DOCUMENT RESUME

ED 200 866 CG 015 098

AUTHOR Tittle, Carol Kehr
TITLE Life Plans and Values of High School Students.
PUB DATE Sep 80
NOTE 30p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980). Best copy available.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adolescents; *Behavior Patterns; *Career Choice; Career Planning; Decision Making; Family Life; Grade 11; High Schools; High School Students; *Predictor Variables; *Racial Differences; *Sex Differences; Values; *Work Life Expectancy

ABSTRACT

Theories of career decision-making and occupational choice have not been well-related to the life course of the majority of women. The relationship between career and life planning variables in the areas of education, marriage, parenthood, and work were examined through interviews with urban white, black, and Hispanic eleventh grade students (N=600). Variables such as age at marriage and timing of children showed both sex and socioeconomic status (SES) differences, with males and middle SES students anticipating later ages for marriage and parenthood. More males than females expected to start full-time work at earlier ages; young women anticipated an exit and re-entry to the labor force due to child rearing. Middle SES females expected to re-enter the labor force at later ages than low SES females. Data on work patterns, summarized in one variable, i.e., number of years of full-time work planned before age 41, suggest that interventions for women's career development need to systematically examine their adult roles and options. (Author/KMF)

LIFE PLANS AND VALUES OF HIGH SCHOOL STUDENTS

Carol Kehr Tittle
University of North Carolina at Greensboro

Paper presented at the Annual Meeting of the American Psychological Association, Montreal, September, 1980.

Life Plans and Values of High School Students

Carol Kehr Tittle

University of North Carolina at Greensboro

Today's youth make initial career-related decisions in the midst of an uncertain economic future, and they have their own perceptions of what it will mean to move into adult roles of worker, partner in a long-term or permanent relationship with others, and parenthood. The need to develop a better understanding of the choices of boys and girls is based on the premise that a knowledge of values that direct their choices and attitudes can assist these students to in fact make decisions and choices among options. A lack of awareness of values and attitudes often precludes examination of options. As Katz (1966) has suggested, the individual needs to ask, What are my values? Where have my values come from? and then the individual is better able to ask, Where are they taking me?

Continued occupational segregation and earnings differentials apparently remain stable, despite a decade of the women's movement. To what extent can counselors contribute to a change in women's status in the world of work? Counseling theories have been criticized for their lack of attention to women's sex role socialization and work patterns. Since women's traditional adult status has been determined by the roles of wife and mother, this research study sought to add to the occupational values used in career counseling by developing values related to marriage and parenthood. Adding marriage and parenthood values to counseling settings may assist students to consider major adult roles jointly. In this

paper the relationship of the values to a particular life plan, number of years of full-time work to age 41, is examined. The analysis is conducted for the total sample of 300 female eleventh grade students, and for groups of white, black and Hispanic female students (n = 100 each).

Sample Description

The 600 eleventh grade students in the study were selected to represent equally three ethnic groups (white, black and Hispanic), both sexes, and two socio-economic levels (lower and middle). There were 50 students in each of the 12 cells in the 3 by 2 by 2 sample design. The ethnic classification was established on the basis of several criteria: Use of Spanish in the home and mother's place of birth. If interviewers had any question, students were asked, to which ethnic group do you feel you belong? SES was established using a combination of education and occupation as described by Hamburger (1958). Levels 3 and above on his scale were used to identify the middle SES groups.

The students were all from New York City public or parochial high schools and in the eleventh grade. A majority of students were 16 years of age (65%) or 17 (21%). Almost all had spent most of their lives in New York (94%). About a third (38%) of the students were bilingual, speaking both Spanish and English. The main religious affiliations of the students' families were: Catholic--59%, Protestant--22%, and Jewish--11%.

A majority of the students' fathers worked full-time (80%), and 51% of the mothers worked full-time. An additional 27% of the mothers had worked at some time. Only seven percent of the mothers had never worked. The main income earner was the father for 63% of the students, the mother in 24% of the cases, and another source (e.g., welfare, social security, other relative) for 13% of the students.

The educational level of the parents was ascertained: 25% of the fathers and 23% of the mothers had less than a high school education; 42% of the fathers and 51% of the mothers had graduated from high school and had some additional education; 22% of the fathers and 21% of the mothers had a college degree, with some having attended graduate or professional school.

Almost all of the students planned to marry and have children (92%) and all planned to work. Their educational aspirations are college oriented and very similar for females and males: about one-fifth plan at least some college or technical school after high school, (24% and 21% respectively), about half think they will graduate from a four year college (48% and 51%), and the remainder (28%) will attend professional or graduate school.

Procedures

All students were individually interviewed by trained interviewers during the 1977-78 school year. A student stipend of $3.00 was paid to participants in the majority of cases. Within the interview students were asked to both rank order and rate (a

scale of 0-8) the importance of values within each of the three sets--occupational values, marriage values, and parenthood values. The values were ranked/rated in terms of their importance in deciding on an occupation, in deciding to become married, or in deciding to become a parent. The origin of the value terms used in the study varied. The ten Occupational Values were developed by Martin Katz (1973) and adapted for the eleventh grade students in this study by shortening the descriptions. The Marriage and Parenthood Values were developed over a year's trial of several revisions and pilot testings, using criteria to try to ensure that all values were given all possible set of ranks in a rank ordering task. It was thought desirable that all values should be given all ranks, and not be ranked only as number one or as least important by every student. Diversity in ranking and rating values should help to ensure their usefulness in guidance settings. The data on timing (ages) for education, marriage, children, full-time and part-time work were collected on "time lines" (ages 16-40) presented on a single page to students (Tittle, in press). Interviewers circled the ages at which students expected major life events would occur. The IL and JC Scales used in the regression analyses were developed by Coombs (1979). The Involvement Level Scale assesses preference for involvement in the total job and child domain (from 1 = no children, no job to 7, three children and full-time job. The Job-Child scale ranges from 1, greatest preference for a job (no children, full-time job) to 7, greatest preference for children (three children and no job).

Results

Table 1 shows the frequency distribution of ages at which the students expect major events to occur. For this group of urban eleventh graders, the mean age estimated for completion of high school was 17.5 and the age of completing education ranged from 17 to 34. The mean age for marriage was 25 years, with a range from 18 to 40, and the mean age at birth of first child ranged from 16 to 40, with a mean of 26.7 years. There were ethnic and SES group differences for age of finishing high school. Means for ethnic groups were: 17.43, white; 17.47, black; and 17.59, Hispanic. Means for the SES groups were: 17.4, middle; and 17.58, low. These mean ages reflect age differences in the sample, with the Hispanic and low SES students slightly older than the other groups.

Insert Table 1 about here

Age at Completing Education also showed significant ethnic and SES group differences. Means for the ethnic groups were 21.52, white; 22.44, black; and 22.56, Hispanic. SES group means were: 22.76, middle; and 21.58, low. The SES group differences reflect the lower educational aspirations of the low SES group.

Age at Marriage showed all three main effects significant. The age at which boys expected to marry was later than that for girls--25.81 vs. 24.17. The main effect for ethnic groups was significant and the means for the groups were: 24.74, white; 25.46, black; and

24.82, Hispanic. The means for the SES groups were: 25.36, middle; and 24.64, low. For these eleventh graders, males, black students and middle SES students tended to expect to marry at later ages. These patterns are similar to those for age at completion of education.

With regard to timing of children, each student circled the ages at which he or she expected to have the first, second, or third child. The overall mean age for first child was 26.7 years. An ANOVA showed significant sex differences, with again the males showing a later mean age than females (27.2 vs. 26.1). The main effect for SES (but not ethnic groups) was significant. The mean age for bith of first child for middle SES students was later than for low SES students (27.13 vs. 26.21).

For age of second child, 56 (9.3%) students either did not respond or did not have plans for a second child. Both sex and SES main effects were significant. The mean age for age at second child was higher for males than for females, 29.1 vs. 28.2. The mean for middle SES students was higher than for low SES students, 29.14 vs 28.14. Responses for age of third child were given by less than half of the students (277 or 46%). The ANOVA for age of student at birth of third child showed significant ethnic and SES main effects. The means for the ethnic groups were: 30.26, white; 30.36, black; and 29.11, Hispanic. The means for SES were: 30.46 for middle SES students and 29.40 for low SES students. The SES trend is consistent with the differences in ages at completion of education, marriage, and first child, since middle SES students tended to expect to complete education and marry at later ages.

The expected ages for full-time and part-time work are of considerable interest, since they indicate a pattern whereby some students recognized that they would be in the work force full-time, and then would stop full-time work and would later resume it. Similarly, the distributions for part-time work indicated entry and exit from the work force for a small percentage of students.

As shown earlier in Table 1, the mean age at which all students expected to begin full-time work was 23.8, with a range from 17 to 40 years. Table 2 presents the frequency distributions of ages for

---

Insert Table 2 about here

---

full-time work plans for females and males separately, and Table 3

Insert Table 3 about here

---

the data for part-time work plans. The distributions for Tables 2 and 3 show that more males expect to start full-time work at earlier ages, and it is primarily women who forecast a re-entry to (or resuming of) full-time work at some age. And, as might be expected, the age distribution of females doing part-time work is more scattered than that for males, with only a small percentage of males expecting to have part-time work after age 25. Of those anticipating starting part-time work a second time, 45 were female and 5 were male. And similarly for ending part-time work a second time, 44 were female

and 3 male. The part-time work for males is predominantly during their education years, and for females part-time work continues on through the child rearing or family cycle, as currently projected by these eleventh graders.

ANOVA's for the work age variables were also calculated. Age at starting full-time work showed all main effects and one interaction were significant:

$$\text{Sex:} = F_{1,571} = 5.89,\ pr > F = .0156$$

$$\text{Ethnic:} = F_{2,571} = 3.59,\ pr > F = .0283$$

$$\text{SES:} = F_{1,571} = 9.43,\ pr > F = .0022$$

$$\text{Sex x Ethnic:} = F_{2,571} = 3.69,\ pr > F = .0257$$

The mean ages for the main groups were:

	F	M	W	B	H	M	L
Mean	24.12	23.41	23.20	23.99	24.07	24.21	23.31

The mean ages for the interaction were:

	W	B	H
Female	23.52	24.86	23.95
Male	22.90	23.16	24.18

The highest mean for starting full-time work was for black females and Hispanic males.

The age resuming full-time work had responses from less than 25% of the sample (N = 131 students). Of this group, 120, or almost all, were females. There were no significant differences for ethnic groups but there were for SES groups ($F_{1,120} = 9.67$, $pr > F = .0355$). The mean age expected for resuming full-time work was 33.90 for middle SES students and 31.61 for low SES students. However, when the means for females only were examined, the middle SES group had a

mean of 33.86 (N = 63) and the low SES group had a mean age of 32.07 (N = 57).

Age at starting part-time work also differed by sex ($F_{1,411}$ = 55.40, pr > F = .0001). The Sex x Ethnic groups interaction was also significant ($F_{2,411}$ = 4.59, pr > F = .0107). Females expected to start part-time work at later ages than males (means of 23.31 and 19.40, respectively, N_F = 224, N_M = 199). The means for the sub-groups were:

	W	B	H
Female	24.83	22.06	23.01
Male	18.87	19.76	19.71

Black females expected to start part-time work at an earlier age and white males expected to start somewhat earlier. Again, the sex differences in ages reflect different work patterns. Typically, the males expected to work while attending college, and the higher mean age for females reflects less expectation of working during college (perhaps less realistic expectations).

These data on work patterns are summarized in one variable, number of years of full-time work before age 41. Each student's time line for full-time work was used to count the circled number of years. The range of this variable for the total sample was 23 years. The mean was 16.3 (SD = 5.8).

The three-way Anova showed significant main effects for sex and ethnic groups, and interaction effects for sex x ethnic groups and sex x SES groups:

Sex: $F_{1,585} = 357.96$ $pr > F = .0001$

Ethnic: $F_{2,585} = 6.90$ $pr > F = .0011$

Sex x Ethnic: $F_{2,585} = 12.64$ $pr > F = .0001$

Sex x SES: $F_{1,585} = 9.18$ $pr > F = .0026$

The means for the sex groups were 10.21 for females and 17.02 for males. Other means were:

	Ethnic			SES	
	W	B	H	M	L
Females	8.15	11.87	10.63	10.57	9.84
Males	17.47	17.03	16.56	16.29	17.75
Total	12.81	14.46	13.63	13.44(N.S.)	13.83(N.S.)

The interaction of sex x ethnic groups reflects the fact that black females expected to have the largest number of years of full-time work by age 41 and white males differed slightly from the other two groups, expecting to have the greatest number of years of full-time work by age 41. For the small difference in means for SES groups, middle SES females expected to have more years of work before age 41, as did the low SES males. These data are in accord with those showing that the more education a woman has, the more likely she is to be in the labor force.

Full-time Labor Force Participation to Age 41

The variable Number of Years of Full-time Work to Age 41 (NYFT) is similar to a variable that has been analyzed extensively within the National Longitudinal Survey of the Educational and Labor Market Experience of Young Women (Parnes data). In that national survey, young women ages 14 to 24 have been asked to give their work plans for age 35. In the present study the variable NYFT is taken directly

from a set of time lines where the ages for planned major life events were recorded. Since the other events include education (including postsecondary education), marriage, ages at which children are born, and both full-time and part-time work plans, NYFT includes a variety of patterns of labor force participation. The range on this variable was 23 years. The mean was 16.3(SD = 5.8), and there were sex and ethnic groups differences, as well as sex x ethnic and sex x SES interactions. The means for females and males were 10.2 and 17, respectively. In the analyses described here, the predictors of NYFT are examined for young women only, but include regression analyses for all of them, as well as the ethnic subgroups.

The regression analyses were conducted in several stages since the three value sets as well as other variables related to sex roles are of interest as predictors. In the first stage the occupational values were entered along with a series of variables that showed simple r's with NYFT. Each of the other value sets were entered separately. Then the three value sets were entered jointly with the other variables as predictors. These two stages were carried out for all girls (N = 296), for white females (N = 97), for black females (N = 99), and for Hispanic females (N = 100).

The regression analyses are summarized in Table 4. Table 4

Insert Table 4 about here

---

presents the predictors and the sign of the weights for each predictor variable for the analyses. The variable that enters the prediction equation first for all the girls is the Involvement Level (IL) Scale, which has a simple r of .36 with NYFT. The J-C scale has a negative weight, as do the variables Working Pattern: Continuous-Briefly (negative because 1 = continuous, 4 = Briefly), M-Children, and M-Someone to Rely On. Career Pattern: Full-time also is positively weighted. The description that emerges for young women who are likely to have a preference for more years of full-time work includes a commitment to work and children, more orientation toward a job than children, plans for a continuous work pattern, a higher preference for a full-time career (as opposed to a job, part-time career, or not working), and a tendency to give lower ratings to the marriage values of Children and Someone to Rely On (as needs or satisfactions important in deciding to marry).

The predictors vary somewhat for the three ethnic groups. For the white females, the variable entering first is Career Pattern: Full-time, with a simple r of .39. Number of Circle Segments allocated to Work enters next (simple r = .38), then two variables give negative weights--Working Pattern: Continuous-Briefly, and the occupational value of Variety. The marriage value of A Helpmate enters last, with a positive weight. These young women are more likely to have a preference for career and work commitment (3 variables), to rate the occupational value of Variety lower and the marriage value of A Helpmate higher, than young women who do not plan to spend as many years of full-time work before age 41.

The black females had as the first predictor a family activity, Earning Salary to Support Family (simple r = -.40). The IL scale entered next (r = .37), then the J-C scale (r = -.34). The occupational value of Helping Others also received a negative weight, as did the Wife Responsibility to Earn Money. The Husband Responsibility to Keep House was weighted positively, as was the occupational value of Security. These predictors are generally consistent, with the exception of the negative weights for the family activity of Earning Salary to Support Family and the Wife Responsibility to Earn Money. The negative weight for the family activity indicates a rating more toward the non-traditional end of the scale, but the negative weight for the Wife Responsibility item can be interpreted as toward the more traditional view. The contradiction may be caused by the wording of the two questions.[1]

The overall picture of young black women who are planning to spend more years of full-time work in the labor force includes a more egalitarian attitude toward either the man or the woman earning the salary to support a family, a higher level of commitment to the total domain of work and children, more preference toward a job (as opposed to children and no job), a lower rating for the occupational value of Helping Others, a preference for the husband to accept more of the responsibility for keeping house, but less responsibility for the wife to earn money.

Hispanic females who are likely to have more years of full-time work by age 41 are identified by a somewhat different set of

variables. The first predictor is the marriage value, Someone to Rely On (negatively weighted), with the simple r = -.27. Negative weights also appear for the Work Pattern: Continuous-Briefly, the Career Pattern: Not Working, and the marriage values of Children and Your Own Home. The one positively weighted variable is the IL Scale. These young Hispanic women with greater work plans can be described as having a higher commitment into the total work and children domain (IL scale) and a preference for working continuously. They are likely to give lower ratings to the career pattern of not working and to the three marriage values--Someone to Rely On, Children, and Your Own Home--as reasons to decide to marry.

The patterns of predictors vary for the three ethnic groups, but there is one overall pattern apparent in Table 4: the predictors for the black females include two of the occupational values but not the marriage values, contrary to the entry of marriage values for the Hispanic students (and one for the white students). There is also a cluster of items that tends to reflect the non-traditional end of several attitudes toward the responsibilities of females and males for earning money and keeping house. For the Hispanic students three marriage values that have negative weights, indicating lower ratings to Someone to Rely On, Children, and Your Own Home as reasons to decide to marry, are predictive of more time in the labor market. And for both the black and Hispanic students, the IL scale is a predictor of NYFT. Thus, the patterns which emerge sh some overlapping of variables but also some clear

differences for these three ethnic groups. Although the earlier analyses of group differences on the values showed few ethnic group differences (and no sex x ethnic interactions),[2] there were three occupational values and three marriage values that entered the regression analyses for NYFT. The IL scale is a predictor for two groups and the J-C scale is also for one of the three groups. Preferences for work and career patterns are also predictors for two groups. Only the marriage value (Children) was a predictor of number of children desired for females, and the R was not as high as for NYFT. It is of considerable interest that the occupational value of Security was positively weighted for black females, and the R was highest for this group of young women. This value did not show sex differences for the total sample. The general research evidence is for black females to be more realistic of education and occupational plans (e.g., Roderick and Kohen, 1976, p. 20). It may be that occupational values can emerge as predictors only when there are high expectations and commitment to work and the world of work is not seen to be in conflict with the adult roles of marriage partner and parent. These expectations may also be tied to the expanded responsibility of men for the homemaking and parental roles. It would be interesting to examine whether female adolescents' preferences for NYFT changed under varying degrees of responsibilities for homemaking and parenting undertaken by males.

Implications for Interventions and Research

The implications for interventions are based partially on the data presented and partially on the experience of interviewing the

eleventh grade boys and girls. Although the eleventh grade may seem early to ask students to complete a set of questions such as those given in the time lines, in reality it is not. As one young women expressed her views on the interview, "These are questions I think about a lot, but I don't have the same answers all the time." We can expect inconsistency and lack of stability in the responses to the questions, but this is as it should be given the exploratory nature of both the questions and the stage of development of adolescents. The function of interventions based on the present research would be to provide a more systematically-conceived set of questions for exploration combined with current data on women, education, work, marriage, and family.

In some aspects, the entire interview was fruitful with many students in terms of providing a framework for the examination of values and plans for adult roles within the context of their parents' education and occupations, their own past work experiences, self-estimates of achievements and reflection upon the role model question. It would indeed be interesting to set the stage for interventions through students' answering the full set of interview questions (Tittle, in press). The time line came at the end of the interview, after students had rather quickly given us their ideas on an occupation, education, the number of children they planned, and ranked and rated the values (as well as the other sex-role related variables, such as activities for families with children). The time lines can serve to "put it all together" and

to examine both inconsistencies with earlier responses and the various options that are possible for "putting it all together."

In brief, both the regression data based on this sample, as well as general research, argue that the interventions for women's career development need to systematically examine the other adult roles of women and the options in career patterns, marital relationships, and family planning. Only then can women base choices of occupations on their interests and skills, and not on the contingency events that have at least partially accounted for the data we continue to see on occupational segregation and earnings differences.

There are several implications for research also. The values need further testing with college and adult samples, and examination for their relationship with other psychological measures. Related to the time lines, and years of full-time work, the patterns of Vetter and Stockberger (1977) and Ginzberg (1966) need to be updated with the longitudinal data from the Parnes (NLS) data on the younger women sample. Although not described here, there is research in the field of nursing which has examined the attainments of women with different patterns of combining education, work and family (Feldbaum, 1979). Two patterns were related to high professional attainment in nursing (aside from single women or married women without children): early marriage, early childbearing, then education, and continuous working or returning to continuous work with older children. One other pattern appeared: deferred childbearing until older and a graduate degree is earned. It would

be of great interest to examine the extent to which these patterns appear in any other professional (or nonprofessional) fields. This research could provide the basis for describing realistically the successful manner in which adult roles have been combined. Any such analysis, however, should pay careful attention to the roles of the spouses since changes in one role requires changes in the other, both the giving up and acquiring of responsibility.

The role of males as husbands and fathers is greatly in need of research, particularly to examine in detail the situations in which there appear to be adjustments in the male role (e.g., Perucci, Potter, & Rhoads, 1978). Also, the changes in "power" in marital relationships as a function of wives' employment and earnings (e.g., Scanzoni, 1978) need further examination and testing in experimental settings for possible transfer to interventions. It may be that more extensive knowledge of the ways in which both males and females manage the details of everyday living has much to contribute to interventions that will change the way women think about occupations. Examination of these adjustments will have to take into account differences in SES and ethnic groups, since there appear to be some attitudinal differences. This is not to argue for treating individuals differently because of group membership, but to remind us that not all individuals hold the same values and attitudes. Interventions may require different processes and/or content depending on the initial status of individuals on psychological variables.

References

Coombs, L. C. The measurement of commitment to work. Journal of Population, 1979, 2, 203-223.

Feldbaum, E. G. Effects of life situational factors on women's career patterns. Paper presented at the annual meeting of the American Psychological Association, New York, September 1979.

Ginzberg, E. and Associates. Life styles of educated women. New York: Columbia University Press, 1966.

Katz, M. A model of guidance for career decision-making. Vocational Guidance Quarterly, 1966, 15, 2-10.

Perrucci, C. C., Potter, H. R., and Rhoads, D. L. Determinants of male family-role performance. Psychology of Women Quarterly, 1978, 3, 53-66.

Roderick, R. D., and Kohen, A. I. Years for decision: Volume 3. Research and Development, Monograph 24. Washington, D.C.: U.S. Department of Labor, 1976.

Scanzoni, J. H. Sex roles, women's work, and marital conflict. Lexington, Massachusetts: Lexington Books, 1978.

Tittle, C. K. Education, work and sex roles: A study of adolescent plans and values. Beverly Hills, Calif.: Sage (in preparation).

Vetter, L., and Stockburger, D. W. Career patterns of a national sample of women. Research and Development, Series No. 95 (re-issue). Final report, 1977. ED 146 363.

Footnotes

[1]In the first instance, there is a midpoint which is the option, Could be either person's responsibility, and the black students in the sample were more toward this midpoint of the scale than either the white or Hispanic students. The directions for the responsibility item do not have such an option. The questions asked are: What do you think is the best arrangement for dividing up these responsibilities? For example, What percent of the responsibility should the husband accept? and the wife?

[2]Of the values used as predictors here, only the marriage value of Children showed a significant ethnic group main effect.

Table 1

Frequency Distributions for Ages at Which all Students Expect Major Events to Occur

	Age Finishing H. S. V528		Age Completing Education V530		Age of Marriage V532		Age at 1st Child V534		Age at 2nd Child V536		Age at 3rd Child V538	
Code/Age	F	%	F	%	F	%	F	%	F	%	F	%
Missing/0	-	-	-	-	26	4.3	26	4.3	56	9.3	323	53.8
16	24	4.0	1	.2	-	-	1	.2	-	-	-	-
17	289	48.2	13	2.2	-	-	1	.2	-	-	-	-
18	254	42.3	32	5.3	5	.8	1	.2	-	-	-	-
19	33	5.5	32	5.3	6	1.0	4	.7	1	.2	-	-
20	-	-	40	6.7	14	2.3	8	1.3	-	-	-	-
21	-	-	125	20.8	32	5.3	10	1.7	4	.7	-	-
22	-	-	141	23.5	46	7.7	16	2.7	8	1.3	3	.5
23	-	-	48	8.0	70	11.7	33	5.5	12	2.0	4	.7
24	-	-	69	11.5	77	12.8	45	7.5	15	2.5	6	1.0
25	-	-	42	7.0	122	20.3	80	13.3	40	6.7	10	1.7
26	-	-	29	4.8	64	10.7	88	14.7	46	7.7	13	2.2
27	-	-	11	1.8	48	8.0	77	12.8	67	11.2	24	4.0
28	-	-	12	2.0	25	4.2	75	12.5	72	12.0	31	5.2
29	-	-	1	.2	23	3.8	36	6.0	75	12.5	29	4.8
30	-	-	-	-	23	3.8	41	6.8	71	11.8	42	7.0
31	-	-	1	.2	2	.3	30	5.0	43	7.2	34	5.7
32	-	-	2	.3	5	.8	12	2.0	33	5.5	24	4.0
33	-	-	-	-	1	.2	5	.8	30	5.0	17	2.8
34	-	-	1	.2	1	.2	-	-	10	1.7	19	3.2
35	-	-	-	-	5	.8	7	1.2	7	1.2	11	1.8
36	-	-	-	-	1	.2	1	.2	3	.5	5	.8
37	-	-	-	-	1	.2	1	.2	5	.8	2	.3
38	-	-	-	-	-	-	-	-	-	-	1	.2
39	-	-	-	-	1	.2	-	-	2	.3	2	.3
40	-	-	-	-	2	.3	2	.3	-	-	-	-
Mean	17.5		22.2		25.0		26.7		28.6		29.9	
SD	.7		2.5		3.1		3.1		3.1		3.2	

Table 1 (Continued)

Code/Age	Started Full Time work V540		Resumed Full Time Work V542		Started Part Time Work V544		Ended Part Time Work V546		Started Part Time Work V548		Ended Part Time Work V550	
	F	%	F	%	F	%	F	%	F	%	F	%
Missing Cases	17	2.8	469	78.2	177	29.5	209	34.8	550	91.7	553	92.2
16	-	-	-	-	29	4.8	-	-	-	-	-	-
17	1	.2	-	-	34	5.7	4	.7	-	-	-	-
18	22	3.7	-	-	114	19.0	5	.8	-	-	-	-
19	25	4.2	-	-	93	15.5	16	2.7	-	-	-	-
20	36	6.0	-	-	15	2.5	22	3.7	-	-	-	-
21	49	8.2	2	.3	11	1.8	52	8.7	-	-	-	-
22	88	14.7	-	-	10	1.7	70	11.7	-	-	-	-
23	106	17.7	4	.7	13	2.2	36	6.0	2	.3	-	-
24	53	8.8	3	.5	7	1.2	40	6.7	-	-	1	.2
25	73	12.2	1	.2	11	1.8	25	4.2	-	-	1	.2
26	37	6.2	3	.5	6	1.0	28	4.7	4	.7	-	-
27	28	4.7	5	.8	11	1.8	9	1.5	4	.7	3	.5
28	17	2.8	3	.5	8	1.3	13	2.2	3	.5	2	.3
29	12	2.0	11	1.8	9	1.5	8	1.3	3	.5	1	.2
30	10	1.7	9	1.5	6	1.0	10	1.7	2	.3	3	.5
31	4	.7	9	1.5	6	1.0	2	.3	3	.5	4	.7
32	2	.3	6	1.0	5	.8	8	1.3	4	.7	3	.5
33	5	.8	8	1.3	4	.7	5	.8	7	1.2	2	.3
34	2	.3	10	1.7	6	1.0	6	1.0	3	.5	3	.5
35	6	1.0	20	3.3	9	1.5	2	.3	3	.5	2	.3
36	-	-	9	1.5	2	.3	2	.3	1	.2	2	.3
37	2	.3	8	1.3	2	.3	4	.7	5	.8	-	-
38	2	.3	6	1.0	4	.7	-	-	1	.2	1	.2
39	-	-	1	.2	4	.7	4	.7	2	.3	3	.5
40	3	.5	13	2.2	4	.7	20	3.3	3	.5	16	2.7
Mean	23.8		32.8		21.5		24.9		32.1		34.7	
SD	3.6		4.7		5.8		5.4		4.5		5.0	

Table 3

Frequency Distributions for Part-time Work Expectations for Females and Males

	Age started part-time work				Age ended part-time work			
	Female		Male		Female		Male	
	F	%	F	%	F	%	F	%
Missing/								
0	77	25.6	101	33.7	95	31.7	114	38.0
16	8	2.7	21	7.0				
17	13	4.3	21	7.0	2	.7	2	.7
18	46	15.3	67	22.3			5	1.7
19	44	14.7	49	16.3	8	2.7	8	2.7
20	8	2.7	7	2.3	10	3.3	12	4.0
21	7	2.3	4	1.3	24	8.0	28	9.3
22	6	2.0	4	1.3	27	9.0	43	14.3
23	7	2.3	6	2.0	21	7.0	15	5.0
24	5	1.7	2	.7	13	4.3	27	9.0
25	5	1.7	6	2.0	10	3.3	15	5.0
26	5	1.7	1	.3	13	4.3	15	5.0
27	11	3.7			5	1.7	4	1.3
28	6	2.0	2	.7	6	2.0	7	2.3
29	8	2.7	1	.3	6	2.0	2	.7
30	4	1.3	2	.7	9	3.0	1	.3
31	5	1.7	1	.3	2	.7		
32	5	1.7			7	2.3	1	.3
33	3	1.0	1	.3	5	1.7		
34	4	1.3	2	.7	6	2.0		
35	9	3.0			1	.3	1	.3
36	2	.7			2	.7		
37	2	.7			4	1.3		
38	4	1.3						
39	4	1.3			4	1.3		
40	2	.7	2	.7	20	6.7		
41								
Mean	23.3		19.4		26.7		22.9	
SD	6.6		3.9		6.5		2.8	

Table 2

Frequency Distributions for Full-time Work Expectations for Females and Males

	Started full-time work				Resumed full-time work			
	Female		Male		Female		Male	
Age	F	%	F	%	F	%	F	%
Missing/								
0	16	5.3	1	.3	80	60.0	289	96.3
16								
17	1	.3						
18	11	3.7	11	3.7				
19	14	4.7	11	3.7				
20	16	5.3	20	6.7				
21	27	9.0	22	7.3	2	.7		
22	41	13.7	47	15.7				
23	49	16.3	57	19.0	2	.7	2	.7
24	26	8.7	27	9.0	2	.7	1	.3
25	30	10.0	43	14.3	1	.3		
26	12	4.0	25	8.3	3	1.0		
27	11	3.7	17	5.7	4	1.3	1	.3
28	9	3.0	8	2.7	3	1.0		
29	5	1.7	7	2.3	9	3.0	2	.7
30	8	2.7	2	.7	8	2	1	.3
31	4	1.3			9	3.0		
32	2	.7			6	2.0		
33	4	1.3	1	.3	8	2.7		
34	2	.7			10	3.3		
35	5	1.7	1	.3	20	6.7		
36					8	2.7	1	.3
37	2	.7			7	2.3	1	.3
38	2	.7			6	2.0		
39					1	.3		
40	3	1.0			10	3.3	2	.7
41					1	.3		
Mean	24.1		23.4		33		30.7	
SD	4.3		2.7		4.4		6.5	

Table 4

Summary of Regression Analyses and Sign of Weight for Females
Number of Years of Full-Time Work to Age 41

Variable	Total Sample[1]				White[2]				Black[3]				Hispanic[4]			
	With OV	With MV	With PV	With ALL	With OV	With MV	With PV	With ALL	With OV	With MV	With PV	With ALL	With OV	With MV	With PV	With ALL
I-L Scale	+	+	+	+					+	+	+	+	+	+	+	+
J-C Scale	-	-	-	-					-	-	-	-				
Working Pattern:																
Continuous-Briefly	-	-	-	-	-	-	-	-					-	-	-	-
Career Pattern:																
Full-time	+	+	+	+	+	+	+	+								
Not Working														-		-
Circle:																
No. Segments for Children	-		-										-		-	
Work Segments					+	+	+	+								
Family Activity:																
Earning Salary to Support Family									-	-	-	-				
Wife Responsibility to Earn Money									-	-	-	-				
Husband Responsibility to Keep House									+	+	+	+				
O-Security									+			+				
O-Variety								-								
O-Helping Others									-			-				
M-Children		-		-										-		-
M-Someone to Rely On		-		-										-		-
W-A Helpmate						+		+								
H-Your Own Home														-		-
R	.507	.522	.507	.522	.534	.552	.534	.579	.625	.577	.577	.625	.391	.544	.391	.544
R^2	.257	.273	.257	.273	.286	.304	.286	.335	.391	.333	.333	.391	.153	.296	.153	.296

[1] N = 296 [2] N = 97 [3] N = 99 [4] N = 100