FACTORS AFFECTING PLANS FOR ADVANCED DEGREES AMONG AMERICAN HOME ECONOMICS ASSOCIATION MEMBERS IN 1979

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> Every good gift and every perfect present is from above, for it comes down from the Father of the celestial lights and with him there is not a variation of the turning of the shadow. (James 1:17)

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CHAPTER I

INTRODUCTION

Statement of the Problem

Those who are in higher education often think of goals and aspirations for advanced study as commonplace; however, a review of the statistics concerning the numbers of people who are actually receiving advanced degrees is cause for concern, especially for those in the field of home economics. According to the American Home Economics Association (n.d.a) home economists in America today number well over 160,000 (p. 1). These home economists are involved in a broad range of interests such as housing, interior design, consumer resources, foods, nutrition, child development, family relationships, clothing, textiles, fashion merchandising, communications, extension, research, and administration. While some have been content to pursue their careers with only a bachelor's degree, others have aspired to reach out for more advanced degrees. Those who have made a commitment to pursue advanced degrees are fewer in number than the profession needs as shown by Coulter and Stanton (1981) who bring to the fore supply and demand projections for 1990.

The most current United States government data concerning college enrollments show that of the 11.2 million students enrolled in colleges

and universities only 1,080,717 were graduate students. There were 1,332,000 degrees conferred in 1978; however, only 344,000 were advanced degrees: master's degrees, 312,000, and doctoral degrees, 32,000 (Grant and Eiden, 1980, pp. 2-7). Further scrutiny of the extant data shows that of the 312,000 master's degrees only 3,000 (0.96%) were in home economics; and of the 32,000 doctoral degrees granted, a mere 213(0.66%) were in home economics (Grant and Eiden, 1980, pp. 121-125). Such data give little evidence that there will be sufficient numbers of home economists available to meet demands due to attrition.

In order to become apprised of the professional status of its membership, the American Home Economics Association (AHEA) conducted a survey in 1979 whereby questionnaires were mailed to its 34,562 professional members. The information requested of the membership was in three categories. The first section was General Information which included personal, educational, and employment characteristics. Secondly, members were asked to respond to Areas of Knowledge and Expertise covering content area proficiency, process skills, and special interests. Thirdly, responses were requested on Professional and Service Involvements such as service to AHEA and other professional organizations, community and public affairs involvement, and international service.

AHEA, upon completion of data collection, published a Databook (Franslow, Andrews, Scruggs, and Vaughn, 1980). After careful review of the Databook, this researcher became curious about the large percentage (43.2%) of AHEA members who indicated that they had no plans for an advanced degree (p. 43). Thus, the question came to mind, "What are the characteristics of AHEA members who have achieved advanced

degrees, are working toward advanced degrees, are planning to begin advanced degrees, and have no plans at all for pursuing advanced degrees?" The problem was to determine if personal, educational, and employment characteristics of professional home economists were associated with various levels of commitment to advanced degrees. This study grew out of the realization that information on the level of professional development and aspirations for continued development of professional home economists is not readily available to home economics administrators or to AHEA members in general.

Significance of the Study

Although home economics has traditionally been a woman's field, an increasing proportion of those in home economics who have earned doctorates are men. However, the membership of AHEA was still approximately 99.1 percent women in 1979. In relation to the needs within the home economics profession, too few of the AHEA female members have achieved advanced degrees. Because both men and women are needed to meet the demands of the profession, identification of some selected characteristics of the members who did or did not plan for advanced degrees was believed to be important to the study to 1) aid higher education administrators in becoming more aware of some barriers which may prohibit or at least discourage pursuance of advanced degrees, 2) provide a data base to assist undergraduate program planners to identify potential graduate students and to encourage and motivate their undergraduates to higher degree aspirations, and 3) serve as a foundation for

the future development of a theoretical framework in predicting the characteristics of people who are most likely to return to a university for advanced degrees.

Purposes and Objectives

The major purposes of this study were 1) to establish profiles of professional home economists focusing on plans for advanced degrees and including selected characteristics which rationally could be expected to affect such plans, and 2) to determine the characteristics associated with the extent of plans for advanced degrees.

In order to achieve the purposes, the following objectives were stipulated with the first objective relating to the first purpose and the second and third objectives to the second purpose:

I. To establish profiles (concise biographical sketches) by describing AHEA members in terms of plans for advanced degrees and selected personal, educational, and employment characteristics.

II. To compare groups of home economists categorized by sex and highest degree earned in regard to plans for advanced degrees and selected personal, educational, and employment characteristics.

III. To identify any association between plans for advanced degrees and the selected personal, educational, and employment characteristics.

Limitations of the Study

Certain limitations operating in this study in relation to the population, the questionnaire, and the statistical analysis should be recognized and are listed below:

The fact that this study was the result of data previously collected by AHEA was limiting in that the types of information needed to answer in-depth any questions concerning reasons behind plans for advanced degrees were obtained indirectly. The researcher was unable to ask additional questions in order to obtain specific information desired for the study.

Due to the approximately 49 percent response rate there was a possibility of bias in the study because of the absence of information from nonrespondents; however, a study of nonrespondents was conducted at Iowa State University. Results revealed that data were not biased except that minority groups may be underrepresented (Fanslow et al., 1980, pp. 9-13).

Not all home economists are members of AHEA but may instead have chosen affiliation with a more specialized group or organization. Thus contacting only AHEA members limited the number of professionally active home economists participating in this study.

Responses were received from members in 52 affiliated state associations (Puerto Rico and the District of Columbia were included.) and 12 foreign countries; however, the wide range of percentages of members responding from the various states must be recognized. Although 31 states had a response rate of 50 percent or more, the range was 35.2 percent to 62.2 percent among the states (Fanslow et al., 1980, pp. 4-5).

The instrument of the study, the 1979 AHEA Membership Survey Questionnaire, was designed to solicit multiple choice responses and short answers which might have imposed limitations upon the participants in registering responses.

The size of the sample precluded use of typical tests of significance because inconsequential differences from the standpoint of meaning would be statistically significant. The study is limited to use of descriptive data organized by means of a chi square procedure and analyzed by the researcher and colleagues to identify associations and interpret meanings.

Definitions

Definitions of some of the terms and concepts used in this dissertation are explained below:

American Home Economics Association (AHEA)--a national association which includes professionals from all of the various specializationswithin home economics. AHEA serves as the umbrella association which addresses the totality of home economics and serves to provide direction, continuity, and uniformity of purpose throughout the profession (AHEA, n.d.b).

Professional AHEA Members--members who have earned a bachelor's degree or higher. Undergraduate students and honorary members were not included in the survey or in this definition.

Master File--record of all data requested in the questionnaire, plus selected data from basic membership records stored anonymously.

Profiles--concise biographical sketches used to characterize AHEA members in outline form.

Assumptions Basic to the Study

This study is based on three general premises. 1) All home economics professionals answered the questionnaire truthfully. 2) The participants in this study were representative of the total AHEA professional membership. One exception may be underrepresentation of minority groups (Fanslow et al., 1980, pp. 9-13). 3) It is desirable for more professional home economists to earn advanced degrees and thus develop their competencies more fully through study.

Organization of the Dissertation

This chapter is concerned with establishing the nature of the study by providing background information. The problem was stated and the purposes, objectives, limitations, definitions, and assumptions of the study were given. Finally, the organization of the dissertation is briefly summarized.

Chapter II reviews the literature and research related to the study.

Chapter III begins with an introduction which explains the decision to contribute to a national study and discusses the method of investigation, the population, instrument development, collection of data, and analysis of data.

Chapter IV includes the presentation and discussion of findings while Chapter V presents the summary, conclusions, and recommendations.

CHAPTER II

REVIEW OF LITERATURE

Introduction

> From early in the 20th century home economics has sought to serve the individual and mankind through programs focusing on the family as a basic unit of society. More than 164,000 home economists are currently employed in professional positions which serve people by helping them deal with problems arising from a rapidly developing technology and changing society. (Odland and Cebik, /1975/, p. 1)

In order to provide the quantity and quality of personnel necessary to maintain such a work force, graduate education must be encouraged. However, for several decades there has been an undersupply of doctoral graduates in home economics as reported by Evans (1972), Odland and Cebik /1975/, Swope (1967;1972), Moore (1977), Coulter and Stanton (1981), and in HERAPP (1978).

Higher Education Enrollments

At the time of this study, the 3,134 colleges and universities in the nation were indicative of a continuing increase in the establishment of colleges and universities in the United States. Historically, there has been a close correlation between the geographic location of colleges and universities and the density of population of the area in which they are placed: New York, 286; California, 262; Wyoming, 8; and Nevada, 6 (Grant and Eiden, 1980, p. 81). However, because of the

trend toward declining enrollments in higher education, administrators across the nation became concerned and began monitoring enrollments in order to make realistic plans for future years. Home economics administrators, of course, have been among the concerned.

U. S. government data substantiate the trend toward declining enrollments by revealing that of the 1,332,000 degrees conferred in 1978, there were only 344,000 (25.83%) advanced degrees granted. The number of master's degrees conferred was 312,000 which represented a drop of 5,000 from 1977. The 32,000 doctoral degrees conferred depicted a decline from the 1973 peak year of 34,777. As the number of men who received advanced degrees declined, the proportion of women who received advanced degrees increased. This increase was expected to continue with projections that over half of the master's degree recipients in 1980 would be women (Grant and Eiden, 1980, p. 100).

By reviewing history, Hoffman (1975) and Grant and Eiden (1980) revealed that this trend is new and progressive in that:

> The education levels of the country as a whole have been increasing since about 1945, the education of women has not kept pace with the trend. . . .One of the veteran benefits of World War II was the G.I. Bill which provided expenses and financial support for veterans who went to college. This increased the educational level of the country. It provided a pool of educated workers which in turn enabled the establishment of higher education criteria for jobs. But since veterans were far more likely to be males, it also engendered a split in the amount of education that white males and females obtained. (Hoffman, 1975, p. 110)

Even as late as 1978 the graduate student population was comprised of 54 percent men; 24 percent were full-time students and 30 percent, part-time students. Women represented 46 percent of the graduate students; 16 percent as full-time students and 30 percent, part-time students (Grant and Eiden, 1980, p. 86).

In order to make projections of future enrollments, studies have been done by the Cooperative Institutional Research Program which asked college freshmen to express their plans for an advanced degree upon completion of the bachelor's degree. In 1970, 31.2 percent had plans to complete the master's degree and 9.7 percent had plans to complete a doctoral degree. When asked in 1978, 30 percent of the college freshmen indicated they had plans for a master's degree and 9 percent planned to obtain a doctoral degree. In 1979, there was an increase to 32.3 percent planning a master's degree; however, there was a decline in those aspiring to obtain a doctorate, 8.7 percent (Grant and Eiden, 1980, p. 91).

In an attempt to counteract declining enrollments, many colleges and universities have active recruiting programs such as those suggested by Moore (1977) and Swope (1967). Swope (1967) defined "recruit" as the ability to "motivate. . .more students to enter college, to elect home economics as their specialization, and to pursue advanced degrees" (p. 768). Moore (1977) suggested that:

> Innovative recruitment programs are needed to encourage prospective doctorates to enter graduate programs. Such recruitment programs may include a nationwide effort to identify a pool of persons capable of pursuing the doctorate degree in home economics education. This information could be given to the faculty of insitutions with doctorate programs in home economics education, who in turn, could make special efforts to contact these persons and recruit them into their graduate programs. (p. 20)

Successful recruiting practices must be directed toward the proper target. In order to ascertain the appropriate target population and insure successful recruitment, data must be obtained and analyzed. The first step in solving the problem would be to take a careful look at the supply-and-demand figures, both real and projected.

Supply and Demand in Home Economics

The supply of home economists at all degree levels was clearly illustrated by Harper (1975) who reported that:

> During the past decade (1962-63 through 1972-73), home economics in higher education in the United States grew vigorously, especially at the undergraduate level. Undergraduate enrollment increased by 96 percent and graduate enrollment by 108 percent. Degrees granted increased by 157 percent at the baccalaureate level, 151 percent at the master's level, and 138 percent at the doctoral level. (p.9)

Harper (1975) also reported the percentage distribution of home economics degrees granted to men and women in 1968-69, 1970-71, and 1972-73 at all degree levels. In 1968-69, 98.3 percent of the bachelor's degrees went to the women and 1.7 percent to men; 96.6 percent of the master's degrees to women and 3.4 percent to men; 82.5 percent of the doctorate degrees to women and 17.5 percent to men. In 1970-71, the percentages were recorded as follows: 97.7 percent of the bachelor's degrees were earned by women and 2.3 percent by men; 96.9 percent of the master's degrees were earned by women, and 3.1 percent by men; of those earning doctoral degrees, 82.4 percent were women and 17.6 percent men. For 1972-73 there was a slight difference in the proportions because women received 97.0 percent of the bachelor's degrees, 93.5 percent of the master's degrees, and 81.8 percent of the doctoral degrees (p. 8).

Harper (1981) reported that in 1974-75 men received 3.4 percent of the bachelor's degrees, 6.9 percent of the master's and 25.6 percent of the doctoral degrees in home economics. However,in 1978-79 the

proportions of advanced degrees again shifted downward as men received 6.6 percent of the master's degrees and 24.6 percent of the doctorates (4.1% bachelor's degrees) (p. 16).

Fact-File (1980) reported that in 1979 women were granted 95.18 percent of the bachelor's degrees, 91.19 percent of the master's degrees, and only 67.60 percent of the doctorates in home economics (p.14).

The Association of Administrators of Home Economics (AAHE) (1981) reported that women received 93.96 percent of the bachelor's degrees, 90.86 percent of the master's degrees, and 79.45 percent of the doctoral degrees in 1979-80.

Odland and Cebik /1975/ projected degrees granted in home economics annually to number 31,740 by 1980 (p. 5); however, at this writing 1979 data were the latest available and indicated 21,196 degrees granted (18,457 bachelor's; 2,520 master's; and 219 doctoral degrees)("Fact-File",1980, p. 14). According to Harper (1981) from 1958 to 1978 there were 74 percent and 140 percent increases in the number of master's and doctoral degree programs in home economics, respectively. Of the total higher education enrollments, graduate enrollments increased from 9.5 percent in 1958-59 to 12.4 percent in 1978-79. The proportion of degrees granted in 1979 for all disciplines in higher education was predicted to be 24.5 percent master's and 2.6 percent doctorates; however home economics awarded 11.3 percent of its degrees to master's level and 1.1 percent to doctoral level graduates. Although the proportional increase in the number of doctoral degrees was rapid, there was still a ratio of approximately 10:1 between the number of master's and doctoral degrees granted each year. The ratio of doctoral,

master's and bachelor's degrees granted in all disciplines was 1:7:35 compated with 1:11:83 in home economics (p. 17).

Odland and Cebik /1975/ estimated that the average annual openings in home economics for 1980 would be 53,540 across the United States (p. 4). They also projected that of the 7,187 new doctoral graduates needed from 1972-1981 there would only be 1,507 available (p.9); this was conservative compared with projections of 2,102.5 by Evans (1972) (p. 5). Evans' (1972) analysis of the Odland and Cebik data was as follows:

> The total projected demand of 7,187.5 doctoral graduates based on the number of recurring positions and the ten-year needs of the administrators exceeded the projected supply of 1,960 and 1,507 employable doctoral graduates estimated from the two sources by approximately three to one. (p. 5)

Swope (1972) reported that of the 169 full-time unfilled positions in college home economics teaching in 1966 and the 222 in 1971 (31 percent increase in unfilled positions within five years), 27 percent of the positions were not filled due to insufficient funds and 32 percent due to inability to find qualified applicants (p. 9). Evans (1972) and Odland and Cebik /1975/ reported that in 1971 there were 508 unfilled positions. Evans (1972) pointed out that the deficiencies were compounded as 13.6 percent of the home economics doctoral graduates were not available to help fill these positions (p. 5). Nine years later Coulter and Stanton (1981) reported:

> The supply of doctoral graduates is estimated to be inadequate across the full spectrum of home economics specialities. The limited number of doctoral graduates projected through 1990 is substantially exceeded by the employment demand for Administrators and Managers; Design Manufacturing, and Processing Specialists; Educators (college and university faculty and Extension personnel); Scientific and Professional Specialists; and Service Specialists.(p.xiv)

Home economics education leaders as reported by Moore (1977) indicated their projected needs from 1976 to 1981 as follows:

Year	Needed Faculty with Doctorates	Supply
1976-1977	65	32
1977-1978	57	52
1978-1979	46	56
1979-1980	42	59
1980-1981	40	61

(Moore, 1977, p. 13)

Accumulatively the projections for supply and demand over the four year period were nearly equal; however, Moore (1977) went on to explain that "this will be accurate only if the new doctorates are willing to accept vacant positions regardless of the location, size, or type of institution and are free to move where the vacancies exist" (p. 14).

Swope (1967) and HERAPP (1978) urged an immediate increase of qualified home economics personnel in higher education to meet the needs for faculty in teaching, extension, and research in addition to those needed in government, social agencies, business, and industry. HERAPP (1978) stated, "several areas within home economics are almost desperate for new doctoral graduates" (p. 121).

A 50 percent increase in researchers needed for 1980 was projected by administrators and reported by Zentner and Davis (1976, p. 266). This 50 percent increase was to include 340 new full-time positions (287-doctorate; 53-master's) (p. 265). HERAPP (1978) stated that the "research capabilities of home economics must be improved. To develop research scholars for the profession, primary emphasis should be given to doctoral students and young faculty and professionals" (p. 120).

Motivation for Entering an Advanced Degree Program

There are several factors that create the shortage of qualified home economists; factors which affect plans of many in initiating and completing the advanced degrees so needed in home economics and other fields. Some factors that have been studied include marriage, age, children, financial responsibilities, and support.

McCorkel (1974) and Mitchell (1969) reported that women doctoral students most often ranked their mothers as most influential in their decision to achieve an advanced degree. Other positive motivational persons were: gifted women who ranked second (22.6%); professors, third (14.9%); administrators, fourth (11.9%); and husbands, fifth (7.3%) (Mitchell, 1969, p. 56).

Stoddard (1977) studied 1,329 female doctoral candidates in education, music, health, physical education, and recreation at Indiana University concerning their characteristics, attitudes, aspirations, and problems. Personal characteristics were shown to be as follows: 1) the average age of the doctoral candidates was 30 years, 2) half of the candidates reported being married, 3) few or no children were reported, 4) motivation for seeking the doctorate by the older candidates reportedly was to secure or improve their positions, the younger candidates were concerned with obtaining a position or increasing their knowledge base, 5) most encouragement was received from family, professors, and friends, and 6) discouragement resulted from lack of sufficient funds, time, and confidence.

McMahan (1977) compared male (n=89) and female (n=93) graduate students to determine differences in regard to biographical data and

motivation for entering a doctoral program at the University of Oklahoma. Results showed that there were significantly more male than female candidates married; however, both the education and income levels of the males' spouses were significatnly lower than for female candidates. The educational level of mothers of the female students was significantly higher than the educational level of the male students' mothers. A significantly higher proportion of the females' fathers and spouses were found to be employed in professional and managerial positions than were males' fathers or spouses.

Females were more purposeful in their reasoning for entering the doctoral program than were the male candidates. Among non-whites there were significantly more males than females. Although the male candidates' children were younger than the female candidates' children, the majority of the male candidates were financially self-supporting while most of the females were supported by their spouses. Age, father's educational level, parent's income, and motivational reasons for entering the doctoral program were not significantly different between the males and females.

Having studied 23 female doctoral candidates and graduates, Thrower (1976) reported that the most frequently cited motivation for women pursuing doctoral degrees was the desire for a new professional position. Three-fourths of the doctoral recipients felt that achieving the advanced degree had changed their self concept. Since half of the married candidates and graduates reported that they received negative reactions from their husbands, they felt they should have been informed of the possible adjustment in their lives which may become necessary as a direct result of seeking the doctoral degree.

Marriage and Family Responsibilities

Marriage, as related to graduate students, has been studied by Tangri (1975), Mitchell (1969), McCorkel (1974), Goodwin (1966), and Swope (1972). Tangri (1975) found that nearly all women "want to marry and have children" (p. 257). However, in other studies, Mitchell (1969) found that only 63.8 percent of the women had been married by the time they had earned the doctorate compared with Goodwin (1966) who reported even fewer (57%) married (Mitchell, 1969, p. 50).

Among top women administrators, McCorkel (1974) found that only 46 percent (57 persons) were ever married compared with 54 percent (68 persons) single, never married (p. 77). Those administrators who were married reported that the helpful aspects of marriage were companionship, support, and help toward maintenance of a balanced life. Hindrances were listed as demand on time, double responsibility, subordinance of a woman's career to her husband's career, and loss of mobility (p. 82). Swope (1972) pointed out that forced mobility can also be a hindrance (p. 9).

Mitchell (1969) in studying female doctoral recipients in Oklahoma found that:

> Family responsibilities were a cause of delay in achieving the doctorate for about one-third of the respondents. In six cases the illness of the husband was a delaying factor, although in one case a woman accelerated her work for the doctorate as a result of such illness. In seventeen cases the physical and financial responsibility for elderly parents was the delaying factor. Three women reported that their own work was delayed until after the completion of the husband's doctorate. More than forty women cited responsibility to their children and/or husbands as the reason for delay. Only one ambivalent response appeared to have been given to this question. Again the personal interpretation shown in the comment was that the 'program was never delayed but was slowed down.' (p. 60)

The married women without children often had the financial support of their husbands and were free from having to share their time in care of children. Married women with children were older, thereby illustrating that family responsibilities were apparently a factor in the timing of their educational goal attainment (Mitchell, 1969, p. 53).

Goodwin (1966) found that single women had fewer difficulties in graduate study. In contrast to Mitchell (1969), Goodwin found the single women to be older than the married subjects, and to have deferred marriage until the doctorate was completed. Thus, they portrayed themselves as non-traditional (Goodwin, 1966, p. 195). Goodwin further stated:

> It was not until the data were analyzed with respect to the married sample, and particularly the married sample 'with children' that it was concluded that almost all areas presented difficulties for the doctoral aspirants. In this regard, it was found that family relationships, cost of study, mobility, and family illness assumed a significance, in addition to the personal and education factors. The only two areas that did not demonstrate differences were the 'vocational' and 'counseling needs'. From these results it seemed evident that when factors in the familial, educational and community environment generated conflict, the interaction of those factors tended to alter feelings of personal adequacy while the candidate was engaged in doctoral studies. Ultimate success in attaining the degree appeared to be dependent upon a facilitating agent in the educational or home environment, in addition to the persistence and intelligence of the recipient. (pp. 194-195)

Bumpass and Sweet (1980) stated that in America the labor force is nearly one-half women and of those women one-third are married with children under 3 years of age (p. 1). However, Hoffman (1975) found that:

> In the United States, as in most highly industrialized countries, working women have fewer children than non-working women. Furthermore, there are data to indicate that females who plan to work plan also to have smaller families. (p. 104)

Hoffman (1975) also reported that "professional women are more likely to be childless" (p. 115). Astin (1969) supported these findings by reporting that 28 percent of the married doctoral candidates were childless which was twice as many as for the general population in the same age range (p. 31).

Hoffman (1975) also found that "because of the stereotype that high-achieving academic and career women are not feminine, many feel a need to prove their femininity through motherhood" (p. 120). However, studies by Astin (1969), Fortney (1972) and Tangri (1968) (cited by Hoffman, 1975) revealed that women in non-traditional feminine occupations tend to have more children compared with women who seemingly fulfill their role by being in a traditionally feminine occupation.

Bumpass and Sweet (1980) found that "working during pregnancy is more common among well-educated women than among other women, more common among Black than White women, and more common among women with few children than among women with many children" (p. 3).

In Mitchell's study (1969) of Oklahoma doctoral recipients it is reported that:

> The 74 women who had children by the time of earning the doctorate represented 65.6 percent of the married women respondents or 41.8 percent of all respondents. Only one woman had as many as 5 children, five women had 4 children each, seventeen women had 3 children, thirty-one women had 2 children, and twenty women had only one child each. The ages of the children ranged from one year to 39 years at the time their mothers received the doctorate. The median age for all children was 16.8 years, indicating that as many women with children at home were successful in achieving the doctorate as those whose children were more likely to be gone from the home or at least quite independent in terms of care needed. (p. 51)

McCorkel (1974) reported that of the top administrators studied:

> Thirty-eight or 30 percent of the respondents had children, with 13 of them having children under age 15, 18 of them having children age 15 or over, and seven having children some of whom are older and some younger than age 15. Fifty-eight percent of the families are made up of two children. Sixty percent of the children of top-level women administrators were daughters and 40 percent were sons. (p. 78)

Age

Through the years college students in all degree classifications have increasingly represented a wider age range as supported by Odland and Cebik /1975/ who found that in higher education there was a larger number of older students. Female enrollments in higher education represented women in all age ranges. They project that the shift in age composition of enrollment will "tend to increase enrollments in home economics" (p. 9). McCorkel (1974) reported that 89 percent of the women administrators studied were between the ages of 35 and 64; 50 percent, between 50 and 64; 39 percent, between 35 and 49; and 6 percent, between 20 and 34 years of age (p. 80). Of these top-level administrators, 92 percent held master's degrees and 67 percent held doctorates (pp. 61-62). Mitchell (1969) found:

> Age does not seem to limit the quest for knowledge or ability to succeed, for the youngest respondents were three women who earned the doctorate at 26 years of age, and the oldest respondent was one who earned the doctorate at age 62. The median age for all the respondents was 42.0 years. However, since 1956 a definite trend seems to have developed for increasing percentages of degrees to be earned by women 35 and under. A recent study of doctoral recipients reported that among doctorates for 1966, 30 percent of the women received doctorates after age 40, compared with 10 percent of the men; and the median age at the doctorate was 35 for women compared with 31 for men. The present study found 38 percent of Oklahoma's women doctorates of 1966 to have received their degrees after age 40, although the median age of 35 was the same as that of the national study. (pp. 51-52)

Financial Assistance

Many have found loss of income an inhibiting factor to graduate study. As a study by Mitchell (1969) showed, income loss proved to be an impeding factor for 43 percent of the women who were responsible for providing income for themselves or for their families and were delayed in obtaining their degree because of these responsibilities. Women who were married and could rely on their husband's income for financial support reported that they were not delayed due to financial responsibilities (p. 108).

A few graduate students could rely on an assistantship to help finance their studies; however, many found that loss of income from their regular employment and the scarcity of graduate assistantships were inhibiting factors to graduate study. The graduate students in 1979-1980 as reported by AAHE (1981) numbered 6,778 in both master's and doctoral degree programs; however, in the current study only 345 AHEA members reported being recipients of an assistantship.

Home economics research administrators across the nation predicted a need of 500 new graduate assistants and 125 technicians by 1980 (Zentner & Davis, 1976, p.266). In home economics higher education as reported by Swope (1967), family relations and child development had the highest percentage of graduate assistants; however, nearly half of all graduate assistants were employed in the combined areas of food and nutrition, and textiles and clothing. Home economics education employed a very small percentage of the graduate assistants reported (p. 766).

Type of Institution Selected

The type of institution students select has been studied to determine the difference, if any, in behavior of graduates toward graduate study. In 1978, there were 11.2 million students enrolled in colleges and universities, 1,080,717 of whom were graduate students. Of the 1,080,717 graduate students, 65 percent were enrolled in publicly controlled institutions while the remaining 35 percent were enrolled in privately controlled institutions. Even though more than half of the colleges and universities were still controlled by private organizations such as religious denominations, professional profit making and non-profit making organizations, and public-spirited groups, the public colleges and universities were found to have 78 percent of the total undergraduate and graduate enrollment (Grant and Eiden, 1980, pp.7, 81).

Bressler and Wendell (1980) reported very little difference in plans for advanced degrees among senior women who attended single-sex colleges or universities compared with those who attended co-educational institutions. Proportionately, more senior men attending co-educational colleges or universities reported plans for advanced degrees than did men enrolled at single-sex institutions. In general, more men had plans for advanced degrees than did the women (96.4%, 93.8%, respectively) (p. 656).

Mitchell (1969) reported that 89.3 percent of the doctorates earned by women in Oklahoma were granted from two state universities (one of which was a land-grant university) from the time the first doctorate was awarded in 1929 until the time of the study in 1967, and 10.7 percent, from the one private university in Oklahoma which granted this

degree. There were 70.1 percent of the master's degrees granted from public universities, 6.2 percent from public colleges and 20.3 percent from private colleges and universities. Only 3.4 percent of the women reported working for the doctorate without first earning a master's degree. Public universities granted 43.5 percent of the bachelor's degrees, compared with 33.4 percent from public colleges and 21.5 percent from private institutions. Only 1.1 percent of the women received their bachelor's degrees from a foreign country (p. 47).

Moore (1977) in studying type of institution in relation to home economics stated:

> It is projected that all of the doctorates in home economics education that should be awarded over the next five years will be from either land-grant institutions or state supported (not land-grant) institutions with the exception of one private institution which projects an output of one doctorate per year. Eighty-three percent of the doctorates awarded between September 1, 1975 and August 31, 1981 will be from land-grant institutions. (p. 10)

Factors Affecting Academic Success

> A review of the major measures of academic interest and ability leaves little room for argument with the conclusion that there is no important difference between men and women in their potentials for academic accomplishment. Furthermore, the data indicate that women as a group are every bit as interested in the goals and activities of higher education as men are. There is no evidence that women are less interested in ideas or less able to work constructively with them. On measures of academic ability, academic accomplishment, and academic interests and motivations, women constitute an impressive group of new students to higher education. (Cross, 1975, p. 345)

Goodwin (1966) found that statistics concerning women who are in graduate programs revealed that only one percent of all women college graduates earn the doctor's degree compared to 6 percent of all male

college graduates (p. 3). It was also stated that today the opportunities for women to enter advanced degree programs are unprecedented; however, a smaller percentage of women choose to enter doctoral programs today than were in advanced degree programs in 1920 (p. 2). It appears that little if anything is being done in a systematic way to encourage women to pursue doctoral degrees. This is certainly a waste considering the fact that only a small portion of women capable of attaining the doctoral degree even attempt to earn the degree (pp. 2-3).

Minuchin (1975) explained some necessary steps for the needed change by stating:

> We are in the early stages of understanding the impact of educational experience on the course of personal development, but it seems evident that the nature of schooling, from the earliest years on, shapes the capacities and strengths of the growing female. If we are to understand such forces, we shall probably have to look at schools in all their complexity, as small societies and total educational environments, rather than at specific pieces of curriculum for teaching one point or another. And if we are to implement on any sizable scale a kind of educational experience that equips young women to choose, fight for, and carry out personally meaningful life patterns, we may need to make dramatic changes in the prevailing organization of many schools: the values they represent, the relationships they foster, and the form and content of the learning experiences they offer. (p. 355)

Hitchman (1976) studied professional socialization of men (n=183) and women (n=176) in two Canadian graduate schools by means of questionnaires and interviews. The study results showed that the strongest predictors of commitment and professional performance for men were good grades, absence of emotional strain, and not being single. For women, the strongest positive predictors were communication with their advisors, faculty, and counselors, perceived ability as a teaching assistant, absence of emotional strain, and not being single.

Horner (1972) reported that college women demonstrated considerable anxiety in relation to academic success which was consistent with Goodwin's (1966) findings. Goodwin (1966) stated that there were both internal and external factors which increased the problems that women encountered during their doctoral studies. Problems were reported in the areas of 1) morale, 2) attitudes of persistence, 3) desire for excellence in achievement, 4) educational setting relative to course work, 5) dissertation, 6) doctoral committee relationships, and 7) scheduling of classes. The subjects reported that because of the psychological aspects of these problems, they were impaired in the performance of their academic responsibilities, speed with which the doctoral program was completed and availability of uninterrupted study (p. 194).

Single women, according to Tangri (1975), avoided many of these problems as they aligned themselves with the women in nontraditional fields or "role innovative women".

> These women do not reject the core female roles of wife and mother though they expect to postpone marriage and have fewer children than more traditional women, nor do they think of themselves as masculine women. There is no evidence that they make such occupational plans because of difficulty in attracting the opposite sex, since they have as many romantic as well as casual relationships with men as do more traditional college women. Their commitment to their careers is greater than that of women going into feminine professions even while they are in college, so that the decision to continue working cannot be viewed as merely being made by default when other alternatives fail. (p. 271)

The benefits of being career-minded are reinforced by Birnbaum (1975) who reported:

> Working professional women, whether married or single, by the middle adult years hold themselves in higher regard than equally gifted nonemployed women. Given these striking findings, it seems we cannot, in good conscience, continue to raise girls to seek their primary personal fulfillment and self-identity within the family. If bright women seek no other sources of gratification in addition to marriage and maternity, self-esteem eventually drops and loneliness and uncertainty plague them. The professional women, on the other hand, whether married or single, finds a vital source of personal identity and satisfaction in her work, which greatly enhances her general sense of self-worth. (p. 418)

Randolph (1976) studied reliable predictors of student (n=468) success in a social work master's degree program. Factors which served as the best predictors of success in the master's degree program were found to be undergraduate grade point average and work experience between the two degrees. Graduate entrance examinations were an extremely poor predictor. Race, sex, age, undergraduate majors and American College Testing (ACT) scores were shown to have extremely weak relationships to graduate grade point average.

Cook and Swanson (1978) reported their findings as to predictor variables indicative of success in doctoral programs after studying doctoral students at State University of New York at Buffalo. Of the variables tested, undergraduate grades, pre-admission graduate grades, and admission tests were not strong as predictors of graduation. Core program grade point average, graduate assistantships and graduate program acceptance were strong positive predictors of success. Acceptance of the dissertation proposal was the strongest predictor variable. There was also a strong relationship between full-time student status and graduation (p. 89). Age was found to have a strong negative relationship to graduation. Sex and marital status did not show strong relationship to graduation.

By looking at the aptitude test scores and past performance information and their possible impact on poor performance of 69 graduate students; Green (1978) made an interesting discovery at the University of Washington. He stated:

> The availability of aptitude test scores potentially has a greater negative impact than a positive impact for the student. When the aptitude scores are low, any performance difficulties in the present clearly are attributed more to ability than if these aptitude scores were not available, even if the student has a record of superior past performance. Thus, the student risks the possibility of lowering expectancies that he can improve in the future. When the aptitude scores are high, however, they do not seem to have an equivalent positive effect for the student. (p. 246)

Two few who begin a graduate program successfully complete it. Factors which may or may not affect success in graduate college are many and varied. Often results of the studies are not in agreement. Such inconsistent results are illustrated by Randolph (1976) and Cook and Swanson (1978). Randolph (1976) determined that the undergraduate grade point average was a good predictor of success in graduate college; however, Cook and Swanson (1978) stated that the undergraduate grade point average was a poor predictor of success.

Reasons for Discontinuance

Cook and Swanson (1978) concluded that, "discontinuance of graduate study cannot be attributed to a specific factor, but rather to a multiplicity of reasons, many of which are believed to be personal and individual in nature" (p. 90).

Rogers (cited in Cook and Swanson, 1978) stated that the methods of graduate student selection and assessment are so inadequate that often times the success rates are as low as one out of seven; however, more fortunate programs yield one out of two successful completions.

Cook and Swanson (1978) also reported Rogers as having stated, "it is a scandalous waste of manpower that of the carefully selected graduate students whom we take into our programs, only a small portion ever obtain their degrees" (p. 84).

A study at the University of Northern Colorado by Williams (1977) revealed that the doctoral programs had a significantly negative impact upon married couples and their perceptions of their marriage relationship. Male candidates and their wives (n=40 couples) reported that they were under more pressure, worried more, and had more disagreements over money management than did the couples in the control group (n=40 couples).

Shepherd (1979) investigated the amount of information that 136 adult women (ages 25-60) at Virginia Polytechnic Institute and State University had on financial assistance. An attempt was made to develop insights into whether a lack of information or unreliable information might affect enrollment decisions. The variables studied were age, marital status, amount of previous education, home responsibilities, job responsibilities, time limitations, information on costs, and knowledge of entrance requirements. Conclusions were that the major barrier was not lack of information; inhibitors proved to be age, lack of previous education, home responsibilities, job responsibilities and time limitations.

The Panel on Alternative Approaches to Graduate Education (1973) also gave very little encouragement to continue in a graduate program when they said:

> The rate of production of doctors of philosophy between 1967 and 1972 was such that, had it continued, some 50,000 to 75,000 Ph.D.'s a year would have been entering the labor market by 1980, the majority of them without hope that the degree would guarantee either teaching or research employment. As it is, even with the cutback, no matchup has been achieved between the number of university positions and number of job seeking Ph.D.'s: on completion of their work for the doctorate, less than half the present graduate student population will find employment within academies, and many in the population who wanted positions in industry and elsewhere may find that these doors too are closed. (For graduates in the humanities and social science, to be sure, the absence of academic employment opportunities is a more critical problem than it is for graduates in the natural sciences and engineering). (p. 17)

Summary

In 1978-1979 there were over a million adults seeking to obtain an advanced degree in over 3,000 colleges and universities. Research has focused on the methods used at various institutions to screen and make predictions as to the probable success. Studies have also been conducted to determine the motivational forces behind the decision to pursue an advanced degree and reasons why some must abandon their goals.

Study results have shown that there are as many reasons for seeking an advanced degree as there are adults in the various programs. Likewise, there are circumstances in each of their lives which dictate whether or not the pursuit is justifiable.

CHAPTER III

METHODOLOGY

This study was conducted as the result of a national mail survey by the American Home Economics Association (AHEA) of its total professional membership. This chapter describes the decision to do the study, purposes, objectives, population, instrument development and use by AHEA, collection of data by AHEA, acquisition of data, and analysis of data for this study.

Decision to Contribute to AHEA's National Study

As a result of the AHEA membership survey, AHEA published a Databook (Fanslow et al., 1980). After careful review of the report, this researcher became concerned about the large percentage of members who indicated that they had no plans for an advanced degree. In quest of an answer to this complex phenomenon, a proposal was submitted to the national committee (AHEA Membership Survey Advisory Committee) to obtain permission to use the data to determine if and how personal, educational, and employment characteristics differ for professional home economists at the various levels of commitment to an advanced degree and if these could be characterized as factors which affect plans for graduate study. Permission was granted to use data from 24 of the 68 items in the survey questionnaire as per the stated objectives (see Appendix A).

Purposes

One purpose of this study was to use existing data to establish profiles of professional home economists focusing on plans for advanced degrees. Selected characteristics were used which would rationally be expected to affect plans for an advanced degree. A second purpose was determining the association between plans for an advanced degree and selected characteristics.

Objectives

In order to achieve the purposes, the following objectives were stipulated:

I. To establish profiles by describing AHEA members in terms of the following variables:

- A. Plans for advanced degrees
- B. Personal characteristics
  1. Sex
  2. Age
  3. Marital status
  4. Number of children
  5. Age range of children
  6. Racial or ethnic group
  7. Contribution to family income
- C. Educational characteristics
  1. Highest degree held
  2. Student status
  3. Year highest degree obtained
  4. Age at receiving bachelor's degree

5. Type of institution from which bachelor's degree was received
6. Major emphasis of study at bachelor's, master's, and doctoral levels

D. Employment characteristics

1. Hours worked per week.

II. To compare the following five groups in regard to plans for an advanced degree and selected personal, educational, and employment characteristics of home economists categorized by sex and highest degree earned:

A. Women with bachelor's degrees
B. Women with master's degrees
C. Women with doctorates
D. Men with master's degrees
E. Men with doctorates.

Men with bachelor's degrees and men and women with education specialists degrees were excluded from analysis regarding plans for advanced degrees because of the small number involved.

III. To identify any association between plans for an advanced degree and the seven personal characteristics, six educational characteristics, and one employment characteristic listed in objective one.

Population

The population for this study was the same as that used by the AHEA in its 1979 membership survey. Although there are undergraduate student members and honorary members in AHEA, they were not included in this study.

The population selected for the national study by the AHEA was its 34,562 professional members at the time of the study in 1979. Those professional members represented all of the home eccnomics areas of specialization. The professional membership to be included in the study was not limited by geographical perimeters as members were found in 52 affiliated state associations (Puerto Rico and the District of Columbia were included) and 12 foreign countries (Fanslow et al.,1980, p. 3).

Instrument Developed and Used in AHEA Survey

The instrument used to collect the data for this study was the 1979 AHEA Membership Survey Questionnaire developed by the AHEA Membership Survey Advisory Committee and disseminated under the auspices of the AHEA. The development of the instrument began in October, 1977, when AHEA's president, Dr. Beverly Crabtree, appointed an AHEA Membership Survey Advisory Committee and assigned it the responsibility of devising a plan by which membership characteristics could be analyzed. The committee designates were: Alice Fanslow, chairperson, Iowa State University; Mary Andrews, Michigan State University; Marguerite Scruggs, Oklahoma State University; and Gladys Gary Vaughn, staff liaison, AHEA, Washington, D.C. (Fanslow et al., 1980, pp. v, 1).

The committee effected a solution to its charge by developing plans for the 1979 AHEA Membership Survey Questionnaire. The survey questionnaire included 68 items representing three general areas of concern. The first section requested general information concerning personal, educational, and employment data. In the second section information concerning academic knowledge and experience along with research

involvement was ascertained. The third section was designed to glean data about the member's areas of knowledge and experience by asking for data about professional association involvement, readership of professional journals, public affairs involvement, as well as international and volunteer service.

The committee members, upon deciding what the scope and objectives would be, solicited comments from the AHEA membership via the AHEA Action ("Committee Seeks Comments", 1978). State and national home economics leaders were advised of the pending study and asked to participate in the refining process. The suggestions made by members were taken into consideration when the questionnaire was revised prior to pretesting in the summer of 1978. The pretest was organized in such a way that all professional and subject matter sections of AHEA were represented by the 75 AHEA members who took part. The committee asked the panel to pretest the questionnaire for clarity of questions, ease of response, and response time, thereby making possible a final revision in the fall of 1978. The committee also designed a machine-scorable response form and a booklet format for the questionnaire which was disseminated in January, 1979.

The AHEA Membership Survey Advisory Committee incorporated into the design of the questionnaire several items which would be of much concern to the association; however, consideration was given to protecting the data associated with each individual member by providing a "Consent Form" on the response form. By signing the "Consent Form" members gave permission to AHEA to store their responses to the items marked with an asterisk in the human resource file. These data from the human resource file would be associated with the member's name and

address for identification of members with specific characteristics and expertise. They could also indicate on the "Consent Form" if they wished to have selected information in the human resource file made available to other organizations for professional uses. Of all the items in the questionnaire, 64 percent were relevant to the human resource file (Fanslow et al., 1979). These data were requested to serve as a significant aid to the association when soliciting qualified members to serve as representatives of the association in various capacities.

However, this study was concerned with data from the data bank that the committee identified as the master file. The master file contains all data requested on the questionnaire together with extant basic membership records which have been stored anonymously and are accessible for analysis. Data in the master file were identifiable by response form numbers and not identifiable with any given individual by name.

Collection of Data by AHEA

The American Home Economics Association conducted the national survey in the first half of 1979. The AHEA membership survey questionnaire was sent to all 33,601 professional members on January 26, 1979. The questionnaire itself requested responses to 68 items which were later merged with additional demographic information from the master file to total 75 variables on each respondent.

To encourage participation in the survey, two types of follow-up were employed. The first was a letter sent by the 1978-1979 state home economics association presidents to their respective state professional members soliciting their responses to the AHEA Membership Survey. The

second method used was sending a double postcard to the 19,046 AHEA professional members who had not responded as of June 1, 1979. The double postcard provided the nonrespondents a means of indicating whether they had already returned the questionnaire or had never received a copy in the initial mailing. The postcard follow-up indicated that there had been considerable mail loss. As a result of this loss, 2,183 members were mailed a second questionnaire in July, 1979. The 961 new members who had joined AHEA since January, 1979, were also mailed questionnaires during June and July of 1979 (Fanslow et al., 1980, p. 2).

Of the total 34,562 professional members who were issued questionnaires and encouraged to participate, 17,455 completed and returned response forms by September 5, 1979. This number represented a 51 percent response rate; however, only 16,894 questionnaire response sheets were usable. The 16,894 usable responses represented 49 percent of the total AHEA professional membership as of June 1, 1979, and provided the association with a wealth of descriptive information (Fanslow et al., 1980, pp. 1-2).

Acquisition of Data for this Study

Data from the AHEA membership survey were recorded on a 9-track 1600 BPI, non-labeled tape. In order to obtain the data a proposal was submitted to the AHEA Membership Survey Advisory Committee for permission to use the data from 24 of the 68 variables. The 24 variables were selected in an attempt to determine specific characteristics which could be logically expected to affect aspirations for an advanced degree.

The data recorded on the tape were in the form of numeric and alphabetic codes when received from the AHEA headquarters in December, 1979. The 9-track tape included both raw survey record data and condensed survey record data. The raw data consisted of a record of whether or not the respondent marked each of the 579 possible responses to the 68 items by recording either a 0 or 1 for a response and a blank for a non-response. The condensed data recorded only the code for the specific response(s) marked for each item. In addition to the data obtained from the questionnaire, extant basic membership record data were also recorded on the tape.

Variables Studied

The investigation was concerned with personal, educational, and employment variables as a means of developing descriptive profiles of AHEA members. It was reasoned that these profiles could help home economics administrators more nearly determine the potentiality of home economists seeking advanced degrees.

The variables selected for investigation were those personal characteristics of home economists, their educational history, and extent of employment believed to be important considerations in their plans for advanced study. The variables about which data were selected for analysis are described in this section.

Personal Characteristics

There were several of the personal characteristics considered to be important for analysis in order to determine the degree of significance attributable to each toward explaining the professional home

economists' plans for advanced study. The seven following characteristics were included in the study.

Sex. Respondents were divided by sex in order to analyze men and women separately because there was such a difference in the number of men (n=150) and women (n=16,591). It was determined that a true profile for men could not be gleaned from the total data base, thus, they were isolated for independent analysis concerning plans for advanced degrees.

Age. Age was determined by asking respondents to indicate the age range within which they were at the time of the study (see Appendix A).

Marital Status. Respondents were asked to indicate their current marital status, options were: single; never married; married; separated; widowed; or divorced.

Racial or Ethnic Group. In order to ascertain to what extent home economics solicits a cross-cultural following, participants in the study were asked to indicate their racial or ethnic group. Response options included Alaskan Native, American Indian, Asian or Pacific Islander, Black, Spanish or Mexican Heritage, or White (other than of Spanish Heritage).

Number of Children. Respondents were asked to record the number of children they had regardless of their origin, alternatives included adopted, biological offspring, or legal guardianship (see Appendix A).

Age Range of Children. Age range was considered as a possible determining factor in plans for advanced study; therefore, this study included the item that requested the ages of all children whether they were living at home or away (see Appendix A).

Individual Contribution to Household Income. The degree of responsibility assumed by the home economist in providing income for the family was considered worthy of analysis. Alternative responses were: sole source of income, major source of income (more than 60 percent), co-equal source of income (approximately 40-60 percent), contributing source of income (10-40 percent), and minor or non-contributing source of income (less than 10 percent).

Educational Characteristics

Other characteristics considered important for analysis were taken from the section of the questionnaire on education. These also were considered to possibly have a bearing on plans for an advanced degree, the major focus of this study and one of the educational variables.

Degrees Earned. Respondents were asked to indicate all of the degrees they had earned at the time of the study. These data were then offered to the computer along with a program designed to render only the highest degree earned by each participant.

Major Emphasis of Study. In order to determine if there was a pattern of educational development among the various majors in home economics, respondents were asked to identify their major emphasis of study at each of the educational levels which they had completed: bachelor's, master's, and doctoral degrees. Response options reflected majors in home economics as well as other related areas; therefore, a computer program was designed to consolidate responses and reflect only six areas which would represent the most common home economics major areas of study (see Appendix B).

Age Range when Bachelor's Degree was Received. Respondents were asked to indicate their age range at the time they received their bachelor's degree. The age group options ranged from 25 years or under to 51 years and over.

Year Highest Degree Received. Year highest degree was received was requested to determine how current degrees were and also to help detect the age of the respondents upon receiving the degree. Alternative responses ranged from 1939 or earlier to 1976 or later.

Type of Institution from which Bachelor's Degree was Received. Type of institution was selected as a possible factor in plans for further study. Options for response included land-grant institution, state college or university (not land-grant), private college or university, or an institution outside the United States of America.

Current Student Status. The possible choices were, 1) not enrolled as a student, 2) student without assistantship, or 3) student with assistantship. This item could be indicative of the degree of involvement by the respondent in a graduate study program.

Plans for an Advanced Degree. Respondents were requested to reveal their plans for an advanced degree by selecting the most appropriate response, 1) no plans for another degree, 2) planning to begin a degree program in the unspecified future, 3) planning to begin a degree program within two to three years, 4) presently in a degree program, completion date more than 12 months, 5) presently in a degree program, to be completed within nine-12 months, or 6) none: completed highest degree available in my field (see Appendix B).

Employment Characteristic

The number of hours worked per week by AHEA members was considered the most important employment variable to include in examining characteristics possibly associated with plans for advanced degrees. The item included whether respondents worked 1) full-time (36 hours or more per week), 2) three-fourths time, 3) half-time, 4) quarter-time, 5) less than quarter time, or 6) not applicable (for those not currently employed).

Analysis of Data

Data were received from AHEA on a 9-track 1600 BPI non-labeled tape along with a description of the coding. The first step in preparing the data for analysis was to have the responses of 10 participants in the study printed from the raw data on the tape to gain further insight into the coding system of the data. Once the tape coding was clearly understood, a program was devised to recode certain variables so that all item response patterns would represent a continuum (i.e., from least to most). Item 8: Your individual contribution to your immediate household's money income, and Item 21: Plans for an advanced degree were recoded to form a response continuum. Item 13: Degrees Earned, was recoded in such a way that instead of all degrees earned being recorded, only the highest degree earned was taken as the response. Items 15, 16, and 17 were recoded to group similar major areas of study and to eliminate co-major selections in order to determine major emphasis of study of highest degree attained. The coding plan is in Appendix B.

After the recoding, the computer was programmed to sort respondents into eight groups. These categorical groupings were sorted by sex and highest degree earned, thereby yielding data as it related to women with bachelor's, master's, educational specialist, or doctoral degrees; men with bachelor's, master's, educational specialist, or doctoral degrees.

In analyzing the data, the preliminary step was to run a Statistical Analysis System (SAS) frequency check for errors in the data. Having established that the data available on the tape were clean, a chi-square analysis was employed. The resulting contingency tables presented data in the form of frequencies and percentages; however, the results of the chi-square tests of significance were not used in analysis of data because table cells were so sparse that it was not considered to be a valid test.

Since data from all eligible respondents were used, the size of the population (16,741) also precluded the use of other typical tests of significance because inconsequential differences from the standpoint of meaning would be statistically significant. Therefore, analysis of these data involved visual inspection to ascertain optimum meaningfulness.

The tables in the report present frequency or percentage distributions. Analyses involved visual inspection of these data.

CHAPTER IV

FINDINGS AND DISCUSSION

Analytical Groupings of Respondents

The data for this study were from and limited to members of the American Home Economics Association (AHEA). The respondents were sorted by sex and highest degree earned thus creating eight categorical groupings. These were male and female with each subdivided according to bachelor's degree, master's degree, education specialist, and doctoral degree. These data were analyzed in an attempt to identify characteristics of and to establish profiles for professional home economists in their various stages of aspiration for advanced degrees; no plans, plan to begin a degree program in the unspecified future, plan to begin a degree program within two to three years, in a degree program due to finish in over a year, in a degree program due to finish within 9 to 12 months, and those who have attained the highest degree available in their field. There were 16,894 AHEA members who submitted usable response forms; however, when the respondents were sorted into the eight categorical groups, 153 had not indicated their highest degree earned and were thereby eliminated from this study (n=16,741). Results of analysis of characteristics of AHEA members to establish profiles

are presented in this chapter. Findings related to each of the three objectives are interwoven throughout the chapter. This method of analysis allowed the focus to be on the major characteristics in question, to eliminate repetition and provide for efficient reporting of results for all objectives.

The distribution of respondents according to sex and highest degree is shown in Table I. Females constituted 99.1 percent of the respondents of this study. The pattern of this distribution by highest degree held was different for males and females. A reversal of ratios of number with bachelor's degrees to number with doctoral degrees was evident for males and females. There was a ratio of 6.5:1 between females holding bachelor's degrees and those with doctorates and a ratio of 1:6.6 between males holding bachelor's and those holding doctoral degrees as highest degree earned.

Selected Characteristics of Respondents

The AHEA asked its members to respond to specific items which would produce data concerning their various characteristics. Some of the characteristics selected for use in this study thought to be most likely to explain plans for advanced degrees included sex, age, current marital status, number of children, age ranges of children, contribution to household income and current student status. In this section of the report the population is described in terms of selected characteristics and plans for an advanced degree. Other characteristics which may affect plans for advanced degrees are also discussed in this chapter. They are racial or ethnic group, highest degree earned, major emphasis of study, age when bachelor's degree was received, year

TABLE I

FREQUENCY AND PERCENTAGE DISTRIBUTION OF RESPONDENTS WITHIN THE EIGHT CATEGORICAL GROUPS: HIGHEST DEGREE BY SEX

Highest Degree Held	Male		Female	
	Number	Percent	Number	Percent
Bachelor's Degree	15	10.00	8,263	49.80
Master's Degree	33	22.00	6,613	39.86
Education Specialist	3	2.00	447	2.69
Doctorate	99	66.00	1,268	7.64
TOTAL	150	100.00	16,591	99.99

highest degree was received, and type of institution from which bachelor's degree was received.

Age Range

As shown in Table II, at the time of the study, 32.35 percent of the female respondents were 30 years old or younger compared with 21.33 percent of the males. An additional 24.93 percent of the females and 32.67 percent of the males were between 31 and 40 years of age. While 57.28 percent of the females and 54.00 percent of the males were 40 years old or younger, 17.82 percent of the females and 18.67 percent of the males were 41 to 50 years old, 16.06 percent of the females and 20.66 percent of the males were 51 to 60, 6.21 percent of the females and 4.66 percent of the males were 61 to 70 years old, and 1.87 percent of the females and 0.67 percent of the males were 71 years old or over.

Marital Status

An examination of the data concerning current marital status revealed that the majority of the respondents were married (male=70.01 percent; female=61.73 percent). Table III shows that there were 26.70 percent of the females and 17.34 percent of the males who had never married (in the questionnaire single was identified as single, never married). Percentages of the home econmists who were divorced, widowed or separated were low in all degree categories, although a higher percentage were divorced than were widowed or separated. Data in Table III are in the form of percentages of the total number of males or females. Contingency tables from which these data were drawn included for each cell of the table the frequency, percentage cell "n"

TABLE II

AGE DISTRIBUTION OF MALE AND FEMALE RESPONDENTS

Age Range	Male		Female	
	Number	Percent	Number	Percent
25 Years or under	6	4.00	2,536	15.29
26-30	26	17.33	2,831	17.06
31-35	28	18.67	2,355	14.19
36-40	21	14.00	1,782	10.74
41-45	12	8.00	1,561	9.41
46-50	16	10.67	1,396	8.41
51-55	17	11.33	1,331	8.02
56-60	14	9.33	1,334	8.04
61-65	5	3.33	661	3.98
66-70	2	1.33	370	2.23
71-75	1	0.67	194	1.17
76 Years or over	0	0.00	116	0.70
Unknown[a]	2	1.33	124	0.75
TOTAL	150	99.99	16,591	99.99

[a]In this table and all subsequent tables, unknown refers to non-response to an item or a response that was not interpretable.

TABLE III

CURRENT-MARITAL-STATUS PERCENTAGE DISTRIBUTIONS OF MALE AND FEMALE RESPONDENTS IN EACH OF THE DEGREE CATEGORICAL GROUPINGS

Marital Status	Sex[a]	Highest Degree Earned: Education Bachelor's	Master's	Specialist	Doctorate	Total
Single	Male	5.33	6.67	0.67	4.67	17.34
	Female	14.48	9.11	0.51	2.60	26.70
Married	Male	4.00	12.67	0.67	52.67	70.01
	Female	30.76	25.45	1.77	3.75	61.73
Divorced	Male	0.67	1.33	0.67	2.67	5.34
	Female	2.34	2.49	0.20	0.79	5.82
Widowed	Male	0.00	0.00	0.00	1.33	1.33
	Female	1.46	1.79	0.11	0.36	3.72
Separated	Male	0.00	0.67	0.00	1.33	2.00
	Female	0.37	0.34	0.02	0.03	0.76
Unknown	Male	0.00	0.67	0.00	3.33	4.00
	Female	0.39	0.68	0.06	0.11	1.24
TOTAL	Male	10.00	22.01	2.01	66.00	100.02
	Female	49.80	39.86	2.67	7.64	99.97

[a]Numbers are 150 males, 16,591 females.

was of the row, percentage cell "n" was of the column, and percentage cell "n" was of the total number in the table. The particular statistic to report in any one table of this report was chosen in terms of its judged usefulness in clearly presenting results of the analysis. Sometimes, however, a statistic other than the one chosen for the table in the report makes a particular finding more visiable than it is in the reported table. In these instances reference is made to data not shown in the table. Often such data are the column percentages or row percentages.

The following findings regarding variables presented in Table III are an example of pointing out results based on column percentages from contingency tables for each sex with headings exactly like Table III. Based on data not shown in Table III, a comparison of the percentage of women who were single (never married) in each of the degree groups revealed that the largest proportion of single women (33.99 percent) was found among those who had doctorates (n=1268). However, 49.05 percent of the female respondents who had earned doctorates were married. In comparison, 79.80 percent of the men who had earned doctorates (n=99) were married; 57.58 percent of the master's degree men (n=33) were married; however, 53.33 percent of bachelor's degree men (n=15) were single (never married).

Number of Children

According to the data shown in Table IV, the mode for the female respondents in each of the degree categories was none or having no children. The modes for the male respondents were the same as for females with the exception of those males having doctorates. Of

TABLE IV

PERCENTAGE DISTRIBUTION OF RESPONDENTS IN EACH CATEGORICAL GROUPING BY NUMBER OF CHILDREN

Number of Children	Sex[a]	Highest Degree Earned			
		Bachelor's	Master's	Education Specialist	Doctorate
None	Male	73.33	63.64	66.67	24.24
	Female	54.07	45.40	37.81	51.66
1-2	Male	6.67	9.09	33.33	34.34
	Female	29.55	34.89	36.47	32.18
3-4	Male	13.33	18.18	0.00	36.36
	Female	13.26	15.80	20.58	12.22
5-6	Male	0.00	0.00	0.00	2.02
	Female	1.89	1.88	2.68	1.97
7 or more	Male	0.00	0.00	0.00	1.01
	Female	0.41	0.41	0.45	0.24
Unknown	Male	6.67	9.09	0.00	2.02
	Female	0.81	1.64	2.01	1.73
TOTAL	Male	100.00	100.00	100.00	99.99
	Female	99.99	100.00	100.00	100.00

[a]Numbers are 150 males, 16,591 females. See Table I for numbers in each degree category.

those respondents reporting having children, the female doctorates tended to have fewer children than did the male doctorates.

Age Range of Children

To determine the ages of the children reported by the AHEA membership, respondents were asked to check all of the appropriate age range options which would encompass all their children regardless of age or place of residence. Table V is a summary of the age ranges of children reported by respondents in each of the eight categorical groupings.

Table V illustrates that males with doctorates (66 percent of the males) reported having children in all age ranges with the mode being 18 to 24 years. Larger percentages of females with bachelor's degrees had young children than was true for females with other degrees. The mode for age range of children was 18 to 24 years for females in each degree group.

Contribution to Household Income

The extent to which one is responsible for providing family financial income would logically affect the freedom to make plans for an advanced degree. Table VI shows the difference between male and female respondents in individual contribution to their immediate household's money income. The response options on the questionnaire were: sole source of income (100 percent), major source of income (more than 60 percent), co-equal source of income (40-60 percent), contributing source of income (10-40 percent), and minor or non-contributing source of income (less than 10 percent).

TABLE V

FREQUENCY DISTRIBUTION OF MALE AND FEMALE RESPONDENTS REPORTING CHILDREN IN VARIOUS AGE RANGES[a]

Age Range of Children	Sex[b]	Highest Degree Earned			
		Bachelor's	Master's	Education Specialist	Doctorate
5 Years and Under	Male	2	2	0	17
	Female	1,092	827	33	80
6-12 Years	Male	2	5	1	27
	Female	1,143	949	51	165
13-17 Years	Male	2	3	0	19
	Female	994	900	68	162
18-24 Years	Male	0	6	0	29
	Female	1,201	1,239	112	210
25-30 Years	Male	1	3	0	24
	Female	804	924	93	176
31 Years or Over	Male	0	0	0	10
	Female	460	532	63	104
Does Not Apply	Male	11	22	2	23
	Female	4,427	2,956	168	647

[a]Total responses in this table equal more than N=16,741 because some respondents have children in more than one age range.

[b]Numbers are 150 males, 16,591 females.

TABLE VI

FREQUENCY DISTRIBUTION OF RESPONSIBILITY FOR CONTRIBUTING TO HOUSEHOLD INCOME AMONG RESPONDENTS IN THE EIGHT CATEGORICAL GROUPINGS

Contribution to Household Income	Sex	Highest Degree Earned				Percentage of Male and Female
		Bachelor's	Master's	Education Specialist	Doctorate	
Sole Source of Income	Male	8	10	0	37	36.67
	Female	2,205	1,873	111	542	28.52
Major Source of Income (>60%)	Male	2	11	2	40	36.67
	Female	445	519	52	136	6.94
Co-equal Source of Income (40-60%)	Male	3	7	1	15	17.33
	Female	2,117	2,155	157	418	29.21
Contributing Source of Income (10-40%)	Male	0	2	0	3	3.33
	Female	1,682	1,212	81	110	18.59

TABLE VI (Continued)

Contribution to Household Income	Sex	Highest Degree Earned				Percentage of Male and Female
		Bachelor's	Master's	Education Specialist	Doctorate	
Minor or Non-contributing Source of Income (<10%)	Male	2	3	0	1	4.00
	Female	1,752	758	42	42	15.63
Unknown	Male	0	0	0	3	2.00
	Female	62	96	4	20	1.10
TOTAL	Male	15	33	3	99	100.00
	Female	8,263	6,613	447	1,268	99.99

Of the male respondents, 36.67 percent indicated that they provided the sole source of income for their household, compared with 28.52 percent of the females. Another 36.67 percent of the males provided over 60 percent of the income, while only 6.94 percent of the females fell into that category. The mode for females was a co-equal position in providing income (29.21 percent).

Current Student Status

In Table VII evidence is given that at the time of the study few of the respondents were enrolled as students and even fewer were privileged to hold assistantships. There were 78.67 percent and 80.30 percent of the male and female respondents, respectively, who were not enrolled as students at the time of the study. Of those respondents who had assistantships, the ratio of proportions of males and females was 3:1. It should also be noted that the ratio between the males who had assistantships and who did not was 1:2; however, the ratio between females with and without assistantships was nearly 1:7.

Plans for an Advanced Degree

The respondents' plans for an advanced degree formed the foundation for this study. Pursuant to subsequent analysis of how other variables relate to plans for an advanced degree, profiles were established of home economists who did and who did not have plans for an advanced degree at the time of the study.

In a review of Table VIII, it can be determined that the ratio of proportions of female respondents to male respondents who had no plans for advanced degrees was 12.95:1; however, the ratio of females to males

TABLE VII

FREQUENCY DISTRIBUTION OF RESPONDENTS ON CURRENT STUDENT STATUS WITHIN THE EIGHT CATEGORICAL GROUPINGS

Current Student Status	Sex	Highest Degree Earned				Percentage of Male and Female
		Bachelor's	Master's	Education Specialist	Doctorate	
Not Enrolled as Student	Male	8	15	2	93	78.67
	Female	6,475	5,353	325	1,170	80.30
Student Without Assistantship	Male	6	8	1	2	11.33
	Female	1,330	780	88	31	13.43
Student with Assistantship	Male	0	8	0	1	6.00
	Female	162	167	6	10	2.08
Unknown	Male	1	2	0	3	4.00
	Female	296	313	28	57	4.18
TOTAL	Male	15	33	3	99	100.00
	Female	8,263	6,613	447	1,268	99.99

TABLE VIII

FREQUENCY DISTRIBUTION OF RESPONDENTS BY CATEGORICAL GROUPINGS AND PLANS FOR AN ADVANCED DEGREE

Plans for Advanced Degree	Sex	Highest Degree Earned				Percentage of Male and Female
		Bachelor's	Master's	Education Specialist	Doctorate	
No Plans	Male	1	4	0	0	3.33
	Female	3,003	3,910	241	0	43.12
Begin in Unspecified Future	Male	3	7	0	0	6.67
	Female	1,901	1,043	57	14	18.17
Begin in 2-3 Years	Male	5	5	1	1	8.00
	Female	1,568	597	34	1	13.26
In Program-Finish in 12 or more Months	Male	3	7	1	0	7.33
	Female	961	432	43	3	8.67
In Program-Finish in 9-12 Months	Male	2	9	0	2	8.67
	Female	532	303	34	10	5.30

TABLE VIII (Continued)

Plans for Advanced Degree	Sex	Highest Degree Earned				Percentage of Male and Female
		Bachelor's	Master's	Education Specialist	Doctorate	
None: Completed Highest Degree Available	Male	0[b]	1	1	92[a]	62.67
	Female	169	176	25	1,196[c]	9.44
Unknown	Male	1	0	0	4	3.33
	Female	129	152	13	44	2.04
TOTAL	Male	15	33	3	99	100.00
	Female	8,263	6,613	447	1,268	100.00

[a]Of this number, six males responded "No Plans" and were placed in the more appropriate group in this and subsequent tables.

[b]It is highly unlikely that the bachelor's degree was the highest degree available as shown in this and subsequent tables.

[c]Of this number, 80 females responded "No Plans" and were placed in the more appropriate group in this and subsequent tables.

reversed direction for proportions who had completed the highest degree available in their fields, 1:6.64. Of those making future plans for an advanced degree in the unspecified future or within two to three years, the proportion of females compared with males represented a ratio of 2.14:1; whereas, the ratio of proportions of those currently enrolled in degree programs was 1:1.15. Prior to this study, women had not kept pace with men in achieving a terminal degree; however, at the time of the study, women were nearly equal to men in pursuance of an advanced degree.

It should be noted that some respondents with an earned doctorate indicated that they had "No Plans" for an advanced degree; however, in Table VIII they were added in with the group responding that they had "Completed the Highest Degree Available", which was believed to be the more appropriate response. Those who indicated that they were currently enrolled in a program and also had an earned doctorate may be regarded as either in a doctoral program or in a post-doctoral program. Throughout the discussion reference to those in degree programs includes those to finish in more than one year and those to finish in nine to 12 months. Reference to those planning to enter a degree program includes those with plans in the unspecified future or within two to three years.

At the time of the study, 13.97 percent of the females compared with 16.00 percent of the males were enrolled in advanced degree programs. However, 62.67 percent of the males had completed the doctorate and reported no plan for further study. Data are not available for determining the extent to which the female and male members in AHEA may differ in level of degree held when they enter the home economics profession.

Such a factor could affect the patterns of plans for an advanced degree.

Although 169 of the women with a bachelor's degree reported that they had no plans because they had completed the highest degree in their field, it was assumed that the respondents were uncertain or confused about the advanced degree programs in their field. Data reflecting such responses appear in the tables but are not discussed.

Data in Table VIII also show that the male AHEA members who reported earning a bachelor's degree as their highest degree numbered 15, 10 percent of the male population. Five (33.33 percent) of the men with bachelor's degrees were working on an advanced degree, and another eight (53.33 percent) had plans for an advanced degree in the future.

There were only three (2.00 percent) men who reported having earned an education specialist degree as the highest degree, one of whom was working on an advanced degree at the time of the study. Although there were 447 women who had earned the education specialist degree as their highest degree, this number constituted only 2.69 percent of all female AHEA members participating in the study. Of the women with the education specialist degree, 20.36 percent had future plans for an advanced degree and 17.23 percent were enrolled in an advanced degree program.

Because the education specialist degree is not a predominant degree in the field of home economics both male and female AHEA members reporting it as their highest degree were not included in further analyses of data. The 15 men with bachelor's degrees as the highest degree were also excluded from further analyses because they were so few in number. All three groups represented 2.78 percent of the grand total.

Age and Plans for an Advanced Degree

The association between age and plans for an advanced degree within each of the categorical groupings is examined in this section. The tables presented have controlled for sex and highest degree earned. The reader is reminded that three groups (males with bachelor's degrees, males and females with education specialist degrees) have been eliminated from the remaining analyses. Much of the discussion is based on combining those planning for the unspecified future and within two to three years into one group and those in degree programs, regardless of anticipated completion time, into one group.

Bachelor's as Highest Degree (Women)

It can be noted in Table IX that 36.34 percent of the women who held the bachelor's degree as their highest degree had no plans for obtaining another degree. Data not shown in Table IX revealed that 33.63 percent of the women who had no plans for another degree were under 36 years old. The proportion of women who indicated no plans for another degree increased as age increased to the age of 70 as shown in Table IX.

The larger proportions of women who were making plans for an advanced degree or who were enrolled in graduate degree programs were under 36 years of age. There was a decrease in degree participation as age increased. In general, the younger the age, the higher the proportion planning for or in a degree program.

TABLE IX

PERCENTAGE DISTRIBUTION OF WOMEN WITH BACHELOR'S AS HIGHEST DEGREE BY AGE RANGE AND PLANS FOR AN ADVANCED DEGREE

Current Age Range	Plans for an Advanced Degree							Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown		
25 years or under	13.30[a]	29.55	35.89	14.20	5.45	.49	1.12	27.11	2240
26-30 years	21.54	29.08	21.25	16.44	10.27	.65	.78	20.39	1685
31-35 years	32.68	30.15	15.26	11.24	7.87	1.50	1.31	12.93	1068
36-40 years	42.53	24.90	11.84	10.90	6.86	1.48	1.48	8.99	743
41-45 years	46.63	20.03	12.02	10.58	6.57	2.08	2.08	7.55	624
46-50 years	57.64	13.54	7.93	8.51	6.38	4.26	1.74	6.26	517
51-55 years	76.74	4.77	3.78	5.37	2.98	4.57	1.79	6.09	503
56-60 years	80.13	2.90	2.68	5.13	1.79	5.13	2.23	5.42	448

TABLE IX (Continued)

Current Age Range	Plans for an Advanced Degree							Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown		
61-65 years	82.01	2.12	0.53	1.06	0.53	8.47	5.29	2.29	189
66-70 years	85.22	1.74	0.87	0.87		8.70	2.61	1.39	115
71-75 years	83.33		1.67		1.67	11.67	1.67	0.73	60
76 years or over	75.00					8.33	16.67	0.29	24
Unknown	46.81	8.51	10.64	4.26	6.38	8.51	14.89	0.57	47
TOTAL n	3003	1901	1568	961	532	169	129		8263
TOTAL %	36.34	23.01	18.98	11.63	6.44	2.05	1.56	100.00	

[a]Percentages in each row sum to approximately 100 in this and subsequent tables presenting percentage distributions.

Master's as Highest Degree

Women. As can be ascertained from data in Table X, 59.13 percent of the master's degree women reported no plans for another degree. Plans to begin a degree program in the unspecified future were indicated by 15.77 percent of all women with master's degrees, and 9.03 percent had plans to begin a degree program within two to three years. Those who were 25 years old or under were the most outstanding in their apparent regard for a degree beyond the master's degree. This group of younger women not only were reporting the largest proportion of their group making plans for an advanced degree either in the unspecified future or within two or three years but had the largest percentage of any age group in graduate programs at the time of the study. A high percentage of age group participation in planning for and being in degree programs was evident for each group until age 40 after which a sharp and steady decline is evidenced in the data.

A strong negative association between female age and plans for an advanced degree can be seen at the master's as well as the bachelor's degree level.

Men. From the data in Table XI it can be determined that there were 87.87 percent of the men at the master's degree level who were 50 years old or younger as compared with 69.41 percent of the master's degree women. Also 48.48 percent of the men at the master's degree level were in graduate programs and all but one of these men was 50 years of age or under. Another 36.36 percent of the men were planning to enter a degree program in the future. As shown in Table XI, only two men were over 50 years of age and only four men had no plans for

TABLE X

PERCENTAGE DISTRIBUTION OF WOMEN WITH MASTER'S AS HIGHEST DEGREE BY AGE RANGE AND PLANS FOR AN ADVANCED DEGREE

Current Age Range	Plans for an Advanced Degree							Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown		
25 years or under	28.98	26.86	20.14	7.77	12.72	1.41	2.12	4.28	283
26-30 years	39.94	26.28	15.46	9.11	7.21	1.14	.85	15.94	1054
31-35 years	44.26	26.87	12.20	7.29	6.38	1.55	1.46	16.60	1098
36-40 years	47.91	20.28	11.41	10.27	6.08	1.77	2.28	11.93	789
41-45 years	58.61	15.00	9.03	8.75	5.00	1.81	1.80	10.89	720
46-50 years	68.11	10.22	5.88	7.28	2.63	3.72	2.17	9.77	646
51-55 years	77.20	4.89	5.05	4.89	2.28	3.26	2.44	9.28	614
56-60 years	89.25	2.34	0.78	0.93	0.62	4.67	1.41	9.71	642

TABLE X (Continued)

Current	Plans for an Advanced Degree								
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown	Column %	Row n
61-65 years	87.08	1.12	0.56	0.84	0.28	5.34	4.77	5.38	356
66-70 years	87.29	1.10	0.55			5.52	5.52	2.74	181
71-75 years	84.55			0.91		7.27	7.28	1.66	110
76 years over	71.93					5.26	22.80	.86	57
Unknown	50.79	15.87	17.46	4.76	1.59	3.17	6.35	0.96	63
TOTAL n	3910	1043	597	432	303	176[a]	152		6613
TOTAL %	59.13	15.77	9.03	6.53	4.58	2.66	2.30	100.00	

[a]Possible error in response selection.

TABLE XI

PERCENTAGE DISTRIBUTION OF MEN WITH MASTER'S AS HIGHEST DEGREE BY AGE RANGE AND PLANS FOR AN ADVANCED DEGREE

Current Age Range	Plans for an Advanced Degree						Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed		
25 years or under		50.00			50.00		6.06	2
26-30 years		14.29	14.29	35.71	35.71		42.42	14
31-35 years	25.00		25.00		50.00		12.12	4
36-40 years		66.67		33.33			9.09	3
41-45 years	50.00	50.00					6.06	2
46-50 years	50.00		25.00	25.00			12.12	4
51-55 years						100.00	3.03	1
56-60 years					100.00		3.03	1

TABLE XI (Continued)

Current Age Range	Plans for an Advanced Degree						Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed		
61-65 years								
66-70 years								
71-75 years								
76 years or over								
Unknown		50.00	50.00				6.06	2
TOTAL n	4	7	5	7	9	1		33
TOTAL %	12.12	21.21	15.15	21.21	27.27	3.03	100.00	

an advanced degree. For men with the master's degree, there was no association between age and plans for an advanced degree.

Doctorate as Highest Degree

Women. In Table XII, data illustrate that of the 1,268 women who reported having a doctoral degree, 94.32 percent reported no plans for another degree because they had completed the highest degree available in their field. However, 2.21 percent indicated that they did have plans for another degree or were indeed enrolled in a degree program. Data in the table reveal that approximately the same number of women with doctorates were in three major age groups, 31 to 40 years, 342; 41 to 50 years, 344; and 51 to 60 years, 332. Ergo, 80.28 percent of the females with doctorates were quite evenly distributed across a 30 year age span compared with 37.37 percent of the males with doctorates who were concentrated in a 10 year age span of 31 to 40 years old. There were 109 (8.53 percent) of the females with doctorates participating in the study who were beyond the age of 65.

Men. Table XIII shows that 99 men reported having a doctorate as highest degree and only three were planning or working for another degree. Men with doctorates proved to be slightly younger than the women with doctorates in that 37.37 percent were between 31 and 40 years of age, 22.22 percent were between 41 and 50 years of age, and 28.28 percent were between 51 and 60 years of age. There were 3.03 percent of the men over 65 years of age participating in AHEA membership compared with 8.53 percent of the women. Thus, the men who reported doctorates were generally younger than the women with doctorates.

TABLE XII

PERCENTAGE DISTRIBUTION OF WOMEN WITH DOCTORATE AS HIGHEST DEGREE BY AGE RANGE AND PLANS FOR AN ADVANCED DEGREE

Current Age Range	Plans for an Advanced Degree						Column %	Row n
	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown		
25 years or under				66.67	33.33		0.24	3
26-30 years	4.55			2.27	90.91	2.27	3.47	44
31-35 years	2.08		0.69	1.39	93.06	2.78	11.36	144
36-40 years	2.02	0.51	1.01	1.01	93.94	1.52	15.62	198
41-45 years	0.61				96.37	3.03	13.01	165
46-50 years	0.56			1.68	93.29	4.47	14.12	179
51-55 years	0.65				96.10	3.25	12.15	154
56-60 years					96.63	3.37	14.04	178

TABLE XII (Continued)

Current Age Range	Plans for an Advanced Degree						Column %	Row n
	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown		
61-65 years					96.43	3.57	6.62	84
66-70 years					96.67	3.33	4.73	60
71-75 years					95.23	4.76	1.66	21
76 years or over					85.71	14.29	2.21	28
Unknown	20.00				60.00	20.00	0.79	10
TOTAL n	14	1	3	10	1196[a]	44		1268
TOTAL %	1.10	0.08	0.24	0.79	94.32	3.47	100.00	

[a]Of this number, 80 females responded "No Plans" and were placed in the more appropriate group.

TABLE XIII

PERCENTAGE DISTRIBUTION OF MEN WITH DOCTORATE AS HIGHEST DEGREE BY AGE RANGE AND PLANS FOR AN ADVANCED DEGREE

Current Age Range	Plans for an Advanced Degree						Column %	Row n
	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown		
25 years or under								
26-30 years					100.00		4.04	4
31-35 years		4.55		4.55	90.91		22.22	22
36-40 years				6.67	86.67	6.67	15.15	15
41-45 years					90.00	10.00	10.10	10
46-50 years					91.66	8.33	12.12	12
51-55 years					93.75	6.25	16.16	16
56-60 years					100.00		12.12	12

TABLE XIII (Continued)

Current Age Range	Plans for an Advanced Degree							
	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown	Column %	Row n
61-65 years					100.00		5.05	5
66-70 years					100.00		2.02	2
71-75 years					100.00		1.01	1
76 years or over								
TOTAL n		1		2	92[a]	4		99
TOTAL %		1.01		2.02	92.93	4.04	100.00	

[a]Of this number, six males responded "No Plans" and were placed in the more appropriate group.

Minority Status and Plans for an Advanced Degree

The various racial or ethnic groups are examined in this section as they relate to plans for an advanced degree. The groups under consideration in this study were: Alaskan Native, American Indian, Asian or Pacific Islander, Black, Spanish or Mexican heritage, and White (other than of Spanish heritage). The reader is reminded that the tables presented have controlled for sex and highest degree earned.

Bachelor's as Highest Degree (Women)

In reviewing Table XIV, it is discernible that 95.05 percent of the women with bachelor's degrees were White; whereas, Blacks were the second largest group making up 2.77 percent of the total female bachelor's degree population. A larger percentage of White AHEA members had no plans for another degree than any of the majority groups, while the largest percentage of any group planning another degree but not yet in an advanced degree program was reported by the Spanish or Mexican group at 67.35 percent.

Although the large majority of females with bachelor's degrees was White, proportionately they did not report having as high a commitment to earning a master's degree as did Blacks or American Indians as evidenced by enrollment in a degree program. It should not be overlooked that of the 8,263 female AHEA members with bachelor's degrees as highest degree, only 356 or 4.30 percent were in minority groups.

TABLE XIV

PERCENTAGE DISTRIBUTION OF WOMEN WITH BACHELOR'S AS HIGHEST DEGREE BY RACIAL OR ETHNIC GROUP AND PLANS FOR AN ADVANCED DEGREE

Racial or Ethnic Group	Plans for an Advanced Degree							Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown		
Alaskan Native			100.00					0.01	1
American Indian	14.29	28.57	21.43	21.43	14.29			0.17	14
Asian or Pacific Islander	33.33	36.51	12.70	3.17	11.11	1.59	1.59	0.76	63
Black	25.76	15.28	29.69	13.54	13.54	1.75	0.44	2.77	229
Spanish or Mexican Heritage	16.33	22.45	44.90	10.20	4.08		2.04	0.59	49
White[a]	36.87	23.16	18.60	11.65	6.21	2.02	1.47	95.05	7854
Unknown	32.08	16.98	9.43	9.43	3.77	9.43	18.87	.64	53
TOTAL n	3003	1901	1568	961	532	169[b]	129		8263
TOTAL %	36.34	23.01	18.98	11.63	6.44	2.05	1.56	100.00	

[a]Other than of Spanish heritage in this and all subsequent tables.

[b]Unlikely that B.S. is highest degree in the field.

Master's as Highest Degree

Women. Table XV provides data which shows that all minority groups reported a smaller percentage of their group with no plans for another degree than did the White women except Alaskan Natives for which the number is small (only a total of three). Proportions of women in degree programs ranged from 20.58 percent to 10.15 percent (exclusive of the Alaskan Natives) with the Spanish having the highest percentage and the other groups, in descending order, being American Indians, Asians, Whites, and Blacks.

Here as with the bachelor's-degree women, the percentage of minority women is quite small (5.61 percent); however, proportionately, compared with the bachelor's-degree women (4.30 percent), more master's-degree women were from minority groups.

Men. In Table XVI, all but two of the 33 men with master's degrees were White. One Asian is in an advanced degree program and one American Indian plans to begin a degree program in the unspecified future.

It is plausible to say that few minority men are choosing home economics as a career (n=2) compared with minority women (n=371) although the proportions are similar for the two sexes as can be seen in Tables XV and XVI.

Doctorate as Highest Degree

Women. Data in Table XVII show that White women represent 92.43 percent of the female AHEA membership reporting doctorates as highest degree. Black women were second in number with 4.57 percent of the women doctorate population. All minority groups were represented among

TABLE XV

PERCENTAGE DISTRIBUTION OF WOMEN WITH MASTER'S AS HIGHEST DEGREE BY RACIAL OR ETHNIC GROUP AND PLANS FOR AN ADVANCED DEGREE

Racial or Ethnic Group	Plans for an Advanced Degree							Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown		
Alaskan Native	66.67			33.33				0.05	3
American Indian	40.00	13.33	13.33	20.00		13.33		0.23	15
Asian or Pacific Islander	51.16	20.93	9.30	6.98	6.98	2.33	2.33	0.65	43
Black	51.81	15.22	18.12	6.16	3.99	1.81	2.90	4.17	276
Spanish or Mexican Heritage	41.18	20.59	11.76	11.76	8.82		5.88	0.51	34
White	59.71	15.85	8.50	6.53	4.62	2.67	2.12	93.38	6175
Unknown	53.73	5.97	17.91	1.49	1.49	4.48	14.92	1.02	67
TOTAL n	3910	1043	597	432	303	176	152		6613
TOTAL %	59.13	15.77	9.03	6.53	4.58	2.66	2.30	100.00	

TABLE XVI

PERCENTAGE DISTRIBUTION OF MEN WITH MASTER'S AS HIGHEST DEGREE BY RACIAL OR ETHNIC GROUP AND PLANS FOR AN ADVANCED DEGREE

Racial or Ethnic Group	Plans for an Advanced Degree						Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed		
Alaskan Native								
American Indian		100.00					3.03	1
Asian or Pacific Islander					100.00		3.03	1
Black								
Spanish or Mexican Heritage								
White	12.90	19.35	16.13	22.58	25.81	3.23	93.94	31
TOTAL n	4	7	5	7	9	1		33
TOTAL %	12.12	21.21	15.15	21.21	27.27	3.03	100.00	

TABLE XVII

PERCENTAGE DISTRIBUTION OF WOMEN WITH DOCTORATE AS HIGHEST DEGREE BY RACIAL OR ETHNIC GROUP AND PLANS FOR AN ADVANCED DEGREE

Racial or Ethnic Group	Plans for an Advanced Degree						Column %	Row n
	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown		
Alaskan Native					100.00		0.08	1
American Indian					66.67	33.33	0.24	3
Asian or Pacific Islander	6.25				93.75		1.26	16
Black	3.45			3.45	91.38	1.72	4.57	58
Spanish or Mexican Heritage					100.00		0.55	7
White	0.77	0.09	0.26	0.68	94.89	3.33	92.43	1172
Unknown	18.18				54.54	27.27	.87	11
TOTAL n	14	1	3	10	1196[a]	44		1268
TOTAL %	1.10	0.08	0.24	0.79	94.32	3.47	100.00	

[a]Of this number, 80 females responded "No Plans" and were placed in the more appropriate group.

women with doctorates with numbers ranging from 58 (Blacks) to one (Alaskan Native). Proportionately, there is an increase of minorities among women as the more advanced degrees are viewed via the data in Tables XIV, XV, and XVII; bachelor's-degree minorities, 4.30 percent; master's-degree minorities, 5.61 percent; doctoral-degree minorities, 6.70 percent.

Men. White men represented the large majority of male AHEA members with doctorates (96.97 percent). There were no Black males reporting a doctorate; however, there were two American Indians and one Asian as reflected in Table XVIII.

The proportion of male minorities at the doctoral level was 3.03 percent, a 50 percent decline from the males at the master's degree level (6.06 percent). While the proportion of minority men decreased as the degrees advanced, the reverse was true for women.

Current Marital Status and Plans for an Advanced Degree

Current marital status includes those who were, 1) single, never married (referred to as single), 2) married, 3) divorced, 4) widowed, and 5) separated. The tables presented were used to analyze the relationship between marital status and plans for an advanced degree while controlling for sex and highest degree.

Bachelor's as Highest Degree (Women)

The data in Table XIX show that the married and single women represented 90.84 percent of the group. Of the women who reported having

TABLE XVIII

PERCENTAGE DISTRIBUTION OF MEN WITH DOCTORATE AS HIGHEST DEGREE BY RACIAL OR ETHNIC GROUP AND PLANS FOR AN ADVANCED DEGREE

Racial or Ethnic Group	Plans for an Advanced Degree							Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown		
Alaskan Native									
American Indian						100.00		2.02	2
Asian or Pacific Islander						100.00		1.01	1
Black									
Spanish or Mexican Heritage									
White			1.04		2.08	92.71	4.17	96.97	96
TOTAL n			1		2	92[a]	4		99
TOTAL %			1.01		2.02	92.93	4.04	100.00	

[a]Of this number, six males responded "No Plans" and were placed in the more appropriate group.

TABLE XIX

PERCENTAGE DISTRIBUTION OF WOMEN WITH BACHELOR'S AS HIGHEST DEGREE BY CURRENT MARITAL STATUS AND PLANS FOR ADVANCED DEGREES

Current Marital Status	Plans for an Advanced Degree							Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown		
Single, Never Married	22.40	24.23	30.39	13.49	6.79	1.33	1.37	29.07	2402
Married	41.52	23.61	14.58	10.64	6.05	2.17	1.43	61.77	5104
Divorced	34.79	18.04	17.27	15.46	9.54	2.84	2.06	4.70	388
Widowed	70.78	6.17	3.29	8.23	3.29	4.94	3.29	2.94	243
Separated	24.59	24.59	16.39	14.75	18.03	1.64		0.74	61
Unknown	36.92	21.54	13.85	7.69	6.15	3.08	10.77	.79	65
TOTAL n	3003	1901	1568	961	532	169	129		8263
TOTAL %	36.34	23.01	18.98	11.63	6.44	2.05	1.56	100.00	

the bachelor's degree as their highest degree, 61.77 percent were married. Of those married (61.77 percent), 16.69 percent were in graduate programs at the time of the study and another 38.19 percent were making plans for another degree in the unspecified future or within two to three years. However, proportionately, separated women had the largest percentage enrolled in degree programs (32.78 percent), while single women were by far the more plan-oriented group (54.62 percent).

There were 22.40 percent of the single women who had no plans for an advanced degree and another 54.62 percent who only had plans for an advanced degree in the unspecified future or in two to three years. The proportions of the various marital status groups reporting no plans for an advanced degree ranged from 22.40 percent (single) to 70.78 percent (widowed).

Single women had the highest proportion planning a degree program within two to three years (30.39 percent). Those groups reporting the highest proportions for plans in the unspecified future were single (24.23 percent), separated (24.59 percent) and married (23.61 percent).

Separated (32.78 percent) and divorced (25.00 percent) women proved to be proportionately more involved in a degree program than other groups; whereas, widowed women (11.52 percent) were the least likely to be in degree programs. Conjecture would have it that age was a major factor in widowed not being in degree programs; whereas, loss of spouse by the divorced and separated was possibly the determining factor in their proportionately high participation in a degree program.

While married and single women were similar in their percentage of degree program participation (16.69 percent and 20.28 percent, respectively), single women far exceeded married women and all other

groups in planning a degree program within two to three years, plausibly because of either their freedom to do so or the realization that they were indeed responsible for their own income and needed to plan for the future.

Master's as Highest Degree

Women. As shown in Table XX, there were only 10.86 percent of the single women with master's degrees that were in a degree program at the time of the study. Of the single women, 56.85 percent reported no plans for another degree.

The married women represented 63.86 percent of this total group. Of the females with master's degrees who were in a degree program, 63.13 percent were married as were 63.90 percent of those planning to enter a degree program; however, proportionately, divorced and separated women were more involved in an advanced degree program and in planning to enter a degree program. The women in this group who were divorced reported that 16.47 percent of their number were in degree programs along with 23.21 percent of the women who were separated.

Widowed women with master's degrees, like those with a bachelor's degree, were in general not making plans for another degree (76.77 percent) perhaps due to age, or generous death benefits, or job security. However, separated women at the master's level reported the highest proportion planning or in an advanced degree program as was also true for the women with a bachelor's degree as highest degree (Table XIX). It is possible that because of loss of income from a spouse and without the monetary benefits generally befalling the widowed, the divorced and separated are motivated to enhance their career options.

TABLE XX

PERCENTAGE DISTRIBUTION OF WOMEN WITH MASTER'S AS HIGHEST DEGREE BY CURRENT MARITAL STATUS AND PLANS FOR ADVANCED DEGREES

Current Marital Status	Plans for an Advanced Degree							Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown		
Single, Never Married	56.85	15.95	11.58	5.23	5.63	1.99	2.78	22.85	1511
Married	59.48	16.53	8.29	6.70	4.29	2.77	1.94	63.86	4223
Divorced	52.78	14.53	10.90	9.69	6.78	3.63	1.70	6.25	413
Widowed	76.77	6.73	3.37	3.70	0.67	3.70	5.05	4.49	297
Separated	41.07	23.21	12.50	19.64	3.57			0.85	56
Unknown	61.95	9.73	8.85	7.08	4.42	2.65	5.30	1.70	113
TOTAL n	3910	1043	597	432	303	176	152		6613
TOTAL %	59.13	15.77	9.03	6.53	4.58	2.66	2.30	100.00	

At the master's degree level, single women (56.85 percent) reported that far more of their group had no plans for an advanced degree compared with the single women with bachelor's degrees (22.40 percent). Married women also were making proportionately fewer plans for an advanced degree at the master's degree level than at the bachelor's. In general, it can be concluded that among women the level of aspiration for an advanced degree decreases as the degree attainment level increases unless divorce or separation occurs.

Men. Table XXI provides data from which it can be discerned that 57.58 percent of all master's-degree males are married. Married males represented the majority of those in advanced degree activity (52.63 percent) at the time of the study. Of the males who were married, 36.85 percent were planning an advanced degree.

The two men who were divorced were in graduate programs while the one man who was separated was planning to begin a degree program within two to three years.

A smaller proportion of the men at the master's degree level were married (57.58 percent) compared with the women with master's degrees (63.86 percent). Only 12.12 percent of the men reported no plans for an advanced degree compared with 59.31 percent of the women. Married men showed a stronger association between marriage and plans for an advanced degree than women in the same degree category.

Doctorate as Highest Degree

Women. The married women were the largest group at the doctoral level as can be seen in Table XXII. There were 49.05 percent of the

TABLE XXI

PERCENTAGE DISTRIBUTION OF MEN WITH MASTER'S AS HIGHEST DEGREE BY CURRENT MARITAL STATUS AND PLANS FOR ADVANCED DEGREES

Current Marital Status	Plans for an Advanced Degree						Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None: Completed		
Single, Never Married	20.00	20.00	20.00	10.00	30.00		30.30	10
Married	5.26	26.32	10.53	21.05	31.58	5.26	57.58	19
Divorced				100.00			6.06	2
Widowed								
Separated			100.00				3.03	1
Unknown	100.00						3.03	1
TOTAL n	4	7	5	7	9	1		33
TOTAL %	12.12	21.21	15.15	21.21	27.27	3.03	100.00	

TABLE XXII

PERCENTAGE DISTRIBUTION OF WOMEN WITH DOCTORATE AS HIGHEST DEGREE BY CURRENT MARITAL STATUS AND PLANS FOR AN ADVANCED DEGREE

Current Marital Status	Plans for an Advanced Degree						Column %	Row n
	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown		
Single, Never Married	0.23			0.70	96.05	3.02	33.99	431
Married	1.45	0.16	0.16	0.80	94.86	2.58	49.05	622
Divorced	0.76			1.53	91.60	6.11	10.33	131
Widowed			1.67		95.00	3.33	4.73	60
Separated			20.00		80.00		0.39	5
Unknown	15.79				57.89	26.31	1.50	19
TOTAL n	14	1	3	10	1196[a]	44		1268
TOTAL %	1.10	0.08	.24	.79	94.32	3.47	100.00	

[a]Of this number, 80 females responded "No Plans" and were placed in the more appropriate group.

women doctorates married while 33.99 percent were single. Only 10.33 percent (n=131) of the women doctorates reported being divorced; however, 4.70 percent (n=388) of the bachelor's-degree women were divorced; and 6.25 percent (n=413) of the master's-degree women were divorced. This proportional increase of divorced women shows a positive association between divorce and advanced degrees; however, the cause and effect would merely be speculation (Do women who seek advanced degrees increase their likelihood of divorce or do women who get divorced seek advanced degrees?).

Men. Data in Table XXIII reveal that 79.80 percent of the men with doctorates were married. This compares with 49.05 percent of the women with doctorates. Only seven men who had earned the doctorate were single; whereas, 33.99 percent of the women were single.

There were 79.80 percent married men at the doctoral level compared with 57.58 percent married men at the master's degree level. This depicts a positive association between being married and the attainment of an advanced degree. However, women reported 49.05 percent married at the doctoral level and 63.86 percent married at the master's degree level pointing to a negative association between being married and the attainment of an advanced degree.

Number of Children and Plans for an Advanced Degree

In determining the factors associated with plans for an advanced degree, the number of children in the family was considered to be of possible importance. AHEA members reported how many children they had

TABLE XXIII

PERCENTAGE DISTRIBUTION OF MEN WITH DOCTORATE AS HIGHEST DEGREE BY CURRENT MARITAL STATUS AND PLANS FOR ADVANCED DEGREES

Current Marital Status	Plans for an Advanced Degree							
	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown	Column %	Row n
Single, Never Married					85.72	14.29	7.07	7
Married		1.27		2.53	93.67	2.54	79.80	79
Divorced					100.00		4.04	4
Widowed					100.00		2.02	2
Separated					100.00		2.02	2
Unknown					80.00	20.00	5.05	5
TOTAL n		1		2	92[a]	4		99
TOTAL %		1.01		2.02	92.93	4.04	100.00	

[a]Of this number, six males responded "No Plans" and were placed in the more appropriate group.

with response representing a continuum; none, one or two, three or four, five or six, seven or more. The association between number of children and plans for an advanced degree is analyzed in this section.

Bachelor's as Highest Degree (Women)

As indicated in Table XXIV, 54.07 percent of the women in this categorical grouping reported no children. Although the majority of women who were in a degree program had no children, the data show that only 20.52 percent of those with no children were actually pursuing an advanced degree. Many of those with no children reportedly were making plans for an advanced degree in the unspecified future or within two to three years (50.60 percent). Proportionately fewer of those with no children reported no plans for another degree than was true for the other groups.

There were 29.55 percent of the bachelor's-degree women who reported one or two children while 13.26 percent reported having three or four children. Of those women reporting one or two children, 15.76 percent were in a degree program compared with 14.23 percent who had three or four children and 20.52 percent with no children. The data show a steady decline in the percentage of women in degree programs or planning to enter a degree program and an increase in the percentage with no plans as the number of children increased up to five or six.

Responses of the women with seven or more children were distributed differently from the other groups. This group with the most children had the largest percentage of any group in degree programs. In summary, an inverse relationship existed between number of children and plans for or involvement in an advanced degree program except for women with

TABLE XXIV

PERCENTAGE DISTRIBUTION OF WOMEN WITH BACHELOR'S AS HIGHEST DEGREE BY NUMBER OF CHILDREN AND PLANS FOR AN ADVANCED DEGREE

Number of Children	Plans for an Advanced Degree							Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown		
None	26.39	24.73	25.87	13.54	6.98	1.34	1.14	54.07	4468
1-2	44.35	24.16	11.34	9.54	6.22	2.54	1.84	29.55	2442
3-4	54.65	15.33	9.85	9.12	5.11	3.65	2.28	13.26	1096
5-6	60.26	17.31	7.05	7.69	3.85	2.56	1.28	1.89	156
7 or more	47.06	11.76	14.71	20.59	5.88			0.41	34
Unknown	47.76	10.45	16.42	5.97	5.97	4.48	8.96	0.81	67
TOTAL n	3003	1901	1568	961	532	169	129		8263
TOTAL %	36.34	23.01	18.98	11.63	6.44	2.05	1.56	100.00	

seven or more children.

Master's as Highest Degree

Women. In this categorical grouping, 45.40 percent reported having no children while 34.89 percent reported one or two children and 15.80 percent, three or four children as can be learned from Table XXV. Of the women with no children 12.26 percent were in degree programs and 27.89 percent had plans to enter in the unspecified future or within two to three years. Women reporting one or two children and three or four children were found to be progressively less active in pursuing an advanced degree than those with no children. In general, there was an inverse relationship between number of children and plans for or involvement in an advanced degree program.

Men. It is discernible in Table XXVI that of the men with master's degrees, 63.64 percent reported having no children, 9.09 percent had one or two children and 18.18 percent had three or four children. The distribution of men with no children included 52.38 percent in a degree program and 38.10 percent making plans for the future to enter a degree program.

Proportionately, the number of men with master's degrees and no children was larger than was true for women with bachelor's or master's degrees. Possibly because of the small number of men with master's degrees, no association between number of children and plans for or involvement in advanced degree programs was apparent.

TABLE XXV

PERCENTAGE DISTRIBUTION OF WOMEN WITH MASTER'S AS HIGHEST DEGREE BY NUMBER OF CHILDREN AND PLANS FOR AN ADVANCED DEGREE

	Plans for an Advanced Degree								
Number of Children	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown	Column %	Row n
None	55.13	17.06	10.83	6.50	5.76	2.50	2.23	45.40	3002
1-2	59.95	17.04	7.11	7.24	4.03	2.77	1.86	34.89	2307
3-4	67.56	11.29	7.94	5.36	2.87	2.39	2.59	15.80	1045
5-6	70.97	7.26	8.06	6.45	0.81	4.03	2.42	1.88	124
7 or more	77.78	7.41	7.41		7.41			0.41	27
Unknown	52.78	8.33	12.04	5.56	3.70	6.48	11.11	1.64	108
TOTAL n	3910	1043	597	432	303	176	152		6613
TOTAL %	59.13	15.77	9.03	6.53	4.58	2.66	2.30	100.00	

TABLE XXVI

PERCENTAGE DISTRIBUTION OF MEN WITH MASTER'S AS HIGHEST DEGREE BY NUMBER OF CHILDREN AND PLANS FOR AN ADVANCED DEGREE

Number of Children	Plans for an Advanced Degree						Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed		
None	9.52	23.81	14.29	23.81	28.57		63.64	21
1-2			33.33	33.33	33.33		9.09	3
3-4	16.67	33.33		16.67	16.67	16.67	18.18	6
5-6								
7 or more								
Unknown	33.33		33.33		33.33		9.09	3
TOTAL n	4	7	5	7	9	1		33
TOTAL %	12.12	21.21	15.15	21.21	27.27	3.03	100.00	

Doctorate as Highest Degree

Women. More than half of the women with doctorates reported having no children as presented in Table XXVII. Those having one or two children constituted 32.18 percent of the categorical grouping. Only 14.43 percent had more than two children. Irrespective of number of children, 94.19 percent to 100 percent of each group had no plans for other degrees. No association was apparent between number of children and plans for or involvement in further degree programs.

Men. Data in Table XXVIII reveal that men with doctorates had larger families than women with doctorates. Only 24.24 percent of the men reported having no children compared with 51.66 percent of the women with doctorates. There were 39.39 percent of the men who had more than two children compared with 14.43 percent of the women. No association was found between the two variables, number of children and plans for an advanced degree.

Age Range of Children and Plans for an Advanced Degree

The association between the age range of AHEA members' children and their plans for an advanced degree was identified as a possible factor which would affect such plans. The age ranges were grouped to reflect various stages of the family life cycle such as five years or under (preschool age), six to 12 years (elementary school age), 13-17 years (secondary school age), 18-24 years (young adult), 31 years or over (mature adult), and does not apply (for those who were not parents). The association between the two variables was analyzed to

TABLE XXVII

PERCENTAGE DISTRIBUTION OF WOMEN WITH DOCTORATE AS HIGHEST DEGREE BY NUMBER OF CHILDREN AND PLANS FOR AN ADVANCED DEGREE

Number of Children	Plans for an Advanced Degree						Column %	Row n
	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown		
None	1.07		0.15	0.92	94.96	2.90	51.66	655
1-2	0.98	0.25	0.49	0.74	94.85	2.70	32.18	408
3-4	0.65			0.65	94.19	4.52	12.22	155
5-6					100.00		1.97	25
7 or more					100.00		0.24	3
Unknown	9.09				59.09	31.82	1.73	22
TOTAL n	14	1	3	10	1196[a]	44		1268
TOTAL %	1.10	0.08	0.24	0.79	94.32	3.47	100.00	

[a]Of this number, 80 females "No Plans" and were placed in the more appropriate group.

TABLE XXVIII

PERCENTAGE DISTRIBUTION OF MEN WITH DOCTORATE AS HIGHEST DEGREE BY NUMBER OF CHILDREN AND PLANS FOR AN ADVANCED DEGREE

Number of Children	Plans for an Advanced Degree							Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown		
None					4.17	91.67	4.17	24.24	24
1-2			2.94			97.06		34.34	34
3-4					2.78	91.67	5.56	36.36	36
5-6						100.00		2.02	2
7 or more							100.00	1.01	1
Unknown						100.00		2.02	2
TOTAL n			1		2	92[a]	4		99
TOTAL %			1.01		2.02	92.93	4.04	100.00	

[a]Of this number, six males responded "No Plans" and were placed in the more appropriate group.

determine if indeed the age range of children did affect plans for an advanced degree.

Bachelor's as Highest Degree (Women)

As is discernible in Table XXIX, more AHEA members in this categorical grouping had children between 18 and 24 years of age than any other age range. There were also more women with children of this age who reported no plans for an advanced degree. The lack of plans for an advanced degree could be due to the stage of the family life cycle in that the need for funds to send the child to college dictates that the mothers postpone their own college plans until a later time. However, proportionately, they were more likely to make plans than women with older children. Again one must speculate about the cause and effect. Are lack of plans due to the age of the child or the age of the home economists?

Further scrutiny of the data reveals that there were 1,858 multiple responses to the item indicating that 22.48 percent of the respondents reported children in more than one age range. Of the 1,858 respondents reporting children in more than one age range, 53.50 percent were found to be among those having no plans for another degree. Only 9.31 percent of those in graduate programs to be finished in more than one year and 1.28 percent who were finishing in nine to 12 months had children in more than one age range. As indicated also in Table XXIV, 53.58 percent reported having no children.

Proportinately, those who had children between 13 and 17 years of age were most actively involved in graduate programs (18.51 percent) while those with children five or under were more likley to be planning

TABLE XXIX

FREQUENCY DISTRIBUTION OF WOMEN WITH BACHELOR'S AS HIGHEST DEGREE BY AGE RANGE OF CHILDREN AND PLANS FOR AN ADVANCED DEGREE

Age Range of Children	Plans for an Advanced Degree							Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown		
5 years or under	323	410	152	113	69	11	14	13.22	1092
6-12 years	438	296	174	117	85	16	17	13.83	1143
13-17 years	431	213	117	115	69	29	20	12.03	994
18-24 years	700	147	106	111	71	43	23	14.53	1201
25-30 years	577	56	35	53	26	36	21	9.73	804
31 years or over	360	14	12	22	7	27	18	5.57	460
Does not apply	1168	1092	1149	603	311	56	48	53.58	4427
TOTAL									10121[a]

[a]Female respondents numbered 8263. Some checked more than one response.

a degree in the unspecified future (37.55 percent).

Master's as Highest Degree

Women. Data in Table XXX highlight the phenomenon that again at the master's degree level more women reported children in the 18 to 24 age group than any other group as was the case at the bachelor's-degree level. These women represented the largest group reporting no plans for an advanced degree.

The same trend is evident at the master's degree level as at the bachelor's degree concerning those pursuing advanced degrees. Here again those with children aged 13 to 17 were proportionately more involved in a degree program than other groups, while women with children five years or under were more likely to be planning for a degree in the unspecified future.

In this categorical grouping, 1,714 reported having children in more than one age group (25.95 percent) and 64.18 percent of those with children in more than one age range were among those reporting no plans for another degree. There were 44.70 percent reporting no children in keeping with those reporting no children in Table XXV.

Men. Table XXXI underscores the prevailing trend of 18-to-24-year old children being reported more frequently in all categorical groupings. According to the table, eight (24.24 percent) reported having children in more than one age range; 37.50 percent of whom also reported no plans for another degree. There were only 18.18 percent of the men with children who were in graduate programs. Most of these men were parents of older children, which was not the case with the women.

TABLE XXX

FREQUENCY DISTRIBUTION OF WOMEN WITH MASTER'S AS HIGHEST DEGREE BY AGE RANGE OF CHILDREN AND PLANS FOR AN ADVANCED DEGREE

Age Range of Children	Plans for an Advanced Degree							Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown		
5 years or under	417	217	75	62	35	15	6	12.50	827
6-12 years	474	208	98	75	51	20	23	14.35	949
13-17 years	493	156	91	76	44	19	21	13.61	900
18-24 years	820	122	96	96	41	34	30	18.74	1239
25-30 years	737	46	40	35	15	34	17	13.97	924
31 years or over	445	16	13	13	5	23	17	8.04	532
Does not apply	1624	512	323	196	168	73	60	44.70	2956
TOTAL									8327[a]

[a]Female respondents numbered 6613. Some checked more than one response.

TABLE XXXI

FREQUENCY DISTRIBUTION OF MEN WITH MASTER'S AS HIGHEST DEGREE BY AGE RANGE OF CHILDREN AND PLANS FOR AN ADVANCED DEGREE

Age Range of Children	Plans for an Advanced Degree						Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed		
5 years or under		1		1			6.06	2
6-12 years	2	2			1		15.15	5
13-17 years	2					1	9.09	3
18-24 years	1	1	1	1	1	1	18.18	6
25-30 years				1	1	1	9.09	3
31 years or over								
Does not apply	2	5	3	5	7		66.66	22
TOTAL								41[a]

[a]Male respondents numbered 33. Some checked more than one response.

The men had 66.66 percent who reported having no children compared with 44.70 percent of the women.

Doctorate as Highest Degree

Women. Date in Table XXXII, as in preceeding tables concerning age range of children, do not vary in identifying the most predominant age range of children as 18 to 24 years of age (16.56 percent). There were 21.77 percent multiple responses indicating that approximately 276 doctoral women reported having children in more than one age group. Of the 1,268 females with doctorates, 13.88 percent reported children 25 to 30 years old which was a logical expectation: however, very similar percentages were reporting children six to 12 years old (13.01 percent) and 13 to 17 years old (12.78 percent). These findings do not allow any clear association to be discerned between having a doctorate and age range of children.

Men. Data in Table XXXIII verify that men with doctorates have proportionately more children than do the other categorical groupings due to their reporting only 23.23 percent with no children compared with 66.66 percent for the men with master's degrees and 51.02 percent, 44.70 percent, and 53.58 percent for the women with doctoral, master's, and bachelor's degrees, respectively.

More men reported having children in the 18-to-24-year old age group than in any other age group which was proportionately much larger (29.29 percent) than reported by any other categorical grouping. Ranking second in the number of children reported in a given age group were those having children six to 12 years old (27.27 percent). Third

TABLE XXXII

FREQUENCY DISTRIBUTION OF WOMEN WITH DOCTORATE AS HIGHEST DEGREE BY AGE RANGE OF CHILDREN AND PLANS FOR AN ADVANCED DEGREE

Age Range of Children	Plans for an Advanced Degree								
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown	Column %	Row n
5 years or under		1	1	2		75	1	6.31	80
6-12 years		1			1	161	2	13.01	165
13-17 years		1			4	148	9	12.78	162
18-24 years		1			2	200	7	16.56	210
25-30 years		3				166	7	13.88	176
31 years or over						103	1	8.20	104
Does not apply		7		1	6	614	19	51.02	647
TOTAL									1544[a]

[a]Female respondents numbered 1268. Some checked more than one response.

TABLE XXXIII

FREQUENCY DISTRIBUTION OF MEN WITH DOCTORATE AS HIGHEST DEGREE BY AGE RANGE OF CHILDREN AND PLANS FOR AN ADVANCED DEGREE

Age Range of Children	Plans for an Advanced Degree							Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown		
5 years or under			1		1	14	1	17.17	17
6-12 years					1	24	2	27.27	27
13-17 years						18	1	19.19	19
18-24 years						27	2	29.29	29
25-30 years						23	1	24.24	24
31 years or over						10		10.10	10
Does not apply					1	21	1	23.23	23
TOTAL									149[a]

[a]Male respondents numbered 99. Some checked more than one response.

were those with children 25 to 30 years old. There were 50.50 percent of the men with doctorates who reported having children in more than one age group compared with 21.77 percent of the women with doctorates.

In all categorical groupings regardless of sex or highest degree, more AHEA members reported having children 18 to 24 years of age than in any other age group. Of the 16,276 respondents whose data were being analyzed, there were 3,906 (23.99 percent) who reported children in more than one age group. Proportionately, men with doctorates reported the most children.

For women the patterns of association between ages of children and plans for advanced degrees tended to be that those with children 18 to 24 years of age were less likely to be making plans for an advanced degree while women with children in elementary school (six to 12 years old) or secondary school (13-17 years old) were the more likely group to report being in degree programs than those with children in the adjacent ages.

Individual Contribution to Household Income and Plans for an Advanced Degree

An association between the percentage people contributed to the household income and plans for an advanced degree was hypothesized; therefore, this association was analyzed to see if there were differences in plans among those contributing less than 10 percent (minor or non-contributing source of income), 10 to 40 percent (contributing source of income), 40 to 60 percent (co-equal source of income), more than 60 percent (major source of income), or 100 percent (sole source of income).

Bachelor's as Highest Degree (Women)

Table XXXIV shows that of 8,263 women with bachelor's degrees, 2,205 (26.69 percent) provided 100 percent of their household's income. Of those who were their household's sole source of income 20.18 percent were in an advanced degree program and 46.40 percent had plans to begin a degree program.

The distributions of responses indicate that women who were minor contributors to household income, when compared with the other groups, had smaller proportions in graduate programs and a larger proportion planning a degree program in the unspecified future. Women who were the sole source of income had a higher proportion than any of the other groups planning to begin degree programs in two or three years, and a smaller proportion with no plans for another degree. In general, there is a positive association between the extent to which females contribute to household income and their plans for an advanced degree.

Master's as Highest Degree

Women. Data in Table XXXV reveal that women who contribute 40 to 60 percent of their household's income are the largest group (32.59 percent); however, they ranked second on those in degree programs and third on those making plans for an advanced degree. The proportions of women who were planning to complete their degree programs in over a year were similar to all groups except those contributing less than 10 percent to the household income, who had fewer (2.77 percent) in that category. Women who were finishing a degree program in less than a year made up similar proportions of each income-contribution category.

TABLE XXXIV

PERCENTAGE DISTRIBUTION OF WOMEN WITH BACHELOR'S AS HIGHEST DEGREE BY INDIVIDUAL CONTRIBUTION TO HOUSEHOLD INCOME AND PLANS FOR AN ADVANCED DEGREE

Individual Contribution to Household Income	Plans for an Advanced Degree								
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown	Column %	Row n
Less than 10%	39.84	29.11	15.47	7.99	4.34	1.83	1.42	21.20	1752
10-40%	38.35	23.66	16.35	11.65	6.54	1.90	1.55	20.36	1682
40-60%	38.17	20.12	17.62	12.99	7.65	2.08	1.37	25.62	2117
More than 60%	36.63	20.22	18.65	11.24	6.97	3.60	2.70	5.39	445
Sole source of Income	30.16	21.09	25.31	13.42	6.76	1.86	1.41	26.69	2205
Unknown	38.71	19.35	12.90	6.45	6.45	6.45	9.68	0.76	62
TOTAL n	3003	1901	1568	961	532	169	129		8263
TOTAL%	36.34	23.01	18.98	11.63	6.44	2.05	1.56	100.00	

TABLE XXXV

PERCENTAGE DISTRIBUTION OF WOMEN WITH MASTER'S AS HIGHEST DEGREE BY INDIVIDUAL CONTRIBUTION TO HOUSEHOLD INCOME AND PLANS FOR AN ADVANCED DEGREE

Individual Contribution to Household Income	Plans for an Advanced Degree							Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown		
Less than 10%	65.30	17.28	5.54	2.77	5.01	2.51	1.59	11.46	758
10-40%	58.66	17.57	7.51	7.18	4.13	2.81	2.15	18.33	1212
40-60%	59.07	15.22	9.28	7.61	4.45	2.65	1.71	32.59	2155
More than 60%	58.57	14.45	8.86	7.13	5.59	3.28	2.12	7.85	519
Sole Source of Income	57.71	15.22	11.11	5.98	4.59	2.40	2.99	28.32	1873
Unknown	47.92	11.46	10.42	11.46	4.17	4.17	10.42	1.45	96
TOTAL n	3910	1043	597	432	303	176	152		6613
TOTAL %	59.13	15.77	9.03	6.53	4.58	2.66	2.30	100.00	

Futher analysis of the data revealed that the percentages of all those planning to begin a degree program either in the unspecified future or within two to three years ranged from 22.82 percent to 26.33 percent in the rows. It may be noted however, that those serving as a contributing source to their household income (10-40 percent) were more heavily distributed towards plans for an advanced degree in the unspecified future rather than planning to begin a degree within two to three years compared with the co-equal contributors (40-60 percent) of household income who had proportionately more planning to begin a degree program within two to three years.

In general, there is a positive association between the extent to which females contribute to household income and their plans for an advanced degree at the master's level as was also seen at the bachelor's level. The distribution on plans for an advanced degree are very different at the master's degree level compared with those at the bachelor's degree level. This could be interpreted to mean that approximately 60 percent of the women having accomplished the master's degree have indeed attained their level of aspiration for an advanced degree.

Men. In Table XXXVI, it can be seen that of the 33 men with master's degrees, 21 provided more than 60 percent of their household income. There were 63.63 percent of the men who provided over 60 percent of household income compared with 36.17 percent of the women with master's degrees.

One-half of the women who were the sole source of income for their households were enrolled in degree programs. Only 12.12

TABLE XXXVI

PERCENTAGE DISTRIBUTION OF MEN WITH MASTER'S AS HIGHEST DEGREE BY INDIVIDUAL CONTRIBUTION TO HOUSEHOLD INCOME AND PLANS FOR AN ADVANCED DEGREE

Individual Contribution to Household Income	Plans for an Advanced Degree						Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed		
Less than 10%			33.33	33.33	33.33		9.09	3
10-40%					100.00		6.06	2
40-60%		28.57		42.86	28.57		21.21	7
More than 60%	18.18	36.36	18.18	9.09	9.09	9.09	33.33	11
Sole Source of Income	20.00	10.10	20.00	20.00	30.00		30.30	10
TOTAL n	4	7	5	7	9	1		33
TOTAL %	12.12	21.21	15.15	21.21	27.27	3.03	100. 00	

percent of the men reported no plans for another degree compared with 59.13 percent of the women. Thus, men more than women aspired to a degree higher than the master's degree.

Doctorate as Highest Degree

Women. As shown in Table XXXVII, the two largest groups were women who provided 40 to 60 percent of their household income (32.97 percent) and those who were the sole source of income (42.74 percent). There were 94.32 percent who reported no plans for another degree because they had already completed the highest degree in their field with a range of 88 to 96 percent from all income contributing categories.

There were 1.03 percent who were enrolled and 1.18 percent planning to enroll in a degree program; however, they came from all groups in terms of contribution to household income. Thus, no association was noted between post-doctoral study and contribution to household income.

In comparing income contributions at all degree levels for women, a definite trend can be seen. Careful inspection of data in Tables XXXIV, XXXV, and XXXVII reveals that as women accomplish each degree level, an increasing proportion of them assume a greater responsibility in providing household income.

Men. In Table XXXVIII, it is discernible that 77.77 percent of the men with doctorates provide more than 60 percent of their household income compared with 53.47 percent of the women with doctorates. Only three men reported an interest in another degree compared with 28 women at the doctoral level.

TABLE XXXVII

PERCENTAGE DISTRIBUTION OF WOMEN WITH DOCTORATE AS HIGHEST DEGREE BY INDIVIDUAL CONTRIBUTION TO HOUSEHOLD INCOME AND PLANS FOR AN ADVANCED DEGREE

Individual Contribution to Household Income	Plans for an Advanced Degree						Column %	Row n
	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown		
Less than 10%		2.38	2.38	4.76	88.10	2.38	3.31	42
10-40%	1.82				96.36	1.82	8.68	110
40-60%	1.44			0.96	95.69	1.92	32.97	418
More than 60%	0.74				95.59	3.68	10.73	136
Sole Source of Income	0.55		0.37	0.74	94.46	3.88	42.74	542
Unknown	10.00				55.00	35.00	1.58	20
TOTAL n	14	1	3	10	1196[a]	44		1268
TOTAL %	1.10	0.08	0.24	0.79	94.32	3.47	100.00	

[a]Of this number, 80 females responded "No Plans" and were placed in the more appropriate group.

TABLE XXXVIII

PERCENTAGE DISTRIBUTION OF MEN WITH DOCTORATE AS HIGHEST DEGREE BY INDIVIDUAL CONTRIBUTION TO HOUSEHOLD INCOME AND PLANS FOR AN ADVANCED DEGREE

Individual Contribution to Household Income	Plans for an Advanced Degree						Column %	Row n
	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown		
Less than 10%					100.00		1.01	1
10-40%				33.33	66.67		3.03	3
40-60%		6.67			93.34		15.15	15
More than 60%				2.50	92.50	5.00	40.40	40
Sole Source of Income					97.30	2.70	37.37	37
Unknown					66.67	33.33	3.03	3
TOTAL n		1		2	92	4		99
TOTAL %		1.01		2.02	92.93	4.04	100.00	

[a]Of this number, six males responded "No Plans" and were placed in the more appropriate group.

Proportionately, men assume a greater responsibility for providing household income as their degree attainment increases as was also evident with the women.

Major Emphasis of Study at Highest Degree and Plans for an Advanced Degree

This section presents an analysis of any possible association between major emphasis of study and plans for an advanced degree. Since at the time of this study trends in mobility or stability in major emphasis of study across degrees were being studied by Dr. B. J. Gaffney and S. G. Bivins (a professor and graduate student at Oklahoma State University) and results were not yet available, only the major emphasis of study at the highest degree was considered here.

AHEA members were asked to report their major emphasis of study at each degree level and were given options which included both home economics and other areas of study. In order to condense the overwhelming number of co-major responses, the computer was employed to group respondents into six major groups: 1) consumer studies, family economics/management, 2) family relations and child development, 3) foods and nutrition, institutional management, 4) household equipment, housing and design, 5) textiles, clothing, merchandising, and 6) general home economics including home economics education. The areas of study included in each of these groups is explained in Appendix B.

Bachelor's as Highest Degree (Women)

Data in Table XXXIX show that 64.46 percent of the women with bachelor's degrees as highest degree reported their major emphasis of study in General Home Economics. Appendix B explains that General Home Economics also includes Home Economics Communication, Home Economics Community Services, Home Economics Education, and Education. The next largest group had chosen Foods and Nutrition, Institutional Management as their major emphasis of study (16.98 percent).

Although a small number (4.43 percent) had selected Family Relations and Child Development for their major emphasis of study, it was that group who had the largest proportional representation (22.68 percent) in advanced degree programs at the time of the study followed by general home economics majors (19.12 percent). Those majoring in Household Equipment, Housing and Design reported proportionately more with no plans that any other major area group. Foods, Nutrition, and Institution Management ranked second on proportion with no plans. Both Consumer Studies, Family Economics/Management and Family Relations and Child Development majors reported more than 50 percent of their respective groups as making future plans for an advanced degree as well as high participation in a degree program at the time of the study.

Master's as Highest Degree

Women. General Home Economics majors were the largest group among master's degree women as they reported their major emphasis of study (43.57 percent). Foods and Nutrition, and Institutional

TABLE XXXIX

PERCENTAGE DISTRIBUTION OF WOMEN WITH BACHELOR'S AS HIGHEST DEGREE BY BACHELOR'S-DEGREE MAJOR AND PLANS FOR AN ADVANCED DEGREE

Major	Plans for an Advanced Degree							Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown		
Consumer Studies, Family Economics/Mgt.	24.79	28.10	25.21	12.40	5.79	1.65	2.07	2.93	242
Family Relations and Child Development	22.68	24.59	27.32	13.39	9.29	1.37	1.37	4.43	366
Foods and Nutrition, Institutional Management	40.63	22.31	17.53	10.41	5.06	2.78	1.28	16.98	1403
Household Equipment, Housing and Design	44.14	23.45	14.48	5.17	6.21	3.79	2.76	3.51	290
Textiles, Clothing, Merchandising	38.65	25.82	16.94	8.88	6.74	1.81	1.15	7.36	608

TABLE XXXIX (Continued)

Major	Plans for an Advanced Degree								
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown	Column %	Row n
General Home Economics	35.97	22.53	19.04	12.47	6.65	1.86	1.49	64.46	5326
Unknown	39.29	17.86	7.14	10.71			25.00	0.34	28
TOTAL n	3003	1901	1568	961	532	169	129		8263
TOTAL %	36.34	23.01	18.98	11.63	6.44	2.05	1.56	100.00	

Management majors, although proportionately far below General Home Economics, did rank second with 13.32 percent as can be seen in Table XL.

At the master's degree level, Consumer Studies, Family Economics/ Management majors were the most actively involved (15.73 percent) in degree programs with Family Relations and Child Development, and Textiles, Clothing and Merchandising majors following in percentages reported (14.27 percent, 12.37 percent, respectively).

A majority of all majors reported no plans for another degree. The percentage range for those reporting no plans was 50.50 percent to 62.65 percent. Family Relations and Child Development majors reported the largest proportion of those making plans for an advanced degree in the unspecified future or within two to three years (29.96 percent).

Female General Home Economics majors, although the largest group at all degree levels, showed a steady decrease in proportion of total group as the degree level advanced (bachelor's, 64.46 percent; master's, 43.57 percent; doctorate, 31.39 percent). This could reflect a trend toward specialization at the more advanced degree levels or, at least, specialization in areas other than Home Economics Education or Education.

Men. In Table XLI, a difference in major emphasis for men compared with women can be discerned. Accordingly, only 12.12 percent of the men majored in General Home Economics compared with 43.57 percent of the women. Men most often selected Family Relations and Child Development for their major emphasis of study at the master's degree level (45.45 percent). Family Relations and Child Development had the

TABLE XL

PERCENTAGE DISTRIBUTION OF WOMEN WITH MASTER'S AS HIGHEST DEGREE BY MASTER'S-DEGREE MAJOR AND PLANS FOR AN ADVANCED DEGREE

Major	Plans for an Advanced Degree							Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown		
Consumer Studies, Family Economics/Mgt.	54.42	15.19	9.54	7.60	8.13	2.12	3.00	8.56	566
Family Relations and Child Development	50.50	18.26	11.70	6.99	7.28	2.57	2.71	10.60	701
Foods and Nutrition, Institutional Management	62.54	14.53	8.06	6.13	3.86	2.50	2.38	13.32	881
Household Equipment, Housing and Design	56.36	16.73	11.64	6.91	2.91	3.64	1.82	4.16	275
Textiles, Clothing, Merchandising	57.33	15.79	9.82	7.11	5.26	2.84	1.85	10.63	703

TABLE XL (Continued)

Major	Plans for an Advanced Degree								
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown	Column %	Row n
General Home Economics	62.65	15.24	7.81	6.25	3.30	2.88	1.87	43.57	2881
Unknown	55.12	17.33	10.56	6.11	5.28	1.82	3.80	9.17	606
TOTAL n	3910	1043	597	432	303	176	152		6613
TOTAL %	59.13	15.77	9.03	6.53	4.58	2.66	2.30	100.00	

TABLE XLI

PERCENTAGE DISTRIBUTION OF MEN WITH MASTER'S AS HIGHEST DEGREE BY MASTER'S-DEGREE MAJOR AND PLANS FOR AN ADVANCED DEGREE

Major	Plans for an Advanced Degree						Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed		
Consumer Studies, Family Economics/Mgt.					100.00		6.06	2
Family Relations and Child Development	13.33	26.67	6.67	26.67	26.67		45.45	15
Foods and Nutrition, Institutional Management	14.29	28.57	28.57		28.57		21.21	7
Household Equipment, Housing and Design	33.33		33.33	33.33			9.09	3
Textiles, Clothing, Merchandising				100.00			6.06	2

TABLE XLI (Continued)

Major	Plans for an Advanced Degree						Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed		
General Home Economics		25.00	25.00		25.00	25.00	12.12	4
TOTAL n	4	7	5	7	9	1		33
TOTAL %	12.12	21.21	15.15	21.21	27.27	3.03	100.00	

largest number of people actively involved in degree programs (n=8). Foods and Nutrition, Institutional Management majors reported a high proportion (57.14 percent) planning a degree program in the future compared with 33.34 percent of the Family Relations and Child Development majors.

Doctorate as Highest Degree

Women. Data in Table XLII reveal that more women selected General Home Economics for their major emphasis of study at the doctoral level than any other area of study (31.39 percent). Foods and Nutrition, Institutional Management majors reported the second highest percentage (16.64 percent) followed by Family Relations and Child Development (14.20 percent) and Consumer Studies, Family Economics/Management (11.28 percent).

Foods and Nutrition, Institutional Management area was consistently second to General Home Economics in number of majors at all degree levels. Consumer Studies, Family Economics/Management and Family Relations and Child Development realized a proportional increase in majors with each advancing degree in contrast to General Home Economics. Textiles, Clothing and Merchandising, and Household Equipment, Housing and Design both decreased in proportion of majors at the doctoral level.

Men. Visual inspection of data in Table XLIII underscores Family Relations and Child Development as the most prominent area of study for men with doctorates as was the case with master's degree men (42.42 percent, 45.45 percent, respectively). There were 18.18 percent of the men who selected Foods and Nutrition, Institutional

TABLE XLII

PERCENTAGE DISTRIBUTION OF WOMEN WITH DOCTORATE AS HIGHEST DEGREE BY DOCTORAL-DEGREE MAJOR AND PLANS FOR AN ADVANCED DEGREE

Major	Plans for an Advanced Degree						Column %	Row n
	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown		
Consumer Studies, Family Economics/Mgt.	1.40		0.70	0.70	93.71	3.50	11.28	143
Family Relations and Child Development	1.67	0.56		0.56	95.56	1.67	14.20	180
Foods and Nutrition, Institution Management	0.47			0.47	95.74	3.32	16.64	211
Household Equipment, Housing and Design					96.08	3.92	4.02	51
Textiles, Clothing, Merchandising					92.23	7.76	8.12	103

TABLE XLII (Continued)

Major	Plans for an Advanced Degree						Column %	Row n
	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown		
General Home Economics	0.75		0.25	0.75	95.73	2.51	31.39	398
Unknown	2.75		0.55	2.20	89.56	4.95	14.36	182
TOTAL n	14	1	3	10	1196	44		1268
TOTAL %	1.10	.08	0.24	0.79	94.32	3.47	100.00	

TABLE XLIII

PERCENTAGE DISTRIBUTION OF MEN WITH DOCTORATE AS HIGHEST DEGREE BY DOCTORAL-DEGREE MAJOR AND PLANS FOR AN ADVANCED DEGREE

Major	Plans for an Advanced Degree						Column %	Row n
	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown		
Consumer Studies, Family Economics/Mgt.					100.00		7.07	7
Family Relations and Child Development				4.76	90.47	4.76	42.42	42
Foods and Nutrition, Institutional Management					100.00		18.18	18
Household Equipment, Housing and Design					85.71	14.29	7.07	7
Textiles, Clothing, Merchandising					83.33	16.67	6.06	6

TABLE XLIII (Continued)

Major	Plans for an Advanced Degree: Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown	Column %	Row n
General Home Economics		11.11			88.89		9.09	9
Unknown					100.00		10.10	10
TOTAL n		1		2	92	4		99
TOTAL %		1.01		2.02	92.93	4.04	100.00	

Management as their major emphasis of study compared with 16.64 percent of the doctoral women.

Only 9.09 percent majored in General Home Economics compared with 12.12 percent of the men at the master's degree level. The decline in General Home Economics as a selection for major emphasis of study is evident with men as with women; ergo, denoting a possible trend toward specialization or, at least, specialization in areas other than Home Economics Education or Education.

Age Range when Bachelor's Degree was Received and Plans for an Advanced Degree

In this section age range when the bachelor's degree was received is examined within each of the categorical groups (sex and highest degree) to determine any association with plans for an advanced degree.

Bachelor's as Highest Degree (Women)

In Table XLIV data confirm that the ratio between those women with bachelor's degrees and those who received their bachelor's degree at 25 years of age or younger was 1.1:1. Of the 89.02 percent of the women who received their bachelor's degree at age 25 or younger, 42.85 percent had plans for another degree and another 17.59 percent were in a degree program at the time of the study.

Proportionately, the women who received their bachelor's degree when they were 31 to 35 years of age were the most active in pursuing an advanced degree (29.33 percent). The group that ranked second in activity was those who were 36 to 40 years old when they received their bachelor's degree (28.68 percent). The ratio of the entire group of

TABLE XLIV

PERCENTAGE DISTRIBUTION OF WOMEN WITH BACHELOR'S AS HIGHEST DEGREE BY AGE RANGE WHEN BACHELOR'S DEGREE WAS RECEIVED AND PLANS FOR AN ADVANCED DEGREE

Age Range When Bachelor's Degree was Received	Plans for an Advanced Degree							Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown		
25 years or under	36.51	23.65	19.20	11.31	6.28	1.88	1.17	89.02	7356
26-30 years	35.76	20.83	21.53	11.46	6.60	2.78	1.04	3.49	288
31-35 years	22.00	20.00	21.33	18.00	11.33	6.67	0.67	1.82	150
36-40 years	33.33	14.73	17.83	18.60	10.08	3.10	2.33	1.56	129
41-45 years	42.86	14.29	15.38	15.38	8.79	2.20	1.10	1.10	91
46-50 years	49.21	11.11	11.11	20.63	6.35	1.59		0.76	63
51 years or over	50.00		18.18	13.64	9.09		9.10	0.27	22
Unknown	34.76	19.51	8.54	9.15	4.27	3.66	20.12	1.98	164
TOTAL n	3003	1901	1568	961	532	169	129		8263
TOTAL %	36.34	23.01	18.98	11.63	6.44	2.05	1.56	100.00	

women with bachelor's degrees to those pursuing an advanced degree was 5.5:1.

Since the percentage reporting no plans for another degree was smallest for the group earning their bachelor's degree when 31 to 35 years old, it could be concluded that the age of 31 to 35 seems to be a critical age in terms of decisions regarding earning an advanced degree. Those who did not earn their bachelor's degree until age 31 to 35 had the most plans for an advanced degree including actually being in a degree program. Those who earned their bachelor's degree at each of the age groupings over or under 31 to 35 years of age progressively increased in proportions having no plans for another degree.

Master's as Highest Degree

Women. Data in Table XLV show that 87.45 percent of the women with master's degree as highest degree received their bachelor's degree when they were 25 years old or younger with 653 (11.29 percent) of them pursuing another degree. At the master's degree level (11.80 percent), as at the bachelor's degree level (29.33 percent), the group who finished their bachelor's degree at 31 to 35 years of age was proportionately most active in pursuing an advanced degree. However, those who received their bachelor's degree at age 25 or under reported having the largest percentage of their group making plans for an advanced degree (25.63 percent). The age group of 41 to 45 years when bachelor's degree was earned is a pivotal age for women with master's degrees from the standpoint of having no plans for another degree. However, the data do not present the same kind of pattern as for the

TABLE XLV

PERCENTAGE DISTRIBUTION OF WOMEN WITH MASTER'S AS HIGHEST DEGREE BY AGE RANGE WHEN BACHELOR'S DEGREE WAS RECEIVED AND PLANS FOR AN ADVANCED DEGREE

Age Range When Bachelor's Degree was Received	Plans for an Advanced Degree							Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown		
25 years or under	58.95	16.41	9.22	6.50	4.79	2.49	1.64	87.45	5783
26-30 years	60.39	14.51	5.88	7.45	3.14	3.14	5.49	3.86	255
31-35 years	61.49	12.42	8.70	8.07	3.73	3.11	2.48	2.43	161
36-40 years	68.42	5.26	9.65	7.02	2.63	4.39	2.63	1.72	114
41-45 years	60.23	10.23	7.95	3.41	6.82	7.95	3.41	1.33	88
46-50 years	76.19	2.38	11.90	4.76	2.38		2.38	.64	42
51 years or over	79.17	4.17		8.33		4.17	4.17	.36	24
Unknown	45.21	13.70	8.22	6.16	1.37	4.11	21.23	2.20	146
TOTAL n	3910	1043	597	432	303	176	152		6613
TOTAL %	59.13	15.77	9.03	6.53	4.58	2.66	2.30	99.99	

bachelor's degree women. For women with master's degrees, with one exception, the older they were when they earned a bachelor's degree, the higher the proportion who had no plans for a degree beyond the master's. The one exception is the group who earned their bachelor's degree when they were 41 to 45 years old. Only 60.23 percent of them had no plans in comparison with 68.42 percent and 76.19 percent for the adjacent age groups. This dip in percentage may be associated with a combination of factors such as separation, divorce, age at separation or divorce, level of education at time of separation or divorce, or changing aspirations of women at various stages of the family life cycle.

Men. As seen in Table XLVI, 28 out of 33 (84.85 percent) men received their bachelor's degree when they were 25 years old or under. The data also show that 46.43 percent of those younger graduates were in a degree program at the time of the study compared with 11.29 percent of the females with master's degrees.

Doctorate as Highest Degree

Women. In Table XLVII, it can be seen that a large majority (87.07 percent) of the women received their bachelor's degree when they were 25 years old or under. A larger percentage (5.44 percent) of the women with doctorates did however, receive their bachelor's degrees at age 26 to 30 years than did those reporting bachelor's or master's degrees as highest degree. Almost all with plans for or in graduate programs beyond the doctorate earned their bachelor's degree when they were 25 years old or younger.

TABLE XLVI

PERCENTAGE DISTRIBUTION OF MEN WITH MASTER'S AS HIGHEST DEGREE BY AGE RANGE WHEN BACHELOR'S DEGREE WAS RECEIVED AND PLANS FOR AN ADVANCED DEGREE

Age Range When Bachelor's Degree was Received	Plans for an Advanced Degree						Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed		
25 years or under	10.71	25.00	14.29	14.29	32.14	3.57	84.85	28
26-30 years			25.00	75.00			12.12	4
31-35 years								
36-40 years								
41-45 years								
46-50 years								
51 years or over								
Unknown	100.00						3.03	1
TOTAL n	4	7	5	7	9	1		33
TOTAL %	12.12	21.21	15.15	21.21	27.27	3.03	100.00	

TABLE XLVII

PERCENTAGE DISTRIBUTION OF WOMEN WITH DOCTORATE AS HIGHEST DEGREE BY AGE RANGE WHEN BACHELOR'S DEGREE WAS RECEIVED AND PLANS FOR AN ADVANCED DEGREE

Age Range When Bachelor's Degree was Received	Plans for an Advanced Degree						Column %	Row n
	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown		
25 years or under	1.00	0.09	0.27	0.72	95.02	2.90	87.07	1104
26-30 years	1.45			1.45	92.76	4.35	5.44	69
31-35 years	2.33			2.33	93.02	2.33	3.39	43
36-40 years					90.00	10.00	.79	10
41-45 years					100.00		.95	12
46-50 years					100.00		.39	5
51 years or over					100.00		.08	1
Unknown	4.17				66.67	29.17	1.89	24
TOTAL n	14	1	3	10	1196[a]	44		1268
TOTAL %	1.10	0.08	0.24	0.79	94.32	3.47	100.00	

[a]Of this number, 80 females responded "No Plans" and were placed in the more appropriate group.

Men. Data concerning men with doctorates are reported in Table XLVIII and reveal that 82.83 percent of those men received their bachelor's degree when they were 25 years of age or younger. The group that received their bachelor's degree when they were 26 to 30 years of age (14.14 percent) ranked second in size among those who had attained their doctoral degrees. These figures compared with the females with doctorates showed that a larger proportion of the men with doctorates received their bachelor's degree after age 25; however, the range of age for receiving the bachelor's degree was much wider for the women than for the men (25 or under to 51 or over; 25 or under to 40 years old, respectively).

Year Highest Degree was Received and Plans for an Advanced Degree

The year the highest degree was received was examined for each of the categorical groupings to give insight into any association between the time lapse since highest degree was earned and plans for an advanced degree. In this section, the range of years in which the highest degree was received includes: 1939 or earlier; 1940 to 1949; 1950 to 1959; 1960 to 1969; 1970 to 1975 (only five years); and 1976 or later (three to three and one-half years depending on date of response in 1979).

Bachelor's as Highest Degree (Women)

Table XLIX shows that at the time of the study, 28.82 percent of the women who reported a bachelor's degree as their highest degree received that degree between 1976 and 1979. Another 25.69 percent

TABLE XLVIII

PERCENTAGE DISTRIBUTION OF MEN WITH DOCTORATE AS HIGHEST DEGREE BY AGE RANGE WHEN BACHELOR'S DEGREE WAS RECEIVED AND PLANS FOR AN ADVANCED DEGREE

Age Range When Bachelor's Degree was Received	Plans for an Advanced Degree						Column %	Row n
	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown		
25 years or under		1.22		2.44	92.69	3.66	82.83	82
26-30 years					92.86	7.14	14.14	14
31-35 years					100.00		1.01	1
36-40 years								
41-45 years								
46-50 years								
51 years or over								
Unknown					100.00		2.02	2
TOTAL n		1		2	92[a]	4		99
TOTAL %		1.01		2.02	92.93	4.04	100.00	

[a]Of this number, six males responded "No Plans" and were placed in the more appropriate group.

TABLE XLIX

PERCENTAGE DISTRIBUTION OF WOMEN WITH BACHELOR'S AS HIGHEST DEGREE BY YEAR HIGHEST DEGREE WAS RECEIVED AND PLANS FOR AN ADVANCED DEGREE

Year Highest Degree was Received	Plans for an Advanced Degree							Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown		
1939 or earlier	85.47	1.35	1.35	1.69	0.34	6.42	3.38	3.58	296
1940-1949	80.75	3.23	2.36	3.35	1.86	7.08	1.36	9.74	805
1950-1959	58.42	16.61	8.36	7.81	4.51	2.75	1.54	11.00	909
1960-1969	42.51	26.95	11.58	9.55	6.41	1.70	1.30	18.50	1529
1970-1975	23.50	27.89	20.30	17.00	9.80	0.94	.57	25.69	2123
1976 or later	14.15	28.69	35.07	13.78	6.72	0.59	1.01	28.82	2381
Unknown	37.73	15.00	11.82	10.45	4.09	3.64	17.27	2.66	220
TOTAL n	3003	1901	1568	961	532	169	129		8263
TOTAL %	36.34	23.01	18.98	11.63	6.44	2.05	1.56	100.00	

received their bachelor's degree between 1970 and 1975. Of these most recent graduates, 20.50 percent (1976-1979) and 26.80 percent (1970-1975) were in a degree program. Recent graduates were also making plans for an advanced degree. Those who were 1976-1979 graduates reported that 63.76 percent had future plans for an advanced degree while as many as 48.19 percent of 1970-1975 graduates also reported plans. There were AHEA members from all the degree attainment years who reported being actively involved in pursuing an advanced degree.

In general, the more recently the bachelor's degree was earned, the higher the proportion of women planning for or in advanced degree programs. The exceptions to this generalization were for the group, 1976 or later. The fact that this category represented only three or three and one-half years may have contributed to the smaller percentages in degree programs.

Master's as Highest Degree

Women. In review of Table L, data reveal that the largest proportion of women in this category received their master's degree from 1970 to 1975; however, proportions are quite similar in adjacent groups. The reader should be advised to discern that the continuum of year-ranges is inconsistent (10 years, 23.83 percent; six years, 29.87 percent; three and one-half years, 25.33 percent) in these three groups. Data also point out that the more recently the highest degree was received the more likely the recipient was to be planning or pursuing a more advanced degree.

TABLE L

PERCENTAGE DISTRIBUTION OF WOMEN WITH MASTER'S AS HIGHEST DEGREE BY YEAR HIGHEST DEGREE WAS RECEIVED AND PLANS FOR AN ADVANCED DEGREE

Year Highest Degree was Received	Plans for an Advanced Degree							Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown		
1939 or earlier	82.07	1.38	0.69		1.38	4.14	10.35	2.19	145
1940-1949	84.96	2.11	0.79	1.06	0.79	5.28	5.01	5.73	379
1950-1959	81.01	3.91	2.03	3.77	1.30	5.36	2.61	10.43	690
1960-1969	67.51	11.61	5.46	6.73	4.06	2.98	1.65	23.83	1576
1970-1975	51.70	20.51	11.59	8.71	4.46	1.87	1.17	29.87	1975
1976 or later	44.36	23.58	14.75	6.75	7.64	1.37	1.55	25.33	1675
Unknown	47.40	13.29	9.83	6.36	5.20	3.47	14.45	2.62	173
TOTAL n	3910	1043	597	432	303	176	152		6613
TOTAL %	59.13	15.77	9.03	6.53	4.58	2.66	2.30	100.00	

Men. It can be discerned from Table LI that of the 33 men who had master's degrees as highest degree, 14 (42.42 percent) received that degree between 1970 and 1975. Of that 14, there were six (42.86 percent) who were in a degree program at the time of the study. There were 36.36 percent of this categorical group who received their master's degree between 1976 and 1979, seven (58.34 percent) of whom were in degree programs in 1979. None of these men received his master's degree prior to 1950. Only four of the men had no plans for another degree.

Doctorate as Highest Degree

Women. Table LII highlights the fact that of the 1,268 women with doctorates, 730 (57.57 percent) had received them within an eight year period prior to the study in 1979. Another 24.45 percent received their doctorates during the 1960's. Beginning with 1940, the increase in doctorates earned for each decade has been 281 percent, 235 percent, and 235 percent.

Men. There were 49.49 percent who had received their doctoral degrees between 1970 and the time of the study. The two previous decades produced 20.20 percent each of the total male doctoral population. Two males reported being in a degree program to end in less than one year; however, it is possible that these had not accomplished their doctorates at the time of the study but prematurely reported them as their highest degree.

As shown in Table LIII, 28.28 percent of the men earned their doctorates prior to 1960. This compares with 16.17 percent of the women in the same categories. In contrast to the data for the

TABLE LI

PERCENTAGE DISTRIBUTION OF MEN WITH MASTER'S AS HIGHEST DEGREE BY YEAR HIGHEST DEGREE WAS RECEIVED AND PLANS FOR AN ADVANCED DEGREE

Year Highest Degree was Received	Plans for an Advanced Degree						Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed		
1939 or earlier								
1940-1949								
1950-1959	25.00		25.00		25.00	25.00	12.12	4
1960-1969	33.33			66.67			9.09	3
1970-1975	14.29	35.71	7.14	21.43	21.43		42.42	14
1976 or later		16.67	25.00	16.67	41.67		36.36	12
TOTAL n	4	7	5	7	9	1		33
TOTAL %	12.12	21.21	15.15	21.21	27.27	3.03	100.00	

TABLE LII

PERCENTAGE DISTRIBUTION OF WOMEN WITH DOCTORATE AS HIGHEST DEGREE BY YEAR HIGHEST DEGREE WAS RECEIVED AND PLANS FOR AN ADVANCED DEGREE

Year Highest Degree was Received	Plans for an Advanced Degree						Column %	Row n
	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown		
1939 or earlier					92.31	7.69	2.05	26
1940-1949					91.49	8.51	3.71	47
1950-1959				0.76	95.45	3.79	10.41	132
1960-1969	0.65		0.32		96.45	2.58	24.45	310
1970-1975	1.99		0.25		95.52	2.24	31.70	402
1976 or later	1.22	0.30	0.30	2.74	92.38	3.05	25.87	328
Unknown					73.91	26.09	1.81	23
TOTAL n	14	1	3	10	1196[a]	44		1268
TOTAL %	1.10	0.08	0.24	0.79	94.32	3.47	100.00	

[a]Of this number, 80 females responded "No Plans" and were placed in the more appropriate group.

TABLE LIII

PERCENTAGE DISTRIBUTION OF MEN WITH DOCTORATE AS HIGHEST DEGREE BY YEAR HIGHEST DEGREE WAS RECEIVED AND PLANS FOR AN ADVANCED DEGREE

Year Highest Degree was Received	Plans for an Advanced Degree: Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown	Column %	Row n
1939 or earlier					100.00		3.03	3
1940-1949					100.00		5.05	5
1950-1959					95.00	5.00	20.20	20
1960-1969					100.00		20.20	20
1970-1975				3.45	89.65	6.90	29.29	29
1976 or later		5.00		5.00	90.00		20.20	20
Unknown					50.00	50.00	2.02	2
TOTAL n		1		2	92[a]	4		99
TOTAL %		1.01		2.02	92.93	4.04	100.00	

[a]Of this number, six males responded "No Plans" and were placed in the more appropriate group.

women, beginning in 1940 the increase in doctorates earned by the men during each decade has been 400 percent, zero percent, and 245 percent.

Type of Institution Granting Bachelor's Degree and Plans for an Advanced Degree

In this section, any association between plans for an advanced degree and whether individuals received their bachelor's degree from 1) a land-grant institution, 2) state college or university, 3) private college or university, or 4) an institution outside the United States of America is analyzed. Data in tables are presented in the form of percentages.

Bachelor's as Highest Degree (Women)

Table LIV shows that more women (44.71 percent) with bachelor's degrees as highest degree graduated from a state college or university than any other type of institution. This group also had the largest proportion (45.77 percent) of their number making plans for an advanced degree. Land-grant institutions ranked second in graduates in this categorical grouping with 36.78 percent.

Of the women in degree programs at the time of the study, the women who graduated from institutions outside the United States of America, even though their number was small, had the highest percentage of any group (26.92 percent) in advanced degree programs. Rank order of other types of institutions on this variable was (2) state colleges and universities (19.60 percent), (3) land-grant institutions (17.34 percent), and (4) private colleges and universities (16.20 percent). Data in the column for no plans show those receiving the bachelor's

TABLE LIV

PERCENTAGE DISTRIBUTION OF WOMEN WITH BACHELOR'S AS HIGHEST DEGREE BY TYPE OF INSTITUTION GRANTING BACHELOR'S DEGREE AND PLANS FOR AN ADVANCED DEGREE

Type Institution Granting Bachelor's Degree	Plans for an Advanced Degree								
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown	Column %	Row n
Land-grant Institution	40.77	21.75	16.29	10.23	7.11	2.67	1.18	36.78	3039
State College or University	31.92	23.98	21.79	13.35	6.25	1.52	1.19	44.71	3694
Private College or University	38.03	24.46	18.38	10.80	5.40	1.73	1.20	16.13	1333
Institution Outside United States	42.31	15.38	3.85	11.54	15.38	7.69	3.85	.31	26
Unknown	39.18	14.04	12.87	5.85	5.26	4.09	18.71	2.07	171
TOTAL n	3003	1901	1568	961	532	169	129		8263
TOTAL %	36.34	23.01	18.98	11.63	6.44	2.05	1.56	100.00	

degree from outside the United States of America also ranked highest (42.31 percent), while state colleges or universities ranked lowest (31.92 percent). Graduates from institutions from within the United States of America all reported high proportions who were "putting off" advanced study until sometime in the unspecified future ranging from 38.04 percent to 45.77 percent.

Master's as Highest Degree

Women. Scrutiny of data shown in Table LV reveals a similarity in the proportions of women with master's degrees who had received their bachelor's degree from a land-grant institution and a state college or university (40.36 percent and 39.04 percent, respectively). Proportions again were quite similar in all groups in degree programs at the time of the study; however, those who received their bachelor's degree outside the United States of America did have higher proportions (n=45).

Of the institutional arrangements within the United States of America, private colleges and universities had the largest representation in degree programs (12.25 percent) followed by state colleges and universities (11.27 percent) and land-grant institutions (10.60 percent). Graduates of land-grant institutions also ranked last in proportion planning for another degree and highest in no plans. State and private institutions reversed positions in the planning category (26.53 percent and 24.04 percent, respectively).

The same trend is evident among outside-USA graduates at both the bachelor's and master's degree levels. There is no association with plans for an advanced degree and type of institution granting the

TABLE LV

PERCENTAGE DISTRIBUTION OF WOMEN WITH MASTER'S AS HIGHEST DEGREE BY TYPE OF INSTITUTION GRANTING BACHELOR'S DEGREE AND PLANS FOR AN ADVANCED DEGREE

Type Institution Granting Bachelor's Degree	Plans for an Advanced Degree								
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown	Column %	Row n
Land-grant Institution	61.52	14.95	8.62	6.14	4.46	2.81	1.50	40.36	2669
State College or University	57.75	16.58	9.95	6.62	4.65	2.48	1.97	39.04	2582
Private College or University	58.32	16.27	7.77	7.04	5.21	2.74	2.65	16.54	1094
Institution Outside United States	55.56	13.33	8.89	8.89	6.67	2.22	4.44	.68	45
Unknown	51.12	14.35	9.42	7.17	1.79	2.69	13.45	3.37	223
TOTAL n	3910	1043	597	432	303	176	152		6613
TOTAL %	59.13	15.77	9.03	6.53	4.58	2.66	2.30	100.00	

bachelor's degree that can be noted when comparing bachelor's degree women with master's degree women.

Men. The majority of men with master's degrees received their bachelor's degree from a land-grant institution as is evidenced by data presented in Table LVI. The table proved to be void of data for men receiving their bachelor's degree from an institution outside the United States of America as was not the case for women at any degree level or men with a doctoral degree.

The men reported being actively involved in pursuing an advanced degree regardless of the type of institution from which they received their bachelor's degree; however, those from private colleges and universities ranked highest (66.66 percent), state colleges and universities ranked second (50.00 percent), and land-grant institutions ranked third with 41.18 percent participation in an advanced degree program. For those making plans for another degree, the rank order percentages were reversed.

Doctorate as Highest Degree

Women. Data in Table LVII support the finding that for every 2.17 AHEA female members having a doctorate, 1 received the bachelor's degree from a land-grant institution. The ratio of total women with doctorates to those receiving the bachelor's degree from a state college or university was 3.30:1.

There were 35 (2.76 percent) women at the doctoral level who received their bachelor's degree outside the United States of America compared with 45 (.68 percent) at the master's degree level and 26

TABLE LVI

PERCENTAGE DISTRIBUTION OF MEN WITH MASTER'S AS HIGHEST DEGREE BY TYPE OF INSTITUTION GRANTING BACHELOR'S DEGREE AND PLANS FOR AN ADVANCED DEGREE

Type Institution Granting Bachelor's Degree	Plans for an Advanced Degree							
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Column %	Row n
Land-grant Institution	11.76	29.41	17.65	23.53	17.65		51.52	17
State College or University		16.67	16.67	16.67	33.33	16.67	18.18	6
Private College or University	11.11	11.11	11.11	22.22	44.44		27.27	9
Institution Outside United States								
Unknown	1						3.03	11
TOTAL n	4	7	5	7	9	1		33
TOTAL %	12.12	21.21	15.15	21.21	27.27	3.03	100.00	

TABLE LVII

PERCENTAGE DISTRIBUTION OF WOMEN WITH DOCTORATE AS HIGHEST DEGREE BY TYPE OF INSTITUTION GRANTING BACHELOR'S DEGREE AND PLANS FOR AN ADVANCED DEGREE

Type Institution Granting Bachelor's Degree	Plans for an Advanced Degree						Column %	Row n
	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown		
Land-grant Institution	0.85		0.17	0.85	96.58	1.53	46.15	585
State College or University	0.52		0.26	1.04	94.53	3.64	30.28	384
Private College or University	3.04	0.43	0.43		91.31	4.78	18.14	230
Institution Outside United States				2.86	94.29	2.86	2.76	35
Unknown					73.53	26.47	2.69	34
TOTAL n	14	1	3	10	1196[a]	44		1268
TOTAL %	1.10	0.08	0.24	0.79	94.32	3.47	100.00	

[a]Of this number, 80 females responded "No Plans" and were placed in the more appropriate.

(.31 percent) at the bachelor's degree level. Thus, as the degree attainment increased there was a proportionate increase in the number of foreign-originated bachelor-degree recipients.

Those with bachelor's degrees from private colleges and universities ranked third in numbers in each degree categorical grouping (16.13 percent, bachelor's; 16.54 percent, master's; 18.14 percent, doctoral) compared with men for whom state colleges and universities were the third smallest representative group (18.18 percent, master's; 18.18 percent, doctoral).

Men. The data for men with doctorates show a different distribution for types of institutions from the data for men with master's degrees as seen in Table LVIII. The percentage of men who received their bachelor's degrees from private colleges or universities is larger while the proportion of men representing the land-grant institutions is smaller; however, the percentage for state colleges or universities is the same. The percentage of men who attended a private institution is nearly double that of the women with doctorates.

Current Student Status and Plans for an Advanced Degree

The association between plans for an advanced degree and the AHEA member's current student status are analyzed in this section. Members were asked to report if they were: 1) not enrolled as a student, 2) a student without an assistantship, or 3) a student with an assistantship. The wide range of responses in student status was expected; however, variation in response between student status and plans for

TABLE LVIII

PERCENTAGE DISTRIBUTION OF MEN WITH DOCTORATE AS HIGHEST DEGREE BY TYPE OF INSTITUTION GRANTING BACHELOR'S DEGREE AND PLANS FOR AN ADVANCED DEGREE

Type Institution Granting Bachelor's Degree	Plans for an Advanced Degree						Column %	Row n
	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown		
Land-grant Institution				2.86	88.57	8.57	35.35	35
State College or University		5.56			94.44		18.18	18
Private College or University				2.94	97.06		34.34	34
Institution Outside United States					100.00		5.05	5
Unknown					85.71	14.29	7.07	7
TOTAL n		1		2	92[a]	4		99
TOTAL %		1.01		2.02	92.93	4.04	100.00	

[a]Of this number, six males responded "No Plans" and were placed in the more appropriate group.

an advanced degree was not expected and is interpreted with caution.

Bachelor's as Highest Degree (Women)

On the 8,263 women with bachelor's degrees depicted in Table LIX, 78.36 percent reported they were not enrolled as students at the time of the study; however, 313 of them indicated they were in degree programs. Although these are seemingly contradictory statements, if the members were working toward a degree during unemployed periods throughout the year, it could indeed be an accurate report.

There were 1,492 of the women with bachelor's degrees as highest degree who indicated that they were enrolled as a student, 10.86 percent of whom were students with the benefits of an assistantship. Those reporting being a student yet having no plans for an advanced degree or not in a degree program could plausibly be satisfying certification requirements and not necessarily be seeking another degree.

Master's as Highest Degree

Women. Of the AHEA members described in Table LX, 80.95 percent were not enrolled as students; however, 109 reported being in a degree program. There were 947 master's degree women who reported being students at the time of the study and only 17.63 percent of these were afforded assistantships. Although only 63.67 percent of those who were enrolled as students were in degree programs, it may be assumed that the question was misunderstood or that master's-degree women also enrolled to fulfill requirements for their positions or were enrolled for personal enrichment.

TABLE LIX

PERCENTAGE DISTRIBUTION OF WOMEN WITH BACHELOR'S AS HIGHEST DEGREE BY CURRENT STUDENT STATUS AND PLANS FOR AN ADVANCED DEGREE

Current Student Status	Plans for an Advanced Degree							Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown		
Not Enrolled as Student	42.97	27.32	21.65	3.98	0.85	2.32	0.92	78.36	6475
Student Without Assistantship	6.17	6.69	9.62	47.67	28.27	0.38	1.20	16.10	1330
Student with Assistantship	3.70	2.47	3.70	32.72	56.17		1.23	1.96	162
Unknown	44.93	13.18	10.81	5.41	3.38	4.73	17.57	3.59	296
TOTAL n	3003	1901	1568	961	532	169	129		8263
TOTAL %	36.34	23.01	18.98	11.63	6.44	2.05	1.56	100.00	

TABLE LX

PERCENTAGE DISTRIBUTION OF WOMEN WITH MASTER'S AS HIGHEST DEGREE BY CURRENT STUDENT STATUS AND PLANS FOR AN ADVANCED DEGREE

Current Student Status	Plans for an Advanced Degree							Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown		
Not Enrolled as Student	67.12	17.39	9.30	1.53	.50	2.84	1.31	80.95	5353
Student Without Assistantship	19.36	9.36	8.33	34.36	25.26	1.15	2.18	11.79	780
Student with Assistantship	7.78	4.19	2.99	40.72	41.92	.60	1.80	2.53	167
Unknown	48.88	10.22	9.27	4.47	2.88	4.47	19.81	4.73	313
TOTAL n	3910	1043	597	432	303	176	152		6613
TOTAL %	59.13	15.77	9.03	6.53	4.56	2.66	2.30	100.00	

Men. In Table LXI, data show that 45.45 percent of the men were not enrolled as students; however, an even larger proportion (48.48 percent) were reported to be students at the time of the study. Highly unusual was the fact that there were equal numbers of men students with assistantships as those without assistantships. While only 75 percent of the men without assistantships were in degree programs, 100 percent of those having assistantships reported being in a degree program. This was not the case with the women.

Doctorate as Highest Degree

Women. The data in Table LXII point out that the majority (92.27 percent) of the doctoral level women were not enrolled as students because all had accomplished the doctorate and only 11 had plans for another degree. There were 2.44 percent who were enrolled as students but did not have assistantships. Only 10 or 0.79 percent had assistantships. It is plausible that those with doctorates but reporting to be enrolled as students could be doctoral candidates who felt they should record the doctorate as highest degree because they were so near completion.

Men. A review of data in Table LXIII reveals that 93.94 percent of the men with doctorates were not enrolled as students; however, three men indicated student status. Again it is assumed that they were doctoral candidates reporting the doctorate as highest degree held although they could have doctorates and have defined a post-doctoral appointment as an assistantship.

TABLE LXI

PERCENTAGE DISTRIBUTION OF MEN WITH MASTER'S AS HIGHEST DEGREE BY CURRENT STUDENT STATUS AND PLANS FOR AN ADVANCED DEGREE

Current Student Status	Plans for an Advanced Degree						Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed		
Not Enrolled as Student	20.00	40.00	26.67	6.67		6.67	45.45	15
Student Without Assistantship		12.50	12.50	50.00	25.00		24.24	8
Student with Assistantship				25.00	75.00		24.24	8
Unknown	50.00				50.00		6.06	2
TOTAL n	4	7	5	7	9	1		33
TOTAL %	12.12	21.21	15.15	21.21	27.27	3.03	99.99	

TABLE LXII

PERCENTAGE DISTRIBUTION OF WOMEN WITH DOCTORATE AS HIGHEST DEGREE BY CURRENT STUDENT STATUS AND PLANS FOR AN ADVANCED DEGREE

Current Student Status	Plans for an Advanced Degree						Column %	Row n
	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown		
Not Enrolled as Student	0.94	0.09			97.27	1.71	92.27	1170
Student Without Assistantship	3.23		6.45	19.35	64.52	6.45	2.44	31
Student with Assistantship	10.00		10.00	30.00	50.00		.79	10
Unknown	1.75			1.75	57.89	38.59	4.50	57
TOTAL n	14	1	3	10	1196[a]	44		1268
TOTAL %	1.10	0.08	.24	.79	94.32	3.47	100.00	

[a]Of this number, 80 females responded "No Plans" and were placed in the more appropriate group.

TABLE LXIII

PERCENTAGE DISTRIBUTION OF MEN WITH DOCTORATE AS HIGHEST DEGREE BY CURRENT STUDENT STATUS AND PLANS FOR AN ADVANCED DEGREE

Current Student Status	Plans for an Advanced Degree							
	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown	Column %	Row n
Not Enrolled as Student		1.08			94.62	4.31	93.94	93
Student Without Assistantship				50.00	50.00		2.02	2
Student with Assistantship				100.00			1.01	1
Unknown					100.00		3.03	3
TOTAL n		1		2	92[a]	4		99
TOTAL %		1.01		2.02	92.93	4.04	100.00	

[a]Of this number, six males responded "No Plans" and were placed in the more appropriate group.

Of the total AHEA population participating in this study (n=16,741), there were 14.09 percent (2,499) who were enrolled as students. However, of the student population (2,499), only 13.92 percent (348) reported having assistantships. The ratio did show an increase as the degree level advanced for women. For women with bachelor's as highest degree the ratio of the total number of students to the number of students having assistantships was 8.21:1; whereas, master's degree level women reported a ratio of 4.67:1 or total students to students awarded an assistantship.

Hours Worked per Week and Plans for an Advanced Degree

The only employment variable considered in relation to plans for an advanced degree was that of number of hours worked per week in current position(s). AHEA members were asked to respond by indicating whether they worked full-time (36 hours or more per week), three-fourths time, half-time, quarter-time, or less than quarter-time. Persons not employed in a current position could check not applicable. The existence of any association between hours worked weekly and plans for an advanced degree is analyzed in this section.

Bachelor's as Highest Degree (Women)

The majority of women with bachelor's as highest degree were employed on a full-time basis (66.48 percent). Half-time employed women represented 5.69 percent of those with bachelor's degrees and 3.49 percent were three-fourths time employed. Visual inspection of Table LXIV reveals that there were more women not employed than all

TABLE LXIV

PERCENTAGE DISTRIBUTION OF WOMEN WITH BACHELOR'S AS HIGHEST DEGREE BY HOURS WORKED PER WEEK AND PLANS FOR AN ADVANCED DEGREE

Hours Worked per Week	Plans for an Advanced Degree							Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown		
Full-time	32.46	22.34	22.97	13.31	5.97	1.80	1.15	66.48	5493
Three-fourths Time	33.33	23.61	19.79	12.85	6.94	2.78	0.69	3.49	288
Half-time	33.19	23.40	12.77	10.85	16.81	2.34	.64	5.69	470
Quarter-time	38.32	24.30	12.15	10.75	11.68	1.40	1.40	2.59	214
Less Than Quarter-time	52.82	24.65	11.27	4.93	3.52	1.76	1.06	3.44	284
Not Applicable	49.23	25.83	8.61	7.14	5.00	2.94	1.25	16.45	1359
Unknown	43.23	14.84	9.03	5.16	1.29	1.94	24.52	1.88	155
TOTAL n	3003	1901	1568	961	532	169	129		8263
TOTAL %	36.34	23.01	18.98	11.63	6.44	2.05	1.56	100.00	

those reporting three-fourths time or less employment combined (16.45 percent, 15.21 percent, respectively). Thus, there were 31.66 percent of the bachelor's degree women who were not employed or employed less than full-time.

Those who worked less than quarter-time, reported a higher proportion having no plans for another degree than any other group (52.82 percent). While 45.31 percent of full-time employed women had plans for an advanced degree sometime in the future, they were closely followed by the three-fourths time employed women (43.40 percent).

Of the 1,493 women in degree programs at the time of the study, 424 (16.21 percent) did not work or worked less than full-time of which 7.72 percent were to finish their degree program in less than one year.. and 8.49 percent were to finish in more than one year. Proportionately as many women who worked full-time as those working three-fourths time were actively involved in a degree program. Although 27.66 percent of the half-time employed women were in degree programs, frequency data revealed that the ratio of half-time employed women who were in degree programs compared with three-fourths time employed women in degree programs was 2.28:1. Quarter-time women also reported a high proportion in a degree program (22.43 percent) followed by the unemployment (12.14 percent). However, the full-time employed women represented 70.93 percent of all those in degree programs.

Master's as Highest Degree

Women. Data in Table LXV show that 69.86 percent of women with master's as highest degree were full-time employed compared with 66.48 percent with bachelor's degrees. Half-time employed women ranked

TABLE LXV

PERCENTAGE DISTRIBUTION OF WOMEN WITH MASTER'S AS HIGHEST DEGREE BY HOURS WORKED PER WEEK AND PLANS FOR AN ADVANCED DEGREE

Hours Worked per Week	Plans for an Advanced Degree							Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown		
Full-time	57.73	16.93	10.93	6.62	3.77	2.64	1.39	69.86	4620
Three-fourths Time	51.15	20.11	9.20	8.05	8.62	1.72	1.15	2.63	174
Half-time	41.62	16.77	6.89	17.96	13.77	1.50	1.50	5.05	334
Quarter-time	55.04	17.05	6.98	5.43	9.30	5.43	0.78	1.95	129
Less Than Quarter-time	62.60	20.61	3.82	3.05	4.58	3.05	2.29	1.98	131
Not Applicable	73.40	9.77	3.10	3.38	4.23	3.10	3.01	16.09	1064
Unknown	50.31	10.56	3.73	3.11	3.11	1.24	27.95	2.43	161
TOTAL n	3910	1043	597	432	303	176	152		6613
TOTAL %	59.13	15.77	9.03	6.53	4.58	2.66	2.30	99.99	

second (5.05 percent) in number as was the case at the bachelor's degree level (5.69 percent). A total of 27.70 percent (1,832) worked less than full-time or were not employed. Of the 1,832, 13.37 percent were in degree programs (or 3.70 percent of all women with master's as highest degree).

Half-time employed women reported 31.73 percent in degree programs. Ranked second in the proportion of women in degree programs were those who were employed three-fourthes time (16.67 percent). Master's-degree full-time employed women represented 65.31 percent of all those in degree programs compared with 70.93 percent at the bachelor's degree level. Also included in degree programs were 7.61 percent of the women who were not employed.

Men. Table LXVI shows that 69.70 percent of the men with master's degrees were full-time employed compared to 69.86 percent of the women at the same educational level. It should be highlighted that all but one male who was employed less than full-time was in a degree program. Also, 30.43 percent of the full-time employed males were actively pursuing an advanced degree.

Doctorate as Highest Degree

Women. A review of data in Table LXVII reveals that 82.97 percent of the females with doctorates were employed full-time, while 12.07 percent reported not being employed. Those women who reported being in a degree program are assumed to have reported their doctoral status prematurely or possibly to have been in post-doctoral study.

TABLE LXVI

PERCENTAGE DISTRIBUTION OF MEN WITH MASTER'S AS HIGHEST DEGREE BY HOURS WORKED PER WEEK AND PLANS FOR AN ADVANCED DEGREE

Hours Worked per Week	Plans for an Advanced Degree						Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed		
Full-time	13.04	30.43	21.74	17.39	13.04	4.35	69.70	23
Three-fourths Time				50.00	50.00		6.06	2
Half-time					100.00		9.09	3
Quarter-time					100.00		3.03	1
Less Than Quarter-time								
Not Applicable				100.00			6.06	2
Unknown	50.00				50.00		6.06	2
TOTAL n	4	7	5	7	9	1		33
TOTAL %	12.12	21.21	15.15	21.21	27.27	3.03	100.00	

TABLE LXVII

PERCENTAGE DISTRIBUTION OF WOMEN WITH DOCTORATE AS HIGHEST DEGREE BY HOURS WORKED PER WEEK AND PLANS FOR AN ADVANCED DEGREE

Hours Worked per Week	Plans for an Advanced Degree						Column %	Row n
	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown		
Full-time	1.33		0.19	0.38	94.77	3.33	82.97	1052
Three-fourths Time				11.11	88.89		1.42	18
Half-time				4.17	95.83		1.89	24
Quarter-time				20.00	80.00		0.39	5
Less Than Quarter-time					100.00		0.47	6
Not Applicable		0.65	0.65	1.31	94.12	3.26	12.07	153
Unknown					60.00	40.00	0.78	10
TOTAL n	14	1	3	10	1196[a]	44		1268
TOTAL %	1.10	0.08	0.24	0.79	94.32	3.47	100.00	

[a]Of this number, 80 women responded "No Plans" and were placed in the more appropriate group.

Men. Data shown in Table LXVIII reveal that 91.92 percent of the men with a doctorate were employed full-time compared with 82.97 percent of the women. The two men who reported being in a degree program are assumed to have been finishing requirements for the doctorate and to have reported doctoral status erroneously or possibly to have been in post-doctoral study.

TABLE LXVIII

PERCENTAGE DISTRIBUTION OF MEN WITH DOCTORATE AS HIGHEST DEGREE BY HOURS WORKED PER WEEK AND PLANS FOR AN ADVANCED DEGREE

Hours Worked per Week	Plans for an Advanced Degree							
	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown	Column %	Row n
Full-time		1.10		1.10	94.50	3.30	91.92	91
Three-fourths Time								
Half-time				100.00			1.01	1
Quarter-time								
Less Than Quarter-time								
Not Applicable					100.00		4.04	4
Unknown					66.67	33.33	3.03	3
TOTAL n		1		2	92[a]	4		99
TOTAL %		1.01		2.02	92.93	4.04	100.00	

[a]Of this number, six men responded "No Plans" and were placed in the more appropriate group.

CHAPTER V

COMPENDIUM AND SELECTED HIGHLIGHTS

The year 1979 marked the first attempt of the American Home Economics Association to obtain a comprehensive census of its membership. The problem identified by this study resulted from scrutiny of data collected by that membership survey. After a careful inspection of the data, it was concluded that an inordinate number of AHEA members were reporting no plans for an advanced degree. Ergo, the problem was identified as to determine if and how selected personal, educational, and employment characteristics differ for professional home economists at the various levels of commitment for an advanced degree.

Purposes

The purposes of the study were to 1) establish profiles focusing on plans for advanced degrees and selected characteristics which rationally could be expected to affect plans for advanced degrees, and 2) to determine the combination of characteristics which best explains the extent of plans for an advanced degree.

Objectives

Briefly stated, the objectives growing out of the purposes of this study were: 1) to establish profiles of AHEA members in terms of plans

for advanced degrees and selected personal, educational, and employment characteristics, 2) to compare characteristics of five groups of home economists categorized by sex and highest degree earned in regard to plans for advanced degrees, and 3) to identify any associations between plans for an advanced degree and seven personal characteristics, seven educational characteristics, and one employment characteristic. The personal characteristics were sex, age, marital status, number of children, age range of children, racial or ethnic group, and contribution to family income. The educational characteristics were highest degree held, student status, year highest degree obtained, age at receiving bachelor's degree, plans for an advanced degree, type of institution from which bachelor's degree was received, and major emphasis of study at bachelor's, master's, and doctoral levels. The employment characteristic was hours worked per week.

Methodology

With special permission from AHEA, this study used data collected by the 1979 AHEA Membership Survey. Survey instruments were mailed to 34,562 AHEA members from January to July in 1979. By September, 1979, a 51 percent response had been received; however, there was a usable response rate of 49 percent. Responses came from members representing 52 affiliated state associations (including Puerto Rico and the District of Columbia) and 12 foreign countries.

Data from the AHEA membership survey were recorded on a 9-track, 1600 BPI, non-labeled tape. In order to obtain the data a proposal was submitted to the AHEA Membership Survey Advisory Committee for

permission to use the data from 24 of the 68 variables. The 24 variables were selected in an attempt to determine specific characteristics which rationally could be expected to affect aspirations for advanced degrees.

The data recorded on the tape were in the form of numeric and alphabetic codes when received from the AHEA headquarters in December, 1979. The 9-track tape included both raw survey record data and condensed survey record data. The raw data consisted of a record of whether or not the respondent marked each of the 579 possible responses to the 68 items by recording either a 0 or 1 for a response and a blank for a non-response. The condensed data recorded only the code for the specific response(s) marked for each item. In addition to the data obtained from the questionnaire, extant basic membership record data were also recorded on the tape.

Data were selected from the tape to correspond with each variable identified in the objectives. Data were analyzed after respondents had been divided into eight categorical groupings (sex and highest degree) by means of computer sorting. Three of the categorical groups, men with bachelor's degrees, and men and women with education specialist's degrees, were excluded from analyses related to plans for an advanced degree because of too small a number.

Data were analyzed by visual inspection of chi square contingency tables due to the vast number of respondents (16,894). Other statistical treatments would have inevitably shown significant differences with each variable because N approached infinity. Selected personal,

educational, and employment characteristics were analyzed in relation to plans for an advanced degree to ascertain any association between the variables.

Assumptions

The assumptions of the study were that: 1) all home economics professionals answered the questionnaire truthfully, 2) participants in the study were representative of the total population, and 3) it is desirable for home economists to earn advanced degrees.

Findings

As a result of this study various profiles of AHEA members are presented illustrating characteristics of members at various stages of aspiration for advanced degrees. Data were processed in such a manner as to control for sex and highest degree. Most tables were presented in percentages because of the vast contrast in frequencies between men and women. A summary of findings is presented in this section of the report. The findings of this study achieve the objectives of the research. The findings related to each of the three objectives are interwoven throughout the chapter in order to focus on the major characteristics in question and to eliminate repetition.

Profiles of AHEA Members

In general, AHEA members were found to be female (99.1 percent) with a bachelor's as highest degree (49.5 percent). They were 40 years old or younger (57.3 percent), married (69.9 percent) but having few or no children. AHEA members tended to be either contributing 40 to 60 percent to their household's income (29.1 percent) or

the sole source of income (28.6 percent). The majority (80.3 percent) were not enrolled as students and 43 percent had no plans for advanced degrees.

In order to summarize profiles descriptive of AHEA members, summary tables are presented to highlight the 15 selected characteristics. Modal distributions for the total population are used to present the profile of the typical AHEA member in 1979 as reflected in Table LXIX.

Women. The female AHEA members were found to have either a bachelor's degree (49.8 percent) or a master's degree (39.9 percent). A majority of the women were 40 years old or younger (57.3 percent) and married (61.7 percent). Those without children (49.99 percent) were very similar in number to those who had children (50.01 percent). The amount of household income provided by women was concentrated in two categories: sole source of income (28.5 percent) and co-equal source of income (29.2 percent). More than 40 percent of the women had no plans for advanced degrees and only 15.51 percent were enrolled in a degree program at the time of the study.

Men. Less than one percent (n=150) of the 16,741 participants in the study were men; however, of that number, 66 percent reported having a doctorate. One half of the men were between the ages of 26 and 40 years old. The majority of the men were married (70.01 percent) and had children (61.34 percent). Men were either sole source of their household's income (36.67 percent) or the major source of income (36.67 percent). Those who were not enrolled as students equaled 78.67 percent of the male population; however, only 3.33 percent had no plans for advanced degrees.

TABLE LXIX

PROFILE OF AHEA MEMBERS EXPRESSED IN TERMS OF MODES (n=16,741)

Sex	Female
Age	26-30 Years
Race	White
Marital Status	Married
Number of Children	None
Age Range of Children	NA
Contribution to Household Income	40-60%
Age Range at Bachelor's Degree	25 or Under
Year Highest Degree Received	1976 or Later
Type of Institution Granting Bachelor's Degree	State College or University
Current Student Status	Non-student
Major at Highest Degree[a]	General Home Economics
Highest Degree	Bachelor's Degree
Plans for an Advanced Degree	No Plans
Employment Status	Full-time

[a]See Appendix B for majors code for this and subsequent tables.

In table LXX, profiles are summarized to show the characteristic differences between male and female AHEA members as determined by modal distributions. The subsequent profiles represent modal distributions of analytical groupings of sex and highest degree earned by plans for advanced degrees.

Profiles of Women With Bachelor's as Highest Degree

Illustrated in Table LXXI are the modal distributions of the 15 characteristics as they related to women with bachelor's as highest degree and their plans for advanced degrees. Data reveal that those with no plans for advanced degrees (36.34 percent) were older (51-55 years of age), white, married, full-time employed, contributing 40 to 60 percent to their family income, and had received their bachelor's degree from a land-grant institution at or before the age of 25.

Those who were in degree programs were younger (25 or under; 26-30), white, married, no children, contributing to the family income either 40-60 percent or 100 percent, full-time employed and graduated from a state college or university since 1970. All were general home economics majors.

Women with future plans for advanced degrees were 25 years old or under, married, full-time employed and either contributing 100 percent or less than 10 percent of their family's income.

There were 169 women with bachelor's degree who felt they had completed the highest degree available in their field.

TABLE LXX

PROFILES OF MALE AND FEMALE AHEA MEMBERS EXPRESSED IN TERMS OF MODES (n=150 men; 16,591 women)

Characteristics	Female	Male
Age	26-30 Years	31-35 Years
Race	White	White
Marital Status	Married	Married
Number of Children	None	None
Age Range of Children	NA	NA
Contribution to Household Income	40-60%	> 60%; Sole Source[a]
Age Range at Bachelor's Degree	25 or Under	25 or Under
Year Highest Degree Received	1976 or Later	1976 or Later
Type of Institution Granting Bachelor's Degree	State College or University	Land-grant Institution
Current Student Status	Non-student	Non-student
Major at Highest Degree	General Home Economics	Family Relations, Child Development
Highest Degree	Bachelor's Degree	Doctoral Degree
Plans for an Advanced Degree	No Plans	Completed Highest
Employment Status	Full-time	Full-time

[a]Bi-modal distribution.

TABLE LXXI

PROFILE OF WOMEN WITH BACHELOR'S AS HIGHEST DEGREE EXPRESSED IN TERMS OF MODES (n=8263)

Characteristics	Plans for an Advanced Degree					
	No Plans (n=3003; 36.34%)	Future Plans (n=1901; 23.01%)	Plans 2-3 Yrs. (n=1568; 18.98%)	Finish 12 + Mos. (n=961; 11.63%)	Finish 9-12 Mos. (n=532; 6.44%)	None; Completed (n=169; 2.04%)
Age	51-55	25 or Under	25 or Under	25 or Under	26-30	51-55;56-60[a]
Race[b]	White	Asian	Spanish	American Indian	American Indian	White
Race	White	White	White	White	White	White
Marital Status	Married	Married	Married	Married	Married	Married
Number of Children	None	None	None	None	None	1-2
Age Range of Children	NA[c]	NA	NA	NA	NA	18-24
Contribution to Household Income	40-60%	Less than 10%	Sole Source	Sole Source	40-60%	40-60%
Age Range at Bachelor's Degree	25 or Under	25 or Under	25 or Under	25 or Under	25 or Under	25 or Under
Year Highest Degree Received	1940-1949[a] 1960-1969	1976 or Later	1976 or Later	1970-1975	1970-1975	1940-1949
Type of Institution Granting Bachelor's Degree	Land-grant Institution	State College or University	State College or University	State College or University	State College or University	Land-grant Institution
Current Student Status	Non-student	Non-student	Non-student	Student w/o Assistantship	Student w/ Assistantship	Non-student
Major at Highest Degree	General Home Economics	General Home Economics	General Home Economics	General Home Economics	General Home Economics	General Home Economics
Employment Status	Full-time	Full-time	Full-time	Full-time	Full-time	Full-time

[a]Bi-modal distribution.

[b]Modes reported in this row are the only ones based on proportions.

[c]Not Applicable.

Profiles of Women With Master's as Highest Degree

Table LXXII summarizes women with master's as highest degree and their plans for advanced degrees. Data show that all women in this categorical grouping were married, full-time employed and contributing 40 to 60 percent to their household's income.

Women with no plans for advanced degrees (59.13 percent) and those who had completed the highest degree in their field (2.61 percent) were older (56-60 years old) than those who were in degree programs or planning advanced degrees (26-35 years old). General home economics was the major emphasis of study at the master's degree level; however, only 11.11 percent were in advanced degree programs working toward another degree.

Profiles of Women With Doctorate as Highest Degree

Data in Table LXXIII provide a summary of women with doctorates. Modal distributions reveal that such women were between 36 and 40 years old, white, married but without children, full-time employed, and sole source of household income. Educationally, they received their bachelor's degree at age 25 or younger from a land-grant institution and their doctorates since 1970 in general home economics.

Profiles of Men With Master's as Highest Degree

Table LXXIV yields data to show that nearly half of the men with a master's degree were in degree programs working toward a more advanced

TABLE LXXII

PROFILE OF WOMEN WITH MASTER'S AS HIGHEST DEGREE EXPRESSED IN TERMS OF MODES (n=6613)

Characteristics	Plans for an Advanced Degree					
	No Plans (n=3910; 59.13%)	Future Plans (n=1043; 15.77%)	Plans 2-3 Yrs. (n=597; 9.03%)	Finish 12 + Mos. (n=432; 6.53%)	Finish 9-12 Mos. (n=303; 4.58%)	None; Completed (n=176; 2.61%)
Age	56-60	31-35	26-30	26-30	26-30	56-60
Race[a]	White	Asian	Black	Alaskan	Spanish	American Indian
Race	White	White	White	White	White	White
Marital Status	Married	Married	Married	Married	Married	Married
Number of Children	None	None	None	None	None	None
Age Range of Children	NA[b]	NA	NA	NA	NA	NA
Contribution to Household Income	40-60%	40-60%	40-60%	40-60%	40-60%	40-60%
Age Range at Bachelor's Degree	25 or Under	25 or Under	25 or Under	25 or Under	25 or Under	25 or Under
Year Highest Degree Received	1960-1969	1970-1975	1976 or later	1970-1975	1976 or later	1960-1969
Type of Institution Granting Bachelor's Degree	Land-grant Institution	State College or University	State College or University	State College or University	Land-grant; State College[c]	Land-grant Institution
Current Student Status	Non-student	Non-student	Non-student	Student w/o Assistantship	Student w/o Assistantship	Non-student
Major at Highest Degree	General Home Economics	General Home Economics	General Home Economics	General Home Economics	General Home Economics	General Home Economics
Employment Status	Full-time	Full-time	Full-time	Full-time	Full-time	Full-time

[a] Modes reported in this row are the only ones based on proportions.

[b] Not applicable.

[c] Bimodal distribution.

TABLE LXXIII

PROFILE OF WOMEN WITH DOCTORAL AS HIGHEST DEGREE EXPRESSED IN TERMS OF MODES (n=1268)

Characteristics	Plans for an Advanced Degree				
	Future Plans (n=14; 1.10%)	Plans 2-3 Yrs. (n=1; .08%)	Finish 12 + Mos. (n=3; .24%)	Finish 9-12 Mos. (n=10; .79%)	None; Completed (n=1196; 94.32%)
Age	36-40	36-40	36-40	46-50	36-40
Race[a]	Asian	White	White	Black	Alaskan
Race	White	White	Whice	White	White
Marital Status	Married	Married	Married; Widowed Separated[b]	Married	Married
Number of Children	None	1-2	1-2	None	None
Age Range of Children	NA	5 years or under	13-17	NA	NA
Contribution to Household Income	40-60%	Less than 10%	Sole Source	40-60%;Sole Source[c]	Sole Source
Age Range at Bachelor's Degree	25 or Under	25 or Under	25 or Under	25 or Under	25 or Under
Year Highest Degree Received	1970-1975	1976 or Later	1960-1969;1970-1975 1976 or Later[b]	1976 or Later	1970-1975
Type of Institution Granting Bachelor's Degree	Private College	Private College	Land-Grant; State College; Private College[b]	Land-Grant Institution	Land Grant Institution
Current Student Status	Non-student	Non-student	Student w/o Assistantship	Student w/o Assistantship	Non-student
Major at Highest Degree	General Home Economics;FRCD[c]	FRCD	Consumer Studies General Home Economics[c]	Consumer Studies FRCD;FNIA[c]	General Home Economics
Employment Status	Full-time	Not Employed	Full-time	Full-time	Full-time

[a]Modes reported in this row are the only ones based on proportions.

[b]Multi-modal distribution.

[c]Bi-modal distribution.

TABLE LXXIV

PROFILE OF MEN WITH MASTER'S AS HIGHEST DEGREE EXPRESSED IN TERMS OF MODES (n=33)

Characteristics	Plans for an Advanced Degree					
	No Plans (n=4; 12.12%)	Future Plans (n=7; 21.21%)	Plans 2-3 Yrs. (n=5; 15.15%)	Finish 12 + Mos. (n=7; 21.21%)	Finish 9-12 Mos. (n=9; 27.27%)	None; Completed (n=1; 3.03%)
Age	45-50	26-30;36-40[a]	26-30	26-30	26-30	51-55
Race[b]	White	American Indian	White	White	Asian	White
Race	White	White	White	White	White	White
Marital Status	Single	Married	Single[a] Married	Married	Married	Married
Number of Children	None	None	None	None	None	3-4
Age Range of Children	NA;6-12;13-17[c]	NA	NA	NA	NA	13-17;18-24;25-30[c]
Contribution to Household Income	100%; >60%[a]		100%; >60%[a]	40-60 %	Sole Source	>60%
Age Range at Bachelor's Degree	25 or Under	25 or Under	25 or Under	25 or Under	25 or Under	25 or Under
Year Highest Degree Received	1970-1975	1970-1975	1976 or Later	1970-1975	1976 or Later	1950-1959
Type of Institution Granting Bachelor's Degree	Land-grant Institution	Land-grant Institution	Land-grant Institution	Land-grant Institution	Private College	State College or University
Current Student Status	Non-student	Non-student	Non-student	Student w/ Assistantship	Student w/ Assistantship	Non-student
Major at Highest Degree	FRCD	FRCD	FNIA	FRCD	FRCD	General Home Economics
Employment Status	Full-time	Full-time	Full-time	Full-time	Full-time	Full-time

[a]Bi-modal distribution.

[b]Modes reported in this row are the only ones based on proportions.

[c]Multi-modal distribution.

degree (48.48 percent). The men who were in degree programs were younger (26-30 years old), white, married, no children, employed full-time and providing either 40 to 60 percent or 100 percent of their household's income. Unlike the women, male students had assistantships and a family relations and child development background.

Men with no plans were older (45-50 years old), white, single, employed full-time and contributing more than 60 percent of their household's income.

Profiles of Men With Doctorate as Highest Degree

Table LXXV is a summary of men having accomplished the doctorate. Data in the table show that the men were 31 to 35 years of age, white, married, having as many as four children, full-time employed and providing more than 60 percent to their household income. They received their bachelor's degree from a private college at age 25 or under and selected family relations and child development for their major emphasis of study at the doctoral level. (Chapter V employs modes.)

Profiles of AHEA Members With No Plans for Advanced Degrees

A cross section of AHEA members, regardless of categorical groupings as shown in Table LXXVI, reveals that members with no plans for advanced degrees were generally older. The women were married; however, the men were single. Men had a major in family relations while the women were general home economics majors. Other aspects of the "no-plan" profile indicated that members were female, full-time employed,

TABLE LXXV

PROFILE OF MEN WITH DOCTORAL AS HIGHEST DEGREE EXPRESSED IN TERMS OF MODES (n=99)

Characteristics	Plans for an Advanced Degree		
	Plans 2-3 Yrs. (n=1; 1.01%)	Finish 9-12 Mos. (n=2; 2.02%)	None; Completed (n=92; 92.93%)
Age	31-35	31-35;36-40[a]	31-35
Race Race	White White	White White	American Indian;Asian White[b]
Marital Status	Married	Married	Married
Number of Children	1-2	None;3-4[a]	1-2;3-4[a]
Age Range of Children	5 years old or under	5 years old or under; 6-12;NA[b]	18-24
Contribution to Household Income	40-60%	10-40%; >60%[a]	>60%
Age Range at Bachelor's Degree	25 or Under	25 or Under	25 or Under
Year Highest Degree Received	1976 or Later	1970-1975;1976 or Later[a]	1970-1975
Type of Institution Granting Bachelor's Degree	State College or University	Land-grant; Private College[a]	Private College
Current Student Status	Non-Student	Student w/Assistantship Student w/o Assistantship[a]	Non-student
Major at Highest Degree	General Home Economics	Family Relations, Child Development	Family Relations, Child Development
Employment Status	Full-time	Full-time; Half-time[a]	Full-time

[a]Bi-modal distribution.

[b]Multi-modal distribution.

TABLE LXXVI

PROFILES OF AHEA MEMBERS WITH NO PLANS FOR AN ADVANCED DEGREE EXPRESSED IN TERMS OF MODES

Characteristics	Plans for an Advanced Degree		
	No Plans (n=3003; 36.34%) Bachelor's Degree (Women)	No Plans (n=3910; 59.13%) Master's Degree (Women)	No Plans (n=4; 12.12%) Master's Degree (Men)
Age	51-55	56-60	45-50
Race[a]	White	White	
Race	White	White	White
Marital Status	Married	Married	Single
Number of Children	None	None	None
Age Range of Children	NA	NA	NA;6-12;13-17[b]
Contribution to Household Income	40-60%	40-60%	100%; >60%[c]
Age Range at Bachelor's Degree	25 or Under	25 or Under	25 or Under
Year Highest Degree Recieved	1940-1949; 1960-1969[c]	1960-1969	1970-1975
Type of Institution Granting Bachelor's Degree	Land-grant Institution	Land-grant Institution	Land-grant Institution
Current Student Status	Non-student	Non-student	Non-student
Major at Highest Degree	General Home Economics	General Home Economics	Family Relations, Child Development
Employment Status	Full-time	Full-time	Full-time

[a]Modes reported in this row are the only ones based on proportions.

[b]Multi-modal distributions.

[c]Bi-modal distributions.

responsible for approximately half of their household's financial income and had a master's as highest degree.

Profiles of AHEA Members With Future Plans for Advanced Degrees

Data in Tables LXXVII and LXXVIII provide profiles of AHEA members in all degree groupings who have plans to begin a degree program in the future (unspecified future or within 2-3 years). All were full-time employed and men generally provided a greater proportion of household income than women, with few exceptions.

The majority of AHEA members with future plans for advanced degrees had a bachelor's as highest degree, were female, 25 years old or younger, married, and without children.

The men's educational background was either in family relations and child development or food, nutrition, institutional administration while data for the majority of women showed general home economics as their major emphasis of study at highest degree.

Profiles of AHEA Members in Degree Programs

Tables LXXIX and LXXX summarize data to show that most AHEA members in degree programs were female, 26 to 30 years old, with bachelor's as highest degree. This group with student status was full-time employed and providing half or more of their household's income. As in other profiles, the majority had majored in the general home economics areas for their highest degrees. Proportionately, men were far more likely to have assistantships than women.

TABLE LXXVII

PROFILES OF AHEA MEMBERS WITH PLANS TO ENTER A DEGREE PROGRAM IN THE UNSPECIFIED FUTURE EXPRESSED IN TERMS OF MODES

Characteristics	Plans for an Advanced Degree			
	Future Plans (n=1901; 23.01%) Bachelor's Degree (Women)	Future Plans (n=1043; 15.77%) Master's Degree (Women)	Future Plans (n=7; 21.21%) Master's Degree (Men)	Future Plans (n=14; 1.10%) Doctoral Degree (Women)
Age	25 or Under	31-35	26-30;36-40[a]	36-40
Race[b]	Asian	Asian	American Indian	Asian
Race	White	White	White	White
Marital Status	Married	Married	Married	Married
Number of Children	None	None	None	None
Age Range of Children	NA	NA	NA	NA
Contribution to Household Income	<10%	40-60%	>60%	40-60%
Age Range at Bachelor's Degree	25 or Under	25 or Under	25 or Under	25 or Under
Year Highest Degree Recieved	1976 or Later	1970-1975	1970-1975	1970-1975
Type of Institution Granting Bachelor's Degree	State College or University	State College or University	Land-grant Institution	Private College
Current Student Status	Non-student	Non-student	Non-student	Non-student
Major at Highest Degree	General Home Economics	General Home Economics	Family Relations, Child Development	General Home Economcs; FRCD[a]
Employment Status	Full-time	Full-time	Full-time	Full-time

[a]Bi-modal Distribution.

[b]Modes reported in this row are the only ones based on proportions.

TABLE LXXVIII

PROFILES OF AHEA MEMBERS WITH PLANS FOR AN ADVANCED DEGREE IN 2-3 YEARS EXPRESSED IN TERMS OF MODES

Characteristics	Plans for an Advanced Degree				
	Plans 2-3 Yrs. (n=1568; 18.98%) Bachelor's Degree (Women)	Plans 2-3 Yrs. (n=597; 9.03%) Master's Degree (Women)	Plans 2-3 Yrs. (n=5; 15.15%) Master's Degree (Men)	Plans 2-3 Yrs. (n=1; .08%) Doctoral Degree (Women)	Plans 2-3 Yrs. (n=1; 1.01%) Doctoral Degree (Men)
Age	25 or Under	26-30	26-30	36-40	31-35
Race[a] Race	Spanish White	Black White	White White	White White	White White
Marital Status	Married	Married	Single Married[b]	Married	Married
Number of Children	None	None	None	1-2	1-2
Age Range of Children	NA	NA	NA	5 Years or Under	5 Years or Under
Contribution to Household Income	Sole Source	40-60%	100%; >60%[b]	<10%	40-60%
Age Range at Bachelor's Degree	25 or Under	25 or Under	25 or Under	25 or Under	25 or Under
Year Highest Degree Received	1976 or Later	1976 or Later	1976 or Later	1976 or Later	1976 or Later
Type of Institution Granting Bachelor's Degree	State College or University	State College or University	Land-grant Institution	Private College	State College or University
Current Student Status	Non-student	Non-student	Non-student	Non-student	Non-student
Major at Highest Degree	General Home Economics	General Home Economics	Foods, Nutrition, Institutional Administration	Family Relations, Child Development	General Home Economics
Employment Status	Full-time	Full-time	Full-time	Not Employed	Full-time

[a]Modes reported in this row are the only ones based on proportions.

[b]Bi-modal distribution.

TABLE LXXIX

PROFILES OF AHEA MEMBERS WHO WERE IN DEGREE PROGRAMS DUE TO FINISH IN MORE THAN ONE YEAR EXPRESSED IN TERMS OF MODES

Characteristics	Plans for an Advanced Degree			
	Finish 12 + Mos. (n=961; 11.63%) Bachelor's Degree (Women)	Finish 12 + Mos. (n=432; 6.53%) Master's Degree (Women)	Finish 12 + Mos. (n=7; 21.21%) Master's Degree (Men)	Finish 12 + Mos. (n=3; .24%) Doctoral Degree (Women)
Age	25 or Under	26-30	26-30	36-40
Race[a]	American Indian	Alaskan	White	Black
Race	White	White	White	White
Marital Status	Married	Married	Married	Married;Widowed; Separated[b]
Number of Children	None	None	None	1-2
Age Range of Children	NA	NA	NA	5 Years or Under
Contribution to Household Income	Sole Source	40-60%	40-60%	Sole Source
Age Range at Bachelor's Degree	25 or Under	25 or Under	25 or Under	25 or Under
Year Highest Degree Received	1970-1975	1970-1975	1970-1975	1960-1969;1970-1975; 1976 or Later[b]
Type of Institution Granting Bachelor's Degree	State College or University	State College or University	Land-grant Institution	Land-grant; State College; Private College[b]
Current Student Status	Student w/o Assistantship	Student w/o Assistantship	Student w/ Assistantship	Student w/o Assistantship
Major at Highest Degree	General Home Economics	General Home Economics	Family Relations, Child Development	Consumer Studies; General Home Ec.[c]
Employment Status	Full-time	Full-time	Full-time	Full-time

[a]Modes reported in this row are the only ones based on proportions.

[b]Multi-modal distribution.

[c]Bi-modal distribution.

TABLE LXXX

PROFILES OF AHEA MEMBERS WHO WERE IN DEGREE PROGRAMS DUE TO FINISH IN 9-12 MONTHS EXPRESSED IN TERMS OF MODES

Characteristics	Plans for an Advanced Degree				
	Finish 9-12 Mos. (n=532; 6.44%) Bachelor's Degree (Women)	Finish 9-12 Mos. (n=303; 4.58%) Master's Degree (Women)	Finish 9-12 Mos. (n=9; 27.27%) Master's Degree (Men)	Finish 9-12 Mos. (n=10; .79%) Doctoral Degree (Women)	Finish 9-12 Mos. (n=2; 2.02%) Doctoral Degree (Men)
Age	26-30	26-30	26-30	46-50	31-35;36-40[a]
Race[b] Race	American Indian White	Spanish White	Asian White	Black White	White White
Marital Status	Married	Married	Married	Married	Married
Number of Children	None	None	None	None	None;3-4[a]
Age Range of Children	NA	NA	NA	NA	5 years or under; 6-12;NA[c]
Contribution to Household Income	40-60%	40-60%	Sole Source	40-60%;Sole Source[a]	10-40%; >60%[a]
Age Range at Bachelor's Degree	25 or Under	25 or Under	25 or Under	25 or Under	25 or Under
Year Highest Degree Received	1970-1975	1976 or Later	1976 or Later	1976 or Later	1970-1975; 1976 or Later[a]
Type of Institution Granting Bachelor's Degree	State College or University	Land-grant; State College[a]	Private College	Land-grant Institution	Land-grant; Private College[a]
Current Student Status	Student w/ Assistantship	Student w/o Assistantship	Student w/ Assistantship	Student w/o Assistantship	Student w/Asst.; Student w/o Asst.[a]
Major at Highest Degree	General Home Economics	General Home Economics	Family Relations, Child Development	Consumer Studies; FRCD;FNIA[c]	Family Relations, Child Development
Employment Status	Full-time	Full-time	Full-time	Full-time	Full-time; Half-time[a]

[a]Bi-modal distribution.

[b]Modes reported in this row are the only ones based on proportions.

[c]Multi-modal distribution.

Profiles of AHEA Members Who Had Completed Highest Degree

As shown in Table LXXI, members at all degree levels reported having completed the highest degree available in their field; however, the reader must use discretion when viewing these data. The AHEA members who had completed the doctorate were 31 to 40 years of age, white, married, full-time employed and providing more than 60 percent of their household's income. The male members reported having children in primarily the 18 to 24 age group. Men with doctorates began their educational career at a private college while the women were more likely to have attended a land-grant institution for their first degree.

Selected Highlights

Personal Characteristics

Sex. Of the 16,741 AHEA members whose responses were used in this study, 99.1 percent proved to be females compared with 0.9 percent males.

Age. Data concerning the age of men revealed that 87.87 percent of the master's and 59.59 percent of the doctoral degree men were 50 years old or younger.

Racial or Ethnic Group. Of the study respondents 93.7 percent were white; 3.60 percent Black; 0.8 percent Asian or Pacific Islander; 0.6 percent, Hispanic; and 0.2 percent American Indian.

Minorities represented 4.30 percent of the women at the bachelor's degree level; 5.61 percent, master's and 6.70 percent at the doctoral

TABLE LXXXI

PROFILES OF AHEA MEMBERS WHO HAD COMPLETED THE HIGHEST DEGREE IN THEIR FIELD EXPRESSED IN TERMS OF MODES

Characteristics	Plans for an Advanced Degree				
	None; Completed (n=169; 2.04%) Bachelor's Degree (Women)	None; Completed (n=176; 2.61%) Master's Degree (Women)	None; Completed (n=1; 3.03%) Master's Degree (Men)	None; Completed (n=1196; 94.32%) Doctoral Degree (Women)	None; Completed (n=92; 92.93%) Doctoral Degree (Men)
Age	51-55;56-60[a]	56-60	51-55	36-40	31-35
Race[b]	White	American Indian	White	Alaskan	Amer. Indian;Asian
Race	White	White	White	White	White
Marital Status	Married	Married	Married	Married	Married
Number of Children	1-2	None	3-4	None	1-2;3-4[a]
Age Range of Children	NA	NA	13-17;18-24;25-30[c]	NA	18-24
Contribution to Household Income	40-60%	40-60%	> 60%	Sole Source	>60%
Age Range at Bachelor's Degree	25 or Under	25 or Under	25 or Under	25 or Under	25 or Under
Year Highest Degree Received	1940-1949	1960-1969	1950-1959	1970-1975	1970-1975
Type of Institution Granting Bachelor's Degree	Land-grant Institution	Land-grant Institution	State College or University	Land-grant Institution	Private College
Current Student Status	Non-student	Non-student	Non-student	Non-student	Non-student
Major at Highest Degree	General Home Economics	General Home Economics	General Home Economics	General Home Economics	Family Relations, Child Development
Employment Status	Full-time	Full-time	Full-time	Full-time	Full-time

[a]Bi-modal distribution.

[b]Modes reported in this row are the only ones based on proportions.

[c]Multi-modal distribution.

degree level. Minority men in home economics had only a slight representation with 2 men at the master's degree level and 3 at the doctoral level.

Marital Status. The majority of AHEA members were married (70.01 percent, women; 61.73 percent, men). When controlling for highest degree held, married women were the largest group at each degree level and married men were the largest group at each degree level except for the bachelor's degree. In fact, in the five categorical groupings used for most analyses, married men and women were a majority at each degree level except for women doctorates (61.77 percent bachelor's degree women; 63.86 percent master's degree women, and 52.63 percent master's degree men; 49.05 percent of the women with doctorates compared with 79.80 percent of the men).

Children. The majority of professional home economists did not have children. Of those home economists having children, proportionately more reported children between 18 and 24 years of age than any other age. Men with doctorates had larger families than women with the same amount of education.

Income. Women who contributed co-equally to their household's income represented the largest proportion of women (29.21 percent); however, they were closely followed by those who provided the sole source of income to their households (28.52 percent). Those who provided sole source of income and major source of income were equally represented among the men (36.67 percent, 36.67 percent). When controlling for highest degree, women at all degree levels were more likely to be sole source of income, except for those with master's

degrees who were better represented in the co-equal classification. While the majority of men with bachelor's degree were the sole source of income, men with doctoral, master's and education specialist's degrees were more likely to report being a major source of income for their households.

Educational Characteristics

Only 111 respondents reported having received their bachelor's degree from an institution outside the United States. Approximately the same number of home economists received their bachelor's degree from a land-grant institution as did from a state college or university.

Highest Degree. Distributions of the women and men on highest degree earned revealed that of the total population 49.80 percent of the women had a bachelor's as highest degree compared with only 10 percent of the men. There were 62.67 percent of the men who reported having earned the highest degree available in their field; however, only 9.44 percent of the women made such a claim. The majority of respondents in all categorical groupings received their highest degree since 1970 with the exception that 49.49 percent of the male doctorates reported having received their degree in this time period.

Major Emphasis of Study

More women reported General Home Economics as the major emphasis of study for their highest degree than any other major. General Home Economics also includes Home Economics Education, Home Economics Communication, Home Economics Community Service, and Education. Food and Nutrition, Institutional Management ranked second among majors

for both men and women. More men in home economics reported Child Development and Family Relations as their major than any other major.

Employment Characteristic

Of the women with bachelor's as highest degree 66.48 percent were employed full-time.

Only 82.97 percent of the females with doctorates were employed full-time while 91.92 percent of the men with doctorates reported being employed full-time.

Plans for Advanced Degrees

The majority of all persons in graduate programs were married. The majority of professional home economists in a graduate program to be completed within 9-12 months reported having no children. The next largest group in that graduate program classification reported having only 1 or 2 children. Only 11 professional home economists in degree programs reported having 7 or more children. Of the respondents in a graduate degree program to finish within nine to 12 months, Whites were in the majority in each of the categorical groupings. Of all respondents in a graduate degree program, the majority had received their highest degree since 1970. The majority of all respondents in graduate degree programs received their bachelor's degree when they were 25 years old or younger.

Of the women with a bachelor's degree, those under 36 years of age were most likely to be in degree programs or making plans to enter a degree program. However, as many as 33.63 percent in that group had no plans. Women 25 years old or under with a master's degree were

most likely to aspire to an advanced degree. There were few women over 40 years old with plans for an advanced degree. Thus, there was a strong negative association between female age and plans for an advanced degree. Proportionately, more women had no plans for an advanced degree than men (43.12 percent, 3.33 percent, respectively). Of the master's degree women, 59.13 percent had no plans for an advanced degree in contrast with 36.34 percent of the women with bachelor's degrees. Of those women who were to finish their degree program in 9 to 12 months, 532 had bachelor's, 303 master's and 34 education specialist's as highest degree. Of the women who were in graduate degree programs and had a master's degree, 65.31 percent were employed full-time; the comparable figure for those who had a bachelor's degree was 70.93 percent.

Of the master's degree men who were the sole source of their household income, 50 percent were in graduate degree programs. Data revealed that 78.67 percent of the men were not students compared with 80.30 percent of the women. Only 13.92 percent of those enrolled as students reported having an assistantship. Of those reporting student status, approximatley one of every two males had an assistantship compared with one of every seven females. Of those respondents who had assistantships, the ratio of proportion of males to proportion of females was 3:1. Proportionately more assistantships were awarded as the level of degree sought advanced.

Conclusions and Recommendations

The following conclusions are drawn from the data collected by this study and the recommendations are directed to home economics administrators and faculty in higher education and to AHEA members.

AHEA is a national organization with a preponderance of young members. Young women (under 40 years of age) are more likely to pursue an advanced degree than older women. Male doctorates in AHEA are generally younger than female doctorates (most men were under 50 years of age). Since the majority of the members had earned their highest degrees since 1970, a possible reason for active participation in degree programs by these recent graduates may be their youth and knowing they still have plenty of time in which to reap the benefits of a more advanced degree.

There were 36.34 percent of the women with bachelor's as highest degree and 59.13 percent of the women with master's as highest degree who had no plans for an advanced degree; thus, it may be concluded that a minority of women aspire to a degree beyond the master's degree level. However, since 84 women with doctorates participating in this study were 61 to 65 years old and this study had only a 49 percent response rate, it may be concluded that nearly twice that number would soon be retiring thus reflecting future needs for replacements.

There was a negative association between being married and attaining a doctoral degree among women while the reverse was true for the men. The ratio of proportions for women and men who had completed the highest degree was 1:6.64. The fact that all the men except one received their bachelor's degrees by age 30 supports an interpretation

that men are not deterred by family responsibilities in attaining a degree as much as women are deterred by such responsibilities.

Having children did not prove to be a factor in pursuing an advanced degree for women with bachelor's degrees. Of those in degree programs only 20.52 percent reported having no children (15.76 percent had one or two children and 14.23 percent had three or four children). Women with master's degrees were less likely to pursue an advanced degree; especially was this true for those having children. AHEA members with children consistently reported the modal age range of their children to be between 18 and 24 years of age. Due to this fact, it can be concluded that the lack of plans for advanced degrees can be directly related to having college age children which could indeed dictate that the mothers continue to work to help finance the child's college years rather than her own. AHEA members in degree programs were more likely to have children in the 13 to 17 year old age group while those members who were only planning an advanced degree had children five years old or under and those with no plans had children in the 18 to 24 year old age group. AHEA members who had children in more than one age group were the least likely to have any plans for an advanced degree.

Even though the professional developmental thrust of some must be delayed for various reasons, all AHEA members need to be encouraged to develop their competencies regardless of sex, age, race, or family status. Recruiting strategies should be targeted toward all. Since the majority of women with master's as highest degree stopped seeking advanced degrees after age 40, they may need special encouragement to attempt the doctorate.

Proportionately more females (99.1 percent) than males (0.9 percent) are members of AHEA; however, although home economics has traditionally been a predominantly female profession, men have much to contribute to the further development and enrichment of home economics as a profession. Therefore, men need to be recruited to pursue home economics as their major emphasis of study as a potential benefit to the profession.

In Table LXXXI it can be noted that 346 home economists with bachelor's and master's degreesreported that they had completed the highest degree in their field. The fact that so many did not know about graduate programs in their field implies that colleges of home economics need to do a better job of educating their graduates about prospective graduate opportunities in the areas of home economics.

Because financial assistance is of prime concern, more assistantships should be budgeted to provide not only financial benefits but professional growth as well. Efforts to obtain external funding should be increased to finance these assistantships. Since residency requirements in some cases are a hindrance to the practicing home economist in pursuing an advance degree, attempts should be made to develop new approaches so advanced degree acquisition can be pursued by employed home economists without detracting from the quality of the program.

In order to increase enrollments in advanced degree programming, Moore's (1977) suggestion to develop a national information pool of home economists capable of pursuing advanced degrees and disseminate data to appropriate insititutional administrators who could initiate contact with prospective students is recommended.

Further study of AHEA data should be conducted to further refine these findings to provide a predictor model to facilitate identification of prospective graduate students of home economics.

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APPENDIX A

1979 AHEA MEMBERSHIP SURVEY QUESTIONNAIRE AND RESPONSE FORM

AMERICAN HOME ECONOMICS ASSOCIATION
2010 Massachusetts Avenue N.W.
Washington, D.C. 20036
202/862-8300

January 1979

Dear AHEA Member:

You can help strengthen Home Economics and the American Home Economics Association by completing and returning the enclosed 1978 AHEA Membership Survey. All members are being asked to contribute information so that a comprehensive profile of the AHEA Membership can be created. Information that only you can provide is required. We need your response by February 26, 1979.

The purpose of the survey is to supply information to help AHEA and State Associations more accurately describe characteristics of home economics professionals. By being cognizant of current membership characteristics and endeavors, the organization can more forcefully serve as a voice for the profession. Further, such information will be useful in making the concept of home economics held by our colleagues, and other individuals and groups with whom we make contact, a more accurate one.

The survey also gives you an opportunity to indicate your talents, interests, experiences, and specializations. By having such information available Association leaders can approach larger numbers of members to serve in various ways. Increased participation will strengthen our organization and the work we do.

Your responses will be kept confidential by use of special codes. Access to any information associated with an AHEA member will be strictly controlled: first by your instructions as indicated on the consent form, second by policies and procedures approved by the AHEA Board of Directors, and third by the screening of requests by the Membership Survey Advisory Committee and the AHEA Executive Director.

The survey information, which will be periodically updated, will be accessible especially to home economics researchers and AHEA officers, sections and state associations, subject to these controls.

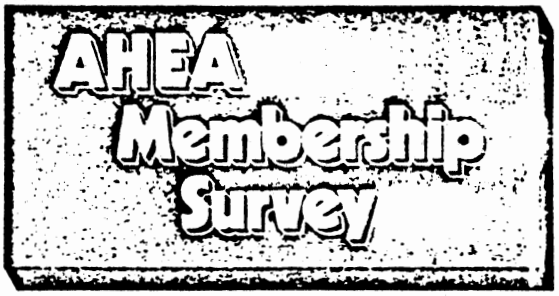
Your response to the 1978 AHEA Membership Survey can help AHEA and home economics have greater impact than ever before. Please return your survey in the enclosed envelope. May we receive it by February 26, 1979?

Sincerely,

Mary Ann Parthum
AHEA President

Beverly Crabtree
AHEA Immediate Past President

P.S. This comprehensive membership survey was approved by the 1977 AHEA Assembly of Delegates because of a pressing need for accurate data about home economics and the AHEA membership.



1978 AHEA Membership Survey Questionnaire

This 1978 AHEA Membership Survey has been designed and pilot-tested by a committee of AHEA members, and approved by the AHEA Board of Directors.

All responses to this questionnaire will be used to describe AHEA members' general and professional characteristics and will be handled in an anonymous and confidential manner. Another important use of the survey will be to aid AHEA and the state associations in identifying the human resource potential of our membership. Therefore you are requested to give permission to store your responses to the items in the questionnaire marked with an asterisk in a separate human resource file in which responses are identifiable by name. **Please sign the Consent Form on page 4 of the response form.**

If you have any questions concerning the survey, contact any member of the AHEA Membership Survey Advisory Committee. The Committee Members are:

Dr. Alyce Fanslow, Chairman
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PART I: General Information

The following information will be used to describe AHEA members' general and professional characteristics. Only those items marked with an asterisk (*) will be a part of the human resource file.

Directions: Blacken the space in front of the most appropriate response (on the response form). Choose one response per item unless specified otherwise. Use a soft lead pencil (No. 2).

When asked to specify, please do so at corresponding numbered space on the back page (page 4) of the response form.

Please respond to every item.

1

Personal Data

*1. Sex: 1
a. Male . . . a
b. Female . . . b

*2. Age range: 2
a. 25 years or under . . . a
b. 26-30 years . . . b
c. 31-35 years . . . c
d. 36-40 years . . . d
e. 41-45 years . . . e
f. 46-50 years . . . f
g. 51-55 years . . . g
h. 56-60 years . . . h
i. 61-65 years . . . i
j. 66-70 years . . . j
k. 71-75 years . . . k
l. 76 years or over . . . l

*3. Birthplace: 3
a. In USA . . . a
b. In USA Territories . . . b
c. Outside USA or Territories . . . c

*4. Racial or ethnic group: 4
a. Alaskan Native . . . a
b. American Indian . . . b
c. Asian or Pacific Islander . . . c
d. Black . . . d
e. Spanish or Mexican heritage . . . e
f. White (Other than of Spanish heritage) . . . f

5. Current marital status: 5
a. Single, never married . . . a
b. Married . . . b
c. Divorced . . . c
d. Widowed . . . d
e. Separated . . . e

6. Number of children (adoption, biological and/or guardianship): 6
a. None . . . a
b. 1-2 . . . b
c. 3-4 . . . c
d. 5-6 . . . d
e. 7 or more . . . e

7. Age ranges of children, regardless of residence (mark all that apply): 7
a. 5 years or under . . . a
b. 6-12 years . . . b
c. 13-17 years . . . c
d. 18-24 years . . . d
e. 25-30 years . . . e
f. 31 years or over . . . f
g. does not apply . . . g

2

8. Your individual contribution to your immediate household's money income: 8
a. Sole source of income . . . a
b. Major source of income (more than 60%) . . . b
c. Co-equal source of income (approximately 40-60%) . . . c
d. Contributing source of income (10-40%) . . . d
e. Minor or non-contributing source of income (less than 10%) e

9. Provided major financial support from your individual income during the past year to person(s) outside your immediate household: 9
a. Yes . . . a
b. No . . . b

10. Type of residence: 10
a. Detached, single family dwelling . . . a
b. Detached, multiple family dwelling (e.g., duplex, townhouse) . . . b
c. Apartment or multiple unit building (e.g., condominium, row house, garden apartment) . . . c
d. Mobile home . . . d
e. Rented room . . . e
f. Other . . . f

*11. Size of community in which you reside: 11
a. In metropolitan area of 500,000 or more . . . a
b. In metropolitan area of 50,000-499,999 . . . b
c. In urban area of 25,000-49,999 . . . c
d. In or near city of 10,000-24,999 . . . d
e. In or near town of 2,500-9,999 . . . e
f. In rural area with no population center as large as 2,500 . . . f

*12. Ability to read or speak foreign language(s) (mark all that apply): 12
a. None . . . a
b. Arabic . . . b
c. Chinese . . . c
d. French . . . d
e. German . . . e
f. Japanese . . . f
g. Portuguese . . . g
h. Russian . . . h
i. Spanish . . . i
j. Other . . . j

Education Data

*13. Degrees earned (mark all that apply): 13
a. Bachelor's degree . . . a
b. Master's degree . . . b
c. Education specialist's degree or professional diploma based on at least six years of college . . . c
d. Doctoral degree (e.g., Ph.D., Ed.D.) . . . d
e. Other professional degree; please specify (#13, page 4 of response form) . . . e

3

*14. Current certificates and licenses held: 14
a. None ..... a
b. Specify (#14, page 4 of response form) ..... b

*15. Major emphasis of bachelor's degree (mark two only if co-majors): 15
a. Consumer studies ..... a
b. Family economics/management ..... b
c. Family relations & child development c
d. Foods & nutrition ..... d
e. General home economics ..... e
f. Home economics communications ..... f
g. Home economics community services ..... g
h. Home economics education ..... h
i. Household equipment i
j. Housing and design ..... j
k. Institutional management ..... k
l. Textiles, clothing, merchandising l

m. Agriculture ..... m
n. Art and design ..... n
o. Biological sciences ..... o
p. Business ..... p
q. Education ..... q
r. Humanities ..... r
s. Physical sciences ..... s
t. Social sciences ..... t
u. Urban studies ..... u

*16. Major emphasis of master's degree (mark two if co-majors): 16
a. Consumer studies ..... a
b. Family economics/management ..... b
c. Family relations & child development c
d. Foods & nutrition ..... d
e. General home economics ..... e
f. Home economics communications ..... f
g. Home economics community services ..... g
h. Home economics education ..... h
i. Household equipment i
j. Housing and design ..... j
k. Institutional management ..... k
l. Textiles, clothing, merchandising l

m. Agriculture ..... m
n. Art and design ..... n
o. Biological sciences ..... o
p. Business ..... p
q. Education ..... q
r. Humanities ..... r
s. Physical sciences ..... s
t. Social sciences ..... t
u. Urban studies ..... u

v. Other, please specify (#16, page 4 of response form) v
w. Not applicable ..... w

4

*17. Major emphasis of doctoral degree: 17
a. Consumer studies ..... a
b. Family economics/management ..... b
c. Family relations & child development c
d. Foods & nutrition ..... d
e. General home economics ..... e
f. Home economics communications ..... f
g. Home economics community services ..... g
h. Home economics education ..... h
i. Household equipment i
j. Housing and design ..... j
k. Institutional management ..... k
l. Textiles, clothing, merchandising l

m. Agriculture ..... m
n. Art and design ..... n
o. Biological sciences ..... o
p. Business ..... p
q. Education ..... q
r. Humanities ..... r
s. Physical sciences ..... s
t. Social sciences ..... t
u. Urban studies ..... u

v. Other, please specify (#17, page 4 of response form) v
w. Not applicable ..... w

*18. Age range when bachelor's degree received: 18
a. 25 years or under ..... a
b. 26-30 years ..... b
c. 31-35 years c
d. 36-40 years ..... d
e. 41-45 years ..... e
f. 46-50 years ..... f
g. 51 years or over ..... g

*19. Year highest degree received: 19
a. 1939 or earlier ..... a
b. 1940-49 ..... b
c. 1950-59 c
d. 1960-69 ..... d
e. 1970-75 ..... e
f. 1976 or later ..... f

*20. Type of institution from which bachelor's degree received: 20
a. Land-grant institution ..... a
b. State college or university (not land-grant) ..... b
c. Private college or university c
d. Institution outside USA ..... d

5

*21. Plans for an advanced degree: 21
a. None; completed highest degree available in my field .... a
b. No plans for another degree .... b
c. Presently in a degree program, to be completed within 9-12 months c
d. Presently in a degree program, completion date more than 12 months .... d
e. Planning to begin a degree program within 2-3 years .... e
f. Planning to begin a degree program in the unspecified future .... f

*22. Current student status: 22
a. Not enrolled as student .... a
b. Student without assistantship .... b
c. Student with assistantship c

Employment Information

*23. Current employment status: 23
a. Employed .... a
b. Non-employed .... b
c. Retired c

*24. Employment period of current position(s) including paid vacations: 24
a. Not applicable .... a
b. 12 months .... b
c. 11 months c
d. 10 months .... d
e. 9 months .... e
f. 7-8 months .... f
g. 6 months or fewer .... g

*25. Hours worked per week in current position(s) (mark response most descriptive of your situation): 25
a. Not applicable .... a
b. full-time (36 hours or more per week) .... b
c. three-fourths time c
d. half-time .... d
e. quarter-time .... e
f. less than quarter-time .... f

*26. Nature of primary employer (mark all that apply): 26
a. Not applicable .... a
b. Business .... b
c. Cooperative Extension c
d. Educational institution or system .... d
e. Government .... e
f. Industry .... f
g. Non-profit organization .... g
h. Self-employed .... h
i. Other; please specify (#26, page 4 of response form) i

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*27. Classification of current position as career opportunity for persons prepared in home economics area(s): 27
a. Long-time and continuing career opportunity .... a
b. New career opportunity for persons with home economics preparation .... b
c. New career opportunity for persons without home economics preparation c
d. Not recommended as a career opportunity (e.g., underutilizes home economics preparation) .... d

*28. Major functions performed in current job (mark no more than three): 28
a. Not applicable .... a
b. Administration .... b
c. Counseling or advising c
d. Food service delivery .... d
e. Health care delivery .... e
f. Information dissemination .... f
g. Instruction (formal or informal groups) .... g
h. Management .... h
i. Marketing i
j. Product development/testing .... j
k. Research .... k
l. Technical delivery l
m. Other; please specify (#28, page 4 of response form) .... m

29. Your current position—briefly describe your primary position including nature and setting of work (e.g., Director of Consumer Affairs for public utility company; Rehabilitation Therapist for private health care service; Day Care Service Consultant for public agency) (#29, page 4 of response form): 29

30. Geographic scope of primary audience reached in current position(s): 30
a. Not applicable .... a
b. Local area or community .... b
c. County or region within state c
d. State .... d
e. Multi-state regions .... e
f. National but not international .... f
g. National and international .... g
h. International .... h

31. Age range of primary audience reached in current position(s) (mark all that apply): 31
a. Not applicable .... a
b. Children (under 6 years old) .... b
c. Children (6-11) c
d. Youth (12-17) .... d
e. Young adults (18-24) .... e
f. Adults (25-59) .... f
g. Older adults (60 and over) .... g

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32. Estimated annual personal income from all sources of employment: 32
- a. Not applicable . . . a
- b. $4,999 or under . . . b
- c. $5,000-$9,999 . . . c
- d. $10,000-$14,999 . . . d
- e. $15,000-$19,999 . . . e
- f. $20,000-$24,999 . . . f
- g. $25,000-$29,999 . . . g
- h. $30,000-$39,999 . . . h
- i. $40,000-$44,999 . . . i
- j. $45,000-$49,999 . . . j
- k. $50,000-$59,999 . . . k
- l. $60,000-$69,999 . . . l
- m. $70,000 or over . . . m

33. Plans for seeking or changing employment: 33
- a. Not planning to seek or change employment . . . a
- b. Presently seeking employment . . . b
- c. Planning to seek employment within next 2-3 years . . . c

34. Number of different times that you have entered the work force since receiving bachelor's degree (e.g., accepting employment after being non-employed for at least six months): 34
- a. None . . . a
- b. 1-2 times . . . b
- c. 3-4 times . . . c
- d. 5-6 times . . . d
- e. 7-8 times . . . e
- f. 9 times or more . . . f

35. Number of different types of positions held since bachelor's degree (consider only those involving major differences in job responsibilities; change in employer does not necessarily involve a change in type of position): 35
- a. None . . . a
- b. 1-2 types . . . b
- c. 3-5 types . . . c
- d. 6-10 types . . . d
- e. 11 types or more . . . e

*36. Total number of years of professional employment, counting part- and full-time employment since receiving bachelor's degree: 36
- a. None . . . a
- b. 1-2 years . . . b
- c. 3-5 years . . . c
- d. 6-10 years . . . d
- e. 11-15 years . . . e
- f. 16-20 years . . . f
- g. 21-25 years . . . g
- h. 26-30 years . . . h
- i. 31-35 years . . . i
- j. 36 years or more . . . j

PART II: Areas of Knowledge and Experience 8

The items in Part II are not comprehensive but include those designated as current priority concerns to AHEA as determined by the Board of Directors.

*37. Current content area proficiences (mark no more than 3): 37
- a. Adult education . . . a
- b. Art and design . . . b
- c. Child development . . . c
- d. Clothing . . . d
- e. Communications . . . e
- f. Community services . . . f
- g. Consumer services . . . g
- h. Family economics/family resource management . . . h
- i. Family relationships . . . i
- j. Food science . . . j
- k. General home economics . . . k
- l. Home economics teacher education . . . l
- m. Household equipment . . . m
- n. Housing . . . n
- o. Human nutrition/dietetics . . . o
- p. Institutional administration . . . p
- q. Interior design . . . q
- r. Merchandising . . . r
- s. Professional development . . . s
- t. Rehabilitation . . . t
- u. Textiles . . . u
- v. Other; please specify (#37, page 4 of response form) . . . v

*38. Current focus areas in which you feel knowledgeable enough to contribute to national, state, or local projects (mark all that apply): 38
- a. Care and services for elderly . . . a
- b. Care and services for the handicapped . . . b
- c. Care and services for youth . . . c
- d. Career education . . . d
- e. Community development (rural/urban) . . . e
- f. Consumer education and/or protection . . . f
- g. Crime, delinquency, and rehabilitation . . . g
- h. Displaced homemaker . . . h
- i. Domestic violence . . . i
- j. Drug and alcohol use . . . j
- k. Effect of employment patterns/practices on family . . . k
- l. Effects of television on families . . . l
- m. Employment training . . . m
- n. Environmental protection . . . n
- o. Equity for women and/or minorities . . . o
- p. Health services . . . p
- q. Housing policy . . . q
- r. International development . . . r
- s. Management of energy resources . . . s
- t. Nutrition education . . . t
- u. Parenting education . . . u
- v. Services to limited-income families . . . v
- w. Sex education and family planning . . . w
- x. Teen-aged pregnancy . . . x
- y. World food policy . . . y
- z. Other; please specify (#38, page 4 of response form) . . . z

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*39. Processes in which you have had successful experiences and feel proficient to contribute to professional activities (mark all that apply): 39
a. Computer programming/use . . . a
b. Data processing . . . b
c. Editing publications . . . c
d. Fund development . . . d
e. Group dynamics . . . e
f. Interdisciplinary problem solving . . . f
g. Judging or refereeing creative works . . . g
h. Media appearances . . . h
i. Media production . . . i
j. Membership promotion . . . j
k. Personnel management . . . k
l. Program budgeting/fiscal management . . . l
m. Proposal writing and/or review . . . m
n. Public policy advocacy . . . n
o. Public relations . . . o
p. Public speaking . . . p
q. Training and/or supervising volunteers . . . q
r. Writing for consumer or general audience publication . . . r
s. Writing for technical publication . . . s
t. Other; please specify (#39, page 4 of response form) . . . t

*40. Experience in working with minority groups (mark all that apply): 40
a. None . . . a
b. American Indian . . . b
c. Black American . . . c
d. Mexican-American . . . d
e. Puerto Rican . . . e
f. Cuban-American . . . f
g. Asian or Pacific Islander . . . g

*41. Source(s) of formal recognition or awards, exclusive of scholarships or fellowships, received for outstanding achievement or service since bachelor's degree (mark all that apply): 41
a. None . . . a
b. Church and other religious groups . . . b
c. Civic and community groups . . . c
d. Colleges, universities, and alumni associations . . . d
e. Employer . . . e
f. Other professional associations or groups . . . f
g. State government officials or agencies . . . g
h. State or American Home Economics Association . . . h
i. Other; please specify (#41, page 4 of response form) . . . i

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Research

*42. Research involvement in past five years (mark all that apply): 42
a. No involvement . . . a
b. Subject or respondent in research . . . b
c. Supervisor of graduate student research . . . c
d. Assistant for research . . . d
e. Administrator of research program or unit . . . e
f. Director or co-director of research . . . f
g. Conductor of thesis or dissertation research . . . g
h. Reviewer or administrator for awarding research funds . . . h
i. Other; please specify (#42, page 4 of response form) . . . i

43. Percentage of current workload allocated to conducting research: 43
a. None . . . a
b. 10 percent or under . . . b
c. 11-24 percent . . . c
d. 25-49 percent . . . d
e. 50-74 percent . . . e
f. 75-100 percent . . . f

*44. Total number of contracts or grants from a source other than employer for research, demonstration, or training projects received as an individual or member of a team during the last five years: 44
a. None . . . a
b. 1-3 . . . b
c. 4-6 . . . c
d. 7-9 . . . d
e. 10 or more . . . e

*45. Source of funding for above contracts and grants (mark all that apply): 45
a. Not applicable . . . a
b. Agricultural Experiment Station . . . b
c. Business or industry . . . c
d. Federal agency . . . d
e. Foundation . . . e
f. International agency . . . f
g. State agency . . . g
h. Trade or professional association . . . h
i. Other; please specify (#45, page 4 of response form) . . . i

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PART III: Professional and Service Involvement

Professional Association Involvement

*46. Participation in the American Home Economics Association within the past five years (mark all that apply): 46
- a. Attended annual meeting . . . a
- b. Delegate to Assembly . . . b
- c. Served as a national officer (AHEA or section) . . . c
- d. Served on national committee or commission . . . d
- e. Chaired a national committee, commission, or sponsored conference . . . e
- f. Served as a consultant . . . f
- g. Served on AHEA accreditation team . . . g
- h. Published article in Action, Journal of Home Economics, or Home Economics Research Journal . . . h
- i. Was on program at annual meeting . . . i
- j. Was a member only . . . j

*47. Participation in a state home economics association within the past five years (mark all that apply): 47
- a. Attended annual state meeting . . . a
- b. Attended district meeting . . . b
- c. Served as state officer . . . c
- d. Served as district or county officer . . . d
- e. Served on state committee, commission, or conference . . . e
- f. Contributed article to state newsletter . . . f
- g. Was on program at annual state or district meeting . . . g
- h. Was a member only . . . h

*48. Estimated number of days of service contributed to AHEA and state home economics association in the past year, beginning August 1, 1977 and ending July 31, 1978: 48
- a. None . . . a
- b. 5 days or less . . . b
- c. 6-10 days . . . c
- d. 11-15 days . . . d
- e. 16-20 days . . . e
- f. 21 days or more . . . f

*49. Past leadership in AHEA or state association (provided more than five years ago): 49
- a. None . . . a
- b. Served as national officer . . . b
- c. Served as state officer . . . c
- d. Chaired national committee, commission, or conference . . . d

50. The following is a list of reasons members give for belonging to AHEA. Mark the three most important reasons for your membership. 50
- a. Advancement of career . . . a
- b. Association with similar professionals . . . b
- c. Awareness and support of public policy issues . . . c
- d. Commitment to profession . . . d
- e. Involvement in national endeavors . . . e
- f. Obligation as a professional . . . f
- g. Opportunity to exchange information . . . g
- h. Receipt of organization's publications . . . h
- i. Support of organization's programs . . . i
- j. Updating of subject-matter knowledge . . . j

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*51. Participation in other professional organizations within past five years (mark all that apply): 51
- a. Not applicable . . . a
- b. Attended annual national meeting . . . b
- c. Was on program at annual meeting . . . c
- d. Published article . . . d
- e. Chaired national committee, commission, or conference . . . e
- f. Served as national officer . . . f
- g. Served as state officer . . . g

*52. Professional organizations in which memberships are held (mark all that apply): 52
- a. None . . . a
- b. AAHE—American Association of Housing Educators . . . b
- c. AAHE—Association of Administrators of Home Economics . . . c
- d. ACCI—American Council on Consumer Interests . . . d
- e. ACPTC—Association of College Professors of Textiles and Clothing . . . e
- f. ADA—American Dietetic Association . . . f
- g. AFT—American Federation of Teachers . . . g
- h. ASFSP—Association of School Food Service Personnel . . . h
- i. AVA—American Vocational Association . . . i
- j. IFT—Institute of Food Technologists . . . j
- k. NAEHE—National Association of Extension Home Economists . . . k
- l. NAEYC—National Association for the Education of Young Children . . . l
- m. NCAHE—National Council of Administrators of Home Economics . . . m
- n. NEA—National Education Association . . . n
- o. NNC—National Nutrition Consortium . . . o
- p. SNE—Society of Nutrition Education . . . p
- q. Other; please specify (#52, page 4 of response form) . . . q

53. Number of national professional organizations/associations in which you hold membership (include AHEA but exclude professional honoraries): 53
- a. 1 . . . a
- b. 2-3 . . . b
- c. 4-6 . . . c
- d. 7 or more . . . d

*54. Number of honorary organization memberships: 54
- a. None . . . a
- b. 1-3 . . . b
- c. 4-6 . . . c
- d. 7 or more . . . d

55. Estimated total annual dues paid by self to professional and/or honorary associations and organizations during past year (include local, state, and national): 55
- a. $100 per year or less . . . a
- b. $101 to $200 per year . . . b
- c. $201 to $300 per year . . . c
- d. $301 to $399 per year . . . d
- e. $400 to $499 per year . . . e
- f. $500 or more per year . . . f

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Professional Involvement

*56. Professional presentations within the last five years (mark all that apply): 56
- a. Author or co-author of article(s) in refereed journal . . . . . a
- b. Author or co-author of book . . . . . b
- c. Author or co-author of chapter, monograph, or editor of book c
- d. Author or co-author of scholarly publication: article (non-refereed), bulletin, or report . . . . . d
- e. Author or co-author of popular publication: article, bulletin, or report . . . . . e
- f. Creator of work in juried exhibit. . . . . f
- g. None . . . . . g

*57. Professional or public service contributions during past five years either volunteer or through employment (mark all that apply): 57
- a. Participated in major projects, task forces, or drives which facilitated public or professional action . . . . . a
- b. Spearheaded major projects, task forces, or drives which facilitated public or professional action . . . . . b
- c. Organized a state, national, or international conference, workshop, or symposium c

Served on boards of directors, trustees for
- d. Local organizations or groups . . . . . d
- e. State or National business, religious, educational, or service organizations . . . . . e

Served on an advisory council for
- f. Local organizations or groups . . . . . f
- g. State or National organizations or groups . . . . . g
- h. International organizations or groups . . . . . h

Served as editor for
- i. Publication for Local distribution. i
- j. Publication for State or National distribution . . . . . j
- k. Publication for International distribution. . . . . k

Served as a writer for
- l. Consumer or general audience publication l
- m. Special audience publication . . . . . m
- n. None . . . . . n

Readership

58. Degree to which you usually read the Journal of Home Economics: 58
- a. Cover to cover. . . . . a
- b. Most sections . . . . . b
- c. Only special items of interest c
- d. Not at all. . . . . d

59. Degree to which you usually read AHEA Action: 59
- a. Cover to cover. . . . . a
- b. Most sections . . . . . b
- c. Only special items of interest c
- d. Not at all. . . . . d

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60. Use of Washington Dateline: 60
- a. I subscribe and read many articles . . . . . a
- b. I subscribe and read some articles . . . . . b
- c. I subscribe but do not read. c
- d. I do not subscribe but read many articles. . . . . d
- e. I do not subscribe but read some articles . . . . . e
- f. I do not read nor subscribe. . . . . f

61. Use of the Home Economics Research Journal: 61
- a. I subscribe and read many articles . . . . . a
- b. I subscribe and read some articles . . . . . b
- c. I subscribe but do not read. c
- d. I do not subscribe but read many articles. . . . . d
- e. I do not subscribe but read a few articles. . . . . e
- f. I do not read nor subscribe. . . . . f
- g. It has not provided much in my area of interest . . . . . g

Public Affairs Involvement

*62. Public affairs involvement within the past five years (mark all that apply): 62
- a. Registered as a member of a political party. . . . . a
- b. Voted in local, state, or national elections. . . . . b
- c. Served as a campaign worker for a candidate for public office. c
- d. Worked with organized group effort on public policy issues . d
- e. Ran for or held local public, state, or national office . . . . . e
- f. Contributed money for candidates, party, or issue campaigns f
- g. Contributed money to national advocacy groups (e.g., Children's Defense Fund, Community Nutrition Institute, Southern Poverty Law Center) . . . . . g
- h. None . . . . . h

63. Contributions to public policy formation within the past five years (mark all that apply): 63
- a. Made public a personal position on an issue (letters to editor or oral presentations, etc.) . . . . . a
- b. Communicated with state or federal legislators or officials regarding issues . . . . . b
- c. Attended hearings on public issues. c
- d. Prepared or presented testimony or position papers. . . . . d
- e. Received request for information in relation to public policy issues from state or federal officials, or professional organizations . . . . . e
- f. Helped write proposed federal or state legislation . . . . . f
- g. Helped write federal or state regulations . . . . . g
- h. Provided review(s) of proposed legislation or regulations. . . h
- i. None i

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International Service

*64. Accumulated years of professional international service, either in other countries or from within the United States: 64
- a. None . . . a
- b. Less than 1 year . . . b
- c. 1-4 years . . . c
- d. 5-12 years . . . d
- e. 13-20 years . . . e
- f. 21 years or more . . . f

*65. Types of professional international service (mark all that apply): 65
- a. Not applicable . . . a
- b. Military (Department of Defense and Defense civilians) . . . b
- c. Business . . . c
- d. Church . . . d
- e. Federal civilian or employee (USAID, USDA, US Department of State, Peace Corps, etc.) . . . e
- f. International civil service (FAO, UNESCO, UNICEF, WHO, etc.) . . . f
- g. Education (Fulbright, overseas university project personnel, exchange scholar, etc.) . . . g
- h. Independent professional . . . h
- i. Private, non-profit agency (Ford Foundation, CARE, etc.) . . . i
- j. Other; please specify (#65, page 4 of response form) . . . j

*66. Areas lived in for one or more years (mark all that apply): 66
- a. Not applicable . . . a
- b. Africa . . . b
- c. Canada . . . c
- d. West Europe . . . d
- e. Central America and Carribean . . . e
- f. Latin America . . . f
- g. Russia and East Europe . . . g
- h. East Asia—Orient . . . h
- i. Middle South Asia . . . i
- j. Middle East . . . j
- k. Oceania . . . k

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Volunteer Service

*67. Focus of volunteer service to the community (mark all that apply: 67
- a. Not applicable . . . a
- b. Social/human service . . . b
- c. Church or religious . . . c
- d. School/education . . . d
- e. Public policy advocacy/political involvement . . . e
- f. Other; please specify (#67, page 4 of response form) . . . f

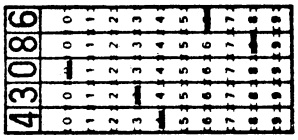
*68. Average hours per week in volunteer service to the community during the past year: 68
- a. None . . . a
- b. 1-4 hours . . . b
- c. 5-8 hours . . . c
- d. 9-12 hours . . . d
- e. 13-16 hours . . . e
- f. 17-20 hours . . . f
- g. 21 hours or more . . . g

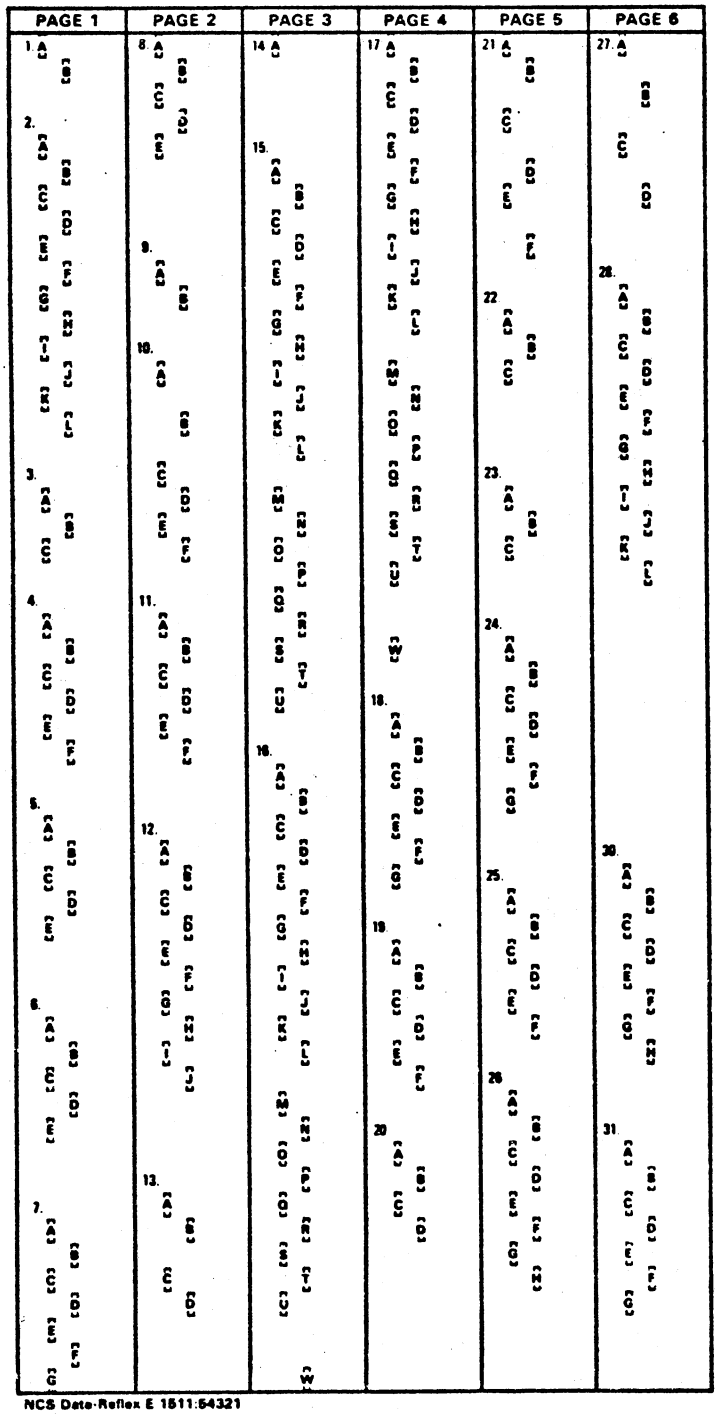
Thank you for your response! Your information will help official groups within AHEA to better represent the voice of home economics.

Before placing the response form for this questionnaire in the return envelope, please check to see that you have
- ☐ responded to each item, and
- ☐ completed and signed the consent form.

1978 AHEA Membership Survey Questionnaire

Directions: Blacken the space (only one unless otherwise specified) in front of the most appropriate response. **Use a soft lead pencil (No. 2).** When asked to specify, please do so at corresponding numbered space on the back page (page 4) of this response form.





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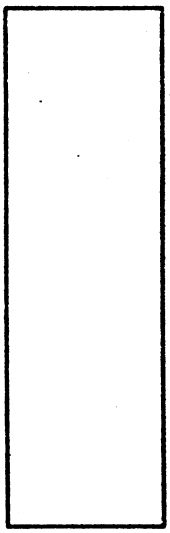


Please read and sign the consent form on the reverse side of this page.

In the enclosed envelope return only the two-page response form to:

American Home Economics Association
2010 Massachusetts Ave., N.W.
Washington, D.C. 20036

CONSENT FORM

By my signature I give permission to AHEA to store my responses to the items marked with an asterisk in the human resource file. I understand that the human resource file will be used in the ways described in the AHEA President's letter accompanying this questionnaire.

Social Security Number _____ / _____ / _____

Business Address _____

Signature _____

Phone No. _____

I also give permission for select information in the human resource file to be made available to other organizations for professional uses under the controlled conditions described in the AHEA President's letter.

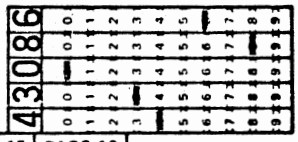
☐ Yes ☐ No

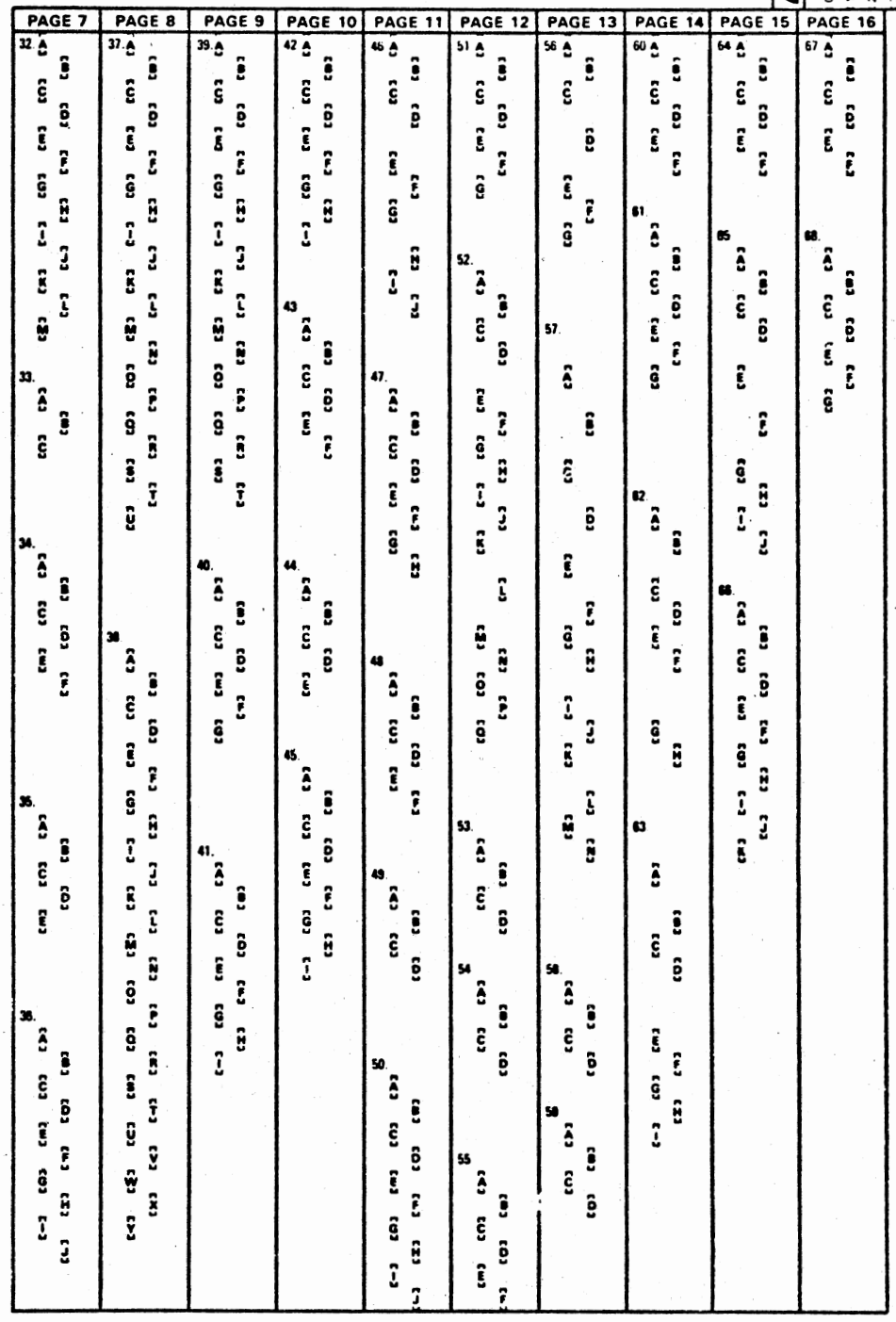
If at some future time I would like to change my consent instructions, I may do so by sending a written request to the AHEA Executive Director.

PAGE THREE

1978 AHEA Membership Survey Questionnaire

Directions: Blacken the space (only one unless otherwise specified) in front of the most appropriate response. **Use a soft lead pencil (No. 2).**





Turn page to write in responses to questions asking "please specify."

*13.

*14.

*16.

*17.

*26.

*28.

29.

*37.

*38.

*39.

*41.

*42.

*45.

*52.

*65.

*67.

APPENDIX B

CODING PLANS

RECODING PLAN

Item	Old Code	New Code	Title (Abbreviated)
8			Indiv. contribution to household $ income:
	1 (a)	5	Sole source of income
	2 (b)	4	Major source of income (60+%)
	3 (c)	3	Co-equal source of income (>60%)
	4 (d)	2	Contributing source of income (10-40%)
	5 (e)	1	Minor or non-contributing source of income (<10%)
		9	No response
		9	Multiple response
13			Highest degree earned
	1 (a)	1	Bachelor's degree
	2 (b)	2	Master's degree
	3 (c)	3	Educ. Specialist of prof. diploma
	4 (d)	4	Doctoral degree
21			Plans for an advanced degree
	1 (a)	6	None, completed highest degree available in my field
	2 (b)	1	No plans for another degree
	3 (c)	5	Presently in a degree program to be completed in 9-12 months
	4 (d)	4	Presently in a degree program completion date over 12 months
	5 (e)	3	Planning to begin a degree program within 2-3 years
	6 (f)	2	Planning to begin a degree program in the unspecified future

Recoding plan for Items 15, 16, and 17.

Revised Code	Title	Instructions (What is Included)
1	Consumer Studies, Family Economics/Mgt.	Responded to 1[a] or 2, ignore other responses
2	Family Relations and Child Development	Responded to 3 and not 1 or 2, ignore other responses
3	Foods and Nutrition, Institutional Management	Responded to 4 or 11 and not 1,2, or 3, ignore others
4	Household Equipment, Housing and Design	Responded to 9 or 10 and not 1,2,3,4,11, ignore others
5	Textiles, Clothing, Merchandising	Responded to 12 and not 1,2, 3,4,9,10,11, ignore others
6	General Home Economics, Home Ec. Communication, Home Ec. Community Services, Home Ec. Education	Responded to 5,6,7, or 8 and not 1,2,3,4,9,10,11,12, ignore other responses
2	Family Relations and Child Development	Responded to only 18 or 20 (Humanities or Social Sciences)
3	Foods and Nutrition, Institutional Management	Responded to only 13 or 15 (Agriculture or Biological Sciences)
4	Household Equipment, Housing and Design	Responded to only 14, 19, or 21 (Art and Design, Physical Sciences or Urban Studies)
5	Textiles, Clothing, Merchandising	Responded only to 16 (Business)
6	General Home Economics, Home Ec. Communication, Home Ec. Community Services, Home Ec. Education	Responded only to 17 (Education)
7	Not applicable	Responded only to 22 (Not applicable - applies only to 16 and 17)
0		No response or none of the above instructions apply

[a] Numeric code corresponds to alphebetic code for items 15, 16, and 17 on the questionnaire (i.e. a=1, b=2, etc.).

APPENDIX C

ADDITIONAL TABLES

TABLE LXXXII

PERCENTAGE DISTRIBUTION OF MEN WITH BACHELOR'S AS HIGHEST DEGREE BY AGE RANGE AND PLANS FOR AN ADVANCED DEGREE

Current Age Range	Plans for an Advanced Degree							Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown		
25 years or under		25.00	50.00	25.00				26.67	4
26-30 years		28.57	42.86	14.29	14.29			46.67	7
31-35 years	50.00				50.00			13.33	2
36-40 years				100.00				6.67	1
41-45 years									
46-50 years									
51-55 years									
56-60 years							100.00	6.67	1

TABLE LXXXII (Continued)

Current Age Range	Plans for an Advanced Degree							Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown		
61-65 years									
66-70 years									
71-75 years									
76 years or over									
TOTAL n	1	3	5	3	2		1		15
TOTAL %	6.67	20.00	33.33	20.00	13.33		6.67	100.00	

TABLE LXXXIII

PERCENTAGE DISTRIBUTION OF WOMEN WITH EDUCATION SPECIALIST AS HIGHEST DEGREE BY AGE RANGE AND PLANS FOR AN ADVANCED DEGREE

Current Age Range	Plans for an Advanced Degree							Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown		
26 years or under		40.00	30.00	20.00	10.00			2.24	10
26-30 years	31.25	27.08	12.50	10.42	18.75			10.74	48
31-35 years	40.00	13.33	11.11	15.56	13.33		6.66	10.07	45
36-40 years	44.23	17.31	9.62	7.69	7.69	9.62	3.84	11.63	52
41-45 years	36.54	17.31	15.38	17.31	7.69	5.77		11.63	52
46-50 years	44.44	20.37	7.41	11.11	9.26	3.70	3.70	12.08	54
51-55 years	81.67	1.67		10.00	1.67	3.33	1.67	13.42	60
56-60 years	72.73	3.03	4.55	6.06	4.55	7.58	1.52	14.77	66

TABLE LXXXIII (Continued)

Current Age Range	Plans for an Advanced Degree							Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown		
61-65 years	71.88	6.25			3.13	15.63	3.13	7.16	32
66-70 years	78.57					14.29	7.14	3.13	14
71-75 years	100.00							0.67	3
76 years or over	85.71						14.29	1.57	7
Unknown	50.00					25.00	25.00	0.89	4
TOTAL n	241	57	34	43	34	25	13		447
TOTAL %	53.91	12.75	7.61	9.62	7.61	5.59	2.90	100.00	

TABLE LXXXIV

PERCENTAGE DISTRIBUTION OF MEN WITH EDUCATION SPECIALIST AS HIGHEST DEGREE BY AGE RANGE AND PLANS FOR AN ADVANCED DEGREE

Current Age Range	Plans for an Advanced Degree						Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed		
25 years or under								
26-30 years			100.00				33.33	1
31-35 years								
36-40 years				50.00		50.00	66.67	2
41-45 years								
46-50 years								
51-55 years								
56-60 years								

TABLE LXXXIV (Continued)

Current Age Range	Plans for an Advanced Degree						Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed		
61-65 years								
66-70 years								
71-75 years								
76 years or over								
TOTAL n			1	1		1		3
TOTAL %			33.33	33.33		33.33	100.00	

TABLE LXXXV

PERCENTAGE DISTRIBUTION OF MEN WITH BACHELOR'S AS HIGHEST DEGREE BY RACIAL OR ETHNIC GROUP AND PLANS FOR AN ADVANCED DEGREE

Racial or Ethnic Group	Plans for an Advanced Degree							Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown		
Alaskan Native									
American Indian									
Asian or Pacific Islander									
Black			100.00					6.67	1
Spanish or Mexican Heritage			100.00					6.67	1
White	7.69	23.08	23.08	23.08	15.38		7.69	86.67	13
TOTAL n	1	3	5	3	2		1		15
TOTAL %	6.67	20.00	33.33	20.00	13.33		6.67	100.00	

TABLE LXXXVI

PERCENTAGE DISTRIBUTION OF WOMEN WITH EDUCATION SPECIALIST AS HIGHEST DEGREE BY RACIAL OR ETHNIC GROUP AND PLANS FOR AN ADVANCED

Racial or Ethnic Group	Plans for an Advanced Degree							Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown		
Alaskan Native									
American Indian			50.00	50.00				0.45	2
Asian or Pacific Islander	72.73	9.09			9.09		9.09	2.46	11
Black	39.39	18.18	9.09	15.15	12.12		6.06	7.38	33
Spanish or Mexican Heritage	66.67		33.33					0.67	3
White	54.99	12.53	7.42	8.95	7.42	6.14	2.56	87.47	391
Unknown	42.85	14.29		28.57		14.29		1.57	7
TOTAL n	241	57	34	43	34	25	13		447
TOTAL %	53.91	12.75	7.61	9.62	7.61	5.59	2.90	100.00	

TABLE LXXXVII

PERCENTAGE DISTRIBUTION OF MEN WITH EDUCATION SPECIALIST AS HIGHEST DEGREE BY RACIAL OR ETHNIC GROUP AND PLANS FOR AN ADVANCED DEGREE

Racial or Ethnic Group	Plans for an Advanced Degree						Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed		
Alaskan Native								
American Indian								
Asian or Pacific Islander								
Black								
Spanish or Mexican Heritage								
White			33.33	33.33		33.33	100.00	3
TOTAL n			1	1		1		3
TOTAL %			33.33	33.33		33.33	100.00	

TABLE LXXXVIII

PERCENTAGE DISTRIBUTION OF MEN WITH BACHELOR'S AS HIGHEST DEGREE BY CURRENT MARITAL STATUS AND PLANS FOR AN ADVANCED DEGREE

Current Marital Status	Plans for an Advanced Degree							Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown		
Single, Never Married		25.00	50.00	12.50	12.50			53.33	8
Married	16.67	16.67		33.33	16.67		16.67	40.00	6
Divorced			100.00					6.67	1
Widowed									
Separated									
TOTAL n	1	3	5	3	2		1		15
TOTAL %	6.67	20.00	33.33	20.00	13.33		6.67	100.00	

TABLE LXXXIX

PERCENTAGE DISTRIBUTION OF WOMEN WITH EUDCATION SPECIALIST AS HIGHEST DEGREE BY CURRENT MARITAL STATUS AND PLANS FOR AN ADVANCED DEGREE

Current Marital Status	Plans for an Advanced Degree							Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown		
Single, Never Married	49.41	14.12	12.94	4.71	9.41	8.24	1.18	19.02	85
Married	55.63	13.31	6.83	9.90	6.48	5.12	2.73	65.55	293
Divorced	48.48	15.15	6.06	15.15	9.09	3.03	3.03	7.38	33
Widowed	68.42		5.26	5.26	5.26		15.79	4.25	19
Separated	14.29	14.29		14.29	42.86	14.29		1.57	7
Unknown	60.00			30.00		10.00		2.24	10
TOTAL n	241	57	34	43	34	25	13		447
TOTAL %	53.91	12.75	7.61	9.62	7.61	5.59	2.90	100.00	

TABLE XC

PERCENTAGE DISTRIBUTION OF MEN WITH EDUCATION SPECIALIST AS HIGHEST DEGREE BY CURRENT MARITAL STATUS AND PLANS FOR ADVANCED DEGREE

Current Marital Status	Plans for an Advanced Degree						Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed		
Single, Never Married			100.00				33.33	1
Married						100.00	33.33	1
Divorced				100.00			33.33	1
Widowed								
Separated								
TOTAL n			1	1		1		3
TOTAL %			33.33	33.33		33.33	100.00	

TABLE XCI

PERCENTAGE DISTRIBUTION OF MEN WITH BACHELOR'S AS HIGHEST DEGREE BY NUMBER OF CHILDREN AND PLANS FOR AN ADVANCED DEGREE

Number of Children	Plans for an Advanced Degree							Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown		
None	9.09	27.27	36.36	18.18	9.09			73.33	11
1-2			100.00					6.67	1
3-4					50.00		50.00	13.33	2
5-6									
7 or more									
Unknown				100.00				6.67	1
TOTAL n	1	3	5	3	2		1		15
TOTAL %	6.67	20.20	33.33	20.00	13.33		6.67	100.00	

TABLE XCII

PERCENTAGE DISTRIBUTION OF WOMEN WITH EDUCATION SPECIALIST AS HIGHEST DEGREE BY NUMBER OF CHILDREN AND PLANS FOR AN ADVANCED DEGREE

Number of Children	Plans for an Advanced Degree							Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown		
None	50.89	15.38	10.65	7.69	8.28	4.73	2.37	37.81	169
1-2	53.37	12.27	5.52	9.82	9.20	6.75	3.07	36.47	163
3-4	57.61	10.87	5.43	14.13	4.35	3.26	4.35	20.58	92
5-6	58.33	8.33	8.33		8.33	16.67		2.68	12
7 or more	50.00			50.00				0.45	2
Unknown	77.78		11.11			11.11		2.01	9
TOTAL n	241	57	34	43	34	25	13		447
TOTAL %	53.91	12.75	7.61	9.62	7.61	5.59	2.90	100.00	

TABLE XCIII

PERCENTAGE DISTRIBUTION OF MEN WITH EDUCATION SPECIALIST AS HIGHEST DEGREE BY NUMBER OF CHILDREN AND PLANS FOR AN ADVANCED DEGREE

Number of Children	Plans for an Advanced Degree						Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed		
None			50.00	50.00			66.67	2
1-2					100.00		33.33	1
3-4								
5-6								
7 or more								
TOTAL n			1	1	1			3
TOTAL %			33.33	33.33	33.33		100.00	

TABLE XCIV

FREQUENCY DISTRIBUTION OF RESPONSES OF 15 MEN WITH BACHELOR'S AS HIGHEST DEGREE BY AGE RANGE OF CHILDREN AND PLANS FOR AN ADVANCED DEGREE

Age Range of Children	Plans for an Advanced Degree							Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown		
5 years or under			1		1			13.33	2
6-12 years				1	1			13.33	2
13-17 years				1			1	13.33	2
18-24 years									
25-30 years							1	6.67	1
31 years or over									
Does not Apply	1	3	4	2	1			73.33	11
TOTAL									18[a]

[a]Some respondents checked more than one age range.

TABLE XCV

FREQUENCY DISTRIBUTION OF WOMEN WITH EDUCATION SPECIALIST AS HIGHEST DEGREE BY AGE RANGE OF CHILDREN AND PLANS FOR AN ADVANCED DEGREE

Age Range of Children	Plans for an Advanced Degree							Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown		
5 years or under	17	4	5	5	2			7.38	33
6-12 years	22	8	7	6	3	2	3	11.41	51
13-17 years	24	10	7	9	10	5	3	15.21	68
18-24 years	67	15	4	16	6	3	1	25.06	112
25-30 years	64	7	3	10	3	4	2	20.81	93
31 years or over	45	2	1	4	3	5	3	14.09	63
Does not Apply	87	25	17	12	14	9	4	37.58	168
TOTAL									588[a]

[a]Female respondents numbered 447. Some checked more than one response.

TABLE XCVI

FREQUENCY DISTRIBUTION OF MEN WITH EDUCATION SPECIALIST AS HIGHEST DEGREE BY AGE RANGE OF CHILDREN AND PLANS FOR AN ADVANCED DEGREE

Age Range of Children	Plans for an Advanced Degree						Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed		
5 years or under								
6-12 years						1	33.33	1
13-17 years								
18-24 years								
25-30 years								
31 years or over								
Does not Apply			1	1			66.67	2
TOTAL							100.00	3

TABLE XCVII

PERCENTAGE DISTRIBUTION OF MEN WITH BACHELOR'S AS HIGHEST DEGREE BY INDIVIDUAL CONTRIBUTION TO HOUSEHOLD INCOME AND PLANS FOR AN ADVANCED DEGREE

Individual Contribution to Household Income	Plans for an Advanced Degree							Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown		
Less than 10%				100.00				13.33	2
10-40%									
40-60%	33.33	33.33	33.33					20.00	3
More Than 60%					50.00		50.00	13.33	2
Sole Source of Income		25.00	50.00	12.50	12.50			53.33	8
TOTAL n	1	3	5	3	2		1		15
TOTAL %	6.67	20.00	33.33	20.00	13.33		6.67	100.00	

TABLE XCVIII

PERCENTAGE DISTRIBUTION OF WOMEN WITH EDUCATION SPECIALIST AS HIGHEST DEGREE BY INDIVIDUAL CONTRIBUTION TO HOUSEHOLD INCOME AND PLANS FOR AN ADVANCED DEGREE

Individual Contribution to Household Income	Plans for an Advanced Degree							Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown		
Less than 10%	54.76	23.81	9.52	4.76	4.76		2.38	9.40	42
10-40%	56.79	12.35	8.64	9.88	7.41	3.70	1.23	18.12	81
40-60%	56.05	12.10	6.37	10.19	7.01	3.82	4.45	35.12	157
More than 60%	53.85	7.69	5.77	11.54	7.69	13.46		11.63	52
Sole Source of Income	47.75	12.61	9.01	9.01	9.91	8.11	3.60	24.83	111
Unknown	75.00			25.00				0.89	4
TOTAL n	241	57	34	43	34	25	13		447
TOTAL %	53.91	12.75	7.61	9.62	7.61	5.59	2.90	100.00	

TABLE XCIX

PERCENTAGE DISTRIBUTION OF MEN WITH EDUCATION SPECIALIST AS HIGHEST DEGREE BY INDIVIDUAL CONTRIBUTION TO HOUSEHOLD INCOME AND PLANS FOR AN ADVANCED DEGREE

Individual Contribution to Household Income	Plans for an Advanced Degree						Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed		
Less than 10%								
10-40%								
40-60%						100.00	33.33	1
More Than 60%			50.00	50.00			66.67	2
Sole Source of Income								
TOTAL n			1	1		1		3
TOTAL %			33.33	33.33		33.33	100.00	

TABLE C

PERCENTAGE DISTRIBUTION OF MEN WITH BACHELOR'S AS HIGHEST DEGREE BY BACHELOR'S-DEGREE MAJOR AND PLANS FOR AN ADVANCED DEGREE

Major	Plans for an Advanced Degree							Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown		
Consumer Studies, Family Economics/Mgt.									
Family Relations and Child Development			100.00					6.67	1
Foods and Nutrition, Institutional Management		27.27	27.27	18.18	18.18		9.09	73.33	11
Household Equipment, Housing and Design									
Textiles, Clothing, Merchandising	50.00		50.00					13.33	2
General Home Economics				100.00				6.67	1
TOTAL n	1	3	5	3	2		1		15
TOTAL %	6.67	20.00	33.33	20.00	13.33		6.67	100.00	

TABLE CI

PERCENTAGE DISTRIBUTION OF MEN WITH BACHELOR'S AS HIGHEST DEGREE BY AGE RANGE WHEN BACHELOR'S DEGREE WAS RECEIVED AND PLANS FOR AN ADVANCED DEGREE

Age Range When Bachelor's Degree was Received	Plans for an Advanced Degree							Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown		
25 years or under	9.09	27.27	36.36	9.09	9.09		9.09	73.33	11
26-30 years			50.00	50.00				13.33	2
31-35 years					100.00			6.67	1
36-40 years									
41-45 years									
46-50 years									
51 years or over									
Unknown				100.00				6.67	1
TOTAL n	1	3	5	3	2		1		15
TOTAL %	6.67	20.00	33.33	20.00	13.33		6.67	100.00	

TABLE CII

PERCENTAGE DISTRIBUTION OF WOMEN WITH EDUCATION SPECIALIST AS HIGHEST DEGREE BY AGE RANGE WHEN BACHELOR'S DEGREE WAS RECEIVED AND PLANS FOR AN ADVANCED DEGREE

Age Range When Bachelor's Degree was Received	Plans for an Advanced Degree							Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown		
25 years or under	55.70	13.00	7.69	9.55	7.16	5.04	1.86	84.34	377
26-30 years	48.00	16.00	12.00		8.00	8.00	8.00	5.59	25
31-35 years	61.54			15.38	15.38	7.69		2.91	13
36-40 years	38.46	7.69	7.69	30.77	15.38			2.91	13
41-45 years	40.00	20.00	20.00	20.00				1.12	5
46-50 years	25.00	50.00				25.00		0.89	4
51 years or over									
Unknown	30.00				10.00	20.00	40.00	2.24	10
TOTAL n	241	57	34	43	34	25	13		447
TOTAL %	53.91	12.75	7.61	9.62	7.61	5.59	2.90	100.00	

TABLE CIII

PERCENTAGE DISTRIBUTION OF MEN WITH EDUCATION SPECIALIST AS HIGHEST DEGREE BY AGE RANGE WHEN BACHELOR'S DEGREE WAS RECEIVED AND PLANS FOR AN ADVANCED DEGREE

Age Range When Bachelor's Degree was Received	Plans for an Advanced Degree						Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed		
25 years or under			33.33	33.33		33.33	100.00	3
26-30 years								
31-35 years								
36-40 years								
41-45 years								
46-50 years								
51 years or over								
TOTAL n			1	1		1		3
TOTAL %			33.33	33.33		33.33	100.00	

TABLE CIV

PERCENTAGE DISTRIBUTION OF MEN WITH BACHELOR'S AS HIGHEST DEGREE BY YEAR HIGHEST DEGREE WAS RECEIVED AND PLANS FOR AN ADVANCED DEGREE

Year Highest Degree was Received	Plans for an Advanced Degree							Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown		
1939 or earlier									
1940-1949							100.00	6.67	1
1950-1959									
1960-1969	100.00							6.67	1
1970-1975		50.00	25.00		25.00			26.67	4
1976 or later		11.11	44.44	33.33	11.11			60.00	9
TOTAL n	1	3	5	3	2		1		15
TOTAL %	6.67	20.00	33.33	20.00	13.33		6.67	100.00	

TABLE CV

PERCENTAGE DISTRIBUTION OF WOMEN WITH EDUCATION SPECIALIST AS HIGHEST DEGREE BY YEAR HIGHEST DEGREE WAS RECEIVED AND PLANS FOR AN ADVANCED DEGREE

Year Highest Degree was Received	Plans for an Advanced Degree							Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown		
1939 or earlier	63.64					9.09	27.27	2.46	11
1940-1949	75.00	3.13	3.13	3.13	6.25	9.38		7.16	32
1950-1959	80.33	8.20	3.28	1.64	1.64	4.92		13.65	61
1960-1969	62.50	13.46	7.69	6.73		6.73	2.88	23.27	104
1970-1975	49.59	17.36	6.61	9.92	10.74	4.96	.83	27.07	121
1976 or later	27.72	13.86	14.85	19.80	17.82	4.95	.99	22.60	101
Unknown	47.06	11.76		11.76			29.41	3.80	17
TOTAL n	241	57	34	43	34	25	11		447
TOTAL %	53.91	12.75	7.61	9.62	7.61	5.59	2.90	100.00	

TABLE CVI

PERCENTAGE DISTRIBUTION OF MEN WITH EDUCATION SPECIALIST AS HIGHEST DEGREE BY YEAR HIGHEST DEGREE WAS RECEIVED AND PLANS FOR AN ADVANCED DEGREE

Year Highest Degree was Received	Plans for an Advanced Degree						Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed		
1939 or earlier								
1940-1949								
1950-1959								
1960-1969				50.00		50.00	66.67	2
1970-1975			100.00				33.33	1
1976 or later								
TOTAL n			1	1		1		3
TOTAL %			33.33	33.33		33.33	100.00	

TABLE CVII

PERCENTAGE DISTRIBUTION OF MEN WITH BACHELOR'S AS HIGHEST DEGREE BY TYPE OF INSTITUTION GRANTING BACHELOR'S DEGREE AND PLANS FOR AN ADVANCED DEGREE

Type Institution Granting Bachelor's Degree	Plans for an Advanced Degree							Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown		
Land-grant Institution	11.11	33.33	33.33	11.11	11.11			60.00	9
State College or University			40.00	40.00	20.00			33.33	5
Private College or University							100.00	6.67	1
Institution Outside United States									
TOTAL n	1	3	5	3	2		1		15
TOTAL %	6.67	20.00	33.33	20.00	13.33		6.67	100.00	

TABLE CVIII

PERCENTAGE DISTRIBUTION OF WOMEN WITH EDUCATION SPECIALIST AS HIGHEST DEGREE BY TYPE OF INSTITUTION GRANTING BACHELOR'S DEGREE AND PLANS FOR AN ADVANCED DEGREE

Type Institution Granting Bachelor's Degree	Plans for an Advanced Degree							Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown		
Land-grant Institution	55.13	12.18	7.69	7.05	8.97	7.05	1.92	34.90	156
State College or University	51.55	12.37	9.79	10.82	7.73	5.67	2.06	43.40	194
Private College or University	61.84	14.47	1.32	10.53	6.58	2.63	2.64	17.00	76
Institution Outside United States	71.43		28.57					1.57	7
Unknown	21.43	21.43		21.43		7.14	28.57	3.14	14
TOTAL n	241	57	34	43	34	25	13		447
TOTAL %	53.91	12.75	7.61	9.62	7.61	5.59	2.90	100.00	

TABLE CIX

PERCENTAGE DISTRIBUTION OF MEN WITH EDUCATION SPECIALIST AS HIGHEST DEGREE BY TYPE OF INSTITUTION GRANTING BACHELOR'S DEGREE AND PLANS FOR AN ADVANCED DEGREE

Type Institution Granting Bachelor's Degree	Plans for an Advanced Degree						Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed		
Land-grant Institution				100.00			33.33	1
State College or University			50.00			50.00	66.67	2
Private College or University								
Institution Outside United States								
TOTAL n			1	1		1		3
TOTAL %			33.33	33.33		33.33	100.00	

TABLE CX

PERCENTAGE DISTRIBUTION OF MEN WITH BACHELOR'S AS HIGHEST DEGREE BY CURRENT STUDENT STATUS AND PLANS FOR AN ADVANCED DEGREE

Current Student Status	Plans for an Advanced Degree							Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown		
Not Enrolled as Student	12.50	37.50	50.00					53.33	8
Student Without Assistantship			16.67	50.00	33.33			40.00	6
Student with Assistantship									
Unknown							100.00	6.67	1
TOTAL n	1	3	5	3	2		1		15
TOTAL %	6.67	20.00	33.33	20.00	13.33		6.67	100.00	

TABLE CXI

PERCENTAGE DISTRIBUTION OF WOMEN WITH EDUCATION SPECIALIST AS HIGHEST DEGREE BY CURRENT STUDENT STATUS AND PLANS FOR AN ADVANCED DEGREE

Current Student Status	Plans for an Advanced Degree							Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown		
Not Enrolled as Student	65.85	14.77	6.46	3.08	1.23	7.08	1.54	72.71	325
Student Without Assistantship	18.18	4.55	10.23	31.82	31.82	1.14	2.27	19.69	88
Student with Assistantship		16.67		50.00	33.33			1.34	6
Unknown	39.29	14.29	14.29	7.14		3.57	21.43	6.26	28
TOTAL n	241	57	34	43	34	25	13		447
TOTAL %	53.91	12.75	7.61	9.62	7.61	5.59	2.90	100.00	

TABLE CXII

PERCENTAGE DISTRIBUTION OF MEN WITH EDUCATION SPECIALIST AS HIGHEST DEGREE BY CURRENT STUDENT STATUS AND PLANS FOR AN ADVANCED DEGREE

Current Student Status	Plans for an Advanced Degree						Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed		
Not Enrolled as Student			50.00			50.00	66.67	2
Student Without Assistantship				100.00			33.33	1
Student with Assistantship								
TOTAL n			1	1		1		3
TOTAL %			33.33	33.33		33.33	100.00	

TABLE CXIII

PERCENTAGE DISTRIBUTION OF MEN WITH BACHELOR'S AS HIGHEST DEGREE BY HOURS WORKED PER WEEK AND PLANS FOR AN ADVANCED DEGREE

Hours Worked per Week	Plans for an Advanced Degree							Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown		
Full-time	11.11	22.22	22.22	11.11	22.22		11.11	60.00	9
Three-fourths Time		50.00	50.00					13.33	2
Half-time			100.00					6.67	1
Quarter-time									
Less Than Quarter Time									
Does Not Apply			50.00	50.00				13.33	2
Unknown				100.00				6.67	1
TOTAL n	1	3	5	3	2		1		15
TOTAL %	6.67	20.00	33.33	20.00	13.33		6.67	100.00	

TABLE CXIV

PERCENTAGE DISTRIBUTION OF WOMEN WITH EDUCATION SPECIALIST AS HIGHEST DEGREE BY HOURS WORKED PER WEEK AND PLANS FOR AN ADVANCED DEGREE

Hours Worked per Week	Plans for an Advanced Degree							Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed	Unknown		
Full-time	52.45	13.80	8.59	9.82	8.59	5.52	1.23	72.93	326
Three-fourths Time	40.00	20.00		40.00				1.12	5
Half-time	41.67	12.50	12.50	20.83	4.17	8.33		5.37	24
Quarter-time	50.00	20.00	10.00	10.00	10.00			2.24	10
Less Than Quarter-time	50.00	12.50	12.50		25.00			1.79	8
Does Not Apply	73.33	8.33		3.33	3.33	6.67	5.00	13.42	60
Unknown	35.71		7.14	7.14		7.14	42.86	3.14	14
TOTAL n	241	57	34	43	34	25	13		447
TOTAL %	53.91	12.75	7.61	9.62	7.61	5.59	2.90	100.00	

TABLE CXV

PERCENTAGE DISTRIBUTION OF MEN WITH EDUCATION SPECIALIST AS HIGHEST DEGREE BY HOURS WORKED PER WEEK AND PLANS FOR AN ADVANCED DEGREE

Hours Worked per Week	Plans for an Advanced Degree						Column %	Row n
	No Plans	Future Plans	Plans 2-3 Yrs.	Finish 12 Plus Mos.	Finish 9-12 Mos.	None; Completed		
Full-time			33.33	33.33		33.33	100.00	3
Three-fourths Time								
Half-time								
Quarter-time								
Less Than Quqrter-time								
Does Not Apply								
TOTAL n			1	1		1		3
TOTAL %			33.33	33.33		33.33	100.00	

VITA

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Candidate for the Degree of

Doctor of Philosophy

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