in favor of the proposed changes.

The second part of the study was a survey of the opinions of the parents. The results of the survey are given in the following table. The table shows that the majority of the parents are in favor of the proposed changes. The table also shows that the majority of the parents are in favor of the proposed changes. The table also shows that the majority of the parents are in favor of the proposed changes.

The third part of the study was a survey of the opinions of the community. The results of the survey are given in the following table. The table shows that the majority of the community members are in favor of the proposed changes. The table also shows that the majority of the community members are in favor of the proposed changes. The table also shows that the majority of the community members are in favor of the proposed changes.

Discussion of the Results

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Using a procedure very similar to that employed in the earlier study, the researchers developed an index of socioeconomic status (SES) by combining three variables--parents' income, father's education, and father's occupation--in such a way that four distinct SES categories were created. The income of the students' parents clearly centers on the \$10,000- to \$15,000 - category. This is a rise in median income from the 1961 study, attributable primarily to economic inflation over the past decade. Neither father's occupation nor his education differed appreciably from the earlier study.

Although not included in the SES index, religious preference and ethnicity were, in many cases, important predictor variables. While the 1961 study reported that at graduation 85 percent of the senior respondents preferred the religion in which they were brought up, the present study shows that only 68 percent indicate a consistent religious preference.

The school attended by a respondent is strongly related to his field of study. It is far from clear, however, whether a student chooses a school to suit his field of study, chooses his field of study as the best of the alternatives presented at his school, or decides on his field of study for reasons related to such factors as SES and personality. It does seem clear, however, that the choice of a school is at least partially determined by the students' socioeconomic status, either directly or indirectly.

The self-reported work attitudes of the respondents appear to offer some encouraging data about how college seniors perceive the world of work. Relevancy and personal involvement in work seem to be the number one concern of the respondents (four of the top six items deal with these issues). Over 85 percent of the students respond positively to the statement "I like to work;" yet, in contrast, only half feel that "most people like to work." However, only 1 out of 5 feels that "my career will be the most important thing in my life." Even fewer agree that "work is nothing more than a way of making a living." Material gain as a primary goal in life is highly disdained. College seniors evidently feel that work is a very important dimension of life, offering them an opportunity to contribute their talents to others through activities which are meaningful and exciting to them. Nevertheless, it is not, in general, the most important dimension of their lives. Perhaps their priorities are such that private considerations would override the importance of work, as evidenced by the high positive response rate (over 80 percent) to the following statements: "My private life will not be sacrificed to make more money;" "I would not work for an organization that carried out policies I think are wrong;" and "The kind of work I do matters more than whether I do it for government, business, a university, or an independent organization."

SES and work attitude comparisons show very little direct relationship. Religious preference, however, is strongly related to work attitude. The two factors labeled "success oriented through hard work" and "I like to work" are very positively related to being Protestant, somewhat positively related to being Roman Catholic, somewhat negatively related to being a man of the Jewish faith, and highly negatively related to having no religious preference. Apparently, Protestants are still the most likely to hold the traditional work ethic, with Roman Catholics not too far behind. Besides being not nearly as work oriented as the other groups, those with no religious preference are by far the most likely to exhibit concerns over whether their jobs will be boring and uncreative and are evidently worried about their job settings. There are several other interesting variations in work

attitudes among some of the religious groups. Roman Catholic women indicate the least concern about the factor labeled "worry about getting it." The attitude of the latter is probably best explained by the relatively large number of educational majors who are Protestants. An explanation for the former variation is somewhat more of a puzzlement. Roman Catholic women are the only group to score positively on the factor labeled "job is not a way of life-- just a way to earn money."

What They Believe

This section describes the attitudes, values, and perceptions of the students about a variety of issues, including desirable and undesirable characteristics of work and commitment to social change, and compares their attitudes with those of their fathers.

Although "work" undoubtedly has different meanings for different students, most agree that they do, to some degree, like to work. There is little variation among students of different SES backgrounds. Women are somewhat more likely than men to agree strongly with the statement that "I like to work."

Data on the relationship between work and other aspects of life make clear that, while most of the students are eager to begin and become involved in their careers, they do not place their careers above their desire to achieve and maintain strong family relationships. Work and careers are seen as more than a means to an end. What a person does in his work, the policies of the organization for which he works, the direct consequences of his work, and the impact of his work upon his private life are all critical issues for these young people. Most graduating seniors see work as an integral part, but not the most salient factor, of their lives.

As would be anticipated, men more often regard work as a central and salient part of life, but the difference is less than would be expected, given the continuous cultural and societal emphasis upon the man as the breadwinner and provider. Differences between men and women are minimal in their responses to the statement that "my private life will not be sacrificed to make more money": 89 percent of the women and 82 percent of the men agree. While SES differences are not substantial, more of both the men and the women of higher SES backgrounds agree with this statement.

Other responses to the questionnaire and personal interviews with students show that many of the seniors are uncertain as to what occupational success means. Clearly, monetary reward alone or the social prestige associated with a particular occupational role is not a primary criterion of success. A successful occupation tends to be seen as one in which the individual is able to satisfy a variety of personal needs while at the same time contributing something of value to society.

A large majority (91 percent of the women and 83 percent of the men) agree with the statement that "I assume I will have a good income; I'm more concerned with finding a job where I will do relevant things." Salary expectations are generally lower for women than for men, and men regard money as more important, probably because they are more likely to see themselves as the primary source of family earnings. Women hold more altruistic help-oriented values than do men.

Regardless of the sex differences, the vast majority of respondents agree with work careers which will enable them to perform individually and socially relevant functions.

What do students consider the least and most desirable characteristics of work? Both men and women tend to place less emphasis on the importance of money, social status, teamwork, and opportunities to exercise leadership. The need for freedom from supervision in one's work also is not stressed. There is, however, a relatively strong desire for career security and stability. The ideal work situation is seen as one in which a person can engage in helpful and socially relevant activities while at the same time utilizing his special skills and abilities. Finally, respondents say they are concerned with finding work which offers opportunities for learning and advancement.

A similar sex consensus pattern is observed in the work characteristics which graduating seniors consider least important. Concern over the prestige and status attributed to a career is of least importance for the entire sample. The greatest discrepancy between men and women is 5 percent. Eighteen percent of the women--compared with 13 percent of the men--are least concerned about making a lot of money; and, as noted, women expect lower earnings than men. Men place less importance upon avoiding high-pressure jobs and working as part of a team. Among men, altruism tends to be most important to the lowest and highest SES groups. Opportunities for advancement are stressed primarily by mid-low SES men. These men are also highest in concerns over job security, while placing less emphasis upon being in a position which allows them to use their special abilities. Among women, the major differences occur between the lowest SES and the other three SES groups. Briefly, women of the lowest SES backgrounds appear to be most traditional in their attitudes toward and expectations for the type of work and lifestyle they will pursue.

A second series of items dealing with the most important aspects of a job provides information about how respondents' work-related attitudes compare with the work attitudes believed to be held by their fathers. While SES and sex do not determine the students' evaluations of the job characteristics important to themselves, significant differences occur in perceptions of job characteristics believed to be important to fathers. More men than women and more students from lower than from higher SES backgrounds rate job security and salary as their fathers' primary concerns. The explanation for these differences in perceptions is probably not complex. Boys would be likely to have the greater exposure to information about the dynamics of their fathers' work role. Despite changes in the occupational roles and status of women in our society, men are still considered to have primary responsibility for the financial support of the nuclear family. Hence, men would be more inclined to stress the security and financial aspects of both their own and their fathers' occupational roles.

Comparisons with the 1961 NORC sample suggest that there are marked differences in some attitudes. In the more private, less visible, and less apparent areas of life, the attitudes and values expressed by the 1972 respondents are at variance with those of the 1961 college seniors.

In the area of work, for example, the classes of 1972 place less importance on "making a lot of money" than do the seniors of 1961. They also appear to put less emphasis on the need to be "original and creative" and more on the utili-

ization of special events and activities. They are less concerned with social prestige and status and more with how to set things up so they can maintain their individuality. Finally, the 1972 respondents seem more committed to the belief that intergenerational relationships are not to be sacrificed if placed in a secondary position in a career or work.

The respondents believe that most contemporary college seniors are committed to changing some of the social ills of our society. Less than 5 percent see today's college students as "not at all committed"; 23 percent feel that contemporary college students are "very committed" and 72 percent that they are "somewhat committed." Two-thirds feel that student commitment to resolving social problems is stronger now than it was 10 years ago.

With regard to sex role equality, 4 out of every 5 students believe that men and women have equal capabilities and therefore should have equal opportunities. However, a large share qualify this belief: 82 percent think that women lack physical strength, 43 percent that they are more emotional than men, and 36 percent that they have different thinking patterns; and the students see these characteristics as obstacles to real sexual equality. About a fifth of the respondents take the position that men and women are not really equal; rather they are different and should have different jobs.

The majority of the 1972 respondents also believe that they will be able to achieve their concept of the good life. At the same time, less than a fifth feel that the good life is easily attainable.

Two sets of items were used to assess the personal and external factors which students perceive as potential barriers to the attainment of personal goals.

The personal factor responses indicate that the respondents are less concerned with personal ability and training than with problems of "getting it all together." The barrier item most frequently selected deals with apprehensions about lack of opportunity and getting the right breaks. This item is closely followed by one concerning a lack of clear and positive aims. Personal problems rank third highest. No doubt these three items are interrelated and reflect the doubt some students feel about their futures. Many students feel that they were forced to choose a career before they were really prepared to make that decision. At the time they completed the questionnaire, many were also concerned about their job. Finally, a large number are experiencing difficulties in establishing an acceptable fit between their personal lifestyle preferences and the realities of the post-college adult world.

On only one external factor item--overpopulation--do the responses differ significantly by sex and socioeconomic status. Among men, this item shows no significant variation by SES. For women, the proportion selecting overpopulation as a barrier increases markedly as SES rises--from 26 percent to 44 percent.

Lifestyle Preferences and Expectations

This section attempts to describe the expressed lifestyle preferences and expectations of the sample of graduating seniors studied.

As might be expected, a majority of the respondents intend to be married within 5 years; however, more than half of those who plan to marry do not intend to start families within that time period. The traditional pattern of marriage, in which the wife works only a short time or not at all and then begins relatively immediate childbearing, does not appear to be the typical picture. Rather, the women anticipate prolonged periods of employment both before and after marriage, and many intend to defer childbearing to some time well in the future.

Respondents were asked what they perceive to be the ideal relationship between work and family. Over half (56 percent) selected the following alternative: "I expect that it will be necessary for my family and my nomelife to be somewhat affected by and to adapt to my career needs." This is probably a realistic assessment of the work-family pattern normally displayed by American families. Thirty-one percent responded, "I don't expect my career work to interfere with or influence my relationship with my family or my nomelife." This expectation suggests a high degree of privatism (separation of "outside" activities from those of the home) and provides yet another indication of the importance that these students attribute to their family life. Only 3 percentage points separate the responses of men and women on these two items.

When comparing their own lifestyle preferences with those of their parents, 70 percent of the students indicate that they prefer "a lifestyle quite unlike that of my parents," while 32 percent report they prefer a lifestyle "very similar to that of my parents." The responses do not vary significantly by sex but clearly are related to SES.

Students from homes which have been economically comfortable are far more likely to state that they prefer lifestyles either "very similar" to that of their parents or else "somewhat similar to parents but without the need for so many material goods and possessions": these responses are given by 60 percent of the men and 55 percent of the women in the highest SES group, compared with 30 percent of the men and 39 percent of the women in the lowest SES.

Analysis of the desired type of lifestyle by field of study reveals statistically significant differences for both men and women. Students most likely to report the desirability of their parents' lifestyle are in the fields of agriculture (56 percent), engineering (44 percent), education (40 percent), and the physical sciences (37 percent). Those least likely to make such a choice are in the social sciences (28 percent), psychology (23 percent), and the humanities (22 percent).

Analysis of critical lifestyle characteristics shows little difference between the sexes in the high priority they give to good family relationships, supported by a degree of economic comfort and good friends. Men are slightly more likely to be concerned with the pursuit of their own interests. While socioeconomic background is associated with some statistically significant differences in employment-related measures (for example, concern with job challenge, steady employment, and meaningful work), field of study appears to have greater impact. Among both men and women, students with certain majors stress particular items. For example, education majors emphasize the importance of steady employment and majors in the social sciences and psychology, meaningful work.

The three lifestyle elements the students "most liked" are "quality of human relationships," "happy family," and "semiopen and flexible family-friend relationships." Factors which produced the strongest negative responses are "overcrowding," "too much material," "enough goods," and "emphasis on acquisition." The students are highly consistent both in giving highest priority to good family relationships and in placing a low value on money and material possessions.

The World of Work and Careers

This section focuses more specifically upon the post-college plans and career expectations of the classes of 1972. From the data collected in this research and from evidence obtained in other research dealing with career outcomes, it is apparent that diverse variables influence career and work choices. Both psychological and sociological factors contribute to how people view themselves and how they go about the business of selecting and then attaining a particular career setting.

An examination of the relationship of certain personal values and a variety of sociological factors to career preferences begins with an analysis of the major fields of study of the respondents. The proportions enrolled in various fields and comparable data for the 1961 NORC sample are:

Major field	Percent of--	
	1972 sample	1961 sample
Education.....	35	27
Social sciences.....	14	8
Physical and biological sciences	12	12
Humanities.....	11	16
Psychology.....	7	3
Business administration.....	6	13
Engineering.....	6	9
Health professions.....	3	4
Agriculture.....	(1/)	(1/)

^{1/} Less than 1 percent.

The data on the career plans of students in the general education program characterized by a high proportion of women are presented in Table 5. In the general education program, the proportion of women in the sample is 70%. The proportion of women in the sample who have sizable property income is 10%. The proportion of women in the sample who are presented in Table 5 is 10%.

Sex is very strongly related to the career plans of students in the general education program. The proportion of women in the sample who have sizable property income is 10%. The proportion of women in the sample who are presented in Table 5 is 10%.

Many of the women in the sample reported that they were forced to make a career plan. In the sample, they were 10% of the total. Generally, more of the women than of the men reported that they made their career plans between the time they entered college and the time they selected their economic major. Men more often reported that they had specific career plans at the time they entered college. The data suggest that women express greater career stability because they perceive a narrower range of jobs and place less emphasis on career choice since many expect to be out of the labor market for long periods of time.

Generally, the lower the likelihood of the student, the less likely he is to change his career plans. This result mainly applies to those fields of sex or field of study. The lower the career expectations and economic fields of study can be costly to the student in terms of time and expense even entered if the newly selected field of study is not a pre-professional training.

Change and stability of career plans are also related to field of study. In general, the lower the likelihood of the career plan, the more those fields--education and general education--are likely to attract and single career oriented and in which the requirements are more efficient qualification for employment. The lower the likelihood of the career plan, the more those fields--education and engineering--are likely to attract and single career oriented.

Contrasts in the likelihood of the career plan between men and women in the fields of study were:

The likelihood of the career plan is higher for men than for women in the fields of study of education and general education. The likelihood of the career plan is higher for men than for women in the fields of study of education and general education. The likelihood of the career plan is higher for men than for women in the fields of study of education and general education.

The likelihood of the career plan is higher for men than for women in the fields of study of education and general education. The likelihood of the career plan is higher for men than for women in the fields of study of education and general education. The likelihood of the career plan is higher for men than for women in the fields of study of education and general education.



Worried about job being boring and uncreative; no useful guidance: Most positive for women in the humanities, almost 60 percent of whom are from the two highest SES groups. As indicated earlier, women from the highest SES groups report the strongest orientation toward more nontraditional female roles and career preferences.

Private life is more important than a job; unmaterialistic; anti-business: Most positive for women in psychology. Also important to women in the humanities. More than two-thirds of the women in psychology are from the two highest SES groups. Lowest for men in business administration.

Worried about job setting: Most positive for men in the biological sciences and men and women in the humanities. Most negative for men in the physical and social sciences.

I like work--working will make me a better person: Most positive for men in agriculture. Most negative for both men and women in the humanities and "other" fields.

During the first postcollege year, if there were no restraints, most college graduates would rather be doing something other than what they actually expect to be doing. The majority would prefer to travel and have an opportunity to get away from it all--"if even for only a few days." In the personal interviews, students again and again expressed a need for rest and recuperation. The desire for a period of freedom from obligations before going back to a structured and demanding way of life was a prevalent theme.

Comparisons of preferences with expectations show a number of interesting contrasts. For both sexes, travel and the pursuit of one's own interests decline sharply when preferences are matched with expectations, while work and graduate study show increases. As mentioned earlier, a greater proportion of men than women anticipate graduate school.

In contrast, most women anticipate employment of one kind or another. Almost three-fourths (71 percent) expect to be employed (61 percent in a job related to their field and 10 percent in an unrelated job). Less than half (48 percent) of the men anticipate employment (37 percent in a field-related job and 11 percent in an unrelated job). Men are more than twice as likely as women to indicate graduate school plans (27 percent, compared with 12 percent), no matter what their field of study. Biological science majors--men and women--are highest in indicating immediate entrance into graduate training. Men are slightly more likely than women to indicate that they are not sure what they will be doing after graduation. Likewise, humanities majors appear to be more uncertain of their immediate plans than students in other fields.

The impact of sex and field of study can also be observed in an analysis of the respondents' salary expectations. Each respondent was asked to cite his full-time annual salary expectations for his first job after he has completed all his formal education, for 5 years later, and for 10 years later. At each time, the expected salaries of men are higher than those of women.

In each field of study, women expect to earn less on the first job than do men. The lowest expectations are held by men and women in the field of education:

59 percent of the men and 40 percent of the women expect to receive salaries of less than \$8,000 on their first jobs. The highest percentage of men (61 percent by men in the biological sciences, 52 percent expect to receive more than \$4,000 per year). The only group with a greater than 50 percent expectation of more than \$8,000 men in the health professions.

Salary expectations after 5 years show a similar sex differential pattern. Regardless of field of study, women continue to lag behind the men. The highest proportions of men expecting salaries of more than \$20,000 are in the biological sciences (31 percent), in the health professions (22 percent), and engineering (15 percent). The lowest 5-year salary expectations are held by women in education, the humanities, psychology, and "other" majors. The men with the lowest expectations are the education majors, although a larger proportion of men in the humanities expect salaries of less than \$3,000 per year. At the higher end of the salary range, 18 percent of the women in business administration anticipate salaries in excess of \$15,000 per year.

Particularly for men, there appears to be a fairly consistent fit between work attitude orientation and salary expectations. Men are more likely than women to perceive that they do have some personal control over their future earnings. Men who expect lower salaries tend to have an overall orientation which minimizes the importance of both earnings and belief in the traditional work ethic. Women's lower salary expectations less often reflect personal values and choice.

The type of employer for whom the students expected to work on their first full-time job was, not surprisingly, most often an elementary or secondary school system (35 percent), reflecting the large number of education majors in the sample. Private companies are selected by approximately one-fourth (27 percent) of the sample (with two-thirds of this group anticipating employment in large organizations). Hospitals and social welfare agency settings account for 9 percent of the choices and college and university settings for 7 percent. Another 7 percent expect to be employed in State or local government positions, and 5 percent expect to be self-employed.

The apparent precision of the salary and career setting expectations masks a good deal of uncertainty and ignorance about the job market. In answer to the question "When you selected your college major, how aware were you of the job market for your chosen field," students reported as follows: 39 percent were "very aware" 43 percent, "not too aware", and 18 percent, "not at all aware."

While differences in job market awareness do not vary significantly by sex, they do vary by field of study. Students in the health professions and engineering indicate the greatest awareness of the job market and those in the physical sciences, psychology, social sciences, and the humanities the least. When students are asked to comment upon job opportunities in their field of study, they respond in fairly vague and general terms.

Regardless of the source or reliability of their job market information, most graduating seniors (68 percent) believe that fewer jobs are available in their field now than when they made their career selection. Nineteen percent think that the job market for them has stayed approximately the same. Only 5 percent believe that more jobs are now available. Even though the students were

post-graduation work opportunities, and that they "don't know" what employment alternatives have been in their field.

When asked what they would do if they were unable to find a job in their field, 40 percent of the respondents indicated that they would look for a job in their field in the next six months.

Respondents were also asked to enter graduate school in the next fall term were asked, "Which of the following best describes your post-graduation job situation?" The answers were as follows, 56 percent of the respondents indicated:

- 56 percent had seriously sought out and had found a post-graduation job.
- 7 percent had seriously sought out and had not found a post-graduation job which they were willing to accept.
- 25 percent had found a post-graduation job.
- 12 percent had neither seriously sought nor found a post-graduation job.

Among those who sought jobs, almost two-thirds had not found them. Of the 319 who did find postcollege work, 58 percent said they were very pleased with their jobs, 33 percent were somewhat pleased, and the remaining 9 percent were not very pleased.

Clear majorities of the college seniors perceive a shrinking job market; and do not have firm employment commitments a few weeks before graduation. Yet regardless of whether they had sought or obtained employment, nearly half (48 percent) of the respondents make clear that they would be "very concerned" if they were unable to obtain a job immediately after college graduation. Another 44 percent report that they would be "somewhat concerned", only 8 percent say they would "not be concerned at all."

Most students would encounter serious financial difficulties if they were unable to find full-time employment soon after graduation. The greatest concern over the future is expressed by those students of lower SES backgrounds. At the same time, the data make very clear that few students intend to sit idly by waiting for "the good" to fall into their laps. The majority would be willing to take any job which they could get, or to work which could close to fulfilling their work preferences and expectations. A fairly large number would be willing to take a job in their field even if it meant they were unable to utilize the skills they had acquired in college. The major barriers these students see as preventing them from obtaining the work they seek are the perceived "tight job market" and the difficulty of finding work with "desirable job characteristics."

Women are more likely than men to express concern about the tight job market and, as would be expected, to mention the potential barriers of sex discrimination. Men are more apt to state that "not knowing what I want to do" is a potential barrier to finding the work they seek. Again, since women have fewer job opportunities and a lower ability, they are less likely to be uncertain about the kind of work they seek and the kind they can find.

The Educational Experience

This section presents data on the primary influences on the respondents' college experience. The statements in the survey were: first, "How influential were the following people in your decision concerning the selection of your college major?" Contrary to expectations, academic advisors are, in fact, the least frequently reported decision-making resources. Similarly, parental influence is slight. A "personal inquiry agent" is the most frequent mentioned influence (26 percent).

The findings suggest that, regardless of who influenced these college students, many feel that they selected their field of study and career prematurely. Early decision on field of study is influenced by the student's sex and SES and by the nature of the field. Women are more likely than men to indicate that they selected their college major and career sooner than they retrospectively would have chosen to do so. Both men and women of lower socioeconomic status report early decisions more frequently than do the upper SES groups. While these lower SES students also report that they think these decisions should be made within the first 2 years of college, this congruence is very likely brought about by the limited number of career alternatives available to them. It would appear that the fewer the perceived alternatives, the less inclined the student is to believe that his career choice should be delayed.

The highest percentages of students reporting they settled on their career and college major selections within the first 2 years are in education, the health professions, business administration, and engineering.

When asked about sources of financial support, nearly three-fourths of the respondents reported at least some financial aid from their parents, in most cases supplemented by various other income sources. The most substantial additional contributions come from the students' part-time and/or summer employment and from scholarships and grants. Usually, these sources are clearly secondary and contribute less than half of the financial support needed. When students have insufficient funds after pooling parental and other contributions, they are most likely to resort to various loans available to students.

Of those relatively few students who indicate parental support of 50 percent or more, most are women. In fact, women are more likely than men not only to report parental aid, but also to report more aid. This finding is somewhat surprising, because the women tend to come from lower SES homes than do the men. Apparently, this tendency is due to important factors: the parental tradition of more prolonged financial and emotional responsibility for daughters than for sons and the daughters' lower earnings from part-time or summer employment.

All respondents were asked their primary reason for seeking a college education. The most frequent response (37 percent) reflects a concern for future occupational or educational plans ("career, job training"). While the reasons given do vary with sex, SES, school, and field of study, in general the students approached their college education with the primary intention of acquiring the knowledge and skills needed for the career of their choice.

Therefore, it is ironic that the majority report that their college experience has provided "not much in the way of skills, but exposure to ideas."

... of a career of tasks, responsibilities, and a...
 The student must...
 and the...
 their...
 advisers, or other...
 students...
 graduating...
 extremely...
 may have several...
 expectations...
 system. Annually...
 real differences...
 procedures...
 student...
 rules and...
 university...
 achievement.

... students have been taught to believe that college is really
 a means to an end. With the escalation of educational credentials and a job
 market which places more and more emphasis upon technical skills, fresh
 knowledge, and communication facility as well as personal skills, a college
 degree is seen as a must--like it or not.

Minority and Religiosity

In some instances, as noted earlier, ethnic-religious orientation is a
 better predictor of education and work-related attitudes than is socioeconomic
 background, although the two are intertwined. Most of the black students (85
 percent) come from the lowest SES families, whereas Jew and Anglo-Saxon Protest-
 ant are the largest proportions in the highest SES (17 and 35 percent, re-
 spectively). Generally, both men and women are from less affluent families than
 are Protestants, but among Protestants and Protestants, SES differs by
 ethnicity. More German Protestants than Jewish Protestants are of middle or
 very high SES. Among both sexes, Irish respondents are twice as likely as Polish
 respondents to be from middle or very high SES families.

... between men and women and among
 men and women of different ethnic-religious orientations. For both men and
 women, Jews rank first on traditional views. Among men, blacks rank
 second in nontraditional attitudes (57 percent), while German Catholics rank
 lowest (10 percent). Among women, Polish Catholics and Scandinavian Protestants
 tie for second place (47 and 46 percent) in holding nontraditional sex role atti-
 tudes, and German Catholics are least likely to hold such attitudes (53 percent).

A summary of the relationship between ethnic-religious orientation and work
 attitude position is given in the following.

Success oriented through hard work

Highest: Male and female German Protestants.

Lowest: Men and women with no current religious preference.

and business--working will make me a better person
Highest: Irish-Catholic women.
Lowest: Anglo-Saxon Protestant women.

Worried about job-related stress and depression
Highest: Men and women with no current religious preference.
Lowest: Anglo-Saxon Protestant and Jewish men.

Private life is more important than a job, nonacademic, antibusiness
Highest: Men and women with no current religious preference.
Lowest: Men and women with no current religious preference.

Worried about job-related stress and depression
Highest: Irish-Catholic women and men and women with no current religious preference.
Lowest: Male and female non-UK.

I like to work--working will make me a better person
Highest: German-Protestant men and women; Anglo-Saxon Protestant men.
Lowest: Jewish men; men and women with no current religious preference.

Comments and Implications

The data presented in this overview of the first study suggest a number of areas in which consideration should be given to both programmatic and policy changes in the work preparation of college youth.

The data do make clear that the sex, color, and social economic background of a student can play an important part in his educational and occupational equality.

Students from poor families, first-generation college goers in general, and black students more specifically have limited opportunities for occupational mobility, even when they hold baccalaureate degrees. As the data show, lower income students are very likely to enroll in colleges with the fewest alternative fields of study. Furthermore, they are much more likely than middle-income students to go to colleges with terminal fields of study unrelated to graduate work. The opportunity to complete college, while it does ensure occupational status, does not provide equal access to the more prestigious, more challenging, and better paying occupations.

Similarly, traditional career expectations for women, held by those who socialize the young, are neither appropriate nor adequate for a society which articulates a commitment to educational and occupational equality. Young women, as the data indicate, are in growing numbers demanding access to careers which have traditionally been perceived as the male domain. Increasing numbers are no longer content to limit themselves to part-time work, to work in education and health services, to work which does not offer the same rewards as those open to men. If the goal of American society is to provide equal educational and occupational opportunities, then both the content and process of our youthful socialization process must be altered.

where and the information college graduates receive from their parents, which will not be sufficient, in itself, to send them to work. Educational institutions should offer a wider range of career and job information, counseling, both before and during college, so they will be more aware of the educational and career alternatives available to them. They will need financial and counseling resources which will encourage them to continue their education beyond the baccalaureate level.

Most important perhaps, to be directly involved in the education of the young need to abandon certain attitudes and expectations concerning the "appropriate" career setting for women and for students of lower income status.

The data also make clear that, whatever their sex, race, or socioeconomic background, many graduating seniors feel that their career selections were not made in any systematic or reasonable fashion. Rather, they believe they were forced to make career-related choices to meet the requirements of the college process, which insists upon the declaration of an academic major even though the student may not be prepared to make such a commitment. It is also apparent that many students "fall into" rather than select a field of study. Too often career choices are made with very little knowledge about the salient dimensions and consequences of such a choice.

College personnel seem to assume that someone somewhere has in fact provided the student with the information needed to make reasonable career-related decisions. The data suggest that such is rarely the case; indeed, many students have only a vague understanding of the content and structure of the careers for which they are headed. It also appears that many faculty members of both secondary schools and colleges believe that matters of career choice, career information, and career training are neither the legitimate nor the appropriate responsibility of our educational institutions. At the same time, the majority of students come to college with the expectation that they will be provided with career information and essential career skills.

This research would certainly suggest that both the high school and the college should go beyond informal and infrequent counseling sessions, to implement specific programs directed at providing students with necessary career information. Consideration should be given to the development of courses and programs which deal exclusively with career data and career training.

A critical finding of this research is that the majority of college seniors do hold positive attitudes toward work. Their prevailing work ethic places high expectations upon work and careers. They see work as much more than a means to earn money, as a means to an end, as a means of attaining social prestige, or as a means of fulfilling societal expectations. Their ethic includes the strong belief that work must be individually satisfying and at the same time of real value to the society. The expectations for work and careers are not considered separate or apart from other important aspects of the individual's life. Work is considered an essential part of one's life, but not the most salient or critical element. Individual and familial relationships, according to most respondents, are not to be sacrificed for occupational success or mobility; rather, work and family are expected to blend together in some meaningful and satisfying manner.

Unfortunate, however, is the fact that the... realistic. The... are terribly... line at 10...

On the other hand, the... made to alter with... could, in fact, be... made to develop... his needs both for... some authentic value... think in terms of work... the needs of the individual... dual's family.

Worker alienation and dissatisfaction with work represent a serious, if largely unmeasured, problem in our society. But such alienation and disenchantment are neither natural nor inevitable phenomena. If anything else, this research makes it very clear that, at least before entering the job market, the majority of college seniors are neither alienated nor disillusioned with work. Their expressed work attitudes and expectations reflect both commitment and enthusiasm. They are committed to their careers, and they are eager for their work effort to make a significant contribution to the Nation. The emphasis then should be not upon altering the attitudes and expectations of these youth, but rather upon establishing career settings which will take advantage of the energies, commitments, and expectations these college seniors bring with them into the post-college work world.



METHODOLOGY

This research was a two-stage survey study of Youth and the Meaning of Work, completed in February 1971. In the original investigation, 100 graduates and seniors of the classes of 1969 from five colleges and universities in Pennsylvania were asked their opinions and attitudes about work, about themselves, about their expectations for the future. A summary of findings from the first survey are presented in the preceding section. The reader is encouraged to read the overview in order to have a better understanding of the methodology, scope, and direction of the total research. In the present study Youth and the Meaning of Work, Part II these same college graduates were surveyed one year later in order to determine changes in work and life style related attitudes and behavior.

We begin with a discussion of the methodology employed in the selection of sample schools and sample respondents. Next, we will describe the statistical techniques as well as the items utilized in the construction of various indices. Finally, we will provide data to support our conclusion that those who did participate in the second stage of this research do not represent a biased or distorted sample of all respondents involved in the first stage of our inquiry.

Selection of the Schools

The selection of sample schools was influenced by our desire to obtain a respondent sample which would reflect a wide range of demographic and near demographic variables (i.e. hometown location, parental income, education, and occupation, college major, sex, race, etc.) and hence, a potentially wide range of attitudinal and expectancy variables in areas such as work related concerns, evaluations and life style preferences.

Because different types of educational institutions typically attract different kinds of students, the schools themselves were selected for their variability. Although all five schools are located in Pennsylvania, they represent a wide spectrum of American college students. Brief descriptions of the sample colleges and universities are as follows.*

Latham University: A private college with a town, Latham has a total of 2,090 undergraduates, 20% of whom are in their senior year. Latham is a private college primarily enrolling white, fairly affluent youth from a number of states across the eastern seaboard and in the mid-west. Although the emphasis is on undergraduate training, there are several graduate programs. Field of study alternatives are numerous and include majors such as Business Administration, Engineering, Physical Sciences, and Biological Sciences. Many of these students

* One of the schools requested that it not be identified by name in this report. It was our policy to give the names of the other schools as well; nevertheless, basic descriptions and demographic data are accurate.

have parents who have attended college and are therefore second generation college goers. A large number of Latham graduates go on to advanced degrees.

Fletcher State College: Located in a small town, there are 1,000 undergraduates, including 300 seniors enrolled at Fletcher State College. The majority of students come from rural communities or from the immediately large cities nearby. The student body consists primarily of white, first-generation college students from working class homes. Most anticipate entering the full-time job market upon graduation as teachers in elementary or secondary schools.

State University: Located in a small college community in the rural center of Pennsylvania, State University enrolls approximately 19,000 undergraduates, 5,091 of whom are members of the 1972 senior class. Although the majority of students are from Pennsylvania, they represent a fairly heterogeneous student population. Many are from the major metropolitan areas of the state. Based on demographic data provided by the university, we know that about one fourth come from families where one or both the parents have completed college, and the majority come from middle income homes. About five percent (5%) are Black and thirty percent (30%) come from rural or middle sized communities. The university has a variety of graduate and professional programs.

University of Metro: Located in one of the large metropolitan cities of Pennsylvania, there are 10,542 undergraduates at the university, of whom 2,906 are seniors. Many of the undergraduates are either residents of the city itself or of the nearby surrounding communities. The school has a fairly heterogeneous population of urban and suburban students representing different socioeconomic, ethnic, and religious backgrounds. The University of Metro, like State University, has a large number of professional and graduate school programs.

Reeves State College: Located in a small town within close proximity to a large urban center, there are 2,100 undergraduates at Reeves State College; of which 300 are members of the senior class. The student population is approximately eighty-five percent (85%) Black and most are from working class families. Very nearly all of the undergraduates are city residents and half of them live at home while attending Reeves. The college offers several undergraduate programs, however most of the students major in Elementary or Secondary Education, and the Social Sciences.

As can be seen in the preceding descriptions, the schools vary in location (one large urban university, University of Metro, one large rural university, State University; two small rural schools, Fletcher State College and Latham University; and one small near-urban college, Reeves State College), the schools additionally vary in the typical socioeconomic status of the student population. Latham students tend to come from middle to upper class status homes, and hence are frequently the children of college graduates; Fletcher and Reeves typically enroll students whose backgrounds are of middle to working class status, and these students are usually the first generation of their families to attend college. The student populations of State University and the University

of Metz reflect a wide range of backgrounds, experiences and attitudes, ranging from young people from inner city areas to those of affluent backgrounds. These five educational institutions differ from one another in the percentages of different racial and ethnic groups, and in the subjects upon which they differ.

The Sample

First Survey

A basic objective of this survey was to obtain data from equal numbers of males and females. Our initial sampling goal was to obtain a total of 2,000 respondents, with approximately 400 from each of the five participating schools. However, since the graduating class at one of the schools (Reeves) was less than 400 students, all graduating seniors at Reeves were invited to participate in the study.

The sample was obtained through a systematic random selection process at the four schools whose population sizes were sufficiently large to be appropriate for this procedure. The fifth school's senior enrollment was so small as noted above, that all the seniors were included in the sample. Each of the sample seniors was paid \$5.00 for his or her participation.

The distribution and collection of the questionnaire was facilitated by the hiring of a "campus coordinator" at each of the schools. The responsibilities of these individuals were as follows:

- 1) identification of the sample through the obtaining of graduation senior lists
- 2) selection of the sample by means of a random selection procedure
- 3) arrangement of the thirty interviews conducted at each campus
- 4) distribution and collection of the questionnaire
- 5) keeping a record of respondents' names and addresses to insure payment

The coordinators were expected to conduct their own follow-up procedures, and were paid according to the percentage of completed questionnaires which they were able to obtain.

Current Survey

All respondents who participated in the first study were asked to provide addresses where they could be reached one year following graduation. The first address solicited was their "most likely address one year from now." In order to enhance the probability of their receiving the follow-up questionnaire, they were asked to give "the name and address of someone who will know where you are and to forward a letter to you if you were not at the address you listed above." The follow-up questionnaire was mailed to all individuals who responded to the first questionnaire (1,858 persons).

Again each respondent was paid \$5.00 for his or her participation in the second phase of the study.

Response

Table 1.1 presents information on response rates to the follow-up questionnaire.

Table 1.1
Response Frequencies by Sex To
Questionnaire II

	<u>Number Sent</u>	<u>Number Returned and Utilized</u>	<u>% Return</u>	<u>% of Total Sample</u>
Male	903	639	70%	48%
Female	950	695	73%	52%
Totals	1,853	1,334	72%	100%

Seventy-two percent (72%) of those who were sent the follow-up questionnaire did respond. The female response rate was three percent (3%) higher than that for male respondents. Females represent fifty-two percent (52%), and males, forty-eight percent (48%) of the follow-up group.

The Survey Instruments

Questionnaire I

In the Spring of 1971, just prior to their graduation from college, 1,858 students completed the first questionnaire. In the first questionnaire, we sought the following types of information: work-related attitudes; perception of the college experience; life style characteristics; and selected background data such as sex, age, race, socioeconomic status and field of study. (See Youth and the Meaning of Work, February 1973, Appendix D for a copy of the questionnaire).

The construction of the questions reflected three basic types of information: 1) questions about work and life which were unique to the study's purposes; 2) questions which were of theoretical interest to students of work and youth socialization, and 3) questions which has been asked in other studies, and hence lent themselves to replicability and comparison.

The development of the first survey instrument was preceded by the analysis of one hundred fifty (150) in-depth interviews conducted at the five sample campuses.

Methodology

The study was designed to explore the career and life style attitudes, work-related expectations, and life style expectations of college graduates. A primary objective of the study was to determine the effect of the experience of college graduation on these attitudes and expectations.

A primary objective of the study was to determine the effect of college graduation on these attitudes and expectations. The study was designed to explore the career and life style attitudes, work-related expectations, and life style expectations of college graduates. A primary objective of the study was to determine the effect of the experience of college graduation on these attitudes and expectations.

- 1) Work-related variables: What work-related variables, if any, have occurred in the criteria by which different kinds of college graduates evaluate career and work settings, the centrality of work in their lives, long-range career and salary expectations, and the extent to which they would be willing to make regarding work situations?
- 2) Life-style characteristics: What types of life styles are emerging among these young people? Do these life styles differ from their work expectations of a year earlier? What are the critical dimensions of preferred and expected life styles? What changes have occurred in attitudes towards self and society?

Secondly, we sought specific information with regard to the current statuses of these college graduates.

- 1) Employed persons: What methods and criteria did they utilize in seeking and selecting jobs? How satisfied are they with their work and their work settings?
- 2) Graduate students: What are the reasons for pursuing further education? How do they assess the graduate level experience? In what ways has that experience altered career and life style expectations?
- 3) Unemployed persons: Have they searched for employment? What effect does their not working have on their attitudes toward future career and life plans?

The development of the final survey instrument was assisted by pretests of preliminary drafts of the questionnaire. The questionnaire was sent to sixty (60) respondents of approximately the same age as our sample but who had not been included in the original sample. A diversity of backgrounds was purposely emphasized in order to test the adequacy of the questionnaire as fully as possible. Youngsters who had been out of college for one year and were now in a variety of situations such as employed in different kinds of jobs, attending graduate schools, in the military, or unemployed and looking for work, undecided about their futures, and living in communes were included. Based upon their responses to the survey items as well as their overall assessment of the instrument, the final questionnaire was developed.

Follow-up Effort

Questionnaires that were returned after being mailed to the students' "most likely address one year in the future" were remailed to the second address that they had given of "someone who will know where you are or could forward a letter to you if you were not at the address you listed above." All questionnaires were sent first class with forwarding instructions printed on the envelope.

Two months after the questionnaire was mailed, all non-respondents were sent a two-part postcard inquiring about the questionnaire. They were requested to return the tear-off stamped and addressed postcard indicating one of the following: 1) that they had not received the questionnaire and would like to request another, or 2) that they had received the questionnaire and would return it shortly. After this follow-up effort, approximately a hundred additional questionnaires were received, bringing the final return rate to seventy-two percent (72%).

Data Analysis

Much of the data analysis provided in this research was generated through the utilization of the Statistical Package for the Social Sciences, devised by Norman H. Nie, Dale H. Bent, and C. Hadlai Hull, in conjunction with the Political Science Department at Stanford University. Several other subroutines from the library of the Pennsylvania State University Computation Center and the University of Houston Computing Center also were utilized.

Indices

Several indices were developed in order to facilitate presentation and understanding of the material.

Socioeconomic Status Index

This index is very similar to the one used in The National Opinion Research Center's 1961 national survey of graduating seniors (See J. A. Davis, Great Aspirations, N.O.R.C. 1961) with three variables contributing to the SES "score" that was given to each respondent. Responses concerning the following three variables were taken from the first questionnaire: Father's education, Father's occupation, and Parental income. For each of these variables it was possible to obtain a score of either zero or one. The scores for each variable were added, creating an index from zero to three which was categorized as follows: Low, Mid-low, Mid-high, High. The component variables were scored in the following way:

Father's Education

(0)-3rd grade or less

1-one high school

2-two high school

(1)-some college

college graduate

graduate or professional degree

Fathers Occupation

(0)-housewife

skilled or semi-skilled worker

unskilled worker

farmer or farm worker

not employed

(1)-professional

proprietor or manager

sales or clerical

Parental Income

(0)-Less than \$10,000

(1)-More than \$10,000

These breakdowns serve a two-fold purpose. First, they are intuitively reasonable; distinctions are made between college and non-college goers, blue and white collar workers, and high and low income brackets. Second, the four categories are set up in such a way that approximately one-fourth of the respondents fall into each group. It is important to remember, therefore, that this index is relative and is not meant to be predictive of the entire population, but only for this group of college graduates.

Religious Full Index

This index is a combination of three variables, religion in which reared, religious preference at time of graduation and current religious preferences. The purpose was to determine changes in religious preferences, especially changes away from or back to traditional religions. The index takes on 12 values as described below:

<u>Value</u>	<u>Original Religion</u>	<u>Religion in College</u>	<u>Current Religion</u>
1	Protestant	Protestant	Protestant
2	Catholic	Catholic	Catholic
3	Jewish	Jewish	Jewish
4	Protestant	None	Protestant
5	Catholic	None	Catholic
6	Jewish	None	Jewish
7	Protestant	Protestant	None
8	Catholic	Catholic	None
9	Jewish	Jewish	None
10	Protestant	None	None
11	Catholic	None	None
12	Jewish	None	None

This index does not take into account categories that were either difficult to interpret (e.g., if religious preference at any time was indicated to be "other") or very small (e.g., Catholic to Jewish, raised in no religion, etc.) This index simply offers a concise measurement of the religious orientation of each respondent.

In order to determine changes away or back towards traditional religions, the values listed above were categorized as follows:

<u>Value Numbers</u>	<u>Value Label</u>
1, 2, 3	Traditional
4, 5, 6	Returners
7, 8, 9, 10, 11, 12	Non-traditional

Thus, the traditional are those who have remained in the religion in which they were raised; the returners are those who responded they had left the religion in which they were raised during college, but have returned to their original religion; and lastly, the non-traditional are the departers, those who have left their original religion either during college or in the year after college.

Comparison of original sample to current sample

We turn now to an examination of the 1,377 respondents who participated in the second state of the research, in order to determine the ways, if any, that they differ from the original sample of 1,658. As mentioned previously, seventy-two percent (72%) of the first group responded to the follow-up questionnaire. Is this group of follow-up respondents similar, as measured by selected crucial variables, to the original sample, or do they represent a select group that is quite different from those who responded to the first questionnaire?

Table 1.2 shows selected demographic characteristics of the respondents to the follow-up questionnaire vis a vis the total sample.

TABLE 1.2

Selected Background Characteristics of
Original Respondents and Respondents
to the Follow-Up Questionnaire

	<u>Original Respondents</u>		<u>Follow-Up Questionnaire Respondents</u>	
	M	F	M	F
<u>Race</u>		%		%
Black	6	13	3	7
White	93	87	96	93
Oriental	*	*	0	*
Other	1	*	1	*
Total	100 (N=994)	100 (N=943)	100 (N=637)	100 (N=698)
<u>Socio-economic status</u>				
Low	26	34	19	19
Mid-low	27	22	23	27
Mid-high	20	18	24	26
High	27	26	34	28
Total	100 (N=994)	100 (N=950)	100 (N=632)	100 (N=685)

*Less than 0.5%.

Table 1
(continued)

Field of Study in College	Original Respondents		Follow-up Questionnaire Respondents	
	M	F	M	F
Accounting	1	0	1	0
Biological Sciences	6	5	7	5
Business Administration	10	2	12	1
Education	20	51	16	49
Engineering	13	1	14	-
Health Professions	1	4	1	4
Humanities	10	12	10	13
Physical Sciences	8	4	8	4
Psychology	5	6	7	10
Social Science	21	8	19	9
Other	5	5	5	5
Total	100 (N=900)	100 (N=938)	100 (N=635)	100 (N=692)

Religious Preference

Protestant	27	38	34	38
Roman Catholic	20	25	21	25
Jewish	5	4	7	5
Other	7	9	6	8
None	41	24	32	24
Total	100 (N=933)	100 (N=934)	100 (N=631)	100 (N=694)

Table 1.2
(continued)

Ethnic Background (Religion and Nationality)	Original Respondents		Follow-Up Questionnaire Respondents	
	M	F	M	F
Anglo-Saxon Protestant	11	11	11	12
German Protestant	16	18	17	20
Scandinavian Protestant	1	2	1	2
Irish Catholic	4	5	5	5
German Catholic	4	4	4	4
Italian Catholic	7	7	6	7
Polish Catholic	4	3	4	4
Jewish	7	5	8	6
No Religion	34	24	35	26
Black	7	15	4	8
Slavic Protestant	2	1	2	1
Slavic Catholic	3	5	3	5
Total	100 (N=790)	100 (N=836)	100 (N=565)	100 (N=615)

An immediate discrepancy becomes apparent when looking at race. Fewer Blacks, both male and female, responded to the follow-up questionnaire. A look at the response rates by race (Table 1.3) makes this problem more apparent. Only forty percent (40%) of the Blacks responded, compared to a response rate by the White respondents of seventy-six percent (76%). Among the Blacks, the response rate for Black males was somewhat lower than for the Black females (39% versus 45% respectively). However, by looking at the size of these two groups, we can see that the Black females' low response will have a greater impact upon the results by virtue of their larger numbers. Seventy-three (73) Black females failed to return the questionnaire, compared to nearly half that number or thirty-three (33) Black males.

TABLE I. 3

Response to the Follow-Up
Questionnaire by Race and Sex

	<u>No. to whom Questionnaire was mailed</u>	<u>No. who Responded</u>	<u>Percent Response</u>
Black			
Males	54	21	39%
Females	105	50	41%
Total	171	71	40%
White			
Males	840	612	73%
Females	370	648	79%
Total	1,600	1,260	76%
Other			
Males	7	6	86%
Females	3	3	100%
Total	10	9	90%

The lower response rate of the blacks was not the result of a lack of cooperation. Rather the discrepancy between Whites and Blacks was due to an inability to find the black respondents. Although the same follow-up procedures were employed, proportionately many more of the questionnaires sent to Blacks were returned without reaching the respondent than was the case with White respondents.

A comparison of the original sample and the follow-up questionnaire respondents by socioeconomic status (SES) also demonstrates some discrepancies (Table 1.4). Among the SES categories, the lowest SES group is most under-represented in the follow-up sample. In the first sample thirty percent (30%) of the respondents were in the low SES category. In the follow-up study, the low SES group represents only nineteen percent (19%) of the sample. Table 1.4 makes it clear that black respondents are most heavily concentrated in the low

TABLE 1.4

Comparison of the Original Sample and the
Follow-up Sample by Race and Sex

	Black		White	
	M	F	M	F
Low	44	50	19	19
Mid-low	36	27	24	26
Mid-high	10	16	24	26
high	<u>10</u>	<u>7</u>	<u>33</u>	<u>29</u>
Total N=	100 (52)	100 (124)	100 (344)	100 (815)

SES group. Thus, the follow-up sample's under-representation in the low SES category is due primarily to the lower second stage return rate of Blacks. Furthermore, as a result of the larger number of Black females in the low SES group as compared to the Black males, under-representation in the low SES category is especially obvious among the females.

Thus, the major discrepancies, e.g., SES and race, that appear in a comparison of the original sample and the follow-up respondents can be best explained by the comparatively low response rate of Blacks. The total percentage of Blacks in the first study was about nine percent (9%). In the second stage they represent five percent (5%) of the total sample. Therefore, except for categories in which they were heavily represented, namely the low SES group, their low response rate should not seriously distort the direct comparability of the two samples.

A look at other selected characteristics of the sample should validate the comparability interpretation, that the two sample groups are basically similar. Table 1.2 provides comparisons of these two groups by religious and political preferences as reported at the time of the first survey; field of study in college and ethnic-religious background. Except for the category of Black in the latter table which, as discussed above, is under-represented in the follow-up sample, deviations from the pattern established by the original sample are slight.

Furthermore, a comparison of psychological attitudes provides additional support for the comparability of the follow-up sample of 1337 respondents to the original sample of 1358 respondents. Responses to twenty-three work attitude statements were essentially the same for both samples. In no instance did the percentage responding "strongly agree" and "mildly agree" vary by more than two percent (2%) between the total original sample and the follow-up sample even when we control for the sex of the respondent. A similar lack of significant differences was found in the responses to thirty-six personality characteristics with the minor exception. There was a three percent (3%)

difference between the female in each sample in characterizing themselves as "very religious". Again the variation can be explained by the under-representation of black women in the follow-up sample since Black females in the first study were more likely to see themselves as "very religious."

Thus, we would conclude that, except for Black under-representation, this second sample of respondents to the follow-up questionnaire is comparable to the original sample.

CHAPTER II

RESEARCH DESIGN: WHERE THEY ARE ONE YEAR LATER

In this chapter we look to provide the reader with a picture of the respondents to the follow-up (Time II) questionnaire. We will focus on their post-college activities and statuses approximately one year after graduation. Variables such as marital status, residence, political attitude, religious belief and current activities will be covered in detail, with particular emphasis on changes that have occurred in the year following graduation.

In the following analysis we turn from the 1,058 respondents to the original questionnaire discussed in the preceding chapter to the 1337 people who participated in the follow-up study.

Marital Status

As might be expected, more than a 10% of the respondents were married during the year following college graduation, a total of eighteen per cent (18%).

TABLE II.1

Sex and Marital Status, Time I Vs. Time II

	Time I		Time II	
	Males (%)	Females (%)	Males (%)	Females (%)
Single	70	77	59	55
Single, married by Fall, 1972	1	1		
Single, married by Fall, 1973			0	0
Married - No children	3	6	10	28
Married with children	2	4	9	5
Wid wed, divorced	1	1	1	3
Living with someone, or group but not married	(not asked)		5	5
	<hr/> 1058 (N=1058)		<hr/> 1337 (N=1337)	

As indicated in Table 11, women were less likely than men to be married with children. Only 13% of the women were married compared to 17% of the men. During the year of graduation, more women married than men (45% of the women compared to 37% of the men). However, these figures do not suggest a change in the status of the respondents in the males and females were still single at the time of the follow-up study.

While we can conclude that there is a move toward marriage after college graduation, there is no equal immediate desire to have children. There is a minimal increase (less than 2%) in the proportion of married respondents with children. Parenthood, apparently, is being either rejected or at least deferred until some later time.

A look at racial differences reveals pronounced distinctions in marital status. Black women are the most likely group to remain single (66% are single, compared to an overall average of 57%). In contrast, Black men not only tend to get married, but are the most likely to have children--nearly three times as likely as white males (23% of the Black males compared to 8% of the white males are married with children).

The under-representation of Blacks, especially the males, in the follow-up sample, however, raises the question if Black males are in fact more likely to be married with children. It may well be that the Black males who could be located for the follow-up study were more likely to be the ones who were married with children because of their being less mobile than unmarried Black males.

Residence

The present college residences of the respondents are varied. For the first year following graduation at least, there is no evidence of dramatic migration patterns either toward or away from urban areas.

As shown in Table 11, approximately one-third of the respondents (36% of the males, 43% of the females) live in rural or farm areas, college communities, or small cities and towns with populations of 50,000 or less. A similar proportion (46% of the males and 36% of the females) live in urbanized areas (cities or suburbs of cities with populations of more than half a million).

During the three year of college these young people expressed a general desire to live in farm or rural areas. However, the realities of their current commitments (work and graduate school) obviously act as delaying factors. Less than eleven percent (11%) of the men and nine percent (9%) of the women live in such rural areas compared to nearly one-fourth who indicated a preference for such settings at the time of college graduation. In contrast, more persons find themselves in large cities or their suburbs (populations of two million or more) than expressed such residential preference while still in college (an increase of 11% among the males and 10% among the females).

The majority of the respondents have not returned to their home towns following graduation. More than sixty percent (60%) are presently residing in a community which is different from the community in which they were reared.

TABLE II.2

Sex, Desired Location (1972), and Actual Location (1973).

	<u>Time I</u> <u>Preference</u>		<u>Time II</u> <u>Location</u>	
	M (%)	F (%)	M (%)	F (%)
<u>Farm</u> or open country	26	23	11	9
College-university community	15	16	15	14
<u>Suburb</u> in a metropolitan area of				
more than 2 million population	6	6	13	11
500,000 to 2 million	12	8	11	9
100,000 to 499,999	10	13	8	11
less than 100,000	17	19	12	15
<u>Central city</u> in a metropolitan area of (or non-suburban city of)				
more than 2 million population	3	3	7	8
500,000 to 2 million	3	4	5	8
100,000 to 499,999	1	2	4	3
50,000 to 99,999	2	2	4	3
10,000 to 49,999	3	2	6	5
less than 10,000	2		4	4
	—	—	—	—
Total	100 (N=628)	100 (N=689)	100 (N=634)	100 (N=687)

The mobility pattern is essentially the same for both males and females. The most critical factor in mobility appears to be socioeconomic status, as can be noted in Table II.3.

Sex, Socioeconomic Status, and Current Community

S.E.C.	Fast-Present		Fast-Present		Males	Females
	Same		Different			
	M	F	M	F	N	N
	(%)	(%)	(%)	(%)		
Very low	39	31	51	49	(117)	(132)
Mid-low	43	40	57	54	(144)	(181)
Mid-high	59	37	61	63	(156)	(179)
Very high	62	51	71	73	(214)	(193)
Total	36	40	62	60	(631)	(685)

Half of the low SEC graduates returned to their hometown compared to less than thirty percent (30%) of the high SEC group. Blacks are the most stationary: approximately two-thirds returned to their hometown compared to less than forty percent (40%) of the Whites. Again this figure of Black's residence may be a function of the Blacks who responded to the follow-up questionnaire. However, the findings do raise the critical question of whether or not lower income students minimize economic opportunities because of their relative lack of geographical mobility.

While we find that the respondents frequently move away from their hometowns, we do not find that there is a high overall incidence of geographical mobility. Nearly half (47%) of the graduates have lived in only one community since graduation, and a minimal thirty-nine percent (39%) have lived in two different communities since completing college. Again the higher SEC groups tend to be the more mobile--women being no less or no more mobile than men. Thus, any disadvantages in the job market that women may encounter can not be explained by their lack of mobility.

Religious Beliefs

In the analysis of religious beliefs in the first report (prior to college graduation), we found a significant number of seniors report disaffiliation with the religion in which they were reared. Nearly thirty percent (30%) of the original sample left the religion in which they were raised and indicated a current religious preference of "none."

It is interesting to note that there has been a slight shift back to identification with a formal religion. Table 11.4 which compares religious preferences during the senior year of college and one year later reveals that

TABLE 11.4

Religious Preferences, by Sex and Religion

	Religion prior to graduation		Religion one year after graduation	
	Time I		Time II	
	Males (%)	Females (%)	Males (%)	Females (%)
Protestant	3	30	37	40
Roman Catholic	24	29	22	26
Jewish	7	5	6	5
Other	6	7	6	8
None	32	25	29	21
Total	100 (N=631)	100 (N=694)	100 (N=635)	100 (N=695)

about a three percent (3%) decline in the "none" category.

Movement towards and away from traditional religions is better illustrated by the religious index which was discussed at length in the methodology chapter. Briefly, it compares each individual's changes in religious preferences as indicated by the religion in which they were reared, their religious preference when in college, and current religious preference one year later. The "traditional" are those who maintained an affiliation with one of the traditional religions (Protestant, Roman Catholic, or Jewish) at all three points in time. The "non-traditional" are those who were reared in one of the three major religions but indicate a "none" preference at the time of college graduation and one year following graduation. There is also a third group which we refer to as the "returners"--those who were reared in or identified with a religion--indicate a "none" preference at the time of the first study but then re-affiliate themselves with their original religious status one year following college graduation.

TABLE 11.5

Sex and Religious Status

	Males (%)	Females (%)
Traditional	11	16
Returner	7	6
Non-traditional	82	78
Total	100 (N=631)	100 (N=670)

We see from Table II.5 that the large majority of respondents maintain an identification with the same religion status for all three periods of time. This is especially the case for females. However, it is interesting to note that in just the year since graduation more than a few of the respondents (6%) have returned to their original religion. These youth, here called "returners," abandon the "none" preference of the senior year of college and once again show an affiliation with the religion in which they were raised. Whether this move back to formal religious identifications continues to occur as these graduates become more involved in their communities is of course open to speculation and study. No doubt the college experience does act to move students away from a variety of attitudes and beliefs held prior to college. Still it is important to note that one-fourth of the males and nearly one-fifth of the females show a continued and consistent break with the religions which were part of their childhood. Again the pattern is not moving from one religion to another. Rather, for the majority it is religious identification consistency or the rejection of any religious association.

Political Beliefs

In the first study we found that most of the graduating seniors expressed either a liberal or moderate political position. In the year following graduation we find that political ideologies have remained fairly stable. The one notable change that emerges is a shift away from traditional political affiliations or ideologies towards apathetic or neutral beliefs.

TABLE II.6
Sex and Political Attitudes, Time I vs. Time II

	Time I		Time II	
	Male (%)	Female (%)	Male (%)	Female (%)
None/neutral/indifferent	10	20	23	23
Conservative	8	9	9	7
Moderate	11	11	21	24
Liberal	15	13	30	31
Rather left	1	1	5	2
Rather right	--	*	--	*
Not sure/indifferent	1	6	4	6
Left alone	1	1	1	6
Other	1	*	1	1
Total	47	100	107	100
	(N=47)	(N=100)	(N=107)	(N=100)

*less than 1%

Table II.6 shows that for both men and women there was a six percent increase (6%) in the "no consistent political attitude" and "don't know" categories. We may speculate that this shift, although hardly dramatic, indicates a growing confusion or disenchantment with politics and a desire to extricate oneself from the political arena. The posture of identification or commitment to specific fixed political outlooks is more prevalent among women, the lower SES, and Blacks; groups which have traditionally been shown to be less involved in formalized political activities.

Current Major Activity

We now turn to the major focus of this research: what these college graduates are doing one year after becoming recipients of the baccalaureate degree. In the follow-up questionnaire, the respondents were asked their current major activity. The responses fell into three main activity areas: 1) being employed full-time; 2) being in graduate school, and 3) "other" including a variety of activities such as employed part-time, unemployed, in VISTA or Peace Corps, or being in military service.

The specific activities and statuses of the respondents are presented in Table II.7.

The majority of the respondents (55% of the men and 60% of the women) are employed full-time. This group includes both those persons who found jobs directly related to their anticipated career fields and those who secured employment in non-related fields.

The graduate students are the next largest group--thirty percent (30%) of the males and twenty-two percent (22%) of the females. Included in this category are those who are working while in graduate school as well as those holding some type of stipend or assistantship.

The third group, "other," are those who are not in either the full-time employment or graduate school categories. Fifteen percent (15%) of the men and eighteen percent (18%) of the women are in this category. Their activities are varied, including part-time employment, unemployed (by choice or circumstance) or military service.

In the chapters that follow we will discuss each of these groups in some detail. First we will look at those college graduates who have been employed full-time. Specifically we will seek answers to the following questions: how did they seek and secure employment; what are their feelings about and reactions to their work; how have the experiences of the year following graduation changed their outlooks and aspirations concerning their careers and life styles?

Next in Chapter Four we will concentrate on the graduate students and their views of graduate school; changes in their career expectations and aspirations, and their life style outlooks.

Finally, in Chapter Five we will compare the three groups: those employed full-time, those in graduate school, and those in the "other" category.

Sex and Current Major Activity
 by Year After College Graduation

	<u>Males</u> (%)	<u>Females</u> (%)
Working full-time at a type of job which I expect to be my long-run career field.	31	35
Working full-time at a type of job which will probably not be my long-run career field.	24	25
Working part-time at a job related to my career.	2	4
Working part-time at a job not related to my career.	3	4
Working as a teaching or research assistant in conjunction with my post-graduate degree program.	6	4
Going to graduate or professional school for a post-graduate degree and not working.	13	6
Going to graduate or professional schools for post-graduate degree and working.	11	12
In the military service (full-time and active duty).	4	*
Unemployed by personal choice (have neither sought nor obtained a paying job).	1	3
Unemployed Not by personal preference (have sought but not been able to obtain a paying job).	3	4
Peace Corps, etc., other jobs, etc.	*	*
Other	*	*
Total	<u>100</u> (N=636)	<u>100</u> (N=698)

*less than 1%

Prior to the analysis of these data, however, it is appropriate to present one additional table which can act as a backdrop to the forthcoming discussions.

In Table II, we see the fit between the expected post-college career activities of the respondents at the time of college graduation (Spring, 1961) and the actual career activities engaged in one year later (Spring of 1962).

TABLE II.5

Sex, Expected Activity After College Graduation (Time I), and Actual Major Activity (Time II)

	Time I		Time II	
	M (%)	F (%)	M (%)	F (%)
Job in field	37	59		
Full-Time	*	*	31	35
Part-Time	*	*	2	4
Job not in field	10	10		
Full-Time	*	*	24	25
Part-Time	*	*	3	4
Graduate School	33	17	30	20
Unemployed by Choice	6	4	1	3
Unemployed not by Choice	*	*	3	4
Peace Corps, VISTA, etc.	1	1	**	**
In Military	*	*	4	**
Don't know	6	5	*	*
Other	7	4	2	3
Total	100	100	100	100
	(N=636)	(N=699)	(N=636)	(N=698)

*Not asked

**Less than 0.5%

We see in Table II.5 that women more so than men expected to find jobs in their chosen career fields. Fifty-nine percent (59%) of the females compared to thirty-seven (37%) of the males selected "job in field" as their expected activity after college. However, one year later we find only thirty-nine percent (39%) of the women, and twenty percent (20%) more than expected, were working in a career related job. The fit between expectations and reality was not nearly so disparate for the men. Thirty-three percent (33%) did have career

related work, only four percent (4%) less than expected in Time I.

Turning to those who expected to enter graduate school after receiving the baccalaureate degree, we see that men, much more so than women anticipated enrollment in graduate school. Three times as many men than women (35% of the men compared to 11% of the women) stated that they planned to attend graduate school.

However, when looking at Time II, the activities of their situation one year after graduation, we find that the disparity between men and women in graduate school enrollment has been evened out to some degree. Five percent (5%) or thirty-five more women did actually attend graduate school than expected in Time I.

One last point needs to be made regarding the activities of the respondents. Nearly three times as many graduates as expected in Time I found themselves in jobs that were not related to their career fields. Ten percent (10%) of both the men and women had expected prior to graduation to enter a job that was not in their field. One year later we find twenty-seven percent (27%) of the men and twenty-nine percent (29%) of the women were in such non-field related employment. In the following chapter which concentrates on the full-time employed respondents, we will look at the job market and problems encountered in finding a job, particularly by graduates in certain fields of study.

CHAPTER III

THE RESPONSE OF GRADUATE STUDENTS WHO WERE EMPLOYED FULL-TIME

In this chapter we will focus upon those graduates who sought and found full-time employment. Our discussion will concentrate upon the dynamics of the job search, the type of work obtained; job satisfaction; work-related attitudes; and select comparisons between work expectations and work realities.

In terms of background characteristics, we know the following things about those who were employed full-time in comparison to those who went to graduate school.

They were more likely to be women.

They were more likely to be of lower socioeconomic status.

They were most likely to have majored in business Administration, engineering, or Education while in College.

They are more likely to express moderate political and sex role attitudes.

They are more likely to say that they have not abandoned the religion in which they were reared.

The exact differences between the two groups (employed and graduate students) with regard to the factors noted above are presented in Chapter

The Job Search

The dynamics of the job search indicate that undergraduate field of study is very much associated with variations in success in finding field related employment.

From Table III.1, we see that less than a third of the graduates were able to find acceptable full-time field related employment. Men were most successful in Engineering, and Education--least successful in Psychology, biological sciences, humanities, and Social Sciences. For women, only Education and Health Professions show a proportion which exceeds the group average. Among women those least successful in finding field related full-time employment are graduates from the fields of Psychology and Business Administration.

There are two fields, business Administration and Biological Sciences, which show significant differences between men and women.

A further analysis of the job related data points to two factors which help account for the observed variation between the two sex groups. First, more than two-thirds of the women in business Administration, report that sex discrimination was the most important barrier preventing entrance into

TABLE III.1

Men, Women, Majors, and Success in Finding Full-Time Field-Related Employment

Per Cent of Full-Time Employment Finding Field Related Full-Time Employment

<u>Undergraduate Field of Study</u>	<u>Males</u> (%)	<u>N</u>	<u>Females</u> (%)	<u>N</u>
Agriculture	50	(2)*	-	(-)
Biological Sciences	77	(15)	50	(16)
Business Administration	55	(55)	29	(7)
Education	66	(71)	71	(198)
Engineering	79	(61)	50	(2)*
Health Professions	75	(4)*	92	(26)
Humanities	42	(33)	42	(48)
Physical Sciences	50	(22)	50	(19)
Psychology	70	(15)	28	(40)
Social Sciences	44	(57)	46	(35)
Other	59	(17)	55	(22)
Total	56	(352)	59	(413)

*Numbers are too small to be considered for analysis.

Full-time related employment.

Secondly, many of the women who majored in the Biological Sciences sought employment in health related areas. Male majors in the Biological Sciences were not competing for similar jobs. The women sought work in hospitals and clinics while the men sought work in private industry, or public and governmental agencies.

In general, as later discussions will show, the proportion of women working as school teachers far exceeds that of the men. Where men and women seek work from the same employer, they do--with one exception--come out fairly even in obtaining full-time field related employment. The one exception, as noted above, is for students Business Administration majors. The majority do seek work from a similar work source, private industry, but men fare far better than women. Based upon the comments provided by women in Business Administration,

the effect of relative preferences, as noted above, sex discrimination.

Sex discrimination as a barrier to employment, entrance into graduate school, and access to scholarship and assistantships is noted by a significant proportion of the female respondents. Among the employed women, it is more likely to be expressed by those who sought employment in non-public places and those who sought jobs which traditionally have been held by men. Women, therefore, will experience less sex discrimination when they apply for jobs in public institutions; for jobs traditionally held by women; and for jobs at the lower levels of the white collar professional ladder.

While we cannot assess or validate the degree of actual sex discrimination experienced by female respondents, we would have to conclude from our analysis that it is a phenomenon more real than imagined. As will be noted in our later discussions the women in this sample were certainly as qualified as the men; their career commitments were certainly as consistent as those of the men; they were more likely than men to say at the time of college graduation that they expected to work full-time; they were as diligent--perhaps more so than the men in seeking work; and they anticipated lower salaries than the men. That there is a minimal difference between men and women in the proportion finding full-time field related employment does not destroy the sex discrimination argument. Our data show that sex discrimination operates in a manner that restricts the range of occupational choices available to women; that when women venture beyond public schools, social service agencies, and the health services they are bound to experience or feel sex discrimination. Finally, as we will show later, no matter where they work or the nature of their work, women receive lower wages than those paid to men holding similar positions in similar work places.

Though the emphasis, to this point, has been on the barriers facing women particularly, the reader should not lose sight of the fact that many of the men have also not found full-time field related employment. In general, for both men and women, those least likely to find career related employment are from fields where graduate school training is the expected next step following college graduation.

Stated differently: the baccalaureate degree loses its employment value for those who seek careers in fields where higher degrees have become the expected entrance credential.

As the proportion of people coming to the job market with higher degrees increases, the entry criteria--in terms of credentials--is bound to be altered, especially in fields where the number of applicants exceeds available jobs. Given the choice between applicants holding the B.A. and those holding more advanced degrees, employers will, in most cases at least, go with the higher credential. These data dealing with the finding of field related employment more than suggest that if present conditions continue, i.e., a relatively fixed job market with an increased number of job seekers, the chances of finding field associated employment will become even more difficult for college graduates. The alternatives for the college graduate who seeks but is unable to find field related employment are, as these data show, of three types. One is to abandon initial career plans and to build a career future in a field different from that anticipated at the time of college graduation. A second

...ent as temporary, and the...
...matching initial...
...job finding and...
...advanced training will enhance the
...career position.

The majority of the... utilize...
...field acceptable employment. Nine out of ten
...potential employer and made the initial contact through
...college placement office,
...availability clues from friends. A similar
...newspaper ads and a third turned to parents and
...employment agency.

The effectiveness of the... of the job finding techniques
...following information:

1. Direct and personal inquiry.

2. Information assistance provided by friends is far more effective
than that provided by college placement offices.

3. The college placement office was more effective for males than
for females. Parents and relatives more effective.

4. The least effective strategies are the utilization of public
employment agencies, professional journals and the information
on various agencies.

Several conclusions can be drawn from the job search data: First, the
greater the personal initiative and willingness to seek out employment by
direct contact with potential employers, the higher the probability of finding
full-time employment. Information provided by others can be helpful, but only if
these leads are actively pursued by the individual. Depending on some
intervening personal factors, the actual job finding and job securing
source, is of significant difference, especially if the goal is work related
to the field of study.

The data also indicates that there is a greatest discrepancy between
the effectiveness of the college placement office. Many college
seniors do not utilize these offices for career guidance and placement. The data
show, however, that in terms of delivery college placement offices are among
the least effective sources of connecting graduates with acceptable field
related employment, especially for the female graduates.

Interviews with career and placement personnel at the five
colleges also indicate that they are not unaware of their lack of
effectiveness in the strategy, but are very concerned about their inability
to provide more career placement facilitation. The major problem,
according to the interviewees, is that they are unable to convince university
administration of the importance of the placement function. If
the university administration is viewed as a barrier, and not finance,
service personnel and faculty placement officers are meager, they

... ..

... ..

... ..

... ..

Findings

For a number of reasons, the reasons for taking a non-field related job, that the respondents were available.

... ..

... ..

... ..

... ..

... ..

... ..



employment opportunities related.

... quite satisfied with their future career plans.

The major reason for not getting full-time employment was the lack of available work. 53 percent of the men and women report that the major delay in obtaining employment was the lack of field related employment. Another ten percent (10%) report that the delay was due to the scarcity of any kind of acceptable full-time employment.

A third of the men and women say that there were no barriers or restrictions which prevented the securing of full-time employment.

... that the delay was due to personal reasons, such as a few more months to pursue.

The reasons cited by the respondents cite such factors as geographical location, job offers, inadequate job skills; employer policies and practices; discrimination and family considerations as reasons which contributed to the delay in obtaining acceptable employment.

As we have already pointed out, although many college graduates are unable to find their desired jobs, the vast majority do find full-time employment of some type. In the more fortunate half, in fact, been in the position of being able to reject offered full-time employment. The reasons for turning down job offers are a variety as the reasons for accepting employment. A number of factors will influence and affect career decisions.

For the college graduates, the major reasons for rejecting offered jobs were as follows:

... opportunities. 60% of the males: 54% of the females.

... of the men: 62% of the women.

... of the men: 46% of the women.

... for men: 36% for women.

... for men: 40% for women.

... of the men and 38% of the women.

... for men: 25% for women.

... for men: 24% for women.

... 25% for men and 26% for women.

... for women.

... for women.



Unstable, heavy work schedules, and the need to work long hours.

The study also found that men and women have different views on the importance of various factors in their career decisions. For example, men value the opportunity to work for a large organization more than women do.

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Men generally have a more positive attitude with regard to the acceptance of the job opportunity requirements at the time of the follow-up study are shown in Table III.

Table III shows that men and women evaluate the decision to accept a particular job with different factors. Men are more interested in the job and the need for money. Men also value the factors associated with desire for personal achievement ("to make a statement of self") and feelings of self-adequacy.

Few accept employment in foreign lands because they have nothing else to do. Men and women are motivated by societal expectations or parental pressures.

Necessity is, of course, a major factor in why people will work. If the need for money can be achieved within the framework of work that is interesting, then, all the better. If one can find personal fulfillment and enhancing of self-esteem through work, it is an additional bonus.

Most men and women graduate because work is expected and because it is a socially acceptable source of income. Still, as we have noted in the first part and in this research, work is seen as much more than merely as a means to an end. Rather, work is seen as a vital integrative factor--an activity which is a critical part of one's total life style. This does not mean that most men and women would need to work if other alternatives were available. Like most people, in fact, the college graduate, if offered a opportunity will prefer to be involved in some other activity--at least for a short period of time. Given freedom and a complete absence of restraints, the majority of the respondents would prefer a year to travel or a year to go to Europe with their own parents. Less than six percent (6%) say that given complete freedom of choice during the coming year that they would prefer to work. Twice that many would choose graduate school to employment. About one percent (7%) say they just don't know what they would do with this free time. Only a handful indicate an interest in devoting the year to leisure, sports, or other activities. The largest number (about half), men to a large extent, would prefer to go to Europe with their parents the year. Again, we are being very conservative here in our estimates of the expectations of the college graduates.

The study also found that men and women have different views on the importance of various factors in their career decisions. For example, men value the opportunity to work for a large organization more than women do.



TABLE III,2

Most Important Reason for Taking
Current (June, 1973) Full-Time Employment

Per Cent Selecting Each Reason

<u>Reasons</u>	<u>Males</u> (%)	<u>Females</u> (%)
Interest in Job	33	40
Needed Money to Live	26	27
Wanted to make something of Myself	12	8
Enhance feelings of self- adequacy	6	8
Needed Money to support spouse or Family	5	3
Geographic Location	4	4
Avoid Boredom	3	3
Only thing to do	2	2
Pressures from Parents	1	1
Curiosity	1	1
Other	7	3
	—	—
Total	100 (N=348)	100 (N=408)

and a third of the women (34%) believe that they were denied employment because of discriminatory actions. For males the discriminatory factors most frequently mentioned were age (being too young) and personal grooming (length or style of hair). For women it was sex discrimination--followed by the age factor. Of these men reporting discrimination, fifty-seven percent (57%) identified their youthfulness and forty-eight percent (48%) referred to hair style or length. Among the women, three-fourths (75%) identified sex discrimination as the critical barrier followed by youthfulness (55%). Black men were more likely than Black women to state that racial discrimination was the prohibitive factor in attaining desired employment. Fourteen percent (14%) of both men and women believe that the status or reputation of the college they attended was a negative factor in securing employment.

... were ... who were ...
... were ...
... were ...
... were ...

Assessment of Career Potential

Most of the ... were ...
... offering either
infinite or potential ...

... view the ... current
... a little more than a third
... that current
... and with varying degree of
... current employment
... job satisfaction.
... that at least two-thirds of the
... fairly satisfied with their current
employment status.

An analysis ... of current career
potential ... significant variations. The most
likely to view current jobs as having definite career potential are men who
majored in engineering (33%), business Administration (23%), Humanities (33%),
or Education (31%). For women it was those who majored in education (47%), or
health related fields (37%). In general, the best predictor of assessment of
current employment potential is whether the employment is directly related to
field of study or not. The most positive in evaluating current employment
were ... people who were ...
... current employment as temporary and people
who majored in ... Psychology—fields which show the
lowest ... employment.

... impact upon
... plans.

... report that
... they were at the time
... that their plans have undergone some
... the year ago. The
... quite unlike what
they were at the time of ...

... how new signs that
... field related
... career potential.

... employment with a career of ...



to find a new job. The results of this study generate the general idea of job
switching. The data of this study indicate that they have held at least
two jobs before their college graduation.

The reasons for leaving a job and finding another are numerous but
a few will be listed here as well as when. These reasons when at
least in the order of importance are:

Desired job not available: 63%

Unpaid salary: 57%

Work was boring: 56%

Lack of promotion opportunities: 53%

General dissatisfaction with work: 51%

Lack of opportunity for advancement: 51%

Other factors listed were:

Better opportunity elsewhere: 40%

Inexpensive education: 36%

Uncertain future work habits: 25%

Unfavorable working conditions: 21%

Unfavorable employer practices: 19%

Unfavorable new workers: 19%

The information shows a combination of intrinsic and extrinsic factors
at play in influencing job stability and job change. We do know from data
collected in Phase I of this study that respondents placed a high value upon
the more intrinsic components of work. They stressed the need for work which
would be profitable to self and society; work which would be interesting; work
which offers opportunities for the testing of one's skills and abilities; work
which would insure non-expensive outcomes. Few students expressed a desire
for work which would put them in positions of power or control. Social status
and prestige were considered to be of little importance. Only a handful stated
that high salary was to be a salient factor in determining career futures.
What most respondents assumed was that they would command "adequate" salaries
and hence other factors were given higher priorities. What dollar figure
actually represented an "adequate" salary did, of course, vary among the
respondents. Those anticipating graduate study held higher first job salary
expectations than those who did not plan on graduate study. People who
majored in education, social sciences, and Humanities anticipated lower salaries
than those majoring in business Administration and Biological or Physical
Sciences. The women, whether they planned to study or post-college career
plans, were expected lower starting salaries than men.

... of the men who were employed in the same occupation we find that the men who were employed in the same occupation had lower earnings than expected.

... when the men's earnings were substantially lower than were expected prior to graduation. Thirty-two percent (32%) of the men actually earned eight percent (8%) of the women's average current earnings, being lower than less than expected.

First, however, there is a significant difference between expectations and earnings. The differences between the men and women, are, however, similar to this finding; in both groups half of the graduates have experienced a sharp fall between earnings expectations and earnings. The discrepancy is in fact more severe for the women since their initial expectations were significantly lower than those of the men. Women expected less to begin with and end up earning less. From the Time I data dealing with first full-time job salary expectations we found that while more than seventy percent (70%) of the women who got full-time jobs a year later expected first full-time job salaries under \$8,000 per year, such was the case with only a third of the men (33%). One year later we find a general drop between expectations and actual earnings for both sex groups. The drop, however, is far more significant for women. More women than men are earning under \$5,000 per year. 41% of the women compared to 10% of the men. Nineteen percent (19%) more women than men are found in the \$5,000 to \$8,000 per year salary range (40% for men and 61% for women).

Nearly half (45%) of the men report earnings of over \$8,000 per year as compared to less than a fourth of the women (22%). As we point out in a later chapter, these same differences are found even when we control for field of study and type of job.

Moving from salary expectations and actual earnings to current job settings, we find a somewhat closer fit between expectations and outcome. Table III shows the fit between anticipated work settings and actual place of employment one year after college graduation.

The largest shift is toward the largest sector of males expected employment with a private company (46%). Among women elementary and secondary schools were most frequently selected (50%).

One year later we find a decrease in the percentage of males employed by a private company and a decrease of ten percent (10%) of women working within the public system. The only shift in excess of a few percentage points is found in the decrease of women entering elementary and secondary schools and an increase in those employed by private companies. Similarly, for men, the greatest shift is toward employment in private corporations. As we pointed out in other portions of this research, the group which was most likely not to find a fit between career plans and career outcomes were women who had major education.

Job Characteristics

... whether the work setting is specific to the job or more general.

Perceived Employer, and Actual Employer
of 1971-72 Inservice Respondents

Employer	Time I		Time II	
	Males (%)	Females (%)	Males (%)	Females (%)
Private Company	16	1	54	24
Elementary or Secondary School		20	16	40
State/Local Govt.	3	7	7	5
Self-Employed or Family Business	1	1	8	3
Federal Government	5	4	4	3
Welfare or Social Service Agency				
Hospital, Church	5	15	3	14
College, University Jr. College	6	4	3	4
Research Organization	2	3	1	1
Other	3	1	4	6
Total	100 (N=55)	100 (N=413)	100 (N=351)	100 (N=408)

most of their work days working with people. Women more so than men, because they are more likely to be in teaming and client-servicing positions, report that a major portion of their work time is spent in interacting with people. The distribution of most important daily work activities is as follows for men and women.

- Working with People: 10% of the men; 67% of the women.
- Working with Ideas: 1% of the men; 1% of the women.
- Working with Things: 1% of the men; 9% of the women.

doing Paperwork. 10% of the men, 16% of the women.

Women are more involved with working with people as a major activity while men are more likely to be putting their time to direct and indirect effort. Similarly, men, more than women, do a greater portion of their work time in utilizing things such as equipment and materials. In general, women devote more of their work time to following prescribed instructions and schedules than do men. Men are involved in a wider range of work activities and are more often in a position to initiate the direction and goals of their work.

The majority of the college graduates who were working full-time one year after graduation were employed in white collar/professional occupations. Only a few (7% of the men and 4% of the women) were employed in such occupations as maintenance work, laborer, or waitress. The women were more highly concentrated in a limited number of occupations than were the men. Three-fourths of the women were employed in one of four career fields: Teaching (43%); Sales and Clerical (14%), health related Services (10%); and Social Work and Welfare Services (9%). For the men nine different occupational groupings are required to account for three-fourths of those employed full-time.

- 17% in Teaching
- 15% in Engineering
- 13% in Sales/Clerical
- 10% in Managing Small Businesses
- 9% in Social Work and Welfare Services
- 7% in Accounting
- 3% in Communications
- 2% in Governmental work (Federal, State, Local)

Looking at major titles and responsibilities of the job we find: Women are twice as likely to be involved in Teaching (43% to 17%). Men are three times more likely to be involved in selling (10% to 3%); twice as likely to be writing reports (7% to 3%); three times as likely to be in supervisory positions (6% to 2%). Women, more so than men, are helping clients or caring for patients (16% to 8%); and more likely to be involved in clerical work and bookkeeping activities (14% to 7%). Men are more likely to be working with precision and production equipment and conducting data analysis (10% to 4%).

In summary, then, men are far more eclectic in job involvement; show a greater diffusion in job functions; have greater opportunities for initiation and supervision; and earn the higher salaries.

Despite these differences the data indicate that, in general, women see

their job, the quality of their work, and the conditions of their work. It is a more positive statement than the one with men.

The following table presents the results of a question dealing with the extent to which men and women agree with the percentage distribution of respondents who made the characteristic as being either very true or fairly true for descriptions of their work setting.

TABLE III

Consent Assessment of Work Setting
 Applied Full-Time Respondents
 Percent Agreeing ("Very" or "Fairly True")

	<u>Males</u> (%)	N	<u>Females</u> (%)	N
work situation is repetitive	62	(345)	72	(404)
See specific work results	87	(350)	83	(403)
The work is dull	54	(350)	64	(401)
Flexible work schedule	42	(350)	30	(404)
Job is boring	71	(351)	72	(403)
work is predictable	50	(350)	57	(398)
Work under time pressures	55	(355)	43	(403)
Many opportunities for early decision making	41	(353)	27	(402)
Work is important	82	(347)	87	(405)
Easy to find a job if needed	62	(351)	66	(407)
Good opportunity for personal growth	65	(353)	71	(402)
often face work stress	39	(354)	46	(403)
work is interesting	74	(351)	79	(408)

The data reported in this table were derived primarily from the individual's own frame of reference and expectations. The individual's expectations and aspirations, the interaction between men and women does, no doubt, reflect differences in career

Table III.5

Job Satisfaction
 Among Full-Time Respondents
 Percent "Very" or "Somewhat Satisfied"

"How satisfied are you with:"	Male (%)	N	Female (%)	N
Chance to learn new things.	73	(353)	81	(412)
Opportunities to be helpful to others and to society.	58	(353)	72	(412)
Opportunities for advancement.	60	(350)	36	(410)
Prestige and social status.	36	(351)	34	(411)
Opportunities to use special skills and abilities.	53	(353)	69	(410)
Supervisor received.	59	(353)	50	(410)
Variety in work assignments.	63	(352)	67	(410)
Co-workers.	77	(353)	81	(411)
Working as part of a team.	64	(353)	63	(409)
Salary.	51	(353)	54	(411)
Job security.	63	(351)	64	(409)
Opportunities to exercise leadership.	51	(350)	51	(410)
Opportunities to influence important decisions.	42	(350)	40	(409)
Working hours.	60	(350)	64	(410)
Geographical location.	69	(350)	73	(410)
Policies and practices of employer.	48	(350)	47	(410)
Job responsibilities.	70	(351)	76	(407)

inate, to a lesser extent, satisfaction. The greatest dissatisfactions are considered for the prestige and social status of the occupation.

There is a general dissatisfaction with opportunities to improve education, exercise leadership, influence and practices of the employer, opportunities for advancement, and salary. The overall responses to these items makes clear that the majority of these college graduates are employed in fairly low level entry positions.

Opportunities for greater impact upon employer policies and procedures as well as salary increases will, in all probability, occur with career advancement. The men much more so than the women are satisfied with what they perceive to be the opportunities for advancement.

Even though the respondents may be less than enchanted with their current work positions or the policies of their employers, there are important areas of the job which do produce enthusiasm. The majority of the graduates are satisfied with opportunities to learn new things; co-workers; variety in work assignments; job security; working hours, geographical location; working as part of a team; and current job responsibilities.

There are three work related factors which generate a difference of ten percent (10%) or more when comparisons are made between men and women. These include "opportunities for advancement" where the satisfaction of men exceeds that of women by fourteen percent (14%)--50% of the men compared to 36% of the women. A second work characteristic which produces a significant difference is "Opportunities to be helpful to others and useful to society" (women 72%; men 58%). This difference is obviously attributable to the fact that many more women than men are working in client or student centered settings. Women do anticipate and place a greater value in work which does have people helping qualities. Still many of the men do place importance upon the altruistic outcomes of work, and, as the data indicate, a little less than half are not satisfied with work which is not tied in directly with helping people and being useful to society.

The third work factor which shows a strong contrast between men and women is "Opportunities to use special skills and abilities." Women show the advantage. 64% to 54%. This difference, as in the case of others already discussed, is attributed to the fact that so many women are employed as teachers, social welfare workers, and health service workers. There is a much closer fit between skills acquired in college and current job skills utilized among the women than is the case with the men. The women are much more likely to be placed in a position at the job entry level where acquired training can be practiced than are the men. The men are more likely to be in career positions where the application of skills acquired in college must be deferred until an apprenticeship period is completed. Because of the fields they enter, women will find a more rapid fit between college acquired training and skills required in the job. The training received by men is more diffuse. Men, as we have seen, are much more eclectic in major fields of study as well as being more widely distributed over a wider range of occupations. The training of women is more career specific. They prepare to be teachers or social workers or some counselors and therefore the careers they enter. Men may have majored in Engineering, Social Science, or the Humanities and enter careers

in sales, communications, education, law enforcement, and a number of other career areas. Given these differences in training and work outcomes, it is not surprising that women at work see a closer fit between skills acquired and the demands of their jobs. A problem for women emerges when they are not able to find jobs directly associated with their training and career expectations. Women from the liberal arts, for example, will find it more difficult than men with liberal arts backgrounds to find employment. Whenever women are required to compete with men in areas where the hiring of males has been the norm, women will be at a distinct disadvantage.

Men and women do differ in the importance they attribute to various components of the work experience. Women by a margin of more than two to one place a greater importance upon work which will be helpful to others--34% for women and 17% for men. The use of special skills is also considered to be of greater saliency to women--30% of the women and 19% of the men.

Men, on the other hand, see opportunities for advancement as a more critical factor than do women--16% of the men and 10% of the women. Men are more inclined than women to look for jobs where there is limited control from supervisors; where there is variety in work assignments, where there are higher salaries; where one can exercise leadership and influence decisions.

Mainly the pattern is one where women are satisfied to be implementors of activities and goals defined by others as long as they can be helpful to individuals in need of assistance. Men, while not indifferent to the needs of others, are more concerned with attaining positions of control and initiation.

The survey data suggest that both sex groups are on the paths which will take them toward their career goals. For both groups, however, there is still some question as to whether they will ultimately achieve these goals and how they will respond to the constraints and conditions set by others who might influence career destinies.

Attitudes Towards Work

From the data concerning work-related attitudes, we find both interesting and significant differences between men and women college graduates. Women are more likely than men to say they would not take a job in a large business organization (57% to 33%). Men are more inclined to believe that anyone can find a job (67% to 47%) a result, no doubt, of their greater ease compared to women in securing employment.

Characteristics of the "work ethic" are more predominant in men than women. For example, men are more likely than women to feel that hard work makes you a better person (77% to 61%), and that the most important part of work is earning enough money to live (69%). Women, on the other hand, tend to stress the more intrinsic aspects of employment as opposed to the extrinsic success-oriented aspects emphasized by men. Women are more likely than men to agree that they would not work for an organization which carried out policies they think are wrong (73% compared to 53%). Women are also more accepting of the idea that the kind of work you do is more important than how well they work (87% of women compared to 73% of men).

remaining thirty-four percent (34%) say they definitely plan on enrolling in a graduate or professional school program.

A far larger proportion of women (47%) than men (26%) fall into the "definitely yes" group. Of those definitely planning to attend graduate school, half were expecting to enroll at the start of the 1974 academic year.

The major reason given for re-entering and continuing the formal educational process is "to earn credentials essential to my career goals." Simply stated the experiences of the past year has convinced many graduates that without advanced credentials they cannot achieve their career goals. The value of the baccalaureate degree as a sufficient career credential has obviously declined. Many college graduates are now facing up to the fact that the B.A. or B.S. does not provide the same career opportunities it might have in years passed. Whether additional credentials will make a significant difference in the fulfilling of career expectations for these college graduates is a question yet to be answered.

CHAPTER IV

THE RESPONDENTS: THOSE WHO WERE IN GRADUATE SCHOOL

In this chapter we will look up on those respondents who were enrolled in graduate and professional schools when the second stage of this research was conducted.

Select Background Characteristics

The graduate sample discussed in this chapter consists of one hundred ninety-one (191) men and one hundred and fifty-four (154) women. Almost two-thirds (64%) of the males enrolled in graduate school are not burdened with outside employment. Such is not the case with women where we find a little less than half (45%) who are not employed. The discrepancy between the two sexes is not explained by differences in marital status since the majority of both sex groups were single at the time of this research. Twenty-three percent (23%) of the males and twenty percent (20%) of the females were married with no children. Six percent (6%) of both groups report being married and having one or more children.

A more reasonable explanation for the dramatic differences between the proportion of men and women who are working while in graduate school can be found in an examination of both the student's field of study and socioeconomic background. As was found in the first stage of this research, both sex and socioeconomic status are highly associated with variations in field of study.

Briefly, women are highly concentrated in a limited number of fields (Education, Social Sciences, and Humanities) while men are more evenly distributed among all fields of study. As for socioeconomic status, the lower the SES of the student, the more likely the field of study will be one that is not typically associated with post-baccalaureate formal education. The end result is that women and lower income students are less likely to anticipate full-time graduate study at the time of college graduation.

Table IV.1 below shows the socioeconomic status of men and women graduate students.

TABLE IV.1
Sex and Socioeconomic Status of Graduate Students
Percent in Graduate School

SES	Sex		Females (%)	N
	Males (%)	N		
Low	15	(111)	17	(132)
Mid-Low	30	(194)	19	(181)
Mid-High	29	(156)	21	(177)
High	26	(270)	43	(193)
Total	20	(632)	27	(635)

...one exception... lower graduate school attendance. We also find that in each case when controlling for the women are less likely to be enrolled in graduate school than men.

A second explanation which accounts for sex differences in graduate school enrollment comes from an examination of the student's field of study.

For each field of study with the exception of Education, a greater proportion of males than females are enrolled in graduate school. For both sex groups majors in the Biological Sciences show the highest rate of enrollment. More than half of the men (55%) who majored in the Biological Sciences are in graduate school, followed by almost half of the Psychology majors (49%) and forty-eight percent (48%) of the Physical Science majors. Those least likely to be in graduate school among the men are majors in Business Administration (15%), Education (17%), Engineering (20%), and Health (20%).

For the women those highest in graduate school attendance are Biological Science majors (39%) followed by Physical Science (33%); Humanities (26%); and Psychology (25%).

There is significant variation among the fields of study with regard to the availability of student stipends. Sixteen percent (16%) of the male Physical Science majors report having a stipend. This sixteen percent (16%) represents the greatest proportion of such student aid for either sex and for all fields of study. Fourteen percent (14%) of the male majors in the "other" fields and twelve percent (12%) of the majors in Psychology and the Biological Sciences also hold stipends. Those males majoring in Health, Social Sciences, Engineering, and Education appear to be in those fields which offer the least in the way of student assistantships. In these fields, no more than four percent (4%) of the students indicate holding a stipend of some type.

TABLE IV.A*

Sex and Field of Study of Graduate Students

Percent in Graduate School

Field of Study	Sex		N
	Males (%)	Females (%)	
Biological Sciences	55	39	(46)
Bus. Administration	15	10	(10)
Education	17	20	(338)
Engineering	20	--	(2)
Health	20	10	(30)
Humanities	26	26	(90)
Physical Science	48	33	(30)
Psychology	49	25	(66)
Social Sciences	14	12	(59)
Other	14	14	(37)
Total	27	27	(694)

*Agree that the data are based on a very small sample size.

...of the women who are most likely to be a stipend recipient are also found in the Physical Sciences (13%) and Business Administration (10%). There are two other fields, Social Sciences and Business Administration, where women exceed men in the holding of some type of stipend.

Table IV.2A shows the proportion of graduate students for each of ten fields of study.

Table IV.2B shows how all graduate students are distributed by field of study.

TABLE IV.2B

Sex and Distribution of Graduate Students by Field of Study

<u>Field of Study</u>	<u>Sex</u>	
	<u>Males</u> (%)	<u>Females</u> (%)
Biological Sciences	12	9
Bus. Administration	6	1
Education	9	46
Engineering	10	-
Health	1	2
Humanities	11	14
Physical Science	13	7
Psychology	11	10
Social Science	22	8
Other	5	3
Total	100 (N=189)	100 (N=154)

From Table IV.2B we see that while males are fairly well distributed among the ten fields of study, the women are more highly concentrated in a smaller number of fields. Seventy percent (70%) of the women are found in Education, Humanities, and Psychology. Education majors make up almost half (46%) of all women in graduate school. From the first study, we know that lower SES women make up the majority of women majoring in Education.

We also know that graduate student women in Education are more likely than all other female graduate students to indicate that they are working part-time while enrolled in graduate school. The combination of low SES of women Education majors as well as the limited institutional financial resources available to female graduate students in Education acts to decrease the number of full-time female graduate students.

A third explanatory factor would be that female Education majors more so than all other graduate students did not anticipate attending graduate school in the Fall of 1973. On the contrary, eighty-one percent (81%) of this group stated in 1972 that they expected to find full-time employment in their fields. Of that eighty-one percent (81%) only forty-two percent (42%) did in fact find full-time employment in their field--a difference of thirty-nine percent (39%). The discrepancy between expectations and reality was greater

for females. In addition, the majority of other groups of students, including those who were not enrolled in graduate school, reported that they were not attending graduate school in 1973 and some of them were not enrolled in graduate school in 1972. Most of these same women were not enrolled in graduate school in 1971. The enrollment survey apparently did not include these women in 1971.

Unless it is a case of sex discrimination, a final explanatory factor would be that sex discrimination in the socialization and treatment of graduate students. Almost half (47%) of the females report that being a woman will make them some disadvantage as a graduate student:

33% say that: "A woman student is considered a woman first, student second, whereas a male student is just a student."

27% say that: "A woman has to be brilliant to get the attention and support the average male gets."

22% say that: "Women are given less help than men in job recommendations and placement."

18% say that: "Women are less apt than men to get stipends, teaching or research assistantships, internships, and fellowships."

At the time of our time study (Spring of 1972) each respondent was asked about his career expectations for the coming year. At that time twenty-eight percent (28%) of the males and twelve percent (12%) of the females who participated in the follow-up study stated that they expected to be enrolled as full-time graduate students during the 1973 academic year. Five percent (5%) of the men and five percent (5%) of the women indicated an expectation of working part-time while attending graduate school. One year later we find that the proportion of persons actually enrolled full-time has dropped to sixteen percent (16%) for the men and ten percent (10%) for the women. Part-time enrollment has increased for both sexes: an increase of six percent (6%) for men and seven percent (7%) for women. The greatest discrepancy between what was expected full-time enrollment--a drop of nine percent (9%). In addition to the decrease, as was noted earlier, males are more likely to attain full-time, full-time graduate student status. Discrepancies between what was expected and what actually happened are not as great as they appear to be. The number who actually did attend is only five percent (5%) less than the number who expected to attend.

For the women the discrepancy of five percent (5%) between time of our time study and the number who actually enrolled in 1973 comes primarily from the fact that the number of women who were unable to find field related full-time employment.

The present data are probably a result of the comparative lower rate of response from black males. One hypothesis is that the black male respondents participating in the follow-up study represent a fairly selective group--namely, they tend to be respondents from more affluent S.C. backgrounds. This is not to say that the black male respondents who are not working at all and graduate student enrollment.

17% of the twenty-five White male respondents are in graduate school.

17% of the six female White respondents are in graduate school.

15% of the six female Black respondents are in graduate school.

16% of the fifty Black female respondents are in graduate school.

We should also point out that virtually all black women in graduate school are Education majors. Concentration in limited fields of study for women as noted earlier, is the norm. Such is particularly the case with Black women where few are found outside of Education or the Social Sciences. Prior to an analysis of the data dealing with why college graduates attend graduate school and the impact of that experience, we want to provide more background information about the graduate students. In another chapter of this report, we will make some comparisons between those who took full-time employment following college graduation and those who went to graduate school.

Table IV.3 deals with the sex and current religious preferences of the respondents.

TABLE IV.3

Sex and Current Religious Preferences of Graduate Students

Current Religious Preference	Percent in Graduate School			
	Males (%)	N	Females (%)	N
Protestant	28	(236)	21	(276)
Catholic	26	(140)	20	(181)
Jewish	54	(41)	31	(36)
Other	31	(39)	19	(54)
None	27	(182)	25	(150)
Total	30	638	22	697

The major contrast is found between Jewish males and all others. Jewish men are almost twice as likely as all other sex and religious groups to attend graduate school one year after attaining the baccalaureate degree. While Jewish women are highest for their sex group, the differences are not as great as those found among the men. In each case fewer women than men are attending graduate school. The greatest sex difference for all religious groups is found among the Jews--where almost twice as many men as women are graduate students.

About a fourth of the graduate students indicate that they have no current religious preference. A similar proportion also say that they never attend formal religious services. Another quarter say they rarely attend, another fourth attended occasionally, and the final quarter report regular participation in religious services. Generally, women are more likely than men to attend

religious services on a regular basis.

Among the 1,000 graduates who were college graduates the graduate students have been quite mobile with more than half living in at least two different communities during this period of time. Nearly half (44%) of the graduate students were living outside of Pennsylvania at the time they were contacted for the follow-up study.

TABLE IV.4
Sex and Political Attitudes, Time I vs. Time II

Political Position	Graduate Students			
	Males		Females	
	Time I (%)	Time II (%)	Time I (%)	Time II (%)
Conservative	6	7	10	8
Moderate	28	21	25	26
Liberal	37	37	33	30
Radical Left	7	6	5	5
Radical Right	-	-	1	-
No One Political Position	16	22	18	19
No Political Position	3	2	3	6
Other	-	4	1	1
Don't Know	3	1	4	5
Total	100 (N=188)	100 (N=191)	100 (N=152)	100 (N=154)

Table IV.4 deals with a comparison of Time I and Time II self-declared political attitudes. For both men and women there seems to be little in the way of significant shifts. Similar to Time I the largest single group of graduate students view themselves as liberals. The largest percentage shift for the men is found among the moderates (a loss of 7%). The greatest gain among the men is a six percent (6%) shift to the "No One Political Attitude" position. There is even less Time I to Time II change among the female graduate students. There is a slight drop (3%) in the proportion of liberals and a slight gain of three percent (3%) in those who select the "No Political Position" posture. It would appear that the national political events of the past year have not acted as a particularly potent stimulus for dramatic shifts in political alignments. Rather what the data seem to indicate is a further pulling inward on the part of young people. A form of privatism which represents a detachment from formal institutional alliances be they political, social, or religious.

The Graduate School Experience

We turn now to the analysis of data dealing with factors associated with the decision to attend graduate or professional school.

... and ...

TABLE IV

When Decision Was Made to Attend Graduate School

Graduate Student

<u>Time Period</u>	<u>Males</u> (%)	<u>Females</u> (%)
Prior to High School	8	5
During High School	14	10
During First Two years of college	27	19
During Third Year of college	23	17
During Senior Year of college	26	29
After college graduation	7	20
Total	100 (N=184)	100 (N=150)

The majority of all respondents report making the graduate school decision sometime during the sophomore to senior period of college. The largest single group makes the decision during the senior year of college. The one major difference between men and women is found in the post-college period. Women are almost three times as likely as men (20% to 7%) to say that the decision to attend graduate school was made after the earning of the baccalaureate degree. The relative lateness of the decision of women results primarily because they were far less likely than men to anticipate attending graduate school immediately following college graduation. The proportion of men expecting entrance into graduate school upon completion of college was nearly double that of women with similar expectations.

... greatly exceeded ...

... women than men were able to attend on a full-time basis or to acquire financial assistance from their graduate departments. Again, it is important to point out that the majority of the female late deciders are Education majors--for it was this group which was least successful in obtaining full-time employment.

... attend graduate school ...



Table IV.6

Reasons for Attending Graduate School: Decision on the Importance of the Reason

Reason	Percentage of Respondents	
	Men (%)	Women (%)
Earn Credentials Essential to my career goal.	69	69
Increase Earning Potential.	8	5
Enhance Intellectual Growth.	11	11
Give me more time to decide what I want to do.	3	1
Unable to find work related to undergraduate training.	3	5
Unable to find any acceptable job.	-	3
Delay Entering Job market.	1	1
Other	5	5
Total	100 (N=183)	100 (N=150)

The majority of both men and women cite the earning of credentials perceived as being essential to career goal achievement. Men, more so than women, mention the desire to increase earning potential. Few respondents seem to use graduate school as a moratorium period to decide what they want to do with their lives and even fewer use graduate school as a means to escape the job market. A similar proportion of men and women select the "intellectual growth" item as their major reason for attending graduate school. The major difference between men and women is in the selecting of the no available work items. Eight percent (8%) of the women as compared to three percent (3%) of the men say that the job market was the primary reason why they decided to enroll in graduate school.

Table IV.6 does make it clear that college students have internalized the importance of the credentials message. The appeal of higher education is not its potential for providing intellectual growth and development, but rather the providing of certification for career entrance. No doubt with an increase in the numbers of young people attending college and a shrinking of attractive employment opportunities the emphasis upon the importance of credentials will escalate. Whether the training received in pursuit of credentials will enhance productivity or quality of one's work is a question which cannot be answered by this research. Nor can we, at this time, speculate upon the outcomes which might result from a lack of fit between the higher occupational expectations of those attending graduate school and a society which has fewer and fewer satisfying careers available to those pursuing work credentials.

The majority of the graduate students expect to continue their studies in the same field and the same school were they were in attendance in the Spring of 1973. Less than seven percent (7%) expect to change schools or fields.

The reasons for changing schools or fields are presented in Table IV.7.

A. 2. 16.
 Graduate Degree Plans

<u>Graduate Degree</u>	<u>Men</u>	<u>Women</u>
	(N)	(%)
MSW, MEd, MA, M.A.	15	5%
PhD, EdD, ScD.	27	21
EdB or EdL	22	15
MD	11	4
OTHER*	22	12
Total	100 (N=190)	100 (N=153)

*Including inter-disciplinary non-research degrees and those saying that they are uncertain as to degree plans.

In general, women have far lower degree goals than do the men. The majority of women (54%) expect to end their formal education with the attainment of the masters degree. Men are three times more likely than women to seek a degree in medicine and seven times more likely to pursue a professional degree in the field of law. The proportion seeking the doctorate degree are similar--twenty seven percent (27%). The sex differences would be expected given the fact that the majority of the women did their undergraduate work in the fields of Education, Social Science, and the Humanities. Further, as we learned in the first phase of this research, most women anticipated careers in people helping fields--fields in which the M.A. is usually an acceptable degree for career entrance.

Nearly half (47%) of all male graduate students are pursuing degrees in one of the many education related fields. The largest groups are those in Elementary Education (30%) and those in Secondary School academic subject fields (all 20%).

Another twenty percent (20%) are seeking degrees in either Social Work, Human Services, Counseling, or Library Sciences.

Another ten percent (10%) are pursuing degrees in the health professions. The largest single group (4%) are seeking law degrees. One fifteen percent (15%) are in medicine, and the remainder (6%) are in dentistry. Twelve percent (12%) are in Education; ten percent (10%) are in business and Administration degree programs. Seven percent (7%) are in engineering graduate programs. Another fifteen percent (15%) are pursuing graduate degrees in one specialty in Psychology or one of the biological or physical sciences. The remaining male graduate students are pursuing graduate degrees in the career fields of physical therapy and the mathematics.

The career plans of the graduate students have undergone some modifications since the time of college graduation. The greatest change has occurred among the women.

43% of the men compared to 33% of the women report that occupational plans are exactly the same now (one year later) as they were when the respondent graduated from college.

42% of the men compared to 51% of the women say that their occupational plans are "somewhat the same."

9% of the men compared to 11% of the women report that occupational plans are no longer the same as they were at the time of college graduation.

There is, then, some evidence of change in the career plans of most graduate students. For most, the changes seem to represent minor modifications with only a few reporting that their plans are quite different from what they were in the Spring of 1972. Women graduate students do express the least stability in career plan intentions. The greater change in career plans of the women reflects their experiences in the post-college labor market.

The problems confronting the women graduate students are compounded by their general financial status. The fact that some might have been denied institutional financial assistance because of the lateness of their applications does not make the cost burden any lighter. Nor can the women be held responsible for a job market which did not facilitate opportunities for full-time employment. The expectation of most college graduates, be they male or female, is that there will be employment for college graduates. As noted earlier in this report, it is the women who are least successful in finding such employment. As a result, they are forced to alter their career plans. The alternatives available are limited since most female college graduates will be competing for jobs in fields which have the greatest surplus of applicants.

Added to the limited labor market is the apparent factor of sex discrimination. Women, then, begin the job search within a restricted job market--further constrained by societal values which give the first priority to male applicants.

For those women who do enter graduate school, there is continuation of the experiences and processes encountered earlier. Women will continue to study in those fields which offer the fewest career alternatives and they will be forced to compete with males in a system biased in favor of men.

Our data show that even when women are not tardy in the submission of applications, they do less well than men in receiving scholarships and assistantships. That women are heavily concentrated in those fields which are limited in the offering of potential financial assistance is not being disregarded. Our impression is that even in those fields where such funds are available, men are given the advantage even though their qualifications and needs are not greater than those of women.

In Table IV.8 are shown the primary sources of financial support for male and female graduate students. Each respondent was asked to select the one financial source which was utilized for most of the funds required to

over the total financial resources available to the student.

TABLE IV.5

Financial Resources of Male and Female Transfers/Professors

Financial Source	Transfer Student		Diff.
	Males (%)	Females (%)	
Parents, Family Aids or Gifts	28	20	+ 8
Savings from full-time employment	5	0	+ 5
Part-time or summer work	1	3	+ 2
G.I. Bill	1	—	+ 1
Spouse's employment	6	4	+ 2
NCAA, government or other grants	1	0	+ 1
Other repayable loans	1	3	- 2
Scholarships and grants	4	8	- 4
Fellowships	1	0	+ 1
Teaching or Research Assistantships	25	11	+ 14
Other*	8	12	- 4
	100%	100%	
	(N=182)	(N=149)	

*Includes a minimal number of financial resources such as part-time work and loans, etc.

There are two specific financial sources where the discrepancies between men and women exceed ten percent (10%). The major contrast is found in the proportion of men and women dependent upon savings from full-time employment. The difference is twenty-one percent (21%) with women much more dependent on this financial source than is the case with men. In part, this difference may be explained by differences in socioeconomic status of the men and women, women, as noted earlier, come from less affluent families. A more important contrast is that men, as well as the traditional view that men are more likely to receive awards and prizes, receive more such awards than do women. This difference might be due to the subject's gender and that women are particularly favored in the case of their thesis and the more recent degree holders as can be seen in Table IV.6, are twice as likely as females to be recipients of financial awards and gifts.

Career Aspirations and Career Plans

Having asked it to be noted that a certain number of graduates have experience, we turn to a discussion of a number of career and life-related expectations and attitudes of the graduate students.

An aspect of opportunity involved in the workplace is the possibility of a career related with financial gain and career advancement. We expect women to be more likely than men to be interested in these opportunities. In fact, they are more heavily interested in these opportunities than men.



single goal of the research is to help the graduate student to find employment in either the secondary or health care system. The next largest group of women anticipate employment in either a health, health care, or hospital setting (19%). The next largest group of men anticipate employment in a health care or hospital setting (12%). The majority (70%) of both men and women anticipate careers in one of the three settings described above.

To account for a similar proportion of the respondents we need to include six different work settings.

The two settings most frequently selected as potential employers for male graduate students are: professional partnerships - 21% (Women-3%).

Private Profit Making Company or Corporation - 21% (Women-6%).

These are followed by:

College or University - 17% (Women-17%)

Hospital or Clinic - 17% (Women-17%)

Elementary or Secondary School - 9% (Women-3%)

Self-Employed or own professional office - 7% (Women-2%)

Men are not only more evenly distributed in their expectations, but are much more inclined than women to anticipate career settings which offer greater prestige, income, and opportunities for self-determination.

Table IV.9 shows the expected full-time starting salaries anticipated by graduate students once they have completed their formal education. The table also illustrates changes which have occurred in salary expectations between the Time I and Time II phases of this research.

The data indicate general shifting upward in first job expected salaries. In both time periods, men show the higher salary expectations. These differences are understandable given the fact that men will be earning higher level degrees and will be seeking employment in fields and settings which do command higher salaries. Yet these apparent explanations are not sufficient in accounting for the variation between the two sexes. Even when there is control for degree sought and potential employer, the discrepancies in salary expectations remain. As shown in the chapter dealing with employed college graduates, the women, in fact, earn the lower salaries no matter the work setting.

With few minor exceptions there is consensus between male and female graduate students as to the factors which are most important to achieve a successful post-education career. From Table IV.10 we see that more than a third of both men and women agree that the accumulation of additional skill and experience are of critical importance. The men do place a greater emphasis upon inter-personal manipulative skills (25% for men and 19% for women). This difference makes sense given the earlier observation that men, more so than

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TABLE IV.12

Sex Role Attitudes, Time I vs. Time II

Percent Agreeing with Each Attitude

<u>Sex Role Attitudes</u>	<u>Graduate Students</u>			
	<u>Males</u>		<u>Females</u>	
	<u>Time I</u> (%)	<u>Time II</u> (%)	<u>Time I</u> (%)	<u>Time II</u> (%)
In general, women and men have equal capabilities and therefore, should have equal opportunities for work.	82	86	88	91
In general, women may be equal to men in some areas, but their thinking patterns are different from men, and they are therefore less efficient than men in some work.	51	28	31	18
In general, women are more emotional than men, and this would interfere with their doing certain types of work.	49	35	29	22
In general, the physical characteristics of women make them unqualified for some types of work which are generally available to men.	53	74	77	70
Women are not really "equal" to men; rather, they are different and should, therefore, have different kinds of jobs.	27	15	18	11
Women function best as the housewife and mother.	7	20	11	6
A true woman is happiest when she is with her children and her husband.	1	1	8	5
	(152-194)		(152-194)	



Appendix

Graduate Students
Life Style Preferences

<u>Category</u>	<u>Graduate Students</u>	
	<u>Mean</u> (<u>N</u>)	<u>Female</u> (<u>N</u>)
Lack of financial resources	1	13
Lack of knowledge about health, welfare, etc.	1	11
Lack of financial resources	1	6
Lack of ability to use technology for it.		1
Lack of necessary computer skills.		1
Lack of necessary intellectual skills.		3
Lack of necessary personal skills.	1	2
Could not work.	1	6
My race/ethnicity/sex/age.	1	1
Family responsibilities.	4	1
Lack of computer skills.		
Low financial resources.	1	4
Selection of wrong undergraduate major.		1
Other*	11	15
	100	100
	(N=100)	(N=151)

and 1981-82.

Life Style Preferences

In 1981-82, the structure and substance of the life styles they would like to live in the year, to come when I show several significant differences. For example, more than half of the women (45) say that a "good looking man" is the most important ingredient of the life style they

...the most important factors in the choice of a life style are "opportunities for meaningful work," "steady, secure employment," and "access to art, music, theater," and art for less than eight percent (8%) of all most important factors.

...the most important factors in the choice of a life style are "opportunities for meaningful work," "steady, secure employment," and "access to art, music, theater," and art for less than eight percent (8%) of all most important factors.

Men, in particular, appear to have a greater emphasis on "opportunities for meaningful work." Factors such as a "stable, secure employment," "steady, secure employment," and "access to art, music, theater," are not for less than eight percent (8%) of all most important factors.

...already, there are clear differences and similarities between the two sex groups. The men place the greatest emphasis on "family relationships and a strong, the importance of access to the fine arts, a specific geographic location, and steady, secure employment."

Men are more prone than women to express a need for opportunities to explore their own interests and to find meaningful work.

In comparison to their parents, most respondents see themselves as living a different type of life style. A third of both the men and women say that their preferred life style will be very similar to that of their parents. Forty percent (40%) of both sexes believe their own life styles will be quite unlike that of their parents. The remainder (19% of the men and 26% of the women) fall into the middle with about half indicating a similar life style but with less emphasis on possessions, and the other half with a desire for more in the way of possessions. Further analysis shows that respondents from less affluent family backgrounds are the ones who will most frequently say they anticipate life styles quite unlike those of their parents or life styles somewhat similar to parents but with more emphasis upon the accumulation of possessions. The opposite generally holds true for those students of middle and high social backgrounds.

Many half of the graduate students show a preference for a "balanced life style," a life style which is balanced evenly between private and public life, a life style which includes participation in select community activities such as political and social organizations. The emphasis is upon interaction with a wide range of people as opposed to involvement with a smaller and select group of close friends.

A third of the graduate students show a preference for a more "private life style," a life style which is limited to a small, but select group of friends and members of one's family. Those choosing the more private life style do not anticipate active involvement in formal organizations and expect to keep at a minimum activities with a select and exclusive group of friends.

...the most important factors in the choice of a life style are "opportunities for meaningful work," "steady, secure employment," and "access to art, music, theater," and art for less than eight percent (8%) of all most important factors.

The remaining graduate students are evenly divided between those who do intend to have families in the immediate future but wish to devote the bulk of their energy toward the elimination of social problems and social inequalities. They do not expect that family relationships will suffer as a consequence of the respondents' involvement in social problem resolving efforts.

There are no significant differences between men and women in the life style preferences discussed above. Nor has there been any serious change in these life style preferences during the one year interval between the Spring of 1972 and the Spring of 1973.

Only a few of the graduate students (5% of the men and 5% of the women) say they do not expect to marry or have children. The majority, as noted in Table IV.15 believe that it will be necessary for their families to be somewhat affected by and adapt to the respondents' career needs.

TABLE IV.15

Sex and Ideal Relationship Between Work and Family

<u>Relationship</u>	<u>Graduate Students</u>	
	<u>Males</u> (%)	<u>Females</u> (%)
do not expect work to interfere with my family/home life.	21	20
expect it will be necessary for family/home life to be somewhat affected by my career needs.	54	50
expect family/home life to accept fact that my career will keep me busy and perhaps away from home.	5	4
expect I will need to adapt career needs to family/home life.	15	21
do not expect to have family.	5	5
Total	100 (N=188)	100 (N=153)

Six percent (6%) more of the women than men (31% to 15%) believe it will be necessary to adapt career needs to the demands and expectations of their families.

Few believe that career involvements will demand family acceptance of absence from the home on the part of the respondent.

Once again, the data indicate that for the majority of respondents home

and family life are critical in projected life styles. While work and career goals are salient, they are not to be pursued at the expense of relationships with one's family. We see also that at least in the matter of overall life style preferences and expectations that there is little difference between male and female respondents.

Personal Goals & Satisfaction

The importance of family relationships and meaningful work for the respondents is further noted by answers to a question dealing with certain goals the respondents wish to attain in their lives.

Of the seventeen alternatives proposed the item, "to have a close family relationship" was most frequently selected as being most important. Over a fourth of the men (26%) and a third (33%) of the women chose this goal. The second alternative most frequently selected (by 23% of the men and 24% of the women) was "to do something which I consider useful." "To be a good parent" was the third choice of respondents with women slightly more likely than men selecting this goal (8% of the men and 14% of the women). Other alternative goals which received endorsement from at least five percent (5%) of both males and females were:

- To be helpful to others (7% for females-6% for males)
- To have good close friends (7% for females-6% for males)
- To have freedom from pressure to conform in my personal life (6% for females-7% for males)
- To do something important (5% for females-8% for males)

Other alternatives either not selected or receiving the endorsement of few graduate students were:

- To have plenty of time for leisure activities.
- To have a big family.
- To have enough money to live well.
- To be active in community organizations.
- To live with others in a communal life style.
- To live in a good neighborhood.
- To be able to travel.
- To attend concerts, plays and other fine arts events.
- To have a nice well-furnished home.

With regard to career-related long range goals we find few graduate students who express a desire to ever author a book; have a great deal of authority; publish in a magazine or professional journal, be a leader in a community organization; make a theoretical contribution to science; make a contribution to technology; make at least \$20,000 a year; become well known nationally; be influential in public affairs; become famous or eminent or be elected to a high office in a professional organization; have poems, novels or short stories published, produce original paintings, sculptures, etc. or have a musical composition played or published.

The achievements sought while not minimal are more of a local than a cosmopolitan nature. About a fifth of both the men and women hope to contribute some innovation to their field; some fifteen percent (15%) seek to become well known in their field; another fifteen percent (15%) aspire to become authorities in a special subject within their career field; and ten percent (10%) of the men hope to develop a successful business.

The career related goals which show the largest variation between men and women are:

Being influential in public affairs (7% of the men and 1% of the women)

Developing a self-owned successful business (10% of the men and 3% of the women).

Becoming an authority on a special subject within one's career field (17% of the women and 11% of the men).

No matter their career or life style preferences most graduate students are optimistic about their chances of ultimately achieving their view of the good life. The data also suggest that if anything the past years experience has contributed to the belief that the good life is indeed quite attainable.

We see in Table IV.16 that during both the Time I and Time II stages of the study the great majority of respondents felt that attainment of the good life was quite feasible. Over two-thirds of the men and women in Time I felt that it was through hard work that one's life goals could be achieved. One year later we find a very sharp drop (22% for the men and 17% for the women) in those taking the position that outcomes will be enhanced by diligence in one's work. What we find rather is a doubling in the proportion of respondents who now believe that the good life is very attainable without "hard work."

We can only speculate as to the reasons for this significant change in attitudes. Perhaps it is the belief that with a higher academic and professional degree one's career worth is automatically confirmed and access to the good life is more or less assured. It may also be that the experience of graduate school has taught many students that hard work is not as important a factor as are interpersonal and career skills. The observed shift does not seem to reflect a lowering of expectations or dramatic switches in life style preferences. As we have noted earlier in this chapter, both career goals and life style expectations have remained fairly constant. Even the women, who more so than the men, have encountered post-college career disappointments and

TABLE IV.16

Sex and Attaining the "Good Life", Time I vs. Time II

	<u>Graduate Students</u>			
	<u>Males</u>		<u>Females</u>	
	<u>Time I</u> (%)	<u>Time II</u> (%)	<u>Time I</u> (%)	<u>Time II</u> (%)
Very attainable	24	48	22	40
Attainable through hard work	67	45	73	56
Difficult-only slight possibility	7	6	5	4
Impossible	2	1	-	-
Total	<u>100</u> (N=190)	<u>100</u> (N=190)	<u>100</u> (N=153)	<u>100</u> (N=153)

frustrations, show a marked increase in believing that life goals are easily attainable. Whatever the reasons, the past years experiences have not dampened the expectations or spirits of the graduate students.

The general climate of optimism represented by the data presented above should not be interpreted to mean that all graduate students are completely at peace with themselves or the society. There are some who have serious doubts about their own abilities and career related decisions already made. The past year's experience has generated some disenchantment with the functioning of the social system and raised some serious doubts as to the availability of sufficient jobs to meet the needs of the American people.

Two-thirds of the graduate students agree with the statement, "I don't believe every person who wants work can find it." More than a fourth (22% of the men and 29% of the women) say that the experiences of the past year have led them to have less faith in the quality and structure of our social system.

Almost a fifth report that they would have selected a different academic major if they had the knowledge acquired during the past year.

Still despite the disenchantments and doubts, the vast majority (87% of the males and 93% of the females) of the graduate students report that the experiences of the past year have left them more confident in their ability to achieve their goals.

Little change has occurred during the one year interval between college graduation and the first year of graduate school in the kinds of factors which the respondents see as potential barriers to goal attainment.

During the first phase of the research about a third of the respondents stated that "external" factors such as war, racial conflict, economic conditions, etc. would be most influential in determining life goal outcomes. A third placed the emphasis upon "personal" factors such as lack of ability, personal problems, sex, race, etc. as the factors which might prohibit goal attainment. A fifth denied the potential of either external or personal problems and the remainder felt it could be a mixture of both external and personal factors.

One year later we find an almost exact distribution with little variation between men and women.

There are personal characteristics which the respondents would like to change about themselves if they could.

In Table IV.17 below we show for both men and women the distribution of responses to an open-ended question which asked:

"If you could change any one thing about yourself, what one thing would you most want to change?"

Reaction to the distribution of responses in Table IV.17 will no doubt be mixed. For those who believe that every individual should continuously strive for self perfection and growth, the responses of the graduate students should be viewed in a positive fashion. For those who view expressions of discomfort with self as a predicted outcome given the current status of our society, the data provided in Table IV.17 should be equally satisfying. No matter one's own personal biases, we do find that only a handful of respondents say that they would change nothing about themselves.

The proportion of men expressing satisfaction with current self is twice that of women. An equal number of men and women make reference to desired changes beyond self, changes which, for the most part, deal with more global issues.

The remainder of the respondents, about eighty percent (80%), do propose some self-desired change. The change in self most frequently mentioned deals with personal insecurity. Of interest here is the fact that almost twice the proportion of women as men (14% to 23%) make reference to insecurity. This finding is not surprising, given the experience of these women in their attempt to find meaningful and field related full-time employment and their experiences in graduate school which a number see as yet another example of institutionalized sexism. The greater perceived insecurity of the graduate student women also makes sense when it is understood that many of these women are made to feel that they are intruders and to some extent deviants. They are where women are not supposed to be, pursuing a life style which does not mesh with traditional expectations. It is not surprising then that women much more so than men do express feelings of personal insecurity.

Both sexes are similar in expressing a desire for being more aggressive (10% of the men and 9% of the women). Men are somewhat more likely than women to identify physical appearance as an area of desired change. Dissatisfaction with being less than ambitious and not sufficiently "open-minded"

TABLE IV.17

Sex and Desired Self Change

<u>Factors</u>	<u>Graduate Students</u>	
	<u>Males</u> (%)	<u>Females</u> (%)
Feeling of insecurity.	14	23
I would be more aggressive.	10	9
Physical appearance.	13	8
General laziness.	8	7
I would be more open-minded.	7	7
Alter some current inter- personal problem.	4	2
I would be more easy-going.	3	6
I would be more future oriented.	2	4
I would be more realistic.	2	4
I would be more humble.	2	4
Combination of desired changes- general change.	11	8
Nothing.	12	6
*Other	<u>12</u>	<u>12</u>
Total	100 (N=176)	100 (N=143)

*Including primarily references to external factors i.e. world peace, understanding, love and compassion among all people, etc.

are the two other personal problems most frequently mentioned by the graduate students. The remaining problem factors are referred to by only a small number of respondents. For both men and women almost half of the desired changes center about three areas: feelings of insecurity; being more aggressive and alterations in physical appearance. The most significant contrast between men and women is with a desire to change feelings of insecurity.

The data presented on the expectations, feelings, and aspirations of graduate students appears to represent a picture of contradictions and confusion. On the one hand, these people see themselves as having personal

shortcomings and problems. They do see a variety of external and internal factors which might well deter them from the attainment of social, personal, and career goals. At the same time the experiences of the past year have contributed strongly to feelings of self-confidence in the attainment of these goals. In fact, as we have noted earlier, a significant number of graduate students have become more firmly convinced that life goals are attainable even without the investment of hard work.

Our explanation for this apparent contradiction is, by necessity, speculative. We would suggest the proposition of relative deprivation. Simply stated, no matter the doubt and uneasiness felt by many graduate students, they do see themselves as somewhat better off than most people in our society. True, many of these students do have feelings of anxiety and insecurity. It is also true that a significant number are less than enthusiastic about the condition of the society. Still, when they compare themselves with others; peers, parents, and strangers, they see themselves in a relatively good and wholesome position.

Two other pieces of data dealing with the self-assessment of the graduate students will conclude our discussion of the status of these respondents at the time they were interviewed in the Spring of 1973.

Table IV.18 shows the distribution of responses to the following question:

"Taking into account all aspects of your present life style, are you happy with your current status?"

TABLE IV.18

Sex and Degree of Happiness with Current Status

	<u>Graduate Students</u>	
	<u>Males</u> (%)	<u>Females</u> (%)
Very Happy	34	32
Fairly Happy	53	58
Not too Happy	9	5
Not Happy	4	3
Very Unhappy	-	2
Total	<u>100</u> (N=188)	<u>100</u> (N=152)

Again we see further evidence of general satisfaction with self among the graduate students. A similar proportion of men and women evaluate themselves as being very happy or fairly happy.

In the final table to be discussed in this chapter information is provided on the criteria the respondents utilized in assessing their happiness status.

Table IV.19 shows the criteria selected by each respondent as being most important in considering their answer to the happiness question.

TABLE IV.19

Sex and Criteria Utilized in Assessment of Happiness

<u>Factors</u>	<u>Graduate Students</u>	
	<u>Males</u> (%)	<u>Females</u> (%)
Feeling in control of your life	25	24
Love relationships	19	26
Relationship with Family	18	19
Feeling of Accomplishments at school	18	9
Relationships with Friends	10	7
Feelings of Accomplishments at work	4	7
Religious Beliefs or Activities.	3	3
Status at work	2	2
Financial Security	1	3
Total	100 (N=189)	100 (N=154)

Three factors account for about two-thirds of the most important choices of the respondents: feeling in control of your life; love relationships; and relationships with family. Among these three factors only the love relationship items shows any real difference between males and females with women showing the greater concern (18% of the males and 26% of the females).

The men are twice as likely as the women to refer to in-school accomplishments (18% to 9%). This variation, in all probability, reflects the differences in the status of men and women in graduate school. The men are more likely to have financial aid, they more so than the women anticipated entrance into graduate school; and given the differences in career aspirations, they have more of an outcome dependency upon graduate school experiences.

Women, on the other hand, place a stronger emphasis upon work associated factors (12% for women and 7% for men). More women than men are working part-time while attending school and more women than men anticipated immediate

post-college full-time employment. For this time period at least, graduate school has greater meaning and provides more in the way of satisfaction for the men than it does for the women.

CHAPTER V

THE FOLLOW-UP STUDY: A COMPARISON OF GRADUATE STUDENTS, FULL-TIME EMPLOYED, AND OTHERS

In the chapter dealing with the career status of respondents at the end of the follow-up study we noted that there were three groups: those employed full-time, those enrolled in graduate or professional school, and a third group consisting of those who were unemployed, those working part-time, those in the military service, those in VISTA or Peace Corps, and those engaged in some activity not including graduate study or full-time employment.

As noted earlier the largest group are represented by those who were employed full-time, whether in a job related or unrelated to their undergraduate field of study. Next are the graduate students, a little more than a fourth of all respondents, followed by the "other" group representing about seventeen percent (17%) of the total sample.

Of the total sample less than five percent (5%) are unemployed, not in graduate school, or not involved in some national service activity. Only two percent (2%) report that they are unemployed by personal choice.

Our purposes in this chapter are two-fold: first to point out differences and similarities in certain background characteristics of the respondents who are in each of the three situational categories; secondly, to identify the ways in which the differential experiences of the full-time employed and the graduate students appear to have influenced changes in attitudes, values, expectations, and personal assessment.

The two preceding chapters have dealt specifically and in detail with the graduate students and full-time employed. It is our feeling that a chapter showing similarities and differences between the two groups would be of interest to the reader. Obviously, although we do not intend to review material already covered, some repetition is unavoidable.

Background Characteristics and Attitudes

We begin with Table V.1 which shows the relationships between sex, socioeconomic status, and career situation at the time of the follow-up survey.

For both men and women those with high SES backgrounds are highest in graduate school enrollment. The reasons are three-fold: first, students of more affluent backgrounds possess more in the way of financial resources necessary for higher education, secondly, students from higher SES families are probably more likely than others to be exposed to attitudes and pressures which enhance educational mobility; thirdly, students of higher SES backgrounds, more so than others, were enrolled in undergraduate majors where post-college formal education is an expected and natural outcome.

Women of the lower SES categories are not heavily concentrated in the

TABLE V.1

Sex, SES, and Career Situation

Percent in Each Career Situation

<u>SES-Males</u>	<u>Employed (Full Time)</u> (%)	<u>Graduate School</u> (%)	<u>Other</u> (%)	<u>Total</u> (%)	(N)
Low	56	25	19	100	(116)
Mid-low	58	30	12	100	(144)
Mid-high	58	26	16	100	(156)
High	<u>52</u>	<u>36</u>	<u>12</u>	<u>100</u>	<u>(216)</u>
Total	55	30	15	100	(632)
<u>SES-Females</u>	(%)	(%)	(%)	(%)	(N)
Low	61	17	22	100	(132)
Mid-low	63	19	18	100	(181)
Mid-high	55	21	24	100	(179)
High	<u>58</u>	<u>30</u>	<u>12</u>	<u>100</u>	<u>(193)</u>
Total	60	22	18	100	(685)

full-time employment grouping. In part, their situation is explained by the fact that women of the low SES group are highly likely to be married mothers. They are also more likely to be divorced or separated. Hence, their situation is such that full-time employment would have to be a continuing and critical necessity. Unfortunately many of these women are education majors--the group which was least successful in securing career related full-time employment. These are the people for whom the undergraduate educational investment was most difficult because of financial and familial conditions. These are also the people who were most dependent upon the baccalaureate credentials as a direct means for occupational entrance and occupational mobility.

In contrast to the women of low SES are the women in the mid-high SES group. A little more than half (55%) are employed full-time--lowest for all four female SES groups and highest in the "other" category. Unlike their more affluent sisters they are not over-represented in graduate student enrollment. Their greater presence in the "other" group is not explained by familial responsibilities since only five percent (5%) are mothers--the same proportion of mothers which are found in the mid-low SES group. They are, however, less likely to be single and more likely to be married or unmarried but living with someone. Their relative affluence combined with the earnings of a partner and a comparative lack of pressure to support a child all appear to enhance freedom from full-time career involvements. The women in this group, more so than all others, report that they are unemployed by personal choice and have spent the year either travelling or just "relaxing". The women in the mid-high SES group both by personal choice and financial position appear to be most inclined toward the fulfillment of traditional middle-class expectations for female college graduates. Although the differences are not great, these women are, as the data indicate, most involved in home centered career pursuits.

These outcome data also provide some interesting information about the

discrepancies between expressed preferences and actual behavior. In the first stage of this study we learned that the lower the SES of women, particularly Black women, the greater the support for traditional female sex roles, that is, an endorsement of the view that women are, by nature and socialization, best fitted for roles of mother and wife, that women lack the intellectual, physical, and emotional components that would enable them to compete as equals with men in the labor market. The outcome data show some reversals. The lower income women, particularly Black women, are highest in working full-time and very similar to mid-high women in graduate school attendance. On the other hand, the mid-high SES women who were strong advocates of female liberation and independence are most frequently found in the non-career involvement category. The group which shows the greatest consistency between expressed preferences and behavior are the women of the highest SES status. They were strongest in endorsement of non-traditional sex roles and are more so than all other women, to be engaged in career related activities.

Respondent's sex, as we have already noted, does play an important part in predicting career status one year following college graduation. Similarly, the respondents' undergraduate major field of study is also strongly associated with variations in career status. The impact of both these variables can be observed in Table V.2.

Since relationships between field of study and career status of those employed and those in graduate school have been discussed in some detail in the two previous chapters our intent here is to briefly review and summarize.

In six of the eight fields where comparisons are possible, we find that a greater proportion of the women are employed full-time. In one field (Business Administration) the proportions are exactly alike (70%); and in one (Education) the men are higher on full-time employment. The opposite is the case for graduate school enrollment where we find that men in seven of the eight fields show the higher rate of enrollment. The one exception is Education where the difference is slight (3%). This one exception, as noted earlier, is explained by the inability of large numbers of female Education majors to find employment in their field. The inability to find work was the major stimulus for graduate school attendance for many of these majors. The reader should also keep in mind that while women are more likely than men to be employed they are significantly less likely than men to be holding field related full-time jobs.

We find also that students who majored in the hard sciences (Biology and the Physical Sciences) be they male or female have the highest probability of moving directly from college to graduate study. The hard sciences are followed in decreasing order by Psychology, the Humanities, and the Social Sciences in graduate school enrollment. The greatest variation between males and females in graduate study is found among Psychology majors--a difference of twenty-six percent (26%) with men more than twice as likely than women to be in graduate school.

Interesting and significant contrasts are shown in Table V.2 for those whose career status is found in the "other" category. Again, the "other" category includes those employed part-time, those in military service, those unemployed whether by personal choice or circumstance, and all others not in graduate school and not employed full-time.

TABLE V.2

Sex, Field of Study, and Post-College Career Status

Undergraduate Major	MALES			FEMALES		
	Full-Time Employed (%)	Graduate School (%)	Other (%)	Full-Time Employed (%)	Graduate School (%)	Other (%)
Business Admin.	70	15	15 (79)	70	10	20
Engineering	69	20	11 (88)	-	-	-
Education	70	17	13 (101)	59	20	21
Agriculture	-	-	- (5)*	-	-	-
Health Prof.	-	-	- (5)*	87	10	3
Physical Science	44	48	8 (50)	63	33	4
Biological Science	35	53	12 (43)	44	39	17
Psychology	36	49	15 (41)	61	23	16
Social Science	46	35	19 (123)	59	22	19
Humanities	50	32	18 (66)	53	26	21
Other	$\frac{49}{55}$	$\frac{28}{30}$	$\frac{23}{15}$ ($\frac{35}{636}$)	$\frac{67}{60}$	$\frac{15}{22}$	$\frac{18}{18}$
Total						

*Smallness of the samples prohibits meaningful analysis.

We find that for men it is primarily those who majored in the Social Sciences, Humanities, and Other (Fine Arts, Education, Hospitality, Health and Programs, and Human Development) who are most frequently found in the "other" career status groupings. A similar pattern is found among the women with the exceptions of Business Administration, Education and Psychology majors. The small number of female Business Administration majors makes further explanatory analysis futile. For the women who were Education majors the under-representedness in the "other" category is due primarily to their inability to find full-time employment.

There are some sex based similarities and differences in the factors which account for the heavier concentration of Social Science, Psychology, and Humanities majors in the part-time, non-employed, and non-graduate school category of "others".

A major difference between the two groups is marital status. Many of the females in the other category, especially among the lower SES group, are married, and hence, less likely to be at work or in school.

Comparisons by SES show that the lower the SES background of those in the "other" group, the greater the probability that they are people who are unemployed not by choice.

For both men and women, but significantly more so for men, being in the "other" category is associated with a lack of career crystallization and indecisiveness with regard to future career plans. Based upon data obtained in the first phase of this study as well as data collected in the current project, we know that degree of career plan stability and consistency are associated with sex and field of study. Briefly, women, for a number of reasons discussed in our first report, make the earlier career decision, are less likely to alter career goal plans, and are more certain as to the desired substance and structure of that career.

Variations in career crystallization are also very much connected to field of study. Those most vague about career futures; those least clear in ability to define precisely what they want to do with their futures; those most likely to say they lack "clear and positive aims" are individuals who majored in the Social Sciences, Psychology, Humanities, Fine Arts, Social Welfare, Human Development, and so forth. Majors in the hard sciences and in the undergraduate professionally oriented fields of Education and Engineering show far less in the way of career and future ambiguity.

In conclusion, then, a major difference between the males and females in the "other" group is marital status. They have in common that they were enrolled in similar fields of study in college. They have in common doubts as to just what they want in the way of careers and career settings. They do differ in degree of uncertainty with the males being more ambivalent than the females.

In the three tables which follow we will be looking at differences and similarities in select attitudes and values of those in graduate school and those employed full-time. Table V.3 shows both the Time I and Time II political attitudes of males and females in the two career status groups.

TABLE V.3

Sex, Career Status, and Political Attitude, Time I vs. Time II

Political Attitude	FULL-TIME EMPLOYED				GRADUATE STUDENTS			
	Males		Females		Males		Females	
	Time I (%)	Time II (%)	Time I (%)	Time II (%)	Time I (%)	Time II (%)	Time I (%)	Time II (%)
Conservative	10	11	8	4	6	7	10	8
Moderate	30	25	27	26	28	21	25	26
Liberal	31	27	32	30	37	37	33	30
Radical Left	4	3	1	1	7	6	5	5
Radical Right	-	-	-	-	-	-	1	-
No one Political attitude	19	25	22	24	16	22	18	19
No political attitude	4	4	7	7	3	2	3	6
Other	1	3	-	1	-	4	1	1
Don't Know	1	2	3	7	3	1	4	5
Total	(100) N=354	(100) N=353	(100) N=414	(100) N=416	(100) N=188	(100) N=191	(100) N=152	(100) N=154

Time I variations for the males are quite small. The greatest variation being six percent (6%) with men going to graduate school leaning more toward the liberal orientation. The employed males are a little more conservative in political posture. There is even less of a difference among the two groups of women. They are generally more inclined to an independent or apolitical position than the men.

Time II comparisons do show some shifts although hardly dramatic. For employed males there are drops of five percent (5%) from moderate and four percent (4%) from liberal to the posture of independent or some other unidentified political position.

For employed women there is a decline in affiliation with the conservative view and an increase in "Don't Know."

For graduate student males the shift is slight with some seven percent (7%) shifting from a moderate to either independent or other political posture. Similarly, whatever changes occur among graduate women are in the direction of an independent or apolitical direction.

The changes, then, are not dramatic, but they are fairly consistent. People who change move away from a specific political ideology or affiliation to a more independent or less specific political outlook. Given the national political events of the past year, we would speculate that were we to return to respondents in the Spring of 1974 we would find a continued, and perhaps more significant, move to political neutrality or traditional political disaffiliation.

Table V.4 deals with the current religious preference of graduate students and the full-time employed.

TABLE V.4

Sex, Current Religious Preference, and Career Status

<u>Current Religious Preference</u>	<u>MALES</u>			<u>FEMALES</u>		
	<u>F.T.E.</u> (%)	<u>Graduate School</u> (%)	<u>N</u>	<u>F.T.E.</u> (%)	<u>Graduate School</u> (%)	<u>N</u>
Protestant	68	32	(206)	75	25	(229)
Catholic	69	31	(119)	75	25	(149)
Jewish	39	61	(36)	66	34	(32)
Other	63	37	(32)	75	25	(40)
None	65	35	(150)	69	31	(118)
Total	65	35	(543)	73	27	(568)

For both men and women, Jews show the highest rate of graduate school enrollment. The most striking contrast, however, is found when Jewish males are compared with all respondents no matter religious preference. Jewish males are almost twice likely as all others to be enrolled in graduate school one year following college graduation.

For the females, it is Jewish women and women of no religious preference who are highest in graduate school enrollment. Of particular interest here is that although Jews in general do show the greater propensity toward educational mobility, Jewish males far out distance Jewish females in graduate study involvement.

The data in Table V.4 would more than suggest that both ethnicity-religiosity and sex are critical variables in the prediction of post-college career status.

Table V.5 deals with sex role attitudes as reported in the follow-up phase of the research. In the preceding chapters we have already dealt with the changes in attitudes which might have occurred between Time I and Time II. Here our focus will be upon a comparison of the two career status groups.

We see first that whether they be in graduate school or employed full-time the males hold the more traditional and conservative sex role attitudes.

TABLE V.5*

Sex, Career Status, and Sex Role Attitudes

Percent Agreeing with each statement

	Full-Time Employed		Graduate Students	
	Males (%)	Females (%)	Males (%)	Females (%)
In general, women and men have equal capabilities and, therefore, should have equal opportunities for work...	73	91	88	91
In general, women may be equal to men in some areas, but their thinking patterns are different from men, and they are therefore less efficient than men in some work....	40	21	28	18
In general, women are more emotional than men, and this would interfere with their doing certain types of work.....	44	31	35	22
In general, the physical characteristics of women make them unqualified for some types of work which are generally available to men.....	81	73	74	70
Women are not really "equal" to men; rather, they are different and should, therefore, have different kinds of jobs.....	25	16	15	11
Women function best in the roles of wife and mother.....	24	7	20	4
A true woman is happiest at home with her children and her husband.....	15	6	12	3

N's vary for responses to each statement:

- F.T.E. Male (N's range from (347-352)
- F.T.E. Female (N's range from (411-414)
- GRAD Males (N's range from (184-190)
- GRAD Females (N's range from (152-154)

At the same time there are some significant differences in sex role attitudes which emerge when we do control for career status. In each instance those in graduate school, be they male or female, hold the less traditional sex role view. There is also much more in the way of sex role

attitudinal differences between men and women in graduate school than in the care for men and women who are employed full-time. The latter is the statement which generated the greatest discrepancy between responses from men and women is the one that deals with the "different thinking patterns of men and women" (a discrepancy of 19%). Among graduate students the statement "women function best in the roles of wife and mother" produces the widest attitudinal variance (16%).

As would be anticipated differences in sex role attitudes are associated with both sex and career status. Those going on to graduate school, as noted in Table V.5 hold the more equantarian position. As we also point out in Table V.5, females, more so than males, embrace the more eclectic sex role orientation. These same patterns were found in the Stage I analysis. Again, women and those who went on to graduate school were most likely to reject traditional stereotypic sex roles. The greatest differences in both Stage I and Stage II do not occur between men and women no matter career status position. Nor is the major discrepancy between those women involved in full-time employment and those attending graduate school. Rather, for both Stage I and Stage II the most significant differences are found among the men. Men in graduate school, though they be less accepting of non-traditional sex roles than women in graduate school, are far more flexible than employed males. Their position is in fact closer to that of employed women than it is to employed men or graduate student women.

Career Concerns

Turning to data dealing with various dimensions of career concerns, we find few differences between the two groups with regard to the factors perceived as being most important to job success.

Both groups and both sexes place the heaviest emphasis upon the importance of "having more experience," and being able to "handle people well," followed by possessing the necessary "drive". These three factors account for over two-thirds of the choices made from a list of fifteen items. There are two important variations in the degree to which these three factors were selected.

Graduate students, by a difference of ten percent (10%), were higher in selection of the need for more experience. Women in graduate school by a difference of seven percent (7%) were less inclined to select the factor which stressed the importance of an ability to "handle people."

In Table V.6 are presented the responses to a question dealing with the most important characteristics of a job. The table allows for the noting of comparisons between and among men and women in both career status groups.

Generally the responses of all respondents tend to cluster around the same four job characteristics. About three-fourths of all first choices are assigned to the following job characteristics:

TABLE V.6

Sex, Career Status, and Most Important Characteristic
of a Job

<u>Job Characteristic</u>	<u>Full-Time Employed</u>		<u>Graduate Students</u>	
	<u>Males</u> (%)	<u>Females</u> (%)	<u>Males</u> (%)	<u>Females</u> (%)
Opportunities to be helpful to others and useful to society	17	35	25	27
Opportunity for advancement	16	6	10	2
Chance to use one's own special abilities	19	30	25	29
Stable and secure future	7	4	4	5
Chance to learn new things	15	14	13	15
Variety in work assignments	5	2	4	7
Making a lot of money	5	2	3	2
Chance to make a contribution to important decisions	3	1	4	1
Chance to exercise leadership	3	-	-	3
Avoiding high pressure job	3	2	1	1
Freedom from supervision in my work	3	1	5	3
Friendly associates	2	2	3	2
Chance for leisure	2	1	1	1
Prestige and status	-	-	1	-
Working as part of a team	-	-	1	2
Total	100 (N=351)	100 (N=110)	100 (N=166)	100 (N=124)

- Being helpful to others and useful to society - 10%
- Chance to use special abilities - 11%
- Chance to learn new things - 14%
- Opportunity for advancement - 9%

We also see from Table V.6 that there is much more in the way of value consensus between men and women in graduate school than between the employed men and women. The item which produces the widest split in opinion between graduate men and women is opportunity for advancement. The difference is eight percent (8%) with males being more inclined to emphasize career mobility.

There are three job characteristic items which generate male-female differences in excess of eight percent among the employed:

- Being helpful to others and useful to society - a difference of 18%.
- Chance to use special abilities - a difference of 11%.
- Opportunity for advancement - a difference of 10%.

While there are differences between those in graduate school and those employed full-time, the major contrast seems to be between employed males and all others. The employed women are more like the graduate students in their assessment of important job characteristics than the employed males. The employed males are lowest on altruism and the more intrinsic dimensions of work. Although not primarily motivated by the desire to "make a lot of money", they do emphasize more than others the importance of career mobility, future job security and earnings.

Two questions dealing with salary expectations produce perhaps expected but still significant differences. Whether the salary expectation is based upon first job or earnings ten years hence, the males hold the higher expectations.

Whether the current career status be employed or graduate student, females do expect, and as we have pointed out elsewhere in this report, do receive the lowest salaries.

We find also that graduate students, both male and female, hold higher salary expectations than those held by the employed.

The expected earnings ladder for first job and job ten years hence would show:

1. Male graduate students
2. Male full-time employed
3. Female graduate students
4. Female full-time employed

The influence of sex and career status is also notable among two other career expectation dimensions.

Each respondent was asked to indicate, utilizing a scale of 1 through 9, where they expect to be at age 45 with regard to "professional recognition" and "full use of abilities." One (1) represented the bottom of the scale; five (5) the middle; and nine (9) the top of the scale.

Table V.7 below shows the percentage distributions for both these career dimensions.

TABLE V.7.

Sex, Career Status, and Career Expectations at Age 45

Scale	<u>Recognition</u>				<u>Full Use of Abilities</u>			
	<u>FTE</u>		<u>GRAD.</u>		<u>FTE</u>		<u>GRAD.</u>	
	<u>Male</u> (%)	<u>Female</u> (%)	<u>Male</u> (%)	<u>Female</u> (%)	<u>Male</u> (%)	<u>Female</u> (%)	<u>Male</u> (%)	<u>Female</u> (%)
Top 9	21	9	14	9	34	24	35	29
8	24	17	21	21	27	26	26	24
7	23	25	30	23	18	20	22	23
6	14	12	14	16	9	12	10	9
Middle 5	11	25	15	22	8	14	6	10
4	2	4	3	3	2	1	1	2
3	2	3	1	4	1	1	-	1
2	1	2	1	1	1	-	-	1
Bottom 1	2	3	1	1	-	2	-	1
Total	100	100	100	100	100	100	100	100
	(N=347)	(N=407)	(N=184)	(N=149)	(N=347)	(N=407)	(N=185)	(N=149)

Starting with the left hand side of the table which deals with professional recognition we find that no matter what frame of reference is used, the vast majority of respondents are fairly optimistic. More than half of all respondents anticipate being at the very top (9) or within two rungs of the top (7 and 8). Recognition expectations are somewhat higher for males than for females reflecting the possibility of two intervening factors: first, a larger proportion of women than men anticipate periods of absence from the labor market during the next twenty years; secondly, women, more so than men, expect that sex discrimination will act as a barrier to career opportunity and professional recognition.

There is no appreciable difference between those in graduate school and those employed full-time with the exception of employed males who are most likely to place themselves at the very top of the recognition ladder.

More in the way of sex and career status consistency is found when we look at the right side of the table which shows ranking distributions for use of one's full abilities. Again, men are slightly more optimistic than women, but

in all cases almost three-fourths in each group place themselves along the three highest points of the scale. Graduate students rank themselves slightly higher than do those who are full-time.

The specific career goals of our respondents represent a wide range of preferences influenced by individual values, sex, field of study, overall life style orientation, type of career desired or expected, and, of course, individual motivation.

In order to obtain a clearer picture of what they most wanted to accomplish in their career lives, we provided respondents with a number of career outcome alternatives. Our intent was to focus upon specific career related behavior and hence, we excluded items which would reflect more general and perhaps more abstract outcomes. For this reason we did not include items dealing with the intrinsic or altruistic dimensions of career accomplishment. Again, our concern here was not with the desired characteristics of a job, but rather with the specific goals respondents would most wish to achieve as a result of their work investment.

As can be observed in Table V.8 we were not totally successful in our purpose. Despite our providing respondents with twenty different items representing a wide range of choices many did select the "other" item.

Those selecting the "other" alternative were very much alike in their explanations. The majority point out that they are not really concerned with profession visibility or professionally based accomplishments. They are motivated by a desire to make contributions which will help others and improve the workings of the society. Their comments more than suggest that, at this point at least, the accomplishments traditionally used in the assessment of individual career worth are no longer acceptable or salient. Rather, these respondents believe that one should measure career worth more in terms of what one is able to do for others rather than in terms of contributions made to one's field or profession.

We can also see that women, more so than men, express the altruistic view with regard to eventual career outcomes.

For employed males, the ultimate accomplishments most frequently selected are:

- Developing a successful self-owned business (17%)
- Making an innovation in my field (14%)
- Becoming well-known in my field (12%)
- Becoming an authority on a special subject in my field (12%)
- Making at least \$20,000 a year (7%)

Employed females are similar in the accomplishments they select but with several modifications. They are twice as high as employed males in taking the

TABLE V.8

Sex, Career Status, and Desired Career Accomplishments

Percent Selecting Each as Most Important

	Full-Time Employed		Graduate Students	
	Males (%)	Females (%)	Males (%)	Females (%)
Write a book	3	2	4	4
Make an innovation in my field	14	13	16	20
Have a great deal of authority	5	2	2	1
Become well-known in my field	12	9	16	16
Publish in a magazine or professional journal	-	1	1	2
Be a leader in a community organization	2	5	-	2
Make a theoretical contribution to a science	1	2	2	4
Become well known nationally	1	1	2	-
Become an authority on a special subject in my field	12	16	11	17
Be influential in public affairs	2	1	7	1
Make a contribution to technology	2	1	2	1
Be elected to public office	1	1	1	-
Have poems, novels, or short stories published	2	3	2	1
Produce original paintings, sculpture, etc.	1	8	2	2
Have a musical composition played or published	1	1	-	1
Become famous or eminent	2	1	3	-
Make a significant contribution to literature or the arts	3	2	5	4
Make at least \$20,000 a year	7	6	2	3
Develop a very successful business of my own	17	4	10	3
Be elected to a high office in a professional organization	2	1	1	-
Other	10	20	11	18
Total	100%	100%	100%	100%
	(N=354)	(N=414)	(N=190)	(N=152)

"other" route and expressing the saliency of altruistic outcomes. Next, they have far less of an entrepreneurial bent than is the case with employed males.

Finally, they are higher than all others in showing a desire to create original paintings, sculpture, and works of literature. The greater emphasis upon artistic and literary accomplishments is attributable to the over-representation of working teachers in the employed female group. In order of preference, omitting the "other" category, we have the following desired career accomplishments for employed females:

- Become an authority on a special subject in my field (16%)
- Make an innovation in my field (13%)
- Become well-known in my field (9%)
- Produce original paintings, etc. (8%)
- Make at least \$20,000 a year (6%)

Graduate student females are more likely than their employed sisters to stress the importance of professional visibility and contributions to one's field. They surpass employed females in the selection of "making an innovation in my field" by seven percent (7%) and "becoming well-known in my field" by seven percent (7%).

For graduate student women, we obtain the following distribution from career accomplishments most frequently selected, again omitting the "other" category:

- Make an innovation in my field (20%)
- Become an authority on a special subject in my field (17%)
- Become well-known in my field (16%)

Male graduate students are similar in their choices with the exceptions of assigning more importance to the owning of a successful business and being influential in public affairs. For these males we find the following in order of preference:

- Make an innovation in my field (16%)
- Become well-known in my field (16%)
- Become an authority on a special subject in my field (11%)
- Develop a successful business of my own (10%)
- Be influential in public affairs (7%)

In summary, then, we see that with several exceptions there is general consensus in the identification of desired career accomplishments. The major differences are or would be expected: males out choosing females in owning a business; females placing greater importance upon the desire to help others. What may be of greater interest is not so much the accomplishments chosen but those rejected. Few respondents, for example, opt for election to public or professional office; less than three percent (3%) seek positions of great

authority or seek to make a theoretical contribution to science or technology; few strive to become famous or eminent; and only a handful expect to produce original works of art, music, or literature.

They do aspire and may expect to be near the top but not at the very top.

Job Characteristics

Having looked at ultimate preferred career accomplishments we can see another dimension of the career picture by identifying those aspects of the job itself which respondents see as being most salient.

The question presented to respondents was simply, "Which of the following do you feel are the most important aspects of a job?"

For both men and women, employed and graduate students the factor most frequently selected was:

"Personal interest in work."

That is, they were most concerned about the type of work in which the individual could feel a sense of control and a sense of personal investment; work that allowed for personal design and management; work which would enhance a feeling of personal involvement and personal commitment.

This factor was selected as being most important by almost half of the males and more than half of the women no matter what their career status.

Three other factors accounted for approximately thirty percent (30%) of the most important choices. They were:

Opportunity to help others (12% of all respondents).

Opportunity to be original and creative (8% of all respondents).

Opportunity to be individualistic (7% of all respondents).

As is the case in most research dealing with occupational values, women, more so than men, do place the greater emphasis upon the altruistic value, i.e. helping others.

Factors such as high salary, rapid advancement, job security, status, and friendly co-workers receive about fifteen percent (15%) of the most important choices.

The widest discrepancy in all selections is found in the factor of personal interest in one's work--where employed males are lowest (43%) and graduate student women highest (56%).

There are a number of work related items which do help account for attitudinal differences between men and women and between those employed and those in graduate school.

the life events with work attitudes, and, finally, the expectation do show that there are variations between men and women and between people in different career statuses. The major contrasts, however, are with few exceptions not found between the sexes. It is significant to find no comparison between employed males and females.

Employed males, for example, are far less likely than all others to say that they would rather not take a job in business. Employed males are significantly higher in indicating that the major purpose of work is the earning of a large salary. Employed males are also most inclined to believe that work is available to anyone who seeks work. Finally, employed men are most committed to the proposition that "hard work makes you a better person."

TABLE V.9

Sex, Career Status, and Ideal Work-Family Relationships
Percent Selecting Each

Desired Relationship	Full-Time Employed		Graduate Students	
	Males (%)	Females (%)	Males (%)	Females (%)
I don't expect my career work to interfere with or influence my relationship with my family or my home life.	28	31	21	20
I expect that it will be necessary for my family and my home life to be somewhat affected and to adapt to my career needs.	52	43	54	50
I expect that it will be necessary for my family and home life to accept the fact that my career will keep me busy and perhaps away from home.	1	1	5	4
I expect that it will be necessary for my career to be somewhat affected and adapted to my home life.	1	6	15	11
I do not expect to have a spouse or children.	4	4	5	5
Total	100% (N=473)	100% (N=412)	100% (N=188)	100% (N=153)

Life Style Preference

In Table V.9 are presented a question dealing with the desired balance between family and work are presented. The question asked was: "Which of the following



best describes what you see as the ideal relationship between your work, your spouse, and your children?"

Again, we find more in the way of consensus than divergence. The majority anticipate that family life will be somewhat affected by career responsibilities; however, a fourth take the position that they do not expect their career activities to interfere with or influence their relationship with their family and home life.

The strongest differences are found in the item which deals with modifications in career in order to adjust to home and family life. As would be expected, women do select this alternative more often than men; employed women more so than graduate women. From other data presented in this report, we have pointed out that graduate women are less traditional in sex role expectations and in general more committed to full-time career futures.

Finally, we note from Table V.9 that only a few respondents believe that they will have neither spouse nor children in the future.

Table V.10 presents data which deals with certain ingredients of the life styles to which respondents aspire. Each respondent was asked to select which of the following factors they felt would be most important in defining the life style they would like to be living in five years.

TABLE V.10
Sex, Career Status, and Life Style Ingredients
Percent Selecting Each as Most Important

<u>Ingredients</u>	<u>Full-Time Employed</u>		<u>Graduate Students</u>	
	<u>Males</u> (%)	<u>Females</u> (%)	<u>Males</u> (%)	<u>Females</u> (%)
Good family relationships	38	49	32	53
Freedom to pursue your own interests	16	6	18	9
Freedom from financial worry	13	12	9	7
Opportunities for meaningful work	4	10	17	3
A challenging job	9	7	11	9
Steady, secure employment	0	5	5	4
Favorable geographical location	3	2	1	2
Good friends	9	7	5	7
Access to art, music, literature, etc.	-	1	1	1
Other	2	1	1	-
Total	<u>100%</u> (N=351)	<u>100%</u> (N=415)	<u>100%</u> (N=191)	<u>100%</u> (N=151)

The largest single proportion of first choices for all respondents goes to the family relationships factor. In terms of life style preferences five years hence, the most important ingredient seems to be the quality of family associations.

The results of the analysis on the relationship between career and family select this factor as a two to one ratio over a "free life style" orientation.

Men are more likely to value the factor of "freedom to pursue your own interests." Men do anticipate the greater degree of physical and social mobility and are less concerned by societal expectations.

More women than men anticipate marriage within the next five years and more women than men expect familial responsibilities to alter career pursuits.

The employed are almost twice as inclined to rate the importance of freedom from financial worry. This difference is understandable since among those who are employed are a significant number of respondents who grew up in poor families. For these people, particularly, freedom from financial worry is a most salient ingredient for defining future life styles.

The only other significant difference we would want to point out is between employed and graduate student males. The graduate student men place less of an emphasis upon good family relationships and much more emphasis upon opportunities for meaningful work.

The desired fit between self, family, and society is described in Table V.11. Shown are the actual life style vignettes presented to respondents and the response distributions by sex and career status. Each participant was asked to identify the vignette which came closest to describing future life style preferences.

We see from Table V.11 that about a fifth of the respondents do not anticipate active social and political roles nor do they plan on having families during the next five years. This group seeks to "hang loose" and minimize commitments which will restrict mobility.

A second but smaller group who seek to avoid familial responsibilities represent about six percent (6%) of all respondents. This group is more activist in orientation desiring mobility in order to be involved with matters of social and political concern.

The remaining three vignettes account for the large majority of all selections made by respondents. Each assumes familial responsibilities but varies in familial relationships.

Only a small number of individuals, some five percent (5%) expect that their families will endure hardships as a result of political and social involvements.

Most anticipate a balanced life style where equal time will be invested in public and private life. There will be friends and there may be participation in civic organizations but these are not to take priority over family life.

The final fourth of all respondents lean toward more activity with family and less involvement in activities outside of the home. There is a more private orientation with the emphasis upon self, a few friends, and family.

TABLE V.11

Sex, Career Status, and Desired Life Style
Percent Selecting Each

<u>Life Style Vignettes</u>	<u>Full-Time Employed</u>		<u>Graduate Students</u>	
	<u>Males</u> (%)	<u>Females</u> (%)	<u>Males</u> (%)	<u>Females</u> (%)
I prefer to live a fairly private life. While I plan to have some close friends, I will not be actively involved in social and political concerns. I do not plan on being a joiner, nor do I expect to be active in many community activities. Most of my free time will be spent with my family.	27	21	22	19
Although I intend to build much of my life around my family, I do plan on participating in some community activities involving political-social concerns. I will probably join several organizations and clubs. I plan on having more than a few friends and spending time with many different kinds of people. Generally, I plan on maintaining a fairly even balance between my private and public life.	41	40	44	47
Although my family will be an important part of my life, I do plan on being a very active person in my community. I intend to be involved in a variety of social and political activities. I want very much to play a strong role in helping to eliminate the problems faced by our society. I will probably become involved in such efforts even though it may create some hardships for my family.	5	7	6	3
Because I plan on being actively involved in social and political concerns, I do not plan on having a family for at least five years. I want to be as mobile as possible and not have to worry about the responsibility of a family.	5	5	7	9
I do not plan on being actively involved in matters of social and political concern. At the same time, I do not plan on having a family for at least five years. I want to be free to move around and to explore different alternatives.	20	24	17	18
Other	2	3	4	4
Total	$\frac{100\%}{(N=351)}$	$\frac{100\%}{(N=413)}$	$\frac{100\%}{(N=191)}$	$\frac{100\%}{(N=152)}$

Few differences of any significance are found between males and females or those who are employed and those who are in graduate school.

The importance of familial relationships is further evidenced by data dealing with life style outcomes. The question asked was:

"Here are some things different people may expect to attain in their lives. Which one do you feel is most important to you?" The alternatives offered and the responses made are shown in Table V.12.

The life style ends which are not of primary importance to respondents include:

Having a large family.

Being active in community organizations.

Attending concerts, plays, and other artistic or "cultural" events.

Living in a nicely furnished home.

Living with others in a commune.

Living in a good neighborhood.

The majority of first choices center about close family relationships, doing something useful and being a good parent.

Again the variations between the four groups are minimal with women placing the greater importance on both of these familial associated activities.

"To do something useful" does receive greater endorsement than the parental factor.

Falling between the ends highly chosen and those under selected are:

Having enough money to live well.

Freedom from pressures to conform.

Doing something important.

Having good, close friends.

The responses to these items in addition to other data already presented contributes to a picture of relative privacy. Our respondents do have high aspirations but they do not aspire to positions of great power, control, or prestige. They want to live comfortably but not in any extravagant manner. They want to help others; to contribute toward the resolving of social problems but few see this as a full-time enduring activity. They are concerned, yet they do not expect to sacrifice solid familial ties for the accomplishment of altruistic goals. They identify shortcomings in the workings of our social system, and believe that change is necessary. At the same time they do not believe that these changes can come about through the efforts of established social

TABLE V.12

Sex, Career Status, and Desired Life Style Attainments
 Percent Selecting Each as Most Important

Goals	Full-Time Employed		Graduate Students	
	Males (%)	Females (%)	Males (%)	Females (%)
To be a good parent.	12	11	8	14
To have plenty of time for leisure activities.	3	2	2	-
To do something which I consider useful.	17	21	22	24
To have a big family.	1	-	-	-
To be helpful to others.	3	7	6	7
To have a close family relationship.	27	34	28	33
To have good, close friends.	8	6	6	6
To have enough money to live well.	7	5	6	2
To be active in community organizations.	-	-	1	-
To attend concerts, plays and other artistic or cultural events.	1	-	1	-
To have a nice, well-furnished home.	1	1	-	-
To help my children develop as I think they should.	4	4	4	3
To live with others in a communal life style.	-	-	-	-
To have freedom from pressures to conform in my personal life.	8	4	7	6
To live in a good neighborhood for my children to grow up in.	-	-	1	-
To do something important.	6	3	8	5
To be able to travel.	2	2	-	-
Total	100% (N=354)	100% (N=414)	100% (N=191)	100% (N=153)

institutions.

About a third of these college graduates believe that the life style they will live will be similar to that of their parents. Some thirteen percent (13%) indicate that while they will be like their parents, they will be less concerned with the accumulation of material possessions. A similar proportion indicate that they desire more in the way of material possessions than was true of parents.

The final forty percent (40%) say that the way they expect to live will be quite different from their parents.

Variations between males and females and employed and graduate students are minimal. Analysis of these data by SES does show two interesting outcomes. Students of the lowest SES groups, be they men or women, are highest in reporting expected life styles quite unlike that of parents or similar to parents but with more in the way of material possessions. The exact opposite is true of those young people who come from the more affluent backgrounds. They anticipate life styles similar to parents or similar but with less stress upon the accumulation of material possessions.

There are a number of personal and external factors which respondents believe could act as barriers to attainment of desired life goals. The potential obstacles identified are not always the same for men and women or for the employed and the graduate students.

For these employed, uncertainty as to specific career and life style goals is most frequently identified as the most important barrier to goal attainment. For the graduate students it is a strong feeling that adequate and expected job opportunities might not be available.

The greater concern with job opportunities among the graduate students can be explained by the combination of three factors. First, they do hold higher occupational expectations. Secondly, they have had limited contact with the job market. Three, more than a few, particularly the women, turned to graduate school as a last resort and alternative to unemployment.

Students of lower SES backgrounds are more heavily concentrated in the employed group and hence, the greater concern with a lack of necessary financial resources.

Family responsibilities are most frequently mentioned by women as potential obstacles. As we have pointed out in earlier discussions, the women do anticipate career interruptions because of familial responsibilities. The women are also aware that where familial demands necessitate changes in career and life style pursuits it is usually the woman who is expected to make necessary adjustments.

Lack of career skills; lack of personal skills; lack of ability; and lack of intellectual skills accounts for about fifteen percent (15%) of all choices. Women in graduate school are lowest in the overall selection of any of these four potential barriers. Perhaps the selective quality of that group and the feeling of being special that comes with acceptance to graduate school contributes to the general self-confidence of women in graduate school. As can be seen in

TABLE V.13

Sex, Career Status, and Potential Barriers to
Goal Attainment

Percent Selecting Each

<u>Potential Obstacles</u>	<u>Full-Time Employed</u>		<u>Graduate Students</u>	
	<u>Males</u> (%)	<u>Females</u> (%)	<u>Males</u> (%)	<u>Females</u> (%)
Not knowing what I want to do.	26	21	18	11
Lack of job opportunities.	18	21	26	33
Lack of financial resources to earn a higher degree.	14	20	8	8
Family responsibilities.	3	9	4	13
Lack of career skills.	6	5	5	1
Lack of personal skills.	5	2	7	2
Selection of wrong academic major.	5	3	5	1
Lack of ability.	4	2	2	1
Lack of intellectual skills.	3	2	8	3
Poor training.	3	1	4	4
Being a woman.	-	4	-	6
Racial or social background.	1	-	1	1
Lack of cooperation of spouse.	-	1	3	1
Other*	12	9	9	15
Total	<u>100%</u> (N=343)	<u>100%</u> (N=408)	<u>100%</u> (N=183)	<u>100%</u> (N=151)

*Including mostly combinations of listed factors.

Table V.13 the graduate student women are far less likely than all others to indicate that they are uncertain as to career goals. Rather graduate student women seem relatively secure in matters of potential ability and fairly clear on career goals. The barriers they see to goal achievement are more external than internal--a poor job market; pressures to conform to expected sex roles, and discrimination against women.

Yet another indicator of concern about potential barriers is found in responses to a question dealing with the location of these barriers. Are they external (i.e. economic conditions, racial confrontation, political unrest, world tensions, etc.) or are they internal (i.e. personal problems, lack of motivation, perceived skill inabilities, etc.)? Are they a combination of both? What proportion of the respondents conclude, in fact, that they see neither internal or external problems?

The data show that about a fifth of the respondents do not believe that the internal or external barriers are of such a magnitude that they will prohibit goal achievement. Few differences are found between men and women in either status category in the belief that existent barriers are insurmountable. Employed males are the least optimistic in this regard.

About seventeen percent (17%) of both the employed and graduate students feel that both internal and external barriers are of equal saliency. The remainder selected either internal or external factors as hindrances to desired goal accomplishments. Employed persons stress internal factors, while graduate students are far more likely to place the emphasis upon external factors.

No matter the variations observed it is of importance to note that only a fifth of all those in the classes of 1972 believe that the barriers, no matter their origin, are insufficient to block attainment of desired and expected life goals.

We see then that our respondents are fairly alike in preferred and expected career and life style goals. Differences do, of course, exist in emphasis and perceived barriers. Differences and similarities are also found in the personality characteristics which respondents assign to themselves as most or somewhat like me.

For example, the vast majority, eighty five percent (85%) or more, consider themselves optimistic, cautious, thoughtful, serious, intelligent, logical, loving, ambitious, hard working, practical, moral, and mature.

Few, less than eleven percent (11%), view themselves as hostile.

Differences, however, are found when we look at other self-ascribed personality characteristics.

Men are far more cynical than women (51% to 36%) with graduate student males highest.

More than half the respondents see themselves as insecure-women much more so than men and employed women more so than graduate women.

More than a fourth feel alienated, men more so than women, with employed men being the most alienated.

Religiosity: women are significantly more likely than men to say they consider themselves very religious.

Men, particularly employed men, see themselves as aggressive. Fifty-six percent (56%) of the men and forty-eight percent (48%) of the women selected this

characteristic as most or somewhat like them.

Women much more so than men (70% to 56%) see themselves as beautiful. Graduate student women being highest (75%); employed males lowest (55%).

Both groups of women are more likely to characterize themselves as involved than the men.

Although men as a group select the leader characteristic more frequently than women, graduate student women are as likely to see themselves as leaders as are both groups of men.

Men do identify themselves more so than women as being competitive (77% to 63%). Graduate student males are highest (82%) followed by employed males (77%); graduate women (63%) and employed women (61%).

Respondents are also able to identify what they consider to be shortcomings about themselves that they would like to change.

In response to an open ended question asking, "If you could change one thing about yourself, what would it be?" we learn the following:

Only nine percent (9%) of all respondents answer "nothing". Males are twice as likely than females to report that no self changes are necessary.

The largest proportion mention an area reflecting insecurity as the major desired change. Both graduate women and employed women identify insecurity at a rate twice that of men. Almost a fourth (23%) of the graduate women and twenty-six percent (26%) of the employed women report that the sense of insecurity is the one characteristic of self they would most want to change.

Changes in physical self or a desire to become more aggressive are the next most frequently desired changes.

There are also changes that respondents would make if they were to redo and relive their years in college.

Although a fourth say they would not seek to make any changes--thirteen percent (13%) say they would have picked a different academic major (more true of employed than graduate students.) Approximately eleven percent (11%) would fool around less and study more. Another thirteen percent (13%) would take different courses.

The remainder are scattered among the following:

Organize time differently (8%).

More social life (7%).

Worked harder for better grades (5%).

Thought more about the future (5%).

The experiences of the one year period between college graduation and the time of the follow-up study has had a dramatic effect upon the respondents.

No matter the personal doubts, disappointments, and concerns over self and society the majority of these college graduates report that they now have greater self-confidence in their ability to "make it" than they did at the time of college graduation.

The feeling of self-confidence is highest for graduate women (93%) and lowest for employed males (71%). It would seem that the higher expectations of the employed males mixed with the realities of the job market contributes to a more negative assessment of self.

Interestingly enough, the employed males are inclined to hold themselves responsible for their inability to achieve post-college immediate goals. Although a fourth say that the experiences of the year have led them to have less faith in the American system, they are less pessimistic about the workings of the system than the employed woman and graduate women. They are also far more likely than all others to agree with the statement that work is available for all who seek work. Graduate women, many of whom sought and could not find work, are most in agreement that available jobs are scarce no matter the job seeking motivations of individuals.

As noted before, a substantial number of respondents say that the year's experiences have led them to believe that they should have selected a different academic major. A dramatic and significant difference is found between graduate and employed respondents. Twice as many employed persons as graduate students now feel that they selected the wrong major (33% to 18%). Those who say they did select the wrong major are most likely to have majored in Education, the Social Sciences, Physical Sciences, or Psychology.

Employed respondents are also much more inclined to admit that the year's experiences have taught them that their expectations were perhaps too high. Over a fourth compared to a tenth of the graduate students express this belief.

There is also general consensus that in order to achieve desired goals additional formal education is required. This view is held most strongly by those in graduate school. Again, it is the employed males who are least inclined to identify some source beyond themselves as the root of the problem. They are, by a difference of thirty-five percent (35%), less inclined to state a need for additional education than are male graduate students (76% to 41%). We would, of course, expect those in graduate school to place the greater importance upon the need for higher education. Of interest here, however, is the fact that the employed males, although less than enthusiastic about their status, tend to hold themselves responsible for failure to achieve expected goals. The factor which they perceive to be the major detriment to career expectations is their undergraduate academic major.

Finally, the data more than suggest that the more direct the contact with the real world of work, the higher the probabilities of disenchantment with the workings of our social system, feelings of personal inadequacy, and admissions that post-college expectations were too high.

The differential impact of the year's experience following college graduation is further confirmed by the data in Table V.14.

The distribution of responses is in answer to a question asking about feelings

of happiness with one's current status.

TABLE V.14

Sex, Career Status, and Feelings of Happiness

Percent Selecting Each

<u>Level of Happiness</u>	<u>Full-Time Employed</u>		<u>Graduate Students</u>	
	<u>Males</u> (%)	<u>Females</u> (%)	<u>Males</u> (%)	<u>Females</u> (%)
Very Happy	17	25	34	32
Fairly Happy	57	56	53	58
Not too Happy	18	12	9	5
Not Happy	6	5	4	3
Very Unhappy	2	2	-	2
Total	<u>100%</u> (N=350)	<u>100%</u> (N=410)	<u>100%</u> (N=188)	<u>100%</u> (N=152)

Graduate students outrank the employed in indicating that they are very happy with their current status. The most striking difference is found between males who are employed and those in graduate school. Males in graduate school select the "very happy" response at a two to one rate over employed men. A fourth of the employed males fall into one of the three unhappy categories compared to thirteen percent of student men. Employed women are twice as likely as graduate student women to place themselves in the "unhappy" grouping.

Again, the data tend to confirm an earlier observation that encounters with the non-academic world to take their toll. Those who went to work are most disenchanted. Those who went to work are most amenable to feelings of self-doubt and to questioning the credibility of their own post-college expectations. This observation holds most true for males--for they have the added burden of meeting the expectations of a society which insists that men have the responsibility to become successful bread winners especially if they are college graduates.

The question which remains unanswered is what will be the outcomes for those in graduate school who have yet to test themselves in the world beyond academia?

Their current status is one of moratorium. Their expectations are high and no doubt will continue to rise as they seek higher credentials. We would expect that unless there is a vast improvement in the availability of meaningful and challenging work or a decline in career expectations, those in graduate school will experience even greater distress once they seek entrance into the job market.

CHAPTER VI

SUMMARY, CONCLUSIONS AND IMPLICATIONS

Our purpose here is not to review in detail the data already presented and discussed in the body of the report. Rather the purpose is to give greater visibility to the more salient findings of this research. Of equal importance is the goal of defining both the policy and programmatic implications of the study.

One year after completing college graduation we have found the following about the status of the classes of 1972:

Most are working full-time or attending graduate school.

Of those who sought full-time employment, many were unable to find work related to their college field of study.

Despite an inability to find field-related work, the majority were able to secure some type of full-time employment.

Of those who are employed, less than a third feel that their current employment offers definite long range career opportunities. The majority are either uncertain or convinced that their present employment will not provide the setting or opportunities they expect and desire.

For both the employed men and women there is a significant gap between salary expectations and salary realities.

Even though they might have encountered difficulties in securing employment or adjusting to graduate school, many of the respondents feel better about their chance of attaining life goals than they did one year ago. A significant number believe, in fact, that desired goals can be attained without the necessity of hard work.

At the same time the past year's experience has taken some toll in terms of how these graduates assess our society. More than a quarter now have less faith in the workings of our society than they did one year ago. A good number do not believe that sufficient jobs are available for all those who are willing and able to work.

Few changes have occurred in religious and political attitudes over the course of the past year. A handful of respondents appear to have returned to an identification with the religion in which they have been reared. Most, however, maintain the same religious posture they did one year ago.

A small number have altered their political positions. Of those who have changed, the direction is towards positions of political neutrality or non-affiliation with traditional political ideologies.

Most respondents, be they in graduate school or employed continue to place a heavy emphasis upon the importance of familial relationships. "Good Family Relationships" is still selected by most respondents as the most important ingredient of the life style they seek to achieve. At the same time, we do see a

decrease in the importance of the "familial relationships" factor between Time I and Time II. The decrease is most significant among males. Graduate student males shift to an emphasis upon the importance of "a challenging job" while employed males turn to the growing importance of a life style which is "free from financial worry." For the most part, we find that those who were employed during the past year show a greater concern with questions of job security, salaries, and opportunities for career advancement than do those who have been enrolled in graduate school.

In general, the employed, even though most are not firmly committed to their present jobs, were fairly content with their work situations. Many do believe, however, that it will take additional formal education--the accumulation of higher level credentials--if they are to meet their ultimate career expectations.

We also find that large numbers of the employed graduates were unprepared for the realities of the job market. During the first phase of the research we learned that many college seniors believed that jobs were scarce. The degree of scarcity for particular kinds of jobs, however, was not known. Nor had these seniors spent much time prior to graduation exploring avenues they might pursue in securing employment. Serious consideration of job finding did not occur until a few weeks preceding college graduation. Most of the graduates, in fact, did not actively begin the job search until the summer months following college graduation.

Comparisons of those who went to graduate school and those who were employed full-time indicate the following:

Graduate students were more likely to be men; to be white; and to be of middle or high socioeconomic status.

Graduate students anticipate higher salaries; they expect to hold positions of greater status and prestige, more so than those who were employed full-time. They expect to have a greater long range impact on the professional and national level.

Graduate students tend to hold the more liberal political view; they are less traditional in sex role attitudes; and they are less likely to consider themselves a member of any formal religion.

Graduate students are more altruistic in expressed values and attitudes. They seem more committed to the elimination of social inequities and more concerned with efforts of social change.

Over the course of one year the employed have become more concerned with matters of income and job security. During this same year the graduate students have become more concerned with the importance of securing meaningful and challenging work.

Obviously exposure to the world of work has had some impact upon the employed. Ideals and values held in college have been challenged by post-college life realities. The outcome for some is an alteration in expectations and values. Matters of job security and income take precedence over the more intrinsic and altruistic aspects of work.

Because graduate students have still to experience post-school realities,

they can continue to flourish and build upon what is learned, values and expectations held in college. The graduate students are more content about their current status and more optimistic about the future than are those who have been employed. Many of the graduate students believe that future prospects will be enhanced, perhaps guaranteed, because of the eventual possession of higher credentials. Whether such credentials will, in fact, assure the securing of expected employment and desired life styles, remain to be seen.

What becomes most apparent in the analysis of these data is the predictive potential of three variables: sex, socioeconomic status and race. These three factors are extremely powerful predictors of where college graduates will be one year after attainment of the baccalaureate degree. They are also salient variables in accounting for variations in post-college attitudes, values, and career-related experiences.

These are factors which do not suddenly take hold once the individual has completed college. They are obviously critical factors at play long before the individual even considers adult career alternatives. They are variables which work from the earliest stages of human development to enhance or decrease opportunities for both the selection and achievement of post-youth career goals and life styles.

As was pointed out in the first phase of this research, sex, socioeconomic status and race all act to route people into different opportunity settings. What happens to college graduates once they leave college is not unrelated to their college experiences.

What happens in college, in turn, cannot be detached from earlier experiences, influences, opportunities, and constraints.

The Importance of Sex

Women are from a very early age headed into select and limited areas of opportunity. The norms, folkways, values, expectations and socialization processes of our social institutions continue to operate in a manner which does not really enhance the opening up of opportunities for women. There is still a very significant discrepancy between our rhetoric of equal rights and equal opportunities and the manner in which we actually deal with young women. The socialization of children in their homes, in their elementary and secondary schools, in their colleges and universities, continues to function in a manner that minimizes opportunities for women to achieve a position where they may select among the same range of alternatives available to men.

More important, perhaps, the current processes of child and youth socialization will continue to reinforce attitudes and behavior which place the greater value upon ascribed statuses as opposed to achievement centered statuses. The contemporary style and substance of child and youth socialization acts to limit the potential of and opportunities for men as well as women. It is a socialization process which communicates, at a very early age, that the availability of alternatives is more a function of factors such as sex than of personal preference, potential, ability, or accomplishment. It is a process which locks both men and women into a fixed and arbitrarily restrictive range of possibilities both in terms of career and life styles.

Continuity in the maintenance of the sex discrimination process is carried on by the institutions which deal with the young since they have completed education. Employees as well as institutions of higher education appear to do little to effect, alter, or move away from a system which assists and rewards the institutional's sex.

We should note in the first part of this inquiry that women are, for the most part, enrolled in a limited number of fields of study, fields that involve client centered career settings. Their career expectations are to work as teachers, librarians and counselors in either elementary or secondary schools. Others expect to be employed as social welfare workers or in the health related professions.

They were far less likely than men to anticipate immediate entrance into graduate or professional school. They expected lower salaries even though their qualifications and job positions were similar to those of the male college graduates.

One year after college graduation, we find what we would have expected. Those women who were able to secure field of study related jobs are working as teachers, librarians and counselors in elementary and secondary schools. Others who majored in the Social Sciences, Humanities, and Psychology are employed in some type of client serving social service agency. Those who majored in Health Professions are employed as nurses, medical and dental assistants or nutritionists.

The majority of the women, no matter what type of work they found, are employed at the lower levels of the professional ladder. This is not meant to suggest that the employed males, one year after college graduation, find themselves in positions of great status or prestige in their employment. For both groups the jobs held one year after college graduation are pretty much of the entry level type. The difference between the men and women then is not so much one of contrast in status within the work place. The differences are found in the nature of the work and in opportunities for career advancement. The employed female graduates are in career settings which allow for little in the way of self-determination in the fulfillment of job tasks. They are functioning as implementors of policies, procedures, and programs decided upon by others. They have minimal flexibility or control in how they function. Their work hours are more rigid than those of the employed males. They certainly have less of a chance to utilize whatever unique skills they might possess. They are placed in a situation where they are rarely involved in decision making or policy formulation.

Again, while most of the employed males are some distance from the center of control, they are much more likely than the employed females to hold positions of some institutional influence.

Self-assessments of current work situations by the men and women clearly indicate that men, more so than women, have the greater flexibility in work hours; are allowed greater individual initiative in designing and implementing job related activities; have a greater say in institutional policies and procedures related to work assignments, have more of a cooperative interactive relationship with supervisors, and are more likely to perceive opportunities for career advancement.

It should also be noted at this time that no matter what the type of job or the place of employment, men generally earn higher wages than the employed women. We should also point out that for both groups there is a definite and significant discrepancy between anticipated and actual earnings. For both groups, earnings are lower than expected at the time of college graduation. At the time of college graduation, men stated salary expectations which were significantly higher than those stated by women. One year later, there is a negative discrepancy for both men and women, but the men still do better than the women. The pattern of lower actual earnings for women holds even when we control for type of job and type of work setting. The discrepancies do vary by type of employer. The greatest sex based gaps are found among those employed in private industry and private business. The gap narrows when comparison is made between men and women employed in public institutions such as schools, governmental offices, and social service agencies. Still even in these latter work places, women do report the lower wages.

Both men and women report that they have encountered some type of discrimination as they have gone about the business of finding employment. Discrimination is mentioned more frequently by the women. Of particular interest is the perceived nature and scope of the discrimination.

The majority of women who report having encountered discrimination say that the discrimination was sex based; that is, they believe they were dealt with unfairly because they were women. The majority of the men who indicate discrimination as a barrier to desired employment do not refer to sex biases as preferences. Rather for the men the discriminatory factors were "youthfulness" and "personal grooming." The men believe they were discriminated against because of being too young or because of the length and style of their hair.

The life long socialization process which leads young men and young women into tracked career and life style routes is very much tied in with the status of college students one year after college graduation.

As we have noted in this report as well as in the earlier study, most women are highly concentrated in a limited number of career fields. Men are certainly far more diversified in terms of fields of study and career expectations. Men are also far more likely than women to expect post-college entrance into graduate and professional schools. The men, then, have the greater range of career options and ultimately the higher level of credentials necessary for a higher level of entry into the job market.

Following college graduation we find large numbers of women competing for jobs in areas where employment is difficult to come by. In the case of this sample of female graduates, similar to female college graduates of a decade ago, the majority sought work in elementary and secondary schools. Unlike a decade ago, however, the number of job openings exceeded the number of job applicants.

As a result, we find that a significant number of men and women were unable to find work which matched either their college training or their expectations. Yet even in this situation the men have the advantage. For one thing they have the greater job seeking mobility since their training was far less likely than that of the women to be career specific. Secondly, they are less encumbered by home based responsibilities and obligations. Thirdly, they benefit from a culture which gives men an employment preference over women.

The pattern of sex segregation and sex based restriction is not limited to the employment market. Even among those who go on to graduate school we find a similar outcome. The women are enrolled in fewer fields of study; they are far less likely than men to be anticipating study beyond the masters level; and they report being given less than equal consideration because they are women.

The Importance of Socioeconomic Status and Race

Although we have focused to this point upon the long range impact of sex upon post-college career outcomes, much of what has been stated can be applied equally to the factors of socioeconomic status and race. We have pointed out in this research as well as in the first inquiry how SES and race act as restrictive and channelizing variables. Briefly, long before college going considerations occur, poor youth are at a distinct disadvantage. Consideration of educational and career alternatives cannot be separated from one's financial status.

The decision to attend college; the selection of a college; the choosing of a field of study; and the ability to go on with graduate studies are all outcomes influenced by socioeconomic status.

We know that more affluent than poor youths complete high school. We know also that the less affluent are not as likely to attend college. Our data also make clear that the poor, if they do enroll in college, will attend those institutions which are least costly.

Tuition costs are not unrelated to educational quality or the availability of learning enhancing resources. The lower the costs, the less the availability of adequate libraries, research facilities, teaching materials, study areas, and counseling and guidance services.

Access to financial resources will also affect the degree to which a student can take advantage of available campus based educational and social opportunities. Rising educational costs act to prohibit considerations of selecting in-residence institutions. For the poor and even the not so poor little serious consideration can be given to the selection of a college or university which demands out of state fees. Low income families cannot afford to pay the room and board fees required by most colleges and universities. Tuition costs and required texts will often tap whatever financial resources might be available to the low income student.

Nor can the student with limited finances frequently afford the luxury of a full time education. The lack of adequate funding demands either part-time or full-time employment. The lack of adequate funding may necessitate borrowing money to cover educational costs. In either case the poor student is confronted with pressures which detract from the demands, challenges, and excitement of the learning experience.

Our data also show that low income students, and again this is most true of Blacks, will most usually attend colleges which provide the least in field of study offerings. They enroll in colleges and universities which have limited offerings beyond the baccalaureate level and few alternatives to specialties in Education and the Social Sciences. The prevailing academic climate is one that

emphasizes termination at the J.A. level with minimal exposure to other fields or post-college professional training.

An integral element of a low economic status is the lack of interaction with people who are familiar with a broader range of career alternatives. The majority of low income students are first generation college goers. They are the first members of their families who have made the high school-college transition. There are few persons in their families who have been exposed to higher education or jobs that are beyond and above the blue collar level. Along with limited finances is limited exposure to people who can assist in the business of career guidance and counseling. Referents who have experience and knowledge with regard to the professional white collar world of work are indeed scarce.

The lack of proper and effective referents is not really compensated by anything which occurs in secondary school or college. Again, the data make clear that school personnel, whether in secondary school or college, do not play any really effective role in supplying young people with critical career related information.

The end result is that poor youth are given little exposure to information which will provide even consideration of career alternatives which are a step above the bottom rung of the white collar professional level.

These restrictive conditions are most severe for minority group students. For one thing they are among the poorest of the poor. The deprivation they encounter is magnified by a social system which places an added burden upon non-whites. They not only must endure and overcome the barriers of poverty, but are also confronted by the added hurdles of racial discrimination.

The data provided by this research supports the work and observations of others who have concluded that an individual's race, socioeconomic status and sex act as barriers to the attainment of educational and occupational equality. The changes which have occurred in providing access to equality are of a very limited type. True there has been an opening of the system. More of the poor, more members of minority groups and more women are gaining access to positions of prestige and control. Still the number who do achieve such positions are comparatively few when contrasted with white middle class males. What we have really managed is to allow more of the poor, more women, and more minority youth to gain access to career positions which are in fact at the bottom of the white collar professional category. The poor, the minorities and the women are entering career positions and career settings which offer only minimal chance for mobility and advancement.

When comparing the college graduates of 1972 with college graduates of 1961, we find only limited evidence of change. The poor, the minority groups and the women are pretty much in the same positions as their 1961 counterparts. A decade later most women, most of the poor and most of the non-whites are still confined to a few fields of study. Most have not gone on to graduate school. Most are holding jobs with limited opportunities for advancement. Most are earning less than they expected. Most believe that without further formal education that chances for attaining desired goals will be difficult, if not impossible.

We have focused upon these three variables: sex, socioeconomic status, and

race because they are the best predictors of where students will be one year after college graduation. We have also attempted to make the point that the impact of these three variables takes hold long before the student enters college. The data do make clear that the act of admitting people into college does not necessarily mean that we have equalized the chances of post-college career opportunities. If the goal is the equalizing of adult opportunities, then much more must be done to provide the poor, the women and minorities with the resources--financial, human, and institutional--which will, in fact, allow them to compete in an equitable and rational manner.

Our data make it apparent that job information and job counseling must become part of the educational process long before college graduation. Ideally students should be provided hard data about the job market prior to the selection of an academic major. The job and career data should include information about short and longer range needs projections. Students need to be given a clearer and more accurate picture of employer expectations and the actual conditions of particular work settings. Data as to just how far the baccalaureate degree will carry a person in a particular field must also become part of the information provided students.

Colleges and universities need to seriously and honestly deal with the fact that many students believe that the acquiring of job related skills will be a vital and integral part of their education. If the providing of job specific skills is not to be a declared goal for institutions of higher education, then students should be told just what they can expect from their four year investment.

Colleges and universities must also deal with the role and function of student counseling and career placement offices. The responses of this sample of college graduates strongly suggest that these offices have not met the needs and expectations of students.

Though institutions of higher education are reluctant to become involved in the internal dynamics of students or in the business of "career training," they cannot escape the fact that the majority of students enter college believing that the college experience will provide them with negotiable job skills. Many anticipate that the college experience will provide them with opportunities to "mature;" to define an adequate and comfortable feeling of self. Most college students believe that college will provide them with the skills and abilities which will enhance a successful bonding between self and society. Finally, the majority of students, be they poor or rich; male or female; white or non-white; expect that there will be a fit between what they learn in college and the realities of the society beyond the college campus.

It would seem to us that institutions of higher education have two choices. They can either be responsive to the needs and expectations of students, or they can disregard or deny the validity of expressed student needs and expectations. In either case institutions of higher education should have the obligation of presenting students with an honest portrayal of precisely what outcomes are to be expected.

Center for Youth Studies and Social Policy
College of Human Development
The Pennsylvania State University
University Park, Pennsylvania 16802
June 1, 1973

Dear College Graduate:

You may recall that one year ago you participated in a study being conducted by social scientists at Pennsylvania State University. We are now in the process of conducting a follow-up study of those who participated in the first study.

Enclosed you will find a copy of the follow-up questionnaire. The questionnaire will require about 45 minutes of your time. For completing this questionnaire you will receive \$5. Please answer the questions frankly and accurately. It is important that we have the completed questionnaires returned to us in the enclosed self-addressed stamped envelope no later than August 1, 1973. Please fill out the final page of the questionnaire so we know where to mail the \$5.

Almost all of the questions can be answered by drawing a circle around one or more numbers in the right hand margins of the questionnaire. Thus:

I am now--(Circle one.)

- A student in high school....1
- A student in college.....2
- A college graduate.....③

When questions are to be answered in a format different from that shown above, specific instructions will be provided.

Note: After each question there are instructions in parentheses. Follow these instructions closely as they are very important for data processing.

- A. If it says "(Circle one.)," draw a circle around only the one number which best describes your answer, even though one or more other alternatives might be relevant.
- B. If it says "(Circle one in each column.);" or "(Circle one in each row.);" please look to see that you have circled one and only one number in each of the appropriate rows or columns.

Thank you very much for your help.

David Gottlieb
Study Director

1. Your current marital status. (Circle one.)

- *single, don't expect to be married before Fall 1973..1
- **single, expect to be married before Fall 1973.....2
- **married, one or more children or expecting a child...3
- **married, no children.....4
- *widowed, divorced, separated.....5
- *living with someone of the opposite sex.....6
- *living with a group of people.....7 (5)

*If "single, don't expect to be married before Fall 1973" or "widowed, divorced, separated": go to question 2.

**If "married," "living with someone" or "expecting to be married before Fall 1973": What will your spouse or future spouse most likely be doing next year? (Circle yes or no for each.)

	yes	no	
working full-time.....	1	2	(6)
working part-time.....	1	2	(7)
housework, care of children.....	1	2	(8)
going to graduate school.....	1	2	(9)
military service.....	1	2	(10)
serving with Peace Corps, VISTA, etc.....	1	2	(11)
travel.....	1	2	(12)
no plans as yet.....	1	2	(13)
other (circle & specify) _____	1	2	(14)

2. In how many different communities have you lived since you graduated from college? (Include the one you live in now.) (Circle one.)

- 1.....1
- 2.....2
- 3 or more.....3 (15)

3. Write in the name of the state in which you are currently living.

_____ (16)

4. Which of the following best describes the marital arrangements which you expect to have in five years? (Circle one.)

- unmarried.....1
- unmarried but living with a group.....2
- *unmarried but living with someone.....3
- *married with children.....4
- *married without children.....5 (17)

*If you have circled "unmarried but living with someone," "married with children," or "married without children" and you expect to be working in five years: Which of the following best describes your attitude toward your spouse? (Circle one.)

- I would expect my spouse to be very involved with my work and to perhaps even share my work responsibilities.....1
- I would expect my spouse to have an interest in my work and to be aware of my work's demands and responsibilities.....2
- I would expect my spouse to have little involvement in or understanding of my work.....3
- I would expect my spouse to be a part of my life which will be entirely removed and separated from my work.....4 (18)

*If you have circled "unmarried but living with someone," "married with children," or "married without children" and you do not expect to be working in five years: Which of the following best describes your attitude toward your role in your spouse's work? (Circle one.)

- I would expect to be very involved in my spouse's work and perhaps even to share my spouse's work responsibility.....1
- I would expect to be interested in my spouse's work and to be aware of my spouse's work demands and responsibilities.....2
- I would expect to have little involvement or understanding of my spouse's work.....3
- I would expect to be a part of my spouse's life which will be entirely removed and separated from my spouse's work.....4 (19)



5. How would you describe your current political position? (Circle one.)

- no one consistent political attitude.....1
- conservative.....2
- moderate.....3
- liberal.....4
- radical left.....5
- radical right.....6
- no political attitudes.....7
- I don't know.....8
- other (circle & specify) _____ 9 (20)

6. Where are you living now? (Circle one.)

- farm or open country.....01
- college university community.....02
- suburb in a metropolitan area of
 - more than 2 million population.....03
 - 500,000 to 2 million.....04
 - 100,000 to 499,999.....05
 - less than 100,000.....06
- central city in a metropolitan area of (or non-suburban city of)
 - more than 2 million population.....07
 - 500,000 to 2 million.....08
 - 100,000 to 499,999.....09
 - 50,000 to 99,999.....10
 - 10,000 to 49,999.....11
 - less than 10,000.....12

(21-22)

Is the community in which you are now living the one which was your home town when you were in high school? (Circle one.)

- yes.....1
- no.....2 (23)

7. Your current religion. (Circle one.)

- Protestant (circle & specify) _____ 1
- Roman Catholic.....2
- Jewish.....3
- Other (circle & specify) _____ 4
- None.....5 (24)

8. Which of the following comes closest to describing your current major activity?
(Circle one.)

- A. Working full-time at a type of job which I expect to be my long-run career field.....01
- B. Working full-time at a type of job which will probably not be my long-run career field.....02
- C. Working part-time at a job related to my career.....03
- D. Working part-time at a job not related to my career.....04
- *E. Working as a teaching or research assistant in conjunction with my post-graduate degree program.....05
- *F. Going to graduate or professional school for a post-graduate degree and not working.....06
- *G. Going to graduate or professional schools for post-graduate degree and working.....07
- H. In the military service (full-time and active duty).....08
- **I. Unemployed by personal choice (have neither sought nor obtained a paying job).....09
- I. Unemployed NOT by personal preference (have sought but not been able to obtain a paying job).....10
- K. Peace Corps, VISTA, Teacher Corps, etc.....11
- L. Other (circle & specify) _____ 12

(25-26)

Continued

*If you have circled either E (working as a teaching or research assistant), F (going to graduate or professional school and not working) or G (going to graduate or professional school and working) skip to question 43.

**If you have circled I (neither sought nor obtained a paying job by personal choice) please answer the following and then skip to question 36.

In the space below indicate in as much detail as necessary; A) Why you have chosen not to seek either part-time or full-time paid employment since your college graduation; and B) What you have been doing since the time you graduated.

(27-28)

(29-30)

9. If you have sought or obtained a post-graduation job, which of the following methods have you used? (In column A circle yes or no for each of the job search methods noted. In column B circle yes if the method was effective and circle no if the method was either not effective or not used.)

	COLUMN A		COLUMN B	
	You used		Was effective: leading to contact or a job	
	yes	no	yes	no
parents, relatives.....	1	2 (31)	1	2 (42)
college placement office.....	1	2 (32)	1	2 (43)
personal inquiry.....	1	2 (33)	1	2 (44)
public employment agency (state employment agency).....	1	2 (34)	1	2 (45)
private employment agency.....	1	2 (35)	1	2 (46)
friends.....	1	2 (36)	1	2 (47)
spouse.....	1	2 (37)	1	2 (48)
college faculty.....	1	2 (38)	1	2 (49)
newspaper advertisements.....	1	2 (39)	1	2 (50)
professional journals.....	1	2 (40)	1	2 (51)
other (circle & specify) _____	1	2 (41)	1	2 (52)

10. Following college graduation how long was it before you actually began your first full-time job? (Circle one.)

- began job before actual graduation.....1
- 1 week or less.....2
- 2 - 4 weeks.....3
- 5 - 9 weeks.....4
- 10 - 14 weeks.....5
- 15 - 26 weeks.....6
- 27 weeks or more.....7
- have only worked part-time since graduation.....8
- have not been employed since college graduation.....9 (53)

11. How long did you actively search for your first full-time job? (Circle one.)

- I obtained a job without looking.....1
- 1 week or less.....2
- 2 - 4 weeks.....3
- 5 - 9 weeks.....4
- 10 - 14 weeks.....5
- 15 - 26 weeks.....6
- 27 weeks or more.....7
- never employed.....8
- part-time employment only.....9 (54)



12. What were the three most important factors in preventing or delaying you from obtaining or accepting your first full-time post-college graduation job? (Rank in order of importance: 1 for the most important factor; 2 for the next most important; 3 for the third most important factor.) (CIRCLE AND RANK)

- no available jobs related to my field of study..... 01
- geographical location..... 02
- lack of promotion opportunities..... 03
- co-workers..... 04
- hours..... 05
- salary..... 06
- no jobs available..... 07
- personal grooming and my way of dressing..... 08
- employer's policies and practices..... 09
- inadequate job skills..... 10
- racial or sexual discrimination..... 11
- preferred to undertake full-time graduate study..... 12
- preferred part-time employment..... 13
- became housewife..... 14
- family considerations..... 15
- work seemed boring and routine..... 16
- did not feel I would learn or increase my job skills..... 17
- uncertainty as to what I wanted to do..... 18 (55-56)
- I was not prevented from obtaining or accepting my first full-time post-college graduation job..... 19 (57-58)
- Other (circle & specify) _____ 20 (59-60)

13. How many part-time or full-time jobs have you held since graduation? (Circle the number of full-time jobs in Column A; circle the number of part-time jobs in column B.)

COLUMN A Full-time jobs	COLUMN B Part-time jobs
0 (none).....1	0 (none).....1
1.....2	1.....2
*2.....3	*2.....3
*3.....4	*3.....4
*4 or more.....	*4 or more.....5
(61)	(62)

*If "2, 3, or 4 or more," which of the following best describes the major reasons why you left full or part-time employment? (Circle yes or no for each possible reason.)

	yes	no	
The job didn't make use of my training skills.....	1	2	(63)
Geographical location.....	1	2	(64)
Lack of promotion opportunities.....	1	2	(65)
Co-workers.....	1	2	(66)
Personal grooming and the way I dressed created problems.....	1	2	(67)
My employer had to cut back his staff, or he went out of business.	1	2	(68)
Salary.....	1	2	(69)
Did not like work.....	1	2	(70)
An unsolicited, more attractive opportunity was offered to me.....	1	2	(71)
Could not accept employer's policies and practices.....	1	2	(72)
My employer felt I was personally unsuited for the work.....	1	2	(73)
My employer felt my job skills were inadequate.....	1	2	(74)
Racial or sexual discrimination.....	1	2	(75)
I wished to undertake full-time study.....	1	2	(76)
Unsatisfactory hours.....	1	2	(77)
I became a housewife.....	1	2	(78)
Family considerations.....	1	2	(79)
The work was boring and routine.....	1	2	(5) C
Unsatisfactory working conditions.....	1	2	(6)
I was not learning anything worthwhile.....	1	2	(7)
Preferred to work part-time.....	1	2	(8)
Other (circle & specify).....	1	2	(9)

14. Have you turned down any full-time job offers?

*yes.....1
 no.....2 (10)

*If yes, why did you turn down full-time job offers? (Circle yes or no for each possible reason.)

	yes	no	
job not in my field.....	1	2	(11)
lack of promotion opportunities.....	1	2	(12)
salary.....	1	2	(13)
did not like kind of work.....	1	2	(14)
racial or sexual discrimination.....	1	2	(15)
already had a job.....	1	2	(16)
had other more appealing job opportunities...	1	2	(17)
unsatisfactory hours.....	1	2	(18)
preferred full-time graduate study.....	1	2	(19)
unsatisfactory working conditions.....	1	2	(20)
geographical location.....	1	2	(21)
unacceptable co-workers.....	1	2	(22)
did not think it would improve my skills.....	1	2	(23)
work too boring and routine.....	1	2	(24)
would not accept employer's ideas about how I dressed or my personal grooming.....	1	2	(25)
preferred part-time job.....	1	2	(26)
could not accept policies and practices of employer.....	1	2	(27)
family considerations.....	1	2	(28)
other (circle & specify)_____	1	2	(29)

15. If you did not find employment as soon as you expected, which of the following best describes your three most important feelings at that time? (Rank in order of importance: 1 for most important; 2 for second most important; 3 for third most important.) (CIRCLE AND RANK.)

- Concern with what my parents would think..... 01
- Concern with what my spouse, girl or boyfriend would think..... 02
- Concern with what my friends might think..... 03
- My own personal feelings of inadequacy..... 04
- Angry that my college degree was not worth as much as I expected..... 05
- Angry that people were not giving me a chance to prove myself..... 06
- Concerned about my financial situation..... 07
- Bored..... 08
- Relieved..... 09
- Apprehension about the future..... 10 (30-31)
- Other (write the number & specify) _____ 11 (32-33)
- Does not apply to me..... 12 (34-35)

16. How influential were the following people in your decisions concerning the selection of your first job? (Circle one for each row.)

	Very Influential	Somewhat Influential	Not at all Influential	
Row 1. Parents.....	1	2	3	(36)
Row 2. Member of college faculty.....	1	2	3	(37)
Row 3. Assigned academic advisor.....	1	2	3	(38)
Row 4. Person in field chosen.....	1	2	3	(39)
Row 5. Friends.....	1	2	3	(40)
Row 6. Employer.....	1	2	3	(41)
Row 7. Others (circle & specify) _____	1	2	3	(42)

17. Did you experience any discrimination when searching for a job? (Circle one.)

*If you circle no, skip to question 18.

- yes..... 1
- *no..... 2 (43)



17A. Which of the following factors do you feel were the basis for the job discrimination?
 (Circle yes or no for each possible reason given.)

	yes	no	
being a man.....	1	2	(44)
being a woman.....	1	2	(45)
sexual preference.....	1	2	(46)
being young.....	1	2	(47)
hair style or length.....	1	2	(48)
dress.....	1	2	(49)
race.....	1	2	(50)
ethnic background.....	1	2	(51)
school attended.....	1	2	(52)
political views.....	1	2	(53)
other (circle & specify) _____	1	2	(54)

18. All things considered, how useful would you say was the career guidance and counseling you received in helping you obtain your first job? (Circle one)

- very helpful.....1
- somewhat helpful.....2
- not too helpful.....3
- not helpful at all.....4
- I did not receive any career guidance/counseling
 while in college.....5 (55)

IF YOU ARE CURRENTLY UNEMPLOYED, SKIP TO QUESTION 35.

19. Which of the following best describes your current primary employer? (Circle one)

- I am self-employed, or in business owned by my family.....01
- I have my own professional office.....02
- Professional partnership.....03
- Private profit-making company or corporation.....04
- College or university.....05
- Junior college.....06
- Non-profit research organization or institute, not affiliated with a university.....07
- Public welfare organization.....08
- Private welfare organization.....09
- Hospital or clinic.....10
- Elementary or secondary school or school system.....11
- Federal government (U.S.).....12
- State government.....13
- Local government.....14
- Church.....15
- Other (circle & specify)_____ 16 (56-57)

20. Which statement best describes how you regarded your present job at the time you accepted it? (Circle one.)

- temporary job until a better one could be found.....1
- temporary job while waiting to report to a new job...2
- temporary job to earn money to do something else, e.g., travel, school, have free time for some other purpose.....3
- job to earn money while I decided what kind of work I wanted.....4
- job with possible career potential.....5
- job with definite career potential.....6
- job not in my main field of study.....7
- other (circle & specify)_____ 8 (58)

IF YOU ARE IN A JOB NOT IN YOUR MAIN FIELD OF STUDY, CONTINUE TO THE NEXT THREE PARTS OF THIS QUESTION. OTHERWISE, SKIP TO QUESTION 21.

A. What was the main reason you took a job not directly related to your field? (Circle one.)

- only job I could find.....1
- better pay than a job in my field.....2
- better opportunity for advancement than in my field..3
- to see if I liked this kind of work.....4
- opportunity to help people or be useful to society...5
- did not want to work in my field.....6
- wanted to work in manual occupation.....7
- other (circle & specify) _____ 8 (59)

B. What are your present considerations about finding a job in your field? (Circle one.)

- continue to search for a job in your field.....1
- seek any sort of job at all to tide you over until the type of job you want appears.....2
- want until you could get the job you wanted in your field.....3
- select another field of interest even if it meant that you could not use the skills acquired through your education.....4
- go to graduate school.....5
- other (circle & specify) _____ 6 (60)

C. If you were unable to obtain the type of job for which your college experience prepared you, how difficult was it for you to obtain some other type of work? (Circle one.)

- very difficult.....1
- somewhat difficult.....2
- not difficult at all.....3 (61)

21. Are your occupation plans the same now as they were when you first graduated?
 (Circle one.)

- Yes, exactly the same.....1
- Yes, somewhat the same.....2
- *No, not the same.....3
- I had no plans.....4 (62)

*If "no," your post-graduation occupation plans are not the same now: Which of the following best describes your reasons for the change? (Circle one.)

- I am no longer interested in pursuing the same career1
- My financial circumstances have changed.....2
- My family responsibilities have changed.....3
- I have become more involved with changing our society.....4
- I have become less involved with changing our society.....5
- I have decided to go to graduate school.....6
- I have not been able to obtain a satisfactory job.....7
- I have decided not to go to graduate school.....8
- Other (circle specific)9 (63)

22. What was your annual rate of earnings before deductions, on your first post-college full-time job? (Circle one.)

- Under \$3,000.....01
- \$3,000 - \$3,999.....02
- 4,000 - 4,999.....03
- 5,000 - 5,999.....04
- 6,000 - 6,999.....05
- 7,000 - 7,999.....06
- 8,000 - 8,999.....07
- 9,000 - 9,999.....08
- 10,000 - 10,999.....09
- 11,000 - 12,999.....10
- 13,000 - 14,999.....11
- 15,000 or more.....12
- Have not worked full-time since college graduation...13 (64-65)

How did these earnings compare with earnings you expected when you received your degree? (Circle one.)

- substantially lower.....1
- somewhat lower.....2
- about the same.....3
- somewhat higher.....4
- substantially higher.....5 (66)

23. How well would you say your academic training has prepared you to do the major duties of your present job? (Circle one.)

- very well.....1
- moderately well.....2
- *not very well.....3
- *not very well at all.....4 (67)

*If you answered "not very well" or "not well at all," was this because:
(Circle one.)

- I had training in this field, but it did not prepare me for this job.....1
- I did not have enough training in this field, although I took courses on it.....2
- I need academic training in a field in which I took no courses.....3
- Academic training is not relevant to my present position.....4 (68)

24. The following are some general things that people do on their jobs. Roughly how many hours do you spend on each in the average work day? (Circle one in each row.)

		HOURS PER DAY					
		None	1-2	3-4	5-6	7-8	
Row A.	Working with things (machinery, apparatus, art materials, etc.).....	1	2	3	4	5	(69)
Row B.	Doing paperwork (administrative clerical, managerial, etc.).....	1	2	3	4	5	(70)
Row C.	Working with ideas, thinking.....	1	2	3	4	5	(71)
Row D.	Working with people (as part of the job.).....	1	2	3	4	5	(72)

Which of the above activities (A-working with things, B-doing paperwork, C-working with idea, and D-workin with people) is most important to your doing your job? Which is least important to your doing your job? (Circle one in each column.)

COLUMN 1	COLUMN 2
Most Important to job	Least Important to job
A.....1	A.....1
B.....2	B.....2
C.....3	C.....3
D.....4	D.....4
(73)	(74)

25A. Describe below the kind of work you are doing in your current employment. (For example: salesperson, elementary school teacher, secretary, nurse, engineer, carpenter or social worker.)

(75-76)

25B. What are the major duties or activities of your current employment? (For example: teaching, selling advertisement space, dealing with clients, blueprint drawing, caring for patients, or writing reports.)

(77-78)

26. Rate each of the following in terms of your present job. (Circle one in each row.)

		Very	Fairly	Neither	Fairly	Very		
		1	2	3	4	5		
Row A.	Work situation is:	COMPETITIVE	1	2	3	4	5	COOPERATIVE (79)
Row B.	I see the specific results of my work:	OFTEN	1	2	3	4	5	RARELY (80)
Row C.	The work is:	REPETITIVE	1	2	3	4	5	VARIED (5) C
Row D.	Work hours are:	FLEXIBLE	1	2	3	4	5	INFLEXIBLE (6)
Row E.	Job security is:	GREAT	1	2	3	4	5	LITTLE (7)
Row F.	Work is:	PREDICTABLE	1	2	3	4	5	UNPREDICTABLE (8)
Row G.	I work under time pressure:	OFTEN	1	2	3	4	5	RARELY (9)
Row H.	Opportunities for making policy decisions are:	FEW	1	2	3	4	5	MANY (10)
Row I.	Work is:	IMPORTANT	1	2	3	4	5	UNIMPORTANT (11)
Row J.	To find out how well I'm doing is:	EASY	1	2	3	4	5	HARD (12)
Row K.	Opportunities for personal growth on the job are:	GOOD	1	2	3	4	5	POOR (13)
Row L.	I take work home:	OFTEN	1	2	3	4	5	RARELY (14)
Row M.	Work is:	UNINTERESTING	1	2	3	4	5	INTERESTING (15)

Which one of the above items do you least like about your job? (Indicate row letter from question 26.)

_____ (16-17)

27. Do you work with other people in your organization as a member of a team or do you do your work more or less separately? (Circle one.)

- as a member of a team.....1
 more or less separately.....2
 pretty much both.....3 (18)

28. Rate among the following the three (3) most important factors which you believe would be most helpful in your getting ahead on your present job. (Rank these three factors according to importance. 1 = Most important; 2 = second most important and 3 = third most important.) (CIRCLE AND RANK.)

- Handling people well..... 01
- Having a great deal of energy or "drive"..... 02
- Taking responsibility..... 03
- Having the appropriate social background..... 04
- Having a great deal of stamina or endurance..... 05
- Being of a different sex or race..... 06
- Being a joiner..... 07
- Dressing-grooming..... 08
- Thinking up new ways of doing things..... 09
- Having more skill or experience..... 10
- Being more certain about what I really want to do..... 11
- Being less outspoken, critical..... 12
- Having graduated from a more prestigious college 13 (19-20)
- Being more outspoken, critical..... 14 (21-22)
- "Dead-end job"..... 15 (23-24)

29. Which of the following three (3) were most important in your decision to take or not take your present job? (Rank in order of importance. 1 = Most important; 2 = second most important and 3 = third most important.) (CIRCLE AND RANK.)

- Needed money to live..... 01
- Needed money to support spouse..... 02
- Interest in that job..... 03
- Geographic location..... 04
- Pressure from parents..... 05
- Pressure from peers..... 06
- Boredom..... 07
- Curiosity..... 08
- Wanted to make something of myself.. 09
- Getting a job is the only thing to do..... 10 (25-26)
- Own feelings of self adequacy..... 11 (27-28)
- Other (circle & specify) _____ 12 (29-30)

30. How easily has it been or would it be for you to have accepted the following situations in a work setting? (Circle one in each row.)

	Accepted Easily	Accepted Reluctantly	Rejected	
Row 1. Conforming in matters of clothing	1	2	3	(31)
Row 2. Outward conformity for the sake of career advancement.	1	2	3	(32)
Row 3. The power and authority of the "boss" in a work (job) situation.	1	2	3	(33)
Row 4. Moving frequently as part of the job.	1	2	3	(34)

31. Which of these characteristics was or would be of greatest concern to you in choosing a job? In column A, circle the numbers of the three most important characteristics and indicate their order in the spaces beside the numbers. In column B circle the three least important characteristics and indicate their order in the spaces beside the numbers. (CIRCLE AND RANK.)

In Column A

- 1 = Most Important
- 2 = Second Most Important
- 3 = Third Most Important

In Column B

- 1 = Least Important
- 2 = Second Least Important
- 3 = Third Least Important

	Column A Most Important Characteristics	Column B Least Important Characteristics	
Chance to learn new things.....	___ 01	___ 01	
Opportunities to be helpful to others or useful to society.....	___ 02	___ 02	
Avoiding a high pressure job.....	___ 03	___ 03	
Opportunity for advancement.....	___ 04	___ 04	
High prestige and social status.....	___ 05	___ 05	
Chance to use my special skills and abilities.....	___ 06	___ 06	
Freedom from supervision in my work...	___ 07	___ 07	
Variety in work assignments.....	___ 08	___ 08	
Chance to engage in satisfying leisure activities-(recreational, cultural, etc.)	___ 09	___ 09	
Friendly and congenial associates.....	___ 10	___ 10	(35-36)
Working as a part of a team.....	___ 11	___ 11	(37-38)
Making a lot of money.....	___ 12	___ 12	(39-40)
Stable and secure future.....	___ 13	___ 13	(41-42)
Chance to exercise leadership.....	___ 14	___ 14	(43-44)
Chance to make a contribution to important decisions.....	___ 15	___ 15	(45-46)

32. Which of the following statements reflects your opinion of the current job market?
 (Circle yes or no for each statement.)

	yes	no	
There are no jobs available in my field.....	1	2	(47)
There are no jobs available in my field.....	1	2	(48)
There are jobs available only if you know someone.....	1	2	(49)
It's hard to find a job but they are there if you look.....	1	2	(50)
There is sex discrimination in hiring.....	1	2	(51)
There is race discrimination in hiring.....	1	2	(52)
There are jobs if you are willing to settle for less than you expected.....	1	2	(53)

33. Are you looking for another job? (Circle the number that best describes your situation.)

- Yes, I am actively looking right now.....1
- No, but I am seriously considering it.....2
- No, but I might take a new job if someone
 offered it to me.....3
- No, and I would not consider changing jobs
 at this time.....4 (54)

If you have any further comments or reactions to your job situation, please write them in below.

_____ (55)

34. Since your graduation, how many months were you unemployed, but searching for work?
 (Circle one.)

- 1 month.....1
- 2 months.....2
- 3 months.....3
- 4-8 months.....4
- 8-12 months.....5 (56)

If you are CURRENTLY EMPLOYED, skip to question 40, if you are CURRENTLY UNEMPLOYED continue answering the following questions.

35. How long have you been looking for work? (Circle one.)

- 1 week or less.....1
- 2-4 weeks.....2
- 5-9 weeks.....3
- 10-14 weeks.....4
- 15-26 weeks.....5
- 27 weeks or more.....6 (57)

36. Do you intend to look for work within the next six months? (Circle one.)

- yes.....1
- maybe or don't know.....2
- *no.....3 (58)

*If "no," what is the main reason you will not be looking for work within the next six months? (Circle one.)

- family responsibilities (including pregnancy).....1
- going to school.....2
- ill or disabled.....3
- cannot arrange child care.....4
- could not find kind of work I wanted.....5
- could not find any job.....6
- waiting to enter Armed Forces.....7
- do not want to work now.....8
- other (circle & specify) _____ 9 (59)

37. Have you worked at any job since May, 1972 which you no longer hold? (Circle one.)

- Yes, summer only.....1
- Yes, full-time.....2
- Yes, part-time.....3
- No.....4 (60)

38. Do you expect to look only for a job in the field related to your most recent degree? (Circle one.)

- yes.....1
- no.....2 (61)

39. What is the main reason you have not been able to find a job? (Circle one.)

- available jobs not related to field of study.....1
- low pay in available jobs.....2
- no jobs available.....3
- unsatisfactory working conditions, locations, etc....4
- do not like kind of work available.....5
- do not want to work now.....6
- sex or race discrimination.....7
- other (circle & specify) _____ 8 (62)

40. My experiences of this past year has affected me in the following ways. (Circle yes or no for each.)

	yes	no	
I am more confident of my ability to achieve my work goals.....	1	2	(63)
I have less faith that the system can work.....	1	2	(64)
I don't believe everyone who wants work can find it.....	1	2	(65)
I would pick a different college major if I had to do it over again.	1	2	(66)
I now know that my expectations were too high.....	1	2	(67)
I realize I need to go back to school.....	1	2	(68)
Other (circle & specify) _____	1	2	(69)

41. To be answered only by those who are now working or have worked during the past year. Indicate your feelings of satisfaction about the following. (Circle one in each row.)

VS = Very Satisfied
 SS = Somewhat Satisfied
 N = Neutral
 SD = Somewhat Dissatisfied
 VD = Very Dissatisfied

	VS	SS	N	SD	VD	
How satisfied were you with:						
Row 1. chance to learn new things	1	2	3	4	5	(70)
Row 2. opportunities to be helpful to others and useful to society.....	1	2	3	4	5	(71)
Row 3. high pressure of job.....	1	2	3	4	5	(72)
Row 4. opportunity for advancement.....	1	2	3	4	5	(73)
Row 5. prestige and social status.....	1	2	3	4	5	(74)
Row 6. opportunities to use my special skills and abilities..	1	2	3	4	5	(75)
Row 7. supervision.....	1	2	3	4	5	(76)
Row 8. variety in work assignments	1	2	3	4	5	(77)
Row 9. co-workers.....	1	2	3	4	5	(78)
Row 10. working as part of a team.....	1	2	3	4	5	(79)
Row 11. salary.....	1	2	3	4	5	(80)
Row 12. job security.....	1	2	3	4	5	(5)
Row 13. opportunities to exercise leadership.....	1	2	3	4	5	(6)
Row 14. opportunities to influence important decision.....	1	2	3	4	5	(7)
Row 15. hours.....	1	2	3	4	5	(8)
Row 16. geographical location.....	1	2	3	4	5	(9)
Row 17. policies and practices of employer.....	1	2	3	4	5	(10)
Row 18. job responsibilities.....	1	2	3	4	5	(11)
Row 19. other (circle & specify)	1	2	3	4	5	(12)

42. For those not planning to be enrolled in a graduate or professional degree program during the coming academic year (1973-1974): Do you expect to go on for further degree study (on campus, at night school, or by correspondence) in the future? (Circle one.)

- no.....1
- probably not.....2
- *probably yes.....3
- *yes.....4 (13)

*If "yes" or "probably yes": When do you expect to begin or go back? Make your single best prediction. (Circle one.)

- Academic year:
- 1974-1975.....1
 - 1975-1976.....2
 - 1976-1977.....3
 - 1977-1978.....4
 - No specific date in mind....5 (14)

43. Are you presently attending graduate school? (Circle one.)

- yes.....1
- *no.....2 (15)

*If "no," have you applied for Fall, 1973? (Circle one.)

- **yes.....1
- no.....2 (16)

**If you have applied and are not presently attending graduate school, have you been accepted? (Circle one.)

- yes.....1
- no.....2 (17)

IF YOU ARE A FULL-TIME OR PART-TIME GRADUATE STUDENT, OR HAVE BEEN ACCEPTED FOR FALL TERM 1973, ANSWER THE FOLLOWING QUESTIONS. IF YOU ARE NOT CURRENTLY A FULL OR PART-TIME GRADUATE STUDENT AND HAVE NOT BEEN ACCEPTED FOR FALL 1973 ENROLLMENT, SKIP TO QUESTION 56.

44. Which three (3) of the following were most important in your decision to attend graduate or professional school. (Rank the three in order of importance. 1 - Most important; 2 - second most important; 3 = third most important.) (CIRCLE & RANK)
- To earn or benefits essential to my career goal..... 01
 - To further my professional teaching..... 02
 - increase my earning potential..... 03
 - To give me more time to decide what I want to do... 04
 - Could not find a job related to my undergraduate training..... 05
 - Could not find any acceptable job..... 06
 - To enhance my overall intellectual growth..... 07
 - To delay entering the job market... 08 (18-19)
 - To meet people..... 09 (20-21)
 - Other (circle & specify) _____ 10 (22-23)

45. When did you first decide to attend graduate or professional school? (Circle one.)
- prior to high school.....1
 - during high school.....2
 - during first two years of college.....3
 - during third year of college.....4
 - during my senior year of college.....5
 - after college graduation.....6 (24)

46. What is your current or expected graduate/professional school major? (Use code sheet attached to back of questionnaire. Enter the number in box below which appears next to your major on the code sheet.)

--	--	--	--

(25-27)

47. What is your primary source of financial support for your graduate and professional study? (Circle the one source that accounts for most of the funds required to cover the costs of your graduate/professional training.)

- part-time or summer work.....01
- services from full-time employment.....02
- parental, family aids or gifts.....03
- parents' military service.....04
- G.I. Bill.....05
- spouse's employment.....06
- scholarships and grants.....07
- fellowships.....08
- NDIA loans, government or college loans.....09
- other repayable loans.....10
- teaching or research assistantships.....11
- other (circle & specify) _____ 12 (28-29)

48. Indicate your plans for the coming (1973-1974) academic year, by circling one of the following:

Will continue studies in:

- same field, same school.....1
- *same field, but different school.....2
- *same school, but different field.....3
- *different field and different school.....4

Will not be enrolled because:

- work for degree will be completed... ..5
- study ing in absentia.....6
- *interrupting my studies temporarily.....7
- *stopping my studies short of the degree.....8 (30)

Why are you making the changes indicated () above? _____

 _____ (31-32)

THE FOLLOWING QUESTIONS ARE TO BE ANSWERED ONLY BY THOSE WHO HAVE BEEN ENROLLED IN GRADUATE OR PROFESSIONAL SCHOOL FULL OR PART-TIME SOMETIME BETWEEN June 1, 1972, AND June, 1973. ALL OTHER RESPONDENTS SKIP TO QUESTION 56.

49. Which of the following describes your primary anticipated employer once you have completed your formal education? (Circle one.)

- I will be self-employed, or in business owned by my family.....01
- I will have my own professional office.....02
- Professional partnership.....03
- Private profit-making company or corporation.....04
- College or university.....05
- Junior college.....06
- Non-profit research organization or institute, not affiliated with a university.....07
- Public welfare organization.....08
- Private welfare organization.....09
- Hospital or clinic.....10
- Elementary or secondary school or school system (not junior college).....11
- Federal government (U.S.).....12
- State government.....13
- Local government.....14
- Church.....15
- Other (circle & specify)_____ 16 (33-34)

50. Are your occupational plans the same now as they were when you first graduated?
 (Circle one.)

- Yes, exactly the same.....1
- Yes, somewhat the same.....2
- *No, not the same.....3
- I had no plans.....4 (35)

*If "no," your post-graduation occupational plans are not the same now: Which of the following best describes your reason for the change? (Circle one.)

- I am no longer interested in pursuing the same career.....1
- My financial circumstances have changed.....2
- My family responsibilities have changed.....3
- I have become more involved with ~~changing~~ our society.....4
- I have become ~~more~~ less involved with changing our society.....5
- I have decided to go to graduate school.....6
- I have not been able to obtain a satisfactory job....7
- I have decided not to go to graduate school.....8
- Other(circle 1 & specify) _____ 9 (36)

51. Once you complete your graduate studies, what is your expected annual rate of earnings, before deductions on your first job? (Circle one.)

- Under \$3,000.....01
- \$3,000 - \$3,999.....02
- 4,000 - 4,999.....03
- 5,000 - 5,999.....04
- 6,000 - 6,999.....05
- 7,000 - 7,999.....06
- 8,000 - 8,999.....07
- 9,000 - 9,999.....08
- 10,000 - 10,999.....09
- 11,000 - 12,999.....10
- 13,000 - 14,999.....11
- 15,000 or more.....12 (37-38)

52A. Rate among the following three (3) the factors which you anticipate will be most helpful in you getting ahead in your post-education job. (Rank the three (3) according to their importance. 1 = Most important; 2 = second most important; 3 = third most important.) (CIRCLE AND RANK.)

- Handling people well.....01
- Having a great deal of energy or "drive".....02
- Taking responsibility.....03
- Having the appropriate social background.....04
- Having a great deal of stamina or endurance.....05
- Being of a different sex or race.....06
- Being a former.....07
- Dressing-grooming.....08
- Think up new ways of doing things.....09
- Having more skill or experience.....10
- Being more certain about what I really want to do...11
- Being less outspoken, critical.....12 (39-40)
- Having graduated from a more prestigious college....13 (41-42)
- Being more outspoken, critical.....14 (43-44)
- "Dead-End Job".....15

52B. Select the three (3) criteria which you believe will be most important in your decision to take or not take a job. (Rank the three (3) in order of importance. 1 = Most important; 2 = second most important; 3 = third most important.) (CIRCLE AND RANK.)

- Money to live.....01
- Money to support spouse.....02
- Interest in that job.....03
- Geographic location.....04
- Pressure from parents.....05
- Pressure from peers.....06
- Boredom.....07
- Curiosity.....08
- Want to get ahead.....09
- Want to make something of myself.....10
- Getting a job is the only thing to do.....11 (45-46)
- Own feelings of self adequacy.....12 (47-48)
- Other (circle & specify) _____ 13 (49-50)

53. How easy will it be for you to accept the following situations in a work setting?
 (Circle one in each row.)

	Accept Easily	Accept Reluctantly	Reject	
Row 1. Conforming to either of the following and personal grooming.....	1	2	3	(51)
Row 2. Outward conformity for the sake of career advancement.....	1	2	3	(52)
Row 3. The power and authority of the "boss" in a work (job) situation...	1	2	3	(53)
Row 4. Moving frequently as part of the job	1	2	3	(54)

54. Which of these characteristics do you anticipate will be of **greatest concern** to you in choosing a job? In column A, circle the number of the **three most important characteristics** and indicate their order in the spaces beside the numbers. In column B, circle the number of the **three least important characteristics** and indicate their order in the spaces beside the numbers.

In COLUMN A
 1 = Most Important
 2 = Second Most Important
 3 = Third Most Important

In COLUMN B
 1 = Least Important
 2 = Second Least Important
 3 = Third Least Important

	<u>COLUMN A</u> Most Important Characteristics	<u>COLUMN B</u> Least Important Characteristics	
Chance to learn new things.....	___ 01	___ 01	
Opportunities to be helpful to others or useful to society.....	___ 02	___ 02	
Avoiding a high pressure job which takes too much out of you.....	___ 03	___ 03	
Opportunity for advancement..	___ 04	___ 04	
High prestige and social status.....	___ 05	___ 05	
Chance to use my special abilities.....	___ 06	___ 06	
Freedom from supervision in my work.....	___ 07	___ 07	
Variety in work assignments.....	___ 08	___ 08	
Chance to engage in satisfying leisure activities (recreational, culture, etc.)....	___ 09	___ 09	
Friendly and congenial associates... ..	___ 10	___ 10	
Working as a part of a team.....	___ 11	___ 11	(55-56)
Making alot of money.....	___ 12	___ 12	(57-58)
Stable and secure future.....	___ 13	___ 13	(59-60)
Chance to exercise leadership.....	___ 14	___ 14	(61-62)
Chance to make a contribution to important decisions.....	___ 15	___ 15	(63-64)
			(65-66)

55. My experiences of this past year has affected me in the following ways. (Circle yes or no for each.)

	yes	no	
I am more confident of my ability to make it.....	1	2	(67)
I have less faith that the system can work.....	1	2	(68)
I don't believe everyone who wants work can find it.....	1	2	(69)
I would pick a different major if I had to do it over again.....	1	2	(70)
I now know that my expectations were too high.....	1	2	(71)
I realize I need to continue in school.....	1	2	(72)
Other (circle & specify)	1	2	(73)

ALL RESPONDENTS ANSWER THE FOLLOWING QUESTIONS.

56. Since receiving your bachelor's degree, have you ever enrolled in a course which was not applicable to a degree? (Circle one.)

*yes.....1
no.....2 (74)

*If "yes," how many such courses have you taken? (Write in the number of courses.)

1 _____ (75-76)
2 _____

*If "yes," what is (was) your primary reason for taking this (these) course(s)? (Circle one.)

to pass certification requirements for teaching
or counseling in primary or secondary schools.....1
to gain specific "job knowledge" for my present
(at the time) employer.....2
to prepare myself for a new job.....3
to enhance my own knowledge regardless of a degree
career, or job benefits.....4
Other (circle & specify)

5 (77)

57. Circle the category which describes your present status with respect to advanced training in graduate or professional school. (Circle one.)

- Already obtained the advanced degree I wanted.....1
- Now in school working toward an advanced degree.....2
- Never attended and do not plan to.....3
- *Attended but left before obtaining a degree, and plan to return for a degree in the future.....4
- *Attended but left before obtaining a degree, and do not plan to get any further degree.....5
- *Never attended but want to do so in the future.....6
- *Other (circle & specify) _____ 7 (78)

*A. Which of the following factors are important reasons for your not attending graduate or professional school at the present time? (Circle yes or no in each row.)

	yes	no	
Row A. There are no graduate or professional schools in the community I am living in now.....	1	2	(79)
Row B. I have family responsibilities which require my presence at home.....	1	2	(80)
Row C. My family (and/or husband) do not approve of my attending graduate school.....	1	2	(5)
Row D. I cannot financially afford to attend graduate school at the present time.....	1	2	(6)
Row E. I need additional work experience before applying or returning to graduate school.....	1	2	(7)
Row F. I have changed my career field and must take further courses before I can apply to graduate school.....	1	2	(8)
Row G. My career goals are still too uncertain to attend graduate school now.....	1	2	(9)
Row H. I have changed my career plans and am no longer interested in a field for which an advanced degree is necessary.....	1	2	(10)
Row I. I do not need an advanced degree to succeed in the field I am now in (or want to enter).....	1	2	(11)
Row J. Other (circle & specify) _____	1	2	(12)

58. Only women who have been enrolled in a graduate or professional school program (full or part-time) answer the following. Has being a woman involved any of the following disadvantages for you as a student in your department or professional school? (Circle yes or no in each row.)

	yes	no	
Row A. The teaching staff generally discourages women students from seeking advanced degrees.....	1	2	
Row B. Men students consider women's higher education a waste....	1	2	(14)
Row C. Women are less apt than the men to get stipends, teaching or research assistantships, internships.....	1	2	(15)
Row D. Women are given less help than men in job recommendations and placements.....	1	2	(16)
Row E. A woman student is considered a woman first, student second, whereas a male student is just a student.....	1	2	(17)
Row F. Married women students have a harder time meeting requirements than married men students do.....	1	2	(18)
Row G. A woman has to be brilliant to get the attention and support the average male student gets.....	1	2	(19)
Row H. No special disadvantages.....	1	2	(20)
Row I. Other (circle & specify) _____	1	2	(21)

59. Which of the following comes closest to representing your ultimate degree plans? (Circle one.)

I plan to receive:

- MD.....1
- LLB or JD.....2
- Other professional degrees (MSW, MED, MA, MS).....3
- Highest research degree in my field (PhD, EdD, ScD, etc.).....4
- Degree other than the highest research degree in my field.....5
- BA or BS.....6
- Other (circle & specify) _____ 7 (22)

60. If you had free choice and enjoyed a complete absence of restraints (finances, family, etc.), what would you do for one year? (Circle one.)

- travel01
- go to graduate school.....02
- go to graduate school & work part-time.....03
- join a group working to alleviate social problems (VISTA, Peace Corps, etc.).....04
- find a job in my field.....05
- find a job not in my field.....06
- devote the time to my own interests.....07
- absolutely nothing.....08
- go into business for myself.....09
- use the time to further my own knowledge.....10
- I don't know.....11
- Other (circle & specify) _____ 12 (23-24)

61. The three (3) biggest obstacles I see to achieving the career goals I have set for myself are: (Rank the three in order of importance. 1 = Most important; 2 = second most important; 3 = third most important.) (CIRCLE AND RANK.)

- lack of ability to make it in my field..... 01
- lack of financial resources to earn a higher degree..... 02
- being a woman..... 03
- not really knowing what I want to do..... 04
- my race or social background..... 05
- lack of job opportunity..... 06
- family responsibilities..... 07
- lack of necessary career skills..... 08
- lack of necessary intellectual skills..... 09
- lack of cooperation/understanding of spouse..... 10
- poor training in college..... 11
- lack of necessary personal skills..... 12 (25-26)
- selection of wrong undergraduate major..... 13 (27-28)
- other (circle & specify) _____ 14 (29-30)

62. Of the following, which three (3) factors do you feel are the most important in defining the life style which you would like to have in five years? (Circle three and indicate the order of importance in the indicated space. 1 = Most important; 2 = second most important; 3 = third most important.)

- good family relationships.....01
- freedom to pursue your own interests.....02
- favorable geographical location.....03
- good friends.....04
- freedom from financial worry.....05
- a challenging job.....06
- steady, secure employment.....07
- opportunities for meaningful work.....08 (31-32)
- access to art institution, music, theatre, etc..09 (33-34)
- other (circle & specify) _____10 (35-36)

63. When you compare the type of life style which you would like to achieve with that of your parents, which of the following would you prefer? (Circle one.)

- A life style very similar to that of my parents.....1
- A life style somewhat similar to that of my parents, but without the need for so many material goods and possessions.....2
- A life style somewhat similar to that of my parents, but with more in the way of material goods and possessions.....3
- A life style quite unlike that of my parents.....4 (37)

64. Which of the following comes closest to describing your life style preference for the future? (Circle one.)

I prefer to live a fairly private life. While I plan to have some close friends, I will not be actively involved in social and political concerns. I do not plan to join a group, and do not expect to be active in many community activities. Most of my free time will be spent with my family.....1

Although I intend to build much of my life around my family, I do plan on participating in some community activities involving political-social concerns. I will probably join several organizations and clubs. I plan on having more than a few friends and spending time with many different kinds of people. Generally, I plan on maintaining a fairly even balance between my private and public life.....2

Although my family will be an important part of my life, I do plan on being a very active person in my community. I intend to be involved in a variety of social and political activities. I want very much to play a strong role in helping to eliminate the problems faced by our society. I will probably become involved in such efforts even though it may create some hardships for my family.....3

Because I plan on being actively involved in social and political concerns, I do not plan on having a family for at least five years. I want to be as mobile as possible and not have to worry about the responsibility of a family.....4

I do not plan on being actively involved in matters of social and political concern. At the same time, I do not plan on having a family for at least five years. I want to be free to move around and to explore different alternatives.....5

Other (circle & specify) _____ 6 (38)

65. Please read the following descriptions and indicate which of the characteristics of each you most like and least like. (Circle one in each column for each description.)

		Most Like (circle one)	Least Like (circle one)	
A. You, your family, and your friends have decided upon a communal life style. You all contribute to the cohesiveness and self-sufficiency of the group. Your emphasis is not so much on the quantity of the things which you possess but rather upon the quality of the human relationships in your life.	communal life style.....	1	1	
	group cohesiveness...	2	2	
	self-sufficiency	3	3	
	quality of human relationships..	4	4	
	de-emphasis on quantity of possessions....	5	5	(39-40)

		Most Like (circle one)	Least Like (circle one)	
B. You are a loner, while you may or may not enjoy the company of others, your primary interest is in remaining flexible and mobile in your life style. Your work encourages, perhaps even requires, that you travel frequently and alone. You require a great deal of freedom in relationships, freedom to move.	solitude.....	1	1	
	mobility.....	2	2	
	freedom in relationships..	3	3	
	freedom to travel.....	4	4	
	employment necessitating travel.....	5	5	(41-42)

		Most Like (circle one)	Least Like (circle one)	
C. Yours is an effort to lead a "comfortable" life. You would like the usual benefits of a happy family, a secure job, standardized work hours, etc. While you would like the "good life" (car, home, vacations, etc.), you are not really concerned with massive large amounts of goods or possessions.	good family...	1	1	
	job security...	2	2	
	"the good life"	3	3	
	possession of "enough" goods.	4	4	(43-44)

	Most Like (circle one)	Least Like (circle one)
D. Yours is a life style which you perceive to be more flexible than that of the surrounding culture, but you still utilize parts of that culture for your own needs. You see yourself as having friend and family relationships which are more open and flexible than most; you seek employment which is less restrictive, with less emphasis on security and steadiness. You are a "part" of the system, but you have your own style.	interaction with the larger culture..... 1	1
	semi-open and flexible family/ friend relationships..... 2	2
	more flexible employment..... 3	3
	"fringe" of culture..... 4	4

(45-46)

	Most Like (circle one)	Least Like (circle one)
E. You are vitally concerned with social problems of this country. Not only have you committed yourself to finding solutions, but you expect your family life to reflect your concern. You have little interest in the more material aspects of living; rather, you are concerned with aiding fellow humans.	concern with social issues.. 1	1
	personal commitment to ideal or belief..... 2	2
	the helping role..... 3	3
	family commitment..... 4	4
	lack of interest in material gains..... 5	5
	concern with other people... 6	6

(47-48)

		Most Like (circle one)	Least Like (circle one)
F. You want to "make it." You expect to acquire the material possessions which only large amounts of money can obtain. You are willing to work long and hard to achieve financial success. Your family reflects an adjustment to and acceptance of your need to work and make money.	emphasis on acquisition....	1	1
	financial success.....	2	2
	need for hard work.....	3	3
	family adjustment to work needs.....	4	4 (49-50)

66. Which of the life styles described above do you think you would most like to live yourself? Which do you actually expect to live yourself? (Circle one in each column.)

	COLUMN 1 <u>would Most Like to Live</u>	COLUMN 2 <u>Actually Expect to Live</u>
A.....	1	1
B.....	2	2
C.....	3	3
D.....	4	4
E.....	5	5
F.....	6	6 (51-52)

67. How attainable do you feel your concept of the "good life" will be? (Circle one.)

- very attainable.....1
- attainable through hard work.....2
- very difficult to attain; only slight possibility of attaining it.....3
- impossible for me to attain.....4 (53)

68. What full-time salary (from all sources before taxes) would you expect to receive for your job: a) five years from now; b) ten years from now; c) expected salary at age 45; and d) salary you would like at age 45.

	5 years	10 years	Expected at age 45	Would like at age 45
Less than \$3,000.....	01	01	01	01
\$3,000 - \$4,999.....	02	02	02	02
\$5,000 - \$7,999.....	03	03	03	03
\$8,000 - \$11,999.....	04	04	04	04
\$12,000 - \$14,999.....	05	05	05	05
\$15,000 - \$19,999.....	06	06	06	06
\$20,000 - \$24,999.....	07	07	07	07
\$25,000 - \$29,999.....	08	08	08	08
Over \$30,000.....	09	09	09	09
Do not expect to be working.....	10	10	10	10
	(54-55)	(56-57)	(58-59)	(60-61)

69. Here are some things that people may or may not want to accomplish during their lives. Select the three (3) which would be most important to you. (Rank in order of importance to you. 1 = Most important; 2 = second most important; 3 = third most important.) (LSL: AND K&R:)

- _____ 01
- _____ 02
- _____ 03
- _____ 04
- _____ 05
- _____ 06
- _____ 07
- _____ 08
- _____ 09
- _____ 10
- _____ 11
- _____ 12
- _____ 13
- _____ 14
- _____ 15
- _____ 16
- _____ 17
- _____ 18
- _____ 19 (62-63)
- _____ 20 (64-65)
- _____ 21 (66-67)

70. How do you think you (will) compare with other people in your occupation as a whole on: (A) amount of money you (will) earn, (B) recognition by others in your occupation, and (C) opportunity to use your abilities fully now and at age 45? (Circle one for each item in order A, B, C.)

	Salary		Recognition		Opportunity to Use Your Full Abilities		
	Now	At Age 45	Now	At Age 45	Now	At Age 45	
Top	9	9	9	9	9	9	Top
	8	8	8	8	8	8	
	7	7	7	7	7	7	
	6	6	6	6	6	6	
Middle	5	5	5	5	5	5	Middle
	4	4	4	4	4	4	
	3	3	3	3	3	3	
	2	2	2	2	2	2	
Bottom	1	1	1	1	1	1	Bottom
	(68)	(69)	(70)	(71)	(72)	(73)	

71. Taking into account all aspects of your present life style, are you happy with your current status? (Circle one.)

- very happy.....1
- fairly happy.....2
- not too happy.....3
- not happy.....4 (74)
- very unhappy.....5



72. When considering your answer for the prior question, which three (3) of the following aspects of your life did you consider the most important in evaluating your present level of satisfaction. (Circle three and indicate order for each. 1 = Most important; 2 = second most important; 3 = third important.)

- relationships with friends..... 01
- relationships with family..... 02
- status at work..... 03
- income level (financial security)..... 04
- feelings of accomplishments at work..... 05
- feelings of accomplishments at school..... 06
- love relationships..... 07
- religious beliefs or activities..... 08
- participation in community affairs..... 09 (75-76)
- feeling in control of your life..... 10 (77-78)
- relationships at work..... 11 (79-80)

C

73. Which three (3) of the following do you feel are the most important aspects of a job? (Circle three and indicate order for each. 1 = Most important; 2 = second most important; 3 = third most important.)

- security..... 01
- potential for rapid advancement..... 02
- high salary..... 03
- opportunity to be individualistic 04
- relevance to society..... 05
- freedom to work at own pace..... 06
- opportunity to work with hands..... 07
- friendly co-workers..... 08
- personal interest in work..... 09
- opportunity to help other people..... 10
- opportunity to be creative and original..... 11
- solid physical labor..... 12
- opportunity to work outdoors..... 13
- stability of job..... 14 (5-6)
- social status..... 15 (7-8)
- other (circle & specify) 16 (9-10)

74. Which of the following best describes what you see as the ideal relationship between your work, your spouse, and your children? (Circle one.)

- I don't expect my career work to interfere with or influence my relationship with my family or my home life.....1
- I expect that it will be necessary for my family and my home life to be somewhat affected and to adapt to my career needs.....2
- I expect that it will be necessary for my family and home life to accept the fact that my career will keep me busy and perhaps away from home.....3
- I expect that it will be necessary for my career to be somewhat affected and adapted to my home life.....4
- I do not expect to have a spouse or children.....5 (11)

75. For men only: Do you expect your wife to continue working after your marriage (should you decide to marry), before the birth of your children (should you decide to have children)? (Circle one.)

- Yes, if she wants to.....1
- Only if she has to.....2
- No.....3
- I don't know.....4
- Do not expect to marry or have children.....5 (12)

After the birth of your children? (Circle one.)

- Yes, if she wants to.....1
- Only if she has to.....2
- No.....3
- I don't know.....4
- Not applicable.....5 (13)

76. For women only: Do you expect to continue working after your marriage (should you decide to marry), before the birth of your children (should you decide to have children)? (Circle one.)

- Yes, I want to.....1
- Only if my husband doesn't mind.....2
- Only if I have to.....3
- No.....4
- I don't know.....5
- Do not expect to marry or have children.....6 (14)

After the birth of your children' (Circle one.)

- Yes, I want to.....1
 - Only if my husband doesn't mind.....2
 - Only if I have to.....3
 - No.....4
 - I don't know.....5
 - Do not expect to marry or have children.....6 (15)
-

77.

Circle one in each row that best describes your opinion on each statement below.

SA = Strongly Agree
 MA = Mildly Agree
 MD = Mildly Disagree
 SD = Strongly Disagree
 IM = Irrelevant to me

	SA	MA	MD	SD	IM	
Row 1. I would rather not take a job in business.....	1	2	3	4	5	(16)
Row 2. There is no place for the small in large organizations.....	1	2	3	4	5	(17)
Row 3. Few jobs let a person be creative.....	1	2	3	4	5	(18)
Row 4. I would not work for an organization that carried out policies I think are wrong.....	1	2	3	4	5	(19)
Row 5. My private life will not be sacrificed to make more money.....	1	2	3	4	5	(20)
Row 6. To assure I will have a good income, I'm more concerned with finding a job where I will do relevant things.....	1	2	3	4	5	(21)
Row 7. I'm worried that my job will be boring and monotonous.....	1	2	3	4	5	(22)
Row 8. A job is a way of making a living, not a way of life.....	1	2	3	4	5	(23)
Row 9. The kind of work I do matters more than whether I do it for government, business, a university or an independent organization.....	1	2	3	4	5	(24)
Row 10. My career will be the most important thing in my life.....	1	2	3	4	5	(25)
Row 11. I have a pretty good idea of what I want to do with my life, but I'm not sure there is any way for me to do it.....	1	2	3	4	5	(26)
Row 12. Little and no guidance is provided for making career choices.....	1	2	3	4	5	(27)
Row 13. Most people live to work.....	1	2	3	4	5	(28)
Row 14. I like to work.....	1	2	3	4	5	(29)
Row 15. Work is a good builder of character.....	1	2	3	4	5	(30)
Row 16. Success in any occupation is mainly a matter of hard work.....	1	2	3	4	5	(31)
Row 17. I feel really uncomfortable talking or must admit about making money.....	1	2	3	4	5	(32)
Row 18. To me, work is often more a matter of making a living.....	1	2	3	4	5	(33)
Row 19. The most important part of my job to me is earning enough money to get by and to have fun.....	1	2	3	4	5	(34)

continued

	SA	MA	MD	SD	IM	
Row 20. Success in occupation is mainly a matter of personal effort.....	1	2	3	4	5	(3)
Row 21. In our society, someone who is physically able and wants to find a job can find a job.....	1	2	3	4	5	(3)
Row 22. Hard work makes you a better person.....	1	2	3	4	5	(3)
Row 23. Success in occupation is mainly a matter of how much you know.....	1	2	3	4	5	(3)

78. With which of the following statements do you agree or disagree? (Circle one in each row. 1 = Agree and 2 = disagree.)

	Agree	Disagree	
Row 1. In general, women and men have equal capabilities and therefore, should have equal opportunities for work.....	1	2	(39)
Row 2. In general, women may be equal to men in some areas, but their thinking patterns are different from men, and they are therefore less efficient than men in some work.....	1	2	(40)
Row 3. In general, women are more emotional than men, and this would interfere with their doing certain types of work.....	1	2	(41)
Row 4. In general, the physical characteristics of women make them unqualified for some types of work which are generally available to men.....	1	2	(42)
Row 5. Women are not really "equal" to men; rather, they are different and should, therefore, have different kinds of jobs.....	1	2	(43)
Row 6. Women function best in the roles of wife and mother.....	1	2	(44)
Row 7. A true woman is happiest at home with her children and her husband.....	1	2	(45)

79. Which of the following do you feel are most characteristic of yourself?
(Circle one in each row.)

MLM = Most Like Me
SLM = Somewhat Like Me
SUM = Somewhat Unlike Me
NLM = Not Like Me

	MLM	SLM	SUM	NLM	
optimistic	1	2	3	4	(46)
evangelical	1	2	3	4	(47)
insecure	1	2	3	4	(48)
confident	1	2	3	4	(49)
cautious	1	2	3	4	(50)
thoughtful	1	2	3	4	(51)
altercate	1	2	3	4	(52)
very religious	1	2	3	4	(53)
serious	1	2	3	4	(54)
aggressive	1	2	3	4	(55)
rational	1	2	3	4	(56)
impulsive	1	2	3	4	(57)
logical	1	2	3	4	(58)
involved	1	2	3	4	(59)
bring up	1	2	3	4	(60)
uncommitted	1	2	3	4	(61)
loyal	1	2	3	4	(62)
beautiful	1	2	3	4	(63)
a leader	1	2	3	4	(64)
selfish	1	2	3	4	(65)
hardworking	1	2	3	4	(66)
friendly	1	2	3	4	(67)
practical	1	2	3	4	(68)
impatient	1	2	3	4	(69)
of free	1	2	3	4	(70)
ambitious	1	2	3	4	(71)
at home	1	2	3	4	(72)

80. Different factors may prevent individuals from attaining their desired goals in life. Listed below are two sets of such factors which we have called "External Factors" and "Personal Factors." Indicate in each of the sets those factors which you think might hinder the attainment of your life goals. (Rank in each set the three most important factors. 1 = Most important; 2 = second most important; 3 = third most important.) (CIRCLE AND RANK.)

Set 1 EXTERNAL FACTORS	Set 2 PERSONAL FACTORS
War..... 1	Lack of ability..... 01
Racial conflict..... 2	Lack of training & education... 02
Overpopulation..... 3	Lack of opportunity--not getting the right breaks in life..... 03
Violence..... 4	Lack of clear or positive aims... 04
Moral values of our nation..... 5	Personal problems.... 05
Pollution..... 6	Family restrictions..... 06
Economic factors..... 7	My race..... 07
None of the above..... 8	My sex..... 08
(73) (74) (75)	My goals are too high..... 09 (76-77)
	My sexual preferences..... 10 (78-79)
	I don't feel that anything will keep me from having the kind of life I want..... 11 (5-6) C

81. Which set of the factors listed above ("External" and "Personal") do you feel would be most likely to prevent you from having the type of life you want? (Circle one.)

- "External"..... 1
- "Personal"..... 2
- Both "External" and
"Personal"..... 3
- Neither "External" nor
"Personal"..... 4 (7)

82. Here are some things that different people may expect to attain in their lives. Which three (3) are most important to you? (Rank and circle the 3 in order of importance to you. 1 - Most important; 2 - second most; 3 - third most important.)

- to be a good parent.....01
- to have plenty of time for leisure activities.....02
- to do something which I consider useful...03
- to have a big family.....04
- to be helpful to others.....05
- to have a close family relationship.....06
- to have good, close friends.....07
- to have enough money to live well.....08
- to be active in community organizations...09
- to attend concerts, plays and other artistic or cultural events.....10
- to have a nice, well-furnished home.....11
- to help my children develop as I think they should.....12
- to live with others in a communal life style.....13
- to have freedom from pressures to conform in my personal life.....14
- to live in a good neighborhood for my children to grow up in.....15 (8-9)
- to do something important.....16 (10-11)
- to be able to travel.....17 (12-13)

I. If you could change any one thing about yourself, what one thing would you most want to change?



II. Is there any one thing in your college career you wish you had done differently, given your experiences of the past year?

BUSINESS AND ADMINISTRATION

- 1 Advertising, Public Relations
- 2 Accounting
- 3 Secretarial Science (or employed as a secretary)
- 4 Clerical Work, Office Work (not of the secretarial)
- 5 Sales (Retail or wholesale, Real Estate, Insurance, etc.)
- 6 Finance (Banking, Capital Management)
- 7 Marketing, Market Research
- 8 Purchasing (or employed as purchasing agent, buyer, etc.)
- 9 Management, Business Administration (or employed as manager or management trainee not covered by any other fields)
- 10 All other business and commercial fields (Personnel Work, Industrial Relations, Production, etc.)
- 11 Public Administration (or employed as Government Administrator if not covered by other fields)

ENGINEERING

- 12 Aeronautical
- 13 Civil (including Agricultural, Architectural, Civil, Sanitary)
- 14 Chemical (including Ceramic)
- 15 Electrical
- 16 Engineering Science, Engineering Physics, Engineering Mechanics
- 17 Industrial
- 18 Mechanical (including Naval Architecture & Marine, Welding, Textile)
- 19 Metallurgical
- 20 Mining (including Mining, Geological, Geophysical, Petroleum)
- 21 Engineering, General and other specialties

PHYSICAL SCIENCE

- 22 Astronomy, Astrophysics
- 23 Chemistry (excluding Biochemistry which is 67)
- 24 Physics (including Biophysics which is 69)
- 25 Geography
- 26 Geology, Geophysics, Geochemistry
- 27 Oceanography
- 28 Metallurgy
- 29 Meteorology (Cosmo-space science is 68)

- 30 Physical Science, General and other specialties
- 31 Mathematics & Statistics (NOTE: Secondary school Mathematics teaching is coded under education)

EDUCATION: Junior College, College and University Teaching should be coded by field of specialization, not as education)

- 32 Elementary (including kindergarten and nursery school)
- 33 Secondary-Academic Subject Fields
- 34 English
- 35 Modern Foreign Languages
- 36 Latin, Greek
- 37 History, Social Studies
- 38 Natural Science (General, Physics, Chemistry, Biology, etc.)
- 39 Mathematics

Specialized Teaching Fields

- 39 Physical Education, Health, Recreation
- 40 Music Education
- 41 Art Education
- 42 Education of Exceptional Children (including Speech correction)
- 43 Agricultural Education
- 44 Home Economics Education
- 45 Business Education
- 46 Trade & Industrial Education (Vocational)
- 47 Industrial Arts Education (Non-Vocational)
- 48 Counseling and Guidance
- 49 Educational Psychology
- 50 Administration and Supervision
- 51 Education, General & other specialties

HEALTH PROFESSIONS

- 52 Dentistry or Pre-Dentistry
- 53 Medicine or Pre-Medicine
- 54 Nursing
- 55 Optometry
- 56 Pharmacy
- 57 Physical Therapy
- 58 Occupational Therapy
- 59 Veterinary Medicine or Pre-Veterinary
- 60 Medical Technology or Dental Hygiene
- 61 Other Health Fields
- 62 Nutrition

BIOLOGICAL SCIENCES

- 63 Ecology
- 64 Plant Physiology
- 65 Anatomy
- 66 Biology
- 67 ~~Biochemistry~~
- 68 Botany and Related Plant Sciences
- 69 Biophysics
- 70 Entomology
- 71 Genetics
- 72 Microbiology (including Bacteriology, Mycology, Parasitology, Virology, etc.)
- 73 Pathology
- 74 Pharmacology
- 75 Physiology
- 76 Zoology
- 77 Other Biological Science Fields
- 78 Plant Pathology

AGRICULTURAL AND RELATED FIELDS

- 79 Agricultural Sciences (including Animal Husbandry, Agronomy, Farm Management, Horticulture, Soil Science, Soil Conservation, etc.)
- 80 Forestry, Fish and Wild Life Management
- 81 Veterinary Medicine
- 82 Farming (Code as occupation only, not as field of study)

PSYCHOLOGY (NOTE: Code Psychiatry as Medicine)

- 83 Clinical Psychology
- 84 Counseling and Guidance
- 85 Educational Psychology
- 86 Social Psychology
- 87 Industrial and Personnel Psychology
- 88 Experimental and General Psychology
- 89 Other Psychological Fields

SOCIAL SCIENCES

- 90 Anthropology, Archaeology
- 91 Economics
- 92 Geography
- 93 History
- 94 Area and Regional Studies
- 95 Political Science, Government, International Relations
- 96 Public Administration
- 97 Sociology
- 98 Social Work, Group Work
- 99 Social Science, General and Other

HUMANITIES

- 100 Fine and Applied Arts (Art, Music, Speech, Drama, Etc.)
- 101 English, Creative Writing
- 102 Classical Languages & Literature
- 103 History
- 104 Modern Foreign Languages and Literatures
- 105 Philosophy
- 106 Humanities, General and Other Fields

OTHER FIELDS AND OCCUPATIONS

- 107 Architecture, City Planning
- 108 Foreign Service (Code as occupation only, not field of study)
- 109 Home Economics (Code either as a field of study or as an occupation if you mean working as a home economist for pay)
- 110 Housewife (Code as occupation only, as field of study)
- 111 Journalism, Radio-Television, Communications
- 112 Law, Pre-Law
- 113 Library Science, Archival Science
- 114 Social Work, Group Work
- 115 Theology, Religion (Employment as a Clergyman or a religious worker)
- 116 Computer Science

PLEASE PRINT

A. Your Name: _____
last first middle

B. Your current address:

_____ street address

_____ city or town state zip code

C. Name and address of someone who will know where you are or could forward your \$5 to you if you were not at the address listed above.

_____ last name first middle

_____ street address

_____ city or town state zip code