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Meaning of Work for Women

Susan Ackerman
Portland State University

Carolyn Clark
Portland State University

Michael Judd
Portland State University

Lise Kaplan
Portland State University

Pearl Klineberg
Portland State University

See next page for additional authors

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Author

Susan Ackerman, Carolyn Clark, Michael Judd, Lise Kaplan, Pearl Klineberg, and Anne Little

MEANING OF WORK FOR WOMEN

by

SUSAN ACKERMAN

CAROLYN CLARK

MICHAEL JUDD

LISE KAPLAN

PEARL KLINEBERG

ANNE LITTLE

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

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CHAPTER I

INTRODUCTION

In this research practicum we were concerned with the measurement and implications of factors which influence the meaning of work for white American women. The present study was a pilot study for the second part of a research project proposed by the Human Interaction Research Institute (H.I.R.I.). John Marks, Ph.D., was co-director of the first part of the project and is the director of this study.

Part I of the "Meaning of Work" project examined alternative life styles and corresponding career choices made by young men. This study identified values, aspirations, backgrounds, and characteristics of men who were grouped as "hippies", "surfers", "bikers", and "straights". Part II of the project will investigate the factors which influence the choices women make in working outside or inside the home, or in not working. The second part of the research plan will closely parallel the procedures and plans of the first part, "The Meaning of Work for Men". Included in the second part will be the personal and situational factors which determine women's choices of employment or home-making careers or of non-employment.

There were three objectives for this pilot study: (1) to develop

instruments (an appropriate interview form and a corresponding data sheet for analysis purposes), (2) to generate hypotheses in relation to the unique meanings which work holds for American women, and (3) to develop instructions and standards for the persons employing the interview and data forms. It was anticipated that products of this pilot study would be utilized in the formal study.

This report will include the following areas: (1) the review of pertinent literature, (2) the method, including the development of instruments, the trial interviews, and their analyses, (3) the results of the coding of the interviewed responses, (4) the proposed hypotheses, and (5) the discussion of our analysis of the instruments and process.

CHAPTER II

REVIEW OF THE LITERATURE

History of Women's Work

Although our current beliefs and behaviors in the Western World can be traced to Biblical Old Testament teachings, western woman has not always been only considered a vessel of man's chosen seed nor his chattel. Prior to the seventeenth century, women were vital in the production of goods and services for the family and the market place. Women were co-workers on family farms and often members of guilds earning income in non-traditional areas such as traders and tavern-keepers. Further they held positions managing estates, breweries, newspapers, and blacksmith shops (Malbin and Waehrer, 1972).

With the advent of the Industrial Revolution, men, children, and single women left the household for factory wage work. Married women, with the exception of the very poor, remained for the most part in the household. Industrialization, then, created new occupations, and recruitment to fill these new positions often was directed at the female population (Epstein, 1971).

Carl Degler (1964) asserts that the frontier needed women and the Industrial Revolution provided women with the impetus to seek more

equal opportunities in the activities of the world. With more leisure time, due to a lightened work load in the home, middle and upper-class women developed social consciences which led them into activities designed to counteract the evils associated with urbanization and industrialization. They also entered the labor force and defied the Victorian stereotype of the lady. In spite of this, Degler (1964) feels that few alterations in the position of women have been made since the Twenties.

Times of war have brought the greatest influx of women into the work force. After the Civil War and World War I, many women retreated from the labor force as their men came home. Malbin and Waehrer (1972) note that increased participation in the work force as a result of increased wartime "manpower" needs gave women greater confidence in their productive abilities. Further, there was an increase in the proportion of women college graduates and married women participating in the labor force.

The Great Depression wiped out many of the advances made by women in obtaining increased representation in employment, as multitudes of women found themselves unemployed as a direct result of the depression. Further, government relief programs and public works projects focused on giving available jobs to men (Malbin and Waehrer, 1972).

At the end of World War II, many women did indeed return to their previous occupations of housewife, but at the same time, many remained in the work force. Malbin and Waehrer (1972) note that rapid changes following World War II, in the technology of work in the

marketplace and in the household, had the effect of threatening the work of the housewife due to the fact that market goods increasingly replaced home-produced goods and in addition private and public social service agencies took over from the housewife many of the service duties she had previously performed. At this time expansion of the economy made available both part-time and full-time jobs to women. Women began entering the labor force in increasingly large numbers. This trend has continued to the present time.

The Women Who Work

A Handbook on Women Workers (1969) states that there are over 29 million women working, which is 42 percent of all the women of working age. These women comprised 37 percent of the labor force; 50 percent were forty years or over. Almost 60 percent of these working women were married. Over 10.6 million were mothers with children under eighteen and 4.1 million had children under six. Elizabeth Waldman (1972) citing U. S. Department of Labor, Bureau of Labor Statistics, June 1970, data, notes that nearly 31 million or 42 percent of American women 16 years old and over were working or looking for work in January 1970. Waldman (1972) states that three-quarters of all women hold full-time positions---a proportion that has changed little over the years. Of the women working, divorced, separated, and single women are most likely to hold full-time positions.

In 1970, the largest amount of participation by women in the work force was among those women in the age group twenty to twenty-four (Waldman, 1972). Women in the forty-five to fifty-four year old

age group were next heavily represented. Robert Gubbels (1972) discusses the increasing tendency for middle-aged women to return to work after they have passed child-bearing and child-raising stages in life.

Myrdal and Klein (1968, p. 185), noting that about one-third of the total U. S. labor force are women who comprise approximately one-half of the population, feel that if the proportion of employment were considerably increased, "people in general would be better off economically, as well as better balanced socially and psychologically." Further, they stress, as does Degler (1964) that, in spite of the increase in women who are employed, there has been no fundamental reorganization of our society to make this development beneficial to all concerned.

Accepting the fact that women comprise a growing proportion of the labor force in the United States, it is felt of great importance to consider more specifically the occupational areas in which women participate.

Utilizing census data and other data supplied by the Department of Labor, Dean Knudson (1971) finds that the percentage increase of women in the professions in the last quarter century is less than the percent increase of men. He feels that the cultural emphasis on education for men and the increasing percentage of men taking graduate degrees make for greater rewards in male occupational status and income. This, in turn, perpetuates women working in lower level occupations. Pietrofesa and Schlossberg (1972) support this belief, noting that women's representation in the professions has declined

from forty percent in 1950 to thirty-seven percent in 1966. Further they note that women receive proportionately fewer advanced degrees (Master's degrees and Doctorates) than they received in the 1920's. Cynthia Fuchs Epstein (1972, p. 6) points out that the failure of women to advance into the most highly prized jobs, "the upper strata of business and the professions---is striking." She further notes that only a small percentage of professional women have achieved distinction in their fields or have risen to positions of eminence. Even in traditionally feminine occupations such as teaching and social work, "there are a disproportionate number of male executives compared to the number of women working in the profession" (Epstein, 1972, p. 10).

Alice S. Rossi (1965) investigating why the percentage of women in scientific fields is so low and has in fact declined over the past thirty years, finds that women in such fields are more likely to be employed by the government, work fewer hours, earn less money, are less often married, hold fewer advanced degrees and are less likely to occupy a managerial position than their male co-scientists.

Some increase in female participation in the work force is in employment areas compatible with homemaking responsibilities, such as part-time jobs or ones with irregular hours. There is agreement on the part of most theorists viewing the area that the growth in numbers of women employed is primarily in lower-status occupations (lower-level blue collar, white collar and administrative work) and that women have positions in the para- or sub-professions rather than in the high-ranking professions (Knudson, 1971; Epstein, 1972).

Examining the dispersion of women's employment in different occupations, Waldman (1972, p. 33) notes that while women are represented in nearly all the occupational fields listed by the Bureau of Census, the majority of women are employed in occupations "...in which women employees predominate over men---domestic service, teaching, clerical work, nursing, and retail sales."

Thus, it can be seen that although women have entered the working force in greater numbers, the improvement in status is not discernible (Degler, 1964).. Cynthia Fuchs Epstein (1972, p. 15) states quite succinctly that despite increased employment of women, "they remain underrepresented in positions of responsibility and those requiring creativity and talent."

Discrimination on the Basis of Sex

Discrimination which women face in relation to employment is evident in varying degrees in many areas of their occupational life. Perhaps most acknowledged is the inequality of payment on the basis of sexual characteristics and the prevalence of job typing which limits certain occupational areas primarily to male participation. Further, factors relating to working conditions and female job performance can be seen to be discriminatory towards women.

Grace Hutchins (1952) states that women, however important as part of the labor force, are far from receiving equal consideration and equal pay with men in the same job. She further notes that many women were paid less than the least skilled men (e.g., the median wage for men in factories in 1950 was \$3,117 and women, \$1,832). These

wages have risen, but for many years women's wages in manufacturing as a whole have averaged about forty percent below a man's wages. More recently, Victor Fuchs (1972, p. 223), utilizing the One-in-One-Thousand sample of the 1966 Census of Population and Housing Publication, noted that "for nonfarm employed, average female hourly earnings were 60 percent of male earnings in 1959." There is widespread agreement that sex-based wage differentials do exist in all occupational areas, including the professions, and federal legislation has been enacted to rectify this situation. The Equal Pay Act of 1963, requires equal pay for equal work regardless of sex (Moran, 1972). The addition of more and more equal pay laws backed by active government enforcement have combined to improve the situation in many occupational areas. Nonetheless, "in a wide variety of establishments, women continue to be paid less than men, even while working on jobs that are 'equal'...(Moran, 1972, p. 244).

Most jobs currently held by women are of the types held by women throughout history. Hall (1969) considers many occupational fields sex-typed. Women who seek male jobs are considered deviant, and if they work in male-type jobs, women are often discouraged from advancing. As a result of such discrimination, women are often placed in less specialized jobs. Hall asserts that the problems faced by women are based on prejudice and the desire of men to retain status. He notes that women's work has little impact on the status of the family as compared to that of men's work.

Epstein (1971a) states that occupational sex-typing endures despite legal reforms, although shifts are taking place whereby a

traditional female occupation, such as mid-wifery, now has men coming into the field. In defining sex-typing, Epstein (1971a, p. 127) states:

Sex-typing links occupational roles with sex roles and makes 'female occupation' of those which involve nurturing, helping and empathizing and are seen as extensions of the female role. Occupations which are seen as requiring such characteristics as coolness, detachment, object-orientation and outspokenness are not considered appropriate for women.

Robert Gubbels (1972) discusses specific areas of discrimination against women in job hiring for certain occupations, such as crane operator, stock broker, etc. and notes that while federal legislation which prohibits employers from excluding women from any job is the first step in ameliorating this type of discrimination, further advancements will have to be made in terms of altering current cultural expectations and definitions of "men's work" and "women's work".

It is felt that prevalent working conditions are discriminatory towards women in that they do not take into consideration the multiplicity of roles which many women often perform nor feminine characteristics which have some affect on job performance. Many jobs do not allow for work stoppages for women due to pregnancy, where they do allow for work stoppages for males due to military reasons (Gubbels, 1972). Further there is often no allowance as to sick leave which working mothers may draw upon in the event that their children become ill. Hours of work are standardized in a way as to preclude any consideration of needs of working mothers in many occupational areas. Further on the job discrimination exists due to the fact that machines and tools are "...very generally designed and constructed to be handled by men and not women" (Gubbels, 1972, p. 212). There are few non-

traditionally feminine occupations which allow for or accept the expression of so-called female traits as coinciding with job success.

Why Do Women Work?

Women's working is influenced by a variety of factors, including (1) economic necessity, (2) intrinsic satisfactions of work, (3) family responsibility and (4) education.

The literature suggests that most women, like most men, work because of economic necessity and not for personal fulfillment (Hall, 1969). If the family is not at a poverty level, women work to contribute to a moderate income or work because they are heads of households. Considering economic motivation for working, Eli Ginsberg (1966) and J. C. Hansen (1967) feel that women do not have the same financial spur to maximize their occupational accomplishments that pushes most men. Even those who attach the greatest importance to working do not direct their lives toward climbing up to the highest rung on the occupational ladder. Nevertheless, some women, particularly the single woman, look upon their jobs as their primary source of status and satisfaction in addition to providing for their financial support.

Looking at intrinsic satisfactions which are concomitant with working, Richard Hall (1969) notes that included in important reasons behind women working is mental stimulation and enjoyment. Women who do not need to work due to economic necessity work for a wide variety of reasons such as work is meaningful and gives them a sense of personal fulfillment, work gives them the opportunity to express themselves and be with other people, work gives them something to do and

gives them the feeling of being productive, and work gives them the opportunity to contribute to the larger society. Frederick Herzberg (1966) finds, as do C. L. Hulin and P. C. Smith (1964) five factors of strong determiners of job satisfaction which include the sense of achievement, recognition, work itself, responsibility and advancement. The major reasons for dissatisfaction included company policy, the administration, supervision, salary, interpersonal relations and working conditions. Herzberg (1966) contends the satisfaction and dissatisfaction factors are separate and distinct. Lack of the dissatisfiers does not give the individual a sense of growth which is necessary for job satisfaction and psychological stimulation. Richard and Ida Simpson (1961) looking at causes of job dissatisfaction suggest that lack of self-expression may be a cause of disappointment.

Richard H. Hall (1969) claims that there is a strong relationship between the husband's approval of work and the fact that the wife does work. He adds that the higher the social class, the greater the likelihood of male approval. Ginsberg (1966) notes that while the homemakers tend to live in the suburbs or small communities, those women who work full-time are likely to live in urban centers, and he feels that their work history is greatly affected by the number of their children. He contends that involvement in work is first determined by a woman's family situation, and secondly, by educational achievement, field of specialization, location and career plans. Although a woman's family responsibilities influence whether she will work or not, it is not clear that families suffer from the mother working. Alice Rossi (1964) examines the influence of working women on their families

stating that studies on working mothers have neglected the effects of women's satisfactions and how this might effect her home and family. She noted that she found no evidence of negative effects on children of working mothers which could be attributed to their mother's employment.

There has been some focus of attention by theorists on the relationship of increased education of women with motivation to work, job satisfaction, etc. Cynthia Fuchs Epstein (1971a) stresses the fact that the proportion of women attending college is decreasing and, of those women who do complete professional training, less than half use their training and only a few rise to top positions. Richard Hall (1969) states that women college graduates work to increase the family income, to have a career, to escape from household routines, and to gain work experience. In a survey of college educated women, Ginsberg (1966) found that those who achieved the most in their careers were no more satisfied than those who had achieved the least. He further found that the major causes of disappointment were related to the nature of their work, followed by discontent with working conditions or the absence of a career.

The literature agrees that women today live longer, have more free time due to labor-saving devices, may receive more formal education, share more homemaking tasks with their husbands, and usually complete their families and see their children off to school by the time they are thirty (Fuchs Epstein, 1971a). While employment has opened up to some women due to the learning skills and education they have attained, at the same time it is to be noted that women are often

employed in positions where they are in fact "overeducated" for the jobs they perform.

The Woman's Role

Cynthia Fuchs Epstein (1971, p. 3) noting the inequality faced by women in occupations, states, "Women are inexorably seen in relation to their child-bearing functions and child-rearing tasks, the delegation of family roles to them, and men's historical dominance in the family and in society." Similarly, Talcott Parsons (1972, p. 171) notes that "... 'housekeeping' and the care of the children is still the primary functional content of the adult feminine role in the 'utilitarian' division of labor." He further notes that within a framework of traditional role definitions, if a woman is employed, it is said that she has a job rather than a career.

Contrasting men's and women's work related values, Ginsberg (1966) notes that men have no option except to plan their lives around work, while a woman's options are broader. He states that women have many choices in marriage and parenthood. A single woman can lead a much fuller life than in the past and a woman can decide whether to marry or not, whether to have children or not and whether to divorce or not. It seems women frequently have the choice of how much to work, part-time or full-time, and at what kind of a job. They can accept a job for its intrinsic satisfactions with less reference to external rewards. According to Ginsberg, an educated woman has the opportunity to change her mind and actions repeatedly, although having a husband may broaden or narrow a woman's margin of choices, as

do the additional responsibilities of children.

There is much information in the literature regarding dilemmas in relation to role conflict which women face. Mira Komarovsky (1964) finds that the traditional homemaker and career roles are experienced by women as being mutually exclusive and are emphasized at different times in a woman's life. Typically, there is early encouragement to excel and then, suddenly, there is an expectation of not quite measuring up to, or not being competent at all as compared with boys. These expectations may be held by parents, siblings or peers. Bewilderment, frustration and guilt are the result of perceived role conflicts.

Similarly, Degler (1964) claims that the problem of reconciling marriage and work affects all of society. He proposes that women want to view work outside the home as special and exceptional and not as a normal activity for married women.

David Riesman (1964) states that the problems connected with women's roles are created basically by men's setting the pace of jobs and establishing boundaries, such as work schedules and requirements. He speculates that college educated women often do intend to gain enjoyment either from part-time careers or from resuming careers after their children enter school. However, although they have accepted double roles (wife/mother and career woman), they often find they are unable to fulfill them both. Consequently, they give up their careers and lose the freedom they believe they should have.

Again dealing with role confusion, Robert Lifton (1964) claims that during periods of rapid historical change, such as the industrial

revolution, the identities or "aspects" of womanhood become unstable and confused. Owing to social changes, the woman often falters and retreats to earlier cultural patterns because new roles seem bewildering. He together with Alva Myrdal and Viola Klein (1968) feel that this retreat may explain why some attitudes persist even though they appear self-destructive or filled with guilt.

Cynthia Fuchs Epstein (1971a, p. 126) notes that in America, early marriage patterns and early child bearing reduce the time and resources that women have to devote to advanced training, thus affecting women's participation in the professions. She adds

Today women who choose both marriage and a career face a nearly normless situation in that there is no formal structure to aid them in apportioning time and resources between their two major responsibilities.

From the literature, it appears that few American women have successfully combined feminine roles with occupational and/or professional roles. Therefore, there exists a real paucity of such role models for young girls to pattern after (Fuchs Epstein, 1971, p. 55):

The importance of role models and the deleterious effect of their absence on the motivation of young women has been stressed, not only by educators interested in women's greater participation in professional careers, but also by many lay observers.

Psycho-Biological Influences upon Women's Achievement

According to David McClelland (1964), women are perceived as the opposite of men and most terms describing the female image have a negative tone. He distinguishes males from females by using the terms assertive for males and interdependent for females. It is because of these traits that styles of behavior are then related to each sex.

Women are aware of the interactions or interdependence of the world and enter occupations such as nursing, social work, or teaching. Women show more concern because they are more aware of interdependence, whereas males are simply less aware (do not notice rather than do not care).

McClelland finds other differences between men and women which occur in relation to things and people: men show interest in things, and women in people; men are described as analytic and manipulative, women as field dependent or contextual. Further, men show a preference for the simple, the closed, the direct; while women prefer the complex, the open, the undefined. He speculates that these differences are biological as well as cultural.

McClelland believes that because women like being women, and want "feminine" characteristics to be valued in occupational performance, they should insist upon the importance of traditional feminine strengths in all occupational areas. These strengths include the ability to work with people, to take account of context, and to do many different part-time things at one time. Unfortunately, it is difficult to measure success by the use of such abilities. It is easier to promote a man according to how much insurance he is able to sell.

In an effort to understand women's ambivalence toward academic or vocational achievements, Matina Horner (1969) consistently finds that women get higher test-anxiety scores than men. Motivation seems to be equated with aggression and hence contrary to femininity and intellectuality. Men may worry about failure, but women not only about failure but also about success. Women almost seem to be

motivated to avoid success which they equate with social rejection.

She indicates that

...achievement motivation in women is much more complex than the same drive in man...men are not threatened by competition...(but women) develop the motive to avoid success (Horner, 1969, p. 62).

Horner adds that while many educational and legal barriers are gone, psychological barriers remain, so that most women will fully explore their intellectual potential only when they do not need to compete, and will explore this potential least of all when they are competing with men.

Judith Bardwick (1971) also examines women's fears in regard to achievement asserting that women withdraw from achievement competition because of fear of failure and fear of success, stating

...men develop a motive to achieve that remains consistent over their life spans. Women experience both a desire and anxiety occurring in different amounts at different times during their lives (p. 167-168).

According to Bardwick, women have two achievement models, one masculine, which is academic and vocational, and the other, feminine, which is internal and interpersonal.

Bardwick breaks achievement motivation down to the high quality of effort, high standards of performance and the drive to excel. Yet she notes that developing an independent motive to achieve

...probably requires that the child of either sex realize that he is being rewarded for achievement and punished for failure and that he is not being rewarded merely for existing, especially by the parent of the same sex (p. 175).

This agrees with the findings of Crandall and Ralson (1960) summarized below.

It is Bardwick's contention that girls tend to fuse the need to achieve with the need to affiliate, securing acceptance and love with achievement. In examining the relationship between affiliation and achievement motives, she speculates that it is necessary to consider whether achievement can be seen as a possible threat to affiliation. She further raises the question of whether girls need to be independent or even alienated from their mothers in order to develop a high need to achieve.

Empirical studies relating to motivational factors influenced by sex differences are prevalent in the literature. Crandall, Katkovsky, and Preston (1962) conducted a study of young children in the first, second and third grades which was primarily concerned with determinants of young children's achievement behavior. This study reports differences between boys and girls at quite a young age. Girls are seen as accepting more responsibility for their behavior than do boys. The notion of "success" seems more important to boys than to girls. Another study done by Crandall and Ralson (1960) designed to assess relationships between young children's independence and achievement development found no sex differences at nursery school age in school behaviors. Further it was found that high achieving children were less dependent on adults for help and emotional support. Neither maternal affection nor independence training were predictive of the child's achievement behavior while direct maternal rewards of achievement efforts and approval seeking were.

There is much controversy in the literature whether there is in fact a biological difference between the sexes in so-called feminine

traits (e.g., dependence-independence). Much of the liberation literature contends that many supposed biologically determined characteristics are in fact a product of early sex-role socialization (Rossi, 1969; Cynthia Fuchs Epstein, 1971).

Reforms and Solutions

A myriad of solutions and reforms have been proposed to enhance women's participation in occupations. The psychological and sociological implications of women's increased employment may effect the whole "mental climate of our society," Myrdal and Klein (1968, p. 188) speculate, since it would be

...a readjustment under changed conditions, to a more equitable division of labour between the sexes as existed before the beginning of industrialization...returning them to their proper place in the community.

Myrdal and Klein (1968, p. 194-195) suggest these possible alternatives: a shorter work day, a shorter work week, and a different balance between economic interests of increased

...productivity and the social aim of contentment among workers and their families alike...Attitudes and ideologies are gradually being brought into line with technical and social developments and tend toward greater participation of married women in economic, political, administrative and cultural activities of the community.

Lionel Tiger (1971) also feels that the community should be flexible in permitting women greater and lesser degrees of commitment (in terms of hours worked) over the years as a result of greater and lesser family responsibility.

Examining the dysfunctional qualities of traditional role delineations, Rossi (1964) asserts that men's lives become more

impoverished so long as their wives live in an intellectual and social desert. Because of the level of our industrial society, women no longer need to be confined to marriage and parenthood. They are often busy making labor to protect their jobs as wives and mothers rather than saving labor. For the first time in the history of our society, motherhood has become a full-time occupation--although there is not enough work involved to merit this. A major solution to the insufficiency of full-time motherhood would be full and equal involvement of women in the occupational field.

Myrdal and Klein (1968) assert that the need to use all the available labor resources, male and female, conflicts with the under-employment of women and that traditional views must be reversed if the under-employment of both sexes is to be reduced. This need not negate the roles of mother and housewife, for these roles can be properly fitted into the general, overall scheme, as has been done in Sweden.

Steven Kelman (1971) points out that some of Sweden's reforms in the 1960's include an increase of 700 percent in day-care-center construction and new income taxation which benefits both members of a working family while giving credits to those families where the mother stays home. In the discussion stage is an interesting move toward part-time work for both sexes so that there is more time for both husbands and wives to assume family responsibilities. This is an answer to the difficulty faced by working women when they continue to fill two full-time roles as worker and a housewife. Sweden is also convinced that role definitions are only culturally determined. Consequently Sweden is now attempting a redefinition--also culturally

determined. School textbooks have been revised so that no illustrations nor word content display sex-defined role behavior. At the secondary level of education, all boys and girls are required to take classes in traditional "male shop" classes and "female home-economic" classes.

In America, it remains to be seen whether culturally based role expectations and occupational discriminations will be altered so that women who currently "underperform, underachieve, and underproduce" (Fuchs Epstein, 1971, p. 4) will be utilized to their greatest capabilities.

CHAPTER III

METHOD

This section reflects the feeling that is held in common by John Marks and the members of the practicum team that the process by which the pilot study developed was as relevant as the more objective products of the study. We will discuss in narrative form the following areas: (1) the orientation, during which we familiarized ourselves with the project; (2) the development of the interview schedule; (3) the development of the coding sheet which was utilized to quantify variables; and (4) the statistical study which was done to determine the reproducibility of the quantitative data derived from the interview schedules.

In October of 1971, John Marks invited interested students from the Portland State University School of Social Work to meet with him to discuss a research project. Dr. Marks described the project proposal as the development of a pilot study for the second part of a research project dealing with the meaning of work. Part I of the project confined itself to the meaning of work for men. Part II, then, was proposed as a companion study in which a group of women would replace the men, who in the previous study had served as subjects. Explicitly

stated as objectives of this study were the generation of hypotheses and the development of methods and instruments for the further formal investigation. Ancillary to this, we were to conduct a preliminary study of some of the factors underlying the decisions typical women make in working for wages outside or inside the home, or in not working.

After the orientation to the project, six students were selected, one of whom later dropped from the group and was replaced by another student. We met almost every Monday evening during the Fall, Winter, and Spring terms of the P.S.U. academic year of 1971-72. The weekly group meetings lasted three hours and an additional average of four hours was normally spent on individual preparation for the group meetings.

In order to study the personal and situational factors in women's choices to work rather than not to work, we proposed to examine life goals, perceptions of work, work satisfactions, and background variables (such as marital status, ethnicity, religion, education, and socioeconomic status). We specified that our sample population would include twenty (20) white women in the age groups of 18 to 55, residing in the Portland, Oregon geographic area. Gainfully employed women, housewives, and non-employed women would be the subjects studied. Further we proposed to include in the sample women working in traditional women's occupations which are viewed as extensions of their nurturing roles of wife and mother, as well as women working in non-traditional occupations which are competitive with men.

The initial phase of the study involved a survey of pertinent

literature. In reviewing existent literature, we included material from the following sources: statistical reports of the Women's Bureau and the Bureau of Labor Statistics, studies from the vocational literature, social-psychological studies, and case studies of the Women's Movement. In reviewing the literature we paid particular attention to work which might shed light on some of the questions to be raised by the full-scale study: the different meanings of work for women and men; differences in work attitudes between women in different age and socioeconomic groups; the differences in work attitudes between women who choose non-traditional competitive and those who choose traditional non-competitive (with men) occupations; and attitudinal and experiential differences (if any) between women who choose to work and women who choose not to work. During this phase, then, we read the literature, prepared a written synopsis for each book or article reviewed, and discussed them at group meetings. This served to broaden each individual's knowledge of the subject, as well as to prepare for the writing of the interview schedule.

In our discussions of the literature we became aware of what aspects of women's working patterns had been examined previously and what gaps seemed to exist. These earlier meetings additionally facilitated our growth and development as a cohesive working group. During the latter part of this period we "brainstormed" to develop an appropriate interview schedule.

Interview Schedule

As a general guideline, we utilized the interview schedule

developed for the Men's Meaning of Work study (part I of the research project). We modified this schedule to make the questions suitable for female respondents. Redesigning the interview schedule was an on-going process which began as we generated ideas and hypotheses from our readings. From approximately January to April, 1972, we met weekly with Dr. Marks to develop and revise the schedule. Each member of the team was formally responsible for one specific section although we all went over each section and contributed questions to all areas. The sections included:

- History of Work Experience
- Childhood and Upbringing
- Values
- Education
- Relations to Opposite Sex
- Women's Working
- Philosophical Viewpoints

It was decided to provide open-ended questions as well as specific structured questions. In this way, the interviewee was given the choice as to the style in which she wished to be interviewed. Additionally, the open-ended format of the interview schedule was utilized in an attempt to discover parameters which had not come to our attention in reviewing the literature. It was the interviewer's responsibility to see that the answers to all specific questions were obtained. After completing a preliminary women's interview schedule, each member of the team conducted two interviews in order to test the clarity of the questions.

As the goal of our project was to develop the instruments for the formal study, the selection of a sample population was not crucially important. However, an informal attempt was made to choose

women of different backgrounds and age groups. The women's ages in the sample ranged from 20 to 43. The employment experiences included non-traditional female positions, such as gas station attendant and bank executive; traditional female occupations, such as nursing and secretary; and technically unemployed positions, such as housewife and hippie.

We all felt quite hesitant in asking people to spend at the minimum two and one-half hours responding to the schedule, but the women who were approached were for the most part interested in participating and did not mind the time expenditure.

As a result of these first interviews, many repetitive questions were discovered which made the interview unduly long and cumbersome. Many of the interviews lasted as long as five hours. Members of the research team felt that though the open-ended questions provided a wealth of information, they greatly contributed to the length of the schedule. Also, we felt that the length of time necessary to complete the schedule reduced the quality of the information elicited because of fatigue in both the interviewer and the interviewee. Thus, in our revisions of the preliminary schedule, we sought to eliminate the repetitiveness and reduce the length of the interview schedule. For example, the first two sections derived from the men's interview, Time Utilization and Ideal Type of Life, were eliminated as the questions contained were covered elsewhere.

Following the administration of the initial interviews, we decided that the order of the various sections was not in a logical or purposeful sequence. Our revision of the preliminary interview

schedule took into consideration the sequence in which the areas were covered. For example, we revised the schedule so that the Work Section was the first area covered, as it was felt that the direct, specific questions it contains are relatively simple to answer and tend to relax the interviewee rather than to threaten or overwhelm her, as did the Ideal Type of Life questions (which were previously administered first).

In our revision of the preliminary schedule, we combined and/or changed the working of ten questions which were either repetitive or unclear to the interviewees. For instance, the question "In what do you consider yourself to be skilled?" was reworded to "What do you do best?" because many of the interviewees interpreted the original question in terms of employment rather than in the more generalized terms we were concerned with. An example of another modification was changing the question "What do you see as barriers between yourself and the world of work?" to "Is there anything that stands between you and the kind of work you want to do?" because we found the former phrasing awkward and difficult to understand.

Additionally, we placed four questions in different sections which seemed more appropriate to the content they sought. We also eliminated eight questions because they duplicated others. Because of the length of the interview, members of the team felt the need to eliminate questions; but in attempting to decide which questions to eliminate, we had a difficult time reaching a consensus. Thus, the schedule was not shortened to any substantial extent. The restructuring of the schedule and the rephrasing of the questions, combined with

our growing familiarity with the questions themselves, reduced the length of the interview to approximately two to three hours.

Following this first interview, we each administered one additional interview and again discussed any duplication of questions or confusion in wording. At this time four of the sections required no further modification. The interviewees understood the questions and there seemed to be no repetitions. We changed the phrasing of one question, the order of one question, and added three new questions. One of the additions we made was to ask about volunteer jobs as well as paid employment, because we felt that volunteer work occupied much of some women's time and interest. Information regarding volunteer activities was thus important to have in gauging their attitudes towards work.

Another change was to distinguish between female and male friends and also between male and female expectations, as we wanted to find out how opposite sex and same sex relationships differed and how each contributed to the subject's development and conception of a female role. The last question we added was in the education section--inquiring whether the subject had any training, including job training, other than in high school and/or college. We felt it had been an oversight to preclude such education as beautician school and auto mechanics training. The final interview form appears as Appendix A.

Code Sheet

At the same time that we were doing our final revision of the interview schedule, we also began to redesign a corresponding data

form (code sheet) which would be used to quantify data derived from the interview schedules. Again we utilized the existing form developed for the Meaning of Work for Men's study, modifying it so that it applied to our interview schedule. We found that many additions were needed as well as changes to make it relevant for female respondents and to new questions which were added to the schedule on the basis of our trial interviews.

The task of developing an appropriate code sheet including revisions occupied the team from March through May. Each team member was assigned a section or two of the interview schedule to code, such as Work and Economics; Childhood and Upbringing; Values; Relations to Opposite Sex; and Philosophical Viewpoints.

After each person finished her/his section, the group as a whole reviewed it. This was quite a long process because of the length of the schedule and the wide range of responses to many of the questions. Developing a code for likenesses and differences between interviewee and mother and father, main satisfaction from favorite job, the principally emphasized family value, important things a wife should do, ideal life and worst life emphases, and the factor giving most pleasure and meaning in life all proved to be difficult. Thus, for these sections especially, the final coding was arrived at only after a number of revisions. The final code sheet appears as Appendix B.

After the code sheet satisfied everyone, each team member conducted a final interview and coded it. Following this, we met to revise the code sheet once again. In certain cases there was no code to cover an answer, and so additions were needed. In other cases the

coding was unclear. For example, on #8 of the code sheet, highest level of full-time job held, there was no code for those not in the labor force. Item #15, (main satisfaction from favorite job) 05, being with fellow workers, was found to be ambiguous. We felt that what we really meant was 'enjoys people' and so we changed it. The same held true with item #15, 07, recognition, which we changed to recognition for work done. Number 21, had she ever refused or quit a job, required the addition of a code covering specifically if a woman had quit or refused a job because of pregnancy. In all, we added eight codes, changed the phrasing of twelve codes, eliminated one because of duplication, and added instructions to two codes. The phrasing changes were made for the sake of clarity. For example, we revised #48, mother's view of work to mother's view of her work; and changed #97, age left parental home to age left parental home with the intention of staying away.

We used the final data form to rate the test interviews independently for the primary purpose of testing both agreement for categorized data and reliability for scaled data. This was done by dividing our team into two groups of three coders each. Within each group, we coded our own interview schedules as well as the schedules of the other two members of the group. Each group worked with a total of ten interview schedules.

The results of the coding process were then card punched, fed into a computer, and analyzed. We were looking for those items where a significant amount of agreement was found among the raters, and also for those items where agreement was not obtained. For those items

where agreement was not obtained, we proposed some reasons as to why this occurred. A discussion of the analysis of rater agreement and hypotheses suggested for the further study are included in the following sections.

Instructions to Interviewers

One of the important aspects of this pilot study was to develop a guide to aid future interviewers in executing the formal study. After completing the preliminary interviews and coding the data derived from these interviews, we then met as a group to discuss difficulties we had experienced with the instruments and to suggest ways of ameliorating these potential problem areas. As a result of these discussions, we devised the instructions to interviewers (see Appendix C).

CHAPTER IV

RESULTS

We have had three primary goals in examining the considerable amount of data generated by our interviews. 1) To identify by statistical analysis those items with which a suitable level of agreement or reliability was achieved. Such items are examined both for statistical soundness as well as the quality and quantity of information they provide. 2) To identify those items which would be rendered valuable if they were reworded or otherwise modified. We hope to eliminate some of the code sheet categories wherever possible and so provide a finalized code sheet which is less bulky on the basis of our sample subjects' responses. 3) To develop an instruction guide for use by the interviewers and coders in the formal study. These instructions would include illustrative examples drawn from our experience with the interview schedule and code sheet and be designed to facilitate both the gathering of information in the interview as well as the coding of subject responses.

In analyzing these data we have measured 1) the reliability of a single rater in rating continuous data and 2) the amount of agreement between different coders with the same interview schedules for

categorical data. The two groups of three coders provided a basis for comparison of inter and intragroup results. In addition, we looked at differences between the continuous and the categorical data, and among the nine sections of the interview schedule.

Description of Continuous and Categorical Data

[Continuous data are generated in one of two ways. In most instances the interviewer rates on a 0-8 scale (where 0 is the negative or minimal end of a continuum) based upon the response of the subject to a question seen in the larger context of information obtained from the entire interview. For example, item #31 (see Code Sheet, Appendix B) rates the extent to which work and chores were sex-typed in the family of the subject while she was growing up. A rating of 1 or 2 would indicate a low degree of sex-typing while a rating of 7 or 8 would indicate considerable sex-typing in family work and chores. The other type of item is where quantitative data such as age, income and years of education came from the subject herself and are not subject to interpretation.] Reliability for continuous data items was measured for each of the six raters with Ebel's Coefficient (see next page).

Categorical data arise when the coders classify, rather than rate, subject responses. They were elicited by asking specific questions as well as by inference. An example of a categorical data item, #15 (see Code Sheet, Appendix B), gives the coder a choice of responses to the question "What is the main satisfaction derived from working?" Twenty-two response categories are listed, providing a wide range of intrinsic and extrinsic values.] The categories were initially

drawn from our discussion of findings within the literature as well as some brain-storming around hunches and hypotheses of our own. Two interviews were given and coded by each project member. Examination at that time indicated the need for further revision of the code sheet and additional categories were added as we attempted to reduce the number of "other" categories being coded. Maximum kappa was used to measure agreement in assignment to categories within each group of three coders for these data.

Ebel's Coefficient

In order to estimate the reliability of our ratings, we used a method developed by Ebel and described by Guilford (1956).

If each of k raters has rated N persons on some trait on one occasion, we have the possibility of obtaining inter-correlations of ratings of the N persons from all possible pairs of the k raters. This suggests the use of the statistic known as the interclass correlation which gives essentially an average intercorrelation. Ebel's formula is

$$r_{11} = \frac{V_p - V_e}{V_p + (k-1) V_e}$$

where r_{11} = reliability of ratings for a single rater
 V_p = variance for persons
 V_e = variance for error
 and k = number of raters

An r_{11} value of .50 or greater was decided upon as a suitable minimum level of reliability.

Maximum Kappa

In analyzing our categorical data we sought a measure of agreement between a group of three judges, coding the same group of subjects with the same categories. Standard kappa was described by Fleiss as a

"measure (of) nominal scale agreement between a fixed pair of raters" (1971, p. 378) and was generalized by him to accomodate more than two raters. Fleiss, however, computes kappa from his sample's observed occurrence within categories. Thus, standard kappa is useful when some assumption can be made about the probability of a given category being filled, such as rating the occurrence of schizophrenia in the general population. Our categories, on the other hand, have only a priori validity and so an assumption of equal likelihood of occurrence between categories is made. Maximum kappa, developed by Dr. Lu, measures the proportion of agreement in assignment to categories minus what agreement would be expected by chance, divided by what proportion of agreement is theoretically possible.* This is expressed by the following notation:

$$K = \frac{\bar{P} - \bar{P}_e}{1 - \bar{P}_e}$$

where $\bar{P}$ = the overall extent of agreement,

and $\bar{P}_e$ = the amount of agreement to be expected by chance.

Additionally, maximum kappa provides an output measure similar to a reliability coefficient. Maximum kappa values of .50 and greater were chosen by us as satisfactory for agreement. Thanks to the programming skills of Mr. Lewis Van Winkle** a standard test of significance was simultaneously performed on these data and a Z score derived for each categorical item. The .05 confidence level was selected as a suitable degree of significance.

*Personal communication with Dr. Kuo Lu, Biostatistics Department, University of Oregon Dental School.

**Portland State University, Mathematics Department.

Rejected Items

In addition to the statistical criterion previously described, one further criterion for acceptance was added. In examining the data we noticed that a few items had no responses at all, while other been rated or coded for only a few of the ten subjects within each group. We selected eleven as a cut-off point for data from our twenty subjects, reasoning that if half or more of the subjects failed to respond to an item, that item could not be evaluated, no matter how high the level of agreement or reliability. These items which had insufficient cases are shown as category IV in Table I.

Reference to Tables I-IV

Table I is a listing of all 237 items analyzed in this study. Items are separated into four categories which provide an overview of our findings. Category I consists of 96 items for which a satisfactory level of agreement or reliability was found by both groups. Category II consists of 87 items for which a satisfactory level of agreement or reliability was found by one group of coders but not by the other. These items are satisfactory as stated and provide an abundance of information. Category III consists of 37 items for which sufficient data was recorded, but neither group of coders reached a satisfactory level of agreement or reliability. Category IV consists of 17 items for which an insufficient amount of data was recorded by both groups of coders. The reliability and agreement coefficients of these items are not included in Tables II-IV. Category III and category IV items are further analyzed in Table V.

TABLE I
ITEMS CATEGORIZED BY AGREEMENT AND RELIABILITY

Category I*

4, 8, 9, 10, 15, 17, 19, 34, 35, 36, 39, 40, 48, 49, 50, 54, 55, 57, 58, 59, 60, 67, 68, 69, 70, 72, 73, 75, 77, 78, 79, 80, 83, 87, 88, 91, 92, 95, 97, 98, 105, 106, 108, 109, 113, 115, 116, 118, 119, 121, 122, 123, 124, 126, 127, 132, 134, 135, 138, 140, 143, 146, 150, 152, 153, 157, 169, 170, 171, 174, 175, 176, 177, 178, 180, 181, 187, 189, 195, 197, 199, 200, 202, 207, 209, 211, 219, 220, 221, 224, 225, 226, 227, 228, 231, 232. N=96.

*Both Group A and B achieved a satisfactory level of agreement and reliability with these items.

Category II*

7, 11, 12, 13, 16, 18, 20, 21, 22, 24, 25, 27, 30, 31, 33, 37, 38, 42, 45, 46, 47, 51, 53, 71, 74, 76, 81, 82, 84, 89, 90, 93, 96, 100, 101, 102, 107, 110, 111, 112, 117, 125, 133, 137, 139, 142, 147, 149, 151, 154, 155, 156, 162, 163, 164, 166, 167, 168, 172, 173, 179, 182, 183, 184, 185, 188, 190, 191, 194, 196, 198, 201, 203, 204, 205, 206, 208, 210, 214, 215, 216, 217, 218, 222, 223, 230, 235. N=87.

*Either Group A or B achieved a satisfactory level of agreement and reliability with these items.

Category III*

5, 6, 14, 26, 28, 29, 32, 41, 43, 52, 56, 85, 86, 94, 99, 103, 104, 128, 129, 131, 141, 144, 145, 148, 160, 161, 192, 193, 212, 213, 229, 233, 234, 236, 237, 238, 240. N=37.

*Neither Group A nor B achieved a satisfactory level of agreement and reliability with these items.

Category IV*

23, 44, 61, 62, 63, 64, 65, 66, 114, 120, 130, 136, 158, 159, 165, 186, 239. N=17.

*These items contained insufficient data to include in our computations. See p. 51.

Total N = 237.

Table II provides a listing of median values obtained for each of the nine sections of the interview schedule, together with the median obtained from the 220 computed items. Further comparison is provided of median scores obtained by the two groups of coders and the contribution made to each section's median value by the continuous and the categorical items.

Table III provides a frequency distribution for both groups of coders with the 104 continuous data items as computed from Ebel's coefficient. Cumulative percentiles are derived.

Table IV provides a frequency distribution for both groups of coders with the 116 categorical data items as computed by maximum kappa. Cumulative percentiles are derived.

TABLE II
 MEDIAN VALUES OF INTERVIEW SCHEDULE
 ITEMS BY SECTION

<u>SECTION</u>	<u>Median Values</u>					<u>N</u>
	<u>EBEL'S</u>	<u>KAPPA</u>	<u>"A"</u>	<u>"B"</u>	<u>TOTAL</u>	
Work	.63	.50	.63	.54	.58	63
Childhood	.84	.62	.70	.75	.73	38
Values	.90*	.47	.59	.46	.52	17
Education	.90	.60	.84	.63	.71	17
Relations	.72	.61	.66	.65	.66	34
Economics	.88	.82	.85	.80	.84	10
Women Working	.65	.80*	.64	.67	.66	8
Philosophy	.75	.51	.78	.53	.60	16
Miscellaneous	.47	.74	.80	.62	.71	34
MEDIAN (All Sections)	.74	.60	.72	.62	.66	
						TOTAL N=237**

*MEAN--based on two or fewer cases.

**Seventeen items contained insufficient data. See p. 51.

TABLE III
DISTRIBUTION OF EBEL'S COEFFICIENTS
(CONTINUOUS DATA ITEMS)

<u>Ebel's Coefficient</u>	<u>Group A</u>
<u>Ebel's r_{11}</u>	<u>Frequency</u> <u>Cumulative Percentage</u>
.00--.09	7 6
.10--.19	2 8
.20--.29	3 11
.30--.39	3 14
.40--.49	6 20
.50--.59	9 29
.60--.69	11 39
.70--.79	13 52
.80--.89	22 73
.90--.99	22 94
1.00	6 100%

MEDIAN = .78

N=104*

*Eight additional items had insufficient data to compute.

<u>Ebel's Coefficient</u>	<u>Group B</u>
<u>Ebel's r_{11}</u>	<u>Frequency</u> <u>Cumulative Percentage</u>
.00--.09	10 9
.10--.19	3 12
.20--.29	6 18
.30--.39	8 25
.40--.49	4 30
.50--.59	8 38
.60--.69	12 49
.70--.79	14 63
.80--.89	15 77
.90--.99	16 92
1.00	8 100%

MEDIAN = .71

N=104*

*Eight additional items had insufficient data to compute.

TABLE IV
DISTRIBUTIONS OF KAPPA (CATEGORICAL DATA ITEMS)

<u>Maximum Kappa</u>	<u>Maximum Kappa</u>	<u>Group A</u>
	<u>Frequency</u>	<u>Cumulative Percentage</u>
.00--.09	0	0
.10--.19	2	2
.20--.29	6	7
.30--.39	9	15
.40--.49	13	26
.50--.59	22	45
.60--.69	13	56
.70--.79	13	67
.80--.89	14	80
.90--.99	11	90
1.00	13	100%

MEDIAN = .65

N=116*

*Five items were greater than .50 but not significant at .05 level of confidence. Nine additional items had insufficient data to compute.

<u>Maximum Kappa</u>	<u>Maximum Kappa</u>	<u>Group B</u>
	<u>Frequency</u>	<u>Cumulative Percentage</u>
.00--.09	4	3
.10--.19	4	7
.20--.29	6	12
.30--.39	13	23
.40--.49	19	39
.50--.59	18	55
.60--.69	22	74
.70--.79	12	84
.80--.89	9	92
.90--.99	5	97
1.00	4	100%

MEDIAN = .57

N=116*

*Ten items were greater than .50 but not significant at .05 level of confidence. Nine additional items had insufficient data to compute.

CHAPTER V

DISCUSSION OF RESULTS

Continuous vs. Categorical Data

No valid comparison of these two types of items is possible. The two statistics--Ebel's coefficient and maximum kappa--used in their analysis do not produce comparable results. Tables III and IV provide a basis for comparison between the two groups of coders with continuous and categorical data. They provide, however, no basis for comparison between the types of items themselves.

Comparison of Coder Groups

As noted in Tables II, III and IV, group A reached a satisfactory level of agreement or reliability more often than did group B. The median for group A was .72 for all items compared to .62 for group B. Seventy-four percent of group A items were at or above the necessary .50 level of agreement for categorical data, compared with 61% of group B items. For continuous data, 80% of group A items were satisfactory compared to 70% for group B. This difference is consistent through seven of the nine sections of the interview schedule. It is particularly large in the Education, Philosophy and Miscellaneous sections where the difference between median values is .21, .25 and

.18 respectively.

In attempting to determine what the differences were between these two groups of coders, we discovered that group A worked more closely together than did group B. They often met together during all stages of the project and discussed the interview schedule, problems and methods in their interviews, the development of the data sheet, etc. It appears that this group of coders instructed each other and had reached a high level of consensus by the time they were coding the data sheets. That may account for their greater levels of agreement and reliability. This factor also indicates the necessity for interviewer and coder instruction.

Comparison of Sections

The range of median values of the nine sections of the interview schedule is .52-.84.* The median value of all nine sections is .66.* A brief description of each section and the items which negatively contributed to its score follows.

Section I "Work" consists of 63 items (7-66, 99, 100, 105).** It is the largest and certainly one of the most important sections of the interview schedule. The median score was .58. The following ten items had agreement or reliability coefficients below the .50 level: 14, 26, 28, 29, 32, 41, 43, 52, 56, 99.** In addition, eight items (23, 44, 61, 62, 63, 64, 65, 66)** had insufficient data to be computed. Sixty-seven percent of this section's items were satisfactory.

*See Table II.

**See Appendix B.

Section II "Childhood and Upbringing" consists of 38 items (67-98, 101-107).^{*} The median score was .73. The following five items had agreement or reliability coefficients below the .50 level: 85, 86, 94, 103, 104.^{*} Sufficient data was obtained for all items. Thirteen percent of this section's items were satisfactory.

Section III "Values" consists of 17 items (108-117, 234-240).^{*} The median of .52 was the lowest obtained by any section. The following five items had low agreement or reliability coefficients: 234, 236, 237, 238, 240.^{*} One item (239)^{*} had insufficient data to compute. Sixty-five percent of these items were satisfactory.

Section IV "Education" contains 17 items (118-134).^{*} The median score was .71. The following three items had low agreement or reliability coefficients: 128, 129, 131.^{*} Two items (120, 130)^{*} contained insufficient data to compute. Seventy-one percent of these items were satisfactory.

Section V "Relations to Opposite Sex" contains 34 items (135-168).^{*} The median value was .66. Six of these items had low reliability or agreement coefficients (141, 144, 145, 148, 160, 161).^{*} In addition, four items (136, 158, 159, 165)^{*} contained insufficient data to compute. Seventy-one percent of this section's items were satisfactory.

Section VI "Economics" consists of 10 items (169-178).^{*} The median value was the highest of any section at .84. All of the items contained sufficient data and all were above the .50 level of agree-

^{*}See Appendix B.

ment or reliability.

Section VII "Women Working" contained 8 items (179-186).^{*} The median value was .66. All of the items were above the .50 level of agreement or reliability. One item contained insufficient data to compute. Eighty-seven percent of these items were satisfactory.

Section VIII "Philosophical Viewpoint" contains 16 items (187-202).^{*} The median value obtained was .60. All of these items contained sufficient data. Two items (192, 193)^{*} were below the .50 level of agreement or reliability. Eighty-seven percent of these items were satisfactory.

Section IX "Miscellaneous" consists of the following 34 items: 4, 5, 6, 203-229, 230-233.^{*} The median value was .71. Three items (5, 6, 233)^{*} were below the .50 level of agreement or reliability. All of the items of this section contained sufficient data. Ninety-one percent of the items of this section were satisfactory.

In addition to the nine sections listed above, we initially added one more section which we called "Deduced" based upon our statistical findings. These are six items which we could not comfortably put into other categories and which had in common the fact that all six are inferred in a general way from the entire interview and are not keyed to a particular question. Two of these items, #5 "subject talkativeness" and #6 "subject openness", have reliability coefficients slightly above .00 and their inclusion in this section accounted for a lowered (by .24) median. For the sake of consistency

^{*}See Appendix B.

in our computations and reflecting our abhorrence to add anything else to this already large interview schedule and code sheet, we have added these six items (5, 6, 230, 231, 232, 233) to the Miscellaneous section. We recommend that items 5 and 6 be dropped from the coding sheet as there appears to be no way that anyone other than the interviewer can reliably evaluate these qualities.

Example of High Agreement Item

Categorical data items were evaluated by comparing the coding of one interviewer and two cohorts with each subject's responses. An example of an item that reached a high level of agreement is item 224, "With whom would she share a problem?" The response categories were (00) no one, (01) relatives, parental generation, (02) relatives of own generation, (03) spouse/boyfriend, (04) older male, (05) older female, (06) friends parental generation, (07) friends own generation, (08) not available, (09) professional, (10) other. Coders in group A obtained a maximum kappa of 1.00 and those in group B .74. Ten percent of the responses in group A fell into category 00, 40% into category 03 and 50% into category 07. Group B had a wider range of responses, with 10% of their responses falling into category 00, 3% into category 01, 3% into category 02, 33% into category 03, 23% into category 7, 20% into category 09 and 6% into category 10. Neither group used categories 04, 05, 06 and 08; however, as mentioned elsewhere, we suggest these categories be retained because the sample population is quite small.

Example of Low Agreement Item

Frequently, agreement among coders is difficult to achieve. For group A, which had the advantage of working closely together, 26% of categorical data items had an agreement coefficient less than the necessary .50. Group B had 39% of their items below this level. Some of the reasons for low agreement are illustrated in the following example. Item 193 requires the coder to judge the "emphasis" implied in the response to the question "What would be the ideal type of life for you?" Eleven response categories are available for the coder to choose from: "work," "human relations," "creation," "influence or social action," "recreation or fun," "travel," "study or learning," "family," "self-awareness" and "simple life or return to nature." Neither group of coders reached a satisfactory level of agreement with this item (group A maximum kappa = .30, group B maximum kappa = .34). All of the response categories are used by at least one coder, although two-thirds of all responses were coded as "work," "human relations," "recreation," and "family."

Two factors are seen as responsible for the low level of agreement between coders on this item. First, only one response category could be used. Second, interpretation of the dominant value implied in the response is necessary. For example, one subject described her ideal life as "living in a cabin in the mountains with my husband, working as part-time rangers." This woman is employed as a psychiatric resident at an urban medical school complex. The long hours and many responsibilities of her work are perceived by her as preventing her

from having children immediately and spending more (and more leisurely) hours with her husband. Based on this information, "family" would appear to be the logical choice, with "creation" and "simple life" as possible alternatives. Further investigation reveals that she grew up in a small, rural mining town where camping and hiking were frequent activities and that she is not enjoying living in an urban setting. She sees society and her job as overly-complex and presenting obstacles to personal fulfillment. If this information is stressed, "simple life" would seem to be the dominant value, with "family," "creation," "recreation" and "self-awareness" as possible alternatives. When asked "What is the most important component of this ideal life?", she describes it as an interdependent gestalt and is unable to separate one out--and neither can the coders.

Discussion of Low Agreement and Reliability Items

As noted in Table I, the code sheet responses were divided into four categories: I, those items in which both groups of coders achieved a satisfactory level of significance of agreement or reliability; II, those items in which one group of raters achieved a satisfactory level of significance; III, those items in which neither group achieved a satisfactory level; and IV, those items for which neither group gathered sufficient data.

Of the 96 items in category I, 56 are reliable according to the Ebel coefficient ($r_{11} > .50$); 40 items are reliable according to the kappa score ($k > .50$). Category II has 87 items. Of these, 33 are reliable for one group of raters according to the Ebel coefficient,

and 54 according to the kappa score. We are assuming that if one of the two groups of coders achieved a satisfactory level of agreement in their coding, the other group could potentially, also. For that reason, we are not analyzing the items in categories I and II.

For purposes of this analysis, we combined categories III and IV. There are 54 items in these two categories. Twenty-one items failed to be reliable according to the Ebel coefficient and 33 according to the kappa score. In an attempt to understand why the items in these categories failed, we divided the items into four sections as shown in Table V.

Table V provides a listing of the 54 items for which 1) neither group of coders achieved a satisfactory level of agreement or reliability and 2) those items which contained insufficient data to compute in Tables I-IV. Four sections are used in identifying these items.

Section I: Items for which we did not receive sufficient data. For several reasons, not enough subjects answered the questions referred to in these items to generate accurate reliability or agreement. Because the interview schedule was revised several times, adding new questions and deleting others, the earlier schedule with which some of the interviews were done did not correspond adequately with the revised code sheet. Questions that were asked in the later interviews did not receive a sufficient number of answers. In addition, a number of the questions may have been overlooked, the respondent may have refused to answer them or did not know the answer, or the question may not have applied. For example, item 61, "Years of education first older brother had," would not be answered if the subject had no older brother. The

TABLE V

LIST OF UNSATISFACTORY ITEMS

Categories III and IV: Items in which neither group of raters obtained the necessary level of agreement or reliability.

Section I: Insufficient data

23, 44, 56, 61, 62, 63, 64, 65, 66, 114, 120, 128, 129, 130,
136, 148, 158, 159, 160, 161, 165, 233, 234, 236, 237, 238,
239, 240. N=28.

Section II: Information recorded does not correspond to code sheet

14, 26, 28, 29, 32, 41, 43, 52, 99, 103, 104, 141, 145, 186,
192, 193. N=19.

Section III: Subjective

5, 6, 86, 94, 229. N=5.

Section IV: Unknown

85, 212. N=2.

Total N=54

following five items (62-66) refer to older siblings and on none of these was there sufficient data to be meaningful. For these items, another response category might be added stating "No older siblings." Even though we cannot be sure if the ratings of these questions is significant, we suggest they not be eliminated for that reason alone.

Section II: Items which do not correspond with interview schedule. As discussed in the previous section, the interview schedule and code sheet were not developed simultaneously so that they do not correspond well in some areas. For example, item 28, "Area of occupational interest at age 18," does not "match" with question 10 on the revised interview schedule, "...how did you think and feel about work (at age 18)? What ideas did you have about your choice of work? What kind of work did you think you would do?" If the information desired is the subject's occupational interest at age 18, then the question should be worded to that effect, i.e., "What jobs or occupations were you interested in at age 18?" If the information desired is what kind of work the subject at age 18 thought she would do, then the code sheet should be changed accordingly.

Section III: Subjective information not appropriately recorded on interview schedule. The ratings for items 5 and 6, interview talkativeness and openness, must be gleaned by the rater from the schedule as a whole, and it appears not to be possible for multiple raters to agree on such subjective data. We question the importance and validity of these items. If it seems necessary to get this information, we suggest the two terms "talkativeness" and "openness" be operationally defined in the instructions to the interviewers.

Although items having to do with "social desirability" were reliable on the men's study of work, the coders of this pilot study had apparently not reached consensus; item 83, "Social desirability of her being unlike her father" was, therefore, a difficult one on which to reach agreement. We suggest the interview schedule and code sheet be changed to ask the subject if she thinks she would be a better person if she were more like her father. The same is true for item 94, "Social desirability of her being unlike her mother."

We recommend that item 229, "Number of socially undesirable 'Who are you?' responses" either be eliminated or revised considerably. If retained, the item "socially undesirable" would have to be defined.

Section IV: Items for which there is no apparent explanation for their not being satisfactory. Item 84, "First way in which unlike father" worked for one group and, as stated above, we assume it should work for the other with sufficient instruction, etc. Therefore, we are puzzled why item 85, "Second way in which unlike father" did not work for either group. It may have been that there were not enough responses ($N=14$), that women could think of only one way they were unlike their father, or that a second way was more difficult to define, and, therefore, more difficult for coders to categorize. We suggest the item not be retained.

We do not know why item 212, "Physical limitations" failed. It may be that the question or response categories were not sufficiently defined or that they are inappropriate. In any case, we suggest that this item be modified.

Inability to Eliminate Categories

One of our goals has been to eliminate categories from the categorical data items wherever possible. Unfortunately, we find ourselves unable to recommend this. To return to an earlier example (item 15), "What is the main satisfaction derived from working?", we find a total of twenty-two response categories. Of these, roughly the same number of categories (9 and 8) are used by groups A and B, respectively, for a combined total of 12 categories being used by our coders. In one group's sample, 70% of responses fell within three categories, while only 36% of the other sample's responses are coded in these same categories. Other examples of even wider dispersion of numbers of categories used by the two groups of coders are found in the data. Based upon the small number (N=20) and non-random nature of the subject sample used for this pilot study, we are not able to assume that the 12 categories used for them represent the true range of categories necessary to describe the population to which the ultimate study will be applied. For this reason, we are unable to recommend the elimination of categories provided in the code sheet.

Suggestions for Coding

We suggest that the interviewers rate their own interview schedules on the code sheets. The interview schedule required such a long period of time to complete that it became exhausting for interviewer and interviewee. This may be alleviated by the interviewer's total familiarity with both the interview schedule and the code sheet. With such familiarity the interviewer will be able to draw out spontaneous

responses from the interviewee and still be able to keep the interview moving along.

Familiarity is also important so that all of the information required for the code sheet will be obtained. Key words on the interview schedule would help in this. This is especially important where no specific question appears on the interview schedule, yet the code sheet requires a response. Interview schedule item 1n could be keyed for interviewee's age (item 4, code sheet) and interviewee's sibling birth order (items 58 through 60, code sheet), item 1a could be keyed for percent of time the interviewee was employed in the last year (item 13, code sheet), item 2a could be keyed for the degree of economic comfort in the interviewee's childhood family (item 106, code sheet), item 3c could be keyed for the number of friends in interviewee's childhood and adolescence (item 115, code sheet), and item 5a could be keyed for age of interviewee's spouse or consort (item 136, code sheet).

Other code sheet items would be easier to complete if the interviewer is also the rater. Item 6, which codes interview openness, becomes difficult to code if a person other than the interviewer is involved in this task. Item 79 is another example of how subjective some collected data could be. When asked, "How close to your father were you as a child?" non-verbal clues might cause an interviewer to rate the interviewee differently from a non-interviewing rater.

These same items point out the need for more development of classifications and more operationally defined terms. On code sheet items where we had previously spent much time on development and

definition, we had little or no difficulty in rating our own interview schedules. Such items were 8, 15, 19, 21, 24, 36, 38, 41, 75, 81, 98, 101, 104, 108, 109, 113, 116, 120, 121, 125, 129, 135, 137, 139, 140, 141, 154, 155, 158, 163, 170, 184, 188, 190, 192, 193, 194, 198, 199, 201 through 210, 219 through 224, and 233.

Items which presented some difficulty might be facilitated by the following definitions. Item 19 classifies only the job, not the motivation for taking the job. Therefore, a woman who works as a waitress "because I enjoy serving people" would be rated as having a realistic area job, rather than a social area job. In item 30, excessively much responsibility is defined as taking a majority of free time to complete. This might be cleaning all of the house or doing all of the meal preparation. Item 32 would be better as reinforced always negatively to always positively. Item 47 considers wholly committed to include both conscientiousness as well as affective reinforcement.

In items 79, 80, 87, and 88, extremely distant would mean only minimal interpersonal communication existed and very close would mean that father was the primary significant person in the interviewee's life. Item 83 should be rated according to the subject's point of view of social desirability. If in doubt, ask her. Items 86, 91, and 94 are related to this same item. In item 95 consider Mediterranean to be only those countries bounded by the Mediterranean Sea. Syria, for example, would be rated Asiatic. It might be useful to add another classification, other, for such possibilities as Polynesian.

Items 144 through 149 deal with functions of family members.

Although child care could be considered to be instrumental conventional, we believe it is important to differentiate. Expressive functions are emotional participation for either mutual benefit of family members or for the benefit of the subject. An example would be a response such as "I think it is important for a mother to have fun with her family." Therapeutic functions are emotional supports and comforts for the benefit of other members of the family. Item 162 is rated relative to the life style of the interviewee, not her survival needs. Item 171, personal income, is what the interviewee calls her own, which does not include a housekeeping budget nor an allowance. In item 172, a spouse could be considered a source of personal income only if the couple is separated.

Items 174 through 178 presented difficulty to the interviewees. These items might be replaced with "the satisfaction with income, relative to the kind of life it can provide her with." In item 183 "female attractiveness" should be replaced by "use of femininity." The same would apply to the corresponding interview schedule item 7c. We found that interviewees had interpreted female attractiveness to be sexual attractiveness or physical beauty.

For item 186 we include a definition for intrinsic and extrinsic aspects of a job. Intrinsic satisfactions are those that result from the performance of the job, such as interest in work, challenge, achievement, independence, or advancement. Extrinsic satisfactions are those aspects not directly involved with performance, such as pay, companionship, physical conditions, or supervision. Finally, items 211 through 214 were difficult to complete. This was due to

the corresponding interview schedule item 9c. We, therefore, suggest that 9c be changed to read: "What are your physical and personal assets?"

Many items on the interview schedule were rated on a scale of zero (0) to eight (8). We originally chose to have the interviewer, rather than the interviewee, fill out these items. This was based on the premise that some information may be elicited of which the interviewee may not be completely aware and about which she may not be able to formulate a statement. We now conclude that this requires a value judgment from the interviewer and suggest that interviewee also complete the items for the schedule. If this is done, a card should be given to the interviewee so that she may read the question and fill out the response. These items are numbered 2b, 2e, 2f, 2g, 2h, 2i, 2j, 4a, 4b, 8b, and 8e. By having both interviewee and interviewer responses compared, we hope to obtain a more accurate rating. An example would be interview schedule item 2j and corresponding code sheet item 96. If in answer to the question "How important was your family's nationality or race to their way of life?", the interviewee replied that "we spoke Italian at home and Mama cooked Italian food," but then rates them as completely Americanized, the interviewer would adjust that rating for the code sheet.

There are similar scales for the code sheet. These can be completed much more accurately if the interviewer writes as much data as needed on the schedule at the time of the interview and if these items are flagged on the interview schedule. The numbers on the code sheet are 5, 6, 13, 14, 17, 29 through 33, 35, 47, 48, 68, 72 through

80, 87, 88, 96, 99, 103, 106, 123, 124, 126, 127, 133, 134, 142, 143, 150 through 153, 157, 159 through 162, 164 through 168, 174 through 183, 185, 187, 189, 191, 197, 200, 215 through 218, and 230 through 232.

Other revisions in the code sheet are suggested. We allowed no opportunity to code items as "no response," so that this could be distinguished from "does not apply." We also had a great deal of difficulty in rating items 234 through 240. The sentence structure may have contributed to this in that we were coding "the factor whose lack...displeased father or mother." Item 13 rates percent of time employed during the last year, however, no distinction is allowed for full-time employment from part-time employment. Finally, there is a need to provide an item for ethnicity of both parents, as our data is relevant only if both parents belong to the same ethnic group, which is item 95.

CHAPTER VI

HYPOTHESES

There are a number of hypotheses which can be tested using the instruments which we have developed. These hypotheses are derived from the literature and from our 20 pilot interviews. They fall generally into four categories: 1) Childhood background--family and peer relationships; 2) Marital relations--present family structure and roles; 3) Experience--education and work experience, including present occupation; and 4) Attitudes toward life.

A brief sampling of specific hypotheses within each category are listed below. These hypotheses are illustrative of the potential use of the "Meaning of Work" instruments.

Childhood Background

1. Women whose fathers were high achievers are more likely to work outside the home.
2. Women whose parents were divorced or separated or whose father died before they were ten years old are more likely to choose non-traditional occupations.
3. Women whose mothers worked and enjoyed working are more likely to want to work for intrinsic rather than extrinsic reasons.

4. Women whose siblings were all males are more likely to work outside the home.
- ✓5. Women who were independent as children and teenagers are more likely to work outside the home.
6. Women whose female teenage friends valued independence rather than attractiveness are more likely to choose non-traditional jobs.
7. Women who were more distant from their mother will accept male authority more readily than female authority.
8. Most women at age twelve tend to consider being a housewife over a career as a future occupation.
- ✓9. Women whose parents reinforced them for achievement are more likely to work outside the home.
10. Women who are first-born in their families are more likely to work in non-traditional jobs than are later-born women.
- ✓11. Women whose mothers worked are more likely to work outside the home than women with non-working mothers.

Marital Situation

- ✓12. Women who have no children are more likely to value achievement than women with children.
- ✓13. Women who have planned their families are more likely to work outside the home.
14. Women who believe in supporting a husband are more likely to have non-traditional occupations.
- ✓15. Women with households having traditional division of labor are more likely to have traditional occupations.

16. Women whose husbands make the major buying decisions are more likely to have traditional occupations.
17. Women whose husbands have male-oriented jobs are more likely to work outside the home.

Education and Work Experience

18. Women who have had a successful educational experience are more likely to work outside the home.
19. Women working in non-traditional occupations are more likely to have favored science over humanities in their educational experience.
20. Women who have had a successful educational experience are more likely to feel that they have control over their life.
21. Women in non-traditional occupations will more often cite sex-typing as a barrier to getting a job than women in traditional occupations.
22. Women in non-traditional occupations are more likely than those in traditional occupations to value intrinsic job satisfactions over extrinsic.
23. Women in traditional occupations will have more problems relating to female authority figures than women in non-traditional occupations.
24. Women who had a successful work experience during adolescence are more likely to work outside the home.

Attitudes Towards Life

25. Women in non-traditional occupations will value creativity more

often than women in traditional occupations.

- ✓26. There is no difference between women in traditional and non-traditional occupations as to whether they would make changes in their life.
- ✓27. Women who work outside the home are more future-oriented than those who do not.
- ✓28. Women who value achievement will feel they have more control over their lives than women who don't.
- ✓29. Women whose ideal life emphasis is work are more likely to have non-traditional jobs.
- 30. Women whose ideal life emphasis is human relations are more likely to have traditional jobs.
- ✓31. Women working in non-traditional occupations will value achievement more than women in traditional occupations.

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APPENDIX A

Outline for Women's Meaning of Work Interviews

It is suggested that the interviewer begin with an explanation, to the extent needed, of the purpose of our study, the nature of the interview, and assurance of confidentiality. Then, obtain a statement of reaffirmation that the interviewee voluntarily wishes to participate.

Questions, but not the card-sorting instructions or "Who are you?", should be reworded when necessary to fit the interviewee and the situation. Material in parentheses is for the interviewer and is not part of the question. Parenthetical material can sometimes be used to prime an inarticulate interviewee.

The first questions might be best open-ended, such as those in Section A below. Before the interview has been completed, however, most of the information outlined in Section B below should be elicited.

Section A

1. Would you tell me about yourself? I would like to know more about the part work has played in your life. What persons and experiences have influenced your attitude toward work?

Section B

1. Work

- a. What kind of full-time paid jobs have you held or do you hold now? (list no more than 5). When? Where? What did you like about them? Dislike?
- b. Have you quit a job or turned them down? Why?

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- c. What kinds of volunteer jobs have you done? When? Where? What did you like about them? Dislike?
- d. Before you ever worked -- when you were just a child of 10 or 12-- how did you think and feel (imagine) about work? What ideas did you have about your choice of work? How about when you were 18? What kind of work did you think you would do?
- e. Did you do chores? What kind? Were they different from what your brother had to do? What reaction did your family have to your doing them? How did you feel about them?
- f. What do you do best?
- g. Is there anything that stands between you and the kind of work you want to do? Discrimination? Lack of skill? Mental limitations? Emotional limitations? Cultural limitations? [language, using knife and fork correctly, length of hair] Not knowing the right people? Knowing the wrong people? How do you feel about these barriers?
- h. Why do you think some women choose steady employment?

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- i. What are your ideas about why women who don't choose to be employed steadily feel as they do?
- j. Why do you suppose that most men work? What do they get out of it?
- k. Why do you suppose some men choose not to be employed?
- l. What kind of work did your mother (or other important female in family) do? How steadily? How did she feel about it? How much schooling did she have?
- m. What kind of job(s) was held by your father (or other important male in family)? How steady was work for him? How did he feel about it? How much schooling did he have?
- n. What brothers and sisters do you have? How have you got along with them? What kinds of work have the older ones done? What was their education? Did they influence you in your attitude toward work?

2. Childhood and Upbringing

- ☒ a. Who was the boss in your house?
- ☒ b. How did your mother and father get along? (rate 0 to 8)
- ☒ c. Before you were 18 did you lose a parent by separation, divorce or death?
- ☒ d. During most of your life before 18 did you have two parents?
- ☒ e. As a child, how obedient were you? (rate 0 to 8). What about you as a teenager? (rate 0 to 8).
- ☒ f. How severe was the discipline which you received in childhood? (rate 0 to 8)
How were you guided in behavior - physical punishment? deprivation? loss of love? reasoning? How consistent was the discipline? (0-8)
- ☒ g. Were you given much independence of action in childhood? (e.g., going about town alone, staying out at night) (rate 0-8). How about in your teen years? (rate 0-8)
- ☒ h. How close were you to your father (rate 0-8)? As a child? As adolescent?
In what 2 ways are you like your father? In what 2 ways are you different?

i. How close were you to your mother (scale 0 to 8)? As child? As adolescent? In what 2 ways are you like her? In what 2 ways are you different?

j. What was your family's nationality or race? How important was it to their way of life? (0-8)

k. At what age did you leave your parental home? Why?

l. What kind of future do you feel your parents wanted for you as you were growing up? How definite were they about this? Were they together on this? How did they help you to attain this goal? How did you feel about this?

3. Values

a. What were the things that seemed important to your family as you were growing up? (Hard work? Religion? Having fun? Having friends? Intellectual? Cultural? Nice things that money can buy? Community leadership? Being a good person? Achievement -- school, athletic, most preferred values).

b. What things did you do as a child that pleased your mother? Your father? As a teenager? (Same for things which displeased).

- ~~c.~~ What were your female friends like in your teen years? What things could you do which would gain points with them. What actions would make you lose points?
- ~~d.~~ Did your male friends have different expectations of you than your female friends?
- ~~e.~~ What thing could you do now that you yourself would consider good?
Same for things bad.

4. Education.

- ~~a.~~ How far did you go in high school? How did you enjoy it? (rate 0 - 8).
How successful were you? (rate 0 - 8).
- ~~b.~~ How far did you go in college? How did you enjoy it (0 - 8)? How successful were you (0 - 8)?
- ~~c.~~ What high school subjects did you like, dislike? What college subjects?
What was your college major?
- ~~d.~~ Did you have any training (including job training) other than a high school or college?

e. In high school and college what were you told were the occupations that were open to you as a woman? Did you get preparation for any occupations? Which ones? Did any teachers particularly encourage you in your work plans?

f. How did being a girl affect your feeling about academic and sports achievement?

5. Relations to Opposite Sex

a. Are you married or living with a man? Does he work?

b. Do you have children? How are they supported?

c. Does your being a wife (single, divorcee, widow) or a mother affect your views of work? How?

d. How does employment affect (or how has or would it affect) your being a wife? A mother?

e. What do you think are the important things that a wife should do? What are the things that a husband should do? (Don't let the subject stop with one or two responses. Ask "anything else").

- f. What does your husband (fiance, boyfriend, old man) expect of you? Do you agree that these are reasonable expectations, ones that you want to fulfill?
- g. How do you (or would you) feel about being supported by a husband?
- h. How do you (or would you) feel about supporting a husband?
- i. How is your household run? Who has the responsibility and authority to see that things get done? What is the division of labor. How was it decided upon? How does it work out? How are buying decisions made in your family? (or for a woman living alone: "How should a household be run? Who should have the responsibility and authority to see that things get done? etc.").
- j. (Skip this question for those not working and for those not in a family.) How do your earnings affect the family? Are they needed, valued? How do you and other family members feel about your earnings?
- k. (Skip this question for those without children.) How do your children feel about your working (or not working)?
- l. (Skip this question for those without children.) Have child care arrangements (or their unavailability) affected your career?

- m. How does (has, might future) family planning fit in with your life? How does this relate to your career?

6. Economics

- a. What is the total income of your household? What other people contribute? How much? Where do they get it? (Use household with the meaning given by US census).
- b. What is your personal average monthly income? Where does it come from?
- c. How satisfied are you with what you are able to afford for food, clothing, shelter, transportation, recreation?

7. Women's Working

- a. How do you get along with woman fellow workers? What do you think about women in authority?
- b. How do you get along with woman fellow workers? What do you think about women in authority?
- c. How do you get along with men fellow workers? How about authority relationships? Does your female attractiveness help or hinder in getting along at work?

- c. Does your being a woman affect any of the requirements of the job? Do you need to have special arrangements on work schedules, physical arrangements, pregnancy leave, menstrual leave, etc. at work?
- d. How does being a woman affect your feeling about achievement for yourself?

8. Philosophical Viewpoints

- a. Can you do pretty much what you want with your life? (0-8) If not, what prevents you? How much are you in control? (0-8).
- b. What are your plans for your next ten years?
- c. If you could spend your time in any way you liked, what would be ideal for you? What would be worst?
- d. Ten years from now do you think these choices of best and worst life will be different from what they are now?
- e. How much chance do you feel you have of attaining this ideal? (rate from 0 - 8)
- f. What gives you the most pleasure and meaning of life?

- g. What was your religious background, present beliefs? How committed was your family to religion? How much are you committed now?

9. Miscellaneous

- a. Have you had trouble with the law? What outcome?
- b. Do you use prescribed or non-prescribed drugs or alcohol? What drugs? How much now and in the past? Have any of your family had drinking or drug problems?
- c. What are your physical and intellectual assets? Your limitations? How are these assets and limitations related to your being a woman?
- d. During your life time, have your views of what you expect of yourself as a woman changed as a result of the changing attitudes toward woman in society? When did you first note these changes? Were they due to the influence of a particular individual or group?
- e. If you could live your life over again what things would you now do differently?
- f. With whom would you talk over a personal problem or concern?

g. Whose approval is important for you?

12. Who are you? (Get three responses other than just her name).

APPENDIX B
THE MEANING OF WORK FOR WOMEN
DATA SHEET

1		Interviewer Number	___	___
2		Subject Number	___	___
3		Group	___	___
4		Age	___	___
5	Interview talkativeness. Rate 0-8 silent to garrulous		___	
6	Interview openness. Rate 0-8 very reserved to completely open		___	
7	What is she now doing?			
	00 Full time employed			
	01 Part time employed, steady			
	02 Part time employed, irregular			
	03 Not employed but volunteering			
	04 Occupied entirely with home and family			
	05 Actively looking for work			
	06 Unemployed, not looking for work			
	07 In school			
	08 Other		___	
8	Highest level full time job held			
	00 Unemployed or casual labor			
	01 Unskilled labor			
	02 Semi-skilled labor (factory work, waitress, etc.)			
	03 Skilled or technician (trades, beautician, etc.)			
	04 Plain white collar work (clerical, sales, small businessowner)			
	05 Administrative--professional (teaching, social work, medium businessowner)			
	06 Executive--professional (law, medicine, big businessowner)			
	07 Housewife		___	
9	Lowest level full time job held (use code from 8)		___	

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- 10 Number of full time jobs held _____
- 11 Number of part time jobs _____
- 12 Number of volunteer jobs held _____
- 13 Percent of time employed during last year _____
- 14 Average job satisfaction Rate 0-8 dissatisfied to satisfied _____
- 15 Main satisfaction from favorite job
01 Pay	12 Physical conditions
02 Interest	13 Freedom from home
03 Use of skill and problem solving	14 Supervisory responsibility
04 Security	15 Chance to learn
05 Being with fellow workers	16 Activity, keeping busy
06 Helping others	17 Fringe benefits
07 Recognition	18 Convenient or short hours
08 Prestige, status	19 Exercise, physical development
09 Usefulness	20 Doing what's expected
10 Independence	21 Creativity
11 Advancement	22 Easy, non-involving work
- 16 What was main satisfaction worst job lacked? Use code from 15. _____
- 17 Are her job satisfactions extrinsic or intrinsic?
Rate 0-8 outside work to within the work. _____
- 18 Level of favorite job (use code from 8). _____
- 19 Area of favorite job
- 00 None
- 01 "Realistic," dealing with things (engineer, mechanic, beautician)
- 02 Intellectual, dealing with ideas (scientist, physician, math)
- 03 Social, helping people (social worker, psychologist, religious orders)
- 04 "Conventional," business detail (accountant, typist, bank teller)

- 05 "Enterprising," persuading people (lawyer, politician, salesman)
- 06 Artistic (artist, writer, musician)
- 07 Nurturant (housewife, child care workers) _____
- 20 What is highest level job she could hold on basis of capacity, experience, training? (use code from 8) _____
- 21 Has she ever refused or quit a job?
- 00 No
- 01 Yes, because of pay
- 02 Yes, because of working conditions
- 03 Yes, because of intrinsic job characteristics (interests, accomplishments)
- 04 Yes, because of both intrinsic and extrinsic job characteristics
- 05 Yes, because of personal circumstances apart from job
- 06 Yes, because of family circumstances apart from job _____
- 22 Present number of volunteer work hours per week. _____
- 23 Level of volunteer work (use code from 8) _____
- 24 Definiteness of early vocational interests (Age 12)
- 00 No ideas
- 01 General idea (professional, business, factory work)
- 02 Chose a traditional vocation
- 03 Chose a competitive vocation
- 04 Marriage and family
- 05 Other _____
- 25 As a child did paid work appear to be part of woman's life?
- 00 No
- 01 Yes _____
- 26 Have her juvenile work intentions been frustrated?
- 00 No
- 01 Yes _____
- 27 Level of occupational aspiration at age 18 (use code from 8) _____

- 28 Area of occupational interest at age 18 (use code from 19) _____
- 29 How steady have been her life aims and interests?
Rate 0-8 changing to constant _____
- 30 How much responsibility did she have for family work and chores?
Rate 0-8 none to excessively much _____
- 31 How sex-typed was work in the family? Rate 0-8 least to most _____
- 32 How was she reinforced by her family for habits of industry generally?
Rate 0-8 negatively to positively _____
- 33 To what degree was this reinforcement given for female sex-typed
tasks? Rate 0-8 reinforced mostly for male type tasks to reinforced
only for female type tasks _____
- 34 Area of skill (use code from 19 plus 8 sports or recreational) _____
- 35 To what extent are her present activities making use of her identi-
fied skills? Rate 0-8 not at all to completely _____
- 36 First barrier to getting a job
00 None	08 Going with the wrong people	
01 Race	09 Sex-typing	
02 Age	10 Criminal record	
03 Education	11 Drug record	
04 Training	12 Political beliefs	
05 Grooming, clothes	13 Religion	
06 Speech	14 Personality limitations	
07 Not knowing the right people	15 Physical limitations, looks	_____
- 37 Second barrier to getting job she wants (use code from 36) _____
- 38 Reaction to barriers
00 Not applicable	
01 Resentment	
02 Resignation	
03 Realistic plans to overcome	
04 Unrealistic plans to overcome	_____
- 39 Projected first satisfaction of women who work. (use code from 15) _____

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- 40 Projected second satisfaction of women who work. _____
- 41 Projected reason for women not working _____
- 00 Doesn't know
- 01 They can't find work
- 02 Work available not suited to their capacities
- 03 Work is unnecessary
- 04 Discrimination
- 05 Personal defect (lazy, pleasure oriented)
- 06 Opposition from home or family member _____
- 42 Projected first satisfaction of men who work (use code from 15). _____
- 43 Projected second satisfaction of men who work. _____
- 44 Projected reason for men not working (use code from 41). _____
- 45 What was her mother's occupational level? (use code from 8) _____
- 46 Mother's occupational area (use code from 19). _____
- 47 How committed was mother (or mother surrogate) to work? _____
Rate 0-8 not at all to wholly committed
- 48 Mother's view of work. Rate 0-8 highly negative to highly positive _____
- 49 Mother's years of education. _____
- 50 Father's work level (use code from 8). _____
- 51 Father's work area (use code from 19). _____
- 52 How committed was father (or surrogate) to work? (rate as in 47) _____
- 53 Father's view of work (rate as in 48). _____
- 54 Father's years of education.. _____
- 55 Occupational aspirations at age 18 in relation to mother's level
0 Below
- 01 At level
- 02 Above _____
- 56 Occupational aspirations at age 18 in relation to father's level (use
code from 55). _____
- 57 Number of siblings. 8 = 8 or more _____

58 Subject's birth order. 8 = 8th or subsequent

59 Number of older brothers.

60 Number of older sisters.

61 Years of education first older brother had.

62 Occupational level of that brother (use code from 8).

63 Occupational area of that brother (use code from 19).

64 Years of education first older sister.

65 Occupational area of that sister (use code from 8).

66 Occupational area of that sister (use code from 19).

67 Who was boss in her house?

00 No one

01 Father

02 Mother

03 Authority shared between parents

04 Other

68 How did mother and father get along? Rate 0-8 constant discord to never a harsh word.

69 Loss of parent before 15?

00 No

01 Yes, by separation or divorce

02 Yes, by death

70 Which parent was lost?

00 Not applicable

01 Father

02 Mother

71 Did she have two parents during most of years before 15?

00 No

01 Yes

72	Obedience as child. Rate 0-8 very rebellious to subservient	_____
73	Obedience as teenager. (Rate as in 72)	_____
74	Severity of discipline. Rate 0-8 from extremely lenient to extremely harsh.	_____
75	Guidance in behavior	
	00 None	
	01 Physical punishment	
	02 Deprivation	
	03 Loss of approval	
	04 Reasoning	
	05 Other	_____
76	Consistency of discipline. Rate 0-8 very inconsistent to very consistent.	_____
77	Independence of action as a child. Rate 0-8 overprotected to given extreme amount of independence.	_____
78	Independence of action as a teenager. (Rate as in 77)	_____
79	Closeness to father as child. Rate 0-8 extremely distant to very close.	_____
80	Closeness to father as teenager. (Rate as in 79)	_____
81	First way in which like father	
	00 Denial of likeness	
	01 Sex	
	02 Ethnic	
	03 Occupation	
	04 Physical characteristics	
	05 Interests, hobbies	
	06 Political	
	07 Religion	
	08 Philosophy, values	
	09 Being unique, independent	
	10 Family role	
	11 Community role, class	
	12 Ability grouping	
	13 Interpersonal traits	
	14 Ethics	
	15 Mode of functioning
(e.g. neat, methodical)	
	16 Traits affecting self
(e.g. sensitive, serene)	_____
82	Second way in which like father (use code from 81).	_____

83	Social desirability of her being like father		
00	Both ways undesirable		
01	One undesirable, one neutral		
02	Both neutral or one undesirable, one desirable		
03	One desirable, one neutral		
04	Both desirable	—	
84	First way in which unlike father (use 81 code).	—	—
85	Second way in which unlike father (use 81 code).	—	—
86	Social desirability of her being unlike father (use code from 83).	—	
87	Closeness to mother as child (Rate as in 79).	—	
88	Closeness to mother as teenager (Rate as in 79)	—	
89	First way in which like mother (use code from 81).	—	—
90	Second way in which like mother (use code from 81).	—	—
91	Social desirability of her being like mother (use code from 83).	—	
92	First way in which unlike mother (use code from 81).	—	—
93	Second way in which unlike mother (use code from 81).	—	—
94	Social desirability of her being unlike mother (use code from 83).	—	
95	Ethnicity		
00	Anglo Saxon		
01	Northern European (including Irish)		
02	Mediterranean		
03	Eastern European		
04	Black Southern rural		
05	Black other		
06	American Indian		
07	Mexican		
08	Asiatic		
96	Importance of ethnicity to family. Rate 0-8 completely Americanized to completely loyal to another culture	—	

- 97 Age left parental home. _____
- 98 Why left home? _____
- 00 For work
- 01 For school
- 02 To get married
- 03 Pregnancy
- 04 Sent to correctional institution or treatment facility
- 05 To get away from family problems
- 06 Just to be on own
- 07 Hasn't left home _____
- 99 Amount of sibling rivalry. Rate 0-8 from extreme harmony to extreme discord. _____
- 100 Did any of sibs influence her in her choice of life career? _____
- 00 No
- 01 Yes _____
- 101 Future that parents wanted for her _____
- 00 Marriage
- 01 Traditional work
- 02 Untraditional work
- 03 Education
- 04 Encouraged self direction
- 05 Showed no interest
- 06 Other _____
- 102 How did she feel about this? _____
- 00 Accepted
- 01 Resented
- 02 Ignored _____
- /103 How definite were parents about this future? Rate 0-8 very vague to extremely definite. _____

104 How did they help her attain this goal?

0 Didn't help

1 Financial support

2 Emotional support

3 Other

105 Who was main family breadwinner?

0 Father

1 Mother

2 Subject

3 Other

106 How economically comfortable were the family circumstances?
Rate 0-8 deprived to luxurious

107 As subject was growing up family circumstances

0 Showed no change

1 Improved

2 Become worse

108 What was the principally emphasized family value?

00 Work

07 Friends

01 Achievement

08 Community status

02 Religion

09 Power

03 Ethics

10 Money

04 Intellectual-cultural

11 Hedonistic, pleasure

05 Social service

12 Happiness

06 Social status

13 Tranquility

109 For what did father give her reinforcement as a child?

00 Nothing

05 Being pretty, feminine

01 Cheerfulness

06 Helpfulness

02 Cleanliness, appearance

07 Keeping quiet

03 Obedience

08 Speaking up

04 Courtesy, good manners

09 School achievement

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109 Cont'd.

10 Involvement in extra-curricular activities at school	20 Not drinking or using drugs		
11 Athletic achievement	21 Religious observance		
12 Creativity	22 Preparing for marriage or mothering		
13 Aggressiveness	23 Talking to and trusting parent		
14 Working	24 Keeping out of parent's way		
15 Being kind	25 Being smart		
16 Having friends	26 Making money		
17 Dating	27 Independence, self reliance		
18 Sexual propriety	28 Manual skills		
19 Sexual permissiveness	29 Other	—	—
110 As a teenager? (use 109 code)		—	—
111 For what did mother give her reinforcement as a child? (use 109 code)		—	—
112 As a teenager? (use 109 code)		—	—
113 For what did female friends reinforce her?			
00 Conformity	14 Coolness, savior faire, worldliness		
01 Physical appearance	15 Having good clothes		
02 Having money, possessions	16 Being daring, rebel, criminal		
03 Having status, power	17 Being aggressive, tough		
04 School achievement	18 Being a good listener		
05 Athletic achievement	19 Having a sense of humor		
06 Intellectual achievement	20 Playing dumb		
07 Work achievement	21 Seductiveness		
08 Creativity	22 Sexual generosity, permissiveness		
09 Sociability, popularity	23 Sexual propriety		
10 Courtesy, consideration, kindness	24 Drinking, using drugs		
11 Ethics, being a good person	25 Independence		
12 Social conscience	26 Other	—	—
13 Attractiveness to boys			

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- 114 For what did male friends reinforce her? (use 113 code) — —
- 115 How many friends did she have?
- 00 None
- 01 Few
- 02 More than a few —
- 116 What were her friends like in her teen years?
- 00 Intellectual 03 Achievement oriented
- 01 Traditional 04 School leaders
- 02 Rebellious 05 Popular, soch —
- 117 For what does she reinforce herself? (use 113 code and add the following)
- 27 Being a good wife
- 28 Being a good mother
- 29 Self development — —
- 118 Years of formal schooling — —
- 119 High school graduation?
- 0 No
- 1 Yes —
- 120 Training or education, other than college
- 00 RN 05 Charm, modeling
- 01 LPN 06 Airline stewardess
- 02 Beauty school 07 Real estate
- 03 Business school 08 Theatrical
- 04 Art school, interior decorating 09 Other — —
- 121 Subjects liked in high school
- 00 None 02 Humanities (literature, philosophy, etc.)
- 01 Languages 03 Science

121	Cont'd.		
	04 Math	09 P.E.	
	05 Social Science	10 Home economics	
	06 Commercial	11 Speech, theatrical	
	07 Artistic	12 Other	___
	08 Manual		___
122	Subjects disliked in high school (use 121 code)		___
123	Enjoyment of high school (rate on scale 0-8, hated it to loved it)		___
124	Perceived success in high school (rate on scale 0-8, completely unsuccessful to completely successful)		___
125	College major		
	00 Humanities	06 P.E.	
	01 Languages	07 Professional	
	02 Social science	08 Engineering or agriculture	
	03 Biological science	09 Business	
	04 Physical science	10 Other	___
	05 Education		___
126	Enjoyment of college (rate as in 123)		___
127	Perceived success in college (rate as in 124)		___
128	Subjects liked in college (use 121 code)		___
129	Occupations she was told in high school were open to women:		
	00 Traditional		
	01 Non-traditional		
	02 Both 1 & 2		
	03 Marriage only, or none		___
130	Occupations she was told in college were open to women (use 129 code)		___
131	Did she get preparation or training for traditional occupation?		
	0 No		
	1 Yes		___

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132 Was she encouraged by teacher(s) in her work or career plans?

0 No

1 Yes - in traditional work

2 Yes - in non-traditional work as well

133 The effect of being a girl on her motivation toward academic success
(rate 0-8, impede to enhance)

134 The effect of being a girl on her motivation toward success in sports
athletics (rate as in 133)

135 Present marital, living status

00 Single, living alone

01 Single, living with parents or relatives

02 Single, living with man

03 Single, living with girl(s)

04 Single, living in communal living group

05 Married, living with husband

06 Separated or divorced

07 Widowed

136 Age of spouse, consort

137 Employment of spouse, consort

00 Employed

01 Seeking employment

02 Unemployed, not seeking employment

03 In school or training

04 Retired

138 Number of children 8=8 or more

139 How are children supported?

00 Father supports

01 Mother supports

02 Both contribute to support

03 Welfare

04 Other

- 140 Effects of being wife on her working
- 00 No effect
 - 01 Don't want to earn more money than husband
 - 02 Want to earn as much money as husband
 - 03 As a wife doesn't have to work
 - 04 Want to spend more time as housewife and companion
 - 05 Husband's mobility or lack of it affects her job opportunities
 - 06 Husband doesn't want her to work
 - 07 Work becomes more attractive
 - 08 Other
- 141 Effects of being a mother on her working
- 00 No effect. As a mother can or could work as much as she wants
 - 01 As a mother can work only part time
 - 02 As a mother can't work at all
- 142 How does (or would) employment affect her being a wife? Rate 0-8
extremely negatively to extremely positively
- 143 How does (or would) employment affect her being a mother? Rate as
in 142
- 144 First choice for important things wife should do
- 00 Instrumental conventional
 - 01 Instrumental unconventional
 - 02 Expressive
 - 03 Therapeutic
 - 04 Child care
- 145 Second choice (use 144 code)
- 146 First choice for important things husband should do (code as in 144)
- 147 Second choice (code as in 144)
- 148 Expectations from man in her life. First choice (code as in 144)
- 149 Second choice (code as in 144)
- 150 How reasonable does she feel these expectations are? Rate 0-8 feels
totally unreasonable to completely reasonable.

- 151 How much does she want to fulfill these expectations? Rate 0-8
not at all to extremely committed. _____
- 152 How does she (or would she) feel about being supported by a husband?
Rate 0-8 hates it to loves it _____
- 153 How does she (or would she) feel about supporting a husband?
Rate as in 152 _____
- 154 How is (or should be) household run? _____
- 00 Wife has authority to see things get done
- 01 Husband has authority to see things get done
- 02 Husband and wife share authority
- 03 No clean cut delineation of authority _____
- 155 How is (or how should be) household labor divided? _____
- 00 Wife does it or has it done
- 01 Husband does it or has it done
- 02 Both share household chores _____
- 156 How is responsibility for traditional male house and yard work
handled? (use code from 155) _____
- 157 How well does the division of labor work out from her point of view?
Rate 0-8 very poorly to very well? _____
- ✓158 How was the division of labor decided upon? _____
- 00 Joint decision 02 Husband devised, wife agreed
- 01 Wife devised, husband agreed 03 Both fell into traditional roles _____
- ✓159 How important is the wife's influence in buying furniture and appliances?
Rate 0-8 not at all important, husband decides to all important, hus-
band has no say _____
- ✓160 In buying an automobile? Rate as in 159 _____
- ✓161 In buying a house? Rate as in 159 _____
- 162 How important are the woman's earnings to the family? Rate 0-8
not at all important to absolutely essential _____
- 163 How does the woman feel about her earnings? _____
- 00 They give sense of independence, freedom
- 01 Contributes to her self-esteem
- 02 Gets pleasure from contributing to family
- 03 Resents having to contribute to family
- 04 Uncomfortable about earning money
- 05 Other _____

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- 164 How does the husband feel about her earnings? Rate 0-8 from very negatively to very positively _____
- 165 How do the children feel about her working? Rate as in 164 _____
- 166 How important are child care arrangements to her career? Rate 0-8 completely unimportant to extremely important _____
- 167 Extent to which she is (or intends to be) planning family. Rate 0-8 not at all to completely _____
- 168 How relevant does she feel family planning is to her career? Rate as in 167 _____
- 169 Present total monthly household income (998 = \$998 or more) _____
- 170 Other sources contributing to household income (first response)
- 00 None
- 01 Spouse
- 02 Friends
- 03 Relatives
- 04 Public assistance
- 05 Unemployment insurance/social security
- 06 Other _____
- 171 Present personal average monthly income (998 = \$998 or more) _____
- 172 Source of personal income (first response)
- 00 Self-earned
- 01 Self-uneared
- 02 Spouse
- 03 Relatives
- 04 Public assistance
- 05 Unemployment insurance/social security
- 06 Other _____
- 173 Source of income for other contributors
- 00 Gainful employment
- 01 Uneared gains
- 02 Other _____

- 174 How satisfied is she with food arrangements? Rate 0-8 dissatisfied to satisfied _____
- 175 How satisfied is she with clothing arrangements? Rate as in 174 _____
- 176 How satisfied is she with housing arrangements? Rate as in 174 _____
- 177 How satisfied is she with transportation arrangements? Rate as in 174 _____
- 178 How satisfied is she with recreation arrangements? Rate as in 174 _____
- 179 Acceptance of women's authority. Rate 0-8 rebellious to completely accepting _____
- 180 Acceptance of men's authority. Rate as in 179 _____
- 181 How well does she get along with women fellow workers? Rate 0-8 very poorly to very well _____
- 182 How well does she get along with men fellow workers? Rate as in 179 _____
- 183 How does female attractiveness affect getting along at work? Rate 0-8 negative to positive _____
- 184 What special arrangements are required on the job because she is female? (Code first response)
- 00 None
- 01 Physical arrangements (heavy lifting)
- 02 Time schedules
- 03 Menstrual leave
- 04 Care of ill family members
- 05 Pregnancy leave _____
- 185 How being female enhances achievement. Rate 0-8 impedes greatly to enhances greatly _____
- 186 How being female qualitatively affects her achievement.
- 00 Doesn't affect
- 01 Makes her more helpful
- 02 Intrinsic aspects of job are more important for her
- 03 Extrinsic aspects of job are more important for her _____
- 187 To what extent can she do what she wants with her life? Rate 0-8 a slave of circumstance to completely free to do whatever she wants _____

- 188 What prevents her from doing what she wants?
00 Nothing	07 Her sex
01 Lack of money	08 Education
02 Service obligation, need to help	09 Skills
03 Marriage	10 Age
04 Marriage and children	11 Personality limitations
05 Children	12 Physical limitations
06 Parents	
- 189 How much is she in control of her own life? Rate 0-8 at mercy of fate to completely in control
- 190 What are her plans for the next ten years?
00 Same as now	04 Education
01 Take paying job	05 Travel
02 Career	06 More time with family
03 Marry and/or have children	07 Other
- 191 How definite are these plans? Rate 0-8 no plans to completely definite
- 192 What would be the ideal life for her?
00 No change	05 Work less, more time with family
01 Work more	06 Travel
02 Work less, more recreation	07 Study
03 Work less, more school	08 Other
04 Work less, create more	
- 193 Ideal life emphasis
00 Work	06 Study, learning
01 Human relations	07 Family
02 Creation	08 Self awareness
03 Influence, social action	09 Simple life, nature
04 Recreation, fun	10 Other
05 Travel	

- 194 What would be the worst life?
00 No change from present	05 Loss of motivation
01 Loss of independence, jail	06 Loss of personal relations, friends
02 Poverty-stricken meaningless -
ness--drugery	07 Tied to domestic duties
03 Affluent meaninglessness--
conformity	08 Other
04 Loss of capacity	
- 195 Will choice of best life be different in 10 years?
00 No	
01 Yes	
02 If have achieved objectives	
03 Don't know	
- 196 Will choice of worst life be different in 10 years?
00 No	
01 Yes	
02 Don't know	
- 197 What chance of attaining ideal? Rate 0-8 none to certain
- 198 What gives her most pleasure and meaning in life?
00 Family role	06 Religious beliefs
01 Helping others	07 Being independent
02 Relationships with others	08 Having-using material
possessions
03 Recognition	09 Peace of mind, pleasure,
fun
04 Being creative	10 Other
05 Problem-solving	
- 199 Religious background
00 None	03 Sectarian Protestant
01 Catholic	04 Jewish
02 Standard Protestant	05 Other

- 200 Parental family committment? Rate 0-8 none to extremely strong _____
- 201 Present belief? _____
- 00 None 03 Sectarian Protestant
- 01 Catholic 04 Jewish
- 02 Standard Protestant 05 Other _____
- 202 Present personal religious committment. Rate as in 200 _____
- 203 How many times has she been arrested? (8 equals 8 or more times) _____
- 204 Most serious offense? _____
- 00 None 03 Felony against property
- 01 Traffic 04 Felony against person _____
- 02 Misdemeanor
- 205 Does she use alcohol? _____
- 00 No
- 01 Moderately
- 02 Heavily _____
- 206 Which legal drugs does she use? _____
- 00 None 04 Minor tranquilizers, Valium
Librium
- 01 Aspirin, analgesics 05 Major tranquilizers, Thora-
zine, Stelazine
- 02 Sedatives, barbiturates 06 Mood elevators, Elavil, Tof-
ranil
- 03 Stimulants, amphetamines 07 Other _____
- 207 Which illegal drugs does she use? _____
- 00 None 03 Speed
- 01 Marijuana 04 Cocaine
- 02 Psychedelics 05 Narcotics _____
- 208 Does she or has she had a drug/alcohol problem? _____
- 00 No
- 01 Used to, not now
- 02 Now has problem _____

- 209 Has there been a drug/alcohol problem in parental family?
 00 No
 01 Used to, not now
 02 Now has problem _____
- 210 Has own family had drug/alcohol problem?
 00 No
 01 Used to, not now
 02 Now has problem _____
- 211 What physical assets does she feel she has?
 00 None 02 Strength
 01 Beauty 03 Good condition _____
- 212 Physical limitations?
 00 None 02 Severe
 01 Minor 03 Hypochondriacal _____
- 213 What does she see as her personal assets?
 00 None 02 Interpersonal
 01 Physical 03 Intellectual _____
- 214 What does she see as her personal limitations?
 00 None 02 Interpersonal
 01 Physical 03 Intellectual _____
- 215 How do her assets relate to being woman? Rate 0-8 not related at all to completely related to being a woman _____
- 216 How do her liabilities relate to being a woman? Rate as in 215 _____
- 217 How does her use of her assets relate to her being a woman? Rate 0-8 not related at all to completely related to being a woman _____
- 218 Have her views changed of what she expects of herself? Rate 0-8 no change to complete change. _____
- 219 Her change in self-expectation is related to:
 00 No change 04 Membership or acquaintances with group
 01 Parental generation friends and relatives 05 Media
 02 Own generation relatives and friends 06 Other _____
 03 Relatives only

- 220 When noted change in relation to life events?
 00 No change 03 At school
 01 When began working 04 After children at school
 02 When married 05 Other _____
- 221 How long ago?
 00 No change
 01 0-1 year
 02 2-4 years
 03 5-10 years _____
- 222 What would she do differently if she could lead life over?
 00 No change 02 Personal oriented
 01 Achievement oriented 03 Interpersonal oriented _____
- 223 What specific changes would she make?
 00 No change 05 No children
 01 More education 06 Children later
 02 Pursue career 07 Less Children
 03 Not marry 08 Abortion _____
 04 Marry later
- 224 With whom would she share a problem?
 00 No one 06 Friends parental generation
 01 Relatives parental generation 07 Friends own generation
 02 Relatives of own generation 08 Not available
 03 Spouse/boyfriend 09 Professional
 04 Older male 10 Other _____
 05 Older female
- 225 Whose approval is important to her? Use code from 224 _____
- 226 Who are you? First response. Use code from 81 _____
- 227 Who are you? Second response. Use code from 81 _____
- 228 Who are you? Third response. Use code from 81 _____

- ~~229~~ Number of socially undesirable "Who are you?" responses. _____
- 230 How committed is she to a career? Rate 0-8 not at all committed
to wholly committed _____
- 231 How committed is she to being a wife? Rate as in 230 _____
- 232 How committed is she to being a mother? Rate as in 230 _____
- ~~233~~ How does she handle conflicting role demands?
00 Roles do not conflict
01 Roles enhance each other
02 Compromises between conflicting roles
03 Sacrifices what she considers less important role to more
important
04 Sacrifices what others consider less important to more _____

APPENDIX C

INSTRUCTIONS TO INTERVIEWERS

From the interview, we want to gain as much data as possible about the interviewee's life. We want to gather information about her past experiences and present beliefs which help shape her attitudes towards work. To do this, many personal questions are asked. Thus, the setting for the interview must be a place in which the interviewee feels comfortable and where you and the interviewee can be alone. A situation in which there will be many distractions (for example, children running in and out of the room) is not appropriate both because of the length of the questionnaire and the confidential nature of some of the questions.

The introduction should describe the purpose of the study: that we are interested in discovering both how women view work and how they decide generally what to do with their time. The interviewer should assure the confidentiality of all the subject's responses. In addition, before you begin, explain to the interviewee that you will be recording her answers.

As interviewer, you are interested in obtaining the responses of the interviewee to the interview questions. Because many of the

questions are open-ended, it is essential that you become thoroughly familiar with both the schedule and the code sheet. With this familiarity, you will know when irrelevant data is being discussed and move on to the next question and/or you will know when you need to probe for more specific information than the interviewee has given. You will want to reinforce the interviewee for being specific and for answering the questions as sincerely as she can. You do not want to reinforce her for giving what you think are the "right answers" or to help her phrase things the way you think they should be phrased. Because the interview is lengthy, you need to keep the interviewee involved in providing data that will be useful to the study. To do this, paraphrase what she has said to assure her that you have heard her response and move on to the next question.

Below are listed some useful interviewing skills:

1. Keep your questions brief. Let the interviewee do most of the talking.
2. Reinforce the interviewee for responding. You can do this by nodding, eye contact, and an interested listening position.
3. If she gets off the subject, you can repeat your question and/or do the reverse of #2.
4. Answer all of her questions but do not violate the confidentiality of others you may have interviewed.
5. If you need clarification of a response, paraphrase the response and ask if your paraphrase is accurate.