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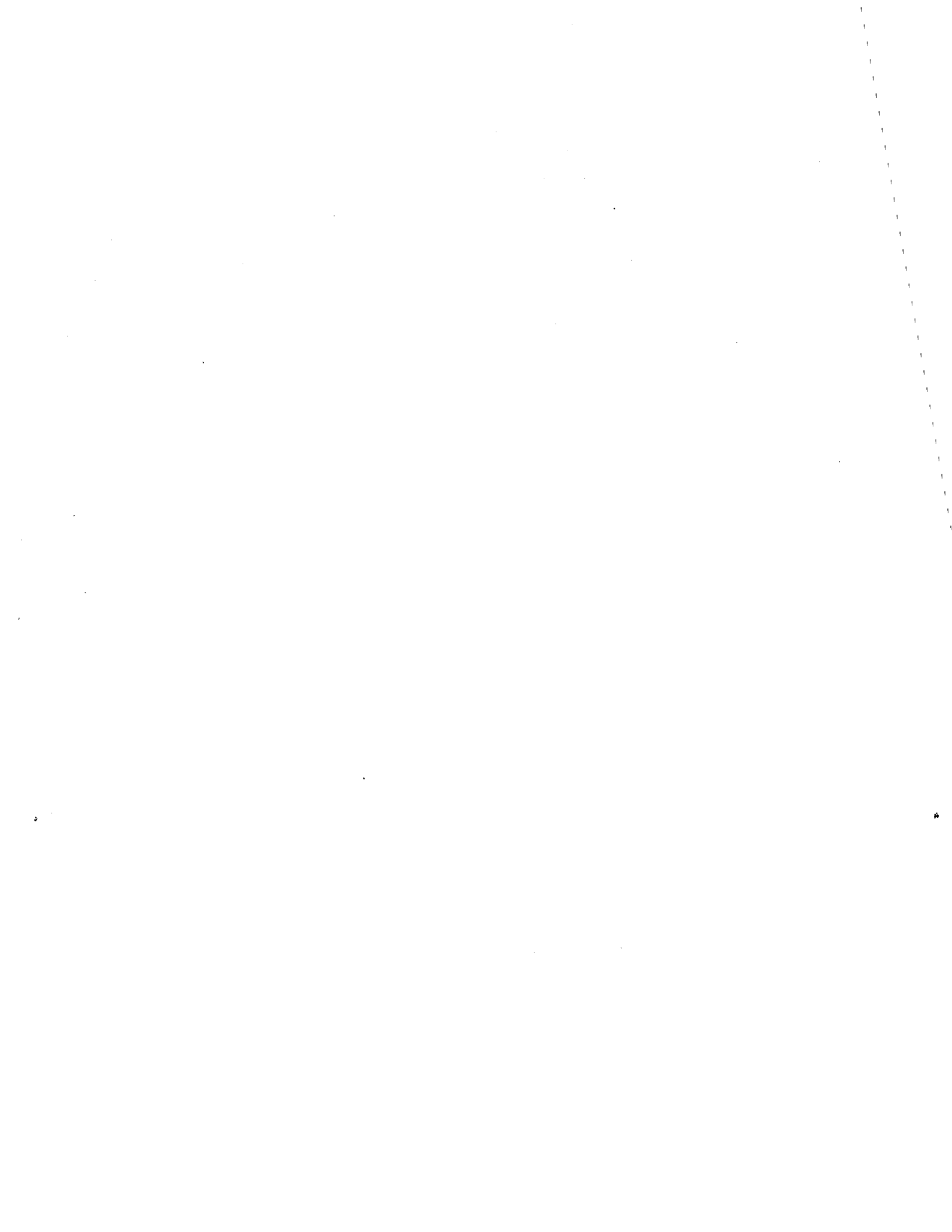*College of William & Mary - School of Education*

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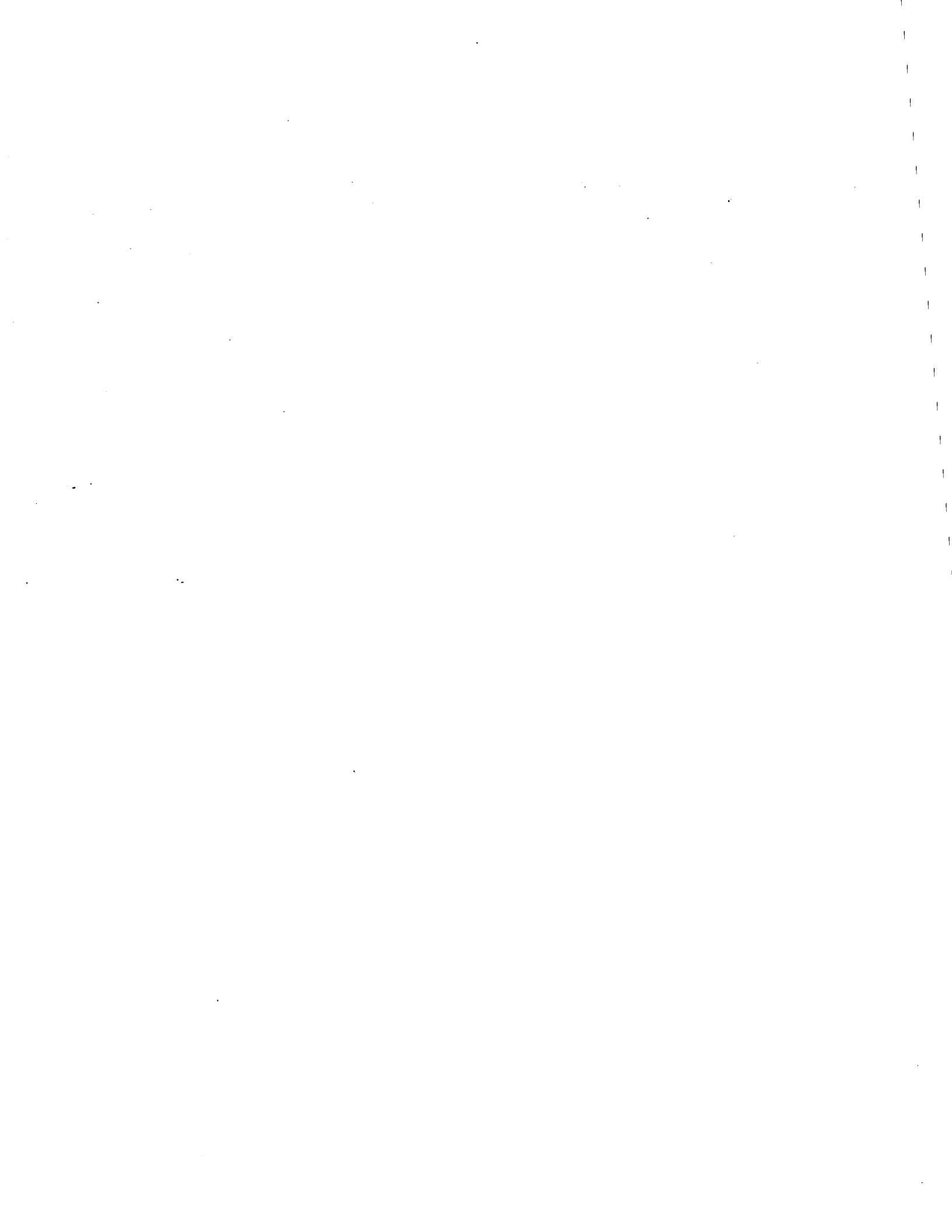
Women who have a graduate school education who have chosen to make mothering the major focus of their time: A descriptive study

Stone, Linda Shapiro, Ed.D.

The College of William and Mary, 1987

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WOMEN WHO HAVE A GRADUATE SCHOOL EDUCATION

WHO HAVE CHOSEN TO MAKE MOTHERING THE MAJOR

FOCUS OF THEIR TIME:

A DESCRIPTIVE STUDY

A Dissertation

Presented to

The Faculty of the School of Education

The College of William and Mary

In Partial Fulfillment

Of the Requirements for the Degree

Doctor of Education
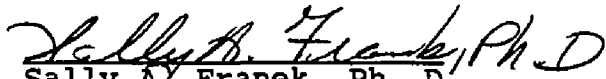
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May 1987

WOMEN WHO HAVE A GRADUATE SCHOOL EDUCATION

WHO HAVE CHOSEN TO MAKE MOTHERING THE MAJOR FOCUS
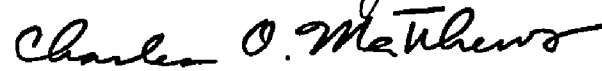
OF THEIR TIME:

A DESCRIPTIVE STUDY

by

Linda Shapiro Stone

Approved May 1987 by

Sally A. Franek, Ph. D

Kevin E. Geoffroy, Ed. D

Charles O. Matthews, Ph. D
 Chairman of Doctoral
 Committee

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ACKNOWLEDGEMENTS

Completing the requirements for the Doctor of Education degree in counseling has involved the support and guidance of several individuals. I wish to express my gratitude to them.

I am grateful to the members of my committee for their direction and suggestions throughout this research effort. I would like to express my appreciation to my advisor and chairperson, Dr. Charles Matthews who encouraged me from the beginning of my doctoral program. In addition Dr. Sally Franek and Dr. Kevin Geoffroy offered invaluable guidance and patience during this process.

I would like to offer my deepest thanks to my husband, Don, who did more than he will ever know to support me and who helped me through every struggle to make my dream of completing this dissertation and doctorate a reality. Thanks are also due to my sons, Benjamin and Jacob, who were willing to share me with my "studies" even though they were too young to understand what this all meant. To my parents, I wish to express my thanks for encouraging my continued education and believing in me from the start.

Finally, I would like to express my sincere and special gratitude to the 33 women who so willingly gave of themselves and their time. Without their sharing and openness, this study would not have been possible.

ABSTRACT

WOMEN WHO HAVE A GRADUATE   SCHOOL

LEVEL OF EDUCATION WHO HAVE CHOSEN TO

MAKE MOTHERING THE MAJOR FOCUS OF THEIR TIME:

A DESCRIPTIVE STUDY

LINDA SHAPIRO STONE, ED. D.

The College of William and Mary, 1987
Advisor: Charles O. Matthews, Ph. D

This is a descriptive study of 33 graduate school educated women who have chosen to stay home with their children. The study includes a discussion of five major areas: personality characteristics, decision-making process, level of job satisfaction, peer and family relationships, and self-image.

The Methodology for this study involved four data gathering procedures: the demographic data form, the structural interview, the California Psychological Inventory (CPI), and the Bems Sex-Role Inventory (BSRI). Participants were obtained by sending fliers home with children at five preschools in the Richmond, Virginia Metropolitan area.

Demographic Data The mean age for the group was 34. All were part of an intact two parent family. Fourteen graduate majors were represented. Ninety percent had held jobs which were directly related to their advanced degree.

Seventy-six percent are actively involved in a career-related activity.

Personality Characteristics This high functioning group has a composite profile that shows the ability to achieve independently and they prefer their own judgement. They have strength intellectually. The composite personality is someone who has successfully combined some of the best parts of traditional masculine and feminine qualities.

Decision-making Process The reasons for choosing to stay home related to feeling that their family was their main priority and they didn't want someone else raising their children.

Job Satisfaction Neither level of status nor dissatisfaction with their last job was the primary reason for choosing to stay home at the time.

Peer and Family Relationships Support systems were extremely important to this group. Husbands were also very involved in decision-making, child care, and emotional support.

Self-image These women generally feel good about their choices and believe this is the right role for them at this time. They are aware of what they have given up, but believe they and their children have gained much more than they could ever give up.

CHAPTER I

INTRODUCTION

Justification for Study

The purpose of this descriptive study is to ascertain specific information about a group of women who are in the process of making life and vocational decisions. The idea for this research study came from the realization that although there are many very explicit and well-grounded theories of vocational choice present in the literature (Ginzberg, Ginsberg, Axelrod, & Herma, 1951; Holland, 1963; Roe, 1949; Super 1961), none of the major accepted approaches gives more than a passing mention to the unique ways in which women determine their vocational tracts in life (Bernard, 1981). Perhaps Gilligan states it best when she says,

> when life cycle theorists equally divide their
> attention and begin to live with women as they have
> lived with men will their vision encompass the
> experience of both sexes and their theories become
> correspondingly more fertile (1979, p. 445).

This study investigates the broad question of vocational choice for women with the specific focus being on women who have a graduate school level of education and who have chosen to make mothering the major focus of their time. A great deal of research has been done in the area of adult life cycle theory and its implications for making vocational choices; however, the majority of this work only applies to males (Crites, 1962; Holland, 1963, 1968; Roe, 1949, 1950, 1951, 1952, 1953; Steimel & Suziedelis, 1963; Super, 1961). The traditional view of the life cycle tells us little about women, as women were either ignored in much of this research or attempts were made to have women fit into a male-oriented scheme (Daniels & Weingarten, 1982). These have been the two most often used ways of discussing women (Levinson et al, 1978; Vaillant, 1977; White, 1952). The third approach, a more modern view, was to assume that women had to be either career-oriented or family-oriented with no combination of these being seen as a possible alternative (Bernard, 1975).

A study to describe this group is necessary for several reasons. First, past theories have shown a definite male bias in developing an approach to life cycle research (Bernard, 1981); whereas now there are some new theories on the scene which do deal more specifically with

the life cycle as it applies to women. Bernard (1981) has
written about the developmental stages that women go
through. She has explored extensively the question of
motherhood and its effects on women's lives and the roles
that they play. Gilligan (1982) has written about the
life cycle of women and more specifically their moral
development. Gilligan states,

> Conceptions of the life cycle represent attempts
>
> to order and make coherent the unfolding
>
> experiences and perceptions, the changing wishes
>
> and realities of everyday life. But the truth
>
> of such conceptions depends in part on the
>
> position of the observer (1979, p. 431).

Second, there does not appear to be any current
research which addresses this particular population.
Coming closest are studies like those reported by Betz
(1982) and Richardson (1975), Betz (1982) did research
with 481 women ten years after they had graduated from
college. Betz classified them into groups by career
choice and she found that 30% were homemakers. Betz went
on to compare the homemakers with those who were employed
outside of the home by using their "need importance"
scores. Betz found that the need for self-actualization
was the highest ranking for both groups, while the
homemakers' scores for security-safety and social needs

were high and women employed outside of the home had a
higher need for esteem and self-actualization. Richardson
(1975) studied women who were still enrolled in college.
The sample consisted of 97 college senior women. Her
purpose was to examine the self-concepts and role-concepts
of these women as it related to their future career plans.
She found that those women who saw themselves as having a
similar role-concept to that of a homemaker would not be
extremely career-oriented; in addition however there was
little congruence between those who had a high degree of
similarity between self-concept and career role-concept.

Third, this research endeavors to answer specific
questions that have thus far remained unanswered in the
literature. It is apparent that nowhere else in the
literature is someone asking the same questions that this
study will attempt to answer. This is evidenced by the
fact that computer searches have been run in all available
data banks and no studies involving this subject have
appeared (1984, 1985, 1986).

Fourth, research with women who are making career
choices needs to keep pace with that which has been done
with men. It has become apparent that although men and
women may start with some similar premises for making
career decisions, they ultimately face very different
issues. Those which are highlighted here revolve around

family and children, for although men will be involved in the decision-making process concerning whether and/or when to have children, it is women whose life style will be affected most drastically. A woman has issues to face which a man rarely has to consider. Whether she chooses to continue working, stay at home, or work part-time, it is she who will have to re-evaluate her priorities.

Fifth, the information gained from this research should have counseling implications both for working with women who are in the process of making decisions regarding family and work, and with women who are just beginning to make career choices. The other area where this research can be important is to help women who are presently having difficulty with their self-concepts.

Statement of the Problem

The questions which this research addressed deals with five major areas. The first area in question was the overall personality characteristics of this group of women. A general picture of what type or types of personality are represented by these career-oriented women who choose to stay at home with their children will be presented. Their overall level of job satisfaction at their last job and for their career in general is also discussed. Their self-image is the third area that was investigated. The fourth area viewed addresses both peer

relationships and family relationships for this group of women. Finally, the fifth area in question viewed the decision-making process with which each of these women has been involved.

Theoretical Rationale

The theoretical rationale for this study will be based upon the work of Eli Ginzberg. As this research relates to career choice, it appears prudent to return to one of the major pioneers in vocational choice literature in fashioning a theoretical rationale. Ginzberg fills this need because his is the only one of the four major original theories which addresses women in any sort of reasonable manner. It should be noted that this did not occur in his original work but rather in his revision of this work which appeared in 1972. Both his work from the 1960's and the early 1970's will serve as the basis for this research. His two major concepts which relate to this work are first his view that the major factors which influence how a woman will develop her life style and career plans are: "The shaping of her personality, the immediate circumstances of her adult life, and the way in which she responds to these circumstances" (1966, p. 4). This statement is appropriate for the group of women who serve as the basis for this study, which assesses personality characteristics as these women address the

changes in their lives and make decisions concerning both career and life style as a response to their immediate situation. The second factor which relates to this study is that Ginzberg went on to propose four specific types of life styles for women which will be elaborated upon in Chapter II. Each of these is a unique and specific approach to the ways in which he sees women making career choices.

In his restatement, Ginzberg (1972) looked at the three key elements in the original theory and proposed changes which were more relevant. He first hypothesized that the decision-making process is not limited but rather an open-ended one which can continue throughout the individual's working life. He tested this when he realized that the original theory had been based on a closed group of men from upper middle class families. This theory, as it was stated, was supposed to apply to all and was considered to be a general theory. He found that when the group was expanded to include a more homogeneous population that there were three major factors which proved his hypothesis to be correct. The most important of these he referred to as the "feedback mechanism" (p. 170), which related to the relationship between one's original career choice and the present work experience and the level of satisfaction which come from

this relationship. Other factors were the amount of freedom the individual has to make changes and the pressures and/or options which come from the job situation.

Ginzberg (1972) next moved to his idea of irreversibility of decisions. In his restatement, he hypothesized that this could not apply to the general population at the time of his research or in the future. Again he realized that this idea did not fit for those who were unable to go to college, because their options would be different. Such things as military service and public supported training programs would open up new opportunities for those who had previously thought their options were very limited. After looking at this group, he stated that the best method for young people would be "to develop a strategy that will keep their options open" (p. 171).

Ginzberg finally reviewed his ideas regarding compromise, which related to his belief that one must always compromise his preferences to the real world of work (1952). When Ginzberg studied educated men and women after they reached the age of 35, he decided to change compromise to optimization (1966). He sees the difference in these as one being a static state while the other is dynamic. This appears to have more positive tone as one

is looking for "the best occupational fit between their changing desires and their changing circumstances" (p. 171). This is another aspect which can continue throughout ones' work life.

Ginzberg arrived at a restatement of the original theory:

> Our reformulated theory is that occupational choice
> is a lifelong process of decision-making in which the
> individual seeks to find the optimal fit between his
> career preparation and goals and the realities of the
> world of work (p. 172).

In stating this new theory, Ginzberg proposed that he had moved from what he originally saw as a developmental approach to a sociopsychological approach. He still sees the individual as the primary mover in the situation, but he is putting her into the larger picture. This reformulated theory is more applicable to women because of this very change since societal options made available to women are a key to women's vocational choice.

Definition of Terms

There is two term which are used throughout this paper which may require some clarification. It will be defined as follows: Career-oriented woman: for the purposes of this study, a career-oriented woman is defined as one who has completed a graduate school level of

education and has worked in her chosen field after the completion of this degree.

Life Style: "Adler's term (1917) for the manner in which the individual is striving to reach the goals in life and to adjust to the problems of occupation, love, and community living" (Harriman, 1947, p. 201).

Research Hypotheses

The null hypothesis for this study is that there are no differences between the personality characteristics of educated women who have chosen motherhood and those educated women who have chosen to stay in the work force.

Sample Description and Data Gathering Procedures

The population under investigation is 33 women who have completed a graduate school level of education and who have worked in their chosen field after the completion of this degree. They have at this time decided to make mothering the major focus of their time. The group is limited to those women who have at least one child in the preschool age range. This means that at least one of their children is between the ages of one and five years. Since professional women as a group are tending to have their children at an older age (Daniels & Weingarten, 1982) there are no specific age delineations for the women involved as long as they meet all other criteria. The socio-economic group being considered is middle-class and

above, with $20,000 being an approximate minimum family income. There is no salary ceiling. The women must be part of an intact two-parent family unit to be considered for this study. The population consists of volunteers who were enlisted from preschools in the Richmond, Virginia metropolitan area by means of fliers, which were sent home with the children. A pilot questionnaire and interview was utilized in order to develop a standardized questionnaire and interview and to insure that the desired information was obtainable. (See Appendix B)

A questionnaire to obtain demographic data was used first to obtain background information from each respondent in a short period of time (Birnbaum, 1971). The second and third data collection procedures were the California Psychological Inventory (CPI) and the Bems Sex Role Inventory (BSRI). (See Appendix C). An indepth interview was conducted with each of these women in order to gather specific information related to the targeted areas to be studied.

Limitations of the Study

This study concerned respondents who are in the vicinity of Richmond, Virginia, a metropolitan area of over 600,000 people. Historically, this research took place in 1986 and therefore, in general terms, is only

viewing these individuals in terms of their lives at that time.

However this study should be generalizable to a larger population of women within this country who have met the same criteria as the women in this group: though this research is taking place in Richmond, Virginia, it would seem that the phenomena studied are not exclusive to one locale.

Ethical Considerations

The major ethical considerations for this research were to insure confidentiality to all of those who chose to participate in this study. All of those who were involved were notified in a phone call of the nature of this study and an informed consent form was used for the purposes of tape-recording interviews. (See Appendix A). A proposal for Research with Human Subjects was submitted to the Human Subjects Committee of the College of William and Mary and their approval of this study was granted.

CHAPTER II

REVIEW OF LITERATURE

Summary of Rationale and Relationship to the Problem

The problem that was addressed in this study was to
investigate the broad question of vocational choice for
women with specific focus being on women who have a
graduate school level of education and who have chosen to
make mothering the major focus of their time. As was
stated earlier, five major areas were analyzed. These are
as follows: personality characteristics, level of job
satisfaction at their last job and for their career, self-
image, peer and family relationships, and decision-making
process.

The theoretical rationale for this study is based
upon the vocational choice theory of Eli Ginzberg. The
focus for this research is his 1972 restatement of the
original theory and his subsequent research which dealt
solely with women. His original theory which he
formulated with Ginsberg, Axelrod, and Herma (1951) did
not address the question of how women view vocational
choice and careers in general. He did however eventually

become aware of this shortcoming and therefore he revised the 1951 work. It is his later works, particularly the research that he did in the 1960's and the early 1970's, are the basis for the theoretical rationale for this study.

In 1966 Ginzberg conducted a study of 311 graduate school educated women and from this he hypothesized that the major factors which influence how a woman will develop her life style and career plans are: "the shaping of her personality, the immediate circumstances of her adult life, and the way in which she responds to these circumstances" (p. 4). In other words, he was looking at both the individual and the larger society as they work together. He found these two elements to be essential in the career choices that women make.

Ginzberg (1966) proposed four life styles for women which relate not only to his reformulated theory but also mesh well with his view of women in this process.

The first group is called the planners. These are women who usually know what they want fairly early and who arrange their lives in order to realize their goals. They take advantage of opportunities which bring them closer to their objectives and they avoid becoming enmeshed in situations and circumstances that could deflect

them. Many of their actions are conscious and deliberate, but much is outside of their direct knowledge and control. Nevertheless, a retrospective view of the way in which the lives of this group unfold reveals an underlying consistency in their decision-making.

Next come the recanters. These women, like the planners, know what they want and set out to accomplish their objectives. But, at some point, they encounter opportunities which permit them to consider more attractive goals or they come to face to face with obstacles that force reconsideration of their original aims. At this point, they reopen the entire question of their life plans and make changes in them.

The third type of pattern is that of the adapters, so named because they recognize early the inherent fluidity of a woman's life and avoid committing themselves irrevocably to any particular goal. They have preferences but their planning is deliberately open. They want to be in a position to respond flexibly to the circumstances and conditions which they encounter. They are less strongly committed to any particular pattern of work or life than

either the planners or the recanters except for
a commitment to adapt, which is a stance in its
own right.

The fourth and last type is the unsettled. This
is a composite group of women who start as
planners or adapters but who have not
satisfactorily resolved their search for a
meaningful career or marriage or both. They are
still groping. Some made early decisions about
work or marriage but found them unworkable. Now
they must search for new and more satisfactory
solutions (p. 8-9).

Ginzberg's work is appropriate for this study because
he viewed only women who had been involved in graduate
level work. This research also studied women who have
completed a graduate school level of education. Ginzberg
also ties women's career choices to their value systems
and goals along with the total life experience. This is
another important aspect of this study since how women
make the choice to have mothering be the primary focus of
their time is the major focus of this work.

<u>Summary of Relevant Research</u>

<u>Theoretical and Historical Overview</u>

A great deal of research has been done in the area of
what has been referred to as an adult life cycle theory;

however, most of this work only applies to males. The traditional view of the life cycle tells us little about women, as women were either ignored in much of the research or attempts were made to women fit into a male-oriented scheme. Past theories have shown a definite male bias in developing an approach to life cycle research (Bernard, 1981). These traditional ones are merely a basis for the theories which have followed which deal more specifically with life cycle approach for women. It is this concept of a separate life cycle theory for women that this study is using as the framework to view how women relate to an adult life cycle and how this plays a part in their vocational choices which they make.

Glick (1957) was one of the first to present a view of the life cycle which effectively discussed women. He saw women's role in terms of a family life cycle. He discussed women and the significant stages involved in how a woman advances through them as being related to her family. His points of demarcation were: a woman's age at first marriage, age at birth of last child, age at marriage of last child, age at death of spouse, and age at death. He also advanced the research at that time by comparing his data with data from 1890 and 1940. His work was extremely important in showing trends and in setting a groundwork for beginning to view women as having a

pattern which Glick wrote about is very general and only relates a woman's life to her place in her family.

Neugarten (1972) researched the life cycle from the late 1960's into the 1970's and differentiated between the life changes that men and women face during their adult years. She saw women as caring for home and family and basically playing a supporting role in the community. This seems to hold true and steady, according to her scheme, until the last child leaves home. She did address the fact that many women work outside of the home; however her research indicated that few women return to the workplace until their last child enters school. She viewed men as taking the lead in activities outside of the home and therefore having little involvement with their children.

Lowenthal, Thurnber, and Chiriboga (1975) have divided the life span into four stages in which they delineate roles for both men and women. They conducted their research with subjects who were at these stages: high school seniors, young newlyweds, middle-aged parents, and an older group who were about to retire. As was the case with most of the other research discussed in this section, extensive interviews and tests were the major instruments which were utilized to obtain the information. They concluded that sex differences were far more

They concluded that sex differences were far more significant than age differences when viewing adaptation in the adult life cycle.

Stewart (1977) and Alexander (1980) have chosen to view the issue of women's life cycle in terms of a comparison with Levinson's (1974 & 1978) theory regarding men's life cycle. Both Stewart and Alexander have found many similarities between the theories that relate to women and men; however there are some places where the two diverge. Stewart views women as having greater "variability" in their developmental phases and she sees this as being related to whether they choose career, family, or a combination of both during their early adult years (1977, p. 2). Alexander sees the major difference between men's and women's development as having to do with how successfully women are able to separate from their mothers (1980).

Young (1978), who did her research in Australia, has chosen to view the "work sequences of women" (p. 401) according to a family life cycle. She has divided this life cycle into three parts of a marriage: before children are born, when children are of preschool age, and when children have begun to attend school. She divided these into eight categories and found that most Australian women fell into two categories: those who did not work

during any of these stages (35%) and those who only worked before their first child was born (24%). When educational factors were viewed, those who were more highly educated had different patterns. For example, among those with a higher education (according to Australian standards) 19% worked during all three periods as opposed to 9% with a lower level of education and 17% chose not to work while their child was preschool age as compared with 10% who were not as highly educated.

Bernard (1981), who is one of the major researchers presently working in this area, has developed a set of what she refers to as "contingency schedules" (p. 265) for women as a means of interpreting the adult life cycle as it applies to women. She looks at women in a more current manner than many other researchers by placing equal weight and importance on all of the possible roles that a woman can play. She found that for women the stages of marriage, childbearing, professional training, and career all have a major impact on a women's individual life cycle. Much of her research deals with the group that appears to be of major interest to her, which is women who have minimum of a college education.

Bernard (1975) says that the life cycles that have been developed for men will never be suitable for women

because women have been neglected in the fashioning of
these models. She states,

> As a result of this neglect we have been less
> successful in finding suitable models for the
> developmental stages of women as human beings, as
> distinguished from merely biological beings on one
> side or role-performers on the other, than in
> pinpointing the stages in their life cycle or in
> their labor-force participation (1975, p. 106).

Gilligan (1982) is another important researcher
involved in the area of women's development and the female
life cycle today. She believes that women have been
ignored in the research in this area in the past. Her
studies also have involved the interview process as
primary methodology with a follow-up interview being
conducted at later points. Gilligan offers a summation of
what she sees happening in this area presently and why
there have possibly been problems with much of the
research conducted today:

> The elusive mystery of women's development lies in
> its recognition of the continuing importance of
> attachment in the human life cycle. Woman's place in
> man's life cycle is to protect this recognition while
> the developmental litany intones the celebration of
> separation, autonomy, individuation, and natural

rights. Only when the life cycle theorists divide their attention and begin to live with women as they have lived with men will their vision encompass the experiences of both sexes and their theories become correspondingly fertile (p. 23).

The nature of the research which is the focus of this investigation will draw upon various facets of all of the aforementioned life cycle literature, particularly that which addresses women as a separate part of the issue and not just as an extension of men's life cycle theories. Stewart (1977), Alexander (1980), Bernard (1981) and Gilligan (1982) view women as total individuals and not just as part of the family unit. They stress that women's life cycles are different from men and should be studied with different emphasis. This is an important distinction for this study due to the fact the women will be studied in terms of the relationship between career and family and the choices that they make relative to both.

The other three studies which were reviewed focused on women's roles as they related to being members of the family. In Glick's (1957) case, women's role in the workplace was ignored. This may have been acceptable in the 1950's when he was conducting his research; however this is a serious deficit of Glick's work as it relates to the women of today. Neugarten (1972) indicated that few

women return to the workplace until after their youngest
child has entered school. According to current standards,
this information is also outdated. She sees men as having
little involvement with their children and it would seem
that this is not necessarily true any more for certain
segments of the population of new fathers today.
Lowenthal, Thurnber, and Chiriboga (1975) also appear to
delineate roles for men and women that are out-of-date.
However their major instruments were very helpful to this
study since they are similar to those that will be used.
These three studies did not look at the educated woman
when they were setting up their approach to a life cycle
for women and this may have been the cause of their
problems. The mere fact that they did not choose to view
this group in their research points to the biases that are
present in researching women's issues. This refers to the
problem of either trying to fit women into men's life
cycle theories or looking at women only as they relate to
the family unit. Women need to be viewed as separate
individuals with distinct life cycles of their own.

The Use of the Questionnaire and Standardized Tests
in Data Gathering Procedures

The first data gathering procedure was the
questionnaire or demographic data form. It served as a
means to gain information about subjects in a

confidential, nonthreatening manner. Two of the major advantages for using a questionnaire have been pointed out by Gorden (1980). He explains that "economy" is one of the most obvious reasons for its use. This is important to researchers in that the expense of training and paying interviewers can be avoided. "Anonymity" is another important condition that using a questionnaire format can provide. Gorden also discusses some potential situations where this could be extremely useful to both the interviewer and the subjects of particular types of studies.

In Interviewing: Its Forms and Functions; Richardson, Dohrenwend, and Klein (1965) agree with Gorden's ideas and also have added some thoughts of their own. In addition to "economy", they mention that some information may not be able to be obtained in a standard interview due to such things as possible embarrassment or lack of time to give adequate thought to each question at the time of the actual interview.

Centra (1974) undertook a study to describe the current status and educational development of women who have received doctorates and to compare them with men in similar situations. Names of women were selected at random from American Doctoral Dissertations and these were to be compared with a sample of men who were matched by

year, field, and institution. Centra had chosen to
utilize a questionnaire with these two populations. His
first problem came when he found that the addresses were
available for only 79% of the sample and that a portion of
these had foreign addresses. From his restructured
sample, 81% of the questionnaires were returned with male
and female response rates being very similar. This rate
of return appears to be excellent for a mail
questionnaire. A follow-up was made of female non-
respondents (59% of the non-respondents were female).
This involved both postcards and telephone calls. For the
28 women who answered the follow-up questionnaire, 29% of
these were presently unemployed, which varies
substantially from the 11% unemployment rate of the women
who had responded initially. This suggested to Centra
that currently unemployed women were less likely to
respond to the questionnaire.

Kelsall, Poole, and Kuhn (1971) were involved in a
study which utilized a large scale mail questionnaire. In
their paper, "The Questionnaire in a Sociological Research
Project", they discuss some of the problem which can occur
when research is undertaken that employs only a mail
questionnaire. Such things as "motivation to respond"
were viewed. The population used was university graduates
of 1960 and the information to be collected was of a

strictly factual nature, which they believed would be to the advantage of the researchers. The overall response rate was 79%, which is exceptionally high for a postal survey of this type. In order to receive such a high response rate, the researchers employed some different techniques which they tested with the population. For example, they found that contact must be maximized in order to motivate people to follow through with the questionnaire. They used a number of methods to maintain contact with their subjects. The design and printing of the questionnaire, they believed, are also of primary importance in increasing the response rate.

In her research study, Birnbaum (1971) utilized a strictly autobiographical questionnaire in order to obtain the information necessary for her work which involved life patterns for family-oriented and career-oriented women. Her population was drawn from homemakers and "with distinction" graduates and these were compared with university faculty women, both those who were married with children and those who were single. She received a high response rate and found that the subjects were willing to provide her with information in this autobiographical format.

These studies were helpful for a variety of reasons. Gorden's (1980) work, along with that Richardson,

Dohrenwend, and Klein (1965) provided some thoughts about the positive aspects of using the questionnaire format.

Methods for increasing the response rate was another area that must be given due consideration before undertaking this type of study. Kelsall, Poole, and Kuhn (1971) and Centra (1974) discuss some ways to improve that aspect of the survey. Motivation and design are two aspects of the study which were first considered and then planned for before beginning the process. Centra points to the attitudes of those being surveyed as another consideration. This is relevant to this study as the majority of the participants have stated that they became involved for personal reasons and therefore were highly motivated to complete the questionnaire.

Birnbaum (1971) used an autobiographical type of questionnaire for her study. This is of interest in that she was able to receive a great deal of information from each respondent in relatively a short period of time and also obtained a high response rate. A similar type of demographic questionnaire was also utilized to obtain information for this study.

The second data gathering procedure which was utilized for this study was the structured interview. This method was used to enhance the information that was received from the responses on the questionnaire or

demographic data sheet. As Gorden (1980) points out there are many cases where the combined use of both the interview and the questionnaire is the most appropriate format for the purposes of the particular research project. One of the reasons that he mentions that would make an interview necessary in addition to the questionnaire is when the researcher needs to clarify answers to receive additional data. Gorden further suggests that the best use of the interview is as a complimentary instrument to the questionnaire. He sees five advantages to using this combined method. The first is that he believes that this can "motivate the respondent to supply accurate and complete information immediately" (p. 61). Secondly, the interview is useful in helping with "interpretation of the questions" (p. 61). Next he sees a greater degree of "flexibility in questioning the respondent" (p. 62). His fourth and fifth points are that "greater control over the interview situation" (p. 62) is afforded and a greater opportunity to "evaluate the validity of the information" (p. 62) is allowed. This is true due to the fact that the nonverbal cues that occur can supply additional and helpful information.

Denzen (1978) views the interview as being the best source of sociological data. He explains that other methods of data collection may be used to compliment it,

but the interview, in his opinion, will never be replaced. He states that "an interview is any face-to-face conversational exchange wherein one person elicits information from another" (p. 171). From a review of the research, Denzen has found that there are three major types of interview formats. He describes these different types of interviews as being: first, the "highly structured formats", second, the focused interview, or the "nonscheduled standardized interview", and third, that which "employs neither fixed questions nor a predetermined order for asking questions" (pp. 171-172). Denzen also explains the appropriate situations which would call for the utilization of each of these methods.

Oakley (1981) has chosen to study the interview strictly from the standpoint of what changes should be anticipated when a woman is interviewing other women. She tends to cast off what she refers to as "textbook recipes" (p. 30) for interviewing in favor of a feminist approach. In her research, which concerned the transition to motherhood, Oakley found that the rapport between the interviewer and those being interviewed is of the utmost importance in receiving accurate information. This rapport also influences how the subjects feel about being part of the research project. A positive relationship to the study and to the researcher were encouraged by the

researcher's attitude. In her words, "they were reacting
to my own evident wish for a relatively intimate and non-
hierarchial relationship" (p. 47).

Parsons (1978) studied the issue of the integration
of family and career. She chose to utilize an open-ended
interview format with fifteen male and fifteen females
undergraduate college students as her subjects. All of
these subjects followed through with the complete
interview process; however their responses did not fit
what the researcher had expected in terms of her
hypothesis. In general, these students anticipated that
the female member of a couple will take time out of her
career plans to raise children. She concluded that this
belief, which was expressed by both males and females,
will impact how these women will structure their career
plans for the future.

Woodward and Chisholm (1977) became involved in a
mail survey which did not produce the results that they
had hoped for. Their area of investigation was "the
interaction between home and work for both men and women"
(p. 166). As their subjects they chose 1960 college
graduates who were currently married. In their analysis
of their own work, Woodward and Chisholm point to the
great amount of time and effort that went into securing
the data needed to carry out the project. Such things as

finding the appropriate sample population, transcribing the interviews from tapes, and travel time were all discussed as possible hindrances to completing the study.

Overall, these studies were helpful in giving not only a general view but also some more specific information about the interview process. In particular, Oakley's (1981) work provided information about working with women. This in itself was an aid due to the fact that women will be the subjects for this research study. She had some interesting points to make about how to approach women in an interview setting. Gorden's (1980) study discussed the combined use of the interview and the questionnaire, which also relates to this research study. The advantages that he stresses were important considerations when designing the interview. This also holds true for Denzen's (1978) work, as he presents the three major interview formats and discusses the appropriate time to use each.

Both Parsons (1978) and Woodward and Chisholm (1977) analyze possible problems involved in an interview study. A realistic approach is discussed particularly by Woodward and Chisholm and two of the problems that they discussed, transcribing the interviews from tapes and travel time, were also factors in completing this research.

The third data collection procedure that was utilized as part of this study was the California Psychological

Inventory (CPI). This instrument was used to gain insight
into specific personality characteristics of the subjects
being studied, both as a group and as individuals. This
is an appropriate test for this group since it was
designed in part to look at "the favorable and positive
aspects of personality" (Gough, 1969, p. 5). First, an
overall picture of this group's personality was obtained
and then such areas as self-acceptance, degree of
femininity, and sense of well-being were highlighted.

In a study conducted by Goodstein, Crites, Heilbrun,
and Rempel (1971), the use of CPI was investigated in a
university counseling setting. The instrument was given
to clients at the University Counseling Service at the
State University of Iowa. Non-clients were taken from
psychology classes at the university and they were also
administered the same test. The researchers were
attempting to see if the CPI could discriminate between
the two groups according to their personality
characteristics. They also wanted to know if a difference
could be determined between those clients who were seeking
help with "vocational-education problems" (p. 273) and
those who were coming to the center with problems of a
"personal/social nature" (p. 273). The results of the
tests proved both of their hypotheses to be correct in
that both the overall profiles reflected major differences

in adjustment and specific patterns of scores varied considerably. The researchers believed that this study supported the CPI Manual's suggested method of interpretation and also showed the CPI to be appropriate for university level populations.

In Fundamentals of Individual Appraisal, Shertzer and Linden (1979) discuss various aspects of the CPI that they have found to be helpful. In their words,

The strength of the CPI is that it represents personality characteristics important for social living relevant to such variables as social class membership, grades in introductory psychology courses, prominence as a leader, and the like (p. 331).

They point to other positive aspects of this test as being such things as ease of administration, the ability to hand or machine score, the fact that there is no time limit, and that completion can be achieved in under an hour. The major weaknesses that they found have to do with the notion that some of the scales are too highly interrelated. In other words, they think that there are some characteristics that overlap too closely. They believe that the test has been proven in specific settings and that it is useful with particular populations as long

as it is interpreted by someone with professional training in personality assessment.

Gynther (1978) writes in the <u>Eighth Mental Measurements Yearbook</u> that there are varying opinions concerning the CPI. In his review of the research he has found that expectations about the validity of the test are what have primarily caused differences in opinion regarding the test. In general, he states that the inventory is very widely used and that it seems to fare very well in particular situations and with specific populations.

It would appear from a review of the literature regarding the CPI that it is basically a sound instrument to use with the population for this study. It does, however seem that there are some problems and more research is necessary in the future. For the purposes of this study, the CPI which tests for the nonpathological characteristics of personality, was judged appropriate. This is particularly true because of its breakdown of scales.

The fourth data collection procedure that was used was the Bems Sex-Role Inventory (BSRI). This instrument was employed to ascertain further information about the respondents. The test is useful in that it breaks the personality down into four categorical types: masculine, feminine, androgynous, and undifferentiated. All of these

are related to sexual orientation and role differentiation. This instrument is relevant to the purposes of this research, in that women who have been career-oriented and are presently staying home with their children were the subjects being viewed in this study. Historically, having a career has been viewed as being a predominantly "masculine" role, while raising one's children has been considered traditionally a "feminine" role. It was therefore, not only very helpful for the purposes of this work, but also very interesting to see where the respondents in this study fit within these categories.

In an article written by Strahan (1975), some possible problems with the BSRI scoring procedure are discussed. Strahan attempts to show why he thinks that simple differences between Masculinity and Femininity scales should be utilized, rather than using a t score ratio. It must however be noted that the scoring procedures that Strahan refers to are in the original manual and that a new manual was published in 1981. His points therefore should be considered valid, as Bem (1977) herself refers to them in the article that led to this change in the manual.

As was previously mentioned, Bem (1977) sought to investigate both scoring techniques and group

classifications in this research. She conducted a study with 375 males and 290 females from Stanford University in which she was trying to determine whether low-low scorers and high-high scorers should be viewed in the same manner. This question arose because in both of these cases their "a-b" score (Feminine minus Masculine scales) could come out the same even though their initial "a" and "b" scores for each individual may be vastly different. In other words, both of these types of scorers would initially be considered to be androgynous, but it has been suggested that some possible differences may be present that would have led to this difference in scoring at this level. Two different types of classification procedures were tried with the data and it was shown that the two systems did not vary significantly. In viewing the low-low scorers and the high-high scorers, however Bem found it necessary to add the classification of "undifferentiated" to the manual. The manual, which is currently in use, was revised in 1981 and reflects the changes discussed.

Nussbaum (1980) viewed women during their ninth month of pregnancy and then again six and twelve weeks following the birth of their first child. She utilized the BSRI with the 99 participants to determine psychological androgyny. She also measured maternal role satisfaction and maternal role conflict with her own instrument. Her

results indicated that those women who were shown to be more androgynous according to the BSRI, also reported to . be more satisfied in their maternal role than did those who were undifferentiated.

Bardin (1983) also used the BSRI in her study involving 86 women who are working married mothers with preschool children. She viewed the question of role conflict as it related to androgyny, self-esteem, and perceived husband's support. Androgyny, by itself, showed a relationship to role conflict; however when it was controlled for by using the other variables, its significance did weaken. Her other findings showed that those who had the least role conflict were those women who possessed a combination of three factors: high self-esteem, working by choice, and perceived support from their husbands.

As the literature shows, the BSRI is a useful instrument, both in terms of the results that it has elicited and the relevance to this study of the populations with whom it has been used successfully. Though it is still basically a new instrument, the research that has been conducted with it thus far would indicate that its potential is quite promising.

Comparable Populations

The population for this study is women who have completed a graduate school level of education. They must have worked in their chosen field following the completion of their degree program. To be included in this research, they also have decided to make mothering the primary focus of their time at present; they, therefore, are not now working outside of the home on a full-time basis. Another criteria is that they have at least one child who is at the preschool age. This means that at minimum one child is between the ages of one and five years old, inclusive. This affords the respondent the position of having been at home for at least a year and therefore she has experienced both what it is like to be at home with a child and to work outside of the home full-time for a reasonable length of time. In other words, she has not just made the decision to stay at home without having lived with the results of her decision.

After extensive literature review and computer searches in a number of data bases, it was evident that there were no studies available which viewed a comparable population to the one which is the subject of this research. Moreover, not only were there no studies which chose to discuss this particular group; it did not appear that there were any other studies which endeavored to even

ask the same questions of any, even remotely related, group. The research which is to be reviewed below, therefore, involves women who either are involved in or have completed a college education or are enrolled in a graduate school program or are in the work place in a professional role since these appear to be the most closely related groups which are present in the literature.

Farley's (1969) work viewed the relationship between career aspirations and desired family size for women who are enrolled in a graduate school program. She hypothesized that career women would perceive problems between their career and their marriage. She also stated that there would be a difference in terms of other expectations in their lives; such as desired family size, husband's role, and willingness to use child care. For this study, questionnaires were mailed to all of the 530 women who were enrolled at a particular university in a graduate level program. The data suggested that those women who saw themselves as being career women were not planning to have large families. In this respect, the hypothesis regarding future expectations proved to be true. The other hypothesis was not proven in that neither the career nor the noncareer oriented women anticipated

any conflict between their career and their marriage plans.

Baruch (1973) studied women who are in college and their attitude concerning their self-esteem and their level of competence. She hypothesized that "women's sense of their own competence and their general self-esteem would be significantly related" (p. 487). Her second hypothesis was that "both self-ratings of competence and self-esteem would be higher in women whose mothers work and in women whose mothers have a positive attitude toward a career regardless of whether they actually work" (p. 487). To carry out this study, Baruch sought volunteers from two colleges who were given forms to complete. This involved a brief questionnaire, Coopersmith's Self-Esteem Inventory, and Sex-Role Stereotype Questionnaire. She found that self-esteem and self-ratings of competence were related. There appeared to be no significant positive correlation between maternal employment and either self-esteem or feelings of competence. Contrary to the hypothesis, the daughters of nonworking mothers had higher ratings for their own feeling of competence.

The relationship between college women's self-concept and role-concept and their future plans was the subject of Richardson's (1975) research. A self-reporting questionnaire was mailed to 150 women who were college

students. The population was stratified in order to obtain a homogeneous socioeconomic background. Of the 150 questionnaires which were mailed, 97 were returned in a usable state. Her two questions to be investigated were: "What is the relationship of self-career congruence to career orientation and what is the relationship of self-homemaker congruence to career orientation?" (p. 122-123). The expectation was that a high congruence between self-concept and career-concept would correlate with a high degree of career orientation. A second expectation was that a high congruence between self-concept and homemaker-concept would correlate with a low level of career orientation. Of any group, noncareer oriented women had the most consistent views of themselves in terms of roles. They also had medium and low levels of self-esteem. There was not a high degree of relationship between those who had a similarity between self and career-role concepts and high degree orientation, as measured by the Eyde's Desire to Work Scale (Eyde, 1962), self-report, and a 58-item adjective checklist that was devised for the purpose of this research. Richardson contends that there is a lack of stability concerning career orientation for those who are still in their senior year of college and that this could account for the results that occurred.

The career patterns of women following the birth of a
child was the issue which Morgan (1981) chose to study.
Her population consisted of 49 women who were
predominantly white, middle-class, and married. She
utilized a semistructured interview, a questionnaire, and
observational data which had been collected over a six
year period. This was possible due to the fact that these
women had been involved in an earlier study. In this
descriptive study, Morgan found a high level of congruence
between the women's needs and personalities and what the
women were actually doing regarding their career,
mothering, and marriage. Their level of satisfaction was
affected by what fit best with their individual needs and
desires, no matter which they had chosen.

Betz (1982) studied the relationship of need
fulfillment in the vocational choice of college educated
women. She used the "need importance" scores of 481
college graduate women and she related this to Maslow's
needs theory. Betz hypothesized that homemakers' scores
for security-safety and social needs would be high, while
esteem and self-actualization needs for women employed
outside of the home would be higher. Both of these
hypotheses were supported; however one unexpected finding
was that the need for self-actualization was found to be
the need which was shown to be the highest ranking for all

groups of women in the study regardless of their educational stance.

Mann (1985) discusses the issue of what she refers to as the "post-Superwoman syndrome" (p. 59). She views the generation of women who came into the professional job market in the 1970's, which she calls the Superwoman era, and says that wanted to disprove the myth of women's inability to juggle career and family. As she states, "At the beginning of the Superwoman era working wasn't so much a choice as a challenge" (p. 59). She sees this group of women who in the 1980's are now in their thirties, as now being able to make the choice to work, either full-time or part-time, or stay at home. In Mann's opinion, they can also more freely acknowledge the difficulties and doubts involved in whatever choices they do make.

The major problem that each of these studies possesses primarily relates to the fact that none of these works is researching the population of this study. It appears that most research is involved with women who are either presently involved in a college or graduate school program or have only completed college. Completion of graduate level education for women is virtually ignored as a research topic in the literature. When the question of children is addressed, which is also infrequently, it is often asked of people who not only have no children, but

of those who are also unmarried, such as in the case of Farley's (1969) study. This type of work would be appropriate if one was researching another topic, such as expectations. However for the purposes of this study it is not entirely valid as the respondents were being asked to relate to something which they have not yet experienced.

Another major problem with these studies is the manner in which they determine who is considered to be a career woman. In most cases, this is basically done through a self-report of interests which are generally future oriented. When a study does view professional women, it is usually similar to Mann's (1985) where she does not define the term. Rather a report of this type is basically just a compilation of ideas about an issue of interest to that author. The group that is the subject of this study is different from the others already mentioned. It consists of women who have already completed graduate school, with the idea being that this presumes a higher level of career commitment than that of the average woman. Other possible factors which have contributed to the results of these aforementioned studies also have some relation to this work. Richardson (1975) and Betz (1982) mention personality factors as something that needs to be taken into consideration. Societal factors are also

discussed by Baruch (1973). In general, these studies have been helpful in that they do look at women and their careers and how self-concept fits into this whole picture. The populations that were discussed appear to be as closely related to this study as it is possible to secure at this time.

Summary of the Research and Relationship to the Problem

A great deal of research has been done over the years, starting with Glick in 1957 and through Gilligan in 1982, in the area of adult life cycle theory as it relates to women. Although the past research has laid a solid foundation for further delving into the area, it is still lacking when it comes to addressing the question of how women fit into this whole scheme. Perhaps, more importantly, the question of career would appear to be the most often ignored segment of this question. Ginzberg (1972) is the only major vocational theorist who even attempts to put these pieces together. As valuable as his research is, there is much room for further, more indepth research, which is updated to be relevant to what is occurring today.

Although others, such as Baruch (1973) and Parson (1978), look at issues revolving around family, career, and self-esteem, there are other issues which need to be addressed at the present time. There is a whole

population of graduate school educated women who are presently staying home with their children. These women have many concerns and issues which the literature should report. Mann (1985) alludes to this, but does not go past the very surface of the issue. This is a population which has been ignored in research and it seems evident that a study of this group will not only answer many questions about vocational choice for women, but also serve as a basis for further research.

CHAPTER III

METHODOLOGY

Population and Selection of the Sample

The population for this research study was thirty-
three career-oriented women who had chosen to make
mothering the major focus of their time. For the purposes
of this study, they were considered to be career-oriented
women because they have completed a graduate school level
of education and they have worked in their chosen field
after the completion of this degree. This all presumes a
higher level of career commitment than for those who have
only completed a college degree or for those who have not
had actual work experience. The fact that they have
chosen to make mothering the major focus of their time
meant that at some point after the birth of a child, they
have chosen to stay at home with that child rather than
return to work on a full-time basis. Another stipulation
was that they were part of an intact family unit. The
group was limited to those women who have at least one
of their children in the preschool age range. This
means that at least on of their children was between

the ages of one and five, inclusive, at the time they were involved in this study. Due to the fact that professional women as a group are tending to have their children when they are at an older age than had happened previously (Daniels & Weingarten, 1982), there were no specific age delineations for the women involved, as long as they met the other criteria. The socio-economic group that was considered was middle-class and above, with $20,000 being an approximate minimum annual family income. There was no salary ceiling.

The population consisted of volunteers who were enlisted from preschools in the Richmond, Virginia metropolitan area. Fliers, which explained the guidelines for the respondents, were sent home with the children at these various preschools (See Appendix A). It was expected that the response rate would be fairly high as the participants were volunteers and as such they should have a vested interest in the outcome. The mean age for this group was 34 while the average income their last job was $17,600. Their family income at the time of the interview was $49,700.

<div align="center">Procedures</div>

Data Gathering

This study was descriptive in nature with references made to specific types which presented themselves when the

data had been gathered and analyzed. Personality characteristics, career area, or peer and family relationships all afforded possibilities for grouping. The actual groupings were determined after the data were received and viewed.

Before this was begun, a pilot questionnaire and pilot interview had been used with six volunteers. This was done to help remove some of the potential biases of the researcher, to strengthen the validity of the questionnaire and interview, and to provide feedback about the relevancy of the questions as they related to the purposes of the study.

The first data gathering procedure that was utilized for this research was the questionnaire, which was administered to all of those volunteers who were chosen to participate in the study. This, along with the structured interview format, had been pre-tested with the group of six volunteers. This has helped to test the validity and reliability of the instrument and thus remove potential biases of the researcher which may have been present. Using a questionnaire with the entire population at the start helped to obtain primarily demographic data in a concise manner.

The second data collection procedure that was used for this study was a structured interview, which was of a

more indepth nature than the questionnaire. The purposes
of conducting these interviews was to secure specific
information, which was related to the five targeted areas
that were studied. These interviews were conducted by the
researcher and were tape-recorded. The advantages of this
arrangement were the overall consistency of the interviews
while also insuring that the information obtained was
heard accurately.

The two instruments that were used in this study
could also be considered a part of the data gathering
procedures. They were ways of obtaining information
regarding the personalities of the specified individuals.
This study had set out to gather information about the
participants rather than trying to make any changes in the
which would have been the purpose of an intervention.

The California Psychological Inventory (CPI) was
administered to all respondents after the completion of
the questionnaire and the structured interview. The
purpose was that of viewing both specific scales and
overall personality characteristics. The research has
shown the CPI to rank high in both validity and
reliability as a research instrument. As with any test of
this nature, there were some criticisms, however none
appear critical enough to warrant invalidation. The major
problem that was suggested was redundancy, which Megargee

stated, "occurs when two or more scales measure the same thing or co-vary to some extent" (1972, p. 32). This is, of course, an area for concern; however he went on to explain that this appears to be the case with most personality inventories and that it is otherwise a generally acceptable and highly useful instrument.

The final instrument that was used was the Bems Sex-Role Inventory (BSRI), which has only recently come into wide usage in the field of research. Thus far it has been shown to be a very useful instrument in determining sex role orientation. It specifically divided the respondents' scores into four categories. These being: feminine, masculine, androgynous, and undifferentiated.

Ethical Safeguards and Considerations

The major ethical consideration for this study was to insure confidentiality for all respondents; therefore all data was collected without reference to specific names. All individual test data, questionnaires, and tape-recordings of interviews were treated as confidential materials. Participants who were involved were notified in a cover letter about the nature of this research and a consent form was also used for the purposes of tape-recording the interviews. A follow-up letter was sent not only to thank the participants for their time, but also to apprise them of the status of the research and to again

remind them of the confidentiality of this study. (See Appendix A).

Instrumentation

Description

The variables to be measured were viewed in terms of five specific areas: overall personality characteristics, job satisfaction, self-image, peer and family relationships, and decision-making process. Due to the fact that the design is descriptive in nature and therefore does not have to necessarily "test hypotheses" (Isaac, 1971, p. 46), these factors cannot be discussed in terms of dependent and independent variables. Rather, the structured interview and the questionnaire, along with the California Psychological Inventory and the Bems Sex-Role Inventory were utilized to ascertain the relationships between these variables and to obtain an overall picture of the women in this particular group.

California Psychological Inventory

Reliability

The test-retest reliability indices for the individual scales on the California Psychological Inventory averaged .66 for high school females, which was the most closely related group that the manual reports in terms of reliability. In this study, some specific scales were highlighted, such as self-acceptance, degree of

femininity, and sense of well-being. The manual (Gough, p. 19) reports the reliability for each of these scales as follows: Self-acceptance is .71, Degree of femininity is .65, and Sense of well-being is .72.

Validity

In viewing validity for the CPI, the three scales which were highlighted will be discussed here. These are: self-acceptance, degree of femininity, and sense of well-being. At the University of California, the self-acceptance scale correlated +.32 with ratings of "self-acceptance" for medical school applicants (p. 210). In another study at the University of California, sense of well-being correlated +.26 with ratings of "health and vitality" and +.27 with ratings of "general physical fitness" (p. 21). In a sample of males, the degree of femininity scale correlated +.43 with the feminine interests scale of the MMPI (p. 24). In a study of college females, the degree of femininity scale correlated +.38 with peer nominations for "femininity" (p. 24).

Gough, the author of the CPI, was involved in two studies which were conducted in order to test the validity of the instrument. In the first work which Gough did with Sandhu (1966), the concept of cultural universality was investigated. The Socialization scale of the CPI was tested in India with correctional system inmates and their

scores were compared with county jail inmates from the United States. The scores correlated +.70, which supported their hypothesis. The researchers however admitted that more work would need to be done to truly validate the CPI as a cross cultural instrument. At the least, the test seems to show support for what the authors call the "culturally universal dimensions of personality" (p. 302).

Research was also conducted by Gough (1966) in which he sought to prove the predictive validity of the CPI. Testing was done in 14 high schools in 11 states in order to see if academic achievement could be predicted with this instrument. For the scales that would indicate the possibility for higher achievement in school there appeared to be a cross-validational coefficient of .56, which shows some validity for the CPI for this population.

Bems Sex-Role Inventory

Reliability

The test-retest reliability indices for the Bem Sex-Role Inventory as reported in the manual (Bem, 1981, p. 15) appear highly reliable. Test-retest reliability for females describing themselves on the female items is .82 and for females describing themselves on the male items is .94. The F minus M difference is .88. These are all for

the original form which is what was used for this research.

Validity

Research that has been conducted that relates to the question of sex-role identification and behavior showed a strong validation for the concepts that the BSRI is studying (Bem, p. 16). Examples of this research are studies conducted by Bem (1975) and Bem, Martyna, and Watson (1976) in which "only androgynous individuals consistently displayed high levels of behavior in both domains, whereas nonandrogynous individuals were frequently low in one or the other of the two domains" (p. 16).

Research Design

The research design for this study was descriptive. Statistical considerations were dependent upon the data obtained for this study due to the fact that an overall picture is to be presented and the comparisons that were made were only among the respondents' information and therefore were not compared with any outside group. The data from the interview and questionnaire were analyzed in part to determine which factors correlated with one another. They were also used to determine a picture of the population. All data obtained was run for possible correlations. This was also done with the CPI and the

BSRI, with the Femininity scale for the CPI being compared with the BSRI. The analysis, in general, was somewhat dependent upon what types of patterns were present for the individual respondents and what types of groupings emerged for the entire population.

Null Hypothesis

The hypothesis for this study is that there will be no significant difference in personality characteristics as measured by the CPI between this group and the norms for women. There will also be no significant difference in degree of androgyny as measured by the BSRI as compared with those women who have chosen to stay in the work force. There will be no significant difference in attitude toward family as measured by the structured interview when compared with other educated women who have chosen to work outside of the home.

Statistical Analysis

For each question on both the questionnaires and the structured interview, the specific answers were quantified for each respondent. A statistical analysis was conducted to ascertain the specific correlations between this data and the scales from the CPI and the BSRI. A one-tailed test of significance was run with .05 being considered significant and .01 being considered highly significant.

The mean, median, mode, standard deviation, and range were also computed for each item of the data.

Summary of Methodology

This is a descriptive study of women who have a graduate school level of education who have chosen to make mothering the major focus of their time. Four data gathering procedures were administered with each of the 33 women who volunteered to participate in this study. First, a questionnaire, to gather demographic data was administered. Next, a structured interview was conducted to gain information about the five areas that were discussed above. Then the California Psychological Inventory was given. Finally, the Bems Sex-Role Inventory completed the data collection process. The data was analyzed for significant correlations among the data collected as it related to the areas in question.

CHAPTER IV

ANALYSIS OF RESULTS

Data collected from the structured interviews covered five major areas: personality characteristics, decision-making process, level of job satisfaction at their last job and for their career, peer and family relationships, and self-image. The questionnaire was used to obtain primarily demographic data. All data was analyzed for frequency of key issues in each of the areas. Correlations were also run as a means of comparing this data along with the data that was derived from the 18 tables on the California Psychological Inventory (CPI) and Bems Sex-Role Inventory (BSRI). Quotations have been included as a means of clarifying points and to give a sense of how this group of women described their feelings and experiences.

Demographic Data

The questionnaire was the first data gathering procedure which was utilized in this study, therefore it will be presented first. This should serve to give a somewhat concise picture of the group which is the subject

of this research before further analysis is discussed.
Participants were obtained by means of fliers which were
sent home with children at five preschools in the
Richmond, Virginia metropolitan area. Different parts of
the area were represented in the choosing of these
preschools.

Age

The women who participated in this study had ages
which ranged from 28 to 44 years of age. The mean age for
the group was 34 and 30 percent (10) of the sample was 32.

Degree and Major

In order to participate in this study, these women
had to have a minimum of a Masters degree. Masters,
doctorates, and law degrees were represented in this
group. Eighty-two percent (27) had completed a Masters
degree as their highest degree to date. Nine percent (3)
had completed a doctorate and 9 percent (3) had a juris
doctor or law degree.

Fourteen graduate majors were represented in this
group, with 27 percent (9) having a Masters degree in
Education, 21 percent (7) having completed a Masters of
Social Work degree, 12 percent (4) having Nursing degrees,
and 9 percent (3) completing Law degrees. All of the
others were only represented by 3 percent (1) in each of
the additional majors (See Table 1).

Occupation

Thirteen fields were represented as the last jobs in which the subjects had worked before choosing to stay home on a full-time basis. Ninety percent (30) had jobs which were directly related to their advanced degrees. The other 10 percent (3) had worked in professions which were not directly related to their graduate majors. According to the Census Bureau and Department of Labor Statistics (1981) regarding professional occupations in which women are engaged, 73 percent (24) of these women were in professions that are traditionally filled by women and 27 percent (9) worked in male dominated occupations. (See Table 1).

TABLE 1

Major and Occupation

	# in Major	# in Occupation
Education	8	7
Social Work	7	8
Nursing	4	4
Law	3	3
Architecture	1	1
Counseling	1	1
Museum Education	1	0

Library Science	1	2
Public Administration	1	2
Psychology	1	1
Religious Studies	1	0
Speech Education	1	1
Romance Languages	1	1
Textiles	1	1
Zoology	1	1

Dates

The years of graduation from their advanced degree programs ranged from 1968 to 1984, with 30 percent (10) graduating in 1977. The mean year for completion of degree was 1978.

The years that these women chose to stop working outside of the home ranged from 1978 to 1985 with 27 percent (9) choosing 1985, 21 percent (7) stopping in 1983, 18 percent (6) choosing 1982, and the rest fairly evenly distributed. The mean year for this group was 1983.

Husbands' Degrees

The majority of these women had husbands who are at least, if not more educated, than they are. Eighty-eight percent (29) of these husbands had a minimum of a Master's degree with only 12 percent (4) having obtained only a

Bachelors degree. There was no husband who possessed less than a college education. The breakdown of husbands' degrees is in Table 2.

TABLE 2

Husbands' Degrees

	Number	Percent
Bachelors	4	12
Doctorate	7	21
Juris Doctor (Law)	8	24
Masters	7	21
Medical Doctor	7	21

Income

The income for the subjects' last jobs ranged from 6,000 to 50,000 dollars per year. Eighteen percent (6) had incomes of 20,000 dollars, while the average income was 17,600 dollars. Sixteen thousand dollars was the median or middle of the group.

The total family income at the time of the interview, which would basically consist of their husbands' incomes since they were not working outside of the home at that time, ranged from 20,000 to over 100,000 dollars per year. These were each reported in ranges of 10,000 dollars.

Eighteen percent (6) had salaries in the 40,000 dollar range and another 18 percent (6) had incomes in the 30,000 dollar range. The average income was 49,700 dollars for this group.

Marriage and Children

Marriage stability was evident in this group as the length of marriage ranged from 4 to 17 years with 18 percent (6) being married for 7 years and 15 percent at the 10 year mark. The average length was also 10 years. Only 12 percent (4) had been married before and no one had had children previous to this marriage.

As for children, 61 percent had two children and of the 18 percent (6) who had only one child, two of these were pregnant at the time of the interview. Fifteen percent (5) had three children and only 6 percent (2) had four or more children. The average age of the oldest child was 5 with 24 percent (8) having an oldest child who was 4 and 21 percent (7) having a 3 year old child as their oldest. The ages for the first child ranged from 1 to 10 years of age, while the age range of the youngest child was from 1 week old to 5 years of age at the time of the interview. Male and female children were almost evenly distributed with 69 children being reported on the questionnaire and 54 percent (37) of these being boys, while 46 percent (32) were girls.

Ninety-seven percent (32) had at least one of their children enrolled in a preschool program of some kind. Thirty percent (10) of this group had two children in preschool. Twenty-four percent (8) of the total group had one child in elementary school, while 9 percent (3) had 2 or more children in a grammar school program.

Volunteer Work

Sixty-one percent (20) reported presently participating in volunteer work, while 76 percent (25) are actively involved in a career-related activity while they are staying at home.

Parents and In-laws

When the status of their parents and in-laws were viewed, it was found that 82 percent (27) of these women's fathers were alive, while 73 percent (24) of their fathers-in-law were living at the time. As for their mothers and mothers-in-law, 91 percent (30) of each were alive when this question was asked. These were not necessarily the mothers and mothers-in-law of the same 30 women.

Only 18 percent (6) of their own mothers had worked outside of the home while they were young children, as compared with 36 percent (12) of their husbands' mothers who had worked when their children were young. Fifteen percent (5) reported that their parents lived in the

Richmond, Virginia metropolitan area, while 15 percent (5) also stated that their in-laws lived locally. These were not necessarily the same 15 percent.

Religion

Seven different religious affiliations were reported. Thirty-three percent (11) were Protestant and another 33 percent (11) were Jewish. There were also 9 percent (3) who reported that they had no religious affiliation. Of the 30 who did state a religious preference, 80 percent (24) said that they considered themselves to be religiously observant. Therefore there were six women who had an affiliation who were not observant and three who had no affiliation and were, of course, not observant. A breakdown would be as follows: 73 percent (24) were religiously affiliated and observant, 18 percent (6) who were affiliated but non-observant, and 9 percent (3) who were both unaffiliated and non-observant religiously.

Personality Characteristics

As was expected, the group as a whole was well-adjusted in terms of personality characteristics according to their scores on the CPI. There were a few who exhibited some types of dysfunction in one area or another. But for the most part they were aware of this and were actively doing something positive to facilitate a change. The composite profile for the total group looked

fairly average with all but one score, Good Impression, falling above the 50th percentile. The Good impression score had a mean of 17, which brings it only to the 42nd percentile. This could indicate as the Configural Interpretations of the MMPI and CPI (1981) states:

> These persons tend not to be overly preoccupied (perhaps even underconcerned) with the impression that their own behavior creates in others. They tend to judge their behavior independently of the attitudes of others, and may be somewhat insensitive to even appropriate criticism (p. 68).

The highest score and the only one to rise above the 60th percentile was the Achievement via Independence scale, which had a mean score of 25 which brings it up to the 65th percentile. This could indicate:

> Such persons generally think rather independently and have their own ideas about issues. They are often innovative and creative, and are often oriented toward achievement on independent ventures. They may or may not function well in situations that are highly structured or that demand conformity (pps. 69-70)

Decision-making Process

The first area that was discussed as part of the structured interview was the decision-making process.

Most of the respondents had made the decision to have children before they got married. Seventy percent (23) said that they had discussed this with their fiances and had made this decision prior to marriage. Some even said that it was one of the major reasons that they had decided to get married at the time.

> My husband and I lived together for three years and one of the main reasons that we kind of decided to go ahead and get married was to have kids. So we got married and then we started trying to get pregnant immediately after.

> Well, I always wanted to have a child and in fact it was almost the basis for my marriage. We had to agree on that before we got married.

Timing was an extremely important matter for this group, as 91 percent (30) said that they decided to start their families when they did because it was the "right time". This was defined by various participants as involving such things as age, finances, finishing school, and having gotten a start in their career.

> I think we waited until we both felt ready, and then we wanted to travel some and we both wanted to finish our education and work for a while.

> We had to complete our post-graduate work before we could afford to have a family so I wanted to wait

until after law school and my husband was going to
wait until after medical school and, once I finished
law school and we had enough income to know it was
the right time to start a family, so it was a
question of timing for us; enough income to support
ourselves and a child as well.

The ways that these women went about deciding to stay
at home happened for a variety of reasons. There was one
group which consisted of 39 percent (13) of the population
who said that they had decided before the birth of their
first child or in some cases before their pregnancy that
they would return to work. Eight-six percent (6) of those
who had been teachers said that they had always planned to
stay at home.

I have always felt, that for me, it's important to
stay at home with preschool children, that's a high
priority for me. To meet my needs as a parent, I
need to stay home full-time with preschoolers.
Initially I just felt really strongly that kids need
a parent at home and that my values are so particular
that I was the only one that could give them my
values. And from what I could see of childcare, I
didn't like it.

The next group consisted of those who did return to
work after their first child's birth, but left after a

period of time because for one reason or another, they were not comfortable with working and leaving their child in someone else's care. This was 27 percent (9) of the total population. Some of these had returned to work on a part-time basis and soon came to the realization that they would prefer to put off outside work of any sort until their children were older.

> I think we were both pretty committed before he even arrived, we had decided that I would work part-time, and we both felt comfortable with that, so I did the job sharing thing and then over that year it just seemed like I wanted to be home more with him, and I think it became apparent to both of us; there were quite a few hassles with job sharing and even working three days a week that were stressful to him and to us and we were beginning to have babysitting problems and so I think we both, after six months, felt like being at home basically full-time would be better, so it was a gradual kind of thing.

Twenty-four percent (8) had originally planned to return to work, but as it came time to do this, they changed their minds.

> I always thought that I would go back to work full-time after having children. Then, I had the baby and realized that I didn't want to go back to work, that

I really couldn't leave him, then it was totally
different--having the child and thinking about having
the child were totally different.

The smallest group, which was 9 percent (3), were
those who stayed at home because of circumstance which
were out of their control, such as illness or moving to a
new state.

Before I got pregnant I found that I had a brain
tumor and I had neurosurgery. And while I was
recovering, I found I was pregnant, so at that point
I couldn't go back to work so I just stayed home and
had my son. And then when he was about 8 months old,
I was going to go back to work and then I found out
that the brain tumor had come back, so I had to have
surgery again. So I never went back to work.

When it came to their husbands' involvement in the
decision-making process, 73 percent (24) said that their
husbands were actively involved in making this decision.
Of the 27 percent (9) who were not, many of these said
that they believed it was ultimately their choice whether
they should return to work or stay at home and that their
husbands would support whichever choice they made.
Generally they were correct in this assumption, as 94
percent (31) of those interviewed stated that their
husbands were supportive of their staying home. Some of

those who were supportive did admit to having some

concerns or misgivings about the situation, even though

they believe this would be the best situation for the

baby.

> He was very supportive, but worried about money,
>
> worried about the loss of income.
>
> I think he was a little more worried about the
>
> financial end of making ends meet, but he was very
>
> supportive as well.
>
> I think in a lot of ways it was very difficult for
>
> him for me to stop working because he had always
>
> pictured me as a career person and he knows how hard
>
> I worked to get where I was and he knew how
>
> successful I had become at what I doing; and, one of
>
> the greatest shocks for stopping work for both of us
>
> was the loss identity you have with your job and, in
>
> the respect, he wasn't supportive in that it was
>
> difficult for both of us to adjust to not working but
>
> on the theoretical side --the need side--he was
>
> always supportive. It took a while for both of us.

As for extended family's reactions, 70 percent (23)

were supportive, however there were some unexpected

reactions where some members of a family were pleased

while others were not. The negative reactions generally

came in the form of those who were worried that the woman

was wasting her advanced education or that if she stayed
out of the job market for too long she would have
difficulty re-entering.

Their reaction was pretty positive at first, but then
it turned into worry. They were concerned about what
I would do with my education, especially since I'm in
a traditionally male field, they were afraid I would
be falling behind in my career. It seems that you're
damned if you do and damned if you don't when it
comes to this problem.

I think they were a little surprised, I think they're
still a little surprised that I'm still at home. I
think they're pleased, you know, the older
generation. I think my cousins and my brother are
still surprised.

My mother was by far the most difficult to deal with.
She has always worked.

My parents had mixed feelings about it because they
wanted to make sure my interests were also being
considered.

Job Satisfaction

The second area to be discussed was level of job
satisfaction at their last job and for their career. It
became clear quite quickly during the course of the
interviews that lack of satisfaction with their jobs or

careers in general was not the primary reason for leaving work and deciding to stay home at this time. In fact, 76 percent (25) said that they felt positively about their last job. Of the 24 percent (8) who did not, some of their feelings about their last job were mixed. In other words, they may have started out having positive feelings and over time their feeling became more negative. At times, this was related to job burn-out. It was difficult in these cases to pinpoint exact feelings because the answer may have been dependent upon whether they were being asked about their feelings when they left the job, the pervasive feelings about the job in general, or how they felt in retrospect.

> I was very satisfied with it. I had been in that job for about six or seven years, I was ready for a change, although it had been a tremendously rewarding job so I kind of worked with a goal in mind that I would stop, although there was some ambivalence leaving a career that I'd been with for so many years, almost ten years.

The level of status varied with 55 percent (18) saying they had a middle status position. Thirty-six percent (12) considered their status to be high as in the case of those who were supervisors. Only 9 percent (3)

considered their positions to have a low level status,
which basically meant that they had entry level jobs. It
therefore does not seem that choosing to stay at home was
related to a problem with job status or level of
responsibility.

When asked whether they had chosen work for
satisfaction and fulfillment versus financial needs, it
was difficult to pin down exact percentages as the
majority (70 percent--23) said satisfaction and
fulfillment first, and even of those who said finances,
the majority of those said it had probably in truth been
both. Many of these stated that they started to work
primarily for financial reasons as their husbands were in
school, they were newly married, or they were still single
and had to support themselves. But they admitted that
their reasons had changed over time and that even though
their income was definitely nice to have and a necessity
in some cases, at least part of the reason they continued
to work for as long as they did was for fulfillment. Only
9 percent (3) could say that their sole reason for
choosing to work was for financial reasons. Another
aspect of this is not only why they chose to work but why
the particular field. In most cases, they chose the field
because of the fulfillment and satisfaction they thought
they would feel in this line of work. They were generally

aware of the type of salaries that might come with a job in a particular field.

Well I would say I definitely chose it for satisfaction and fulfillment. I turned down other better paying jobs because I felt good about what I was doing and that's what I wanted to do.

Well, at the time I was working, I had to work because by husband was in medical school, but I would have worked anyway. You know, I had to do it or we weren't going to eat. But even if we were eating, I would have been working there.

Satisfaction 100 percent, or I wouldn't have picked Legal Aid as my first job. The status of being a lawyer encouraged me also, not the financial part. Teaching you don't do for financial reasons. I had always wanted to be a teacher also.

Seventy-six percent (25) are presently actively involved in a career-related activity while staying at home. These ran the gamut from taking additional courses and volunteer work to involvement in professional organizations and serving on boards of directors. Reasons for being involved in these activities were as varied as the activities themselves. Of the 24 percent (8) who were not involved, many said that they were planning to do so at a later date. Some of the reasons for not being active

professionally were having a new baby and children being too young.

Ninety-four percent (31) of the participants said that they do plan to return to work in the future. However part-time work was the preference of 87 percent (27) of these at least at the beginning. Of those who said that they would choose to go back on a full-time basis, a few reasons were given. One was that they didn't know of any part-time job opportunities in their field and another was that they were planning to wait until their children were much older, which is when some of those who intended to return first on a part-time basis said that they might switch to full-time work. There were also those who said they hoped to work part-time for a number of years because they felt that their children would need them just as much as they got older, just in different ways.

> But now I'm thinking, well, when do I want to go back full-time or do I just want to find something that I can do more generally for the time that my kids are in grade school, maybe on a part-time basis, it's not as cut and dry as it once was. It gets muddier the deeper you get into it.
> Well, I thought that I'd be working now to tell you the truth and the longer that I stay out of work the

scarier it becomes to go back. I think that when my youngest goes to school, I'd like to be working part-time, while my children are in school.

I have done a lot of changing since I've had children, and I'm looking for different things in jobs than I was before. I'm looking for flexibility.

As for a timetable for returning to work, almost all of these women stated some degree of uncertainty since they were unsure of what the future might hold for them. When questioned further, 55 percent (18) said they would wait until all of their children entered school, 26 percent (9) said they were planning to start looking within the year. Of this last group, 71 percent (4) said that they would only accept part-time positions.

Seventy-nine percent (26) considered work to be a career rather than a job and even though they had left it they would plan to return in the same field, however possibly not in the same type of position. Eighty-five percent (28) said that their opinion about career versus work had not changed since being at home. When asked specifically if their opinion had changed about seeing working as a career since they had been home, some of the responses were as follows:

No, but I think I've gained more respect for people who stay at home. I think I see this more as a

who stay at home. I think I see this more as a
career also.

When I started out before I had children, it was a
career. After I had children it was a job.

Peer and Family Relationships

When peer and family relationships were discussed, it
became evident the degree of importance this group placed
on both friends and husbands. Support systems in terms of
friends was a subject that everyone had a need to talk
about. If they had one, as 76 percent (25) said they did,
they felt a need to stress the value of this in their
lives and how it had affected their lives since choosing
to stay at home.

I think it's truly important that you don't isolate
yourself or you can't survive. I have a lot of
friends and I haven't had any trouble making friends,
so I'm fortunate in that way, that I have a lot of
people around me that are in a similar situation.
The first summer I was at home I met many women
through the pool and our children were similar ages
and we started a playgroup and those women have
become very close friends.

I have one friend, one or two other people, that I
can call on and we get together fairly regularly and
I can really talk because they're in a similar

position. Some of those relationships have been
pretty important, I rely on them.

If they did not have a support group, as was true of
the other 24 percent (8) of the population, they also had
an equally if not more urgent need to tell how they had
been affected by this lacking in their lives. In more
than one case, individuals were on the verge of tears when
discussing this apparently sensitive and significant
subject.

A support system is something I really miss.

I feel like I'm sort of holding on this summer. I do
to an extent still have people I can talk to, but
with my best friend gone, it's really hurting. Peer
stuff is important and it's hard. It's not just
finding someone who has kids the same age as my kids
that I would want for a friend. It needs to be
someone who understands that I had another life and
values me for who I am and likes me.

Having someone right now is important to me, and I
don't have that. Friends have moved or their kids
are in different places. I'm at home and many of the
women I meet have younger children getting out of the
baby stage. I need to find someone that I have more
in common with.

Most, again 76 percent (25), said that at least some
of their close friends now stay at home with their
children. In some cases, they might have also had a close
friend who works outside of the home, but it was admitted
that this was a harder friendship to maintain. Of the 24
percent (8) who stated that none of their close friends
stayed at home, they explained that most of these had been
friendships that had started as work-related and were
therefore now changing as they got further away from work
and came to the realization that they had less and less in
common as time went by.

> I think I'm sort of in a transition. My close
> friends for many years were people I worked with, not
> directly but other lawyers I'd met in the area and, I
> have found over the last nine or ten months that we
> have nothing left in common. Those friendships are
> waning and I am in the process of making new friends.
> Friends I had a year ago are changing dramatically.

Since most have been in the position trying to
acquire new friendships since leaving work, this is
another area that was discussed. Various avenues were
mentioned. Seventy-three percent (24) said it was through
their children such as in playgroups, parks, or mothers-
morning-out programs. Twelve percent (4) said that it was
through their neighborhoods. Six percent (2) gained new

friendships though volunteer work. Six percent (2) mentioned their church or synagogue and 3 percent (1) said that they have not acquired new friendships since being home full-time. Even though other specifics were discussed, children still seemed to be the overwhelming common denominator or at the very least the starting point for most, as 91 percent (30) of the group made some mention of children when discussing this issue. They were cognizant of the fact that children were not enough to serve as the basis of a relationship. A common complaint was that it was difficult to find women whom you had something in common with other than just having preschool children.

Eighty-two percent (27) also gave their husbands credit for the important role they played as a support as they said they depended on them most for emotional support. Fifteen percent (5) stated that their friends came first in this area and three percent (1) said they depended on no one.

As for general assistance and getting things done, 70 percent (23) felt their husbands were again the most dependable for this, while 18 percent (6) gave their friends the credit in this area. Nine percent (3) said they chose to depend on no one other than themselves, and

3 percent (1) said they depended on their mother for assistance as they had a very close relationship.

When asked about sharing childcare with their husbands, many felt that this was a difficult question to answer. There were many positive responses. Fifty-five percent (18) said that their husbands helped at least on a fifty-fifty basis, while others said that this was impossible to discern because their husbands were at work all day, while they were with the children so it therefore could never be a fifty-fifty arrangement. Some said that if they were to just consider the hours when they are both home, they could call it a fifty-fifty set-up. Still others, 33 percent (11) said that their husbands' schedules prohibited a fifty-fifty arrangement. Eight-two percent (9) of this last group said their husbands are on an equal basis when they are home and would like to spend more time with the children if their schedules would permit. Only 12 percent (4) said that their husbands do not share childcare responsibilities with them by choice.

> When he's home, he pretty much takes over, but it's certainly not fifty-fifty because he's gone all day. He does a lot of the childcare. When he's home he pretty much takes over.

> He helps me out a lot when he's here. His job is very demanding right now. He's gone a lot of

> evenings, but he does help me out a lot when he's here.

> My husband does quite a bit, he bathes them at night and goes in if they wake up at night. He does most everything that I do, when he's here.

> A lot.. He does a lot of mothering.

> We share childcare very little, partially because of his schedule and partially because he's a product of his generation.

When asked about depending on extended families for support, the majority of people said that this was difficult on a day-to-day basis as 85 percent (28) said their parents did not live in the Richmond area and 85 percent (28) said that their in-laws were not in the local area. These were not necessarily the same women in both cases. Of course, many still looked to their parents in times of crisis. There were also those who felt that their friends were more important than families for support.

> Since family doesn't live here, it would be friends. That's always been true and I think that's because we have not lived around where our families are--our friends have become our families.

> My real family has become my friends that are here.

Self-image

When the area of self-image was discussed, it was
found that it was impossible to break the responses down
into categories by percentages. The variations in answers
were too widespread and personal and it would not be
sensible to attempt to categorize all of these. Rather
there were some things that certain answers had in common
which could be considered representative of the group.
Therefore these will be enumerated with quotations again
being used to support the unique ways in which these women
view themselves both professionally and personally.

When they were asked how they view themselves
professionally now that they have been out of work force
for a time, the feelings were somewhat mixed. Most felt
that they were still very capable and competent. However
there were those who felt that it was not a part of their
lives presently and they were out of step with their
professions because of that.

> I feel like I'm on hold. I'm definitely not where I
> was a couple of years ago, I was full steam in my
> profession, but I feel like I'm capable and that I
> can go back to it, that I'm keeping up with it and
> that I can go back to it at some point in the future.
> I don't see myself as a professional. I think a lot
> about it. I think about it all the time. If

somebody asks me now, I just say that I'm staying at home.

I feel as if I'm losing touch; if I went back right now I'd really have to brush up on some of my skills, some of the changes, technological changes that have occurred. If I think about it a long time it will bother me, so I tend not to think about that. I know that what I am doing is important for right now and that I'll deal with that when I need to.

When they were asked how much importance is placed on their career as it relates to their self-image, some similarities appeared. There were those who have completely removed the professional components out of their lives and are able to live contently without concerning themselves with this issue at all. This is definitely the minority when it comes to this group. The majority spend anything from a little to a great deal of their time considering this issue and the part it plays for them at the present. The first group are those who still place a great deal of emphasis personally on their careers as it relates to their self-image.

I would have always said a lot of emphasis, and actually I think I do a lot. I have had a lot of difficulty in giving it up--great difficulty in terms of my self-esteem, I think my self-esteem has

dropped. I think that I don't have the support and strokes coming in any more that I did when I was working.

I guess pretty high, because I always find that when I'm talking to people that I haven't met before and they ask me what I do, if I have job, and I always seem to find it necessary to fit in that were I not at home with the children right now I would be a teacher or a librarian.

I need to know that I will go back to work. That's important to me.

A second group seemed to feel that a large portion of their self-image is related to how they are viewed by society. They may have more positive feelings about themselves in some instances rather than in others.

I really think a lot. Partly it depends on the setting. If I'm with a group of non-working mothers, then they see me as a great success because of my advanced degree, and because of the things I've done in the past. If I'm with others, just general people, then I feel I'm the traditional homemaker, it's king of a drudge, like they have to speak slowly when they talk to me. It does have an effect on my self-image.

I think there is some importance; like there are some times when people ask me what I do and when I say I stay at home, you hear something in their voice or see something in their face, and you think, why is that not as important as what I was doing before? That sort of makes me angry.

When someone asks me what I do, I like to let people know that I was teacher, that I do have something intelligent to say. I still feel like I am a teacher even when I am at home.

None right now, except when I am talking to people that I went to school with and I see what they're doing with their lives all of a sudden it becomes important too and I wonder what I'm doing with mine.

The last group consists of those who admit to still having an interest in their careers, however they, over time, have come to grips with the issue of their self-image and have learned to not only accept themselves for where they are in their lives; but more importantly are happy with their choices.

It used to be a lot. A lot of my identity and gratification came from my career. Now it's very little, if any. I have a much saner sense of self now. I had to find my own identity. No one else will do it for you. I'm happier now.

A lot less then I did six months ago. I guess the longer I am out the less importance I will put on it. I guess it still plays somewhat of a part in my self-image, but it's nothing like it was when I stopped working.

I feel good about what I'm doing when I'm doing it. I don't need to work. I don't feel badly to say that I'm at home. It doesn't bother me.

Since I've been out of work for four years, I have come, when I first left work, I had a fair amount of ambivalence; I knew that this is what I wanted to do but switching from work role which was so big a part of my self-concept and self-image to a full-time mothering role was hard. Stuff like if I don't work then I'm not important, so there was transition of what society's goals are to be important and the days of feminists and all this. I've worked through a lot of that and just feel, at this point, very comfortable with my motherhood role.

The area of mothering as it specifically related to self-image was also discussed. A number of questions were asked that dealt with this. For the purposes of this study, the answers to the following questions were viewed as one entity because of the large degree of overlapping

of responses that resulted from the asking of these
questions:

> How do you see you role as a mother versus a career
> woman?
>
> How do you interpret your role as mother?
>
> How do you feel about yourself as a mother?

It was clear that this was a topic that had occupied
a lot of their time and their thoughts since choosing to
stay at home. For even though a portion of their self-
image, in many cases, was still tied to their career,
there was still a much larger piece that was filled by
what they were involved with and focusing on now:
mothering. For the most part, these women felt good about
the choices that they have made and believed that this is
the right role for them at this time. They were aware of
what they have gained and given up by making these
choices. Overall, a positive feeling was the pervasive
mood even though they were aware, and in some cases
painfully so, of what they were giving up in their careers
at the same time. They may have gone through some uneasy
stages after making this decision, however the majority
have come through this phase and now have a clearer idea
of where they are comfortable. They also pointed out that
this is not an irreversible decision and that they can
make changes as the circumstances of their lives change
and as their children get older. Ginzberg's (1972) theory

would be in agreement with this point of view as he stated that people need to "develop a strategy that will keep their options open" (p. 171).

The role of being a mother was often defined as the most important one that they could ever have. Since most had chosen not only to have their children but also when to have them, the belief was that it was their responsibility to raise them as they had brought them into the world in the first place. Some felt that it may seem unfair that the woman needs to make choices rather than the man, yet the feeling was also that no one could do their job the way that they do.

> The role of mother is the most important role there
> is, to give a sense of self-worth and self-esteem.
> No one can do it like a mother because no one loves
> like a mother.
>
> I feel real committed to my role as mother and wife
> at this stage of the game. I think that this is the
> most important thing that I could be doing for the
> children, for the family, and I like doing it.
> There are days when I think, "Why did I stay home?"
> when I could be making lots of money. And I realize
> on those days that if I don't like them then someone
> who wasn't related to them really wouldn't like them
> and how would they cope with that. I love my kids

and if I put up with them on those bad days, I know I'm doing it better than someone who didn't even like them, or didn't love them as much as I do.

Having spent a portion of their lives working outside of the home as a career woman and now working as a full-time mother, a comparison of the two roles now seemed inevitable. Many said that they now treated motherhood as their career for this time and they approached this role in much the same way. There was a unanimous consensus that this was a more difficult position to be in for many reasons, one of which was that it is a twenty-four hour a day job that lasts for your entire life no matter what else is happening with you.

The role of mother is a pretty unique one, whereas the role of a career woman is that you're expendable. Motherhood is much more draining than a career ever was.

I think that what I'm doing as a mother, no one else could do for my children. I just personally would not feel comfortable with being out on the job all day, particularly with my children being very young, and having them for a lot of the time in someone else's care.

I sort of treat being a mother for right now as my temporary career. That's what keeps me satisfied

with it, that I think of it as a job and that way I can put up with a lot of the shenanigans here and there because it's part of what I've decided to do right now full-time. I feel more fulfilled as a mother than I did in my particular job.

In a way I see being a mother as a career. In that it's there for a long time, and I want to be committed to that and give myself to that. I guess for now that's my career.

I want them to have advantages, to have me at home to take places and do things with them that a working mother couldn't do.

I view motherhood as a kind of career in and of itself. I guess I kind of go at them the same way. At this point with young kids, the mothering stuff seems more critical. For career women, I think their careers come first and my bias is that the kids suffer.

Credit was also given to their own mothers as role models for them. Most seemed to believe that their mothers had been better at mothering than they are and a desire to be more like their mothers have been in this role was often expressed. Whether or not their mothers had worked outside of the home when they were small, they believed that due to the fact their mothers had had less

options the mothering role had been an easier one for them. In their mothers' era, an awareness of other choices was not present so therefore they were more oriented toward one goal and whether they were happy with this role was generally not questioned openly. It is almost as though society had put blinders on them. Though none of the women in this study said that they would have preferred to have been a mother in the 1940's and 1950's, they were acutely aware of the choices and sacrifices that they have had to make and will continue to be challenged with that men will never have to even consider. Also, no matter what choices are made there is likely to be a certain amount of guilt attached to that decision. It was believed too that the more highly educated one is, as a woman, the more difficult these choices will be and the more closely they will be scrutinized by others.

> I don't think I'm as good a mother as my mother was.
> I told her the last Mother's Day that if I could be
> as good a mother as she was I thought I really would
> be making some headway, so I think she had more
> patience, probably than I do. She was also trying to
> do fewer things, sort of her definition of her role
> as exclusively at home exclusively for us and when
> you try to split those up it creates a whole pressure
> and it's hard, I think.

I said to her that if I could do as good a job in raising my children as she did, then I would be very proud of myself.

As for what had been gained or given up as a result of choosing to stay at home with their children, it was clear that the sentiment was a positive one. The feeling of being able to say that they had without a doubt gained much more than they could ever have given up was echoed over and over again during interview after interview. This is not to say that they were not cognizant of those things that they given up as a result of this choice. They were very aware of the fact that there were things both tangible and intangible that had been lost to them and could never be regained. Such things as career advancements and opportunities, additional and sometimes very necessary income, and contact with other professionals were all cited. However they were also aware that even if they had not gained in these areas, they and their children had benefitted in other ways which would have a hopefully positive effect on them for the rest of their lives. The feelings of playing an important role in the lives of their children and of being there for them had to be for a variety of reasons their number one priority at this time. When asked, "Have you gained

anything by staying at home?" Some of the answers were as follows:

A better sense of self as separate from my career, a sense of wholeness that I never had, and a better understanding of housewives.

Yes, I think I've gained the time with my son plus I feel like I've gained something in the future that when I look back I won't feel like well I really should have stayed with him. However he grows up good or bad, however he turns out, I'll feel like I did the best that I could.

An incredible amount of more closeness with my children. I definitely feel that I've gained more than I've given up.

I think when you're with kids you gain a whole new way of looking at life.

When asked "Have you given up anything by staying at home?" there were many unique and individual answers. A sampling of these follows:

I've given up the nice feeling that I get about myself when I work. I often think that my husband has a very nice situation; other times I think he doesn't. Nice in the sense that he has both a family and a job that makes him feel good about himself, but

other times I think he's missing out. I'm really
raising the children. So, I'm mixed on that.

I don't think it's giving up anything really, I feel
it's just been put on hold till later.

I will never reach certain career goals that I had
when I was younger. For many years we've given up a
lot of money. I'm sure my husband must feel the
pressure. It must be awful to be the sole provider.
It's mainly financial. It's tight, money is tight
and that gets frustrating and depressing. Feedback
from a job that somebody can see what you're doing.

When the discussions turned to the subject of the
best and worst parts of staying at home with their
children, there were some common themes which kept being
mentioned. The word "development" was probably the one
that was most often used. These women wanted to be there
not only to see their children's development, but also to
be an integral part of it. On the other hand, boredom,
loneliness, and lack of intellectual stimulation were the
worst parts of staying at home for the majority of this
sample. When it is realized that these women are used to
being out in the work force, it would seem clear that they
had become accustomed to a different type of stimulation
than they were receiving at home. It has to be assumed
also, by virtue of their education, that these are

reasonably intelligent women who are looking for a balance in their lives and who are generally not satisfied with doing a mediocre job, whether it be working outside of the home or "mothering". Another area that was mentioned quite often was lack of time for themselves, however they all realized that they were comparing their lives with what it had been like when they were working previous to having children and that if they were working they would have even less time really to themselves. However, they would have time to turn off the "mothering" role which you can never escape when you are home on a full-time basis.

The best part is that I get to see my children developing and I feel that I get to meet their needs the way I want their needs met and the way they might need their needs met. I feel they need me, that is why I am here. The worst thing is I find it very unstimulating, boring.

The best--spending time with my daughter and seeing her development. The worst is probably the loneliness.

The best parts that I get to see my kids grow up and I know them and can predict them. Seeing them grow is really exciting. I think staying at home is really hard. I think it's the hardest job I've ever done. It can be trying. It gets lonely.

They might be the same thing, being with them all
time is the best part, but then it's the hardest too.
The best part about being at home is not hearing it
secondhand. The worst is when it's February and you
haven't seen the light of day since December, but
even when they're sick, I thank my lucky stars each
morning that I don't have to get up and figure out
someone else to love them while they're not feeling
great. So that's not even bad. I guess some days it
would be nice to say, like with any good job, shirk
all responsibility. And from the day they come into
this world, you can't shirk it for a second. I guess
it would be nice to know what it feels like for a
split second, but I wouldn't want it for more than a
second.

As been alluded to throughout this section, these
women place a great deal of importance on being home with
their children at this time in their lives. Some of the
reasons why they feel this way are explained below.

I wanted to be there to be the major influence on her
rather than turn it over to someone even though I
trusted that person and thought similarly in many
ways.

I really wanted to pass on some of my values, and I

didn't see babysitters doing that, so it became
important.

I don't think anyone else can do the job that I'm
doing.

Two women, in many ways summed up the general
feelings of the group, when they discussed their dreams
and expectations for the future.

Oh, my dreams and expectations...it's interesting if
you'd asked me that before I had children, I would
have said something very different. I guess I always
thought I'd be doing much more careerwise. I really
thought I'd be much more advanced at this point in my
life, at age 33. I thought I really would have
achieved much more. That's disappointing. But I
also two years ago wouldn't have thought I would have
two kids and a nice family and felt good about that,
and that's something new for me, to feel nice about
that. So, there are disappointments and there good
feelings that have come out of this.

I'd like to be happy and have beautiful, happy
children and have a lot of money and have a nice job
and come home to my happy children and happy husband,
but that may never happen.

Analysis of Correlations

As we stated earlier, all test data and demographic
data were run through the computer to determine if any
positive or negative correlations were present. Many of
the California Psychological Inventory (CPI) scales
intercorrelated; however this to be expected as Megargee
states, "Although the CPI has eighteen separate scales,
many of them are related to each other both statistically
and conceptually" (1972, p. 104). The eighteen scales
which are discussed below are Dominance (Do), Capacity for
status (Cs), Sociability (Sy), Social presence (Sp), Self-
acceptance (Sa), Sense of well-being (Wb), Responsibility
(Re), Socialization (So), Self-control (Sc), Tolerance
(To), Good impression (Gi), Communality (Cm), Achievement
via conformance (Ac), Achievement via independence (Ai),
Intellectual efficiency (Ie), Psychological-mindedness
(Ps), Flexibility (Fx), and Femininity (Fe).

When the demographic data was viewed to ascertain
statistical significance, some interesting correlations
appeared. There were many correlations which appeared to
be significant for one reason or another, yet really had
no bearing on the qualities of this population. Only
those which were relevant are being reported as a part of
this research.

Age

Age correlates negatively - .34 with the
Responsibility (Re) Scale and - .47 with the Socialization
(So) Scale. This means that the older the subject is, the
lower her score will be on these two scales. Conversely,
the younger one is the higher her score will be on the Re
and So scales. This could be because as these women have
gotten older and are now away from the world of work for
pay, they are less concerned about having an appearance of
responsibility, dependability, and social maturity. In
most cases, they were in the work force longer than their
younger counterparts and this may be the first time that
they feel that they can loosen up this side of their
personality, which was needed while they were working.
They are now less rigid and serious in their outlook.

Dates

The year of graduation from their advanced degree
program correlated positively .30 with Communality (Cm).
This means that the more recently that she graduated, the
higher the Cm score will be. This could indicate still
having some ties to a graduate school program mindset as
in having "reactions and responses (that) correspond to
the modal ("common") pattern" (Gough, 1975, p.11).

On the other hand, the year of graduation correlated
negatively -.36 with Achievement via independence (Ai) and

-.47 with Psychological mindedness (Py). Therefore the more recently one has graduated, the lower their scores would be on these two scales. Perhaps those who graduated most recently have not had as much experience in the work world and do not feel as secure about themselves as those who have been out of school and away from the world of academia longer.

Graduation year correlated negatively -.51 with having been previously married. It states that if you were married previously, the longer ago you completed your graduate degree. It is a fact that each of these women who have been previously married chose to go for further education before getting married for the second time and even more interestingly, 50 percent (2) of these four women completed doctorate degrees before going on to a second marriage.

The date that they stopped working at their last job correlates positively .31 with the Flexibility (Fx) scale. Therefore the more recently one has stopped working, the higher the score on the Fx scale. This seems clear in that these women are the ones who have made the most recent major change in their lives as is related to leaving the work force and choosing to stay at home with their children. They are therefore the ones for whom flexibility is the most recent experience. They have had

to be flexible in their thinking to make this change and adapt to it successfully. Gough (1975) describes this trait in the Manual, "To indicate the degree of flexibility and adaptability of a person's thinking and social behavior" (p. 11). On the other hand, those women who have stopped working longest ago have already settled into this new routine and are therefore less flexible in their actions now as they made this dramatic move away from career longer ago and they do not need the same degree of flexibility as they did then. They are into a whole different phase of their lives as compared with those who have most recently made this change.

The date that they stopped working correlates negatively -.30 with the Communality (Cm) score and -.44 with the Bems Sex-Role Inventory (BSRI) score. The more recently one stopped working, the lower the Cm score was. This could be because these women may still be wrestling with some confusion surrounding this choice and therefore may have some indication of "having internal conflicts and problems" (Gough, 1975, p. 11). The shorter time that one has been at home or the more recently that she has stopped working, the lower the BSRI score will be which indicates a score which is more masculine or androgynous than the rest of the group. It maybe that one who has more of a masculine or androgynous outlook would choose to continue

working longer and would also more likely be in a male-dominated profession. This also relates to the next correlation in that the date one stopped working correlates positively .38 with the income of the last job. Those who were making larger salaries stopped working the most recently. This could show that those who had the largest incomes, regardless of their husband's income, had the greatest degree of difficulty leaving their jobs and that the highest incomes were in the male-dominated professions, which were socially harder to leave once attaining a place of prestige. Of course, inflation could account for some of this but there is such a disparity in the highest and lowest salaries that inflation could not be the major factor.

Income

The income of the last job correlates negatively -.44 with the Bems Sex-Role Inventory score. This means that the higher the income was, the lower the BSRI score would be. This relates to the previous section's discussion because this would indicate that the more income that one was making, the more masculine or androgynous they were. Therefore they chose to continue working longer in a male-dominated profession.

The income of their last job correlated positively .34 with Capacity for status (Cs), .35 with Social

presence (Sp), and .32 with Achievement via independence (Ai). This all seems reasonable in that it must be remembered that this is also the group who most recently stopped working and these scores all relate to characteristics which would be valued in more male-dominated, higher paying types of jobs that these women typically had. Gough (1975) describes the purposes of each of these scales as follows:

Cs (capacity for status) To serve as an index of an individual's capacity for status (not his actual or achieved status). This scale attempts to measure the personal qualities and attributes which underlie and lead to success.

Sp (social presence) To assess factors such as poise, spontaneity, and self-confidence in personal and social interaction.

Ai (achievement via independence) To identify those factors of interest and motivation which facilitate achievement in any setting where autonomy and independence are positive behaviors (pps. 10-11).

As far as overall personality goes it would seem that the total family income had ostensibly no effect on the individuals' personalities in this group as it only correlated with one scale. Total income correlated negatively with Communality (Cm), which means the higher

the total income was the lower the Cm score would be.
This could, as could all of these scales, be viewed from
the opposite tact in that those who had the lowest family
income (20,000 dollars per year) may fit the description
of a high scorer on the Cm scale. The Manual uses such
adjectives as "steady, realistic, and as having good
common sense and good judgment" (Gough, 1975, p. 11) to
describe high scorers on the Cm scale. For those who were
managing a budget of 20,000 dollars per year for a family
of four, these would seem to be appropriate qualities to
have.

Marriage and Children

The length of marriage correlated positively .46 with
the Good impression (Gi) scale. This says that the longer
one has been married, the higher the Gi score will be.
The number of children one has also correlated positively
.46 with the Gi scale. This means that the more children
one has, the higher the Gi score will be. Gough (1975)
describes a high scorer on this scale as follows:

> Co-operative, enterprising, outgoing, sociable, warm,
> and helpful; as being concerned with making a good
> impression; and as being diligent and persistent (p.
> 10).

All of these are traits that would be helpful in
maintaining a long and successful marriage as these women

have. These qualities would also be a plus with a larger
family. Conversely, the more outgoing, sociable, and warm
one is, the more likely they will have a long and happy
marriage and thereby have a desire for children to share
in and enrich this positive experience.

Volunteer Work

Being involved in volunteer work only correlated with
one scale. It correlated positively .34 with the
Dominance (Do) scale, which means if you do volunteer
work, you will have a higher score on this scale. Gough
describes this scale as follows:

Do (dominance) To assess factors of leadership
ability, dominance, persistence, and social
initiative (p. 10).

This could describe someone who is interested in keeping
involved in their professional field due to having traits
which might not be put to their full potential usage at
home.

Religion

The characteristic of being religiously observant
correlated positively with seven of the CPI scales. This
is more than any of the other pieces of demographic data.
It correlated positively .40 with dominance (Do), .34 with
capacity for status (Cs), . 37 with Sociability (Sy), .37
with self-acceptance (Sa), .50 with responsibility (Re),

.34 with tolerance (To), and .31 with intellectual efficiency (Ie). These correlations were primarily in the Class I portion of the CPI scales as there were positive correlations with four of the six Class I scales. These scales, Do, Cs, Sy, and Sa are grouped together along with Sp and Wb as "measures of poise, ascendancy, self-assurance and interpersonal adequacy" (p. 10). It appears that those who considered themselves to be religiously observant, no matter what religion they were actively practicing, had a clearer sense of self than the rest of the sample. The Re and To scales also correlated positively with religious observance. The Manual uses such phrases as "being alert to ethical and moral issues" and "non-judgmental social beliefs and attitudes" (p. 10) to describe those with high scores on these scales.

<div align="center">Occupational Group</div>

As was stated previously, there were fourteen graduate majors and thirteen occupational fields represented in this group. The four that had the largest percentages were: 27 percent (9) having a Masters degree in Education, 21 percent (7) having completed a Masters of Social work degree, 12 percent (4) having Masters degrees in Nursing, and 9 percent (3) completing Law degrees. When the CPI profiles and the BSRI scores for each of these group were compared with each other and with the

total sample, some differences did occur. A breakdown and comparison of scores follows in Table 3 (See Appendix C for Profiles).

TABLE 3

Comparison of CPI and BSRI Scores

	Education	Social Work	Nursing	Law	Total Sample
Do	30	29	33	34	30
CS	20	23	24	24	22
Sy	24	27	27	27	25
Sp	34	38	40	40	36
Sa	20	22	22	22	21
Wb	38	37	41	38	38
Re	33	32	34	35	33
So	41	39	42	41	40
Sc	35	33	35	34	34
To	24	25	27	25	25
Gi	17	17	16	19	17
Cm	27	25	26	27	26
Ac	31	29	30	32	30
Ai	23	27	25	28	25
Ie	42	42	44	43	43
Py	12	14	14	12	13
Fx	9	14	12	14	12
Fe	25	25	21	22	24
BSRI	11	8	4	-4	8

The profile for the total group has already been discussed briefly. It is clear that this is a well-functioning group as a whole with Class III and Class IV being the highest groupings of scores. Class III consists of "measures of achievement potential and intellectual efficiency" and Class IV is made up of "measures of intellectual and interest modes" (p. 11). Considering their level of education and occupational status it is not surprising that these were their strong areas. The mean BSRI score was 8 which leans toward the more feminine side of the scale. This along with the 24 on the Fe scale might account for the fact that they have chosen a more traditional route at this time, by staying at home. The higher score was the Ai scale which shows that they have the ability to achieve through independent means and do not have to conform to what the majority of their peers are doing in order to reach their goals. The Ac scale exceeded the Ai scale for the total population and as Rodgers stated, "If Ai exceeds Ac, essentially regardless of level, then the person tends to prefer his or her own judgement and conclusions over conventional wisdom, and tends to look inward rather than outward for "proof of acceptability" of ideas or opinions" (1983, p. 70). Since these are women who have chosen a route which is out of step with mainstream America's thinking today, it would

seem that this description was accurate. The composite personality for this group is someone who has successfully combined some of the best parts of traditional masculine and feminine qualities.

Megargee (1972) divided the scales a bit differently than Gough did. He chose to separate them factorially rather than by classes. His factor 3 fits the high scores for the total group as the highest scales for the total profile were all factor 3 scales. The highest scores in order are Ai, Fx, Ie, Py, and To. Megargee described this grouping as follows:

> Factor 3 is defined by high loadings from Ai and Fx and, to a somewhat lesser extent, To, Ie, and Py. It is interpreted as reflecting independent thought and rejection of authoritarian attitudes (p. 121).
>
> The third cluster includes Ai and Rx as well as To, Ie, and Py. Their common denominator is an emphasis on independence of thought and action, as opposed to rigid conformity with authority.

Both of these descriptions seem accurate for the total group as they have chosen to make choices that require independent thinking.

When the profiles for the occupational groups were compared first with each other and then with norms for similar samples, some variations appeared. The composite

profile for those who had graduated from Law School was
the highest overall profile and it had more scales that
were above the composite profile for the total group.
Only two scales fell below the total group. These were
Femininity and Psychological-mindedness. The Ai scale was
highest for this group as it reached the 72nd percentile.
These are women who will function well in a setting where
independence of thought is seen as an asset. The second
highest scale for this group was Fx which was at the 65th
percentile. These people are generally seen as being open
to new ideas and being intellectually flexible. Rodgers
stated that when the Sa scale exceeds the Wb scale and Sa
is between the 50th and 65th, "Such persons are self
reliant and self assured." (p. 63). This is the case for
the lawyers. The nurses also had a very high profile as
only two of their scales fell below the total population.
These were Gi and Fe. They also had a number of scales
which were at or above the 60th percentile. These were Ai
at the 65th, Py, Do, and Cs all at the 61st, and Ie at the
60th. This seems to describe a success oriented person
who can succeed through independent thinking and who have
high intellectual abilities while valuing recognition.
This at first glance may not should like the so-called
typical nurse, but it must be remembered that all of these
women were in supervisory positions due to the fact that

they had a Masters degree and as such they had to deal with doctors and administrators on a daily basis and also make serious decisions. The social workers' profile had a high elevation on Ai at the 70th percentile and Fx at the 65th percentile. The separation between Ai and Ac scales was quite large which tends to show a real need to achieve though independent thinking. The social workers also had the same configuration with the Sa and Wb scales as did the lawyers which indicated self reliance and self assurance. Their low scores were on the Gi and Cm scales, which would indicate

> They tend to judge their behavior independently of the attitudes of others, and may be somewhat insensitive to even appropriate criticism (p. 68). Such persons frequently question the need for close structure or organization of activities and may be somewhat rejecting of conventional authority or ideas (p. 69).

These statements could describe the social worker who has not lost her idealism in working with people. The education majors had the lowest overall profile of any of the groups with their composite profile having the flattest look of the groups with the scores only ranging from the 47th to the 60th percentile. The Ai score was the only one to reach the 60th percentile and it was only

one point higher than the Ac score of 59. It seems that these two scales are so close that achievement through conformance is just as acceptable as independence to this group. The teachers on the whole seemed to be different in two other respects which both were related to career commitment. The teachers generally had a different reason for wanting to obtain a graduate degree. This was generally so that they could make more money or secure their position; whereas most other individuals chose to go on in school so that they could work in a particular field or because they thought that they would be able to do more with their lives if they had an advanced education. Also, the teachers, by and large, had decided before ever becoming pregnant that they would not return to work for a period following the birth of their child. These two aspects appear to show a different level of career commitment as a group. Each of these groups was then compared with norms for similar samples. These norms were found in the CPI Manual which had female samples that were closely related. These were grade school teachers, social work graduate students, nursing students, and law students. It should be noted that three of these samples were still students and that although they are in the appropriate occupational categories, the factor of work experience may make a difference in their responses.

Overall there were fewer differences between the research
groups scores and the normed groups than there were
between the individuals groups themselves in the study.
As can be seen in Table 4 which is on the following page,
the occupational category is not that dissimilar from the
normed group with which it is being compared. This table
delineates the comparison of scores between the normed
groups and the occupational groups in this study.

TABLE 4

Comparison of CPI Scores for Normed Samples and Research

Population

	Education--Norm		Social Work--Norm		Nursing--Norm		Law--Norm	
Do	30	29	29	29	33	29	34	32
Cs	20	22	23	23	24	22	24	23
Sy	24	25	27	25	27	28	27	25
Sp	34	36	38	40	40	37	40	40
Sa	20	21	22	22	22	23	22	24
Wb	38	38	37	38	41	39	38	36
Re	33	35	32	33	34	35	35	32
So	41	38	39	38	42	41	41	36
Sc	35	34	33	32	35	37	34	27
To	24	25	25	27	27	26	25	24
Gi	17	20	17	20	16	19	19	15
Cm	27	26	25	26	26	26	27	25
Ac	31	30	29	30	30	29	32	28
Ai	23	23	27	26	25	23	28	25
Ie	42	41	42	43	44	43	43	42
Py	12	13	14	14	14	12	12	15
Fx	9	11	14	14	12	12	14	15
Fe	25	24	25	22	21	23	22	22

CHAPTER V

SUMMARY AND IMPLICATIONS

Summary

This study of 33 graduate school educated women who have worked in their field and have then chosen to make mothering the major focus of their time by staying home with their children provides a description of what this particular group is like. The broad question of vocational choice for women is the focus of investigation. The description includes a discussion of the five major areas which are: personality characteristics, decision-making process, level of job satisfaction at their last job and for their career, peer and family relationships, and self-image. The undertaking of this study was necessary for five reasons. They are as follows: First, past theories have shown a definite male bias in developing an approach to life cycle research (Bernard, 1981). Second, there does not appear to be any current research which addresses this particular population. Third, this research endeavors to answer specific questions that have thus far remained unanswered in the

literature. Fourth, research with women who are making
career choices needs to keep pace with that which had been
done with men. Fifth, the information gained from this
research should have counseling implications both for
working with women who are in the process of making
decisions regarding family and work, and with women who
are just beginning to make career choices so as to help
them make more appropriate choices based on such things as
personality factors and priorities.

Methodology

The methodology for this study was designed to obtain
extensive and varied information from the participants so
as to give a detailed picture of who these women are and
how they have gotten to this place in their lives. First
data-gathering procedures were used. These are the
demographic data form or questionnaire, the structured
interview, the California Psychological Inventory (CPI),
and the Bems Sex-Role Inventory (BSRI). The purpose of
using these four procedures was to make it possible not to
focus on one aspect of this group, but to give a well-
rounded picture of the total sample, which should in turn
be generalizable to other women who are in similar
positions.

Conclusions

Demographic Data

A composite picture of the sample population would show that the mean age for the group was 34. The majority (82 percent) of the women had a Masters degree with Masters degrees in Education (27 percent) and Masters of Social Work degrees (21 percent) being the most common. Most (90 percent) had jobs which were directly related to their advanced degrees. Seventy-three percent (24) were in professions that are traditionally filled by women. The average year for completing the advanced degree program was 1978. The mean year for choosing to stop working was 1983. Eight-eight percent (29) of these women are married to men who also have advanced degrees. The average income for these women's last job was 17,600 dollars per year, while the mean total family income at the time of the interview was 49,700 dollars per year. The total family income ranged from 20,000 to over 100,000 dollars. The average length of marriage was 10 years and for the majority (88 percent), this was their first marriage. Sixty-one percent had two children, with males and females being fairly evenly distributed throughout the group. The average age of the oldest child was 5 years old, while the youngest in the group was 1 week old at the time of the interview. Ninety-seven percent (32) had at

least one of their children enrolled in a preschool
program on a part-time basis. Sixty-one percent (20)
participated in volunteer work, while 76 percent (25) were
involved in a career-related activity. The majority had
both parents and in-laws alive with 82 percent (27) of
these women's fathers living and 73 percent (24) of their
fathers-in-law alive at the time. As for mothers and
mothers-in-law, 91 percent (30) of each were alive when
this question was asked. Only 18 percent (6) of their own
mothers had worked outside of the home while they were
young, as compared with 36 percent (12) of their husbands'
mothers. Fifteen percent (5) reported that their parents
lived in the Richmond, Virginia metropolitan area, while
15 percent (5) also stated that their in-laws lived
locally. Two religious affiliations predominated.
Thirty-three percent (11) were Protestant and another 33
percent (11) were Jewish. The majority considered
themselves to be religiously observant. A breakdown is as
follows: 73 percent (24) were religiously affiliated and
observant, 18 percent (6) who were affiliated but non-
observant, and 9 percent (3) who were both affiliated and
non-observant.

Personality Characteristics

This is a high functioning group of women whose
composite profile shows that they have the ability to

achieve independently and that they prefer their own judgment. They also show strength in intellectual areas. The mean BSRI score was 8 which leans toward the more feminine side of the scale. This along with the 24 on the Fe scale might account for the fact that they have chosen a more traditional route now, by staying at home. The composite personality for this group is someone who has successfully combined some of the best parts of traditional masculine and feminine qualities and therefore can succeed in either world that is chosen.

Decision-making Process

Most (70 percent) made the decision to have children before they got married. Timing was the most important reason for choosing when to start their families. Five different reasons were given for how these women went about deciding to stay at home. The largest group (39 percent) said that they had decided before the birth of their first child that they would not return to work. Their husbands were very involved in the decision-making process as 73 percent were actively involved while 94 percent were supportive of them staying at home. Extended family was generally supportive, however there were those individuals who were worried that the women would be wasting her advanced degree by moving out of the labor force.

The reasons that they chose to stay at home generally related to feeling that their family had to be their number one priority at this time in their lives and they didn't want to have someone else raising their children. Income was not the determining factor in making this decision as no matter what their total income was, everyone made some mention of having to give something up from an economic standpoint. This shows that no matter what level they were living at, they felt a change in their lifestyle by giving up one of their incomes. In some cases, they gave up a larger income than their husband was making.

Job Satisfaction

Neither level of status nor dissatisfaction with their last job was the primary reason for choosing to stop working at the time they did. This is evidenced by 76 percent saying they felt positively about their last jobs and only 9 percent saying they considered their positions to have low level status. In most cases, they had chosen their particular field because of the fulfillment and satisfaction they thought would come with this line of work. Ninety-four percent said that they do plan to return to work in the future. However part-time work was the preference of 87 percent of these at least at the beginning. The major reason for this was that they had

come to the realization that their children would need
them just as much as they got older, just in different
ways.

Peer and Family Relationships

Support systems were extremely important to this
group as it was a subject everyone had a need to talk
about. Seventy-six percent said that they had one and
stressed the value of it to their daily living. Even
those who did not presently have one were cognizant of
what they were lacking. Most, again 76 percent, said that
at least some of their close friends stay at home and this
was also important to them. They were aware also that
having children was not enough to serve as a basis of a
relationship and a common complaint was that it was
difficult to find women whom they had something in common
with other than just having preschool children. Husbands
were also given credit for the important role they played
in supporting them. Not only were their husbands involved
in the decision-making process, they also offered them
emotional and physical support. Their husbands, in the
majority of cases, were also involved in sharing
childcare.

Self-image

The responses in this area were more varied than the
other areas; therefore they cannot be classified as

specifically as the others. In general, most of these
women still feel that their career is tied in with their
self-image. This may be related to their feelings or
those that they see society imposing on them. Most
believe they are still competent in their chosen field.
There are also those who have been able to accept
themselves separate from career status and be happy with
themselves at this particular stage of their lives. A
larger portion of their self-image was related to their
role of mother as this was what they are involved in
presently. For the most part, these women feel good about
the choices that they have made and believe that this is
the right role for them at this time. Most have gone
through some uncertainty, but have moved to a more
positive feeling about what they are doing. They are
aware of what they have given up, but generally believe
that they and their children have gained much more than
they could ever give up. They also had come to realize
that they had to do what felt best for them and that they
should not be so conscious of others' views of them.
There was some resentment of having to be the one in the
marriage who had to make the choice; however there were
those who felt they would not trade places with their
husbands if they could. Now that they have had the
experience of being at home with their children, they

believed that the role of being a mother was the most important one that they could ever have and they did not want to give this responsibility to anyone else on a full-time basis. This is not to say that they were not aware of the sacrifices that they have made in their careers; rather it is to say that they do not have to live by anyone else's standards other than their own. One woman summed much of what others were feeling about this issue.

If you're going to have kids and take on that responsibility, then you kind of owe them. Every once in awhile I wonder what happens to these kids who are brought into the world and their parents basically say, "You're not first, even as a child". It's one thing if you have to go to work, but I look at these women who are out working and say, "Well I have a job, because we have to make 80,000 dollars a year and I have to be fulfilled." And I think, what kind of children are they raising, not only doing it with that attitude, but raised in day care centers, and then they are going to grow up and marry my children. It concerns me, so I guess the best thing I feel about this is that I'm giving them this opportunity and in a long-range sense, it is a relatively short period of time.

Relationship to Past Research

When Ginzberg's work is viewed, it is still clear
that his has the closest relationship to this research as
he stated that the major factors which influence how a
woman will develop her adult life style and career plans
are: "The shaping of her personality, the immediate
circumstances of her adult life, and the way in which she
responds to these circumstances: (1966, p. 4). These
women fit into this description as their personality
profiles show they have the ability to achieve
independently and they prefer their own judgement. They
also show intellectual strength. These women have found
themselves with the circumstances of having a career and
wanting a family and have responded to these circumstances
in the way that they felt they could be the most
comfortable and function the best. These choices were not
made without some hardship, but they were the ones that
seemed appropriate to them at the time.

Ginzberg also said that the decision-making process
is not limited but rather an open-ended one which can
continue throughout the individual's working life. For
many of these women their original decision had to be
reversed or interrupted for a time as they became aware
that what they wanted for their lives had changed or had
been altered.

Lowenthal, Thurnber, and Chiriboga (1975) concluded that sex differences were far more significant than age differences when viewing adaptation in the adult life cycle. This would appear to be true, however for career oriented women the factor of age also plays an extremely important role if they are to consider combining career and family. This is due to the ticking away of the biological clock at a time when they are likely to be at the crucial stages of building their careers.

Bernard (1975, 1981) places equal importance on marriage, child-bearing, professional training, and career as they impact on a woman's individual life cycle. Her point is a good one, but how women deal with these stages in different ways from men needs to be addressed and how women at different stages handle the ever increasing choices is another issue. It is evident that having more choices is making life more difficult for women and perhaps for men also. Women need to be looked at as individuals with different needs and personalities and not just as childbearers or members of the work force. Bernard (1975) addresses this issue in theory, but not in fact.

Implications for Future Research

The purpose of this research was to give a picture of the type of woman who chooses to stay at home with her

children even though she is highly educated and career-oriented. This has now been accomplished, however this study is only a beginning because this research has merely opened the door to the viewing of a unique population in the world of research. There are numerous possible studies which could use this as its basis. Some possible suggestions will be discussed below.

An obvious next step would be to compare this sample with a sample that was matched by occupation of women who had chosen to return to work full-time immediately following the birth of their children. This would enable one to see what if any major differences there were between them. Another study would entail the interviewing of these husbands and comparing them with a group whose wives did return to work to see if their attitudes varied at all. An experimental study could be undertaken by comparing women with support groups who are newly at home, which is when the most stress occurs due to the changes being made and uncertainty about the decision with other women who are newly at home but who are not involved in a support group. This would be beneficial in showing the possible value of a support group in making the transition from working outside the home to being at home full-time.

Further Considerations

As society changes we are moving away from the image of the Supermom who can balance career, family, home and her own happiness and we are beginning to realize that the best thing that the Women's movement has done is to allow women to realize that the choice should be theirs, that neither working full-time or being at home is the so-called "right choice" if it does not work for them. Women need to get away from the idea that they are competing with anyone else in this society. Certainly someone will have to make sacrifices, but having children entails sacrifices. This is not to say that the woman necessarily always has to be the one to stay at home, but rather that the decision needs to be made together as a couple. Husbands have to take part of the responsibility of the home and family if they want to reap the rewards.

Society needs to keep pace with what is happening with families now, not ten or twenty years ago. Part-time work needs to be made available to women, as do flex-time and job-sharing arrangements so that women can re-enter the work force and still be involved with their families. Society needs to place more value on the role of the mother rather than placing so much value on children being in day care. The value of volunteer work also needs to be raised so that those women who are involved in volunteer

work while at home will receive credit when returning to work. The women in this study stressed that this was the hardest job that they had ever done. This needs to be incorporated in and honored by the structure of society so that we are aware that this is not just a way to get away from working.

In the area of career counseling, young women could be apprised of how their lives will change should they choose to stop working for a period of time. A realistic view of this could be presented to them by women who have made both types of choices. A mentor system of sorts could be utilized to match women who are newly at home with those who are already at home who are in similar occupational fields to help with the adjustments and uncertainties.

In general, young women should be made aware of the options and opportunities that are available to them as they enter into the world of work, and they need to realized they truly have no one to answer to for their decisions but themselves. Also, they need to realize that getting a graduate school level of education does not negate having a family life. For those women who are wrestling with these decisions, perhaps some of the guilt that seems to come with either choice that is made can be lessened if they are aware that other graduate school

educated women have been able to make a transition with which they and their families can happily live.

APPENDIX A

APPENDIX A

CONSENT FORM

I,_____, understand that the

interview which I am granting to Linda Stone on

_____ will be used as data for her doctoral

dissertation. I am aware that the interviews will be

tape-recorded and I have given Ms. Stone permission to use

direct quotations from the interviews at her discretion.

I understand that I will retain anonymity in both the

writing of the dissertation and in discussions with her

faculty advisers. I am aware that I may terminate

participation at any time.

_____
NAME

_____
DATE

HEY MOMS!

Do <u>YOU</u> have a G<u>rad</u>uate Degree?

Have <u>YOU</u> worked outside of the home?

Are <u>YOU</u> staying home with your child/children? <u>NOW</u>

Then I am looking for <u>YOU</u>! - to help me with Research for my Doctoral Dissertation.

<u>PL</u>ease contact me if this describes you.

Linda Stone
116 No. Nansemond St.
Richmond, Va. 23221
355-3012

Dear   ,

I am writing to thank you for your help with my research.
I appreciate the time you have given me both to
participate in my interview and to complete the
demographic data sheet and personality tests. I also want
to thank you for your willingness to share personal data
about your life with me. Without volunteers like
yourself, I would not be able to conduct this type of
study.

I wanted to let you know that I have completed my
interviews and am now beginning the analysis process. Be
assured that all data will remain confidential and that I
will keep you abreast of my progress with this endeavor.
Thank you again.

                                    Sincerely,

                                    Linda S. Stone

APPENDIX B

APPENDIX B

DEMOGRAPHIC DATA

AGE:_____

EDUCATIONAL HISTORY:
    DEGREES HELD:_____
    MAJORS:_____
    YEARS OF GRADUATION:_____

WORK HISTORY: Please explain work history since completing
              graduate school.

              _____
              _____
              _____

    LAST JOB HELD:_____
    DATE STOPPED WORKING:_____
    SALARY OF LAST JOB (APPROXIMATE):_____
    If you are presently working, please state number of
hours per week and nature of work._____

SPOUSE'S WORK HISTORY:_____
    PRESENT JOB:_____
    TOTAL FAMILY INCOME:_____
    (GIVE $10,000 RANGE--EXAMPLE $30,000-$40,000)

SPOUSE'S HIGHEST DEGREE:_____

MARRIAGE:
    LENGTH:_____
    PREVIOUSLY MARRIED:_____

CHILDREN:
    NUMBER:_____
    AGES:_____
    SEXES:_____
    SCHOOL SITUATION:_____
              _____
              _____

    STEADY BABYSITTING ARRANGEMENTS:_____
              _____

PRESENT VOLUNTEER WORK:_____
              _____

PARENTS:
    LIVING:_____
    RESIDENCE:_____
    OCCUPATIONS:_____
    Please state whether mother worked during your youth:_
    _____

SPOUSE'S PARENTS:
    LIVING:_____
    RESIDENCE:_____
    OCCUPATIONS:_____
    Please state whether mother worked during his youth:___

    _____

RELIGIOUS AFFILIATION:_____
RELIGIOUSLY OBSERVANT:_____

Please use additional paper when necessary. Thank you.

INTERVIEW GUIDE

I. Decision-making
   1. How and when was the decision made to have children?
   2. How was the decision to stay at home made?
   3. At what time was this decision to stay at home made? While pregnant? After the birth? Explain.
   4. Was husband involved in the decision-making process?
   5. What was your husband's reaction and input? Supportive?
   6. What was your extended family's reaction? Supportive?

II. Job Satisfaction
   1. How did you feel about your last job?
   2. What was your level of status and leadership in the work setting?
   3. To what extent did you choose work for satisfaction/fulfillment vs. financial needs?
   4. What were your career aspirations while you were working?
   5. What are your career aspirations presently?
   6. Are you actively involved in any career-related activities while you are staying at home? Courses? Volunteer work? Professional Organizations?
   7. Do you have plans to return to the workplace? If so, when? Full or part-time?
   8. Did you see work as a career or a job?
   9. Has you opinion changed?

III. Self-Image
   1. How would you describe yourself? State some descriptive words that come to mind.
   2. How do you see your role as a mother vs. a career woman?
   3. How do you interpret your of mother?
   4. How do you feel about yourself as a mother?
   5. To what extent are you a mother like your mother?

6. How do you feel about that?
7. How do you view your education?
8. What was your reason for getting a graduate education?
9. What were your goals in terms of career and family while in graduate school? What are they now?
10. What are your priorities in life?
11. How do you view yourself professionally?
12. How much importance is placed on your career as it relates to your self-image?

IV. Peer Relationships
1. Do you have a regular support system?
2. Do you have the same friends that you had when were working?
3. How have you acquired new friendships?
4. Do you get together with anyone on a regular basis? With children present? By yourself?
5. Do your close friends stay at home? If not, are they supportive?
6. Who do you feel that you depend on the most for emotional support? General assistance?
7. Has this always been true?
8. How has this changed?
9. Do you view your extended family as being a support system?
10. What types of activities do you engage in for yourself?
11. How much time do you spend going out each week? By yourself? With friends? With husband? With family?
12. Are you a member of any groups or organizations?
13. To what extent do you share child care with your husband? With friends? With extended family?

V. Family Relationships
1. How would you describe your relationship with your spouse?
2. How would you describe your relationship with your children?
3. What activities do you engage in regularly with your children?
4. Are others usually involved?
5. How is your day/week structured?
6. What pleases you most about your children?

7. What do you have the most difficulty with?
8. How much importance do you place on being at home with your children?
9. What is your philosophy of child-rearing?
10. What are the best and worst parts about staying at home?
11. Have some stages been better/worse than others? Explain.
12. Have you given up anything to stay at home? Examples.
13. Have you gained anything by staying at home? Examples.
14. What things, if any, have you had to put on hold not that you are staying at home? For you? For your family?
15. How have you been effected financially?
16. How has your life changed, if it has? Relationships? Finances?

VI. Closing Questions
1. What did you find most/least satisfying about your last job? Your career?
2. What are your strengths/weaknesses?
3. Where do you see yourself in five years? Personally? Professionally?
4. What are your major concerns?
5. What are your dreams and expectations for the future?
6. Is there anything else that you would like to add that I did not ask you about?

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university library.

These consist of pages:

Appendix C Profile Sheet for the California Psychological Inventory

Appendix D California Psychological Inventory & Bem Inventory

_____

_____

_____

_____

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