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ABSTRACT

The objective of a research project was to describe how undergraduate home economics students perceive their work lives in the year 2000 according to age, race, gender, marital status, and geographic region of the country. A valid, field-tested survey instrument developed specifically for this project was administered to 324 volunteer undergraduate home economics students from New York, Ohio, Wisconsin, Kansas, and Texas. Results were analyzed using factor analysis, MANOVA, and ANOVA and seemed to point out perceptions representing both traditional and nontraditional lifestyles. Implications for vocational education, and particularly home economics, curriculum and instruction were deduced, namely that: (1) curriculum needs to be written to account for differences in perceptions due to age, gender, and region within program areas; (2) curriculum needs to be written to aid students in sorting through preferences for traditional versus emerging societal patterns and values; (3) the changing relationship between work and family expectations needs to be stressed; and (4) students need to comprehend and learn to manage the stress that may result from a multidimensional lifestyle. The methodology was recommended for use in research with students in other vocational program areas to determine if similar perceptions of work and family roles exist. (YLB)

How Home Economics Undergraduates Picture Their Work Lives In the Year 2,000: Implications For Curriculum Development

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Abstract

If, as Toffler (1980) predicts, America is changing from an industrial to a post-industrial society, vocational educators must recognize when traditional and nontraditional skills and modes of thinking exist and help their students be prepared to meet new work and family challenges. New thinking skills may include recognizing and interpreting social and economic trends, recognizing when to forecast and take risks, knowing how to effectively use imagination in futuristic planning, and learning how to select from several different alternatives in decision making.

This research attempted to accomplish three objectives: 1) describe how undergraduate home economics students picture their work lives in the year 2,000 according to age, race, gender, marital status and geographic region of the country; 2) make recommendations for vocational education curriculum and instruction to foster effective futuristic thinking skills; and 3) develop a methodology to be used to further investigate how individuals perceive the future.

The objectives were addressed through the use of a valid, field tested survey instrument, developed specifically for this research project. It was administered to a total of 324 volunteer undergraduate home economics students from five locations: New York, Ohio, Wisconsin, Kansas, and Texas. Results were analyzed using factor analysis, MANOVA and ANOVA and seemed to point out perceptions representing both traditional and nontraditional lifestyles.

Introduction

Numerous researchers and scholars are forecasting that work life in the next decade will be radically different. These predictions range from optimistic to pessimistic. Regardless of the nature of the prediction, most scholars agree that there will, indeed, be substantial change.

To help students deal with this change educational programs must include three emphases: technology and a changing work environment, adjustment to new interpretations of work, and the realization that work skills will change throughout the life span (Quilling, 1982). Quilling recommends that those who work with the young need to help them to: (1) recognize and interpret economic trends; (2) recognize the need for psychological and/or monetary assistance during periods of retraining; and (3) accept the inevitability of change so they can move in and out of public and private sectors with a minimum of stress. Units of instruction in vocational education must include concepts aimed at reducing individual mind sets against change.

Futuristic thinking is essential in order to make wise decisions about present use of personal resources. Everyone must engage in futuristic thinking, to some degree, in order to plan to achieve personal and professional goals in a rapidly changing society. How well-prepared are present vocational education, and particular home economics, undergraduate students to forecast and plan for leadership in the predicted post-industrial society?

The skills necessary for success as a professional futurist and analyst need to be fostered, if to a lesser degree, in all educated individuals. The Dutch sociologist and futurist, Polak, (1973) describes a futurist as demonstrating

faith and visionary powers mixed with philosophic detachment, a rich emotional life and creative fantasy. While he acknowledges that to meet all of the criteria would require a "superperson", Coates (1983) lists ten characteristics of a futurist: 1) a sense of the dominant key or central elements of society; 2) a grasp of the trends in society from the point of view of their continuation or possible disruption, 3) a willingness to forecast and take risks; 4) a sense of more than one viable, plausible and complex alternative to a problem; 5) comfort with complex issues; 6) a sense of the value of oneself and others; 7) imagination; 8) an understanding of social change; 9) optimism, and 10) a sense of history and willingness to utilize both personal and formal history to make decisions.

Since the early 1970's home economists have been predicting what life will be like at the turn of the century. They have been forecasting major shifts in societal patterns and challenging the profession to prepare its members to deal with a period of rapid change on both a personal and professional level. Compton (1972) challenged home economists to consider if they were ready in their training and curricula to replace old mechanistic skills with creative problem solving in order to prepare students to make choices in a new environment. She described the future of the profession as directly related to its ability to adapt to social change.

Spitze (1976) stated that home economists will be greatly needed in helping individuals to accomodate social change, influencing the direction and speed of change, and helping to make change less traumatic. She outlined the skills needed by the home economist in the last third of the twentieth century. Her list parallels that of current futurists in stressing higher order cognitive process such as: 1) analyzing issues critically, 2) synthesizing solutions to problems, and 3) evaluating a number of viewpoints and alternatives simultaneously.

Now that almost a decade has passed since Spitze outlined these cognitive skills and society is a decade closer to the turn of the century, it is appropriate to assess how well undergraduate home economics students are being prepared to deal with rapidly approaching social change. Are they able to perform these higher order thought processes and apply them in both their personal and professional lives.

After teaching over 300 students in a large undergraduate course entitled Family Ecosystems, half of which deals with the future of the family, the researcher questioned the adequacy of the current educational system to prepare students for life in a very different context. The skills, outlined earlier, of identifying current social trends, using imagination, forecasting and taking risks, indulging in healthy curiosity, and considering viable alternatives seemed to be lacking in current undergraduate students. The popular scenario seemed to be that the student would live a life not very different from the present. Most students appeared to believe they would live in a two-child, male-centered nuclear family in a single family dwelling. The microcomputer was the only new electronic device they envisioned in this home. They did not foresee themselves involved in divorce, single-parenthood or other alternative family forms. They were interested in learning about, but are unaware of, other possible scenarios for their future. They did not seem to display the competencies described by Polak, Quilling and Coates. This experience led the researcher to question the nature and extent of this limited perspective on the future. If such a perspective exists, is it particular to students from Texas or the Southwest? Is it more prevalent in male or female students? Is it particular to single, married or divorced/separated/widowed students? Is it particular to students of a specific racial or ethnic background?

In order to develop curriculum to foster futuristic thinking skills, vocational educators must first assess the needs of their students: this project

attempted to assess the state of the art in the perceptions of the future of current undergraduate students.

The objectives of this project were to: (1) describe how a national sample of undergraduate home economics students perceive their work lives in the year 2,000 based on age gender, race, marital status, and geographic location; (2) develop recommendations for undergraduate vocational education curriculum and instruction to foster futuristic thinking and (3) develop a methodology for identifying perceptions of future work/family lives which could be used by vocational educators in all program areas.

Methods

This research was carried out in three phases. In Phase One the researchers developed and field tested a survey dealing with the likelihood of the occurence of specific events in undergraduate students' lives by the year 2,000. This 100 question survey was divided into four parts with specific questions about the anticipated characteristics of their personal lives, work lives, physical environment and health in the year 2,000. Only the results of the section on work life will be discussed here. A copy of the work life portion of the survey is included in Figure 1. Each question was written to reflect one or more of the current themes in the "futures" literature. Toffler (1980) describes "second wave" lifestyles as involving working full time, in a large industrial organization, with few career changes. Questions 6,8,12,14,16,17, and 24 were included to address this lifestyle. A "third wave" lifestyle involves alternative choices such as nonpaid work, entrepreneurship, information-based work, working with robots and computers and planning work hours and work environment. Questions 3,4,7,9,11,13,15,22,23, and 25-27 were included to address perceptions of this lifestyle.

This survey was reviewed for content validity by members of the faculty in the Department of Human Development and Consumer Sciences at the University of Houston. Their areas of expertise include family and child studies, human nutrition and health, consumer science, and home economics education. It was field tested using 50 undergraduate students enrolled in a family theory course in the same department. They provided data on the content, readability, organization and ease of administration of the survey. The survey was revised accordingly.

In Phase Two the validated instrument was administered to 324 undergraduate Home Economics students in intact classes at five major institutions: Cornell University, the Ohio State University, the University of Wisconsin, Kansas State University and the University of Houston. Home Economics educators at each of these institutions were contacted and agreed to participate in this study by administering the survey to their students. The researchers administered the survey at the University of Houston. These institutions were selected to allow for differences in responses that may be attributable to geographic region, a variable of interest in this study. The students were enrolled in introductory classes with approximately equal representation from all areas of home economics including: Education; Consumer Science; Foods, Nutrition and Dietetics; and Child Development and Family Studies.

In Phase Three the researchers analyzed the data and attempted to address the research objectives identified earlier. The data were analyzed using factor analysis, MANOVA and ANOVA.

Results

The first step of the data analysis sought to identify the underlying dimensions for subjects' perceptions of work life in the year 2,000. Accordingly, the

27 work life questions were factor analyzed using principal axis factoring (Rummel, 1970). The number of factors retained for rotation was determined by several criteria; (1) examination of eigenvalue magnitudes using Kaiser's (1974) normalization; (2) application of Cattell's (1952) scree test; and (3) examination of the variance explained by each factor. Factors were rotated using varimax procedures (Kaiser, 1958).

Results identified eight factors which were able to explain a substantial portion of the common variance (.56). Factors were interpreted by considering those questions with high loadings for that particular factor. Factor scores were computed by averaging these questions. Scores were recoded so that a high score represented the perception that the factor would be present in the year 2,000.

Examination of the sample means and standard deviations for the eight work life factors revealed several interesting perceptions. Factors, means and standard deviations are presented in Table 1. Students tended to see themselves in second wave lifestyles involving working full-time ($\bar{x}$ = 3.55), and having a better job than their parents (3.75). However, they saw themselves having multiple careers (3.44), being self-employed (3.38), and having more than one wage earner in their family (2.02). Students held ambivalent perceptions of working for a large organization (2.99), holding an advanced degree (2.95), and being engaged in nontraditional work (3.02).

Table 1 about here

This research questioned if perceptions of work life in the year 2,000 would be different for different demographic groups. To address this question scores for the eight work life factors were categorized according to subject gender, age, race, marital status, and region. Group differences were tested using both multivariate (MANOVA) and univariate analysis of variance (ANOVA).

Gender

Table 2 presents the means for males and females on the eight perception of work life measures. Examination of the data presented in Table 2 revealed that males were more likely than females to see themselves working for a large organization (3.24 and 2.96 respectively), holding an advanced degree (3.19 and 2.93 respectively), working full-time (3.93 and 3.50 respectively), and living in a family with a single wage earner (2.70 and 1.94 respectively). Males also were more likely to see themselves as self-employed (3.60) than were females (3.36).

Table 2 about here

Multivariate analysis of variance revealed that males and females differed in their perceptions of work life in the year 2,000 (Wilks' lambda = .83; $F = 7.30$; $p < .001$). Table 3 presents the standardized discriminant function coefficients and structure coefficients for the eight perception of work life measures. This table also presents the results of the univariate ANOVAs and estimates of explained variance.

Table 3 about here

Examination of the standardized discriminant function coefficients and structure coefficients suggested a dimension representing a single wage earner in the family. This measure evidenced a strong positive correlation with the function (.95). When group centroids were plotted on a representation of the function, males were positive and distant (.74) from females (-.74). This suggested that males were significantly more likely than females to see themselves as living in a family with a single wage earner by the year 2,000.

Univariate results strongly supported this conclusion. In addition, univariate ANOVAs revealed that males were significantly more likely than females to see themselves working for a large, technologically-oriented organization and to see themselves working full-time. Males were not more likely to see themselves obtaining an advanced degree.

Age

Table 2 presents the means for the eight work life measures by the two age groups. Examination of these means revealed that students who were under 21 were less likely to see themselves having multiple careers (3.28) than were students who were 21 and older (3.54). Those under 21 were less likely to see themselves being self-employed (3.15) than were students 21 and over (3.45).

Multivariate analysis of variance revealed that age groups differed in a combination of their perceptions about work in the year 2,000 (Wilks' lambda = .93; $F = 2.69$; $p < .01$). Results of this analysis are presented in Table 4. Examination of the standardized discriminant function coefficients and structure coefficients suggested a dimension representing "multiple career changes" and "being self-employed." When group centroids were plotted on this function, students who were 21 and older were positive and distant (.33) from students under 21 (-.33). They see themselves having multiple careers and being self-employed at same time. Univariate tests substantiated this interpretation.

Table 4 about here

Race

In order to identify racial differences in the perception of work life students were classified as "Anglo" and "Non-Anglo." Means for these two groups are presented in Table 2. Examination of these means revealed that Non-Anglos were more likely than Anglos to see themselves obtaining an advanced degree

(3.21 versus 2.92), having a single wage earner in the family (2.28 versus 1.99), having a better job than their parents (3.94 versus 3.73), and being self-employed (3.69 versus 3.33).. Non-Anglos were less likely than Anglos to see themselves having multiple careers (3.39 versus 3.58).

Multivariate analysis of variance revealed significant racial differences in students' perceptions of work life (Wilks' Lambda = .93; $F = 2.47$; $p < .05$). The results of this analysis are presented in Table 5 below. Examination of this data suggested a dimension contrasting "multiple career changes" with all other perceptions. When group centroids were plotted, results indicated that Non-Anglos were positive and distant (.38) from Anglos (-.38). This suggested that Anglos were most likely to see themselves having multiple careers. Conversely, Non-Anglos were more likely to emphasize having a single wage earner in the family and being self-employed. To a lesser extent, they saw themselves obtaining an advanced degree and having a better job than their parents. Univariate analyses confirmed this interpretation, with two exceptions. First, results for perceptions of having a better job approached significance, but were not statistically significant ($F = 3.45$; $p < .10$). Second, perceptions regarding multiple career changes were not significantly different.

Table 5 about here

Marital Status

Table 2 presents the means for marital status. An examination of the means revealed little difference in the perceptions of single and married students. Single students were somewhat more likely to see themselves working full-time (3.58 versus 3.37) than married students. Married students were somewhat more likely to see themselves as being self-employed (3.51 versus 3.36). Multivariate and univariate analyses confirmed that married and single students

were not significantly different in any of their perceptions of work life in the year 2,000.

Region

Table 2 presents the means for students' perceptions of work life classified by region. The country was divided into five regions (East, Midwest, Upper Midwest, Plains, Southwest). The data were coded according to where the students spent most of their lives not necesarily where they were attending school. The students were approximately equally divided across all five regions. This table reveals a number of regional differences. For example, students from the plains and from the east did not see themselves working in a large organization (2.48 and 2.62 respectively). Similarly, students from these regions did not feel strongly that they would have better jobs than their parents (3.42 and 3.57 respectively). In contrast, students from the east were most likely to see themselves obtaining an advanced degree. Students from the upper midwest were more likely to see themselves having a single wage earner in the family (2.16), than were students from the plains (1.72) and the midwest (1.92).

Multivariate analysis of variance found significant regional differences in students' perceptions of work in the future (Wilks' lambda = .74; $F = 2.70$; $p < .001$). Discriminant analysis revealed two significant functions. The first produced a Wilks' criterion of .74 ($F = 2.70$; $p < .001$). The second produced a Wilks' criterion of .89 ($F = 1.62$; $p < .05$). Table 6 presents the standardized discriminant function coefficients and structure coefficients for the two functions. This table also presents the univariate ANOVAs and estimates of explained variance.

Table 6 about here

Examination of the results presented above suggested that the first function represented a dimension of perception emphasizing work for a large, technologically-oriented industry and having a better job than your parents. This dimension de-emphasized obtaining an advanced degree. When group centroids were plotted on this function, students from the plains and the east were negative and distant from the other groups (-.63 and -.65 respectively). This suggested that students from the plains and east de-emphasized working for a large, technology-oriented company and having a better job than their parents. These students emphasized obtaining an advanced degree. This was especially true for students from the east. They saw themselves living in a family with a single wage earner, but not having a better job than their parents. Exactly the opposite pattern was observed for students from the midwest.

Discussion

The data reveal a waivering between what Toffler (1980) calls the second and third wave mentality. Toffler identifies a third wave society as indicative of a new interface between work and family. Phenomena such as entrepreneurship, self-help, voluntary simplicity, cottage industry, and decentralization of power are increasingly prevalent in a third wave society. This research attempted to assess the extent to which home economics students perceived they would be living in Toffler's second versus third wave society in the year 2,000.

Overall, as would be expected of career-minded college students, they perceived they would be working full-time and have a fairly high level of satisfaction from their work. However, differences appeared when the data were broken down by age, race, region, and gender. These students did not appear to be a homogeneous group. When broken down by gender and race, males and Non-Anglos appeared to express a traditional, second wave expectation of living in a single

income family, and working for a large, centralized organization. On the other hand, there is evidence of third wave expectations when males, Non-Anglos and students twenty-one and older expressed the likelihood of being self-employed. Along the same line, males were more likely than females to expect to work for a technologically-oriented organization.

In categorizing students according to region of the country there appeared to be differences in expectations of working for a large technologically-oriented organization, degree of job satisfaction and importance of an advanced degree. Geographic proximity did not appear to account for similarities in expectations. This is particularly true in the similarities between students from the plains region (primarily Kansas) and the east (primarily New York). These two groups were similarly different from the other groups in that they perceived working for a smaller organization, having an advanced degree and not being more satisfied than their parents were at the same age. Students from the upper midwest perceived they would live in a single wage earner family and not be more satisfied than their parents were at the same age.

Table 7 summarizes the extent of second versus third wave perceptions by gender, region, age and race. Three factors were selected which represent what Toffler (1980) calls the second versus third wave society. Working for a large, technological organization; being employed full-time, and being in a single wage-earner family were grouped as second wave. Being involved in non-traditional work, having multiple-careers, and being self-employed were grouped as third wave.

It appears that males, students from the east, upper midwest and midwest and Non-Anglos tend to have perceptions of living in a second wave lifestyle. Students twenty-one years and older were more likely to see themselves in a

third wave lifestyle involving multiple careers and self-employment. Males were more likely to see themselves being self-employed.

Insert Table 7 Here

Implications For Curriculum Development

Undergraduate vocational education students are often mistakenly described as one homogeneous group by program area. This study revealed differences in work life expectations of home economics students based on a number of demographic variables. Generalizability of the findings based on the demographic variables of age, marital status, gender and race should be limited because the sample was primarily under 29 years old single, female, and Anglo, although this accurately reflects the home economics target population. It is important to briefly include the results of the entire 100 question survey including questions about personal life, environment and health in order to look at the interrelationship between work and family and the implications for curriculum development. The data reveal perceptions of a multi-dimensional life involving high career commitment, parenthood, stable marriage, high job satisfaction, extensive community and neighborhood interaction, and significant attention to health-related activities. Their work and family life perceptions reveal elements of both second and third wave phenonena. For example, significant numbers of males stated they would work for a large organization (2nd wave) and also be self-employed (3rd wave). Significant numbers of females stated they would work with people rather than numbers and information (2nd wave) and yet work at home and plan their work hours and schedule (3rd wave). One issue appeared to create confusion on the part of the female students. While they expressed high career and parenthood expectations, they were divided about whether to work while they had infants and small children. Of 287 females, 84 stated unlikely, 65 stated undecided and 94

stated likely to the question of whether they would work while they had infants and young children.

The implications for vocational education, and particularly home economics, curriculum and instruction are as follows: 1) curriculum needs to be written to account for differences in perceptions due to age, gender, and region, within program areas; 2) curriculum needs to be written to aid students in sorting through preferences for traditional versus emerging societal patterns and values; 3) the changing relationship between work and family expectations needs to be stressed; and 4) students need to comprehend and learn to manage the stress that may eventually result from such a multi-dimensional lifestyle, including the management of time and energy. Over 170 students (49%) stated that it was likely or extremely likely their lives would be more stressful than their parents were at the same age. They need guidance in learning to manage this stress in order to achieve the satisfying personal and work lives they expect.

Finally, additional research needs to be carried out to determine if similar perceptions of work and family roles exist in students in other vocational areas. The methodology outlined here may be appropriate for use in other program areas, particularly those that are male-dominated.

Table 1

Factors, Sample Means and Standard Deviations For

Underlying Students' Perceptions of Work Life in the Year 2,000

Factor	Mean	SD	Description (Survey Question #)
I	2.99	.71	Working for a large, technologically-oriented organization (12,14,17,24,25,26).
II	2.95	.79	Obtaining an advanced educational degree (1,2,10).
III	3.55	.90	Being employed full-time (6,22).
IV	3.02	.66	Engaged in non-traditional work (7,9,18,23).
V	2.02	.59	Having a single wage earner in the family (5,21,27).
VI	3.75	.69	Having a better job than your parents (16,19,20).
VII	3.44	.80	Having one or more career changes (13,15).
VIII	3.38	.80	Being self-employed (3,9).

Table 2

Means for the Perception of Work Life Measures By Gender, Age, Race, Marital Status, and Region

Measure	Gender		Age		Race		Marital Status		Region				
	Male	Female	-21	21+	Anglo	Non-Anglo	Single	Married	SW	Plains	UMW	MW	East
Large Organization	3.24	2.96	3.06	2.97	2.96	3.13	3.00	2.94	3.01	2.48	3.11	3.14	2.62
Advanced Degree	3.19	2.93	2.87	2.97	2.92	3.21	2.94	3.04	3.04	2.95	2.79	2.96	3.42
Full-Time Work	3.93	3.50	3.47	3.57	3.52	3.78	3.58	3.37	3.58	3.48	3.64	3.51	3.38
Non-Traditional Work	2.97	3.03	2.99	3.03	2.99	3.14	3.01	3.09	3.13	2.86	3.00	3.08	2.90
Single Wage Earner	2.70	1.94	2.08	2.00	1.99	2.28	2.04	1.90	2.07	1.72	2.16	1.92	2.08
Better Work	3.83	3.75	3.73	3.76	3.73	3.94	3.74	3.80	3.83	3.42	3.72	3.93	3.67
Multiple Careers	3.60	3.47	3.28	3.54	3.58	3.39	3.48	3.50	3.46	3.36	3.48	3.60	3.33
Self-Employed	3.60	3.36	3.15	3.45	3.33	3.69	3.36	3.51	3.53	3.27	3.29	3.42	3.44

Table 3

Multivariate and Univariate Results for Perceptions of Work Life by Gender

Measure	Discrim Coeffic	Struct Coeffic	F	eta^2
Large Organization	.06	.27	4.42*	.01
Advanced Degree	.08	.23	3.13	.01
Full-time Work	.18	.33	6.62**	.02
Non-traditional Work	-.22	-.07	.25	.00
Single Wage Earner	.91	.95	53.70***	.16
Better Work	-.12	.07	.32	.00
Multiple Careers	.01	.11	.69	.00
Self-Employed	.17	.20	2.40	.01

* $p < .05$
** $p < .01$
*** $p < .001$

N's

Males = 37
Females = 287
324

Table 4

Multivariate and Univariate Results for Perceptions of Work Life by Age Groups

Measure	Discrim Coeffic	Struct Coeffic	F	eta^2
Large Organization	-.49	-.20	.84	.00
Advanced Degree	.07	.20	.88	.00
Full-Time Work	.18	.18	.69	.00
Non-Traditional Work	-.25	.11	.28	.00
Single Wage Earner	-.33	-.20	.89	.00
Better Work	-.01	.06	.09	.00
Multiple Careers	.70	.51	6.68*	.02
Self-Employed	.80	.58	7.45**	.03

* $p < .05$
** $p < .01$
*** $p < .001$

N's

under 21 = 96
21 and over = 228
324

Table 5

Multivariate and Univariate Results for Perceptions of Work Life by Race

Measure	Discrim Coeffic	Struct Coeffic	F	eta^2
Large Organization	.10	-.31	1.97	.01
Advanced Degree	.26	.47	4.53*	.02
Full-Time Work	.13	.36	2.69	.01
Non-Traditional Work	.08	.29	1.71	.01
Single Wage Earner	.52	.64	8.32**	.03
Better Work	.27	.41	3.45	.02
Multiple Careers	-.43	-.23	1.03	.00
Self-Employed	.38	.60	7.20***	.03

* $p < .05$
** $p < .01$
*** $p < .001$

N's

Anglo = 266
Non-Anglo = 58
324

Table 6

Multivariate and Univariate Results for Perceptions of Work Life by Region

Measure	Discrim Coeffic I	Discrim Coeffic II	Struct Coeffic I	Struct Coeffic II	F	eta^2
Large Organization	.76	-.07	.74	-.14	7.88***	.09
Advanced Degree	-.57	-.27	-.32	-.30	3.32*	.04
Full-Time Work	.00	.35	.15	.18	.54	.01
Non-Traditional Work	.37	-.12	.21	-.24	1.26	.02
Single Wage Earner	.21	.71	.29	.58	4.36**	.06
Better Work	.30	-.54	.42	-.53	4.06***	.05
Multiple Careers	-.04	-.19	.19	-.23	.82	.01
Self-Employed	-.19	-.27	.01	-.28	1.01	.01

* $p < .05$
** $p < .01$
*** $p < .001$

N's

E = 29
UMW = 93
MW = 94
Plains = 37
SW = 35
288

Table 7

Summary of Factors By Variables

Factor	Variable			
	Gender	Region	Age	Race
2nd wave				
Large organization	Male	MW, UMW		Non-Anglo
Employed Full-Time	Male			
Single Wage-Earner	Male	E,UMW		Non-Anglo
3rd wave				
Non-Traditional work				
Multiple Careers			21+	Anglo
Self-Employed	Male		21+	Non-Anglo

MW = midwest
UMW = upper midwest
E = east

Figure 1

LIFE IN THE YEAR 2,000

WORK LIFE:

Imagine it is your birthday in the year 2,000. How likely is it that you:	Extremely Unlikely	Unlikely	Undecided	Likely	Extremely Likely
1. have education or training beyond the masters degree					
2. have education or training beyond the doctoral degree					
3. plan your own work hours and schedule					
4. work without pay					
5. bring home a larger paycheck than your spouse					
6. work full time					
7. work part time					
8. work mainly with people					
9. are self-employed					
10. have education or training beyond a bachelors degree					
11. do at least half of your work at home					
12. work in a large organization (over 500 employees)					
13. are in your second or third career					
14. work in an office					
15. have changed jobs at least once					

	Extremely Unlikely	Unlikely	Undecided	Likely	Extremely Likely
16. earn more money than your parent(s) did at the same age					
17. work in industry					
18. work outdoors					
19. enjoy your work more than your parent(s) did at the same age					
20. travel in your work					
21. are married to working spouse					
22. work full time while you have infants or small children					
23. work primarily with numbers or information					
24. work primarily with "things" or with your hands					
25. use computers in your work					
26. use robots in your work					
27. are married to a non-employed housewife or house husband					

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