A five-year trend analysis of attitudes of female high school seniors toward post-high school work and education possibilities

Evelyn Ruth Beck

University of Nevada, Las Vegas

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A five year trend analysis of attitudes of female high school seniors toward post-high school work and education possibilities

Beck, Evelyn Ruth, M.S.W.

University of Nevada, Las Vegas, 1993
A FIVE YEAR TREND ANALYSIS OF
ATTITUDES OF FEMALE HIGH SCHOOL SENIORS
TOWARD POST-HIGH SCHOOL
WORK AND EDUCATION POSSIBILITIES

by

Evelyn R. Beck

A thesis submitted in partial fulfillment
of the requirements for the degree of

Master of Social Work

Department of Social Work
University of Nevada, Las Vegas
May 1993
The Thesis of Evelyn R. Beck for the degree of Master in Social Work is approved.

Chairperson, Shirley E. Cox, Ph.D.

Examing Committee Member, Edward W. Davis, Ph.D.

Examing Committee Member, Anthony Grasso, Ph.D.

Graduate Faculty Representative, Daniel W. McAllister, Ph.D.

Dean of the Graduate College, Ronald W. Smith, Ph.D.

University of Nevada, Las Vegas
May 1993
ABSTRACT

A Five Year Trend Analysis of Attitudes of Female High School Seniors Toward Post-High School Work and Education Possibilities investigates what, if any, trends exist regarding education and work they would be doing at age 30. Correlations between females' post-high school education and work goals and their parents attaining a college degree was studied. The relationship between daughters' education and work goals and the mothers' employment was researched.

This study, while not showing a changing trend in the attitudes toward post-high school education, did define solidly the work and educational goals of female high school seniors during the period of 1985 through 1989.
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DEDICATED TO MY MOTHER
CHAPTER 1

INTRODUCTION

"To every thing there is a season, and a time to every purpose under heaven" (Ecclesiastes 3:11). Over time the attitudes and purposes to which women direct their energies have changed.

Adolescent female attitudes about their educational and work potential are changing. Those who belong to the same birth cohort (those who are associated with one another by virtue of being born at the same time in history) have been influenced by the events and norms of the society in which they were reared.

The "time" was 1872 and the "purpose" for Susan B. Anthony was to assure that women were given the right to vote. To obtain that right, Miss Anthony led a group of women to the polls, was arrested, convicted and fined an amount she never did pay. She, of course, didn't live until 1920 to see the passage of the Nineteenth Amendment to the Constitution of the United States which gave women the right to vote, but yet perhaps she cheered that day.

September 18, 1898 was the time and the purpose for Jane Addams was to open Hull House in a working class
neighborhood of Chicago. Miss Addams labored long and hard to instigate such radical ideas as an eight-hour work day for women, factory inspections, workmen's compensation, tenement house regulations and the first juvenile court laws. Programs initiated at Hull House by Miss Addams and her following of social workers and reformers included day care, boarding rooms for working girls, a community kitchen, college courses covering various subjects, and training in art, music and crafts. As a pacifist and social reformer, Jane Addams participated in many causes including justice for immigrants and African Americans, and the women's suffrage movement.

Forward then in time to the 1930's when Franklin D. Roosevelt was the President of the United States, the press had editorialized that while it was acceptable for the First Lady to have her opinions, she was expected to keep them to herself. Eleanor Roosevelt's purpose was to go on frequent trips around the country, acting as her disabled husband's eyes and ears regarding conditions, programs, and public opinion. These excursions were the object of much criticism in the press and became the brunt of "Eleanor jokes" by political opponents. Undaunted, she continued to break with tradition by broadcasting a 15 minute radio commentary and syndicating "My Day," a daily column. After her husband's death, she did not quit. She was appointed by President Harry S. Truman to the United Nations as a member of the
U.S. delegation. While at the United Nations, she served as Chair of the Commission on Human Rights. Before she died in 1962, she had been a wife, mother of five, educator, humanitarian, First Lady, diplomat and world traveler.

In the 1950's we were influenced by movies and music. All of Broadway and Hollywood projected the message that the women's place is in the home being a wife and a mother as illustrated from this verse from Flower Drum Song:

"I'm strictly a female, female
And my future I hope will be
In the home of a brave and free male
Who'll enjoy being a guy having a girl like me."
(Rogers and Hammerstein, 1955)

During the 1960's and 70's the music reflected the times as in Bob Dillon's "The times they are a'changin'." And they certainly were. The women's movement had taken new direction and feminists were organizing everywhere. Women were beginning to be found in professions previously dominated by men. In the 1980's Helen Reddy sang:

"I am woman. Hear me roar...."

The time is 1992. William Jefferson Clinton has just been inaugurated as President of the United States. For the first time in the history of our country, the First Lady is a professional with a career of her own. Hillary Rodham grew up in Park Ridge, Illinois, where she graduated from Maine South High School in 1965. She entered Wellesley College, an all-female school, as a conservative and a Republican. Four years later she graduated as an outspoken
Democrat who had earned one of the school's highest academic distinctions. She was involved in the civil rights movement and wrote her thesis on poverty and community organizing. While attending Law School at Yale, she met William Jefferson Clinton. Hillary's resume includes positions as a lawyer, board member, commissioner, and, now, First Lady. She has never had to lean on Bill Clinton for her identity and will probably not start to do so now.

The Washington Post identified Hillary as the "Model of the Modern Working Woman" in an article by Sally Quinn (8/9/92). In order for her husband to win the election, Hillary would have to conform to her predecessors who stood by their men, dressed properly and had perfect hair. Supposedly, the American public couldn't tolerate a modern woman who led a complicated life. Ruth Mandel, the director of the Center for Women and Politics, said

Hillary Clinton's life and behavior represent the changes that have taken place in women's lives and marriages, and yet she is faced with the dilemma of not confronting the public with the extent of those changes. When it comes to women, people are not ready to take more than a teaspoonful of change at a time (New York Times, 5/18/92).

The fact is that Hillary Clinton more nearly represents American women than any other First Lady (Quinn, 1992). The majority of women, 57% over the age of 25, work. And like
the majority of women, Hillary has had to perform the familiar juggling act between family and career, with the additional burden of being a politician's wife.

Dolly Madison, while First Lady, sexually integrated an oyster bar in Washington because she felt women shouldn't be excluded. When Eleanor Roosevelt was First Lady it was acceptable for her to have opinions, but she was admonished to keep them to herself. What will be appropriate for young women of the future? Will they be more able and motivated to function in professional roles in the future or will the glass ceiling confine them to the past? This study examines the self-reported attitudes of females, who are high school seniors, regarding their educational and work possibilities. In preparing a secondary analysis of data already collected, answers were sought to the following questions:

**STUDY QUESTIONS**

1. Was any trend noted during the five years of the "Monitoring the Future" study that would indicate a change in the attitudes of female high school seniors toward post-high school education?

2. What, if any, trend was observed over the five years of this study in the expectations of female high school seniors toward the kind of work they would be doing at age 30?
3. Was there any correlation between females' post-high school education and their parents' attainment of a college degree?

4. Was there any relationship between daughters' post-high school work goals, and their mothers' employment?

Opportunities for females in education and career choices have changed since the days of Susan B. Anthony, Jane Addams and Eleanor Roosevelt. Women have moved from the protection and shelter provided to those in the birth cohort with Susan B. Anthony or Jane Addams through the scattered opportunities available to those in Eleanor Roosevelt's. Those in Hillary Clinton's cohort have experienced civil right marches, anti-war protests, and vocal equal rights for women campaigns. Women are now accepted as doctors, lawyers, and Indian chiefs, but what will be the fate of generations of women to come?
HISTORICAL BACKGROUND

For centuries females have been socially conditioned by parents, peers, and teachers to understand that they should not be expected to achieve the same work and educational goals as males. Educational and career opportunities were limited for women. Their place was in the home, caring for husband and children.

According to the laws in ancient India, a woman was always to be the property of an appropriate male. As a child she was to be under the jurisdiction of her father; in her youth she was subject to her husband, and if he should die, then it would be her lot to be under the will of her sons. She was mandated by that law to worship her husband as if he were a god, no matter what manner of man he was (Briffault, 1931).

Women have operated for centuries under a myth that they are somehow inferior. Anna Brownell Jameson wrote in 1832 that "The intellect of a woman bears the same relationship to that of man as her physical organization; it is inferior in power and different in kind." While woman's
brain is lighter and smaller than man's, as is her stature, there is no evidence that her cranial capacity is less (Cutler, 1961).

The colonial government in America was conceived and implemented as a patriarchy. Traditionally, public policy has sought to protect women, not to provide them with equal rights (Lansing, 1986). During the late 1800's, a movement began to gain for women the right to vote. The suffrage movement encouraged women to change their attitudes, not only towards government and men, but primarily towards themselves. Women began asserting their right to shape their life from within and not to have it shaped for them from without (Thompson, 1917). Ralcy Husted Bell (1921) said "The whole issue of woman's enfranchisement centers in her personal dignity as a human being, both intelligent and responsible." The Nineteenth Amendment to the Constitution was passed in 1920 and with its passage, women passed into a new age. It was feared by many men that women would no longer be satisfied to remain at home, but would want to learn how to be as political as their husbands by moving about in the world (Cutler, 1961).

"Political emancipation does not mean having a vote, but the having as well the power of learning how to use it" (Langdon-Davies, 1927). The political freedom of women was said to be complete when they were given the right to vote. A low opinion of females intellectual capacity created an
atmosphere which denied her educational opportunities.

Women have been working for centuries to help provide for the needs of their families. Many women labored alongside their husbands in the fields in order to make enough to survive. With the onset of the industrial age, families moved from rural communities to towns where work could be had in the factories. Biologist and physiologist conferenced and determined that the gentler sex was too physically frail and therefore unfit to do work which man had kept for himself (Thompson, 1917).

Ten years later John Langdon-Davies (1927) wrote, "In industrialized communities, every member of the family can become self-supporting and independent, if he desires it, and the father is no longer a benevolent despot or a potential tyrant." He went on to say that "in the old days" a man could earn enough money on his own to provide for his family, however with the change in economy that the family budget could not be balanced without the "forced labour of women and children."

The 1930 census reported that about 10,000,000 American women between the ages of sixteen and sixty-four were employed in "gainful occupations." The allusion that these women worked to gain freedom or express self-assertion was dispelled by a study conducted by the federal Women's Bureau. They worked for the same reasons women have worked for ages, to support themselves and their children (Ross,
Instead of maiden aunts washing dishes in the home of a relative for room and board and an occasional dollar or two, they could now work for pay in offices.

The reason women work "is the quest for emotional freedom, in particular for a freer sex life" (Langdon-Davies, 1927). According to Langdon-Davies, it was the desire of women to be out working so that they could interact more freely with men. He stated that if this was taken away and women had to contribute the whole of her earnings to the family budget that she would "cease to glory in economic emancipation."

Education in early America was only for the upper class and was considered a "special privilege with snob appeal" where young men were taught Latin and Greek and to have contempt for those who were not as educated (Cutler 1961). Until the 1850's parents paid for the education of their children; only paupers received education for free as an act of charity.

In Boston the first public high school was founded in 1821 to further the education of boys who did not intend to go to college. The Burghers here in America did not provide for the education of young women because they considered them incapable of learning. Susan B. Anthony presented the first petition for women's rights to the New York State Assembly in 1853. She was told by a senator that women lack the intellectual capacity to comprehend civic affairs.
(Cutler 1961).

When high schools became coeducational, the reactions from different segments of the population were: "fostering immorality," "overtaxing the weaker female intellect will lead girls into moral decay," "the idea of giving women a man's education is too ridiculous to appear credible," and "this boarders on vulgar" among many others (Cutler, 1961). In spite of objections, by 1860 the public high schools in the United States numbered over three hundred and most of them were coeducational.

In 1861 the first women's college, Vassar, was established. Women made up one third of the nation's college and university students by 1900. The educating of females was surrounded by controversy. "A college education for women was a diabolical device designed to undercut the superior status of the male" (Cutler, 1961).

In 1914 there was only one Grade-A school of medicine in New York City that would admit a woman. At that time it was considered bold for a woman to want to enter that profession (Cutler, 1961). "In 1890 there were 163,000 girls in secondary schools in this country; in 1924, 1,963,000" (Ross, 1931). The number of women in college in 1890 was 84,000; this number jumped to just under 450,000 by 1924. This increase in educational opportunities greatly expanded the professional career choices for women.

With the passage of the Civil Rights Act in 1964, women
began to have more opportunities in the business world. In 1974, many businesses were hiring women and minorities, under pressure, in spite of the individual's qualifications. Women at that time were admonished to "take advantage of the fact that being a woman opened the doors" and then instructed to prove their abilities and qualifications made them the best person for the job (McKemie-Belt, 1974).

Efforts to change and strengthen women's status effected social work organizations in the 1970's and was supported by women. Women's caucuses were organized in the National Association of Social Workers (NASW) and in the Council on Social Work Education (CSWE). Sexism in the field of social work was examined and through the persistent efforts of female social workers standing committees were created in both NASW and CSWE dealing with women's issues. Another accomplishment of women social workers during the 1970's was the implementation of NASW's affirmative action programs that required proportional representation of women in its offices. CSWE required that women's issues be included in curricula of schools of social work seeking accreditation (Reeser & Epstein, 1990).
EDUCATIONAL OPPORTUNITIES

In 1972 the Title IX Educational Amendments Act was passed to combat sex discrimination in school curricula and activities. In spite of the controversy about the interpretation of this law, it was now clear that no one could be excluded from participation in classes or school participation because of sex, marriage or parenthood. Programs must even be provided in athletics that give both sexes an equal opportunity for participation (Fuhrmann, 1986).

The industrial age in America has given way to the age of information. "In an information society brains are more important than brawn" (Aburden and Naisbitt, 1992). Females are in no short supply of brain-power. Even though males achieve higher in math and science while females excel in verbal and language skills, males and females are generally no different in measures of intelligence (Fuhrmann, 1986).

Subtle social messages and attitudes of teachers toward female students may perpetuate sex-role stereotypes. Teacher attitudes, whether conscious or unconscious, tend to influence girls to expect less of themselves, to avoid achievement oriented courses and to encourage females to be submissive, dependent, unassertive, and more concerned about physical appearance (Fuhrmann, 1986).

Social, family, and peer norms of expectations have been slow to change, but they are changing. For instance, a
program in Minneapolis, TECH (Technical Teams Encouraging Career Horizons), has for 12 years been sending 3-M scientists into 60 area schools to encourage students (especially females) to take an interest in science. Previously perceived as a "nerd" profession, that image changed when girls saw normal-looking woman in a nice suit encouraging the study of science. Enrollments in chemistry have doubled since the program began (Aburdene and Naisbitt, 1992).

The changes have been evidenced in the number of females who seek post-high school educational opportunities. Twice as many women in 1970 had continued their education than had done so in the 1950's (Lansing, 1986).

In a study conducted by Carol Kehr Tittle (1981), fifty percent of female students questioned indicated plans to graduate from a four-year college or university. Another 26% indicated they would continue in school through post-graduate studies. Only 7% indicated they would not continue in school past high school. The remaining 15% indicated they would continue their education in a trade school, two-year college, business school, or nursing school. Data from the National Longitudinal Survey of the High School Class of 1972 showed that by October 1976, 40% of females who had entered college had earned a bachelor's degree (Tittle, 1981).

The changes in the educational achievements have
impacted the self esteem of women. "...adolescents' career decisiveness or indecisiveness may reflect their feelings of self-worth" (Chiu, 1990). Many studies attribute the mother-daughter relationship with developing a girl's sense of self and self esteem. Sholomskas and Axelrod (1986) in their study found that exogenous factors, such as education, had more influence on women's choice of role.

The ever expanding educational opportunities have increased the work and career choices for females. "Careers express young people's progress through the domains of education, employment, leisure and domestic life" (Banks, et al, 1992).

There have been significant increases in women enrolled in professional training. For example, of the one-half million lawyers in the United States in 1980, 12.8 percent were women. In 1980, 31 percent of the graduates from law school were women, up from 15.1 percent in 1975 (Lansing, 1986).

It is becoming more necessary to have an advanced education to survive in society. The number of jobs that require at least some college in 1940 was 3,900,000; 8,600,000 in 1964 and by 1975 the number was over 13,200,000. "Post-industrial society, with its emphasis on technical competence and paper credentials, is likely to increase further the divisions between the 'haves' and the 'have nots' of this society" (Fuhrmann, 1986).
CAREER OPPORTUNITIES

"Some women seek to develop careers, others participate in the work force in non-career positions, and still others choose to stay out of the working world and devote themselves to their families" (Sholomskas and Axelrod, 1986). The choice is up to the individual female which path she will choose to follow in today's world. That choice "is an attempt by the individual to fulfill...her sense of self" (Chiu, 1990).

For twenty years researchers have been investigating how women's career development differs from that of men and factors that affect only women. In comparisons of career development men are compared to men and women are also measured against men. Unlike men, who dream of career and success, women develop dreams of a future that include both family and career (Sullivan, 1992). This is not true of all women; some focus primarily on home and family while others focus only on career.

Barriers in making and implementing career choices may be used to describe the gap between women's abilities and achievements (Swanson and Tokar 1991). There are conditions that influence a woman's commitment to work. Among those conditions are the consideration of family status, such as number and ages of children, education and previous work experience, financial conditions of self and family, and degree of difficulty in finding work in the job market. In
a study conducted by Swanson and Tokar (1991) the most frequently identified barriers to career development were identified as a lack of information, not being capable, financial concerns, and the influence of spouse or significant other. The lack of experience, their own qualifications and skills, and job availability were identified as obstacles to getting their first job.

In their review of literature Douce and Hansen (1990) identified an "androgynous personality, high self-esteem, strong academic self-concept, high ability, and liberated sex-role values" as factors that facilitate women's career development. Many women do not select careers outside the traditional range, see fewer occupations as suitable, and choose careers not consistent with their vocational interests (Douce and Hansen, 1990).

"Women are breaking into male-dominated fields from sportswriting to police work..." (Aburdene and Naisbitt, 1992). There are women today breaking new ground for those women who will follow them in the fields of technology and science. Computer technology has seen the success of women like Deborah Coleman with Apple, Ellen Hancock with IBM and Sandy Kurtzig, ASK Computer's founder and CEO. From the Silicone Valley in California to the Raleigh-Durham research triangle in North Carolina, there are opportunities for women. The technical fields in computers range from biotech industries to software writing. In Boise, Idaho, Hewlett
Packard added five hundred employees during a six-month period in 1992 (Crook, 1993). Telecommunications and data based information systems are young industries with many growth opportunities. Two of the very best-paying jobs for women are computer scientist/systems analyst and engineers.

Women make up 1.5 percent of the nation's 200,000 firefighters. Women pilots and navigators count for 4 percent of these occupations. Fourteen percent of law enforcement officers are women who function either in police departments or as prison correction officers (Aburdene and Naisbitt, 1992). While these may not be the right choice for every woman, for the right woman these occupations are certainly a choice.

Women are increasing their number in the ranks of physicians. One third of medical degrees are earned by women who now make up 26.6 percent of physicians. Half of the new primary care physicians are women with specialties like family practice (Aburdene & Naisbitt, 1992).

This is not to say that there are no opportunities in traditional women's careers. Nursing is one of the fastest growing occupations and the eight-best-paying profession for women. "Professional nursing requires brains, education, judgement, fortitude, inventiveness, (and) split-second decision making..." (Baer, 1991). Nurse practitioner positions are expanding rapidly and nurses, in general, now enjoy more autonomy and authority than they have in the
past. There will be a need for an additional 767,000 nurses by the year 2005 (Aburdene and Naisbitt, 1992). "This is the job category, as the populations ages...and one in which you can find openings virtually anywhere" (Crook, 1993).

Other professions in the category of health care industry are experiencing growth and personnel shortages. Today there are jobs for 17,000 pharmacists, and in the next 15 years that number is expected to double. Medical technology is not displacing workers, but creating jobs for more technicians. Other opportunities in health care include home health aids, physical therapists, medical assistants, radiologic technicians and medical secretaries. Not all of these jobs require a college degree; there are opportunities for women who choose to continue their education in one or two-year training programs.

Teachers, another traditional female occupation, are being faced with new challenges in the 90's as educational programs begin to allow students to choose which school they will attend. In a pilot program in New Milford, Connecticut, students can choose their school on the basis of quality of education and subject of curriculum emphasis. This revolutionary approach to education will allow entrepreneurial teachers to set up magnet schools in their area of expertise and compete with other schools to attract a student body (Aburdene and Naisbitt, 1992). "This is an area where women have always played a prominent role, and
one that is expected to reap enormous gains as the baby boomers settle down" (Crook, 1993). The salaries and professional prestige of teachers will increase with requirements for 200,000 new teachers next year and for years to follow.

Women are making inroads into the business community as managers and business owners. According to Aburdene and Naisbitt (1992), if one were to look beyond the top twenty people in a corporation, the next level of management would be comprised of 50% women. It used to be that a management trainee program was the best path to the executive suite. Big companies are filling many entry level management slots with cost-efficient temporaries. Most new management openings are in small and mid-size firms. The number of women in institutional management are slowly increasing (See Table 1).

According to the 1991 Bureau of Labor statistics, the number one-paying job for women is in the legal profession. In 1991, Working Woman listed environmental attorney and bankruptcy attorney on its "hot jobs" list (Russell, 1991). Another expanding profession for women is that of a paralegal. After graduating from a two-year program, legal assistants can "pick their spots" (Crook, 1993). The government is a steady employer and needs people trained in environmental and international law.
Table 1
Women in Institutional Positions, 1970 and 1980

<table>
<thead>
<tr>
<th></th>
<th>Total Number of Positions</th>
<th>Number of Women</th>
<th>Percentage of Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industry</td>
<td>1,543 1,499</td>
<td>3 36</td>
<td>0.2 2.4</td>
</tr>
<tr>
<td>Banking</td>
<td>1,189 1,095</td>
<td>2 25</td>
<td>0.2 2.3</td>
</tr>
<tr>
<td>Utilities</td>
<td>476 688</td>
<td>0 29</td>
<td>0 4.3</td>
</tr>
<tr>
<td>Insurance</td>
<td>362 783</td>
<td>3 9</td>
<td>0.8 1.1</td>
</tr>
<tr>
<td>Law</td>
<td>1,076 1,259</td>
<td>12 23</td>
<td>1.1 1.8</td>
</tr>
<tr>
<td>Investments</td>
<td>417 550</td>
<td>3 5</td>
<td>0.7 0.9</td>
</tr>
<tr>
<td>Mass media</td>
<td>213 235</td>
<td>9 16</td>
<td>4.2 6.8</td>
</tr>
<tr>
<td>Foundations</td>
<td>121 402</td>
<td>9 59</td>
<td>7.4 14.7</td>
</tr>
<tr>
<td>Universities</td>
<td>656 481</td>
<td>11 51</td>
<td>2.1 10.6</td>
</tr>
<tr>
<td>Civic &amp; Cultural</td>
<td>438 536</td>
<td>70 45</td>
<td>16.0 9.0</td>
</tr>
<tr>
<td>Government</td>
<td>227 258</td>
<td>10 20</td>
<td>2.5 7.7</td>
</tr>
<tr>
<td>Military</td>
<td>24 17</td>
<td>0 0</td>
<td>0 0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6,733 7,783</strong></td>
<td><strong>132 318</strong></td>
<td><strong>1.9 4.1</strong></td>
</tr>
</tbody>
</table>

(Dye & Strickland, 1982)

Openings for government jobs outnumber those in manufacturing (Crook, 1993). Washington D.C. and state capitals are the most likely places to turn for government
employment. The FBI is aggressively seeking women in their current hiring campaign (Crook, 1993).

It was projected that small businesses owned by women would provide employment for more people than Fortune 500 corporations by 1992 (Aburdene and Naisbitt, 1992). Women are given opportunities to open businesses by obtaining financing through the Small Business Administration. The types of businesses women open are as varied as the women themselves. "Most women who open a business know exactly what they want - to satisfy an unmet need by supplying a product they love or a service they perform spectacularly" (Aburdene and Naisbitt, 1992). Frequently, the unmet needs are identified by the working women, themselves.

Needs for competent child care have never been greater. In Bridgewater, New Jersey, Suzanne Schmidt started matching career women with child care providers who accept no more than five children per home. She called her business "Monday Morning, Inc." (Aburdene and Naisbitt, 1992).

Women are creating businesses in preventative health maintenance programs, care for elderly people, restaurants, natural foods and convenience foods. In 1977, $25 billion dollars of revenue was earned by 2 million female-owned business. That figure has increased to 5 million businesses with revenues of $83 billion dollars in 1988. From 1980 to 1988 there was an growth in female entrepreneurs of 82
with revenues from those businesses increasing 129 percent. (Aburdene and Naisbitt, 1992).

Companies that are stream-lining their operations frequently lay off full-time employees and fill necessary positions with temporary and part-time people. Employment agencies are hiring employment counselors, benefit specialists, and diversity managers to accommodate an increasingly heterogenous staff configuration (Crook, 1993).

Women are no strangers to the arts. Their talents in composition and performance have entertained us for years. There are more opportunities for women in the behind-the-scene roles now than ever before. Women are directors of art museums, philharmonic orchestras, and production companies. Hollywood is breaking with tradition and allowing women to direct movies. The publishing business has many key players who are women. The worlds of advertising and sales have excellent opportunities.

In spite of the fact that women are making inroads into every segment of working America, there is still one area of inequity. In 1965 a law was enacted to provide women with equal pay. Women used to make 68 cents for every dollar paid a man; things have improved some so that women are now earning up to 85 cents on the male dollar.

The nineties is bullishly described as the "Decade of Women in Leadership" by Aburdene and Naisbitt (1992) and they predict that it will be in this decade that women will
break through the glass ceiling into top corporate management. The pessimistic viewpoint expressed by the Feminist Majority Foundation (1991) said that it would take "475 years" for women to gain corporate equality with men. While change starts slowly and may suffer setbacks and even reverses, eventually it bursts forth becoming the norm. Women have been bumping up against the "glass ceiling" for decades and have finally been successful in cracking it. The next ten years will see women-led businesses in growth industries become the "Fortune 500" companies of tomorrow (Aburdene & Naisbitt, 1992).
CHAPTER 3

METHODOLOGY

The data analyzed in pursuit of the study questions is taken from extremely large data sets collected by Bachman, Johnson and O'Malley in their "Monitoring the Future: A Continuing Study of the Lifestyles and Values of Youth" study over a thirteen year period, 1976 - 1989, from high school seniors enrolled in public and private high schools throughout the contiguous United States. Because the data was gathered from high school seniors, that 15 to 20% of each age cohort who had dropped out of high school were not included in the study.

Sampling Procedure:

Seventy-four geographic areas were identified and designated as primary sampling units. These areas included the twelve largest metropolitan areas. In addition, ten areas in the Northeast section of the United States, eighteen areas in the North Central, twenty-four areas in the South, and ten areas in the West, were added to complete the total.

The schools were selected to participate in such a way that the probability of the school's selection was
proportionate to the size of their senior class. Except for half of the schools during the base year, all schools were asked to participate in the study for two consecutive years. One reason for this procedure was to cut down on the amount of training and administration necessary to conduct the study in new schools each year. Another reason was to provide for the possibility that, from one graduating class to the next, variance might occur as the result of divergence between schools sampled for the first time.

During the third stage of the process it was determined which seniors in a given school were selected to participate in the study. In larger schools, approximately four hundred students were included either by random sampling of classrooms or some other random method that was possible to operationalize for the school administrators. In schools with fewer than four hundred senior students, all students were included in the survey. Variations of sample sizes was accommodated by assigning sample weights to respondents from each school.

**Questionnaire Administration**

After obtaining the agreement to participate from a school, a mutually agreeable date was selected for test administration. Two weeks prior to the survey date, the local Survey Research Center (SRC) representative visited the school to meet with teachers whose classes were to participate in the study. The teachers were provided with
guidelines for survey administration and flyers for the students. A week to ten days before the survey was conducted, the students were given the flyer which pointed out, among other things, that "participation is strictly voluntary, and stresses confidentiality" (including a reference to the fact that the Monitoring the Future project had a special government grant of confidentiality which allowed their answers to be protected) (Bachman, Johnson & O'Malley, 1978).

On the day of the survey the SRC representatives administered the questionnaire during a regular class period. Teachers remained in the class to assure an orderly atmosphere, but were encouraged not to walk or draw undue attention so as not to distract students from feeling free to answer the questions honestly.

Content Area and Questionnaire Design

While the topic receiving the most attention in the Monitoring the Future project was drug use and related attitudes, many other subjects were addressed. For the purpose of discussing attitudes of female high school seniors toward post-high school work and education possibilities, the following content areas were examined:

A. Educational lifestyle, values, experiences, and environment.

B. Work and vocational values, meaning of work, preferences regarding occupational characteristics and
C. Sex roles and family values, attitudes, and expectations about marriage, family structure, sex roles, and sex discrimination.

D. Happiness and life satisfaction, overall and in specific domains.

E. Demographic and family background characteristics.

Other subject areas addressed in the questionnaire related to attitudes about government, social institutions, and race relations.

Five different questionnaire forms were developed to cover all topic areas which, when distributed to participants, produced five virtually identical sub-samples. Core questions which made up about one-third of the questionnaire included demographic variables and some measures of drug use.

Representativeness and Validity

Nearly 10,000 high school seniors throughout the 48 contiguous states were sampled over a five year period. One segment of this population excluded were those who had dropped out of school prior to the time this survey was conducted. Four other limitations of this survey in its representation of the age cohort surveyed include: (1) bias that could have been introduced by the refusal of some schools to participate; (2) a less than 100 percent participation by the students in sampled schools; (3)
conscious or unconscious distortion by students; and (4) limits on accuracy of estimates which could be a result of limitations in sample size and/or design.

The investigators felt confident that refusal of schools to participate did not create a bias because schools which were similar in size and urbanicity, from the same region were substituted for the non-participating school (Bachman, Johnson, & O'Malley, 1989).

Between three-fourths and four-fifths of students sampled turned in completed questionnaire. Those not completing the survey were either absent from school, participating in other school functions, or refused to complete the survey.

The responses to questions dealing with delinquency and drug use have given the investigators reason to be confident about their validity. There was a low no-response rate on sensitive questions; a large portion admitted some illegal drug use; and the study has remained consistent over a five year period (Bachman, Johnson, & O'Malley, 1989).

Without enlisting the participation of all three million high school seniors in the United States, this survey has managed to achieve confidence intervals of plus or minus 1.5 percent in sample findings 95 out of 100 times (Bachman, Johnson, and O'Malley, 1978).

Secondary Analysis

Secondary analysis was conducted utilizing SPSS-X
Version 2.0 ported to the Cray Y-MP2 Supercomputer at the National Supercomputer Center for Energy and the Environment at the University of Nevada Las Vegas. Data tapes were obtained from the Inter-university Consortium for Political and Social Research at the University of Michigan, Ann Arbor, Michigan.

Variables were selected from the code sheets of the five questionnaires presented annually to high school seniors across the country. The initial computer run to elicit selected data from the larger data sets was done with only one qualifying variable, female.

Subsequent computer runs were conducted using "female" as one qualifying variable and another independent variable (i.e. race, parent's education, etc.). During these subsequent computer runs an unanticipated problem was encountered. The following error message kept recurring:

"An unexpected end of file has been found in the middle of reading a case. The partial case will be ignored. Check your output for possible missing record."

indicating that incomplete input files existed on the data tapes. This error could have resulted from a "glitch" encountered on the tape on which the data sets were stored and shipped or from a error imposed during data input. In every case where this error message appeared the number of cases was listed as either 1 or 0 (n = 1 or n = 0), making any SPSSX analysis of these runs impossible. This error message was encountered while assessing two or more

No amount of computer engineering or program expertise was successful in unraveling the barrier to trend analysis on the data sets. Therefore, study procedures were modified to reflect what data calculations were found to be possible. The data was successfully accessed to the degree that enabled the successful inclusion of raw percentages that were averaged to make comparisons between variables (i.e. output percentage averages from mothers that had never worked could be and were compared with mothers that had worked all the time). However, the percentages that are offered herein have not been compared for covariance and, therefore, findings are not the same as would have been found had data from all five years been available for comparison and interactive trend analysis.
CHAPTER 4

FINDINGS

A limitation of this study is that the most recent five years of data considered separately and then compounded did not provide enough data for a trend to appear. The data as represented here was collected between 1985 and 1989 and contained no evidence of a changing trend with regard to either the post-high school educational goals of female high school seniors or their employment goals.

It is possible that the subjects who responded positively to questions concerning educational goals, included both attendance at a 4-year college and continuing into graduate school. The majority of females questioned each year indicated they would continue their education in a four-year college. It was observed that a larger percentage (35.5) of female students questioned in 1985 indicated they planned to continue their education into graduate school than those who responded in any other year (See Table 2). Each year the percentage of respondents indicating they would go to a Vocational Technical School was under 10 percent. The data also indicated that fewer than 5 percent of the respondents would enter military service after high
Table 2

Educational Goals of Female High School Seniors

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Vo Tech</td>
<td>8.1%</td>
<td>8.9%</td>
<td>5.7%</td>
<td>9.3%</td>
<td>4.7%</td>
</tr>
<tr>
<td>Military</td>
<td>2.4%</td>
<td>3.9%</td>
<td>3.9%</td>
<td>3.4%</td>
<td>3.7%</td>
</tr>
<tr>
<td>2-Year College</td>
<td>13.5%</td>
<td>12.6%</td>
<td>13.4%</td>
<td>14.3%</td>
<td>10.8%</td>
</tr>
<tr>
<td>4-Year College</td>
<td>41.4%</td>
<td>30.0%</td>
<td>43.7%</td>
<td>37.2%</td>
<td>37.8%</td>
</tr>
<tr>
<td>Graduate</td>
<td>35.5%</td>
<td>7.9%</td>
<td>12.6%</td>
<td>11.7%</td>
<td>10.9%</td>
</tr>
<tr>
<td>n=</td>
<td>4,934</td>
<td>253</td>
<td>3,380</td>
<td>273</td>
<td>194</td>
</tr>
</tbody>
</table>

No trend appeared in the data when considering the question regarding change in female expectations of work the students felt that they would be doing at age 30. No female high school seniors indicated that they would be employed as a laborer at the age of 30. The least popular choice of work selected was that of "Farm Owner" or "Manager" followed closely by being a "Semi-skilled Worker" (See Table 3).
Table 3
Female High School Seniors Occupational Expectations
by Age 30

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Service Worker</td>
<td>4.5%</td>
<td>2.4%</td>
<td>3.4%</td>
<td>1.0%</td>
<td>1.7%</td>
</tr>
<tr>
<td>Semi-Skilled Worker</td>
<td>0.3%</td>
<td>0</td>
<td>0.2%</td>
<td>1.0%</td>
<td>0</td>
</tr>
<tr>
<td>Sales Clerk</td>
<td>1.6%</td>
<td>0</td>
<td>1.3%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Office Worker</td>
<td>15.4%</td>
<td>3.7%</td>
<td>13.8%</td>
<td>2.0%</td>
<td>10.0%</td>
</tr>
<tr>
<td>Protective Service</td>
<td>1.3%</td>
<td>0</td>
<td>1.4%</td>
<td>2.0%</td>
<td>10.0%</td>
</tr>
<tr>
<td>Military</td>
<td>1.7%</td>
<td>2.4%</td>
<td>1.8%</td>
<td>4.1%</td>
<td>3.3%</td>
</tr>
<tr>
<td>Skilled Worker</td>
<td>0.7%</td>
<td>7.3%</td>
<td>0.4%</td>
<td>5.1%</td>
<td>3.3%</td>
</tr>
<tr>
<td>Farm Owner/Manager</td>
<td>0.3%</td>
<td>0</td>
<td>0.4%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Small Business Owner</td>
<td>6.0%</td>
<td>7.3%</td>
<td>6.4%</td>
<td>7.1%</td>
<td>5.0%</td>
</tr>
<tr>
<td>Sales Representative</td>
<td>1.1%</td>
<td>3.7%</td>
<td>1.7%</td>
<td>2.0%</td>
<td>1.7%</td>
</tr>
<tr>
<td>Manager/Administrator</td>
<td>9.3%</td>
<td>9.8%</td>
<td>10.5%</td>
<td>14.3%</td>
<td>6.7%</td>
</tr>
<tr>
<td>Professional</td>
<td>30.2%</td>
<td>30.5%</td>
<td>28.2%</td>
<td>35.7%</td>
<td>26.7%</td>
</tr>
<tr>
<td>Ph.D./M.D.</td>
<td>13.8%</td>
<td>20.7%</td>
<td>16.6%</td>
<td>13.3%</td>
<td>11.7%</td>
</tr>
<tr>
<td>Homemaker</td>
<td>3.4%</td>
<td>0</td>
<td>3.1%</td>
<td>1.0%</td>
<td>5.0%</td>
</tr>
<tr>
<td>Don't Know</td>
<td>5.6%</td>
<td>7.3%</td>
<td>6.2%</td>
<td>8.2%</td>
<td>11.7%</td>
</tr>
</tbody>
</table>

n = 1,636 82 1,669 98 60

Consistently over the five years the most popular work category fell in the "Professional" category with the highest rating of 35.7 percent occurring in 1988.

In the analysis of the data it was observed that in 1988 and 1989 the percentage of young women, indicating an
interest in working as Professionals with a Ph.D. or M.D., exceeded the percentage indicating they would continue their education through graduate school (see both Tables 2 and 3). There is no way to examine these inconsistencies in this study.

The next variable assessed in the population of high school females was race. The questionnaire gave the options of "white" and "non-white" when asking about the race of the subject. Over the five years an average of 79.6% answered that they were white and 15.7% said they were non-white (see Table 4).

Table 4
Female High School Seniors by Race

<table>
<thead>
<tr>
<th>Study Years</th>
<th>White</th>
<th>Non-White</th>
</tr>
</thead>
<tbody>
<tr>
<td>1985 n= 4934</td>
<td>75.4%</td>
<td>14.1%</td>
</tr>
<tr>
<td>1986 n= 253</td>
<td>83.0%</td>
<td>16.6%</td>
</tr>
<tr>
<td>1987 n= 3380</td>
<td>76.6%</td>
<td>11.0%</td>
</tr>
<tr>
<td>1988 n= 273</td>
<td>79.8%</td>
<td>19.8%</td>
</tr>
<tr>
<td>1989 n= 194</td>
<td>83.1%</td>
<td>16.9%</td>
</tr>
</tbody>
</table>

Educational goals when analyzed by race indicated that a larger percentage of non-whites than whites would choose to go to a vocational or technical school and that three times as many were planning to enter the military. Those
reported as white had a higher percentage who had goals of attending a two-year or a four-year college, but had a lower percentage who thought they would attend graduate school (see Table 5). The percentages reported in Table 5 were the simple averages of the figures for each of the five years rather than a statistically valid trend analysis due to the computer problems discussed previously.

Table 5
Educational Goals of Female High School Seniors - by Race

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th>Non-White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vo Tech</td>
<td>7.27%</td>
<td>12.23%</td>
</tr>
<tr>
<td>Military</td>
<td>1.80%</td>
<td>5.40%</td>
</tr>
<tr>
<td>2-Year College</td>
<td>14.10%</td>
<td>7.63%</td>
</tr>
<tr>
<td>4-Year College</td>
<td>42.40%</td>
<td>28.43%</td>
</tr>
<tr>
<td>Graduate School</td>
<td>10.77%</td>
<td>12.76%</td>
</tr>
</tbody>
</table>

\[ n = 457 \quad 107 \]

When asked what kind of jobs they thought they would have when age 30, the largest percentages of whites indicated that they would become Managers/Administrators, Professionals, or Professionals with a Ph.D. or M.D. By percentage non-whites indicated that they would most likely hold positions as Professionals or Office Workers. While
2.4% of whites indicated that they would probably become homemakers, none of the non-white respondants indicated that they would consider becoming a homemaker as a primary goal (See Table 6). The percentages in Table 6 were, again, averaged results of the five years.

Table 6

<table>
<thead>
<tr>
<th>Occupation</th>
<th>White</th>
<th>Non-White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service Worker</td>
<td>3.0%</td>
<td>8.4%</td>
</tr>
<tr>
<td>Sales Clerk</td>
<td>1.2%</td>
<td>2.7%</td>
</tr>
<tr>
<td>Office Worker</td>
<td>5.3%</td>
<td>18.9%</td>
</tr>
<tr>
<td>Protective Service</td>
<td>1.2%</td>
<td>3.5%</td>
</tr>
<tr>
<td>Military</td>
<td>1.8%</td>
<td>3.5%</td>
</tr>
<tr>
<td>Skilled Worker</td>
<td>.6%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Small Business Owner</td>
<td>5.9%</td>
<td>6.2%</td>
</tr>
<tr>
<td>Sales Representative</td>
<td>2.4%</td>
<td>0</td>
</tr>
<tr>
<td>Manager/Administrator</td>
<td>10.1%</td>
<td>8.2%</td>
</tr>
<tr>
<td>Professional</td>
<td>33.7%</td>
<td>30.1%</td>
</tr>
<tr>
<td>Ph.D./M.D.</td>
<td>18.3%</td>
<td>8.2%</td>
</tr>
<tr>
<td>Homemaker</td>
<td>2.4%</td>
<td>0</td>
</tr>
<tr>
<td>Don't Know</td>
<td>7.7%</td>
<td>3.8%</td>
</tr>
</tbody>
</table>

n = 169 83
The questions dealing with self-esteem asked if the individual had a "positive attitude toward self" and if the person thought they had "individual worth." To both of these questions the non-whites answered they strongly agreed 70.8 percent of the time. The white population surveyed strongly agreed 35.1 percent of the time that they had a positive attitude toward self and 25.8 percent of the respondents strongly agreed that they were persons of worth. These results may have occurred because the completion of high school is considered more of an achievement for non-white respondents than for their white classmates.

The variable which examined the subject population's "parental education" was the next to be considered. The percentage of mothers who had completed high school exceeded that of fathers in every year except 1986. In 1986 the percentage of mothers who had completed college exceeded that for fathers. The percentage of fathers who had completed graduate school consistently outscores mothers in all five years (See Figures 1 and 2). The educational goals of females whose fathers had graduated from college compared positively to those whose mothers had graduated from college. It was observed that a higher percentage of females whose father had a college degree indicated that they would participate in education beyond high school. The majority of these females (49.2 percent) indicated they would attend a four-year college as opposed to 38.4 percent
FATHER'S EDUCATION

Figure 1

Y Axis = %
Figure 2

MOTHER'S EDUCATION

Y Axis = %

Grade Sch | Some HS | HS Grad | Some Col | Col Grad | Grad Sch


50 40 30 20 10 0

Y Axis = %
of subjects who had mothers with college degrees (See Table 7).

Contrary to the findings for the "educational goals" variable, a larger percentage of females whose mothers had a college degree indicated they thought they would be working

Table 7

Educational Goals of Female High School Seniors by Parents with Degree

<table>
<thead>
<tr>
<th>Educational Goal</th>
<th>Father</th>
<th>Mother</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vo Tech</td>
<td>9.4%</td>
<td>9.6%</td>
</tr>
<tr>
<td>Military</td>
<td>0</td>
<td>2.5%</td>
</tr>
<tr>
<td>2-Year College</td>
<td>25.3%</td>
<td>4.2%</td>
</tr>
<tr>
<td>4-Year College</td>
<td>49.2%</td>
<td>38.4%</td>
</tr>
<tr>
<td>Graduate School</td>
<td>13.1%</td>
<td>6.7%</td>
</tr>
</tbody>
</table>

n = 38 44

as professionals or professionals with a Ph.D. or M.D. than those whose father had a college degree. The percentage of subjects who did not know what they would be doing at age thirty was larger in the population whose father had a college degree (see Table 8). This may indicate that the educational level of the mother has a greater influence on the career decisions of the daughter than that of the father.
Table 8

**Female High School Seniors' Occupational Expectations**

*at Age 30 by Parent with College Degree*

<table>
<thead>
<tr>
<th>Occupational Expectation</th>
<th>Father</th>
<th>Mother</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service Worker</td>
<td>3.2%</td>
<td>0</td>
</tr>
<tr>
<td>Sales Clerk</td>
<td>3.2%</td>
<td>0</td>
</tr>
<tr>
<td>Office Worker</td>
<td>5.4%</td>
<td>8.3%</td>
</tr>
<tr>
<td>Skilled Worker</td>
<td>2.3%</td>
<td>4.2%</td>
</tr>
<tr>
<td>Small Business Owner</td>
<td>7.7%</td>
<td>4.2%</td>
</tr>
<tr>
<td>Sales Representative</td>
<td>2.3%</td>
<td>0</td>
</tr>
<tr>
<td>Manager/Administrator</td>
<td>7.7%</td>
<td>4.2%</td>
</tr>
<tr>
<td>Professional</td>
<td>40.1%</td>
<td>41.7%</td>
</tr>
<tr>
<td>Ph.D./M.D.</td>
<td>12.3%</td>
<td>16.7%</td>
</tr>
<tr>
<td>Don't Know</td>
<td>15.4%</td>
<td>8.3%</td>
</tr>
<tr>
<td>n = 38</td>
<td></td>
<td>24</td>
</tr>
</tbody>
</table>

The "working status of mothers" was the next variable to be evaluated. The percentage of mothers who had never worked ranged from a high of 24.7 percent in 1985 to a low of 21.5 percent in 1989. Mothers who had worked the entire time that the student attended school ranged from a high in 1987 of 30.5 percent to a low the next year of 25.2 percent (See Table 9).
Table 9

Mother's Working Status While Subject was "Growing Up"

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother never</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>employed</td>
<td>24.7%</td>
<td>22.1%</td>
<td>23.3%</td>
<td>22.8%</td>
<td>21.5%</td>
</tr>
<tr>
<td>Mother employed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>some of the</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>time</td>
<td>29.4%</td>
<td>30.6%</td>
<td>30.3%</td>
<td>31.6%</td>
<td>26.3%</td>
</tr>
<tr>
<td>Mother employed</td>
<td></td>
<td></td>
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<td>time</td>
<td>17.3%</td>
<td>18.8%</td>
<td>15.1%</td>
<td>19.6%</td>
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<td>Mother employed</td>
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<td>all of the</td>
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<td>time</td>
<td>27.6%</td>
<td>27.7%</td>
<td>30.5%</td>
<td>25.2%</td>
<td>26.8%</td>
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n = 4,934 253 3,380 273 194

When comparing the educational goals of daughters of non-working and working mothers, more than 10 percent of daughters of working mothers indicated a desire to attend a four-year college and about 9 percent said they would attend graduate school. Four percent more of daughters whose mothers had never worked indicated they would attend a Vocational Technical school. (See Figure 3).
DAUGHTERS EDUCATIONAL GOALS
NON-WORKING/WORKING MOTHERS

Figure 3

Y axis = %

Never Worked n=74  Worked n=108
The projected careers of daughters with non-working mothers did not coincide with the educational goals. Of the daughters who were surveyed, who had non-working mothers 53.2 percent indicated they thought they would be professionals or professionals with a Ph.D. or M.D. This compared with 32 percent who indicated that they would attend a four-year college and under 10 percent who indicated that they planned to go to graduate school. When combined this totals about 42 percent who indicated they would seek college degrees.

Daughters with mothers who worked projected that 29 percent would be professionals and 16.8 percent would have careers requiring a Ph.D. or M.D. More career options were selected by daughters with working mothers, but only those with non-working mothers selected being a homemaker as a career possibility (See Figure 4). This may indicate that the mother has influence over the daughter's career choices.

When asked if they had a positive attitude toward themselves, 50 percent of females with non-working mothers responded that they "mostly agreed" or "agreed" with this. The daughters of working mothers mostly agreed or agreed 41.1 percent of the time. This indicates the possibility that a non-working mother has a positive impact on the attitude of the daughter toward herself.

The next question dealing with self esteem asked subjects if they thought they were a person of worth. The
Figure 4

DAUGHTERS JOBS AT AGE 30

Non-Working Mothers

n=32

Working Mothers

n=91
scores for daughters of non-working mothers compared favorably and only slightly higher with 59.5 percent "mostly agreeing" or "agreeing" and 58.8 percent of working mothers' daughters answered the same way. The difference in this question indicates that the feeling of worth is impacted only slightly by non-working mothers.
CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

This study, while not showing a changing trend in the attitudes toward post-high school education, did define solidly the work and educational goals of female high school seniors during the period of 1985 through 1989. In response to the Study Questions the following conclusions were reached:

1. No trend was noted in the attitudes of female high school seniors toward post-high school education. The percentages of young women indicating they would attend a four-year college ranged from a low of 30 percent in 1986 to a high of 43.7 percent in 1987.

2. Over the five years included in this study, no trend was observed in the expectations of female high school seniors toward the kind of work they would be doing at age 30. Of the sixteen work options posed, the only choice which none of the females indicated was that of a "laborer." Despite that very real possibility, young women did not anticipate having to work in such non-desirable career paths.

3. There was no consistent correlation between the
post-high school educational goals of the females surveyed and their parents' attainment of a college degree. An average of 9.5 percent of females in this category intended to attend a Vo Tech school while the average of the whole population surveyed was 7.3 percent. While none of the females whose father had a college degree intended to enter the military, the military was an option for 2.5 percent of those whose mother had a college degree. This compares to 3.4 percent of the female population surveyed. The group whose father had a college degree indicated a larger percentage would attend a two-year, four-year or graduate college. The females whose mother had a college degree was less inclined to enter a two-year college or graduate school than the general population, and exceeded the average of all females surveyed by .4 percent when considering a four-year college.

4. When looking for a relationship between daughters' post-high school work goals and their mothers' employment, it was observed that in every category of education, except Vo Tech, more of the daughters of mothers who had worked extensively indicated they would pursue an education past high school. In comparing the jobs they thought they would have at age 30, more of the daughters of non-working mothers indicated they would be employed as Professionals without a Ph.D. while more of the daughters of working mothers indicated they would be Professionals with a Ph.D. The
daughters of working mothers chose ten of the sixteen categories, while the daughters of non-working mothers selected only eight.

Almost all of the young women questioned in this survey indicated that it was their intention to continue their education beyond high school. When considering the work they would be doing at age 30, all but one category was selected by some of the female subjects. This indicates that young women today do not perceive limitations in their career options.

This study did not include those females who had dropped out of high school for whatever reason, therefore the attitudes of those females towards post-high school education and work possibilities were not reflected. Those individuals who do not complete a high school education face a much different tomorrow than those who graduate. The demand for education in the job market limits the employment opportunities of those not completing high school.

A continuation of this study to include all thirteen years of data now available would perhaps show a trend that was not evident from this five year segment of the data. Other variables contained in the data, such as smoking habits and eating habits, would be interesting to study in conjunction with the items included in this study.

In conducting future studies utilizing a supercomputer it would be beneficial to have more current versions of
SPSS-X available for executing that element of the research. Computerized trend analysis would also facilitate research.

There is a spot on some local television stations that states "The more you know, the better you'll be able to...." The more social workers know about the goals and directions of the youth of this country, the better they will be to relate to the feelings, attitudes and potentials of clients in this age group.

This study indicates that young females are interested in each type of work listed in the study except that of laborer. The implication is that they perceive no barriers in pursuing the work or career of their choice.

The same is true of their educational goals. The civil rights laws enacted in the sixties and early seventies assured all citizens equal opportunities to pursue their lawful endeavors. It is the responsibility of current policy makers to continue to be diligent in making sure that on the local, state and national levels, these civil rights are not "watered down" and made less available to females and minorities of color.

Since this century began, women have obtained the right to vote, the right to an education, and the right to have a career equal to that of men. Attitudes have changed towards the mental and physical abilities of women. Women are less discriminated against in traditionally male careers; there are now women in construction, engineering, police and fire
departments, and car mechanics.

Women in this country are moving forward into the political arena as Governors, Congressional Representatives, Senators, and it is predicted that by 2008 there will be a woman as President (Aburdene and Naisbitt, 1992).

Hillary Clinton is causing quite a stir in Washington. On almost any day one can hear comments about the active role she is assuming as First Lady. More than one person has commented that s/he "didn't vote for Hillary." She is a living example of the distance women have come since the time of Jane Addams and the great changes that have taken place in the lives of all women across the country.
APPENDIX I

VARIABLES FROM "MONITORING THE FUTURE" USED FOR THIS STUDY

1. What is your sex?
   a. Male
   b. Female

2. How do you describe yourself?
   0. White or Caucasian
   1. Non-White

3. What is the highest level of schooling your father completed?
   1. Completed grade school or less
   2. Some high school
   3. Completed high school
   4. Some College
   5. Completed college
   6. Graduate or professional school after college
   7. Don't know or does not apply

4. What is the highest level of schooling your mother completed?
   1. Completed grade school or less
   2. Some high school
   3. Completed high school

53
4. Some College
5. Completed college
6. Graduate or professional school after college
7. Don't know or does not apply

5. Did your mother have a paid job (half-time or more) during the time you were growing up?
   1. No
   2. Yes, some of the time
   3. Yes, most of the time
   4. Yes, all or nearly all the time

6. How likely is it that you will do each of the following things after high school?
   A. Attend a technical or vocational school
      1. Definitely won't
      2. Probably won't
      3. Probably will
      4. Definitely will
   B. Serve in the armed forces
      1. Definitely won't
      2. Probably won't
      3. Probably will
      4. Definitely will
   C. Graduate from a two-year college program
      1. Definitely won't
      2. Probably won't
      3. Probably will
4. Definitely will

D. Graduate from a four-year college
1. Definitely won't
2. Probably won't
3. Probably will
4. Definitely will

E. Attend graduate or professional school after college
1. Definitely won't
2. Probably won't
3. Probably will
4. Definitely will

7. What kind of work do you think you will be doing when you are 30 years old? Mark the one that comes closest to what you expect to be doing.

1. Laborer (car washer, sanitary worker, farm laborer)
2. Service worker (cook, waiter, barber, janitor, gas station attendant, practical nurse, beautician)
3. Operative or semi-skilled worker (garage worker, taxicab, bus or truck driver, assembly line worker, welder)
4. Sales clerk in a retail store (shoe sales-person, department store clerk, drug store clerk)
5. Clerical or office worker (bank teller, bookkeeper, secretary, typist, postal clerk or
carrier, ticket agent)

6. Protective service (police officer, fireman, detective)

7. Military service

8. Craftsman or skilled worker (carpenter, electrician, brick layer, mechanic, machinist, tool and die maker, telephone installer)

9. Farm owner, farm manager

10. Owner of small business (restaurant owner, shop owner)

11. Sales representative (insurance agent, real estate broker, bond salesman)

12. Manager or administrator (office manager, sales manager, school administrator, government official)

13. Professional without doctoral degree (registered nurse, librarian, engineer architect, social worker, technician, accountant, actor, artist, musician)

14. Professional with doctoral degree or equivalent (lawyer, physician, dentist, scientist, college professor)

15. Full-time homemaker or housewife

16. Don't know

8. How likely do you think it is that you will actually get to do this kind of work?
1. Not very likely
2. Somewhat likely
3. Fairly likely
4. Very likely
5. Certain
6. I already do this kind of work

9. I have a positive attitude toward myself.
   1. Disagree
   2. Mostly disagree
   3. Neither
   4. Mostly agree
   5. Agree

10. I am a person of worth.
    1. Disagree
    2. Mostly disagree
    3. Neither
    4. Mostly agree
    5. Agree
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