

THE EFFECT OF MATERNAL EMPLOYMENT ON GIRLS'
CHOICES OF TRADITIONAL OR PIONEER
OCCUPATIONS IN OKLAHOMA

By

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CHAPTER I

INTRODUCTION

Significance of the Problem

More and more women are combining homemaking with a career outside the home. According to the U. S. Bureau of the Census, one and one-half million mothers were working in 1940. By 1975, this number had increased to 13.6 million working mothers. Home economics programs, which serve the needs of girls and women, should include units on career education to better meet this need.

Research has shown that teaching is most effective when it is based on student needs. Career education is now a vital part of the home economics curriculum. Therefore, teachers need to know what factors affect students' vocational choices. Griggs (13) says that "vocational education can be enhanced when educators are aware of student attitudes as a basis for curriculum decisions" (p. 237).

Knowledge and understanding of the varying roles of women and other family members can serve as a foundation to improve family and marital relations. This does not call for a teacher to dictate standards, values or roles to students. However, it does require the teacher taking some responsibility to make students aware that roles are changing. Thus girls may be better able to make decisions regarding future roles and to plan whether to marry, to have children, to have a career or to combine roles (13, p. 238).

Black (6) asserts that high school girls and boys need guidance in learning about the alternative family life styles that are available.

Courses on the family, or units on family life, should include factual information as to the likelihood of a female combining the role of mother and worker (6, p. 51).

In a study done by Wallace (35) it was found that students consulted teachers more frequently than guidance counselors on matters concerning selection of course choices and occupational plans. Thus, home economics educators have many opportunities to aid their students in making wise career decisions. Wax and Tronc (37) say that

. . . the home economics teacher can play an important part in helping a student understand and make decisions concerning the roles she assumes by encouraging her to examine the facts, values and motives involved in these decisions (p. 223).

In addition to teacher guidance, another important factor in career decisions seems to be the mother's occupation. A girl has many more vocational options open to her today than in the past and research has shown that her mother's lifestyle may have an effect on her final decision. Hartley (15) found that daughters of working mothers are more likely to want to work themselves. This and other results of maternal employment outside the home have many implications for home economics curriculum.

Statement of the Problem

The purpose of this study is to find what effect maternal employment outside the home has on occupational decisions that girls make. This study is an attempt to answer the following questions:

1. Is a girl whose mother is employed outside the home more apt to choose a traditional or a pioneer occupation?
2. Is the girl who perceives that her mother enjoys her work in a traditional occupation more apt to choose a pioneer occupation than the girl who perceives her mother does not enjoy her work?
3. Is the girl who perceives that her mother enjoys her work in a pioneer occupation more apt to choose a pioneer occupation than the girl who perceives that her mother does not enjoy her work?
4. How do other factors such as high school curriculum and previous work experience affect a girl's occupational choice?

Null-Hypotheses

The following null-hypotheses have been stated for this study.

Null-Hypothesis I

There is no relationship between maternal employment and daughter's choice of a traditional or pioneer occupation.

Null-Hypothesis II

There is no relationship between mother's enjoyment of her work in a traditional occupation and daughter's choice of a traditional or pioneer occupation.

Null-Hypothesis III

There is no relationship between a mother's enjoyment of her work in a pioneer occupation and daughter's choice of a traditional or pioneer occupation.

Limitations of the Study

This study was limited to sophomore through senior girls who were enrolled in home economics classes in central Oklahoma. The results may be somewhat biased since non-home economics students were not sampled and the geographic area was confined to a small part of the state.

Assumptions

For purposes of this study the following assumptions have been made:

1. A high school girl partially forms her opinions of work from her mother's attitude toward work.
2. The girls answered the questionnaires truthfully.
3. There is a need for more information about why a girl makes the career choice she does as a basis for home economics career education curriculum.

Definition of Terms

For the purpose of this study, the following terms were defined:

Traditional occupation - a field in which women predominate such as elementary and secondary school teachers (excluding mathematic and

science teachers), social workers, nurses, librarians, secretaries and home economists (30).

Pioneer occupation - a field in which men predominate, such as the natural sciences, business, management, public educational administration, medicine, law, engineering, dentistry, architecture and economics (30).

Career education unit - a lesson plan outline designed to last for a specific period of time, which concerns career planning and contains objectives, learning experiences and evaluation devices.

Type of employment - the specific work in which the mother is engaged.

Method of Procedure

The researcher used the following procedure to achieve the purposes of this study.

First, a review of the literature was made concerning working mothers, the achievement motivation and personality adjustment of their children, occupational choices made by females and career commitment of females.

Second, an instrument was developed concerning girls' occupational choices and their mothers' occupations. The instrument was pre-tested with the researcher's home economics students as the sample and necessary revisions were made. It was then administered to 193 sophomore through senior female home economics students from eight high schools in central Oklahoma.

Third, the data was organized and evaluated and recommendations were made.

Summary

Chapter I has included an explanation of the significance of the problem and a statement of the problem. Definition of terms, a summary of procedures, assumptions and limitations of the study have also been included to help future readers.

Chapter II presents a review of literature related to the problem. Chapter III included a detailed explanation of methods used while Chapter IV shows the analysis of the data. The summary, conclusions and recommendations are presented in Chapter V.

CHAPTER II

REVIEW OF LITERATURE

Opinions vary greatly about what effect a mother's employment outside the home may have on her children's vocational choices. Maccoby (20) claims that the effect of maternal employment on children depends mainly on the type of work the mother does and the status it has. If the mother is really involved in her work and enjoys it, her children will probably value work more highly.

The effect of maternal employment on children depends in a large part on the attitude toward mothers working in the community. If working mothers are considered 'unhealthy' there will be more problems than if her work status is accepted (20, p. 124).

Black (6) reports that mothers who like what they are doing, whether that is to be at home or to work outside the home, have a more positive relationship with their children and tend to use milder discipline.

Studies have found that when working mothers are with their children, they are more warm, helpful and relaxed. Working mothers are less likely to report that their children make them nervous, and often are more satisfied with themselves as people (6, p. 52).

Unfortunately, many mothers who work do not do so because of choice. According to Black (6) a large majority of families today require two incomes to maintain their way of life. In 1970 the median family income was \$9,175 if a wife did not work; the median was \$13,960 if she did work.

Another factor that forces many mothers to work is single parenthood. More than two million working mothers have no husbands because of death, divorce, separation or because they never married (6).

If a mother works because of necessity and not choice her family often tends to resent her working (24).

Achievement Motivation

High achievement motivation in children is often associated with the early application of parental pressure for independence. For example, children of working mothers are more apt to be independent because their mothers are not available on demand. Thus, a mother who trains her child to do more things for himself, may be helping him to be more "self-reliant and oriented toward achievement" (20, p. 122).

Certainly many factors besides ability determine achievement, and motivation is a telling one. In their motivation to do well in school, girls appear to exceed boys until late adolescence, judging from their superior achievement and the larger proportion of them who complete high school. But thereafter this desire wanes (40, p. 27).

Perhaps one cause of this decrease in motivation is that when women attempt to achieve in the business and professional world, their desires are often thwarted. In a survey done by King (18) of 366 women vocational educators, over fifty per cent perceived their advancement opportunities in their field as poor. Over sixty per cent felt that in their institutions that women were not as likely to achieve positions of leadership as men.

Lewis (19) says that children of employed mothers tend to develop stronger achievement needs than do children of full-time housewives. He also found though, that underachievement occurred more often in

high-ability students whose mothers worked.

Blood (7) found daughters of working mothers to be more independent, self-reliant, aggressive, dominant and disobedient. This was confirmed by Powell (25) who claims that children nine years of age and older whose mothers were employed expressed stronger achievement motives than did the same age children whose mothers were full-time homemakers.

It seems that in order for a mother's employment to have a positive effect on her daughter's aspiration it is helpful for the mother to enjoy her work.

The reason why the mother is working and the satisfaction which she derives from it are important variables. Dissatisfied working mothers engage in less desirable child-rearing practices and have more trouble with their children than do those who are satisfied with their jobs. Such differences are even more noticeable among satisfied and dissatisfied nonworking mothers, suggesting that employment of the mother who is dissatisfied with herself may improve her effect on her children (20, p. 122).

Some teachers have observed that children of working mothers are more intellectually alert and socially independent than other children (22). The reasons suggested for this are:

1. Children of working mothers are led to take
a more active responsibility in their own lives.
2. Mothers at home are continually adjusting themselves
intellectually to a much lower level of maturity
than their own.

Hartley (15) suggests that the employed mother has "stretching" effects on a child's perceptions and social concepts. The mother may bring into the home more contemporary ideas than a home-bound mother might have.

In a study done by Banducci (5) of over 3000 high school seniors, there was a trend for children of working mothers to have higher educational aspirations. It was also found that girls with working mothers planned to combine homemaking and a working career in their own lives more often than did girls with non-working mothers.

Girls with working mothers also are employed during their high school years more than are other girls (16). They have more part-time jobs after school and more jobs during summer vacations.

Roy (31) found a residential difference in his study. The employment of town mothers lowered the academic performance and aspirations of their children, and the employment of rural mothers raised the academic performance and aspirations of their children.

The daughters of employed mothers seem to have fewer recognized problems than do the daughters of full-time homemakers (39). This could be because girls whose mothers are employed usually have more responsibilities at home so as a result have less time to dwell on their problems.

It seems that a mother who works would have a strong influence on her daughter's view of the woman's role, but this is not always true.

Children of working mothers perceive the female role little differently than do children whose mothers are not employed. There is some evidence that children of non-working mothers tend to be more conservative in their perceptions of women's roles and that varying perceptions are more likely to occur among boys than among girls, but the most impressive finding is the lack of impact which a working mother has on her children's sex-role concepts, perhaps because many working mothers are dissatisfied with their role and communicate this dissatisfaction to their children (20, p. 128).

Evidence contrary to this was found by Black (6) in a recent study of male and female college students. This study showed that children of working women perceived men as being more warm and capable of tenderness and women as being more competent than did the offspring of nonworking women.

It has been asserted for many years that mothers who work neglect their children and that it is impossible for a woman to do equal justice to both roles of mother and career woman, but research has shown this not to be true. For even though the employed mother may be under great physical strain and overworked because of her dual role, this apparently does not affect her performance as a mother (24).

Career Commitment

White (38) found that women elementary teachers whose mothers had a history of employment outside the home showed a higher degree of commitment to their jobs than those whose mothers had not worked outside the home.

It was found that adolescent daughters of working mothers are more apt to be currently employed. They are also more likely to name their mothers as the person they most admire than is the girl whose mother is not employed (16).

If a woman has spent many years in preparing for her career she seems more committed to it than the woman who has not prepared for as long. Rossi (28) says that women doctors have very low withdrawal rates (leaving the occupation before age 65), whereas the rates for women secondary school teachers and engineers are moderately high.

Mothers may be very effective examples of being committed to their careers.

If she is utilizing her education in a professional job which keeps her alert and involved in things of the mind, she may transmit far more zest for learning than the educated mother who shelves her books along with her diploma (28, p. 1196).

Occupational Choice

Women work outside the home for many reasons. Hafstrom and Dunsing (14) found the most prevalent reasons are self-satisfaction, enjoyment of work, contact with adults, and being needed by their employers. It was reported in a few instances that women worked because they were easier to live with and had better mental health while working.

Women are more likely to choose careers that do not necessarily require advance training, such as: nursing, teaching (primarily on the elementary school level), and office work. About one-half of the women high school graduates plan careers in these fields (10).

In a study done by Astin (3) girls who attended larger high schools were more likely to plan careers in the professions and sciences, whereas the girls who attended smaller high schools were more likely to aspire to teaching or office work.

Girls with science and teaching career choices were found to be different from the girls who anticipated careers in office work (3). Girls who desired to have careers in the sciences were least like the girls who wanted to be full-time housewives and girls who chose careers which do not necessarily require a college degree.

The amount of education a girl has, the type of work she does in high school, and whether the mother works at all or is active in leisure pursuits should affect the girls' adult aspirations (1).

Participation in the labor force in adult life reflects many factors, at least one of which is career aspirations developed during the adolescent years (1, p. 262).

The typical career pattern of women is characterized by two phases (4).

1. The initial entry into a career.
2. The re-entry into the world of work following a period of withdrawal from the labor force. This occurs after children have grown up and family responsibilities have lessened somewhat.

Because women typically leave the labor force and re-enter later career difficulties are caused. Employers hesitate to employ people for positions if they think they will not stay. As a result most women are often stuck in lower level occupations.

Despite the increased commonness of women's jobholding, the pattern of women working hues to a "Feminine" line by adaptation to family demands and by pursuit of 'women's work' (2, p. 465).

Choice of Pioneer or Traditional

Occupations

According to Rezler (26), women who are interested in traditional occupations characterize themselves as "dependent" and "socially competitive," and women in pioneer occupations see themselves as "dominant" and "occupationally competitive."

Pioneers also have less interest in the family, want fewer children, are more oriented to ideas, and approve of maternal employment to a greater extent (26, p. 660).

Choice of a "masculine" occupation instead of a "feminine" one (or pioneer instead of traditional one) seems to be affected somewhat by maternal employment. Girls' whose mothers were employed part-time seem to choose traditionally masculine occupational goals more often than girls whose mothers were not employed at all (16).

Women who choose pioneer occupations may face much opposition from society (12, p. 34).

The myth that certain occupations are male, and others female, still persists, and is likely to for a long time. Mixed in with all this, and hanging on, are such traditional views as that the male is the chief provider of the family unit while the married woman's role is that of mother and housekeeper. Such traditions, considered by some to be societal mechanisms for keeping women out of the occupational mainstream, will die hard - if at all.

More and more women in our society are going to be combining roles. Motz (21, p. 374) predicts that "more of them will be faced with the strains of shifting gears and will be defining their situation as a dilemma."

Epstein (8) says that the main problem is that the woman is expected to be able to do everything but "nowhere is she expected to rise to the top of her profession or field of work" (p. 26).

Studies show that while the majority of American society is now quite willing to accept the mother who works because she needs the money, there is still much ill feeling against the mother who works because she enjoys it (27).

"Equal opportunity" laws passed by the federal government in 1963, 1964 and 1968 seem to have had a great effect on causing more

women to enter pioneer occupations (26, p. 84).

Another reason for the influx of women into new areas of employment is the fact that demand is shrinking dramatically in such 'women's' fields as teaching, and low-level clerical jobs. Moreover, women have become an active force themselves. Aware of technical, scientific and professional qualifications demanded by the best jobs, they are gravitating to more math, science and business courses in school.

Simpson (32) says that even though most women are now working and that some are working in what were formerly thought of as masculine fields, women still do not have the same opportunities as men. These statements are given to support the claim.

1. Most of the lower-paying jobs are held by women.
2. Whatever the work, women earn less than men.
3. The pay gap between men and women gets wider.
4. In the academic world, the percentage of women participants declines at each successive level of advancement.
5. Many occupational training programs still discriminate against women students although sometimes in quite subtle ways.

Summary

A review of literature showed the effect of maternal employment outside the home on a girl's career choice depends mainly on community attitude about women working and whether or not the mother enjoys her work. In general, children of working mothers have stronger achievement motivation and are more independent.

Working mothers do not seem to be stronger role models for their daughters than non-working mothers. Research has also shown that mothers who work apparently do not neglect the role of wife and mother. Also, girls whose mothers work are more committed to their own careers.

CHAPTER III

METHODS AND PROCEDURES

This study investigated the effect of a woman's employment on her daughter's career plans. It also dealt with how a girl's perceptions of her mother's feelings toward her work affected the girl's career choice. The research was designed to identify the type of employment of the mother, the desired employment of the daughter and the daughter's perceptions of how the mother feels about her work.

Development of Questionnaire

The data for this study was obtained by the use of a 19-item questionnaire developed by the researcher. The questions dealt with personal data such as age, area in which the girl resides, her mother's employment status and the girl's career plans. Questions concerning the daughter's perception of the mother's like or dislike of her work were included also.

The questionnaire was pre-tested with four sophomore, four junior and four senior home economics students of the researcher at Mulhall-Orlando High School located in Orlando, Oklahoma. The girls completed the questionnaire and wrote in comments about questions they did not fully understand or felt needed more explanation. The questionnaire was then revised by the researcher.

Each questionnaire was coded by number for use in analyzing data. Respondents were requested not to sign the questionnaire.

The Sample

The sample was limited to eight high schools located in central Oklahoma. This area was chosen since it enabled the researcher to deliver the questionnaires to some of the teachers personally to insure a higher percentage of return and give additional explanations. Two schools from each of the following size categories were selected.

Less than 250 students in high school (grades 10-12)

250-500 students in high school

500-1000 students in high school

more than 1000 students in high school

The differing size categories were used to allow for possible variance between rural and urban subjects.

The schools were selected from the following central Oklahoma counties: Payne, Pottawatomie, Logan, Oklahoma and Kay. The schools used in the sample were Coyle, Ripley, Perkins, Yale, Shawnee, Stillwater, Ponca City and Putnam City.

Only home economics students were used. The questionnaire was administered to 25 female students in each school by the home economics instructor, who had received instructions prior to administering the test. The teacher randomly selected the 25 female students. The research sample consisted of 193 sophomore, junior and senior girls who completed and returned usable questionnaires.

Collection of Data

The researcher contacted by telephone the home economics teacher at each of the schools selected. The purposes of the project were explained to the teacher and upon her agreement to participate and administer the questionnaire to 25 of her students, the questionnaires were mailed or delivered to her. All questionnaires were completed and mailed back to the researcher during the period of March 8 to April 15, 1975. One hundred and ninety-three of the original two hundred questionnaires were returned, a return of 96.5 per cent.

Classification of Occupations

In order to eliminate the bias of the researcher, a panel of six people classified the occupations listed by the respondents as to traditional or pioneer occupations. The panel consisted of three females and three males. All had a bachelor's degree. Their occupations were elementary teacher (2), accountant, air force officer, computer programmer and veterinary student. The average age was 24 years (young panel members were selected since they were more apt to be familiar with the newer types of occupations). The panel was considered to be an average sample of young college-educated middle-class people.

The panel was given a list of the occupations, a definition of traditional and pioneer occupations and a sample questionnaire. The form used is included in Appendix A.

Treatment of Data

Frequency and percentage counts were run by the computer on 14 of the 19 items. The open-ended questions were tabulated and analyzed by the researcher. Frequency and percentage counts were run on the items which described the sample. The questions which dealt with maternal employment and relationship of this to the girl's career choice were tested using a chi square analysis.

Comparison were made between the respondents' ages and occupational plans after high school and between the area in which the subjects lived and their occupational plans.

A chi square analysis was performed on the following null-hypotheses.

Null-Hypothesis I

There is no relationship between maternal employment and daughter's choice of a traditional or pioneer occupation.

Null-Hypothesis II

There is no relationship between mother's enjoyment of her work in a traditional occupation and daughter's choice of a traditional or pioneer occupation.

Null-Hypothesis III

There is no relationship between a mother's enjoyment of her work in a pioneer occupation and daughter's choice of a traditional or pioneer occupation.

The chi square analysis was chosen as it provides a useful method of comparing experimentally obtained results with those to be expected theoretically on some hypothesis (11).

Summary

The following steps were followed in completing this study. First, a 19-item questionnaire was compiled concerned with maternal employment history and career choice of high school home economics students. The questionnaire was pre-tested using home economics students of the researcher as subjects.

Second, the questionnaire was distributed to 200 home economics students in eight high schools of varying sizes in central Oklahoma.

Third, the data were collected and the various occupations classified in categories of traditional and pioneer by a panel of three male and three female college graduates.

Lastly, frequency and percentage counts as well as a chi square analysis were run on the data.

Chapter IV includes a description of the subjects and analysis of the data.

CHAPTER IV

ANALYSIS OF DATA

Data analyzed in this study were obtained as responses to questionnaires completed by home economics students in eight high schools. Of the 200 questionnaires mailed to eight schools, 193 (96.5 per cent) usable ones were returned from eight schools.

Description of Sample

Table I describes the sample which consisted of 17 fifteen-year-olds, 53 sixteen-year-olds, 105 seventeen-year-olds, 17 eighteen-year-olds, and one nineteen-year-old.

TABLE I
AGE DISTRIBUTION OF SUBJECTS

Description	Number	Per Cent
Age		
Fifteen-year-olds	17	8.81
Sixteen-year-olds	53	27.46
Seventeen-year-olds	105	54.50
Eighteen-year-olds	17	8.81
Nineteen-year-olds	<u>1</u>	<u>.52</u>
Total	193	100.00

Of those who participated, 65 resided in a rural area, 32 resided in a small town, 13 resided in a mid-sized town, 55 lived in a city of over 10,000 people, and 27 lived in a city of over 60,000 people. One did not indicate town size.

TABLE II
RESIDENTIAL DISTRIBUTION OF SUBJECTS

Description	Number	Per Cent
Location		
Rural Area, a town of less than 500	65	33.85
Small town, less than 2500 people	32	16.67
Mid-sized town, 2500 to 10,000 people	13	6.77
City over 10,000 people	55	28.65
City over 50,000 people	<u>27</u>	<u>14.06</u>
Total	193	100.00

Maternal Employment and Education

Subjects in the study indicated that ninety-four (48.70 per cent) of the mothers were currently employed outside the home as shown in Table III. Ninety-two of the mothers were not currently employed and seven subjects did not respond for a total of 193 mothers. Of the 92 mothers that were not currently employed, 68 had been employed

in the past, and 24 had never been employed during the daughter's life.

TABLE III
MATERNAL EMPLOYMENT HISTORY OF SUBJECTS

Description	Number	Per Cent
Mother currently employed	94	48.70
Mother not currently employed	92	47.66
No response	7	3.62
Mother currently employed	94	48.70
Mother employed in the past, though not employed now	68	35.23
Mother never employed	24	12.43
No response	7	3.62
Mothers currently or previously employed in a traditional occupation	117	60.62
Mothers currently or previously employed in a pioneer occupation	17	8.80
Mothers never employed	24	12.43
No response	35	18.13

Of the mothers who were currently or previously employed, 117 were employed in a traditional occupation and 17 were employed in a pioneer occupation. No responses to this question were given on 35 questionnaires and 24 of the mothers had never been employed to combine for a total of 193 mothers.

According to age, 29.4 per cent of the fifteen-year-olds' mothers were employed outside the home, 60.3 per cent of the mothers of sixteen-year-olds were currently working and 40 per cent of the mothers of seventeen-year-olds were employed. In a larger sample the distribution would probably be more evenly balanced between the ages. The highest percentage of employed mothers was found among the eighteen-year-olds (62.5 per cent).

The only location in which less than half the mothers were employed was in rural areas (43.5 per cent). The largest number of subjects with currently employed mothers was found in mid-sized towns with 2,500 to 10,000 people (69.2 per cent).

Table IV reports the highest grade attained by the mothers of those responding. One hundred and thirty-two (73.7 per cent) of the mothers had completed their high school education. Thirteen (6.7 per cent) had completed four years or more of college. Of the mothers who had not attended college, 54 (35.5 per cent) had some type of vocational training past high school. Twenty-five per cent of these were trained at a vocational-technical school.

TABLE IV
EDUCATIONAL HISTORY OF THE MOTHERS OF SUBJECTS

Description	Number	Per Cent
Seventh grade	3	1.7
Eighth grade	5	2.8
Ninth grade	7	3.9
Tenth grade	17	9.5
Eleventh grade	15	8.4
Twelfth grade	132	73.7
Above twelfth grade	<u>14</u>	<u>7.0</u>
Total	193	100.0

Of those who participated, 39 (24.8 per cent) of the mothers had been employed while the daughter was in the age group of one to three as shown in Table V. During the age period of four to six years 59 (37.5 per cent) were employed and during the ages of seven to nine years (47.1 per cent) were employed. Eighty-eight (56 per cent) were employed while the daughter was in the age group of 10 to 12 years and 100 (63.6 per cent) were employed while the daughter was 13 to 15 years. This gradual increase declines to 87 (55.4 per cent) of the mothers working during the age period of 16 to 18 years for the daughters. The total is above 193 since the subjects checked more than one age period.

TABLE V
AGE OF SUBJECTS DURING PERIOD OF MATERNAL EMPLOYMENT

Age of Child	Number	Per Cent
One to three years	39	24.84
Four to six years	59	37.58
Seven to nine years	74	47.13
Ten to twelve years	88	56.05
Thirteen to fifteen years	100	63.69
Sixteen to eighteen years	87	55.41

Girls' Employment Histories and Career Plans

Table VI shows the varied job histories of the subjects. One hundred and forty-one (78.7 per cent) had been employed as baby sitters and 65 (36.3 per cent) had worked as waitresses. Fifty-two (29 per cent) had been employed by their parents in various jobs and 40 (22.3 per cent) had worked as salesclerks. Cooks and secretaries comprised 15.4 per cent and 12.2 per cent, respectively.

The majority of the subjects, 93 (49.4 per cent) planned to continue some type of schooling or career training upon graduation from high school. Thirty-nine (21.7 per cent) stated they planned to go to work until they married and 7.9 per cent planned to go to school until marriage. The remaining 5.3 per cent planned to get married immediately and not go either to work or school.

TABLE VI
EMPLOYMENT HISTORY OF SUBJECTS

Job Description	Number	Per Cent
Waitress	65	36.31
Salesclerk	40	22.35
Babysitter	141	78.77
Secretary	22	12.29
Cook	28	15.64
Employee of parents	52	29.05
Other	78	43.58

As shown in Table VII, more fifteen-year-olds (58.8 per cent) planned to continue some type schooling or career training after graduation than any other age group. None of this group had plans to continue schooling only until marriage or to get married immediately and not go to work or school. Of the eighteen-year-olds 41.1 per cent planned to continue schooling or career training and 35.2 per cent planned to go to work at an occupation. The highest percentage of girls (11.7 per cent) who planned to get married immediately and not go to work or school was also found in this age group.

TABLE VII
OCCUPATIONAL PLANS BY AGE GROUP OF SUBJECTS

Occupational Plans	15	16	17	18	19	Total
Continue Schooling or Career Training	10 58.8%	24 46.1%	52 52.0%	7 41.0%	0	93
Continue Schooling Until Marriage	0	3 5.7%	11 11.0%	1 5.8%	0	15
Go to Work at an Occupation	3 17.6%	12 28.0%	18 18.0%	6 35.2%	0	39
Go to Work at an Occupation Until Marriage	4 23.5%	8 15.3%	16 16.0%	1 5.8%	1 100.0%	30
Get Married Immediately and not go to Work or School	0 9.6%	5 3.0%	3 3.0%	2 11.7%	0	10
No Response	—	—	—	—	—	6
Total	100.0%	100.0%	100.0%	100.0%	100.0%	193

N = 193

Table VIII shows career plans of the girls according to the location in which they live. Of the girls who lived in a city with a population of 50,000 or more, 62.9 per cent said they planned to continue schooling or career training. Only 25 per cent of those who lived in towns of 2,500 to 10,000 people planned to do so. The second highest percentage planning to continue schooling or career training was found among rural subjects (51.6 per cent). Six subjects did not respond to the question.

Influences on Career Choice

The subjects were asked what their most desired career choice was, and what career they realistically thought they would enter. Nearly half of the subjects (46.1 per cent) felt that their most desired career choice would not be the one they would actually enter.

Expected enjoyment of the work was given as one of the reasons for the career choice made by 163 (88.1 per cent) of the girls. Good pay was listed by 103 (55.6 per cent) and the opportunity to help others was mentioned by 94 (50.8 per cent). Forty-eight (25.9 per cent) said they admired someone already employed in this occupation.

The traditional types of occupations chosen most frequently by the girls were those of secretaries, elementary teachers and nurses (both registered and practical). Among the wide range of pioneer occupations mentioned as choices by the girls were lawyer, medical doctor, orthodontist, psychologist, math teacher, printer, police officer, dentist, navy officer and laboratory technician.

TABLE VIII
OCCUPATIONAL PLANS OF SUBJECTS ACCORDING TO RESIDENCE

Occupational Plans	Rural Area	Small Town	Mid-sized Town	City over 10,000	City over 50,000	Total
Continue Schooling or Career Training	32 51.6%	13 43.3%	3 25.0%	27 49.0%	17 62.9%	92
Continue Schooling Until Marriage	2 3.2%	0	2 16.6%	6 10.9%	5 18.5%	15
Go to Work at an Occupation	14 22.5%	7 23.3%	3 25.0%	12 21.8%	3 11.1%	39
Go to Work at an Occupation Until Marriage	11 17.7%	7 23.3%	3 25.0%	8 14.5%	1 3.7%	30
Get Married Immediately and Not go to Work or School	3	3	1	2	1	10
No Response	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u>7</u>
Total	100.0	100.0	100.0	100.0	100.0	193

N = 193

Also chosen were business executive, wildlife specialist, anesthesiologist, animal scientist, electrician, anthropologist, photographer, scientist and service station manager. The classification of occupations was done by a panel, results of which are shown in Appendix A.

Table IX shows the high school subjects which the girls said had influenced their career choice. These were: business--49.4 per cent, home economics--41.5 per cent, English--41 per cent, mathematics--30.3 per cent, and science--21.4 per cent. All remaining subjects were listed by less than 20 per cent of the girls.

TABLE IX

HIGH SCHOOL COURSES IDENTIFIED BY SUBJECTS
AS INFLUENTIAL IN OCCUPATION CHOICE

Subject	Number	Per Cent
Business	88	49.44
Home Economics	74	41.57
English	73	41.01
Mathematics	54	30.34
Science	39	21.91
Physical Education	31	17.42
Social Studies	31	17.42
Foreign Languages	21	11.80
Art	16	8.99
Speech and Drama	15	8.43
Music	13	7.30
Other	66	37.08

The respondents were not asked to indicate whether the courses which influenced them did so positively or negatively.

Of those responding 162 of the mothers were currently employed or had been employed in the past. Of this number, 121 of the girls perceived their mothers to enjoy working. Enjoyment of the extra income was the reason mentioned most often by the respondents as to why the mothers enjoyed working.

Of the respondents who perceived their mothers as not enjoying their work, the reason given most often was dislike of the type of work in which they were employed.

The majority of the traditionally employed mothers were employed in clerical work or the service occupations. Pioneer occupations in which the mothers were employed included dairy worker, mailman, police officer and printer.

Examination of Null-Hypotheses and Results

A chi square analysis was employed to compare the respondent choices of traditional or pioneer occupations with type of maternal employment.

Null-Hypothesis I

There is no relationship between maternal employment and daughter's choice of a traditional or pioneer occupation.

The subjects were asked what career choice they would make if they could have any career they wished. The choices were then classified into traditional or pioneer occupations by the panel. One hundred and ninety-three questionnaires were returned. Nine subjects

did not respond to this question. Among the 150 girls who chose traditional occupations 109 had employed mothers and 41 had unemployed mothers, as shown in Table X. Thirty-four girls chose pioneer occupations and 27 of these girls' mothers were currently employed. Seven were unemployed. Chi square value equaled 1.05. The rejection figure with one degree of freedom at .01 level of significance was 2.7. Therefore, the null hypothesis was accepted.

TABLE X
CHI SQUARE ANALYSIS OF MATERNAL EMPLOYMENT ON SUBJECTS'
CHOICES OF TRADITIONAL OR PIONEER OCCUPATIONS

	Chose Pioneer Occupation	Chose Traditional Occupation	Total	X ²	Level of Sig.
Employed Mother	27	109	136	1.05	.01
Unemployed Mother	7	41	48		
Total	34	150	184		

Null-Hypothesis II

There is no relationship between a mother's enjoyment of her work in a traditional occupation and daughter's choice of a traditional or pioneer occupation.

The girls were asked if they felt their mothers enjoyed working. The mothers' occupations were classified into categories of traditional or pioneer by the panel. Of the employed mothers, 117 worked at traditional occupations.

Of those respondents whose mothers were employed in traditional occupations and enjoyed their work, 85 chose traditional occupations and 20 chose pioneer ones. Of the traditionally employed mothers who did not enjoy their work, nine daughters chose traditional occupations and three chose pioneer ones. The chi square value was .01 as shown in Table XI. The rejection figure with one degree of freedom at .01 level of significance was 2.7. Therefore, the null hypothesis is accepted.

TABLE XI

CHI SQUARE ANALYSIS OF MATERNAL ENJOYMENT OF WORK IN A TRADITIONAL
OCCUPATION ON SUBJECTS' CHOICES OF TRADITIONAL
OR PIONEER OCCUPATIONS

	Chose Pioneer Occupation	Chose Traditional Occupation	Total	χ^2	Level of Sig.
Traditionally Employed Mother, Enjoys Work	20	85	105	.01	.01
Traditionally Employed Mother, Does not Enjoy Work	3	9	12		
Total	23	94	117		

Null-Hypothesis III

There is no relationship between a mother's enjoyment of her work in a pioneer occupation and daughter's choice of a traditional or pioneer occupation.

Sixteen of the girls' mothers were employed in pioneer occupations and enjoyed their work. Twelve of these 16 girls chose traditional occupations with the remaining four choosing pioneer occupations. Only one respondent's mother was employed in a pioneer occupation she disliked. This girl chose a traditional occupation.

Table XII shows the chi square value was 3.18. The rejection figure with one degree of freedom at .01 level of significance was 2.7. Therefore, the null hypothesis was rejected.

TABLE XII

CHI SQUARE ANALYSIS OF MATERNAL ENJOYMENT OF WORK IN A PIONEER OCCUPATION ON SUBJECTS' CHOICES OF TRADITIONAL OR PIONEER OCCUPATIONS

	Chose Pioneer Occupation	Chose Traditional Occupation	Total	X ²	Level of Sig.
Pioneer Employed Mother, Enjoys Work	4	12	16	3.19	.01
Pioneer Employed Mother, Does not Enjoy Work	0	1	1		
Total	4	13	17		

Summary

The chi square analysis of the null hypotheses showed that maternal employment and enjoyment of work in a traditional occupation does not significantly affect a girl's choice of a traditional or pioneer occupation.

However, among those whose mothers are employed in a pioneer occupation, enjoyment of work does significantly affect career choice.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to find what effect maternal employment outside the home has on the occupational decisions that girls make. It was an attempt to determine if girls wish to hold similar types of jobs to those their mothers hold. For example, if a mother is employed in a pioneer or non-traditional occupation, will her daughter also choose a pioneer occupation.

Summary

Literature was reviewed to learn about various factors which affect career choice and career commitment. Research was also done on the effect of working mothers on their children's achievement motivation.

The subjects of this study are 193 high school home economics students who live in central Oklahoma. Of those participating, 150 chose traditional occupations and 34 chose pioneer occupations. Of the 150 girls who chose traditional occupations 109 had employed mothers and 41 not gainfully employed mothers.

The subject which most influenced their occupational choice was business and the majority of the subjects responding wished to enter a type of clerical occupation.

The only relationship found between maternal employment and

occupational choice of the subjects was found among those whose mothers were employed in a pioneer occupation. There was a relationship between a mother's enjoyment of her work in a pioneer occupation and daughter's choice of a traditional or pioneer occupation.

Findings and Conclusions

The following findings and conclusions have been made as a result of this study.

Null-Hypothesis I

There is no relationship between maternal employment and daughter's choice of a traditional or pioneer occupation.

The overall findings of the study showed there was no correlation between maternal employment and daughter's choice of a traditional or pioneer occupation. Girls are independent enough today to make their own decisions and are not greatly influenced by how things have been done in the past. If anything, they more often tend to have a desire to do something drastically different from the type of work their mother has done.

Null-Hypothesis II

There is no relationship between mother's enjoyment of her work in a traditional occupation and daughter's choice of a traditional or pioneer occupation.

No relationship was found between mother's enjoyment of her work in a traditional occupation and daughter's choice of a traditional or pioneer occupation.

If a mother apparently does not enjoy her work the daughter is not affected greatly. The daughter may rationalize and convince herself that she and her mother are so different that she will feel differently about work than her mother does. Or perhaps, the mother and daughter really are that different.

At any rate, a mother's intense enjoyment or dislike of her work does not seem to affect her daughter much one way or the other. Because of this a home economics teacher may have much more influence in helping a girl make wise career decisions than a parent would, since students often come to teachers for guidance.

Null-Hypothesis III

There is no relationship between a mother's enjoyment of her work in a pioneer occupation and a daughter's choice of a traditional or pioneer occupation.

A correlation was found between mother's enjoyment of her work in a pioneer occupation and daughter's choice of a traditional or pioneer occupation.

Girls seem more apt to wish to follow in their mothers' footsteps if the mother is employed in a non-traditional occupation and enjoys it. For example, a mother who is a lawyer and is very satisfied with her work is in most cases the type of role model her daughter would be apt to follow.

A larger percentage of girls living in cities over 50,000 plan to continue schooling or career training than in any other location. The smallest percentage planning to do so came from mid-size towns of 2,500 to 10,000. These findings indicate the importance of teachers

in rural areas and small towns helping students to realize the options and various career and educational opportunities which are open to them.

A larger percentage of fifteen-year-olds planned to continue schooling or career training than any other age group. The eighteen-year-old group contained the smallest percentage with these plans. The older students become the more realistic they become in their expectations. This explains why more of the younger girls felt they would continue their education, while the older girls felt they would go immediately to work upon graduation.

The 193 respondents ranked business courses as the subject which had most influenced their career choice, followed by home economics and English. Since this questionnaire was administered in home economics classes the results on this question may be somewhat biased.

Clerical work and elementary teaching were the occupations chosen most frequently by the girls. This seems logical since business courses influenced the subjects more than any other. Even though more and more occupational fields are opening up to females, most girls in this study still desire to enter a traditional occupation. There has been a gradual increase in women in pioneer fields, but women employed in pioneer occupations are still largely in the minority.

Of the 162 subjects whose mothers were employed or had been employed, 121 perceived their mothers as enjoying being employed. The majority of the respondents' mothers were employed in clerical work or the service occupations.

Recommendations

The following recommendations are made as a result of the research findings.

1. It is suggested that more emphasis be placed in home economics classes on preparing girls for the dual role of homemaker and career woman which they will probably follow. With the decreased time which working women have to devote to the home, it is increasingly important that students be taught the time and labor saving methods of good home management techniques.
2. More emphasis should be placed on informing students of the many and varied career options open to them. Because of their increased personal contact with students, home economics educators often have more opportunities for guidance than do teachers of other disciplines. They can help students realize that roles are changing and that occupations which were once thought of as strictly "masculine" or "feminine" are no longer limited to one sex.
3. Students should be encouraged to begin thinking about their future career plans at an early age. Junior high and middle school home economics teachers have excellent opportunities to introduce students to possible career choices in time for them to plan a high school course of study which will begin to prepare them for the career they have chosen.
4. Since the results of this study indicate that in some situations there may be maternal influence on career choices, there should be an increased emphasis on education of the

parents. Adult classes which are taught by vocational home economics teachers should cover such topics as career opportunities for women and the multiple roles of women, or helping children select careers.

5. Further research should be done in this area. If the study were replicated with boys or non-home economics students wider implications could be drawn for use in career education curriculum.
6. Research into such questions as why career choices seem to vary at different ages, what factors contribute to girls' feelings of inability to reach desired career choices and how teenage employment affects eventual career choice could also provide much insight into meeting students' career information needs.

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APPENDIX A

PANEL CLASSIFICATION SHEET

Panel Questionnaire

Traditional occupation - one in a field in which women predominate such as nursing or teaching.

Pioneer occupation - one in a masculine-dominated field, such as the natural sciences, medicine, engineering or business administration.

Below is a list of occupations. If you feel the occupation would be a traditional one for a woman to be employed in, place a "T" in the blank. If you feel the occupation is a pioneer one for a woman, place a "P" in the blank.

_____ activity aid at job corps	_____ cook
_____ airline stewardess	_____ cosmetic saleswoman
_____ animal scientist	_____ CPA assistant
_____ anesthesiologist	_____ custodian
_____ art instructor	_____ dairy worker
_____ artist	_____ dancer
_____ baby sitter	_____ data processor
_____ bank teller	_____ dentist
_____ barmaid	_____ department store clerk
_____ bookkeeper	_____ department supervisor
_____ business administrator	_____ detective
_____ business career	_____ dry cleaning presser
_____ cafe owner	_____ elementary teacher
_____ cashier	_____ encyclopedia saleswoman
_____ census taker	_____ factory worker
_____ child care worker	_____ family planning worker
_____ city clerk	_____ fashion designer
_____ civil service test examiner	_____ fashion merchandiser
_____ college English teacher	_____ florist

_____ food service worker	_____ printer
_____ gas station attendant	_____ professional singer
_____ grocery checker	_____ psychologist
_____ home economist	_____ rancher
_____ interior designer	_____ real estate saleswoman
_____ key punch operator	_____ receptionist
_____ lab technician	_____ rural mail carrier
_____ laundry worker	_____ scientist
_____ lawyer	_____ seamstress
_____ legal assistant	_____ secretary
_____ legal counsel for Indian tribe	_____ service station owner
_____ legal secretary	_____ small grains laboratory supervisor
_____ librarian	_____ social scientist
_____ maid	_____ social worker
_____ meat wrapper	_____ store owner
_____ medical doctor	_____ teacher's aide
_____ navy career	_____ telephone operator
_____ nurse	_____ used car salewoman
_____ nurse's aide	_____ veterinarian
_____ painter's helper	_____ waitress
_____ photographer	_____ Welcome Wagon hostess
_____ photojournalist	_____ Western Union employee
_____ physical therapist	_____ wildlife conservationist
_____ police officer	_____ window decorator
_____ political scientist	_____ writer
_____ post office employee	

APPENDIX B

HOME ECONOMICS STUDENT QUESTIONNAIRE

In the space to the left, place the number of the answer which best fits your situation or describes your feelings about the question.

1. Your age is

- _____ 1. 15 years old
- _____ 2. 16 years old
- _____ 3. 17 years old
- _____ 4. 18 years old
- _____ 5. 19 years old

2. Do you live in

- _____ 1. a rural area
- _____ 2. small town, less than 2,500 people
- _____ 3. mid-sized town, 2,500 to 10,000 people
- _____ 4. city over 10,000 people
- _____ 5. city over 50,000 people

3. Which describes your mother's highest educational status?

Circle the last year of high school she completed. 7 8 9 10 11 12

Circle the last year of college she completed. 1 2 3 4

4. If she has not attended college, has she had any other training past high school?

- 1. _____ yes
- 2. _____ no

5. If she has, was her training at

- _____ 1. a vocational-technical school
- _____ 2. a business school
- _____ 3. a school of cosmetology
- _____ 4. a school of banking
- _____ 5. other

6. Is your mother currently employed outside the home?

- _____ 1. yes
- _____ 2. no

7. If she is not currently employed outside the home, has she ever been?

_____ 1. yes
 _____ 2. no

8. How old were you during the time of your mother's employment outside the home? Check as many as apply.

1-3 4-6 7-9 10-12 13-15 16-18

9. After high school graduation do you plan to

_____ 1. continue some type schooling or career training
 _____ 2. continue some type schooling until you get married
 _____ 3. go to work at an occupation
 _____ 4. go to work at an occupation until you marry
 _____ 5. get married immediately and not go to work or school

10. What jobs have you had or do you have now? Check as many as apply.

waitress salesclerk babysitter secretary cook

employed by parents other

11. If you could have any career after graduation that you wanted, what would it be?

12. Why would you make this career choice? Check as many as apply.

_____ it is something you would really enjoy doing
 _____ it pays well
 _____ you enjoy helping people, and this career would enable to do so
 _____ you admire someone who is employed at this career
 _____ other

14. Realistically, what career do you think you will actually have?

15. What classes have you had in high school which have influenced your career choice? Check as many as apply.

English _____ science _____ mathematics _____
 social studies _____ business courses _____ music _____
 art _____ home economics _____ speech and drama _____
 physical education _____ foreign language _____ other _____

Answer the following questions if your mother is currently employed outside the home or has been employed outside the home at some time during your life.

16. What type of job does your mother currently have or has she had in the past? (List all types of jobs she has had)

17. Do you feel that your mother enjoys her work most of the time?

_____ 1. yes
 _____ 2. no

(If you answered Yes on question 17, answer question 18. If you answered No on question 17, answer question 19. Do not answer both questions 18 and 19.

18. If you feel that your mother enjoys her work is it because (check as many as apply)

_____ she genuinely likes the type of work she does
 _____ she enjoys not being tied down at home all day
 _____ she likes the extra income from her job
 _____ other (list)

19. If you feel that your mother does not enjoy her work is it because (check as many as apply)

_____ she dislikes the type of work she does

_____ running a home and working outside the home are too much for her

_____ she would prefer to be a full-time homemaker

_____ she is underpaid

_____ she feels needed at home, but cannot be there

_____ other (list)

VITA

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Master of Science

Thesis: THE EFFECT OF MATERNAL EMPLOYMENT ON GIRLS' CHOICES OF
TRADITIONAL OR PIONEER OCCUPATIONS IN OKLAHOMA

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