

WOMEN STUDENTS AND CAREER GOALS: A STUDY OF  
THEIR ATTITUDES, ASPIRATIONS AND  
EXPECTATIONS FOR CAREERS IN BUSINESS

By

LANA GORE IVY

Bachelor of Science

Oklahoma State University

Stillwater, Oklahoma

1982

Submitted to the Faculty of the Graduate College  
of the Oklahoma State University  
in partial fulfillment of the requirements  
for the Degree of  
MASTER OF BUSINESS ADMINISTRATION  
July, 1984

Name: Lana Gore Ivy

Date of Degree: July, 1984

Institution: Oklahoma State University Location: Stillwater, Oklahoma

Title of Study: WOMEN STUDENTS AND CAREER GOALS: A STUDY OF THEIR  
ATTITUDES, ASPIRATIONS AND EXPECTATIONS FOR CAREERS

Pages in Study: 63

Candidate for Degree of Master of  
Business Administration

Major Field: Business Administration

Scope and Method of Study: This study assessed the attitudes of women enrolled in senior and graduate level classes in a college of business administration toward career, marriage, and family. Additional purposes of the study were to assess sex differences in aspirations and expectations towards levels of management, and to examine the effects of background factors on both men and women's aspirations and expectations regarding work. Data were obtained from questionnaires administered to 342 students in eleven senior and graduate level business classes. Based on past research, attitudes of women regarding career, marriage, and family were predicted. Three hypotheses were proposed and analyzed by means of chi-square and correlation tests.

Findings and Conclusions: The findings of the study supported all hypotheses proposed. The results indicated that senior women prefer to combine marriage, family, and career, with additional data revealing that an overwhelming percentage favored maintaining a continuous career and having children at the same time. In addition, women's expectations and aspirations towards levels of management were found to be lower than those of men. However, women did expect to work in middle level management and planned to do so while having children. Background factors were not found to be significantly related to women's aspirations and expectations towards levels of management, but three background factors were found to be significantly related to men's expectations towards levels of management.

ADVISER'S APPROVAL



WOMEN STUDENTS AND CAREER GOALS: A STUDY OF  
THEIR ATTITUDES, ASPIRATIONS AND  
EXPECTATIONS FOR CAREERS IN BUSINESS

Report Approved:

  
Adviser

  
Director of Graduate Studies

  
Head, Department of Marketing

#### ACKNOWLEDGMENTS

I would like to express my sincere appreciation to Dr. Clifford E. Young, my major advisor, for the encouragement, expert assistance, and guidance he provided me during my work on this study. His flexibility in meeting my schedule allowed me to complete this paper in a timely manner. A further word of thanks should go to Professors Orley Amos, Bob Hamm, Wayne Meinhart, Edward Price, Gary Simpson, and Jim Swearingen for allowing me to administer my questionnaire to their classes.

I would also like to express my gratitude to my husband, Bill. For without his love, support, and continuous encouragement this paper would not have been possible.

TABLE OF CONTENTS

Chapter	Page
1. INTRODUCTION . . . . .	1
Problem Motivating the Study. . . . .	2
Purpose of the Study. . . . .	4
Significance of the Study . . . . .	4
Design of the Study . . . . .	5
Preliminary Steps. . . . .	5
Participants in the Study. . . . .	5
Definition of Terms. . . . .	6
The Instrument . . . . .	7
Data Collection. . . . .	8
Data Analysis and Presentation . . . . .	8
Organization of the Remainder of the Study. . . . .	9
2. REVIEW OF LITERATURE . . . . .	10
Women's Attitudes Toward Career, Family and Marriage. . . . .	10
Attitudes of Career-Oriented Women . . . . .	13
Aspirations and Expectations Regarding Work . . . . .	14
Sex Differences in Occupational Attainment . . . . .	14
Variables Related to Sex Differences . . . . .	17
Determinants of Non-Sextypical Occupational Choices and Factors Associated with Career Orientation in Women . . . . .	19
Summary . . . . .	21
3. DESIGN OF THE STUDY. . . . .	23
Introduction. . . . .	23
Development of the Instrument . . . . .	23
Selection of the Sample . . . . .	27
Collection of the Data. . . . .	28
Hypotheses Tested . . . . .	29
Overall Attitudes. . . . .	29
Comparison of Men and Women. . . . .	31
Summary . . . . .	32
4. ANALYSIS OF THE DATA . . . . .	33
Description of the Sample . . . . .	33
Overall Attitudes . . . . .	35
Attitudes of Career Committed Women . . . . .	37

Chapter	Page
Comparison of Men and Women . . . . .	39
Assessment of Background Factors. . . . .	42
Summary . . . . .	44
5. DISCUSSION AND CONCLUSIONS . . . . .	46
Overall Attitudes . . . . .	47
Comparison of Men and Women . . . . .	49
Assessment of Background Factors. . . . .	50
Final Summary . . . . .	52
REFERENCES. . . . .	55
APPENDIX. . . . .	60

LIST OF TABLES

Table	Page
1. Questions Assessing Women's Attitudes . . . . .	25
2. Summary Statistics of Respondents . . . . .	34
3. Assessment of Women Attitudes . . . . .	36
4. Assessment of Attitudes of Career Committed Women . . . . .	38
5. Results of the Chi-Square Analysis for Determining Sex Differences Between the Level of Management Expected to Work Most of Life. . . . .	40
6. Results of the Chi-Square Analysis for Determining Sex Differences Between the Level of Management Aspired to Work Most of Life. . . . .	41
7. Correlation Coefficients of Background Factors with Expectations & Aspirations of Men . . . . .	43
8. Correlation Coefficients of Background Factors with Expectations & Aspirations of Women . . . . .	44

## CHAPTER 1

### INTRODUCTION

In the early 1970s, business schools nationwide experienced a dramatic rise in the enrollment of women. This trend is even more evident today. The total number of women majoring in business in American colleges and universities in 1980 was 742,348, a 29 percent increase over 1978's enrollment of 574,617. Thus women made up 44.7 percent of all students majoring in business in 1980 compared with 38.9 percent in 1978. Bachelor degrees in business were conferred upon over 84,000 women in 1981-82, while over 17,000 women earned masters degrees in business. These figures represent 35 and 38 percent increases, respectively, from the 1979-80 school year, and degrees conferred upon women represented 39 percent of all degrees in business for 1980 (Digest of Education Statistics 1982). Cancian (1982) cited as reasons for this enrollment increase the rapid change in women's expectations about the consequences of having a career, caused in part by the media blitz on feminist ideology, and governmental pressure on corporations and universities to employ and enroll more women.

Though enrollment of women in business schools is steadily increasing, and women now form over one-half of the United States work force, women continue to be proportionately underrepresented in higher levels of management (Moore & Rickel 1980). Kantor (1977) indicated



that in over one-half of U.S. companies, women held five percent or fewer of first level supervisory jobs, and in three-fourths of U.S. companies, women held two percent or fewer of middle level management jobs.

Larwood and Wood (1977) further noted that only sixteen of the 2,500 presidents, key vice presidents and chairpersons directing the country's major corporations were women. Similar evidence was provided by Cappel (1977) who surveyed some of the largest employers in the Chicago area. He found that women held only four of 179 directorships and eleven of 850 vice presidencies.

Burrow in her survey, Women: A Worldwide View of Their Management Development Needs (1978), also found that the number of women on management teams was relatively low. Those firms which did report large contingents of managerial women were most often those in traditional areas of feminine employment such as hospitals and libraries. Over half (57.6%) of the 2000 respondents to Burrow's survey considered a limited pool of women to be qualified to become managers. Most cited lack of education, experience, motivation and career commitment as the major reasons for this opinion. Burrow's survey also identified other critical reasons for the underrepresentation of women in management positions. These included attitudinal conflicts and the difficulties women encounter in gaining experience and opportunities.

#### Problem Motivating the Study

Women began entering business schools and business fields only fourteen years ago. This late entry into business, to some extent, explains the absence of women in management, but a continuing problem

to be addressed in research on the role of women in business is the identification of other factors which may limit women's future roles or representation. Among potential factors, changes in hiring policies, federal regulations and retention, and promotion policies are rather easily identified. Attitudinal changes are not so easily detected, however, and thus merit periodic re-evaluation.

With the advent of the Women's Liberation Movement and the trends toward later marriage and fewer children, the 1970s was a period of change for college women. Career goals and related sex-role expectations changed, and were often accompanied by radical changes in lifestyle for many young women. Research conducted during the past three decades reveals that the proportion of women students aspiring to non-traditional roles remained at very low levels during the 1950s and 1960s, but increased dramatically during the 1970s (Zuckerman 1979). Along with changes in role orientation, considerable evidence of corresponding changes in the career and marriage plans held by young women also exists.

A review of the literature on sex differences with regard to occupational aspirations and expectations indicates that most research has been limited to junior high students, high school students, and college freshmen. Few studies have examined differences in attitudes of men and women who have already made a career choice, especially the attitudes and expectations of college students choosing a somewhat non-traditional field for women such as business. Fottler and Bain (1980) have noted that aspirations appear to be a necessary prerequisite for higher level occupational achievement, and simply removing external discriminatory barriers to female equality is insufficient to insure that equality.

Therefore, it is important to identify factors associated with a strong career orientation in women to enable counselors and others to work more effectively with them as they seek sexual equality in the workplace.

Thus, the problem motivating the study was to examine differences in attitudes of seniors and graduate men and women who had already made a career choice--that of business. A further concern was to examine how women entering business view marriage, career, and family.

#### Purpose of the Study

The specific purpose of the present study was twofold. The first purpose was to assess attitudes toward career, marriage, and family among women enrolled in senior and graduate level classes in a college of business administration. The second purpose was to assess sex differences in aspirations and expectations towards levels of management. This second purpose entailed (1) examining sex differences in the discrepancy between level of management aspired to and level of management expected for most of life, and (2) examining effects of socio-economic background (i.e., parents' educational level, parents' income, and parents' occupation) and parents' expectations and academic achievement separately on men and women's aspirations and expectations regarding work.

Finally, data were collected to allow the researcher to describe the participants in the study.

#### Significance of the Study

This study was an attempt to provide information for faculty, vocational counselors, placement personnel and businesses regarding the attitudes of men and women in a college of business toward career,

family, and marriage and their desires to work in management. This information will prove useful to those providing counseling and encouragement to women students who have potential to succeed in traditionally male-dominated careers. Additionally, the need to educate men is of equal importance because young men are future husbands and employers, and thus they must be prepared to deal equitably with the needs of working women. Finally, the study holds value for businesses. Information from the study will make business executives aware of the attitudes and aspirations and expectations of women currently in business schools. This awareness is imperative in order for businesses to adapt, change and successfully prepare their organization for the continued flow of women into business.

#### Design of the Study

The following procedures were employed to achieve the purposes of the study:

##### Preliminary Steps

A review of literature related to attitudes of women toward work and aspirations and expectations of men and women was conducted. By means of personal visits to professors in the six departments selected for the study the participation of their classes and their support was solicited.

##### Participants in the Study

The sampling frame for the study consisted of students enrolled in senior and graduate-level business courses in the College of Business Administration at Oklahoma State University. A judgment sample,

stratified by attribute major, was employed to select participants for the study (viz., accounting, economics, finance, management, marketing, and one M.B.A. class). The sample size was 342 students.

#### Definition of Terms

For purposes of the study, the following definitions have been employed.

Attitude. Sherif and Sherif (1969) define attitude operationally as follows:

An attitude is the individual's set of categories for evaluating a domain of social stimuli (objects, persons, values, groups, ideas, etc.) which he has established as he learns about that domain (in interaction with other persons, as a general rule) and which relate him to subsets within the domain with varying degrees of positive or negative affect (motivation-emotion).

Krech, Crutchfield, and Ballachecy (1962) further define attitude in the following way:

As the individual develops, his cognitions, feelings, and action tendencies with respect to the various objects in his world become organized into enduring systems called attitudes.

Secord and Backman (1964) point out that an attitude cannot be directly observed--it is a hypothetical construct that must be inferred from verbal expression or overt behavior. In addition attitudes are often emotionally satisfying to a person and serve a variety of social motives.

Aspiration. Aspiration refers to the preference or desire for advancement in an organization and was defined for this study as the desire or willingness to accept management level positions.

Expectation. Expectation refers to one's perception of the likelihood of advancement in the organization and was defined as such for the purpose of this study.

### The Instrument

A survey questionnaire was utilized for the study. Items for inclusion on the instrument were identified through a review of related literature and research. Development of the instrument was accomplished with the aid of the thesis advisor, who made suggestions and reviewed the instrument during the course of development, and with the aid of students enrolled in a business course, who participated in a pilot test of the instrument. Editorial changes in the interest of clarity were made based on their suggestions.

The questionnaire contained a total of thirty-five items. The first eighteen items were statements regarding marriage, family, and work, as well as five different situational items. These were included in order to assess attitudes of women toward the dual role pattern. Subjects were instructed to respond to these items by identifying the most appropriate response on a seven-point Likert scale. The scale ranged from strongly disagree to strongly agree with responses ranging from one to seven, respectively.

Items nineteen through thirty-five contained questions about (1) the student's aspirations and expectations towards levels of management; (2) the student's background such as parents' education, occupation, income and expectations; and (3) demographic characteristics of the sample such as age, major, grade point average, sex, marital status and classification. All items were designed to yield interval data, if possible.

### Data Collection

During the month of October, 1983, the researcher made arrangements with professors in each of the departments in the College of Business Administration to administer the survey instrument in their classes. After receiving permission to survey a particular class, the researcher arranged to be present to administer the instrument on that day. Cooperation by students and faculty was excellent; there was no instance of refusal to participate. Fewer than four percent of the questionnaires had to be discarded. Useable responses were obtained from 331 students, approximately 41 percent of whom were females.

### Data Analysis and Presentation

To achieve the purposes of the study, the data were extracted from the survey questionnaire, statistically analyzed by means of a computer, and tabulated. The Statistical Analysis System (SAS) was employed in describing the data and in testing for significant relationships. A frequency listing was generated in order to obtain descriptive information on the participants. The frequency listing includes a breakdown by numbers and percentages of responses for every item on the questionnaire. Tables were constructed to present data regarding descriptive information by item.

Other analyses included computing means, standard deviations, and ranges for every item on the questionnaire, cross-tabulations and chi-square tests, t-tests by sex, and correlations of several variables with sex.

## Organization of the Remainder of the Study

Chapter two is a review of related literature. Chapter three describes the design of the study. Chapter four presents an analysis of data derived from the study. Chapter five includes a discussion of the findings and conclusions based on those findings.



## CHAPTER 2

### REVIEW OF LITERATURE

The purpose of this chapter is to present a review of literature within two related areas. First, literature concerned with women's attitudes toward career, marriage, and family will be reviewed. Then the literature addressing the aspirations and expectations of men versus women regarding work will be examined.

#### Women's Attitudes Toward Career, Family and Marriage

In early studies the percentages of women choosing careers were small. A 1959 study (U.S. Women's Bureau) revealed that only 18 percent of 1957 women graduates planned a career. Matthews and Tiedeman's study (1964) reported that 71 percent of adult women wished to be married without careers 10 years hence.

Kovach (1980) noted that childbearing traditionally brought with it not merely a temporary absence from paid employment, but a complete withdrawal from the work force. The withdrawal period often extended for several years as the time was lengthened by the birth of each successive child. This withdrawal generally occurred during the years in which job advancement would have been most rapid. Consequently, women lost the opportunity to establish their careers or to gain seniority or experience prior to withdrawal. On the other hand, women with strong career commitments gave up any hope of having children--they had to choose between career and family (Kovach 1980).

Attitudes are changing, however, and the change is evident in recent research regarding expectations of career, marriage, and child-bearing (Zuckerman 1980; Kovach 1980; Greenglass & Devins 1982). By 1970, over 40 percent of the women in the United States were combining marriage and career. Even more women would pursue the marriage-career combination in the future.

In contrast to their predecessors, many women today who have strong career commitments want to have a family as well. That is, they want to combine family and career. Acceptance of childless marriages is also increasingly widespread as women find paid employment more appealing, thus accentuating the trend toward smaller families. These facts, along with labor market statistics, indicate that for college-educated women, a combination of the two roles is likely to be the prevalent experience in the future (Kovach 1980).

Although it is beyond the scope of this paper to determine what has caused these attitudes to proliferate, many contend that the relaxing of the cultural bias against married women working, the advent of the Women's Liberation Movement, changes in hiring policies, and the wide acceptance of a woman's career commitment and entry into male-dominated occupations are contributing factors. Today, women are more likely to be employed than in previous years (Zuckerman 1980; Kovach 1980; Greenglass & Devins 1982).

This new, preferred way of life (combining career and marriage) was indicated in a cross-sectional study (Rand & Miller 1972). The attitudes of 150 women toward career, marriage, and life planning revealed amazing consistency. The cultural imperative to marry was reported to have been present at age 12, but by adulthood, had been passed and/or fulfilled, and career emerged as a manageable and desirable part of the

life pattern. Thus, attitudes toward vocationalism and self-definition through work emerged and were frequently dominant in determining women's life patterns. This study contrasted with Empey's (1958) findings that approximately 80 percent of women preferred marriage over career. The Rand & Miller (1972) study also revealed that the women seemed to be experiencing fewer frustrations about the combination of career-marriage than those in Matthews and Tiedeman's (1964) study in which they found that young women did experience conflict between career and marital duties.

Blai (1975) in studying women in a single-sex junior college, found that junior college women also sought a combined role. Seventy-nine percent of the 1974 sample wanted a career and marriage, while only 6 percent were solely careerists, and 9 percent chose the homemaker-only role. With regard to primary orientation, a majority (53%) wanted to center their lives on home and family, and 37 percent wanted a life centered on academic, business or professional concerns. Similar to the findings in other studies, Watley and Kaplan (1971) found that few women wanted marriage only (8.6%), or career only (6%). A combination of career and marriage was the preference of 85.2 percent of the approximately one thousand women they surveyed.

This attitude was again observed when Parelus (1975) compared senior to freshman women in a longitudinal study conducted from 1969 to 1973. In her 1969 study, she found that slightly more than half (54%) of the women intended to combine marriage, family and career. By 1973, 63 percent of the sample intended to combine family, marriage and career. And when she examined only women who intended to combine family and career, she found a significant increase in the women intending to work all of their adult lives (35% in 1969 to 62% in 1973). This

attitude toward combining career and marriage was further supported when Bronzaft (1974) sampled 210 women seniors and found that 79 percent also hoped to combine marriage, family and career. Neither study included data which would indicate whether these women expected to take time off from their careers to marry and rear children, or whether they planned to pursue all three roles simultaneously.

Zuckerman (1980) in a longitudinal study to be completed in 1985, has thus far found that of the 14,000 students sampled, few women are willing to give up their careers to raise children. A majority, however, have said they would prefer to work part-time or not at all while their children were preschoolers. Only 10 percent of those surveyed said they planned to have full-time jobs while their children are infants, and 25 percent indicate they plan to work full-time when their children are between two and five years of age. Women who plan to pursue careers in fields like medicine which demand a great deal of commitment are the most adamant about working when their children are small.

#### Attitudes of Career-Oriented Women

Greenglass and Devins' (1982) study of women who were more-or-less career oriented also found that for the most part, women highly committed to a career also plan on having children. Thus their research supports the view that the female role is evolving towards a combination of family and career. Additional data suggested, however, that despite relatively higher career aspirations, the majority of the women remained somewhat traditional and were unwilling to commit themselves to an uninterrupted full-time career pattern.

Tangri (1972) also found that women entering non-traditional fields did not reject the roles of wife and mother, although they expected to marry later and have fewer children than more traditional women. Tangri defined non-traditional fields as occupations with fewer than 30 percent women in them. Similar results were found by Zuckerman (1980) in her study of 118 females aspiring to non-traditional roles. The majority of women were interested in marriage and childbearing (75%), and the correlational data indicated that neither marriage nor motherhood was perceived to be a deterrent to non-traditional careers.

In summary, the overwhelming conclusion of the review of literature on this topic indicates that the marriage-career combination is emerging as a new way of life. Women of today no longer view marriage, childbearing, and career as mutually exclusive. Research regarding women's willingness to commit themselves to an uninterrupted full-time career, however, is still inconclusive.

#### Aspirations and Expecations Regarding Work

Much research has been done with regard to sex differences in occupational aspirations as well as actual occupational attainment. Other studies have examined personal determinants of non-sextypical occupational choices for women, and factors associated with women who are career oriented. The following review summarizes the literature related to each of these areas.

#### Sex Differences in Occupational Attainment

Occupational choice has been studied much more frequently among men than among women. Bird (1968) stated that this is probably because the existing "sex-map of the occupational world" presents more choices to men

than women. An early study reported that over 70 percent of American women were in only four fields in 1972: teaching, nursing, secretarial work, and social work. Women were particularly underrepresented in those professions where prestige and financial rewards are greatest (Tangri 1972).

Fottler and Bain (1980) explained the clustering of women in career areas such as those reported above by noting that women have tended to choose occupations different from those chosen by males, or that women have encountered barriers to entry and advancement in male occupations. According to Hutt (1983), a once common assumption regarding women and work was that women were better suited for work roles involving nurturance (e.g. teaching, nursing, social work) than for roles involving manipulation of objects or data. A related view was that work for men was serious, involved making a living, and enhanced self-esteem. For women, however, work was a hobby, an emotional outlet, or a luxury, and was therefore appropriately subordinated to child-rearing, family needs, and husbands desires. O'Leary (1974) and Terborg (1977) hypothesized that these pervasive and persistent sex-role stereotypes still exist and have acted as a major barrier to occupational attainment for women and to the integration of women into leadership positions. Others state that options open to women have been limited by their own lower aspirations (Epstein & Bronzaft 1974). Still others argue that females do not have lower occupational aspirations than men, just different aspirations (Osipow 1975; Fottler & Bain 1980).

Another reason cited for sex differences in occupational attainment is that career and success in marriage, particularly when children were involved, were traditionally considered incompatible goals for females

but not for males. Thus many women, including some with exceptional talent, did not develop high occupational aspirations, or they abandoned them during courtship or upon marriage (Oppenheimer 1968).

Marini and Greenberger's 1968 study indicated that occupational aspirations and expectations held by adolescents were highly differentiated by sex according to the pattern of sexual segregation in the occupational structure. Boys aspired to and expected higher levels of occupational attainment than girls. Other studies have also reported slightly higher mean levels of aspiration and expectation for boys than girls (Harrison 1969; Otto et al. 1974).

Some studies have found slightly higher mean levels for girls (Hout & Morgan 1975; Olive 1973). These findings, however, were based on interpreting sex differences within levels of occupational aspiration and expectation as measured by prestige rankings of those occupations. Therefore, certain levels could be interpreted as containing the domain of expected female career opportunities. Caution should be exercised in interpreting these prestige related sex differences (Marini & Greenberger 1978).

Most recent data regarding sex differences in occupational aspirations were noted in Fottler and Bain's (1980) study of 2,112 high school seniors. In their comparison of the career aspirations of males and females, approximately twice as many males (5.6 percent) as females (2.8 percent) aspired to a managerial position. This finding is compatible with findings of several earlier studies (Barnett & Tagiuri 1973; McCall & Lawler 1976; Miner & Smith 1969). These data did not indicate that female occupational aspirations were lower than those of males, just different. Females aspired to professional and technical

occupations to a slightly greater degree than the males, but aspired to managerial occupations to a lesser degree. Although this study, which supported the findings of earlier studies, indicates that female aspirations toward management still remain significantly lower than that of males, other studies, indicate that more women are now planning to enter careers such as medicine, law and business that were once restricted to men (Tangri 1972; Zuckerman 1980).

#### Variables Related to Sex Differences

More studies have been undertaken to document the effect of socioeconomic background on aspirations for boys than for girls (Sewell & Hauser 1975; Marini 1974; Hout & Morgan 1975; Werts 1967; Hauser 1971). The variables which have been examined and found to be related to sex differences in occupational aspirations and expectations include socioeconomic background, academic ability, and sex role socialization (Rezler 1967; Marini & Greenberger 1978; Maccoby & Jacklin 1974; Marini 1974; Hout & Morgan 1975; Sewell & Hauser 1975; Rosen & Aneshensel 1978). These variables have been found to be related to educational expectations as well.

The effect of socioeconomic background on occupational aspirations and plans has been found to be weaker for girls than for boys. Marini and Greenberger (1978) have noted, however, that this is because there is a smaller variance in girls' occupational aspirations and plans, thus resulting in a smaller overall relationship between girls' occupational goals and family background.

A positive relationship has been found between academic ability and the level of boys' and girls' occupational goals but the relationship is again stronger for boys than for girls (Hauser 1971; Sewell & Hauser



1975; Hout & Morgan 1975; Fortner 1970; Rezler 1967). When the relative effects of socioeconomic background and academic ability on the level of occupational aspirations and expectations were examined for each sex, academic ability was found to have a much stronger effect than socioeconomic background for boys, but only slightly more so for girls (Sewell et al. 1957; Hout & Morgan 1975; Fortner 1970). These studies, as well as others, imply that factors which are important in determining the levels of occupational aspiration and expectation for males are perhaps not as important in determining the levels of occupational aspiration and expectation for females (Alexander & Eckland 1974; Sewell & Shah 1968; Marini & Greenberger 1978).

Some writers contend that sex differences in occupational attainment are, in part, a consequence of the socialization of females and males into traditional sex roles which begins early in a child's life (Bardwick 1971; Hoffman 1972; Maccoby & Jacklin 1974). Rosen and Aneshensel (1978) argue that traditional sex role socialization places more emphasis on achievement and occupational success in the rearing of boys than girls. Consequently, occupational achievement appears less crucial to female self-worth and less necessary for obtaining social approval. In their 1974 study of 3,200 adolescents, they did, in fact, find that sex role socialization had an effect on educational and occupational expectations. Girls seldom expected to fill jobs at the top of the status hierarchy. Specifically, a much smaller proportion of females than males expected to become professionals, executives, entrepreneurs, or managers. Both sexes had, on the average, similar educational expectations, but the correlation between educational and occupational expectations was lower for females than males indicating a

difference between the two types of expectations which can have negative consequences for female occupational attainment.

Rosen and Aneshensel (1978) also found that exogeneous family background variables such as socioeconomic status, family size, and mother's education, had greater total effects on educational expectations for females than males. Father's occupation had greater total effects on male than on female occupational expectations. Additionally, intervening social-psychological and achievement-related variables, such as academic achievement and self assessment, were found to be associated to a substantially lesser extent with occupational expectations for females than for males. The authors thus contended that the differential effect of these variables on female and male expectations reflected, in part, the impact of traditional sex role socialization on adolescents.

Determinants of Non-Sextypical Occupational Choices  
and Factors Associated with Career Orientation  
in Women

Research indicates that life style may be related to attitudes toward career and marriage (Almquist & Angrist 1971; Matthews & Tiedeman 1964). Women's anticipated (Rand 1968) and actual (Hawley 1969) career styles seem to be related to their concepts of a woman's role.

O'Connell (1980) found in her study of women college graduates that a very clear relationship existed among life style, personality, role concept, attitudes, the influence of significant others and personal and professional choices. The most meaningful of these relationships was the influence of parents' life style on the daughter's life style. The study extended previous findings (Gysbers et al. 1968; Tangri 1972) on

the relationships between life style, motivation, and choices of college major and occupation. Probably most important, however, the study pointed to the tremendous impact of the influence of parental life style (e.g., occupation, education, social position, finances, health, divorce, etc.) on the choice of life style for the women in the sample.

In her study of 200 college seniors, Tangri (1972) examined personal determinants of women choosing non-sextypical occupational choices. She referred to this choice as role innovation and defined innovative roles as occupations with fewer than 30 percent women in them. For the sixty-five women in this category, background variables such as parents' education, income and mother's employment were all positively related to role innovation. None were statistically significant, however. The best predictors of a woman's role innovation were whether her mother was currently working and the innovativeness (as defined in the study) of the mother's occupation. When role innovators were compared with moderates (occupations with 30 percent to 50 percent women in them) and traditionals (occupations with more than 50 percent women in them), Tangri found that role innovators' commitment to their careers was greater than that of women going into feminine professions.

Zuckerman (1978), in her study of women aspiring to non-traditional roles, found that age, grade, religious upbringing and affiliation, college major, enrollment in women's studies courses, and mother's educational attainment were all significant predictors of non-traditional goals. On the other hand, father's educational attainment, parents' occupation and women's birth order and self-esteem were not found to be related to the goals assessed. Although Zuckerman found that students were remarkably non-traditional in terms of their educational and career

goals, they were relatively traditional in terms of plans for marriage and motherhood.

In examining factors associated with women who were more-or-less career oriented, Greenglass and Devins (1982) found that a woman's career commitment was a significant predictor of her educational, career and family plans. That is, the more important a woman perceived her career to be, the more degrees she planned to obtain, and the more likely she was to plan to delay marriage and children. These findings support other studies that show the more career-oriented a woman is, the more likely she is to aspire to the attainment of greater levels of education or multiple degrees (Angrist 1972; Bronzaft 1974; Harmon 1970). The deliberate postponement of marriage and family responsibilities also supports the position of several writers who note that a career woman with a family is considered to have a double burden (Bardwick & Douvan 1972; Parelus 1975).

#### Summary

The literature related to (1) women's attitudes toward career, marriage, and family and (2) aspirations and expectations of men and women was reviewed.

The major conclusions drawn from each area follow:

1. The marriage-career combination appears to be emerging as a new way of life. Women of today no longer view marriage, childbearing, and career as mutually exclusive. Research regarding women's willingness to commit themselves to an uninterrupted full-time career, however, remains inconclusive.

2. Aspirations and expectations of men and women are changing. Earlier research indicates that occupational attainment at one time was

lower for women than for men. More recent literature suggests that women still have lower aspiration for managerial careers than men, but a significantly greater percentage of women are now aspiring to careers such as medicine, law, business, and other fields that were largely restricted to men as recently as a decade ago. Socioeconomic background, academic ability and sex role socialization appear to be factors associated with differences in aspiration and expectation of men and women. The literature suggests numerous variables can be related to a woman's occupational choice. Those women who were found to be career committed, however, wanted (1) to obtain higher levels of education, (2) postpone marriage and have fewer children than traditional women, and (3) to be more committed to their careers than women entering feminine professions.

Although these findings are interesting, much of the research in this area has been limited to high school students and college freshmen. Therefore, research is lacking on the attitudes of students that have already made the decision to enter a particular field of work. The present study focuses on seniors, and in particular business majors. It is important to assess the attitudes of students at a time when they are about to enter the work force, and perhaps have formed their own opinions about career goals and life style.

## CHAPTER 3

### DESIGN OF THE STUDY

#### Introduction

The purpose of this study was (1) to assess attitudes toward career, marriage, and family among women enrolled in senior and graduate level classes in a college of business administration, and (2) to assess sex differences in aspirations and expectations towards levels of management. Additionally analyses were performed to determine the effects of socioeconomic background (i.e., parents' educational level, parents' income, and parents' occupation), parents' expectations and academic achievement separately on men and women's aspirations and expectations regarding work. Finally, data were collected to allow the researcher to describe participants in the study.

In this chapter the design of the study is described in the following sections: development of the survey instrument, selection of the sample, collection of the data, and hypotheses tested.

#### Development of the Instrument

The purpose of the survey instrument designed for use in this study was to assess attitudes of students enrolled in senior level and graduate business courses toward a number of social issues. Items for inclusion on the instrument were identified through a review of related literature and research. The instrument can be found in the Appendix.

The questionnaire contained a total of thirty-five items. The first eighteen items were statements regarding marriage, family, and work, as well as five different situational items. These were included in order to assess attitudes of women toward the dual role pattern. Subjects were instructed to respond to these items by identifying the most appropriate response on a seven-point Likert scale. The scale ranged from strongly disagree to strongly agree with responses ranging from one to seven, respectively. The seven-point Likert scale was used because the concern was the extent of the respondent's agreement with the various statements about career, family and marriage. The statements used to assess women's attitudes are listed in Table 1.

Items nineteen through thirty-five contained questions about (1) the student's aspirations and expectations towards levels of management; (2) the student's background such as parents' education, occupation, income and expectations; and (3) demographic characteristics of the sample such as age, major, grade point average, sex, marital status and classification. All items were designed to yield interval data, if possible.

Students' aspirations and expectations toward levels of management were assessed by asking the following questions:

- (1) At what level of management do you expect to work most of your life?

\_\_\_\_\_ lower                      \_\_\_\_\_ middle                      \_\_\_\_\_ upper

- (2) At what level of management would you like to work most of your life?

\_\_\_\_\_ lower                      \_\_\_\_\_ middle                      \_\_\_\_\_ upper

TABLE 1

## QUESTIONS ASSESSING WOMEN'S ATTITUDES

---

<u>Questionnaire</u>	
<u>Item Number</u>	
1.	I expect to have a career position in business some time in life.
4.	I anticipate that some time in the future I will pursue an MBA, CPA, or a masters degree in another business related field.
6.	I plan to work in business and expect to work continuously until I reach retirement age.
7.	If in the future, I had the necessary qualifications and was offered a middle-level management position I would probably accept the offer.
8.	I fully expect to maintain a continuous career and have children also.
10.	I plan to postpone my career as a result of marriage.
11.	I expect to have children and forego a career.
12.	If in the future, I am married, and am offered a promotion that required relocation, I would probably accept the job.
14.	I expect to pursue a career but will have it interrupted by having children.
15.	If in the future, I had the necessary qualifications and was offered an upper-level management position, I would accept the offer.

---



Background variables were assessed by first asking the respondent his/her mother's and father's primary occupation. The respondent was further instructed to explain the sort of work that occupation entailed. The results of these two questions were used to assign a prestige rating to the occupation using the National Occupational Rating Code (NORC). Parents' income was assessed by asking the respondent to mark the appropriate category in which the combined income of his/her parents fell. Categories ranged from \$0 - \$9,999 to \$50,000 and over.

Parents' education was assessed by asking the respondent to circle a number representing his/her father's education in years and his/her mother's education in years. Measures of each parent's expectation were obtained from respondents by asking respondents to respond to two statements: My father (mother) expects me to obtain a career position that is substantially less than, somewhat less than, equivalent to, somewhat better than or substantially better than his (her) position. Responses were coded as if they were interval data.

Background questions and demographic questions were asked last on the questionnaire in order to avoid early requests for information which respondents might have considered personal or ego threatening.

Development of the instrument was accomplished with the aid of the thesis advisor, who made suggestions and reviewed the instrument during the course of development. Once the questionnaire was developed, it was pre-tested with juniors and seniors enrolled in a business course. Editorial changes in the interest of clarity were made based on their suggestions.

### Selection of the Sample

The population for the study consisted of students enrolled in senior level and graduate level business courses in the College of Business Administration at Oklahoma State University. The population was chosen because the researcher was interested in the attitudes of women who had chosen what has been considered a non-traditional field for women. Past research shows that more women are now entering the field of business and accepting management positions. It was of interest to the researcher to examine how women seniors who were about to enter the business world viewed career, marriage, and family.

A judgment sample stratified by attribute major was employed to select participants for the study (viz., accounting, economics, finance, management, marketing, and one M.B.A. class). This sampling method was employed in order to allow for statistical comparisons of the characteristics and attitudes of certain population subgroups. Although a random sample from each subgroup or strata would have been superior, the cost and time involved in the employment of such a procedure made the judgment sample the most appropriate feasible alternative. The sample size was 342 students.

The main advantage of the sample was that it did allow the researcher to observe opinions that were probably more firmly established than those of high school students or college freshmen. That is, seniors have had substantially more time to consider a career than freshmen or high school students. Because the sample consisted of college seniors who were about to enter the workforce, the researcher believed that more realistic opinions could be obtained. Additionally,

the sample did not focus on one particular major in the college of business administration but allowed for the assessment of attitudes of students in all the major areas offered in colleges of business administration.

The disadvantage of the sample was that it was obtained from a single university. Although a sampling of multiple schools would have been preferable, the time and costs involved in such a procedure made one institution a feasible alternative. To the extent that the sample of students is different from a nationwide sample, generalization of the results should be viewed with caution.

#### Collection of the Data

During the month of October, 1983, the researcher made arrangements with professors in each of the departments in the College of Business Administration to administer the survey instrument in their classes. In selecting professors, attention was given to attempting to construct a sample representative of the distribution of majors within the college. After receiving permission to survey a particular class, the researcher made arrangements to be present to administer the instrument on that day. Cooperation by students and faculty was excellent; there was no instance of refusal to participate.

In total, eleven classes participated in the study with the total number of respondents from those classes being 342. By major identified total number of respondents were as follows: accounting (63 respondents), finance (63 respondents), economics (15 respondents), marketing (74 respondents), management (77 respondents), graduate (27 respondents)

and other (23 respondents). Fewer than four percent of the questionnaires had to be discarded. Useable responses were obtained from 331 students, approximately 41 percent of whom were females.

### Hypotheses Tested

#### Overall Attitudes

Previous research has indicated that women's attitudes toward career, marriage, and family have been changing over the past decade. Recent studies indicate that women no longer view marriage, child-bearing, and career as mutually exclusive. Instead, the marriage-career combination has been found to be the preference of women (Bronzaft 1974; Parelius 1975; Blai 1975; Kovach 1980; Zuckerman 1980). Based on these findings, the following attitudes could be expected for the overall sample of women in the study.

Women in the sample will:

- A. tend to favor having a career position in business at some time in their life;
- B. tend to favor pursuing an MBA, CPA, or a masters degree in another business related field;
- C. tend to favor working in business and expecting to work continuously until they reach retirement age;
- D. tend to favor accepting a middle level management position given the necessary qualifications;
- E. tend to favor maintaining a continuous career while having children;
- F. tend not to favor postponing a career as a result of marriage;
- G. tend not to favor having children and foregoing a career;
- H. tend to favor accepting a promotion which requires relocation, even if married;

- I. tend not to favor having a career interrupted by having children;
- J. tend to favor accepting an upper-level management position, given the necessary qualifications.

Additional research regarding women entering non-traditional fields and women found to be career committed suggests that these women:

(1) expect to marry later and have fewer children than traditional women, (2) tend to obtain higher levels of education, and (3) tend to be more committed to their careers than women entering feminine professions (Greenglass & Devins 1982; Tangri 1972; Zuckerman 1978). Thus, career commitment has been found to be a significant predictor of a woman's educational, career, and family plans.

Based on this information, the sample was further subsetted into non-traditional, career-committed women. This was done in order to examine the attitudes of women falling into this category toward the above statements, and to determine if their attitudes are somewhat in line with past research. Career committed women were defined as those women who somewhat agreed, agreed, or strongly agreed with the statement: I plan to work in business and expect to work continuously until I reach retirement age.

To the extent that one can say business is a non-traditional field for women, we can then expect that those women found in the sample who indicate career commitment will have even stronger attitudes toward the above statements.

### Comparison of Men and Women

Based on the related literature, it is evident that greater numbers of women than in the past now plan to enter careers such as medicine, law, and business (Tangri 1972; Zuckerman 1980). However, research indicates that women still aspire to managerial positions to a lesser degree than do men (Fottler & Bain 1980; Barnett & Tagiuri 1973; McCall & Lawler 1976; Miner & Smith 1969). In accordance with these studies the following hypotheses were considered:

- (1) Women's aspirations toward working in levels of management (lower, middle, upper) will be lower than those of men.
- (2) Women's expectations toward working in levels of management (lower, middle, upper) will be lower than those of men.

Previous research also suggests that numerous background factors affect men and women's expectations and aspirations regarding work. Although the research in this area has been inconclusive, most studies suggest that these factors are different for men and women (Maccoby & Jacklin 1974; Hout & Morgan 1975; Marini & Greenberger 1978; Rosen & Aneshensel 1978). Therefore, as a working hypothesis we can expect that the relative importance of background factors as they affect expectations and aspirations towards levels of management (lower, middle, upper) will be different for men and women.

It should be noted that the assessment of attitudes regarding career, family, and marriage did not involve any direct statistical tests for significance but rather were used to make comparisons with attitudes of women found in previous studies. Statistical tests were performed to determine men and women's aspirations and expectations toward levels of management. Correlations were utilized in determining

the relative importance of background factors as they affected expectations and aspirations towards levels of management for men and women.

### Summary

Based on the information obtained from the review of the literature, a survey instrument was developed to assess attitudes of women toward career, marriage, and family and to determine sex differences in aspirations and expectations towards levels of management. The instrument consisted of thirty-five items. Eighteen items were statements regarding marriage, family, and work. The other seventeen items assessed aspirations and expectations of students, the student's background, and demographic characteristics of the sample.

Because the study focused on seniors in a college of business administration, a sampling frame was established to obtain a cross-section of seniors in the College of Business Administration at Oklahoma State University. The sample obtained was a judgment sample that included students from each major in the college. Oklahoma State University was chosen because of its accessibility. Data were collected during class time to maximize response rate and minimize collection time.

Hypotheses were formulated to address the overall attitudes of women toward career, marriage, and family, to compare men and women's aspirations and expectations toward working in levels of management, and to examine the effect of background factors on men and women's expectations and aspirations regarding work. Finally, the data which were collected to answer the research questions posed in the study were extracted from the survey instrument and statistically analyzed. The analysis and presentation of the data appear in Chapter Four.

## CHAPTER 4

### ANALYSIS OF THE DATA

The purpose of this chapter is to present and describe the data which were extracted from the survey instruments. The discussion will begin with a brief description of the sample, followed by the findings related to the major purposes of the study. The major purposes of the study were (1) to determine the overall attitudes of women in the sample toward career, marriage, and family, (2) to assess sex differences in aspirations and expectations towards levels of management, and (3) to determine the variable effects of background factors on men and women's aspirations and expectations regarding work.

#### Description of the Sample

Summary statistics of respondents in the study are presented in Table 2. Of the 342 questionnaires administered, there were 331 completed responses which yielded a net response rate of 96.8%.

Of the 331 respondents, 59.2 percent were men and 40.7 percent were women. This finding was expected given that there are more men in the College of Business Administration than women. The majority of the respondents were seniors (86.7%) and were either majoring in accounting (19%), finance (19%), marketing (21%), or management (23%). Graduate students made up 13.2 percent of the sample. These statistics are in line with what was expected because when selecting classes for the sample an attempt was made to approximate the relative proportion of students within different majors in the College of Business Administration.



TABLE 2  
SUMMARY STATISTICS OF RESPONDENTS

Sex	Number	Percentage
Men	196	59.215
Women	135	40.785
Total	331	100.000

  

Major	Number	Percentage
Accounting	63	19.033
Adminis. Services & Bus. Education	3	0.906
Finance	63	19.033
Economics	12	3.625
Marketing	71	21.450
Management	75	22.659
Graduate	27	8.157
Other	17	5.136
Total	331	100.000

  

Marital Status	Number	Percentage
Single	266	80.363
Married	62	18.731
Divorced	3	0.906
Total	331	100.000

  

Classification	Number	Percentage
Senior	287	86.707
Graduate	44	13.293
Total	331	100.000

  

Sex and Classification	Number	Percentage
Male Seniors	167	50.45
Women Seniors	120	36.25
Male Graduates	29	8.76
Women Graduates	15	4.53
Total	331	100.00

  

Combined Income of Parents	Number	Percentage
\$0 - \$9,999	3	.974
\$10,000 - \$19,999	14	4.545
\$20,000 - \$29,999	41	13.312
\$30,000 - \$39,999	48	15.584
\$40,000 - \$49,999	62	20.130
\$50,000 and over	140	45.455
Total	308	100.000

  

All Respondents n = 331	Mean Level	Standard Deviation
Age	22.79	3.26
Grade Point Average	3.04	.47

Other summary statistics, as shown in Table 2, indicate that the average age of the respondents was 22 years with a standard deviation of 3.26, and the average grade point for the sample was 3.04, with a standard deviation of .47. Thus, assuming a normally distributed population, we can assume that two-thirds of the sample was between the ages of 19 and 25. The model combined parental income for respondents was fifty-thousand dollars or more.

### Overall Attitudes

In order to assess the overall attitudes of women in the sample toward career, marriage, and family, a frequency listing of responses for women only was generated. The average response for each of the questionnaire items was also calculated. Data obtained from this part of the instrument are presented in Table 3.

All but one of the responses toward the statements about career, family, and marriage were found to be in the predicted direction. Only the responses toward the statement about accepting a promotion, if married, which would require relocation were not found to be in the predicted direction. The total percentage of favorable responses toward this statement was 41.48 percent, and the mean response was a neutral response.

The greatest percentage of favorable responses were toward:

- (1) expecting to have a career position in business at some time in life, and
- (2) expecting to maintain a continuous career while having children.

Eighty-four percent of the women sampled tended to favor accepting a middle-level management position in the future if they had the necessary qualifications, and even more (90.73%) favored accepting

TABLE 3

## ASSESSMENT OF WOMEN ATTITUDES

Statement	Response (%)						Total % of favorable Responses	Mean <sup>a</sup> Response	
	Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree			
I expect to have a career position in business at some time in my life.	1.48	--	.74	.74	5.19	17.04	74.82	97.05	6.58
I anticipate that some time in the future I will pursue an MBA, CPA, or a masters degree in another business related field.	9.63	14.07	8.15	11.11	14.82	17.04	25.19	57.05	4.59
I plan to work in business and expect to work continuously until I reach retirement age.	5.97	11.19	14.93	6.72	14.18	25.37	21.64	61.19	4.75
If in the future, I had the necessary qualifications and was offered a middle-level management position, I would probably accept the offer.	1.48	1.48	3.70	8.89	15.56	40.00	28.89	84.45	5.71
I fully expect to maintain a continuous career and have children at the same time.	1.48	--	.74	.74	5.19	17.04	74.81	97.04	6.58
I plan to postpone my career as a result of marriage.	44.44	35.56	8.15	5.93	2.96	1.48	1.48	5.93	1.97
I expect to have children and therefore forego a career.	45.93	22.96	15.56	4.44	7.41	2.22	1.48	11.11	2.17
If in the future, I am married, and am offered a promotion that required relocation, I would probably accept the job.	.74	4.44	15.56	37.78	22.96	15.56	2.96	41.48	4.36
I expect to pursue a career but will have it interrupted by having children.	6.72	9.70	12.69	14.18	26.87	21.64	8.21	56.72	4.42
If in the future, I had the necessary qualifications and was offered an upper-level management position, I would accept the offer.	.74	2.96	1.48	4.44	17.04	40.00	33.33	90.37	5.87

<sup>a</sup>The seven-point Likert scale ranged from strongly disagree to strongly agree with responses ranging from one to seven, respectively.

an upper-level management position in the future if they had the necessary qualifications.

#### Attitudes of Career Committed Women

Career committed women were identified as those women who somewhat agreed, agreed, or strongly agreed with planning to work continuously in business until reaching retirement age. Eighty-two (61.19%) of the 134 valid responses were identified as women who were career committed. This is well over half the women in the sample. In Table 4, data related to the attitudes of career committed women are shown. It was predicted that career committed women would have even stronger attitudes toward the statements used to assess attitudes toward career, marriage, and family. Career committed women were even more favorable than the overall sample of women toward: (1) pursuing an MBA, CPA, or a masters degree in another business related field, (2) accepting a middle-level management position, (3) accepting a promotion which required relocation, even if married, and (4) accepting an upper-level management position.

They were less favorable than the overall sample of women toward: (1) expecting to maintain a continuous career and have children at the same time, (2) postponing a career as a result of marriage, (3) having children and foregoing a career, and (4) pursuing a career and having it interrupted by having children. Although the total percentage of favorable responses toward accepting a promotion which would require relocation, if married, was not the majority response for career

TABLE 4

## ASSESSMENT OF ATTITUDES OF CAREER COMMITTED WOMEN

<u>Statement</u>	<u>Response (%)</u>						<u>Total % of favorable Responses</u>	<u>Mean<sup>b</sup> Response</u>	
	<u>Strongly Disagree</u>	<u>Disagree</u>	<u>Somewhat Disagree</u>	<u>Neutral</u>	<u>Somewhat Agree</u>	<u>Strongly Agree</u>			
I expect to have a career position in business at some time in my life.	2.44	--	--	1.22	1.22	12.20	82.93	96.34	6.67
I anticipate that some time in the future I will pursue an MBA, CPA, or a masters degree in another business related field.	9.76	9.76	7.32	9.76	14.63	18.29	30.49	63.42	4.86
If in the future, I had the necessary qualifications and was offered a middle-level management position, I would probably accept the offer.	1.22	1.22	2.44	7.32	15.85	32.93	39.02	87.80	5.90
I fully expect to maintain a continuous career and have children at the same time.	2.44	--	--	1.22	1.22	12.20	82.93	96.35	6.67
I plan to postpone my career as a result of marriage.	54.88	34.15	4.88	3.66	1.22	--	1.22	2.44	1.67
I expect to have children and therefore forego a career.	63.42	21.95	6.10	3.66	2.44	1.22	1.22	4.88	1.68
If in the future, I am married, and am offered a promotion that required relocation, I would probably accept the job.	--	--	12.20	39.02	25.61	19.51	3.66	48.78	4.63
I expect to pursue a career but will have it interrupted by having children.	8.54	13.42	15.85	18.29	24.39	12.19	7.32	43.90	4.02
If in the future, I had the necessary qualifications and was offered an upper-level management position, I would accept the offer.	--	1.22	2.44	2.44	14.63	32.93	46.34	93.90	6.15

n = 82<sup>a</sup>

<sup>a</sup>The number of career committed women was determined by adding the number of women who somewhat agreed, agreed, or strongly agreed with working continuously in business.

<sup>b</sup>The seven-point Likert scale ranged from strongly disagree to strongly agree with responses ranging from one to seven, respectively.

committed women, this percentage was greater than that of the overall sample of women.

Overall, the differences found in the responses of career committed women and the overall sample of women were not substantial. A significant majority of women (61.19%) in the sample favored working in business continuously until reaching retirement age. The attitudes of these women were found to be in line with previous research findings on women entering non-traditional fields. Because little difference was found in the responses of these women and women in the overall sample, we can reasonably conclude that the overall sample is representative of career committed women. In light of this finding, the entire set of women in the sample were used to test the hypotheses formulated.

#### Comparison of Men and Women

Chi-square analysis was performed in order to assess sex differences in aspirations and expectations towards levels of management. The null hypothesis ( $H_0$ ) states that there is no significant difference between the actual and expected responses for men and women, while the alternative hypothesis ( $H_a$ ) states that women's aspirations and expectations towards levels of management will be lower than those of men. An alpha ( $\alpha$ ) level of .05 was used to determine whether  $H_0$  should be rejected. Table 5 presents the results of men and women's expectations towards levels of management. Because only four respondents expected to work in lower level management, these respondents were collapsed with missing values in order to perform more accurate statistical testing.

TABLE 5  
RESULTS OF THE CHI-SQUARE ANALYSIS FOR DETERMINING  
SEX DIFFERENCES BETWEEN THE LEVEL OF MANAGEMENT  
EXPECTED TO WORK MOST OF LIFE

<u>Sex</u>	<u>Percentage of Responses Checked "Middle"</u>	<u>Percentage of Responses Checked "Upper"</u>	<u>Total %</u>
Male	42.6 (25.4) <sup>a</sup>	57.4 (34.2)	100 (59.6)
Female	61.2 (24.8)	38.8 (15.6)	100 (40.4)
Total	<u>50.2</u>	<u>49.8</u>	<u>100.0</u>

$\chi^2, 1 = 10.643$  prob. < .01

<sup>a</sup>Percentages in brackets represent the percentage of males or females of the total sample expecting that level of management.

The difference between the frequencies was statistically significant at < .01 alpha risk. Overall, 50 percent of respondents expected to work in middle level management. Among males in the sample, 42.6% expected to work at this level of management, while 61.2% of the female respondents expected to work at this level.

Students expecting to work in upper level management made up 49.8% of the total sample. The percentage of males expecting to work in upper management (57.4%) was higher than the percentage of all respondents expecting this level, while the percentage of females (38.8%) was lower. Thus, the results indicated that women's expectations toward working in levels of management were lower than those of men. The null hypothesis was therefore rejected.

Table 6 shows men and women's aspirations toward levels of management. Because only one respondent expected to work in lower level management, this respondent was collapsed with missing values in order to perform more accurate statistical testing.

TABLE 6  
RESULTS OF THE CHI-SQUARE ANALYSIS FOR DETERMINING  
SEX DIFFERENCES BETWEEN THE LEVEL OF MANAGEMENT  
ASPIRED TO WORK MOST OF LIFE

<u>Sex</u>	<u>Percentage of Responses Checked "Middle"</u>	<u>Percentage of Responses Checked "Upper"</u>	<u>Total %</u>
Male	21.2 (12.5) <sup>a</sup>	78.8 (46.4)	100 (58.9)
Female	48.5 (19.9)	51.5 (21.2)	100 (41.1)
Total	<u>32.4</u>	<u>67.6</u>	<u>100.0</u>

$\chi^2, 1 = 26.49$  prob. < .0001

<sup>a</sup>Percentages in brackets represent the percentage of males or females of the total sample aspiring to that level of management.

The difference between the frequencies was again statistically significant at < .001 alpha risk. Overall, 32 percent of the respondents aspired to middle level management while 68 percent aspired to upper level management. Only twenty-one percent of males aspired to middle level management, however, compared with 32% of total respondents who aspired to this level. And the percentage of women aspiring to this level (48.5%) was greater than the total percentage of students aspiring to this level.

The percentage of males aspiring to upper level management (78.8%) was greater than the percentage of the overall sample of students who aspired to this level (67.6%), while the percentage of females was lower (51.5%). Results, therefore, show men to have higher aspirations than women. The null hypothesis was again rejected.



### Assessment of Background Factors

Prior research has assessed the relationship of various background factors with both management aspirations and management expectations. In this study, eight measures of background factors were obtained. Two additional measures were derived, resulting in a total of ten background variables.

Father's and mother's expectations were scaled as less than, equal to, or better than the respective parent's own position. With such scaling, the parent's own position is used as a basis for the assessment. Without any type of adjustment, parents with high occupational status would tend to indicate lower expectations, other things being equal. Therefore, each of the parent's expectations was multiplied by that parent's NORC occupation score to obtain a combined occupation/expectation score.

A simple bivariate correlation analysis was performed to determine whether a significant relationship existed between male students' aspirations and expectations and their background factors. Table 7 presents the results of this analysis. The analysis was repeated for female students and is presented in Table 8.

TABLE 7  
 CORRELATION COEFFICIENTS OF BACKGROUND FACTORS  
 WITH EXPECTATIONS AND ASPIRATIONS OF MEN

<u>Background Factor</u>	<u>Expectation Correlation Coefficient</u>	<u>Aspiration Correlation Coefficient</u>
Grade Point Average	.136	.030
Combined Income of Parents	.128	.082
Father's Occupation	.107	.024
Mother's Occupation	.078	.072
Father's Education Level	.024	.037
Mother's Education Level	.147*	.120
Father's Expectations	.188*	.093
Mother's Expectations	-.063	-.085
Father's Occupation * Expectations	.241*	.127
Mother's Occupation * Expectations	.048	.056

\*Significant at  $\alpha < .05$

Three background factors were significant for male students' expectations. These were mother's education level, father's expectations, and the product of the father's occupation and expectations. No background factors were significantly related to male students' aspirations. All relationships were positive except for both mother's expectations relationships, a finding which tends to confirm the need for rescaling the expectations variable.

TABLE 8  
CORRELATION COEFFICIENTS OF BACKGROUND FACTORS  
WITH EXPECTATIONS AND ASPIRATIONS OF WOMEN

<u>Background Factor</u>	<u>Correlation Coefficient</u>	<u>Correlation Coefficient</u>
Grade Point Average	-.043	-.161
Combined Income of Parents	.131	.073
Father's Occupation	.110	.105
Mother's Occupation	-.056	-.104
Father's Education Level	.029	.030
Mother's Education Level	.042	-.017
Father's Expectations	.077	.060
Mother's Expectations	.031	.074
Father's Occupation * Expectations	.119	.103
Mother's Occupation * Expectations	-.051	-.057

None of the background factors reached significance for either female students' aspirations or expectations. An additional interesting result is the negative correlation for mother's occupation with female students' aspirations and expectations.

#### Summary

In this chapter data regarding (1) the attitudes of women toward career, marriage, and family, (2) sex differences in aspirations and expectations towards levels of management, and (3) the effects of background factors on men and women's expectations and aspirations regarding work have been presented in both narrative and tabular form. The results of statistical tests employed to determine whether sex differences were significant have also been reported. In the chapter which follows,

findings from the present chapter will be summarized, and conclusions will be drawn based on the findings.

## CHAPTER 5

### DISCUSSION AND CONCLUSIONS

This research has sought to assess the attitudes of senior women in the College of Business Administration at Oklahoma State University toward their career plans. Although the main focus of the study was senior women, men were also sampled in order to make comparisons regarding career plans. The study was a descriptive study which employed an ex post facto design. That is, the study measured the attitudes of students toward their career plans and was not an attempt to predict why these attitudes existed. An attempt was made in selecting the sample to approximate the relative proportion of students within different majors in the College of Business Administration. Therefore, the sample is quite representative of seniors at Oklahoma State University. This population was chosen because the researcher was interested in the attitudes of women who had chosen business, which has been considered a non-traditional field for women. The major findings from the study are discussed in the following subsections: (1) overall attitudes of women toward career, marriage, and family, (2) comparison of men and women's expectations and aspirations toward levels of management, and (3) the effect of background factors on men and women's aspirations and expectations regarding work.

### Overall Attitudes

Two analyses were performed to assess the attitudes of the 135 women in the sample toward career, family, and marriage. The first analysis entailed taking the entire sample of women and assessing their attitudes toward statements about career, family, and marriage. Frequency and summary statistics were computed to assess the attitudes of all women in the sample. The average response toward each of the statements about career, family, and marriage was also calculated.

The second analysis involved assessing the attitudes of career-committed women in the sample. These women were identified as those who expected to work in business continuously until reaching retirement age. Frequency and summary statistics were then computed for this subset of women in order to assess their attitudes toward statements about career, family, and marriage. Eighty-two women, or 61.9% of the women in the sample, were identified as career committed. In other words, a significant majority of women favored working in business continuously until reaching retirement age.

Although career-committed women did, as predicted, have stronger attitudes toward the statements about career, family, and marriage, the difference between their attitudes and the attitudes of the overall sample of women was not substantial. Overall, the sample had very high expectations regarding career and family. The percentage of favorable responses toward accepting a middle-level management position was high (84%), and the percentage of favorable responses toward accepting an upper-level management position was even greater (90%). Thus, the women in the sample indicated a willingness to accept these positions if they had the necessary qualifications. Over 95% of the women sampled

expected to have a career position in business at some time in their life, while 61% planned to work continuously until reaching retirement age. This percentage is even greater than the 88.4% found by Greenglass & Devins (1982) in their survey of 198 female undergraduates who planned to have a career in the future.

A greater percentage (85%) of respondents indicated an intention to maintain a continuous career while having children than indicated an intention to pursue a career and interrupt it by having children. A very small percentage (5.9%) favored postponing their career as a result of marriage. This finding is of particular interest because it not only lends support to previous studies, but also contributes additional information to the literature. While Greenglass & Devins (1982) found women with relatively high career aspirations unwilling to commit themselves to an uninterrupted full-time career pattern, other studies have failed to provide any data on this issue for women who indicate this preference. Consequently, the issue of whether these women expected to take time off from their careers to marry and rear children, or whether they planned to pursue all three roles simultaneously has not been adequately researched (Wately & Kaplan 1971; Parelleus 1975; Bronzaft 1974).

The findings suggest that the overwhelming majority of senior women in the sample plan to have both a career and a family. Very few women (14.8%) favored pursuing a career and not having children. These results are consistent with previous research findings on women and life plans, which have indicated that for college-educated women, a combination of the two roles is likely to be the prevalent experience in the future.

The findings are also similar to those reported in earlier studies of women entering non-traditional fields. A majority of the women in this sample (57.05%) anticipated pursuing higher levels of education. Additionally, a decided majority favored maintaining a continuous career and having children at the same time. A lower percentage, although also a majority, favored maintaining a continuous career in business until reaching retirement age. The difference in the last two responses appears to be one of time horizon. That is, having children while working continuously until reaching retirement age might represent the same phenomenon in the long-run. Overall, the sample is decidedly career committed. This finding may also suggest that perhaps the women sampled are well aware of the career-advancement opportunities associated with a continuous career. Past research suggests that women who maintain a continuous career are perceived as career committed and, therefore, are likely to receive more advancement opportunities in the business world.

#### Comparison of Men and Women

With regard to aspirations and expectations toward levels of management, the response patterns for men and women differed significantly. Although women did aspire and expect to work in middle or upper level management, men still desired and expected higher levels of management than women. This finding was significant at the .05 alpha level, and thus, the alternative hypothesis--women would desire and expect lower levels of management than men--was accepted. This finding is consistent with prior research findings which indicate that women aspire to managerial positions to a lesser degree than do men (Fottler & Bain 1980; Barnett & Tagiuri 1973; McCall & Lawler 1976; Miner & Smith 1969).



The aspiration and expectation toward working in lower level management was virtually nonexistent for both men and women.

A substantial percentage of women in the sample anticipated a lifetime commitment to a business career. However, they were more reluctant than their male counterparts to express a desire or expectation to work in upper level management. The reason for this finding is not clear, however. A higher contingency coefficient (.27) did exist for the responses toward the desired level of management than existed for the expected level of management for life (.18). The contingency coefficient can be viewed as similar to a correlation coefficient.

Although this coefficient is small, it does indicate lower expectations and aspirations for women. Perhaps women do not desire upper level management because they have made the decision that they would not feel comfortable working in such a position. While external barriers to women entering the professions are being cast aside through legislation, it is also possible that women continue to underestimate their managerial abilities. Alternatively they may have internalized the concept that high level managerial roles are for men and not for women. A lesser expectation toward upper level management may also reflect these women's belief that upper level management is truly an unrealistic career expectation.

#### Assessment of Background Factors

The results of the study indicated that the relative importance of background factors as they affected aspirations and expectations towards levels of management differed for men and women. Therefore, the alternative hypothesis, which stated this difference, was accepted.

This finding lends support to previous research findings that background factors affecting men and women's expectations and aspirations regarding work are different for men and women (Maccoby & Jacklin 1974; Hout & Morgan 1975; Marini & Greenberger 1978; Rosen & Anehensel 1978).

Not only did the background factors differ for men and women's aspirations and expectations toward levels of management, but no background factors were found to be significantly related to either women's expectations or their aspirations toward levels of management. On the other hand, three background factors were significantly related to men's expectations, but not their aspirations toward levels of management. These factors were mother's education level, father's expectations, and the product of father's occupation and expectations. Thus, background factors were more strongly associated with men's expectations toward management positions than with women's.

The finding that background factors were not significantly related to women's aspirations and expectations replicates the findings of Tangri's (1972) study. She also found no background factors to be significantly related to senior women choosing non-sextypical occupational choices. This is in contrast to O'Connell's (1980) study, however, in which she found that for women college graduates entering non-traditional fields, the influence of parents' life style on daughter's life style was the most predominant of factors associated with daughter's life style. Other studies have indicated that parents' occupation, income, and academic ability are all positively related to women's occupational aspirations and expectations (Marini 1974; Hout & Morgan 1975; Sewell & Hauser 1975). However, the focus of these research studies were high school students and college freshmen.

Because a significant relationship was not found to exist between background factors and women's aspirations and expectations towards levels of management, caution must be exercised in providing any explanation for the results. One can only hypothesize the reason for this finding. One tenable hypothesis is that the difference in the results found for high school students and college freshmen and those found in this study could be a consequence of the college experience itself. As women progress through four years of college, the factors which affect their career aspirations and expectations may no longer be solely a function of their background, but could be a function of their present environment. This is not to say that background factors do not influence women's aspirations and expectations in any way, but the college environment may be acting to suppress that influence. If this is indeed the case, then these results can be viewed with some comfort--the institution of change may be education. The more strongly background factors are associated with aspirations and expectations toward work, the slower the evolution toward equality in the work place is likely to be. And conversely, to the extent that background factors are not significantly related to women's aspirations and expectations, we may conclude that the equality of women in business will occur more rapidly.

#### Final Summary

The research findings of this study will provide useful information to faculty, vocational counselors, placement personnel and businesses. The results of the study indicated that: (1) it is the preference of senior women in this sample to combine marriage, family, and career,

with additional data revealing that an overwhelming percentage favored maintaining a continuous career and having children at the same time;

(2) although women's expectations and aspirations towards working in management were not as high as men's were, they do expect to work in middle level management and plan to do so while having children;

(3) background factors were not found to be significantly related to women's aspirations and expectations towards working in management, however, three background factors were found to be significantly related to men's expectations towards levels of management.

Although caution must be exercised in interpreting and generalizing from these results, findings from the study can be useful to vocational counselors who may need this kind of information when counseling undergraduate students. These results may also prove useful to businesses interested in knowing the career plans and attitudes toward management positions of senior women in a college of business administration. Faculty who counsel women students and encourage them to pursue traditionally male-dominated careers may find this information useful when advising women. Finally, the study can serve to stimulate meaningful discussion among students concerned with their future careers and family lives.

Because the study was limited to one university, further research which would include a nationwide sample of university business students would be superior and provide more information on the attitudes of senior women toward their career plans.

More research related to women's implementations of their career ambitions would also be helpful. For example, a longitudinal study of the women sampled in this survey would show whether their career aspira-

tions are in fact related to post-college vocational behavior. Research comparing plans and actual behavior of graduating women could then lead to an investigation of the reasons for any discrepancy discovered between career plans and actual behavior.

## REFERENCES

- Alexander, Karl L. and Bruce K. Eckland (1974), "Sex Differences in Educational Attainment Process," American Sociological Review, 39 (October), 668-82.
- Almquist, Elizabeth M. and Shirley S. Angrist (1971), "Role Model Influences on College Women's Career Aspirations," Merrill Palmer Quarterly, 17 (July), 263-79.
- Angrist, Shirley S. (1972), "Variations in Women's Adult Aspirations During College," Journal of Marriage and the Family, 34 (August), 465-68.
- Bardwick, Judith M. (1971), Psychology of Women, New York: Harper & Row.
- Bardwick, Judith M. and E. Douvan (1972), "Ambivalence: The Socialization of Women," in Readings on the Psychology of Women, Judith M. Bardwick, ed., New York: Harper & Row, 52-57.
- Barnett, Rosalind C. and Renato Tagiuri (1973), "What Young People Think About Managers," Harvard Business Review, 51 (May-June), 106-18.
- Barr, Anthony J. et al. (1972), A User's Guide to SAS, Raleigh, NC: SAS Institute Inc.
- Bird, Caroline (1968), Born Female, New York: David McKay.
- Blai, B. (1975), Today's Women Students: New Outlooks, Bryn Mawr, PA: Harcum Junior College Office of Research, in "College Women's Career and Marriage Aspirations: A Review of Literature," Betty Blaska (1978), Journal of College Student Personnel, 19 (July), 302-305.
- Bronzaft, Arline L. (1974), "College Women Want a Career, Marriage and Children," Psychological Reports, 35 (December), 1031-34.
- Burrow, Martha (1978), Developing Women Managers: What Needs to Be Done? New York: AMACOM.
- Cancian, Francesca (1982), "Rapid Social Change: Women Students in Business Schools," Sociology and Social Research, 66 (January), 169-83.

- Cappo, Joe (1977), "No Room at the Top For Chicago Women," Chicago Tribune, (February 6).
- Digest of Education Statistics (1982), Washington: U.S. Department of Education, National Center for Education Statistics.
- Empey, Lamar T. (1958), "Role Expectations of Women Regarding Marriage and a Career," Marriage and Family Living, 20 (May), 152-55.
- Epstein, Gilda F. and Arline L. Bronzaft (1974), "Female Modesty in Aspiration Level," Journal of Counseling Psychology, 21 (January), 57-60.
- Fortner, Mildred L. (1970), "Vocational Choices of High School Girls: Can They Be Predicted?" Vocational Guidance Quarterly, 18 (March), 203-206.
- Fottler, Myron and Trevor Bain (1980), "Research Notes: Sex Differences in Occupational Aspirations," Academy of Management Journal, 23 (March), 144-49.
- Greenglass, Esther R. and Reva Devins (1982), "Factors Related to Marriage and Career Plans in Unmarried Women," Sex Roles, 8 (January), 57-71.
- Gysbers, Norman C., Joseph A. Johnston, and Tim Gust (1968), "Characteristics of Homemaker and Career-Oriented Women," Journal of Counseling Psychology, 15 (November), 541-46.
- Harmon, Lenore W. (1970), "Anatomy of Career Commitment in Women," Journal of Counseling Psychology, 17 (January), 77-80.
- Harrison, Forrest (1969), "Aspirations as Related to School Performance and Socioeconomic Status," Sociometry, 32 (March), 70-79.
- Hauser, Robert M. (1971), Socioeconomic Background and Educational Performance, Washington, D.C. Rose Monograph Series, American Sociological Association.
- Hawley, Marjorie J. (1969), "The Relationship of Women's Perceptions of Men's View of the Feminine Ideal to Career Choice," Dissertation Abstracts International, 29, 2523-A, No. 68-18, 629.
- Hoffman, Lois W. (1972), "Early Childhood Experiences and Women's Achievement Motives," Journal of Social Issues, 28 (April-June), 129-56.
- Hout, Michael M. and William R. Morgan (1975), "Race and Sex Variations in the Causes of the Expected Attainments of High School Seniors," American Journal of Sociology, 81 (September), 364-94.
- Hutt, Christine H. (1983), "College Students' Perceptions of Male and Female Career Patterns," Journal of College Student Personnel, 24 (May), 240-46.

- Kantor, Rosabeth M. (1977), Men and Women of the Corporation, New York: Basic Books, Incorporated.
- Kovach, Kenneth A. (1980), "Women in the Labor Force: A Socio-Economic Analysis," Public Personnel Management Journal, 4 (July-August), 318-26.
- Krech, David, Richard S. Crutchfield and Egerton L. Ballachecy (1962), Social Psychology, New York: Harper and Row.
- Larwood, Laurie and Marion M. Wood (1977), Women in Management, Lexington, MA: D.C. Heath & Company.
- Maccoby, Eleanor E. and Carol N. Jacklin (1974), The Psychology of Sex Differences, Stanford, CA: Stanford University Press.
- Marini, Margaret M. (1974), "Individual and Contextual Influences on the Future Orientations of Adolescents," Dissertation Abstracts International, 35A, 8029-A, No. 75-12, 990, 513.
- Marini, Margaret M. and Ellen Greenberger (1978), "Sex Differences in Occupational Aspirations and Expectations," Sociology of Work and Occupations, 5 (May), 147-78.
- Matthews, Esther and David V. Tiedeman (1964), "Attitudes Toward Career and Marriage and the Development of Life Style in Young Women," Journal of Counseling Psychology, 11 (Winter), 375-84.
- McCall, Morgan W. and Edward E. Lawler (1976), "High School Students' Perceptions of Work," Academy of Management Journal, 19 (March), 17-24.
- Miner, John B. and Norman R. Smith (1969), "Managerial Talent Among Undergraduate and Graduate Business Students," Personnel and Guidance Journal, 47 (June), 995-1000.
- Moore, Loretta M. and Annette U. Rickel (1980), "Characteristics of Women in Traditional and Nontraditional Managerial Roles," Personnel Psychology, 33 (Summer), 317-33.
- O'Connell, Agnes N. (1980), "Correlates of Life Style: Personality, Role Concept, Attitudes, Influences, and Choices," Human Relations, 33 (August), 589-601.
- O'Leary, Virginia E. (1974), "Some Attitudinal Barriers to Occupational Aspirations in Women," Psychological Bulletin, 81 (November), 809-26.
- Olive, Helen (1973), "Sex Differences in Adolescent Vocational Preferences," Vocational Guidance Quarterly, 21 (March), 199-201.
- Oppenheimer, Valerie K. (1968), "The Sex Labeling of Jobs," Industrial Relations, 17 (May), 219-34.



- Osipow, Samuel H. (1975), "Introduction: Concepts In Considering Women's Careers," in Emerging Women: Career Analysis and Outlooks, Samuel H. Osipow, ed., Columbus, OH: Charles E. Merrill.
- Otto, Luther B. et al. (1974), "An Empirical Evaluation of a Scale to Measure Occupational Aspiration Level," Journal of Vocational Behavior, 5 (August), 1-11.
- Parelius, Ann P. (1975), "Change and Stability in College Women's Orientations Toward Education," Social Problems, 22 (February), 420-32.
- Rand, Lorraine M. (1968), "Masculinity or Femininity? Differentiating Career-Oriented and Homemaking-Oriented College Freshmen Women," Journal of Counseling Psychology, 15 (September), 444-50.
- Rand, Lorraine M. and Anna L. Miller (1972), "A Developmental Cross-Sectioning of Women's Careers and Marriage Attitudes and Life Plans," Journal of Vocational Behavior, 2 (July), 317-31.
- Rezler, Agnes G. (1967), "Characteristics of High School Girls Choosing Traditional or Pioneer Vocations," Personnel and Guidance Journal, 45 (March), 659-65.
- Rosen, Bernard C. and Carol S. Aneshensel (1978), "Sex Differences in the Educational Occupational Expectation Process," Social Forces, 57 (September), 164-86.
- Secord, Paul F. and Carl W. Backman (1964), Social Psychology, New York: McGraw-Hill.
- Sewell, William H. and Robert M. Hauser (1975), Education, Occupation and Earnings: Achievement in Early Career, New York: Academic Press.
- Sewell, William H. and Vinal P. Shah (1968), "Social Class, Parental Encouragement and Educational Aspirations," American Journal of Sociology, 73 (March), 559-72.
- Sewell, William H. et al. (1957), "Social Status and Educational and Occupational Aspirations," American Sociological Review, 22 (February), 67-73.
- Sherif, Carolyn W. and Muzafer Sherif (1969), Social Psychology, New York: Harper and Row.
- Tangri, Sandra S. (1972), "Determinants of Occupational Role Innovation Among College Women," Journal of Social Issues, 28 (April-June), 177-99.
- Terborg, James R. (1977), "Women in Management: A Research Review," Journal of Applied Psychology, 62 (December), 647-64.
- U.S. Women's Bureau (1959), First Jobs of College Women, Washington, D.C.: U.S. Women's Bureau, Bulletin 268.

- Watley, Donivan J. and Rosalyn Kaplan (1971), "Career or Marriage? Aspirations and Achievements of Able Young Women," Journal of Vocational Behavior, 1 (January), 29-43.
- Werts, Charles E. (1967), "Career Choice Patterns," Sociology of Education, 40 (Fall), 348-58.
- Zuckerman, Diana M. (1979), "The Impact of Education and Selected Traits on Sex-Role Related Goals and Attitudes," Journal of Vocational Behavior, 14 (April), 248-54.
- Zuckerman, Diana M. (1980), "Self-Esteem, Personal Traits, and Women's Life Goals," Journal of Vocational Behavior, 17 (December), 310-19.

APPENDIX

## SURVEY QUESTIONNAIRE

The purpose of this survey is to measure your attitudes toward a number of social issues. There are no right or wrong answers to these statements. People hold a wide variety of positions on these issues, therefore, the best answer to each statement is your personal opinion. Please answer every question even if it seems to apply only to female respondents. This survey is anonymous and your answers will only be treated as part of our survey as a whole.

Directions

Read statements 1-18 on the following page and indicate the extent to which you agree or disagree with the statements by circling the appropriate response.

Response Options are:

Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>

DO NOT WRITE YOUR NAME ON THE ANSWER SHEET. If you have a question, please raise your hand.

## Questionnaire Items

1. I expect to have a career position in business at some time in my life. (1 2 3 4 5 6 7)
2. If a couple is married and both working (all other things being equal) and the man receives a promotion and transfer to another state, normally the woman should be willing to leave her position. (1 2 3 4 5 6 7)
3. I expect to pursue a career and do not plan on having any children. (1 2 3 4 5 6 7)
4. I anticipate that some time in the future I will pursue an MBA, CPA, or a masters degree in another business related field. (1 2 3 4 5 6 7)
5. I do not expect to work in business, but I plan to use my degree in a relevant alternative career such as government, law or higher education. (1 2 3 4 5 6 7)
6. I plan to work in business and expect to work continuously until I reach retirement age. (Note: For the purpose of this study, official leave for not more than one year, such as maternity or educational leave, does not affect continuous employment). (1 2 3 4 5 6 7)
7. If in the future, I had the necessary qualifications and was offered a middle-level management position, I would probably accept the offer. (1 2 3 4 5 6 7)
8. I fully expect to maintain a continuous career and have children at the same time. (1 2 3 4 5 6 7)
9. Given equal formal education and equal work experience, I will have as good of an opportunity as anyone of the opposite sex to advance. (1 2 3 4 5 6 7)
10. I plan to postpone my career as a result of marriage. (1 2 3 4 5 6 7)
11. I expect to have children and therefore forego a career. (1 2 3 4 5 6 7)
12. If in the future, I am married, and am offered a promotion that required relocation, I would probably accept the job. (1 2 3 4 5 6 7)
13. I expect to be a top executive within the next ten years. (1 2 3 4 5 6 7)
14. I expect to pursue a career but will have it interrupted by having children. (1 2 3 4 5 6 7)
15. If in the future, I had the necessary qualifications and was offered an upper-level management position, I would accept the offer. (1 2 3 4 5 6 7)
16. Most of my female friends are planning on pursuing a career after finishing their college education. (1 2 3 4 5 6 7)
17. One cannot have an effective career and also have children. (1 2 3 4 5 6 7)
18. I expect to obtain a career position that is equivalent or better than my father's. (1 2 3 4 5 6 7)

Additionally, we have a variety of questions about you, your background, and further career aspirations. Please remember that the survey is confidential and your answers will be treated only as part of our survey as a whole.

19. At what level of management do you expect to work most of your life? \_\_\_ lower \_\_\_ middle \_\_\_ upper
20. What is your father's primary occupation? \_\_\_\_\_
21. What sort of work does/did that entail? \_\_\_\_\_
22. At what level of management would you like to work most of your life? \_\_\_ lower \_\_\_ middle \_\_\_ upper
23. What is your approximate GPA at this time? \_\_\_\_\_ (to the nearest tenth)
24. What is your mother's primary occupation? \_\_\_\_\_
25. What sort of work does/did that entail if employed outside the home? \_\_\_\_\_  
\_\_\_\_\_
26. Into what category does the combined income of your parents fall? (If retired, what was their income prior to retirement).  
\_\_\_ \$0 - \$9,999 \_\_\_ \$10,000 - \$19,999 \_\_\_ \$20,000 - \$29,999 \_\_\_ \$30,000 - \$39,999  
\_\_\_ \$40,000 - \$49,999 \_\_\_ \$50,000 and over
27. My father's education (in years) -- Please circle one: 8 9 10 11 12 13 14 15 16 17 18 19 20  
H.S. Coll. Ph.D.
28. My mother's education (in years) -- Please circle one: 8 9 10 11 12 13 14 15 16 17 18 19 20
29. My father expects me to obtain a career position that is:  
Substantially Less Than      Somewhat Less Than      Equivalent To      Somewhat Better Than      Substantially Better Than  
\_\_\_\_\_  
his position.
30. My mother expects me to obtain a career position that is:  
Substantially Less Than      Somewhat Less Than      Equivalent To      Somewhat Better Than      Substantially Better Than  
\_\_\_\_\_  
her position.
31. Sex: (1) male      (2) female
32. Marital Status: (1) single      (2) married      (3) divorced      (4) widowed
33. Age \_\_\_\_\_
34. Major: (1) accounting      (2) administrative services & business education      (3) finance      (4) economics  
(5) marketing      (6) management      (7) graduate      (8) other
35. Classification: (1) freshman      (2) sophomore      (3) junior      (4) senior      (5) graduate

Thank you very much for your time and effort in helping us complete this survey.

VITA

Lana Gore Ivy

Candidate for the Degree of  
Master of Business Administration

Report: WOMEN STUDENTS AND CAREER GOALS: A STUDY OF THEIR ATTITUDES,  
ASPIRATIONS AND EXPECTATIONS FOR CAREERS

Major Field: Business Administration

Biographical:

Personal Data: Born in Forrest City, Arkansas, June 25, 1958, the  
daughter of Buddy and Joyce Gore. Married to William A. Ivy.

Education: Graduated from Forrest City High School, Forrest City,  
Arkansas, May, 1976; received the Bachelor of Science degree in  
Business Administration/Management from Oklahoma State  
University in July, 1982; completed requirements for the  
Master of Business Administration degree at Oklahoma State  
University in July, 1984.