



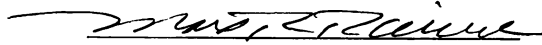
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A STUDY OF THE EARLY ADULT DEVELOPMENT
AND MOTIVATION FOR ENROLLMENT OF WOMEN
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SCHOOL DURING THE AGE THIRTY TRANSITION (AGES 28-32)
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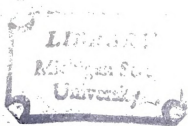
Karen Louise Karelius

has been accepted towards fulfillment
of the requirements for

Ph.D. degree in Administration and
Curriculum


Major professor

Date April 20, 1982



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By

Karen Louise Karelius

A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
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ABSTRACT

A STUDY OF THE EARLY ADULT DEVELOPMENT AND MOTIVATION FOR ENROLLMENT OF WOMEN AND MEN WHO ENROLLED IN GRADUATE SCHOOL DURING THE AGE THIRTY TRANSITION, AGES 28-32

By

Karen Louise Karelius

The study described, analyzed and compared the early adult development (ages 22-32) of women and men who enrolled in graduate school during the Age Thirty Transition and investigated their motivation for enrollment.

Newly enrolled American masters degree level students ages 28-32 at Michigan State University were identified as the research population. Forty-one percent of the population or 37 persons, 19 women and 18 men, participated in the study. A group administered questionnaire session gathered life histories on the period from age 22 to enrollment at Michigan State University and obtained information about three developmental variables over three time periods — age 22, middle twenties and the current period. The variables assessed were the Dream, important life activities, and the relative importance of career, relationships with others, and personal development.

Both women and men in the study described life dreams in multiple contexts combining career, relationships and/or personal development as important components. Both women and men ranked personal development as a key and persistent goal during early adulthood while career and relationships play an important, although secondary, role. Career and personal development life activities were rated as important by both women and men. However, women rated issues related to "becoming my own person" and establishing a network of friends as important during their middle twenties and at the current period while men rated relationships with significant women as important at the current period.

Women are more apt to change their life structure radically during early adulthood while men tend to make less radical alterations. Men and women enroll in graduate school for similar reasons often related to career development. The majority of participants have recently been through a transition in their lives and graduate enrollment was seen as a way to consolidate those changes by either increasing career options, enhancing self-discovery or building self-esteem. More men than women perceived graduate school as helpful in making changes in their lives, primarily for reasons of a better job or enhancing self-discovery.

DEDICATION

To the Transcendent Power
Which empowers us,
Protects us and
Offers us moments of vision

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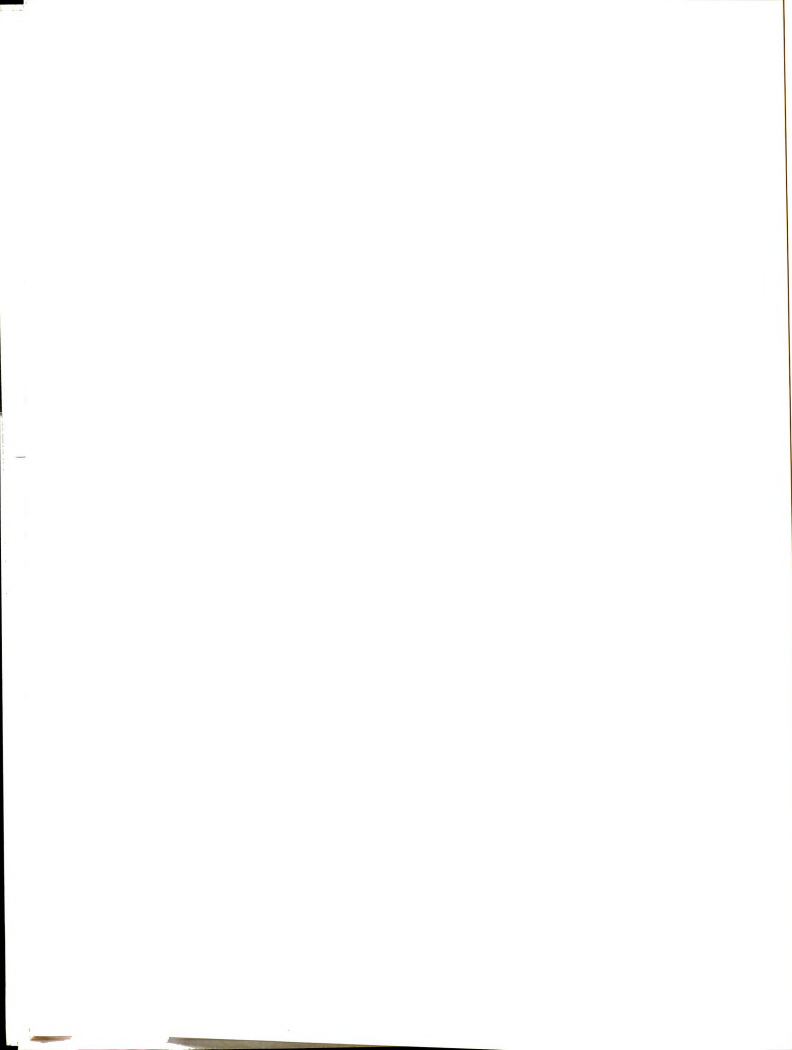
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CHAPTER I
INTRODUCTION

"To every thing there is a season,
and a time to every purpose under heaven"
(Ecclesiastes 3:1)

Introduction to the Problem

Humankind has been concerned about the stages of life since the beginning of time. In order to solve the riddle of life experience, man created myths and systems of thought that accounted for changes in the human life course. Drawing parallels between the time of day and the ages of humankind provided ancient thinkers with an explanation and assurance that there was a regularity in the patterns of life experience. The seasons of the year also came to represent the stages of humankind with times of beginning, fullness, harvest and .

In modern times, a society such as our own is characterized by complexity and change. It is in such a setting that other attempts to understand the human life cycle have begun. A resurgence of interest in adulthood in the last decade is evidence of the desire of many to understand the course of human life, to find some dimensions of continuity among humankind. Research has now taken the place of speculation, although both share the desire to describe and explain phenomena.

An important contribution to the study of patterned adult development was made by Daniel Levinson. Levinson's Season of a Man's (1978) was a landmark study conducted on the lives of men,

structing with them the seasons of their lives from childhood through middle adulthood.

The theory of adult development that emerged from Levinson's research using the biographical method reflected the complexity and the continuity of life experience. Perhaps Levinson's most important contribution is the notion of the evolution of the life structure through alternating periods of structure building (stability) and structure revision (transition). This process of adaptation stresses the dynamic, not static, nature of the adult life cycle.

However, Levinson's study was drawn from a sample of men and may not mirror male experience. Studies on adult life cycle development have shown that most major differences in adult life are attributed to experience rather than age (Neugarten, 1968; Lowenthal, 1975; Sheehy, 1977). In order to discover more about human development using Levinson's general theory of the evolution of the life structure, this study was designed to investigate the adult development of graduate level women and men at one "season," the early adult period. The early adult period, for purposes of this study, is the period from age 22 to age 32, which includes Levinson's "Entering the Adult World" stage, ages 22-28, and the "Age Thirty Transition" ages 28-32. Levinson's theory presented several concepts new to the study of adult development: the importance of a Dream, Mentor and Special Person to a man's adult development. This study investigated the Dream and Special Person in women's and men's early adult development, as well as the life activities that were important to women and men in this period.

The early adult development of women and men was also investigated in terms of the relative importance assigned by participants to the areas of career, relationships and personal development during the early adulthood. The study also investigated the evolution of life structures of women and men over the early adulthood using autobiographical essays as the information base.

Research linking adult development with higher education participation indicated that adults may use education as a means to bring about changes in their lives (Weathersby 1977; Mezirow 1978; Pelowski 1979).

Interested in the role higher education plays in adult development, this study investigated the reasons why adults enrolled in graduate school during the Age Thirty Transition.

The Purpose of the Study

The purpose of this study is to describe, analyze and compare the adult development (ages 22-32) of women and men who have enrolled in graduate school at the Age Thirty Transition and investigate their motivation for graduate enrollment. More specifically, the study seeks to answer the following research questions.

How do adult women and men in graduate school describe their early adult lives in terms of:

- The presence or absence of a Life vision and its nature at age 22, middle twenties and ages 28-32 (current period)?
- The life activities that were important to them at age 22, middle twenties and ages 28-32 (current period)?

- c. The relative importance of the issues of career, relationships with others and personal development at age 22, middle twenties and ages 28-32 (current period)?

Using Levinson's concept of the life structure, how do adult women and men in graduate school describe their early adult lives (ages 22-32) as a whole?

How do adult women and men in graduate school describe the motivation for graduate enrollment in terms of

- a. The reasons for enrolling in a graduate program at MSU;
- b. The rationale for enrolling now;
- c. The presence or absence of a catalyst event for enrolling and the nature of the catalyst;
- d. The feeling of relative transition or stability in their lives now?

Design of the Study

population

The population consists of 92 first time American masters level student men and women ages 28-32 enrolled fall term, 1981, at Michigan State University.

subjects

Thirty-seven persons, 19 women and 18 men, agreed to participate in the study, representing 41 percent of the population.

method

All subjects in the population were mailed a letter explaining the study and asking them to participate in a group questionnaire session.

Those who were interested in participating in the study were telephoned regarding the time and date of the group questionnaire sessions. The group questionnaire sessions were one and one half hours in length.

Data collected from the questionnaire were analyzed to obtain specific descriptive information of women and men in their early adult period involving information about their Life Dream, important life activities and relative importance of areas of career, relationship and personal development. Autobiographical essays of the period age to enrollment written by the participants were used for analysis of life structure. Information on graduate enrollment was also gathered. Responses were compared according to the variable of gender.

Questionnaire

The questionnaire was designed to collect data related to these areas:

1. The presence or absence of a life vision and its nature;
2. The important life activities of the early adult period;
3. The relative importance of career, relationship and personal development;
4. The overall perspective of early adulthood in terms of the life structure;
5. The reasons for enrolling in graduate school now, the presence or absence of a catalyst to enroll, and the feeling of relative stability or transition in the current lives of participants.

The questions were designed to reflect the literature on adult development. Items from Weathersby's questionnaire related to college enrollment were also used. The questionnaire went through a pilot

ng and validation. The procedures used for the group
istration were also pilot tested.

Definition of Terms

Life Structure: A concept, created by Daniel Levinson, that
ses on the boundary between the individual and society. Adult
velopment is seen as the evolution of the life structure. Levinson
es

The life structure is the pattern or design of a person's life
at a given time. It stems from the engagement of self and
world, and its intrinsic ingredients are aspects of the self
and aspects of the world....The life structure mediates the
relationship between individual and environment....A given
life structure, once stabilized, facilitates the living out of
certain aspects of personality while limiting others and
facilitates the person's use of certain aspects of the
external world while limiting the use of others. (Levinson
1981:68-69)

components of the life structure are the person's relationships
n various aspects of the external world. One or two components
e a central place in the life structure. Occupation and marriage
family are usually the central components.

Period of Stability: Levinson writes that adult life is
racterized by "periods of stability" and "periods of transition" in
life structure. He says that "the primary task of every stable
od is to build a life structure:

A man must make certain key choices, form a structure around
them, and pursue his goals and values within this
structure....Each stable period has additional tasks of its
own which reflect its place in the lifecycle and distinguish
it from the other stable periods. A stable period ordinarily

last six or seven years, ten at the most. For various reasons, internal and external, the life structure that has formed the basis for stability comes into question and must be modified. (Levinson 1978:49)

Period of Transition: A transitional period terminates the existing life structure and creates the possibility for a new one. Levinson says

The primary tasks of every transitional period are to question and reappraise the existing structure, to explore various possibilities for change in self and world, and to move toward commitment to the crucial choices that form the basis for a new life structure in the ensuing stable period. Each transitional period has other, distinctive tasks reflecting its place in the lifecycle. These periods ordinarily last four to five years. (Levinson 1978:49)

The vision: Levinson writes that "in its primordial form, the vision is a vague sense of self-in-adult-world. It has the quality of vision, an imagined possibility, that generates excitement and vitality." (Levinson 1978:91). The vision of one's personal future is usually articulated in a professional or occupational context, although research has shown that women's visions might involve a strong interpersonal context (Stewart 1977).

Early Adult Development: The period of life, ages 22-32, described as "Entering the Adult World," the "Age Thirty Transition" by Daniel Levinson.

Entering the Adult World: The age period, ages 22-28, described by Levinson that involve a number of basic processes: exploration of self and world, making and testing provisional choices, searching for

alternatives, increasing one's commitments and constructing a more integrated life structure. (Levinson 1978:78-79).

Age Thirty Transition: A period, usually around ages 28-32, "that connects two structure-building periods -- Entering the Adult World in the twenties and Settling Down in the thirties. The Age Thirty transition provides an opportunity to work on the flaws in the life structure formed during the previous period and to create the basis for a more satisfactory structure that will be built in the following period." (Levinson 1978:84).

Assumptions

This study is based on the assumption that the adult life course is typified by periods of stability and transition and that within each period certain psychosocial issues are addressed and accompanying developmental tasks are pursued. The period Ages 22-28 is assumed to be a structure building period and Ages 28-32 a period of structure revision. There may be a period midway in the age 22-28 period that constitutes a change in some degree in the lives of persons.

It is assumed that there may be differences between women's and men's early adult development related to issues of a Dream, important life activities and the relative importance of issues related to career, relationships with others and personal development.

It is assumed that return to a graduate degree program may in part contribute to or facilitate the "Age Thirty Transition" from one life structure to another life structure.

Limitations

This study is limited to being descriptive and exploratory in nature. This study of adult development using Levinson's theory of the life

structure is still in its infancy.

This study is limited to the use of a single questionnaire designed specifically for the research. The structure of the questionnaire includes a section for an autobiographical essay while also including questions that aid in the identification of specific issues in the early adult period.

The study is limited to studying the life dreams of women and men, the important life activities during early adulthood and the relative importance of issues of career, relationships with others and personal development.

The age range of the study is limited so that further, indepth information could be gathered on a specific season in adult life.

The study is limited to newly enrolled master's level students who are American citizens.

Since this study was conducted with a voluntary sample of a population of first time masters degree students at MSU, the persons electing to participate may not be representative of the entire population.

The study is limited by lack of time and finances to fully explore each subject's life in depth. It can only begin to make some observations about the early adult development of women and men.

The data reflects one age group isolated in historical time, a highly educated group what was drawn from one midwestern university. This necessarily limits the generalizability of the findings.

Significance of the Study

The study offers information on adult women's and men's utilization of higher education that may prove helpful to graduate departments and professors, admissions offices and student affairs personnel in designing teaching strategies, recruitment and supportive services in higher education.

The information gathered in this study may give a glimpse into the lives of women and men who will continue to influence public policy primarily because they are members of the Baby Boom generation. Knowledge of this group's visions may give policy makers and members of service professions indications of the direction of employment trends and social roles. These graduate students may also be the future policy makers in this country. Understanding their life stories may give insight into the policy directions of the next century. The lives of these women and men may provide inspiration for those who have thought they could not pursue advanced graduate work and maintain their other valued roles.

Finally this study begins to add specific information to the model of adult development drawn by Daniel Levinson. The study of adult development is new and the methodological issues surrounding the study of lives using Levinson's concept of the life structure are complex. Further research needs to be conducted using additional methods. Further studies need to be conducted on other age ranges in other settings to "fill out" the broad structures drawn by Levinson. Through information about both women's and men's lives, we may begin

see commonalities and divergencies that add to our understanding of the complex tapestry we call the human experience.

Overview of the Dissertation

Chapter 1 presented the general problem and purpose of the study along with a brief discussion of the research design. Definitions, assumptions, limitations and the significance of the study were also presented.

In Chapter II, literature are reviewed with emphasis on adult patterned development, Levinson's theory of the evolution of the life structure, gender differences in adult development and adults' uses of higher education. Discussion sections follow each subchapter of the review and the chapter closes with a summary.

The design of the study is described in Chapter III, providing information about the evolution of the questionnaire and its rationale based on the literature. The chapter provides information about the method of data collection, the analysis of the data and the research population and participant group.

In Chapter IV an analysis of the data is presented. The three developmental variables chosen for study provide a major subsection of the presentation of data. A life structure analysis of the early adult development of participants is presented in a second section and motivation for graduate enrollment constitutes the third subsection of Chapter IV.

A summary of the study is given in Chapter V. A discussion of the findings, using the research questions as major headings, follows. Finally, implications for further study are suggested.

CHAPTER II

REVIEW OF THE LITERATURE

In order to present a perspective on the adult development of men and women graduate students ages 28-32, a review of the literature on adult life in general along with a detailed description of Daniel Levinson's theory of adult development has been conducted. Literature on gender differences in adult development has also been reviewed along with the literature on adults' uses of higher education.

The presentation of this review of literature is divided into the following sections:

1. Adult Development

Perspectives on the Study of Adult Life

Patterned Development and Stage Theories

Discussion and Summary

2. Daniel Levinson's Theory of Adult Development

Evolution of the Life Structure

Discussion and Summary

3. Gender Differences in Adult Development

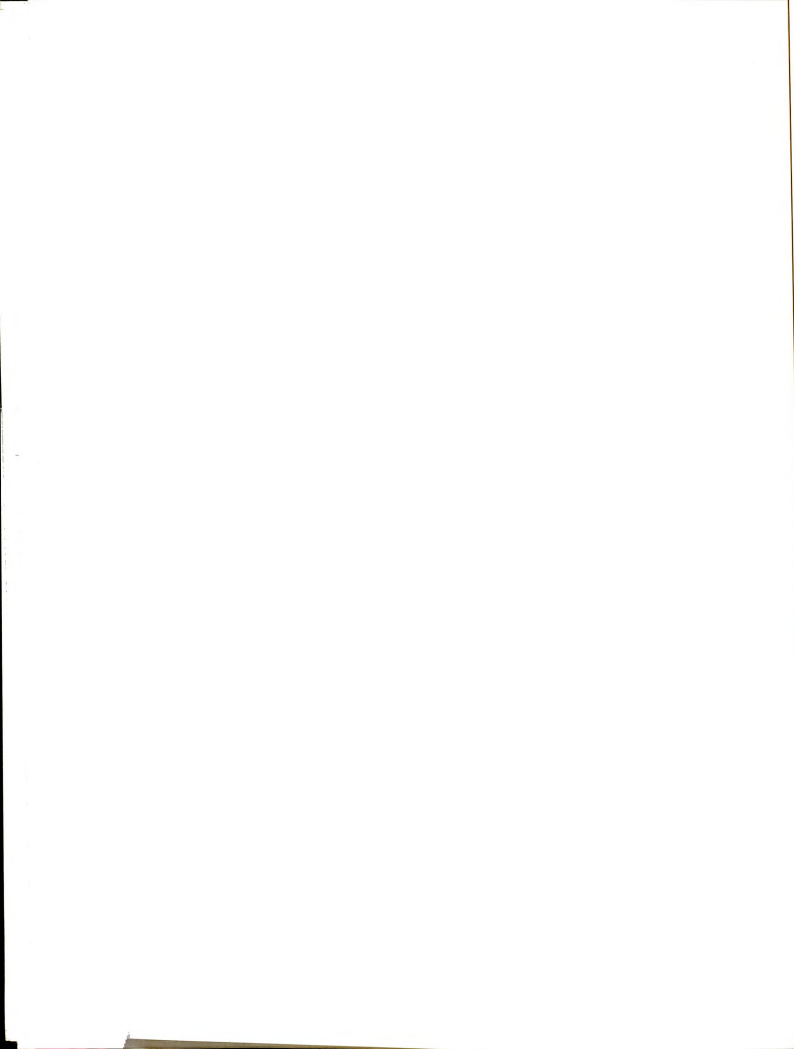
Men and Women at Mid-Life

Agency and Communion in Adult Life

Sex Roles and Reproductive Differences

The Early Adult Development of Men and Women

Summary



4. Adults' Uses of Higher Education

Characteristics and Motivations of Adult Learners

Adult Development and Participation in Higher Education

5. Summary of Review of Literature

ADULT DEVELOPMENT

Perspectives on the Study of Adult Life

The study of the adult years is not an entirely new intellectual movement. Historians, politicians, economists, social psychologists and sociologists have studied behavior and trends in adult life. What is novel about research on adults now is not with adult behavior as such but rather with adulthood. The preoccupation is now with the study of the processes of adaptation and change in the life situation over the span of the adult years.

Neil Smelser, in "Issues in the Study of Work and Love in Adulthood", aptly sets the stage upon which the drama of the study of adulthood is currently played. (Smelser, 1980) He suggests that the main concern of adult life researchers is on whether life processes in the adult years are patterned, and if so, how they are patterned. Whether conceived as noncumulative change or as patterned development, the study of development is typified by diverse and noncomparable intellectual frameworks that make it difficult if not impossible to attempt a theoretical synthesis or a general stocktaking of empirical findings.

This review of the adult development literature discusses the theory and research on patterned development in adulthood.

Patterned Development and Stage Theories

The field of "depth psychology", founded by Sigmund Freud, has contributed greatly to the view of adult development. Freud created a theory of personality encompassing its unconscious as well as conscious aspects and showed how personality development in childhood profoundly affected one's life in adulthood. Freud was inclined to

regard adulthood primarily as a scene in which the early unconscious conflicts of childhood were re-enacted, rather than as a time of further development.

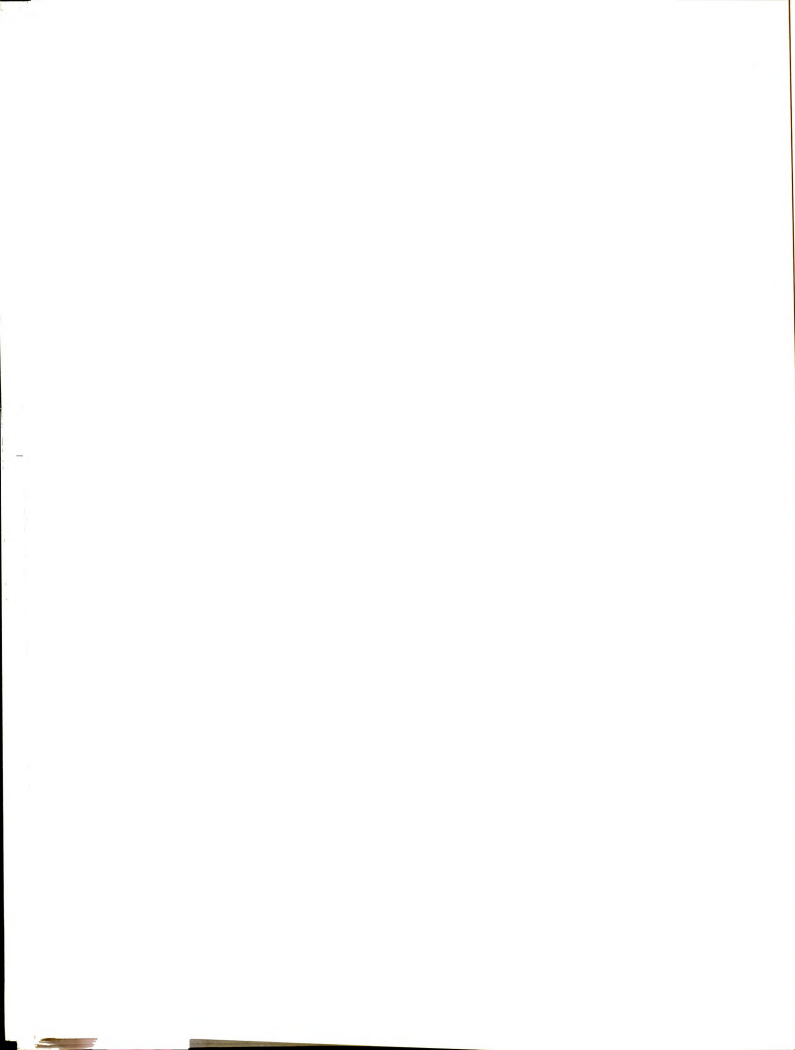
Carl G. Jung, a disciple of Freud and a leading member of the newly forming psychoanalytic movement, offered new insights into the nature of adulthood. His views represented a radical departure from Freud's views and in 1913 he split with Freud to form his own school, Analytical Psychology.

There were many intellectual differences between Freud and Jung, but the most strong was Jung's objection to the narrow focus Freud placed on childhood development, sexual development and the influence they had on adult problems, conflicts and creativities. Jung proposed a conception of the entire life cycle giving particular attention to adult development and "the second half of life".

Jung's Stages of Life

Jung, in "Stages of Life", wrote that the young adult, as part of normal development, is still highly caught up in the emotional involvements and conflicts of childhood and is hardpressed to cope with the demands of family, work and community. Personality cannot reach its full growth by 20. But by mid-life, Jung suggests, an opportunity for fundamental changes starts, the so-called "noon of life" (Jung, 1933). Jung believes that a developmental process begins at mid-life, which he calls individuation.

As Jung conceives the term, individuation is a developmental process through which a person becomes more uniquely individual. Acquiring a clearer and fuller identity of his own, a person becomes better able to utilize inner resources and pursue his own aims. Jung

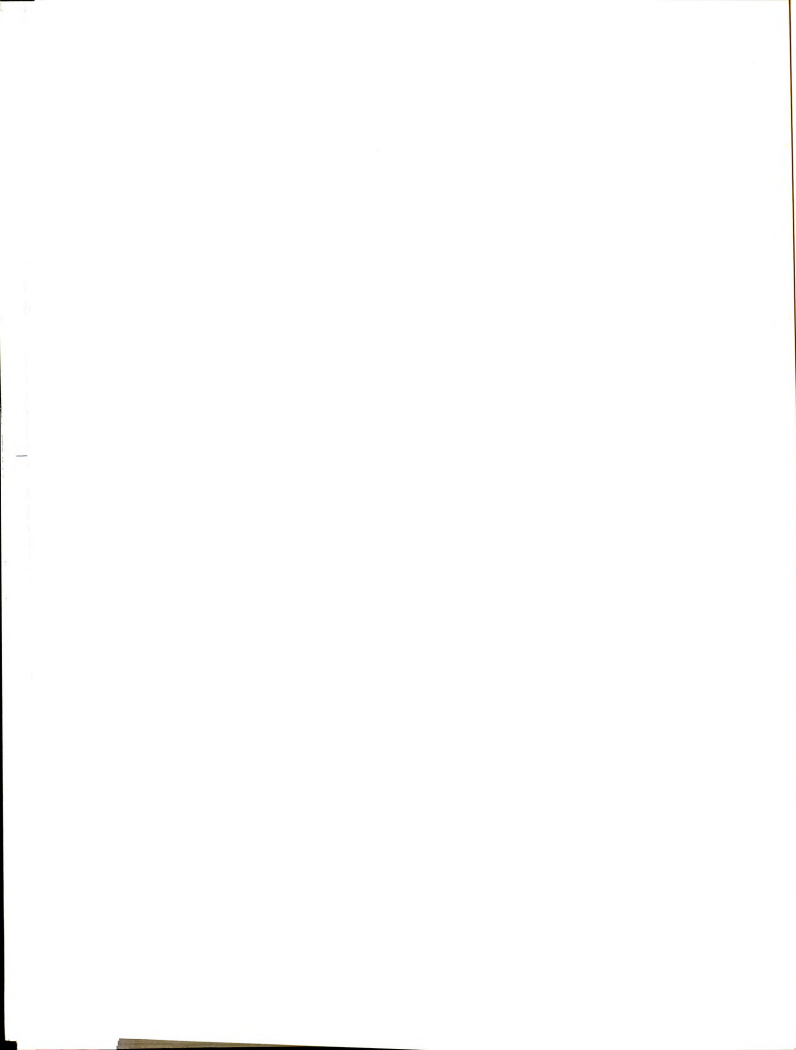


believes that until the late thirties a man's life is of necessity rather one-sided and imbalanced. Many valuable aspects of the self have been neglected or suppressed. Of the four psychological functions Jung posits -- thought, feeling, intuition, sensation--that must all be exercised at one time or another during life, only one or two are likely to have developed much. It is possible, Jung believes, to strengthen the formerly weaker functions and lead a more balanced life at midlife.

Jung's notion of balance, equilibrium and compensation during adult life has influenced later thinkers on adult development. Jung is viewed by many as the father of the study of adult development, for he was the first to see that development in human life extends beyond childhood into the adult years.

Buhler and Frenkel-Brunswick

By the 1930's, two biographers appeared to describe human development across the increasing life span (Buhler 1933; Frenkel-Brunswick 1936). Charlotte Buhler took exception to the widely accepted homeostatis theory. Through the study of biographies, she concluded that the ultimate goal in a human being's life was not equilibrium or an absence of tension, but "fulfillment", which would be attained by achieving certain goals, both internally and in the external environment (Buhler 1977). Achieving the ultimate goal required a changing emphasis throughout the life-cycle of desirable goal patterns:



In the age period, 18-25, the need for adaptive self-limitation would be sought in the tentative commitment to an adult occupational goal;

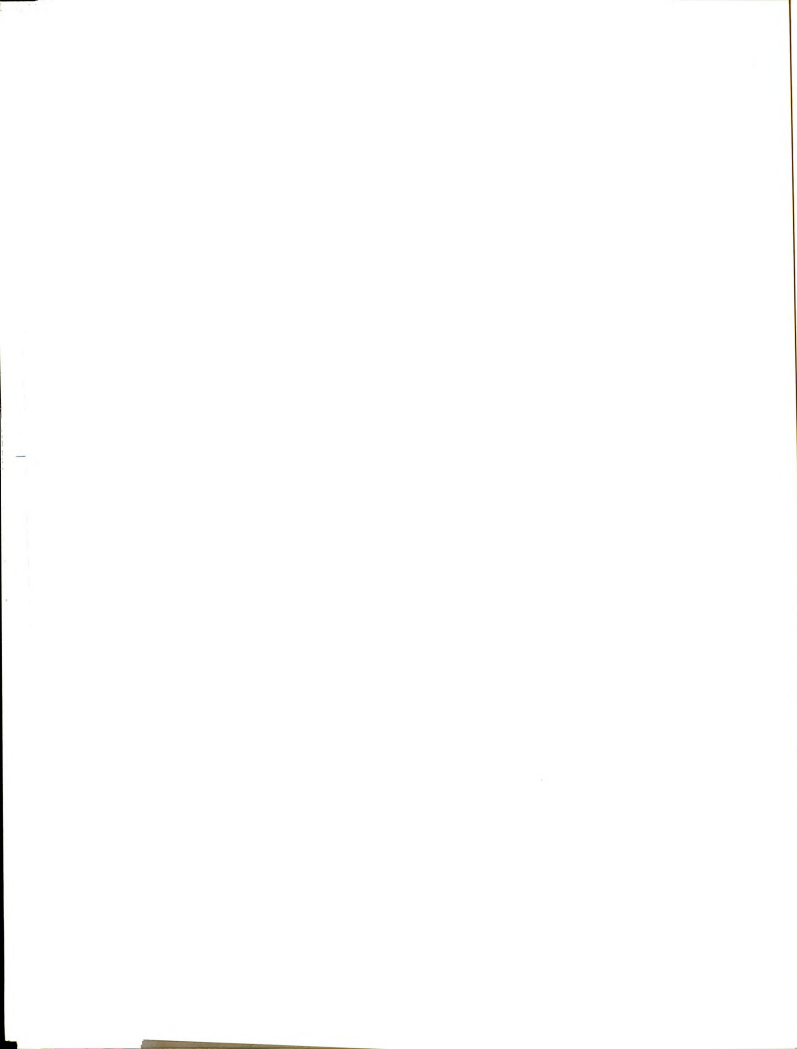
In the age period, 25-45, the need for creative expansion would find satisfaction in occupation, marriage, and family development;

In the age period, 45-65, the need for the establishment of inner order would be sought in critical self-assessment; And in the period beginning about age 65, through rest and retirement, an adult would seek self-fulfillment (Chickering 1981).

While Buhler was concentrating on changes in goals in human development, Else Frenkel-Brunswick was studying successive phases in the life span (Frenkel-Brunswick 1936). Examining the biographies of 400 men and women, Frenkel-Brunswick concluded that every person passes through five periods in the life cycle. In the first period, from infancy to age 16, the child lives at home. In the second (ages 17-28), the youth leaves his family and builds new activities. In the third period (ages 29-49), called "the culmination of life", vocation and home are established. In the fourth (ages 50-64), activities decrease, losses take on greater importance, and a change in the type of work is noted, especially where sport or physical labor is concerned. The fifth and final period, age 64 until death, is often introduced by complete retirement from one's profession.

Erikson's Eight Stages of Man

With the increasing complexities posed by a modern, industrial society and the longer lives of men and women, Erik Erikson emerged as an explorer of adult development. Using a biographical method and a combined historical-sociological-psychological mode of analysis (Levinson 1978), Erikson published Childhood and Society as "the study



of the ego's roots in social organization" (Erikson 1950).

Erikson posited eight developmental stages extending from infancy to old age. Each successive stage was initiated by a crisis or critical step, "characteristic of turning points, of moments of decision between progress and regression, integration and retardation" (Erikson 1950:270-271). The progression from one stage to another allowed for individual variations in tempo and intensity, as well as for the need to renegotiate earlier issues.

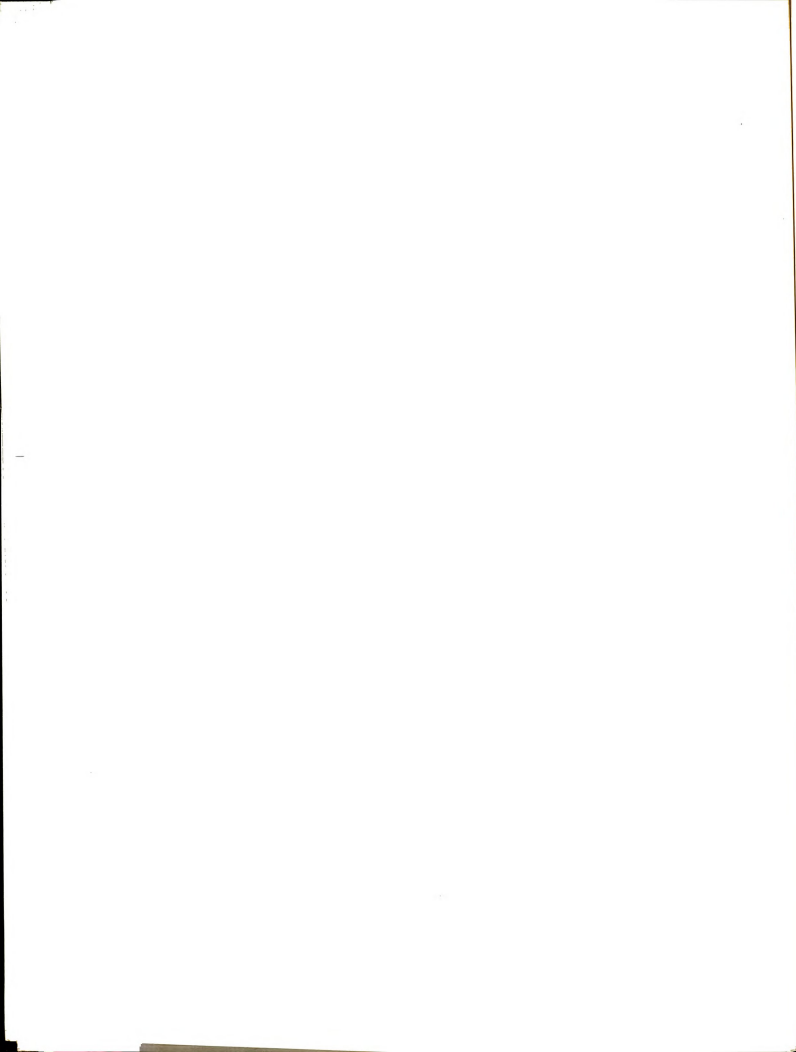
The qualities confronted in Erikson's "eight ages of man" are expressed in the following list of chronological periods and ascribed polarities:

1. Infancy: Basic Trust vs. Mistrust
2. Early Childhood: Autonomy vs. Shame and Doubt
3. Play Age: Initiative vs. Guilt
4. School Age: Industry vs. Inferiority
5. Adolescence: Identity vs. Role Confusion
6. Young Adulthood: Intimacy vs. Isolation
7. Adulthood: Generativity vs. Stagnation
8. Senescence: Ego Integrity vs. Despair

By providing a historical and intellectual link between Freud and Jung, Erikson contributed to a scholarly tradition from which current thinking about adult development has grown (Levinson 1978:5).

Developmental Tasks

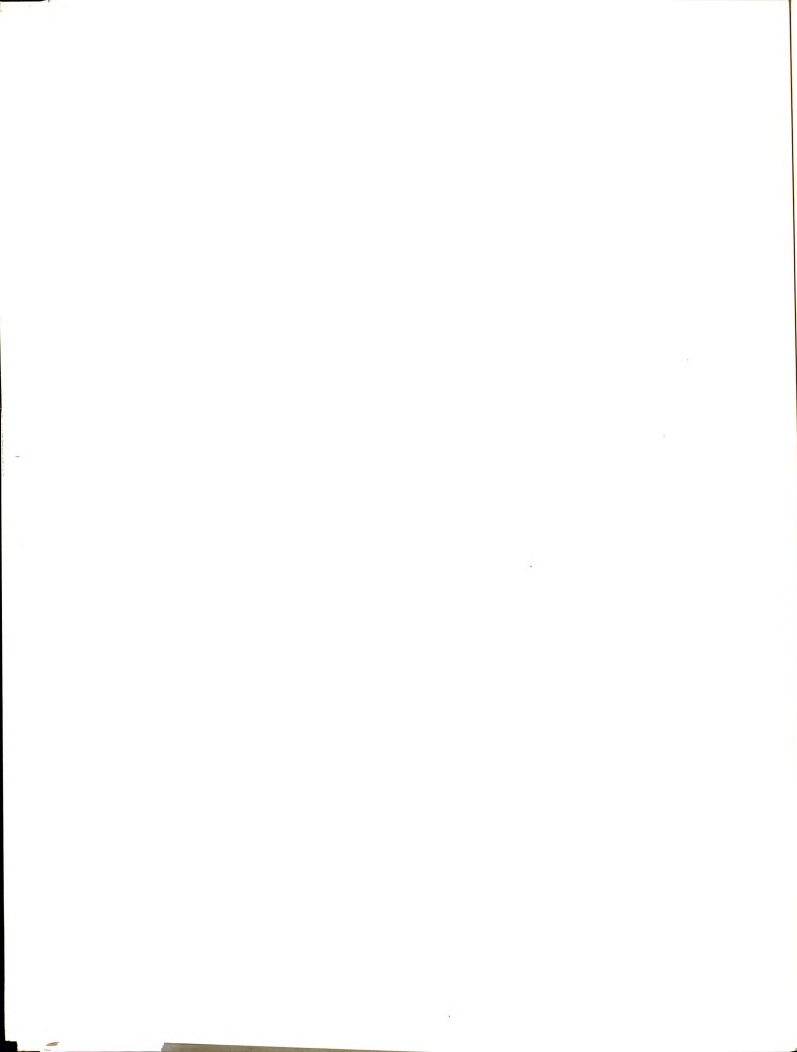
What emerged in the early 1950s was the concept that growth necessitated the learning of tasks which arise at or about a certain



period in a person's life, and which must be mastered in order to succeed with later tasks and further growth (Havighurst 1957). One of the first authorities to carry the developmental tasks beyond the stages of childhood and adolescence was Robert Havighurst. Building on Erikson's assumptions of sequence throughout the lifecycle, Havighurst believed that developmental tasks arise from a combination of factors, including the individual's physical maturation, cultural pressure, personal values and aspirations (Havighurst 1957). The point at which these factors merge to initiate change is what Havighurst called "the teachable moment", or the critical period when a person may be ready to achieve a certain task (Havighurst 1957).

Havighurst divides the adult years into three phases -- "early adulthood", "middle age", and "later maturity". He identifies ten social roles of adulthood: worker, mate, parent, homemaker, son or daughter of aging parents, citizen, friend, organization member, religious affiliate, and user of leisure time (Knowles 1970:46). The requirements for performing each of these social roles change, according to Havighurst, as persons move through the three phases of adult life, which set up changing developmental tasks, and changing readiness to learn.

Chickering and Havighurst (1981) have updated the developmental tasks of adulthood to include the mid-life transition and late adult transition. They summarize the developmental tasks of the adult years in the following way:



Late Adolescence and Youth, ages 16-23

1. Achieving emotional independence
2. Preparing for marriage and family life
3. Choosing and preparing for a career
4. Developing an ethical system

Early Adulthood, ages 23-35

1. Deciding on a partner
2. Starting a family
3. Managing a home
4. Starting in an occupation
5. Assuming civic responsibilities

Midlife Transition, ages 35-45

1. Adapting to a changing time perspective
2. Revising career plans
3. Redefining family relationships

Middle Adulthood, ages 45-57

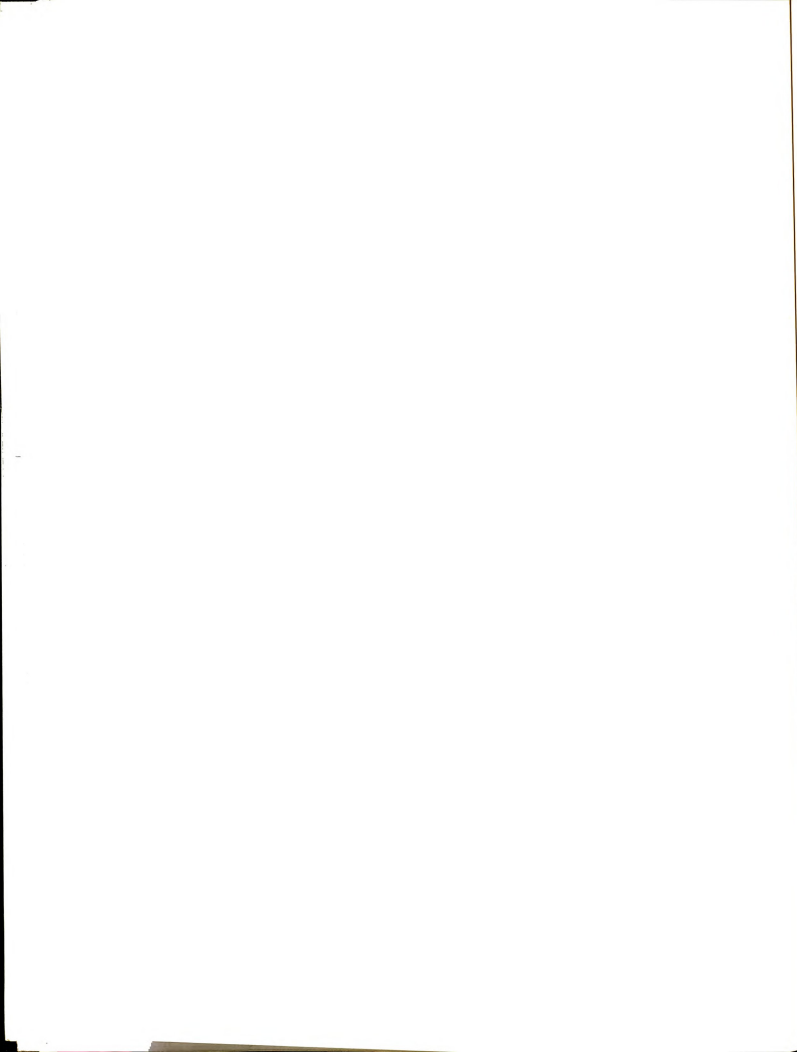
1. Maintaining a career or developing a new one
2. Restablizing family relationships
3. Making mature civic contributions
4. Adjusting to biological change

Late Adult Transition, ages 57-65

1. Preparing for retirement

Late-Adulthood, ages 65+

1. Adjusting to retirement
2. Adjusting to declining health and strength
3. Becoming affiliated with late-adult age groups



4. Establishing satisfactory living arrangements
5. Adjusting to the death of a spouse
6. Maintaining integrity

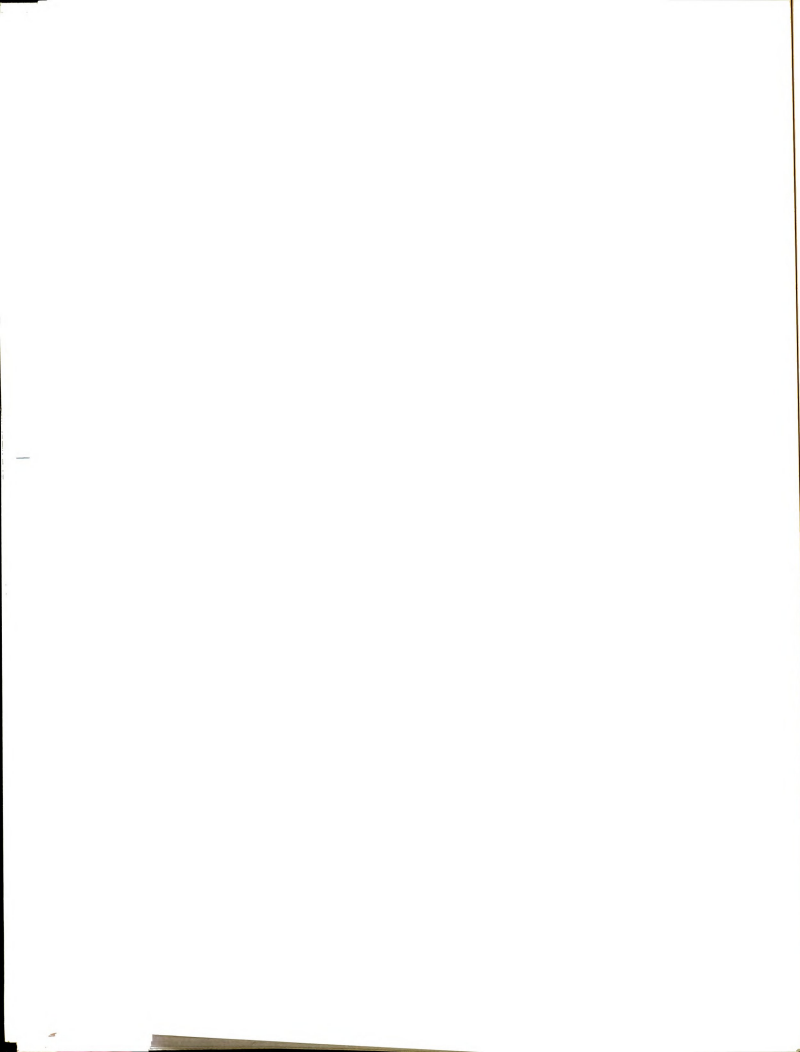
Chickering and Havighurst write that during early and middle adulthood, social demands and personal aspirations dominate in setting and defining major developmental tasks.

Hierarchical Developmental Theories

The concept of developmental periods in adulthood began to be viewed not only from the standpoint of chronological age and life stages but also from the standpoint of hierarchical development of intellectual and moral reasoning. Two specific areas of human development came into focus in the late 1960s: (1) the intellectual and ethical development of late adolescence and youth (Perry 1970); and (2) the moral development of persons across the life span (Kohlberg 1969).

What differentiated Perry's and Kohlberg's work from the previous adult developmental theorists was the concept of hierarchical development. They proposed systems of development that were ideal in nature. Not all adults would reach the highest level of intellectual or moral development; adults could be found to reside in any of the categories.

Perry's (1970) study of the relationship between intellect and morality among Harvard male undergraduates determined that there is a progression along a series of intellectual and ethical positions. Freshman students demonstrate simple, dualistic thinking, viewing behavior in terms of "we-right-good" and "other-wrong-bad". Through a



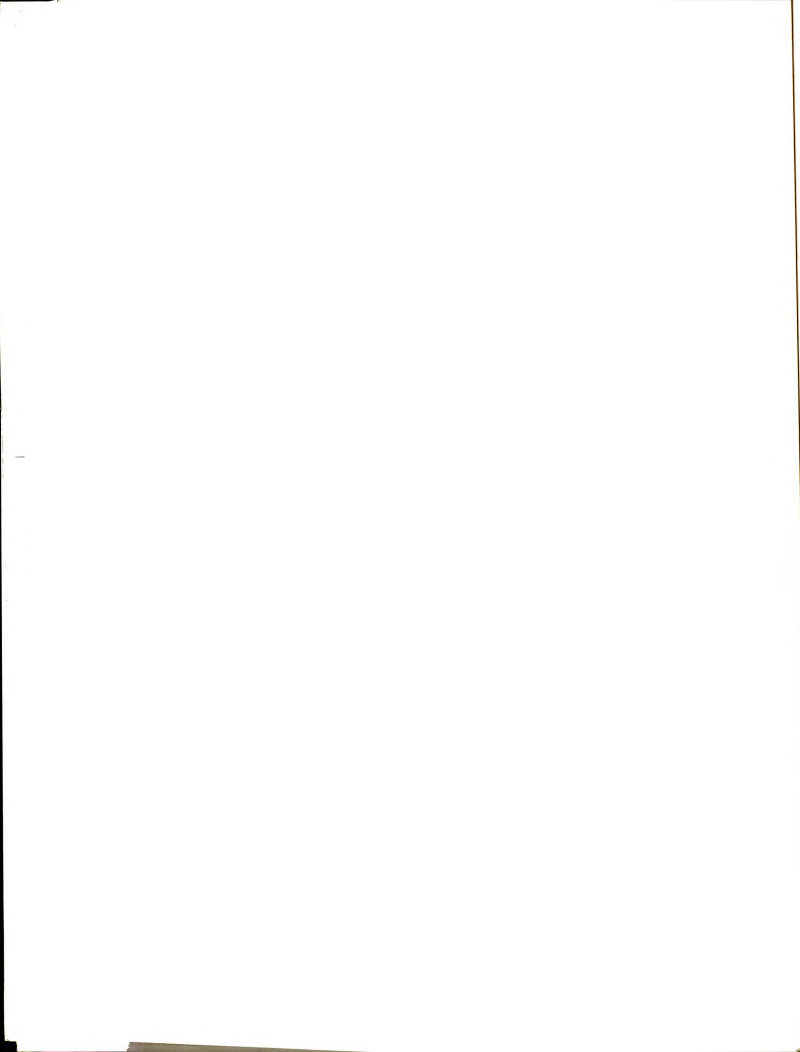
progression of changing views and opinions, students develop a contextual and relativistic perspective assuming responsibility for thoughts and actions on the basis of personal commitment (Chickering 1981:56).

Lawrence Kohlberg (1969), again studying Harvard male undergraduates in particular, concluded that the highest levels of moral development occur during adulthood. He suggests that human beings proceed from a sense of morality oriented toward punishment and obedience (stage 1); to moral judgment oriented toward the self and reciprocity (Stage 2); to a morality of mutual trust (Stage 3); to moral judgment aimed at maintenance of the social order through rules and roles (Stage 4); to a morality reflected in an emphasis on conscience (Stage 5); to moral judgment oriented toward abstract ethical principles, emphasizing justice for all (Knox 1977:377-380).

The increase in the publication of research and theory of adult development apparent in the 1960s continued at an even greater rate of productivity in the 1970s.

Increase of Studies in 1970s

The reasons for the increasing interest in the social-psychology of adulthood, Neil Smelser suggests, are related to social changes and the fact that the adult years are "almost the only phase left to investigate" in the life-cycle (Smelser and Erikson 1980). Improved health, a concentrated experience with death at mid-life, a decrease in physical activity related to work, and changing sex roles within the family have affected the focus on adulthood, writes Janet Giele (Smelser and Erikson 1980). Scholars, trained in the 1950s and 1960s,

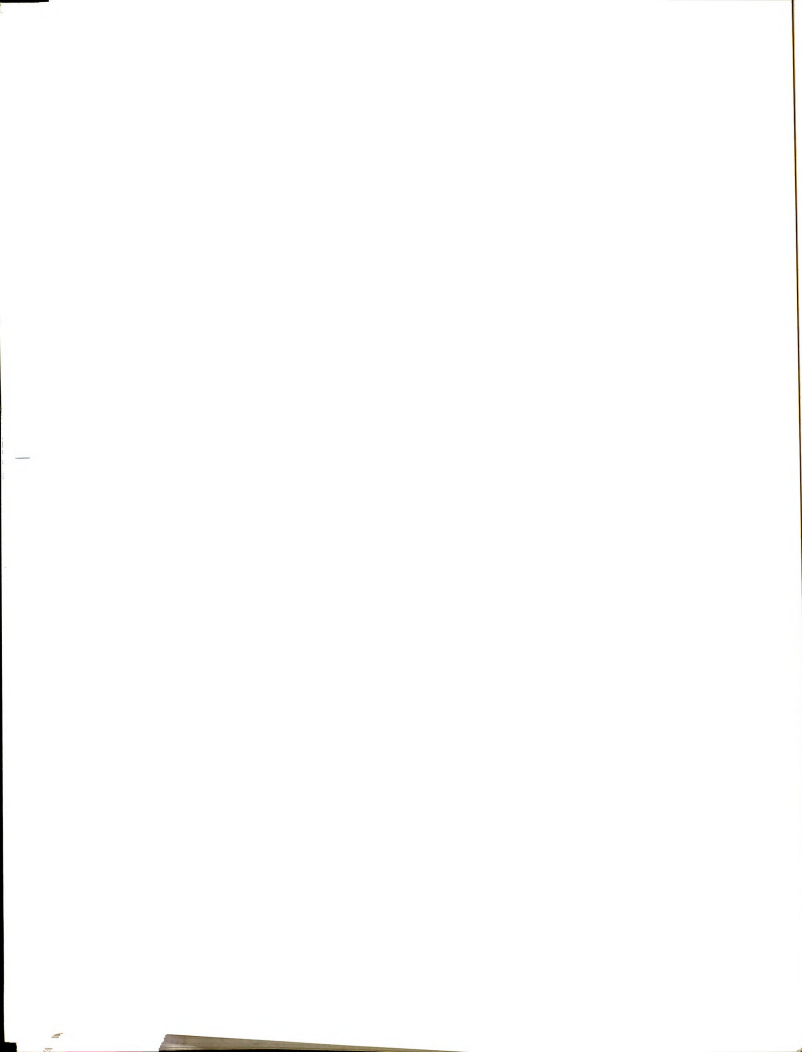


are now themselves experiencing the challenges of mid-life, and are using the academic setting to explore both personal and professional issues, Smelser argues.

Along with changing social circumstances in the 1970s came a change in the focus of research dealing with adult life. What is unique about the literature of the most recent ten years is a concentration on the process of change throughout the entire life-cycle, with special attention to the adult years. Increasingly, researchers have concerned themselves with how adults adapt to the course of change and the dynamics of the change process itself as people leave a stable state and make a transition to another reality.

Loevinger's Ego Development

The most inclusive of all developmental stage theories applicable to adolescents and adults is Jane Loevinger's scheme of "ego development" (1970). Loevinger synthesized psychoanalytic, humanistic and other strands of psychology with a cognitive developmental approach to structural stages. Like Perry and Kohlberg's work, Loevinger's is hierarchical in nature, stressing the changes in structure of functioning as perceiving the world. Not all adults pass through all the stages but one cannot progress to the next stage without having first gone through or built upon the previous stage. Her model is reminiscent of Maslow's earlier writing about self-actualization and the levels of development, hierarchical in nature, leading to an integration of personal development within a larger context of self-in-world (Maslow 1962).



Loevinger's model, described below, is descriptive of structural changes in ego development and as such deals with the perceptual framework from which the individual operates. This means, in general, that all persons do not view the same reality. Reality is seen through the lens of the level of development at which a person resides. The concept helps illuminate that while a group of persons may view the same event or participate in the same activity, the perceptions can differ significantly, yet all are "right" in their perception from their viewpoint. The eight stages representing broad patterns of change in ego development include:

1. Impulsive stage: fear of retaliation; dependent.
 2. Self-protection stage: fear of being caught; wary.
 3. Conformist stage: conformity to rules; concern with belonging.
 4. Conscientious-conformist stage: aware of self in relation to group.
 5. Conscientious stage: self-evaluated standards; responsible.
 6. Individualistic stage: respect for individuality.
 7. Autonomous stage: coping with conflicting inner needs.
 8. Integrated stage: reconciling of inner conflicts
- (Chickering 1981:53-55).

Gould's Life Phases

The sequence of adult development, as viewed from Loevinger's perspective, is actually an ideal model, one which one aspires to but

may not secure. The sequential changes in adulthood described in two studies by Roger Gould (1972), however, deal more with the concept of life phases as opposed to developmental stages.

Gould reported an observational study of psychiatric out-patients and a questionnaire study of non-patients in 1972. An identification of seven developmental stages between the ages of sixteen and sixty resulted. Gould concluded that the sequence of changes are time-dominated, but not necessarily age specific for any one individual (Gould 1972:531).

Throughout adulthood the following developmental phases are interrelated:

Leaving parents: breaking out	Ages 16 - 18
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Leaving parents: staying out	Ages 18 - 22
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Becoming adult: marriage	Ages 22 - 28
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Questioning life's meanings	Ages 29 - 34
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Continued questioning of values;	Ages 35 - 43
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time is finite; responsibility for
parents as well as children

Occupational "die is cast"; in-	Ages 43 - 50
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terest in friends; reliance on
spouse

Mellowing and warming up; spouse	The 50s
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increasingly important; review of
contributions; concern with health
(Gould 1972).

Levinson's Study Of Men

For years later (1976) Daniel J. Levinson and his associates published the preliminary findings of a study of forty men, ages 18-47. Building on earlier research about life stages and developmental tasks, the authors conclude that men develop through successive periods of life structure building and life structure revision. Levinson et al., posit three developmental periods that characterize adult development.

Early adulthood, roughly ages 20-40

Middle adulthood, ages 40-60

Late adulthood, age 60 and older

These age-linked divisions are comprised of developmental periods and transitions which have their own tasks and concerns. Levinson identified these periods as:

Leaving the Family (starting at age 16-18 and ending at 20-24);

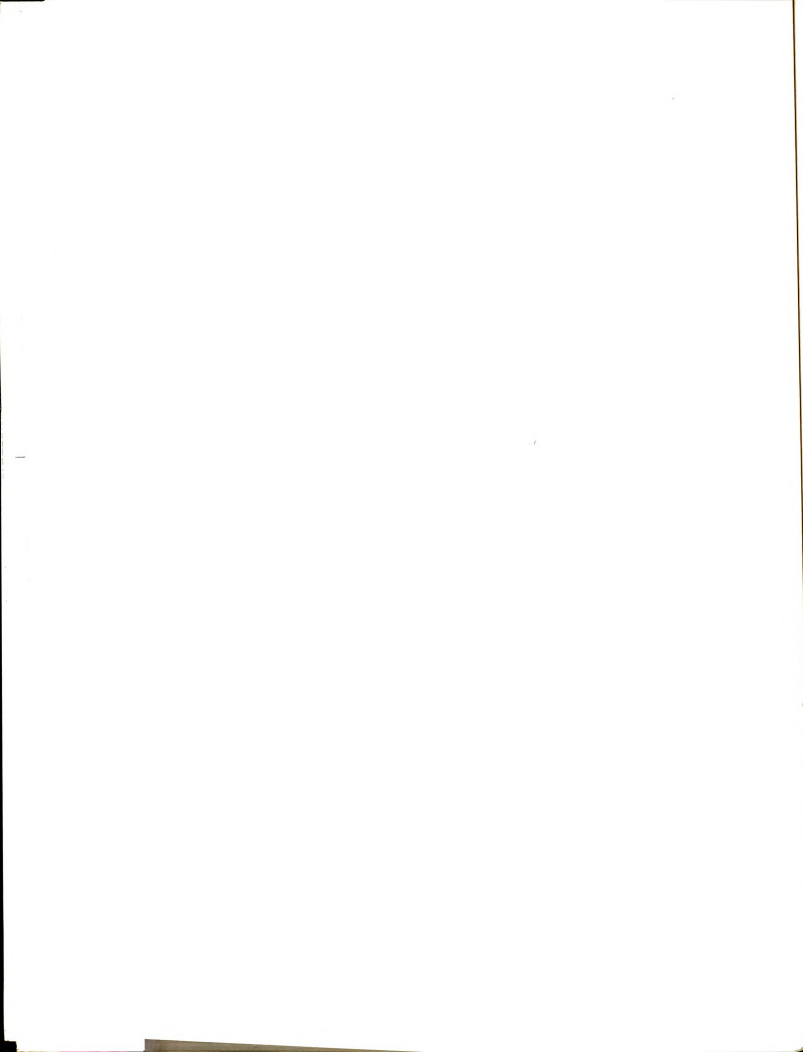
Getting into the Adult World (starts in early 20s and extends until 27-29);

Age 30 Transition (ages 28-32);

Settling Down (begins in early 30s and extends until late 30s or early 40s);

Becoming One's Own Man, or Boom (occurs in the middle to late 30s);

The Mid-Life Transition (starts about age 38 and extends until middle 40s);



Restabilization (3-4 year period around age 45)

(Levinson et al. 1976)

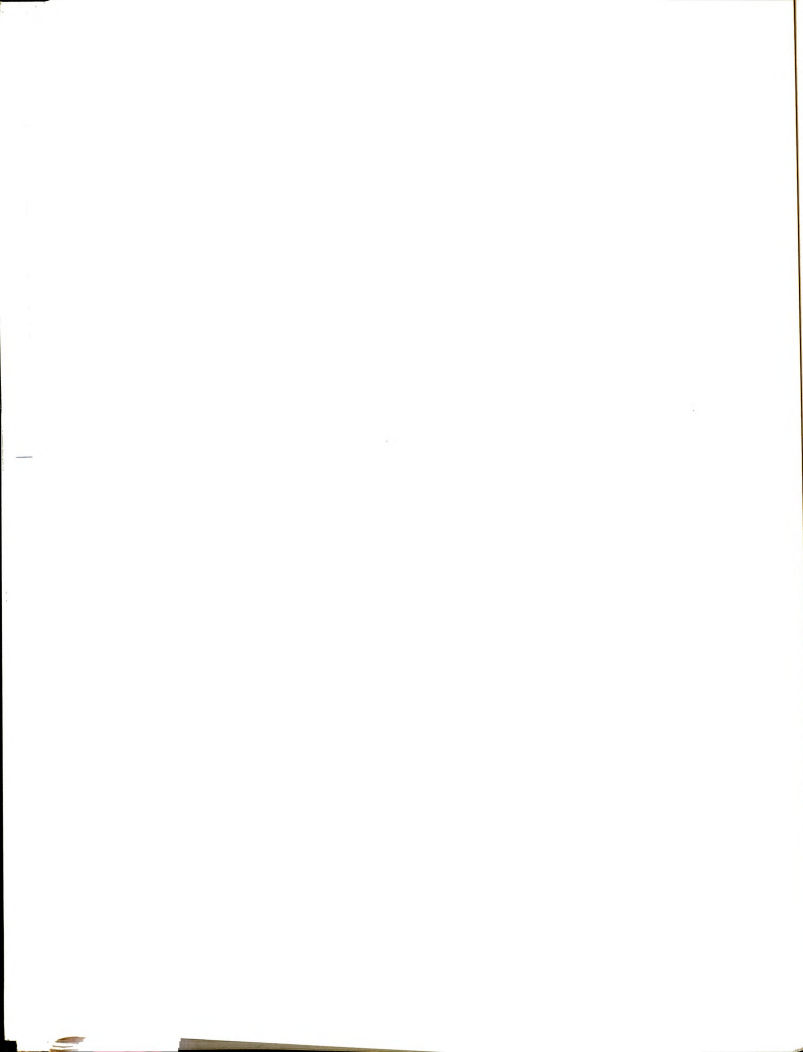
A further elaboration of these findings is found in Levinson's Seasons of a Man's Life (1978) and summarized in Section II of this review of the literature.

Sheehy's Passages

In the same year, Gail Sheehy published the popular book Passages: Predictable Crises of Adult Life (1976), incorporating many of the research findings of Gould and Levinson with her own study of the adult lives of 115 men and women. Comparing the developmental patterns of men and women between the ages of 18 and 55, Sheehy identifies six "passages" or stages in the adult life cycle:

Pulling Up Roots	(ages 18 - 22)
The Trying Twenties	(ages 22 - 28)
Catch-30 Transition	(ages 28 - 32)
Rooting and Extending	(ages 32 - 35)
Deadline Decade	(ages 35 - 45)
Renewal	(after 45).

Together, Gould, Levinson, and Sheehy describe a general pattern in the adult life-cycle. Beginning with a transition from adolescence to young adulthood, men and women in their mid-twenties enter a period of "provisional adulthood" in which they make initial commitments to work, marriage and family. These commitments are re-examined during the transition period which occurs around age 30. Entering the

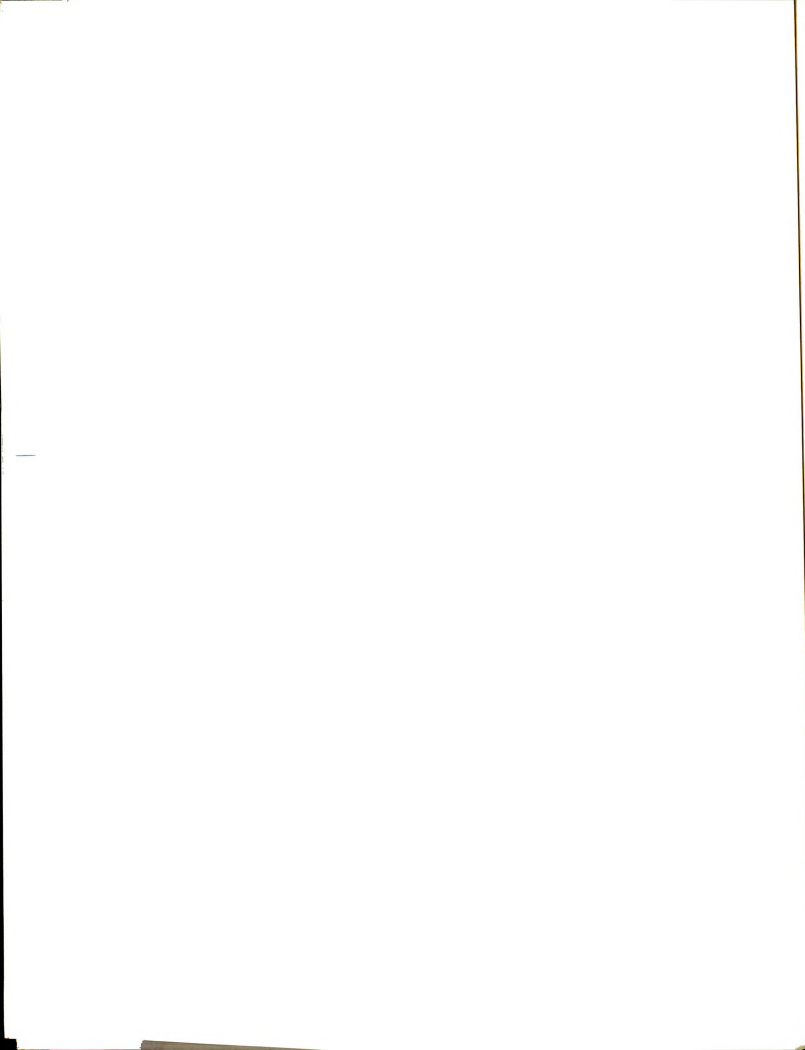


settling down period of the 30s with changed or renewed commitments, men and women enter a time for achievement, for becoming one's own person.

As the 40s approach, and one's time perspective begins to change, the likely limits of anticipated success are apparent. As the midlife transition takes off with the questioning of values and the meaning of one's life, commitments to work and marriage are re-examined. By the late forties or early fifties a restabilization occurs during which friends, family and spouse become increasingly important and attention to work begins to decrease.

By whatever terms or chronological periods, the life-cycle theory in the 1970s is characterized not only by the concept of sequential stages, but by the idea that each stage is initiated by a life transition. Erikson (1950) used the term "crisis" to describe the periods of potentiality and vulnerability between life stages. Gould (1972) talked about "time zone boundaries" or "transitional periods." Sheehy, rejecting "crisis" as a confusing label, "replaced that . . . with a less loaded word for the critical transitions between stages, and called them passages" (1976:16). Levinson defined a developmental transition as "a turning point or boundary region between two periods of greater stability" (1976:24).

Transition is a process which forms a link between two points (modes or activities). A transition connects and overlaps two points, but is different from each point. . . . Some transitions involve a crisis, some do not" (Levinson 1980b).



The addition of life transitions as part of the patterning of adult development is unique to the 1970s. Adult development is no longer seen as a linear progression with crisp boundaries and clear categories. Levinson has suggested that half our lives are spent in periods of transition.

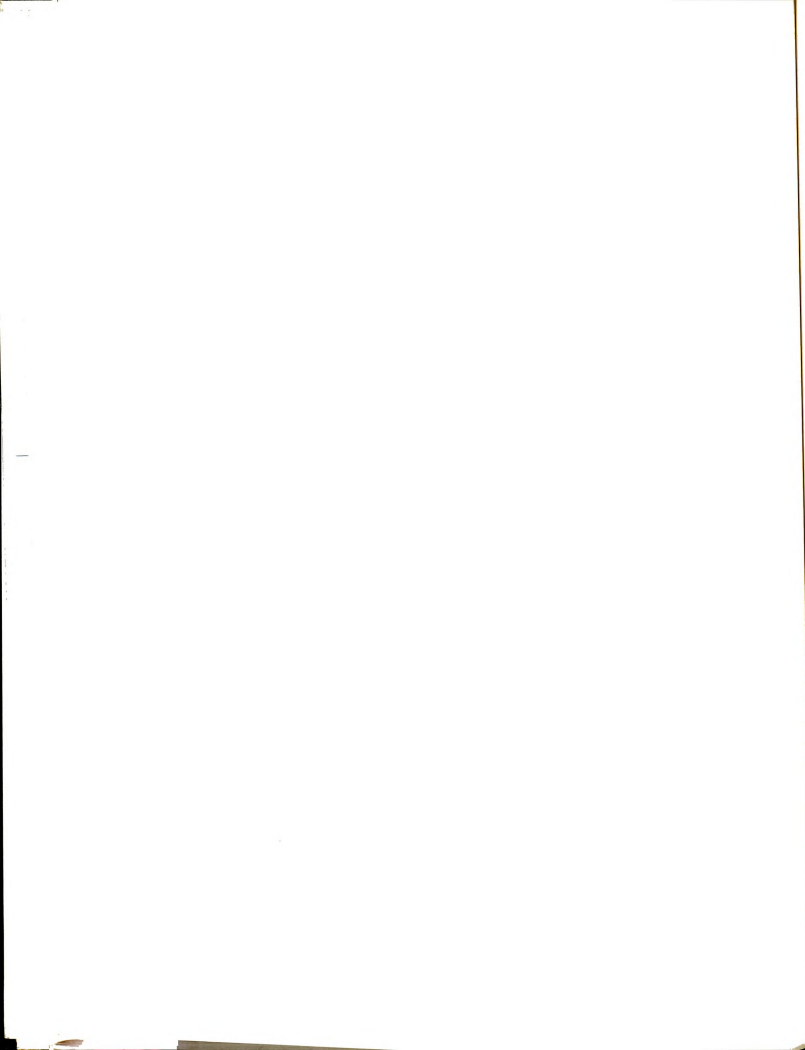
The work of two other adult development researchers further explored these periods of adaptation and transition.

Adaptation and Transformation

George Vaillant published a longitudinal study of adaptive behavior, Adaptation to Life (1977). Taking 94 men who had been studied in 1937 as college students (age 19) and followed for a period of 37 years, Vaillant examined the subjects' responses to change in their lives.

Vaillant notes that in the course of the adult life-cycle, certain patterns of change occur. In sequence, identity formation emerges in adolescence; intimacy in the twenties; career consolidation in the thirties; generativity in the forties; "keeping the meaning" in the fifties. In the observable patterns of change and adaptation the best adjusted men in the Vaillant study at age 54 reported being happiest at mid-life (from age 35 to 49) and the most unhappy from age 21 to 35 (Vaillant 1977:226).

Roger Gould, in Transformations (1978), also concurs with Vaillant that certain patterns of change occur. He says that as persons grow and change, they take steps away from childhood and toward adulthood

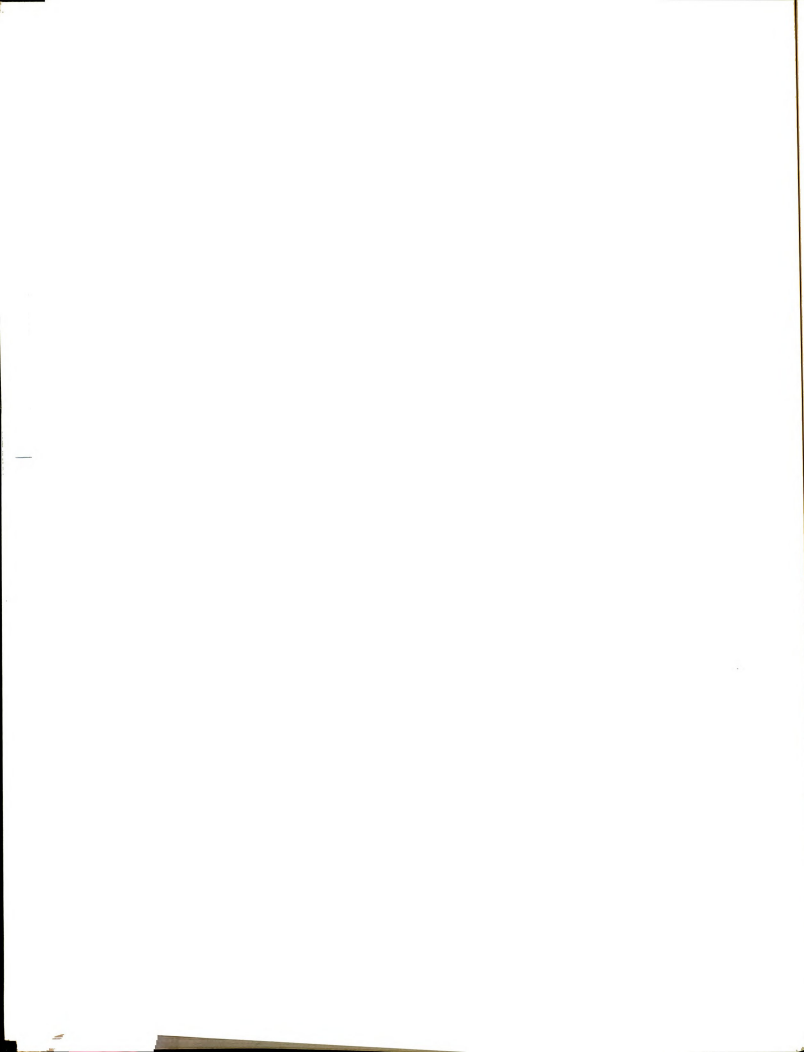


-- steps such as marriage, work, consciously developing a talent or buying a home. Gould believes that with each step, the unfinished business of childhood intrudes, disturbing emotions and requiring psychological work. Adults may now view their disturbed feelings at particular periods as a possible sign of progress, as part of their attempted movement toward a fuller adult life. By striving for a fuller, more independent adult consciousness, we trigger the angry demons of childhood consciousness. Gould writes, "growing and reformulating our self-definition becomes a dangerous act. It is the act of transformation."

"Adult consciousness progresses between ages 16 and 50 by our mastering childhood fear, by learning to leash and modulate the childhood anger released by change. Adult consciousness, then evolves through a series of confrontations with our own primitive past." Finally, as adults, persons can begin to rework the irrationalities of childhood.

Gould's work, a continuation of themes enunciated earlier by Freud, Jung and Erikson, provides a much more detailed account of adulthood than his psychoanalytic predecessors. Gould explains his theoretical perspective when he writes

As our life experience builds, ideally we abandon unwarranted expectations, rigid rules and inflexible roles. We come to be the owners of our own selves, with a fuller, more independent adult consciousness....This view evolves slowly for most of



us, in four phases over the ages 16 to 50. (Gould 1978:38)

The four phases that Gould identifies are

"Leaving One's Parents World" (ages 16-22)

"I'm Nobody's Baby Now" (ages 22-28)

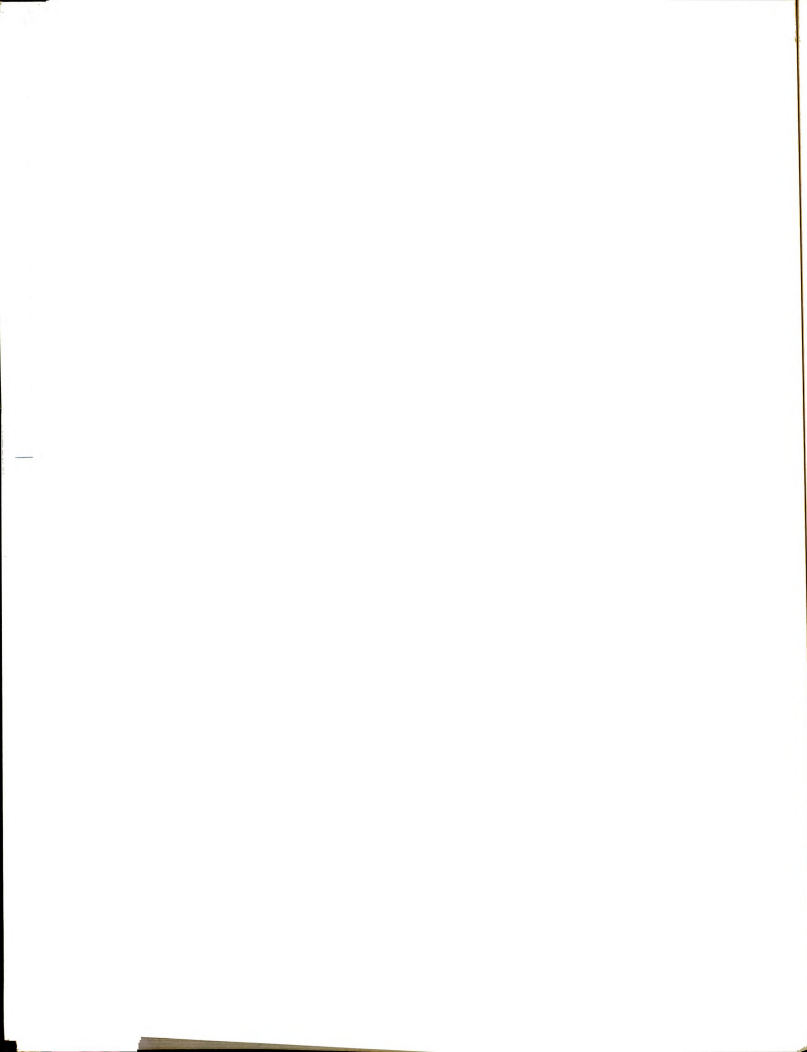
"Opening up What's Inside" (ages 28-35)

"Mid-Life Decade" (ages 35-45)

At each stage persons confront different issues dealing with childhood consciousness and undergo a transformation in their relationship with their previous concepts of self, safety and vulnerability.

Gould's concept of transformation during adulthood is mirrored in Gail Sheehy's latest book, Pathfinders (1981). Detailing the dynamics of a transition from one life stage to another, Sheehy describes the phases of a transition that may be true for adults negotiating change in their lives. These phases include a period of anticipation, followed by a separation and incubation phase, an expansion phase and "the natural resolution of a fully realized passage," the incorporation phase (Sheehy 1981:73-74).

The literature on adult patterned development in the 1970s and early 1980s has grown from a listing of stages to a discussion of the processes through which individuals may progress, in a patterned way, throughout adulthood. Transition, as well as stability, is part of the pattern of adult development.



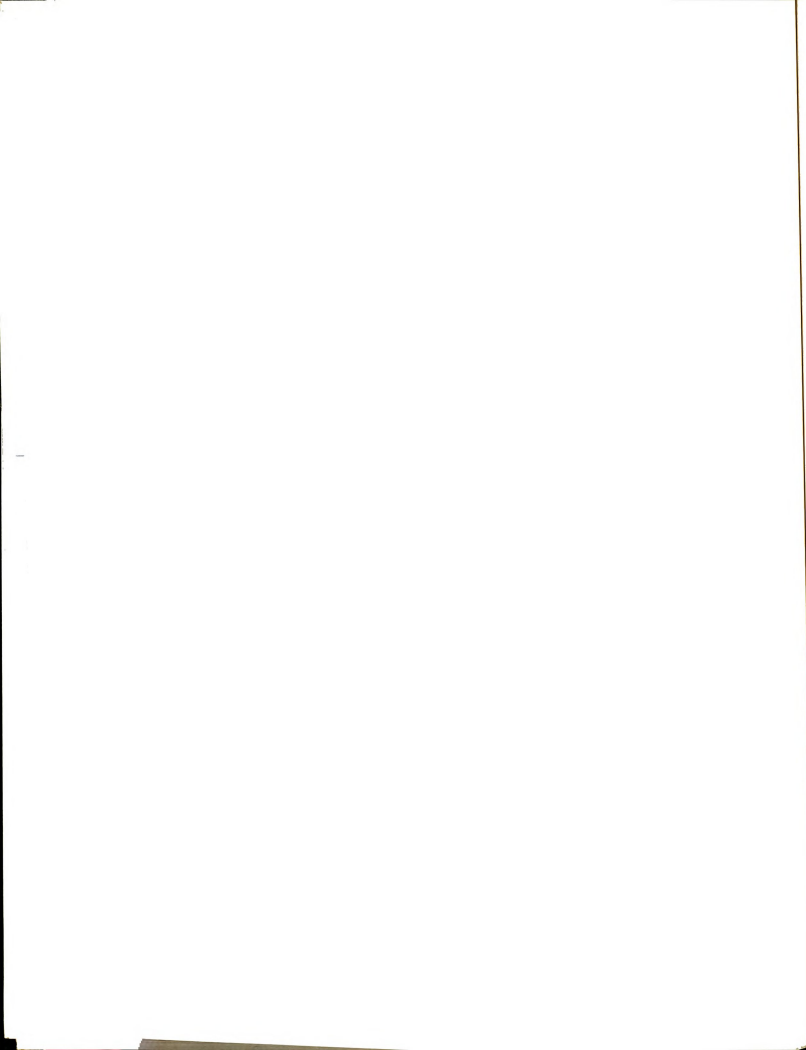
Discussion and Summary

The patterned developmental perspective on adulthood is primarily a growth perspective. Some researchers see adult development as hierarchical; others see more a sequence of periods that are not hierarchical but cumulative over time. In any case, adult development is seen as a series of stages or periods that may or may not be age-linked.

The critics of stage theory see society as rapidly changing and variations so innumerable in any life that it is impossible to posit common denominators (Neugarten 1979; Lowenthal 1980; Giele 1980a). Perhaps the only continuity within adulthood is from the perspective of the individual life of a person, not in any collective similarities.

This difference in perspective on adult development relates to the populations each studied. Stage theorists primarily studied privileged, well-educated persons, professionals or artists, and found that the complexity of life and variation of experience requires persons to differentiate tasks and attend to them in a sequential, if not hierarchical, manner. Those who are critics of stage theorists may have studied other socio-economic groups and found no evidence of stages over time (Lowenthal 1975; Rubin 1976).

Janet Giele (1980a) offers a useful perspective to the differences found by researchers on adult life. She suggests that a person adapting to a greater variety of roles would be likely to experience many small steps of learning and in the process try to evolve an



abstract self or life structure that would integrate all these discrete events. A theory of positive developmental stages, she says, may apply better to people who both symbolically and materially are able to experience aging as a process of learning and self-integration. Stages are less applicable to those who lack education and material resources and experience aging as specific decrements and disengagements.

Perhaps an even greater level of difference between the stage theorists and their critics is the presence of absence of a vision of humanity as a whole. It appears that stage theorists have an eye on the general trend in life experience, as opposed to an undying allegiance to espousing individual differences. This is a philosophical difference, one which cannot be dismissed easily and to which there is no wrong or right answer.

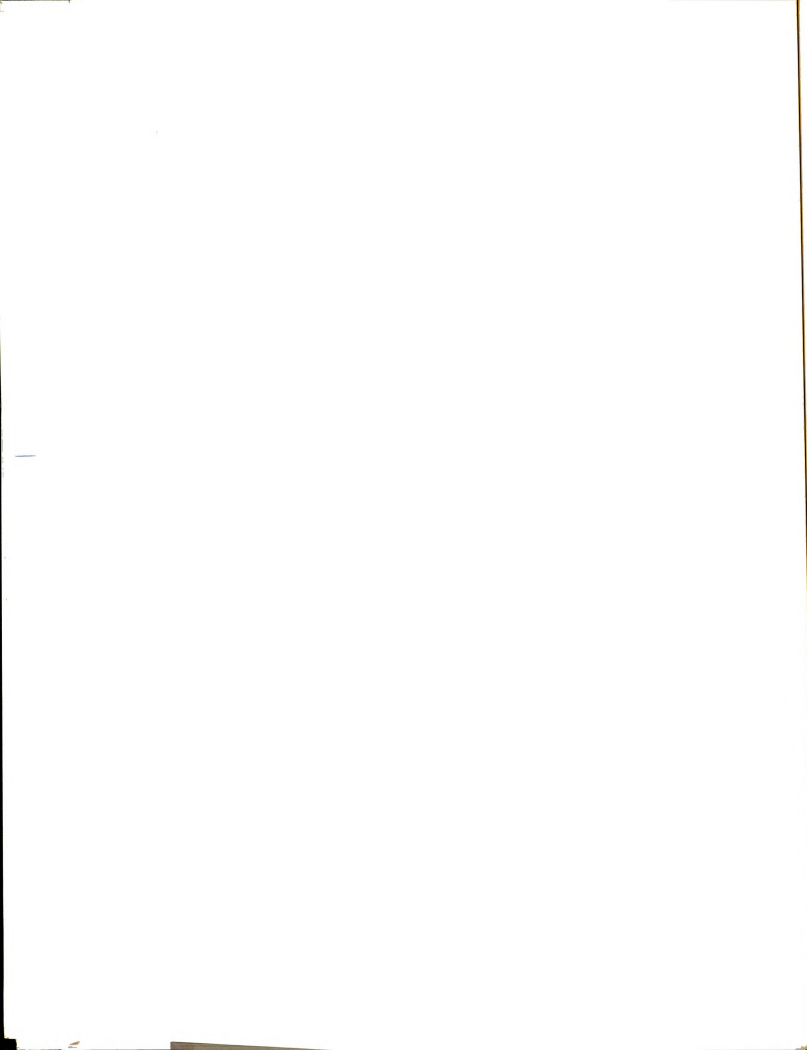
The danger inherent in the stage theory perspective, whether or not it is stage sequential or hierarchical, is that parameters and general trends of development begin to be seen as hardened categories by which to measure a person's competence, integrity or worth. At best these theories can lend a vision of the total human lifecourse that can bring continuity as well as definition to what appears to be a chaotic world.

The critics of stage theory alert us to the strength of external forces to render any specific developmental schedule inaccurate during time of great social change. These same critics of stage theory correctly warn against dismissing the uniqueness of individuals, of

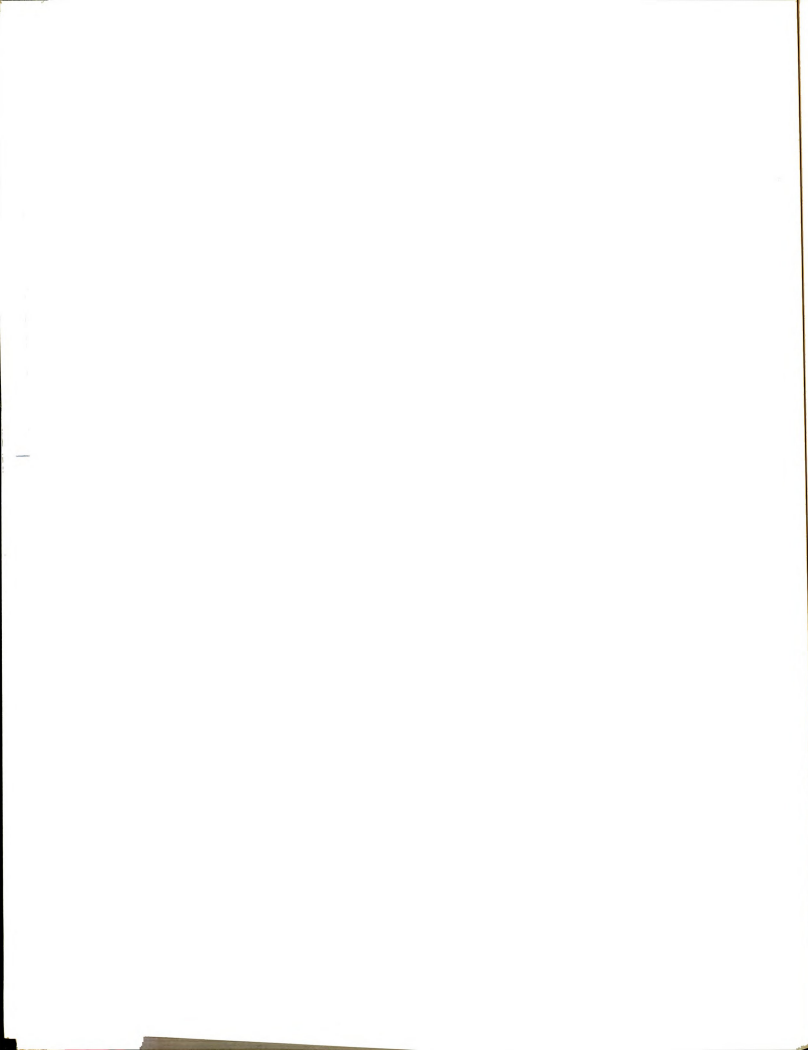
each gender (Rossi 1980), of cohort groups (Collins 1975; Rossi 1980), social class (Lowenthal 1975; Rubin 1976), cultural milieu (Levy 1977) and educational level (Campbell, Converse and Rodgers 1976). The generalizability of any findings of the stage theorists must be limited to the age level, socioeconomic status, sex and cohort of the group studied.

The danger inherent in the critics' position is a tendency to avoid seeing common themes in human experience, an aversion to looking at the "big picture" of human development. The premature closure to positing commonalities as well as differences in human experience limits the growth of knowledge of human development. Perhaps within the ecological system of theory development, there needs to exist a countervailing force to check the growth of theoretical perspectives that may not accurately reflect the variety of experience. However, the zeal with which critics barrage the "big picture" theoreticians may serve to discredit any undertaking to posit theories of adult development.

The polarization of viewpoints presented in this discussion section of the adult development literature bely an underlying similarity. Stage theorists have taken social press into account (Erikson, Gould, Levinson) and stage critics have also noted that the life course seems to contain periods of change and stability and is not a flat plateau as had been thought earlier in this century. What is debated hotly is the content and timing of change during adult life.



The patterned development theory of adult development, the perspective chosen for the current study, is most clearly drawn by Daniel Levinson's Seasons of a Man's Life. The following section of the review of literature will concentrate on his theory.



DANIEL LEVINSON'S THEORY OF ADULT DEVELOPMENT

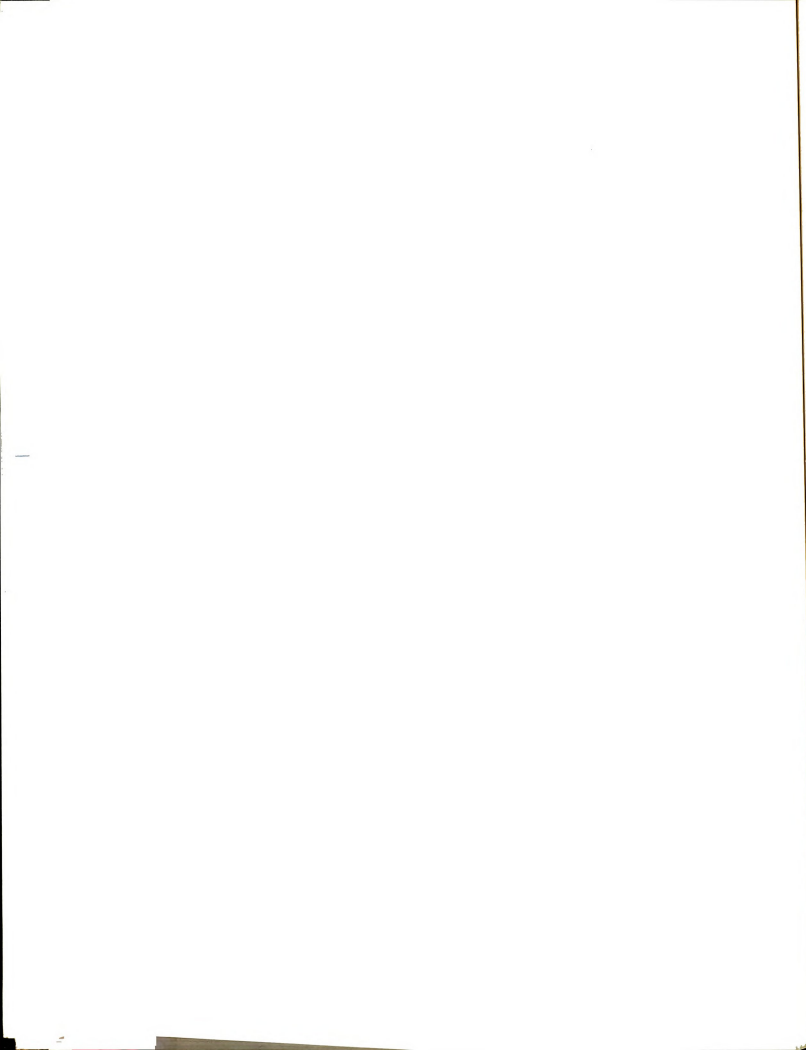
The patterned adult development perspective is presented in its most detailed form in Daniel Levinson's Seasons of a Man's Life (1978). From intensive interviews lasting a total of 10-20 hours over a 3-month period with 40 men ages 35-45, Levinson gathered extensive data of their life histories. Levinson refers to his method as "biographical interviewing" in which the intention is to cover the man's entire life from childhood to the present, placing the individual in the context of his family, work, friendship and leisure relationships as they evolve through time. Other background information was provided by adopting a quasi-anthropological approach to learn about the work worlds of the men, as well as by interviewing the men's wives.

The mountains of data collected in this process was then reviewed by a team of researchers, primarily psychologists as well as a sociologist. The concept of the individual life structure emerged from these efforts to see the shape of a man's total life and how it evolved over the years.

The Life Structure

Levinson explains the "life structure" as

The pattern design of a person's life, a meshing of self-in-world. Its primary components are one's relationships with self, other persons, groups and institutions....Each relationship is like a thread in a tapestry; the meaning of a thread depends on its place in the total design. (Levinson 1980a:8).



The life structure perspective stresses psychological development as well as socialization influences and the adaptation to life events. But the unit of analysis is not the ego, nor the social role nor the nature of the life event that may cause change. The element of analysis is the life structure, the interpenetration of the self and the world and the evolution of that relationship over time.

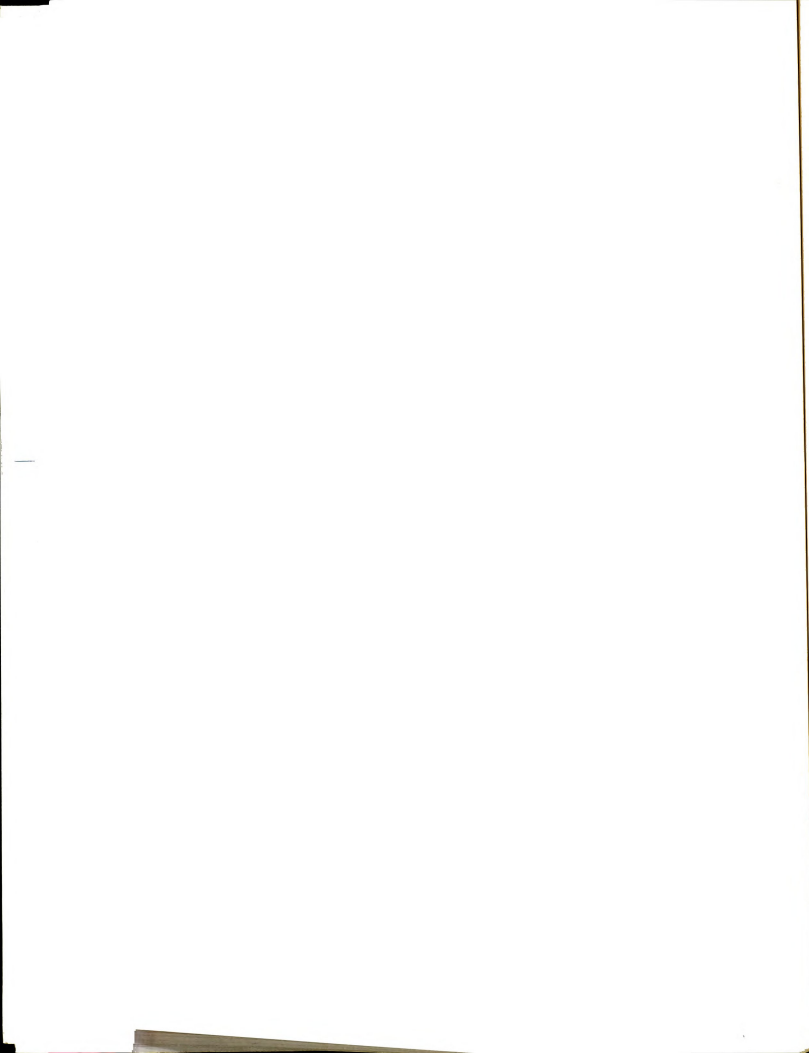
Adult development, using this concept, is therefore seen as the story of the evolving life structure over time. One or two components have a central place in the life structure and receive the largest share of one's time and energy and strongly influence the choices made in other aspects. Levinson found in his study that occupation and marriage-family are usually the central components.

Periods of Stability and Transition

When Levinson analyzed the biographies of the men in his study using the concept of the life structure, he found that

The life structure evolves through a relatively orderly sequence during the adult years. The essential character of the sequence was the same for all the men in our study....It consists of a series of alternating stable (structure-building) periods and transitional (structure-changing) periods. These periods shape the course of adult psycho-social development (Levinson 1978:49).

Throughout adulthood a person attempts to maintain an equilibrium or "goodness of fit" between one's life structure and one's experience of self. Levinson believes that in creating an integrated life structure, one can only use parts of one's self, which means that

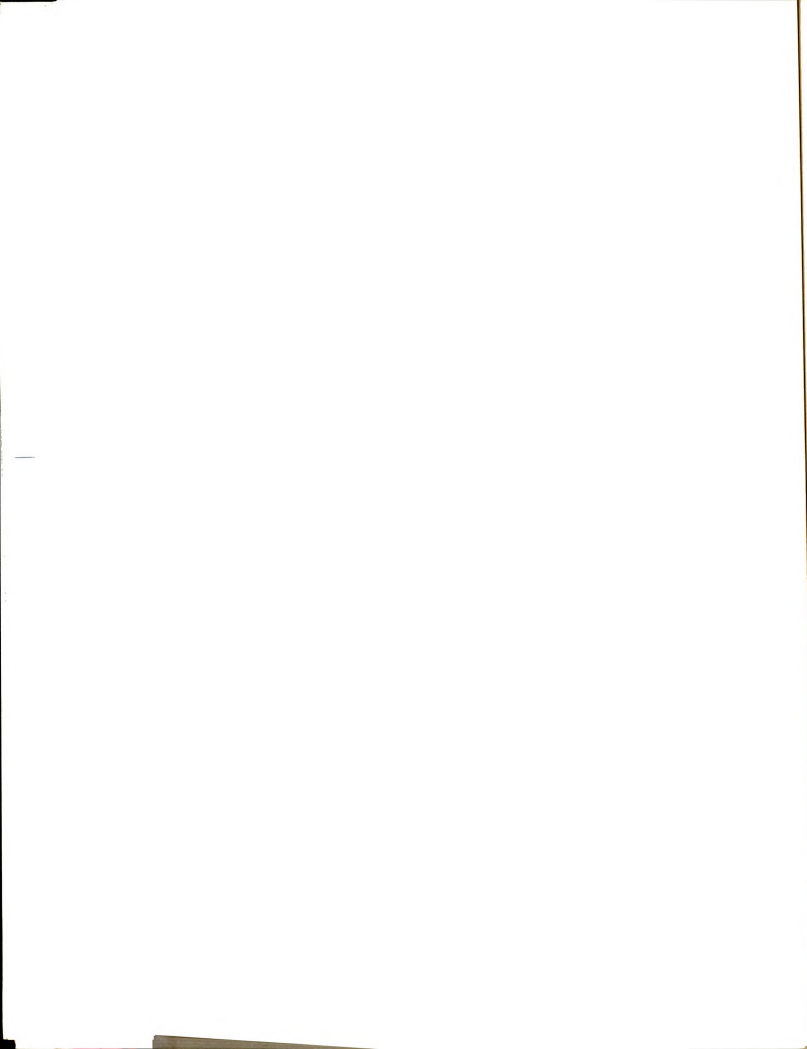


important parts are left out. Changes in life structure can be seen as attempts to resolve disparities between a person's inner sense of the experience of living within a particular life structure and the aspects of self that were neglected or left out when one created that structure.

The passing of time may set in motion a series of interacting processes that combine to create pressure on one's existing life structure. These are changes in biological functioning brought about by increasing age, changes in the ages of one's parents or children, changes in cultural expectations about what a person of one's age and stature should be doing, and finally progressive substitutions of one's ideas about adult "realities" for the idealized view of adulthood formed in childhood. These interacting processes, which are biological, sociological, psychological and adaptational, all represent components of human life. The concept of the life structure combines all of them for analysis rather than stressing only one or two in a description of adult development.

Levinson's Map of Adult Development

From the lives of the men he interviewed, Levinson proposed a map of adult development governed by the concept of Eras. Each era, lasting approximately 20 years, has its own bio-psychosocial character. This broad conceptualization is similar to the findings of Frenkel-Brunswick (Levinson's mentor in graduate school). The first Era is Preadulthood, from birth to age 22; the second Era is Early Adulthood from ages 17-45; the third Era, Middle Adulthood, is from



ages 40-65; the fourth Era is Late Adulthood from ages 65 on. Eras are partially overlapping and developmental periods form transitions between eras.

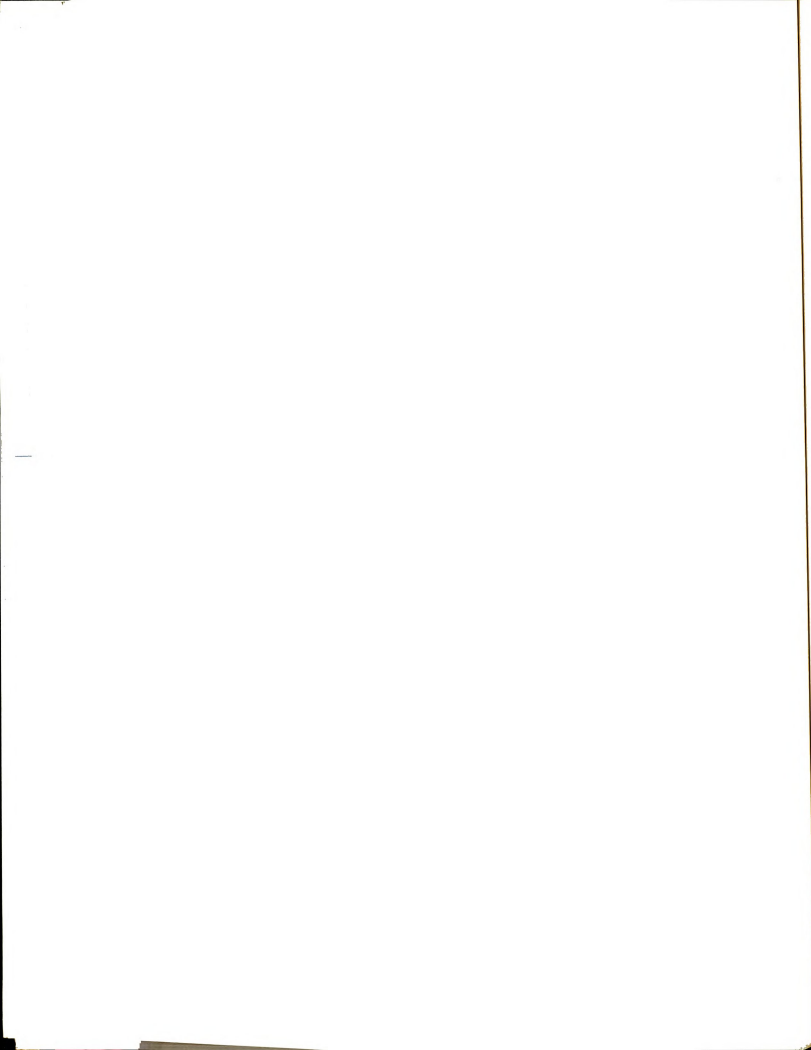
Within each era are developmental periods. Each stable developmental period of 6-8 years is linked by a 3-5 year more questioning transitional phase. Levinson's descriptions of the developmental periods within the eras of early and middle adult development were drawn from his interviews. Each period stresses developmental tasks that must be met during that time period. Below is a brief description of each period in early and middle adulthood within the macrostructure of adult development.

Transition into Early Adulthood (TIEA): age 18-22

This is a transitional period in which the primary developmental tasks are separating from the family of origin, beginning to form a Dream, setting an occupational direction, beginning to define oneself as an adult within the adult world, beginning to change the dependence/ independence balance by forming relationships with adults as adults.

Entering the Adult World (ETAW): age 22-28

The task of this period is to fashion an initial life structure which can provide a viable link between the valued self and the wider adult world. This involves (a) forming a new home base; (b) forming a balance between exploration and commitment, particularly with relationship to work and relationships with women; (c) finding ways of living out the Dream and other important parts of the self; (d) forming a relationship with a Mentor; and (e) forming a relationship



with a Special Woman.

Age Thirty Transition (ATT): age 28-32

This period is described as a transitional stage between the exploratory and provisional choices of the twenties and the demands for greater stability and integration of the life structure in the thirties.

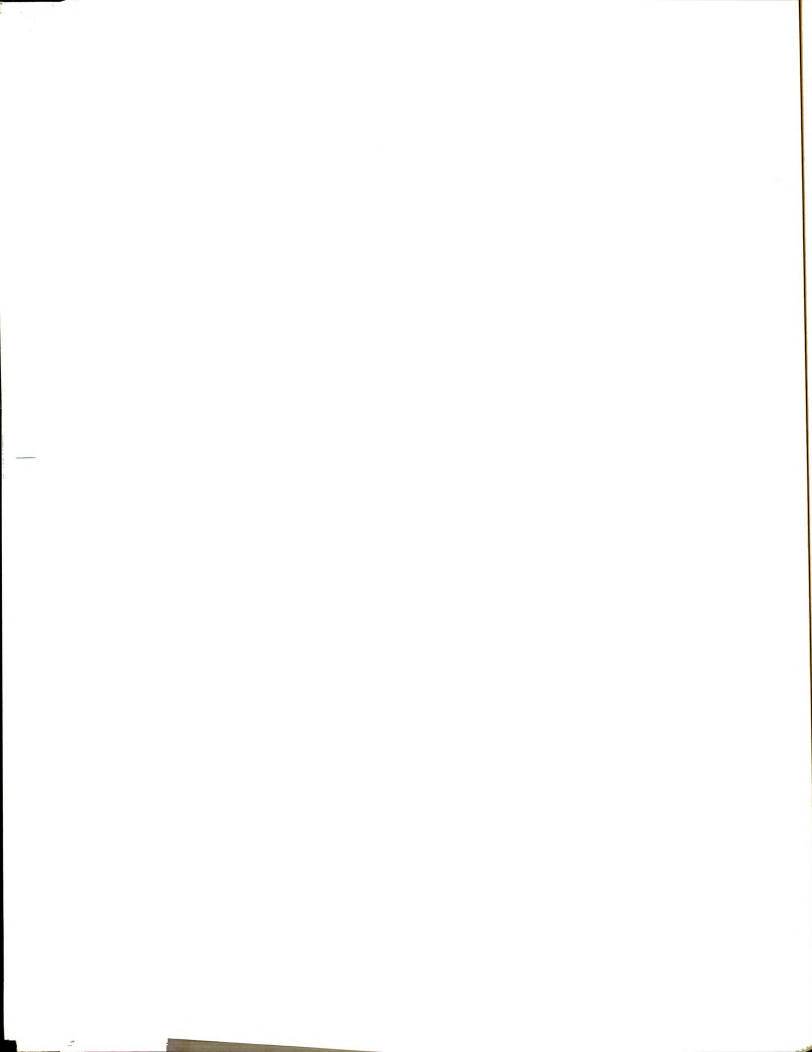
Settling Down (SD) of which the last phase is Becoming One's Own Man (BOOM): age 32-39

The underlying tasks of this period are to settle for a few key choices, to create a broader structure around them, to invest oneself as fully as possible in the various components of this structure and to pursue long-range plans and goals within it. This involves (a) establishing one's niche in society, and (b) working at 'making it'.

Mid-Life Transition (MLT): age 39-43

The task of this transitional period is to come to terms with the disparity between one's life goals and the realization of them during the young adult years. The ultimate aim of MLT is to modify the SD life structure and to create the basis for a new structure appropriate to middle-adulthood.

Levinson's findings reflect the lives of the men he studied. A number of important theoretical concepts emerged from his investigation. Perhaps the most provocative and unique is his assertion that a life "Dream" plays as central a role in early adult development as family, class, subculture, social institutions or individual personality.

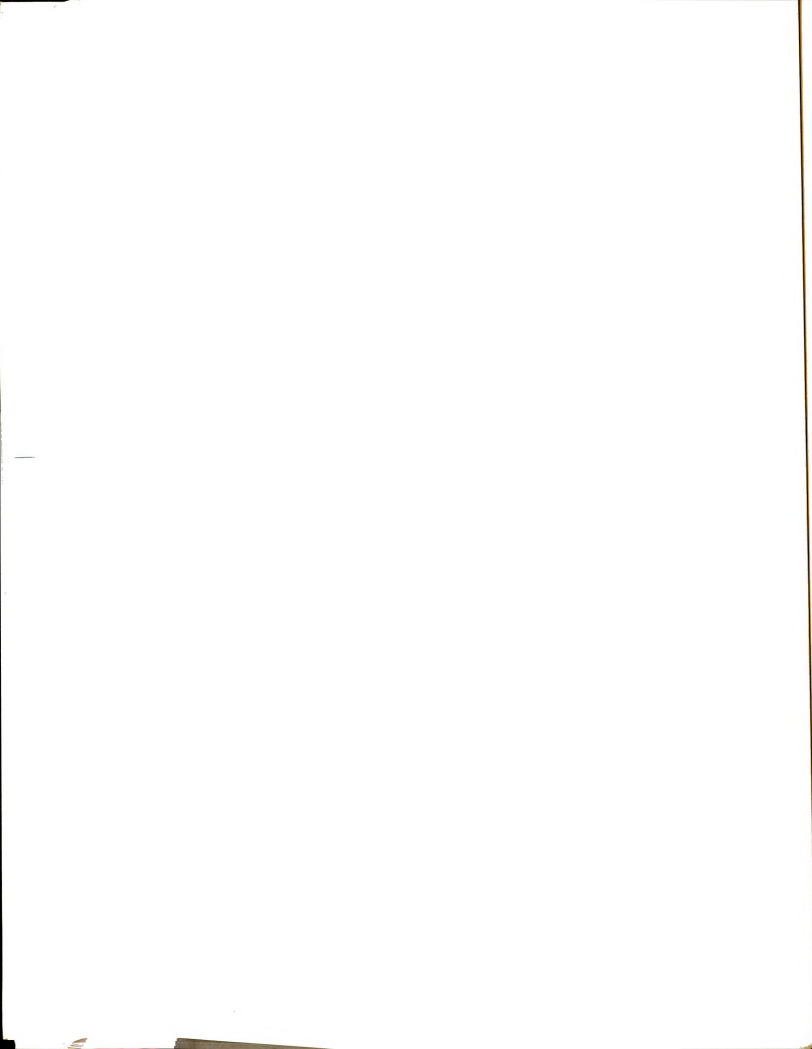


The Dream

The Dream is a primordial sense of self-in-world, a quality of a vision of oneself in the world. By being on the boundary between reality and illusion, what 'is' and what 'might be,' a dream provides a source of hope, self-esteem and personal integrity. Especially in the early adult development period, a man imagines exciting possibilities for his adult life and struggles to attain the "I am" feeling in this dreamed of self in the world. Levinson says if a man has no dream, life may lack genuine purpose and vitality.

A dream of one's self in the world is akin to a man's personal myth, an imagined drama in which he is the central character, a would-be hero engaged in a noble quest. The personal myth provides a young man with some degree of normal omnipotence required to strengthen his courage when faced with difficult odds. Levinson suggests that two other figures, a supportive Mentor and Special Woman, aid in the hero's quest by giving him courage to follow his dream. Goethe has written, "For a man to achieve all that is demanded of him, he must regard himself as greater than he is."

The Dream plays an important part in the evolution of the life structure. In each of the developmental periods, a young man must deal with this part of himself. In early adulthood, he forms a dream and finds ways of living it out or he may neglect or deny his dream. At mid life particularly the dream reemerges as a critical element in a man's life structure. Because of its illusory character, the dream was supposed to bring "happiness" as the final product of the



quest. For many men in midlife who had achieved their dreams, there is often a feeling of disappointment and disillusion. The inflation of the self that was needed to traverse the expansive territory of early adulthood is now deflated. For those who formed no dream or denied it, there is also a period of disillusion. Levinson believes this disillusion must happen before a man can form a more integrated self at the mid-life transition.

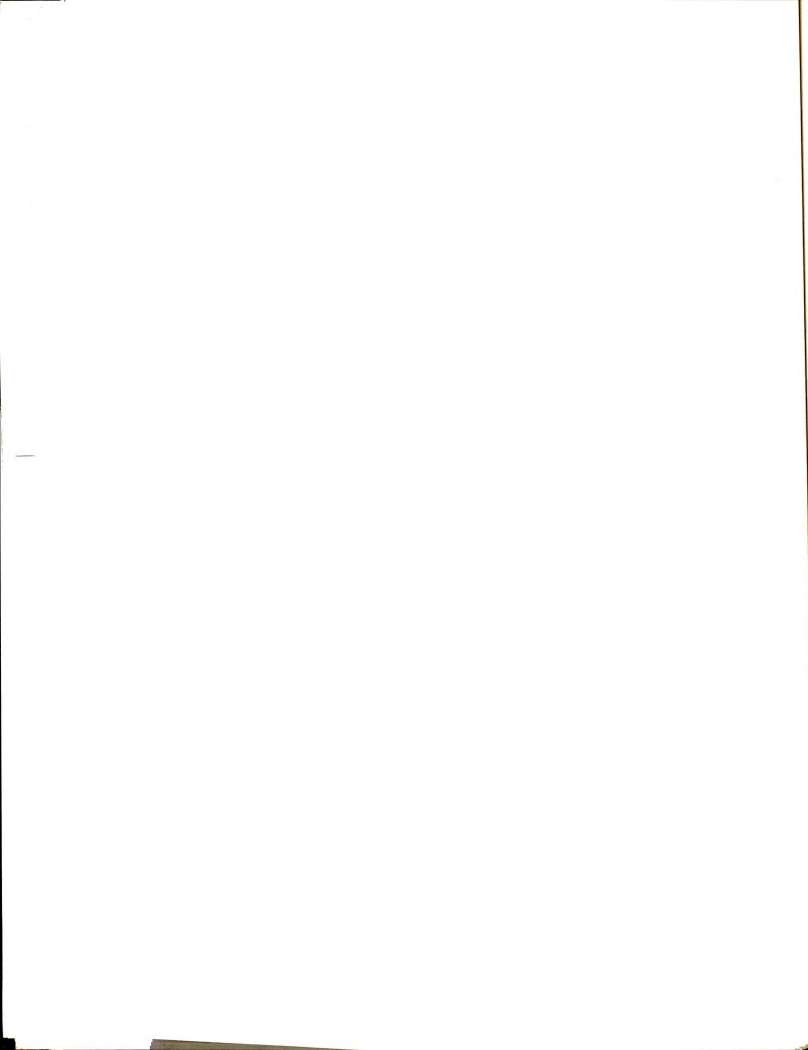
The importance of the dream to the evolution of the life structure is one of Levinson's unique contributions to the study of adult lives. In this way, it provides one "variable" to investigate when looking at the adult development of persons.

Discussion and Summary

Levinson's theoretical perspective on adult development represents an integration of previously fractured approaches to the study of adulthood. In combining psychological, sociological and adaptational perspectives, the life structure perspective offers a more holistic view of adulthood.

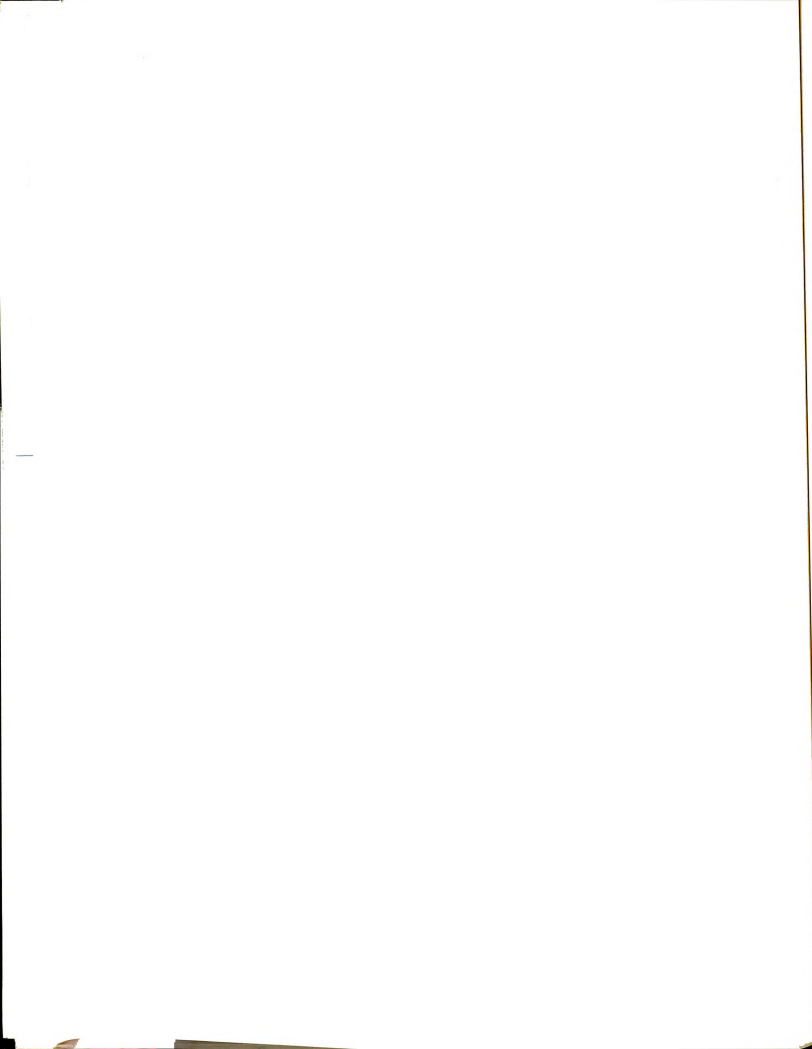
This new approach is based on a methodology that is biographical in nature. In the past such sweeping approaches have been the province of novelists and biographers, not social scientists. It is this interdisciplinary approach that is often questioned by social scientists wedded to their own disciples.

Currently Levinson's theory is maligned as too global, too difficult to validate using social scientific methods of data collection and analysis. The study of adult development using the life structure perspective is still in its infancy.



Rather than directly deal with these theoretical issues that have arisen from Levinson's work, critics have primarily focussed on Levinson's specific developmental timetables. Maas (1979) and Cain (1979) argue that Levinson's map of adult development reflects a small sample of men born in a certain era and influenced by that era's social dictates. Maas writes, "Seasons, focussing primarily on one facet of society, may be telling us more about cultural and historically dated phenomena than about lasting or widespread patterns of adult development" (Maas 1979:190). Alice Rossi criticizes the global descriptions of "adult development" based on a sample of men—it neglects half of the adult population.

These criticisms are valid and must be addressed through further research using other cohort groups and both sexes. The current study combines men and women of the Baby Boom generation to investigate the early adult development period using some of Levinson's concepts discussed above, especially the periods of stability and transition and the concept of the Dream.



GENDER DIFFERENCES IN ADULT DEVELOPMENT

When discussing adult development, an important issue to consider is the gender differences that may be apparent in the ways persons lives are lived. An acknowledged shortcoming of Levinson's study is the exclusion of women from his sample. Is adult development, that is, adult male development, the same for women as for men?

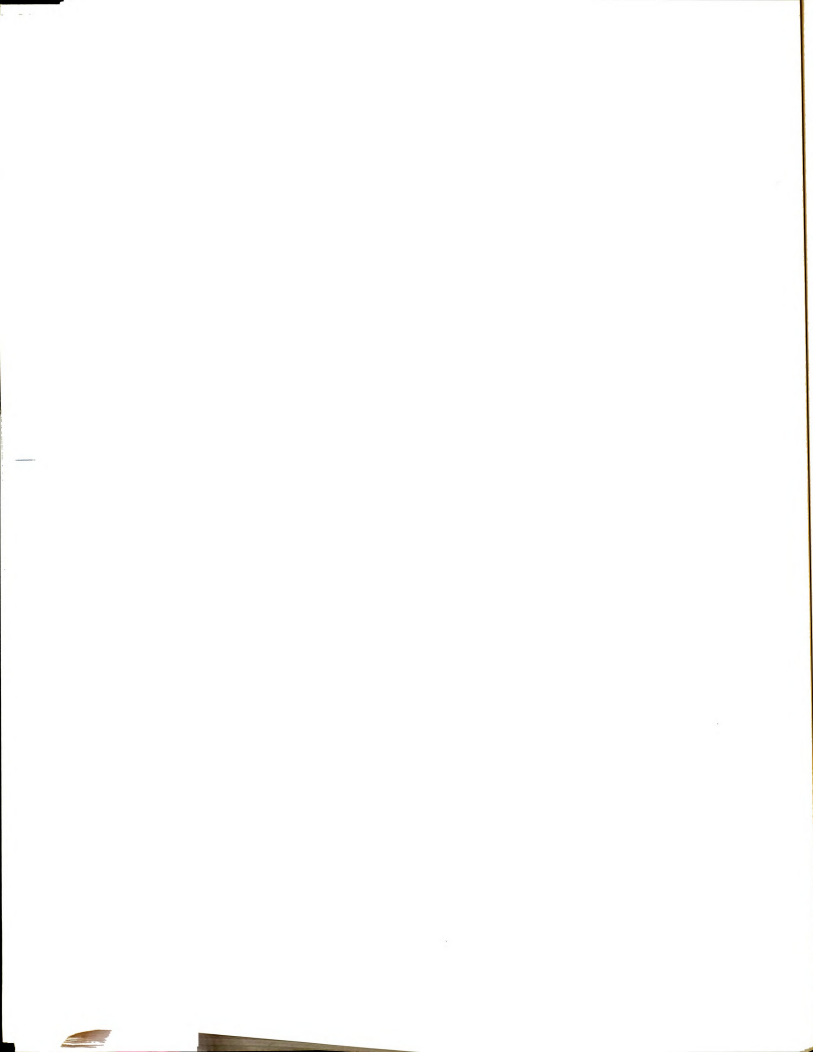
This is a difficult question to answer, since the units of analysis are different when viewing men's and women's lives. The literature on men's adult development considers primarily the male role as worker and thus describes career development. The information on women's development is often linked with family life cycle development stressing a woman's career as wife and mother.

However, given this difference in literature available for analysis, there do appear to be striking differences in adult male and female development. The most striking differences appear in the literature on adult men and women at mid-life.

This section will review the literature on gender differences at mid-life, will discuss the issues of "agency" and "communion" in adult life, sex roles and reproductive differences and the early adult development of men and women. A summary concludes the section on gender differences in adult development.

Men and Women at Mid-Life

There is considerable consistency in the observations by developmental psychologists on the direction of change in women compared with men in the decade from forty-five to fifty-five years of age. Many of these studies note a shift from the active, agentic

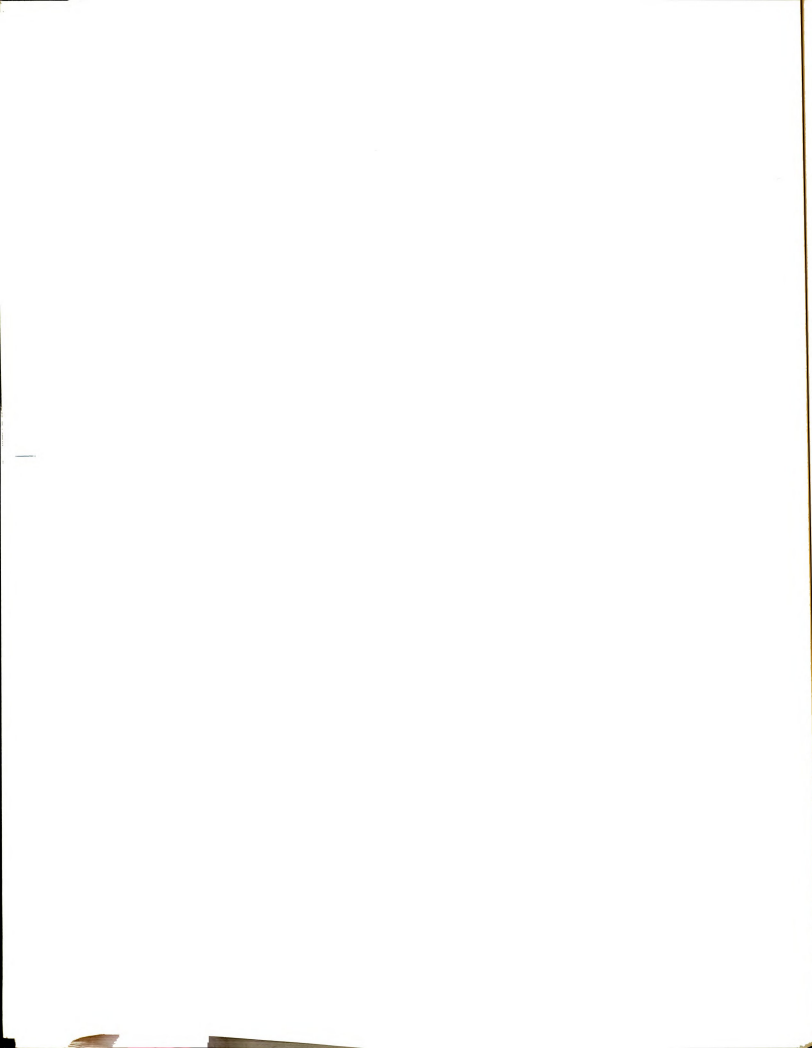


orientation of young males to a more affiliative orientation in later years (Cumming and W. H. Henry 1961; G. Gurin, J. Veroff and S. Feld 1960; R. G. Kuhler 1964; R. C. Peck and H. Kerkowitz 1968).

Levinson's (1978) and Vaillant's (1977) more recent studies of men in mid-life also show this shift from an active to a more introspective orientation.

Neugarten (1968) surveyed 100 middle aged males and females who were "successful", highly articulate college graduates on university alumni lists, in business and professional directories and "Who's Who in America". Neugarten's women found the most conspicuous characteristics of middle age to be a sense of increased freedom, time and energy in which latent talents and capacities can be put to use. The men in her study, in contrast, felt the opposite--they felt oppression from work. Neugarten found that women and men defined age status differently--for women it was according to the timing in the family cycle with their children moving into the adult world. She found that even unmarried women defined age status according to children they might have had. Men, in contrast, used cues outside the family for defining age status, often from the work setting. Their most dramatic cues were biological with a higher sensitivity to death and body changes than women.

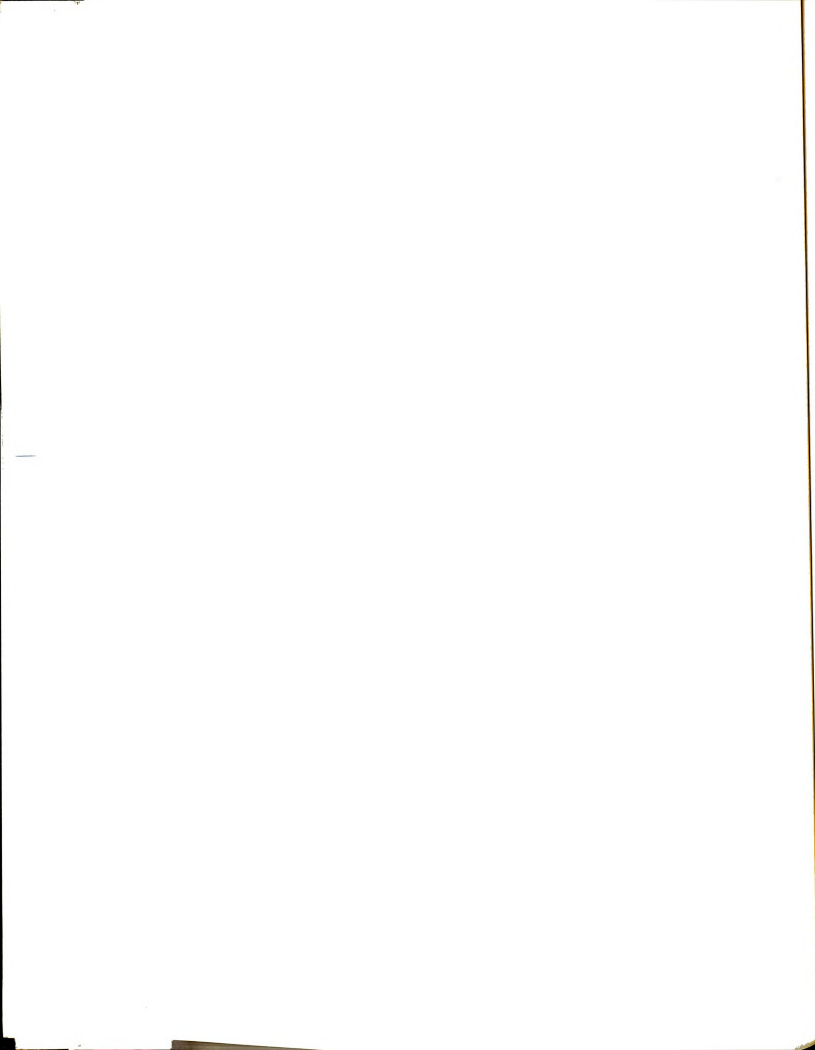
Gutmann (1975) found sex-role reversals with age in three totally dissimilar societies, on the basis of which he proposed that with increasing age, a shift takes place from dominance to nurturance in men and from nurturance to dominance--the reverse--in women (D. Gutmann 1975).



Lowenthal et al. (1975) found in their study of 216 men and women of the middle and lower middle class "that the sex of the individual rather than his or her stage in life counts for the most variation in our sample" (Lowenthal et al. 1975:227). In terms of life style patterns, defined by number of roles and activities within roles, they found patterns quite different among males and females. They found across stages that twice as many men as women had "focused" life style (wide role scope, narrow activity range) while twice as many women as men had a "diffuse" pattern (few roles and varied activities within roles). Value structures of men and women, middle aged and pre-retiree groups, differed, with women giving higher evaluation to doing good in the outside world and men to interpersonal expressive goals.

In reporting changing themes across the adult life course Lowenthal et al. noted that young women expressed the greatest degree of interest in nesting inclinations while young men were interested in personal growth and expansiveness. According to the study, middle aged women expressed a desire for personal growth and a wish to break out of the family, but could envisage few possibilities for doing so.

Sheehy (1976) suggested the model of a diamond to describe the extent of the differences between men and women at various life stages. She presented this model for male and female sexual life cycles, but it also seems to fit the research findings in other areas of adult development. "Males and females at the age of emancipation start out quite alike. In the twenties they begin moving apart in every way: in sexual capacity....in social roles.... that also favor



different personality characteristics, and in the overall sense of themselves. By the late thirties and early forties, the distance across the diamond is at its greatest....In the fifties, they both go into a sexual involution, which eventually brings them back together in the unisex of old age" (Sheehy 1976:445-446).

Rubin (1979) agreed basically with Neugarten (1968), Lowenthal et al. (1975), and Sheehy (1976), that there appeared to be an upsurge of expansiveness in social roles and sexual energy after mid-life for women. Rubin, writing four years after Lowenthal et al., in interviews of 160 women, found that despite increased energy and excitement about the opening vistas caused by decreased parental role involvement, women were confused in their self-identity and their future possibilities.

Gould (1980) points out that men and women "frequently are traveling in different directions" in the mid-life period (Smelser and Erikson 1980:235). Gould describes the differences as "a transformation process about sensations in men and powerfulness in women."

Trying to break away from the felt need to service other people's needs, wants, demands and anxieties, a woman develops a new attitude toward sensations, "a temporary blocking off." A husband's demands for feelings of intimacy are felt by a woman as demands for regression and surrender. Gould concludes, "Hence there is a painful love gap created that is both real and not real, necessary and unnecessary" (Smelser and Erikson 1980:236).

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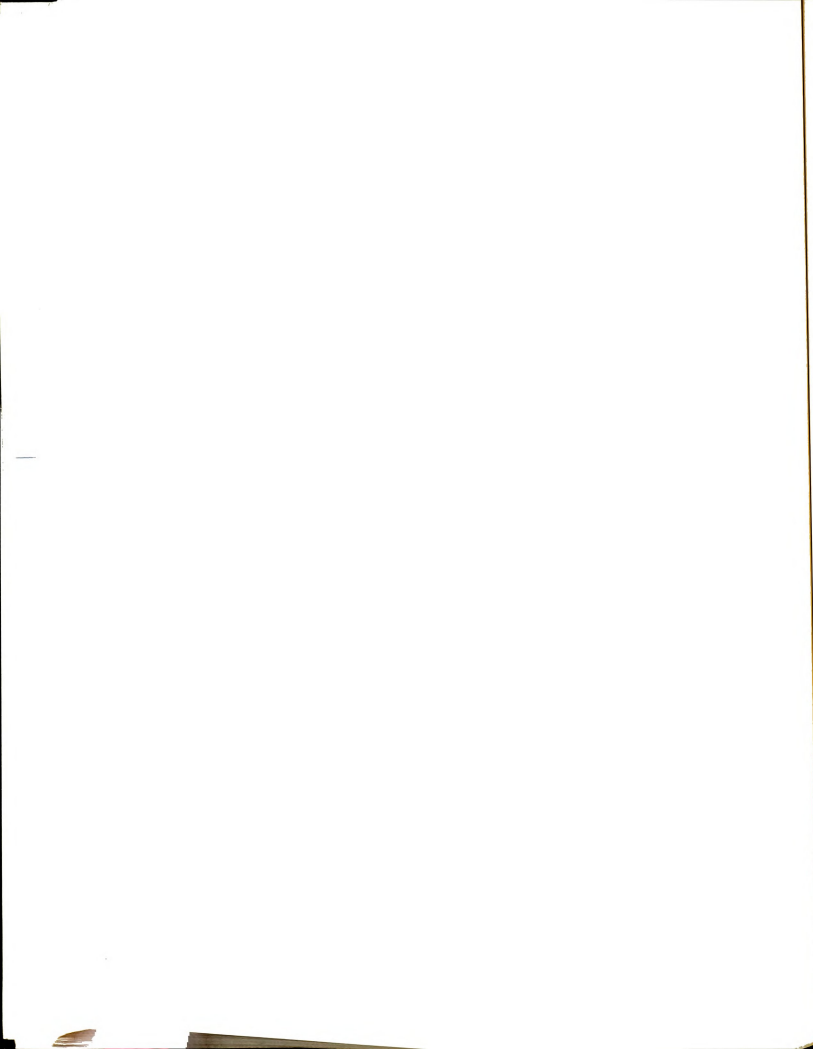
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Rossi (1980) suggests that these age-sex trends is tapping some underlying change in biological functioning. "One could hypothesize that underlying the shift to more agentic behavior on the part of human females from mid-life on is a change in the androgen-estrogen ratio, with androgen becoming more biologically active and influential as the estrogens drop. Just the reverse endocrine pattern may hold for human males, with estrogens having an affiliative effect on behavior as androgens drop" (Rossi 1980:21). Although research on the link of hormonal levels to human psychological or social behavior is only now underway, Rossi's suggestions are provocative.

Agency and Communion

This involution of male and female developmental patterns at mid-life may best be explained by two concepts forwarded first by David Bakan (1966), the concepts of "agency" and "communion."

"Agency" refers to the existence of an organism as an individual and "communion" to the participation of an individual in some larger organism of which the individual is a part. "Agency manifests itself in self-protection, self-assertion, self-expansion; communion...in the sense of being at one with other organisms" (Bakan 1966). The stress in agency is on separation, isolation, urge to master, and repression of feeling and impulse, while the concept of communion stresses contact, openness, union, cooperation. Bakan considers both agency and communion to be necessary qualities within any organism. Bakan concludes that a chief developmental task of an individual and a



condition for a viable organism or viable society is the integration of agency and communion.

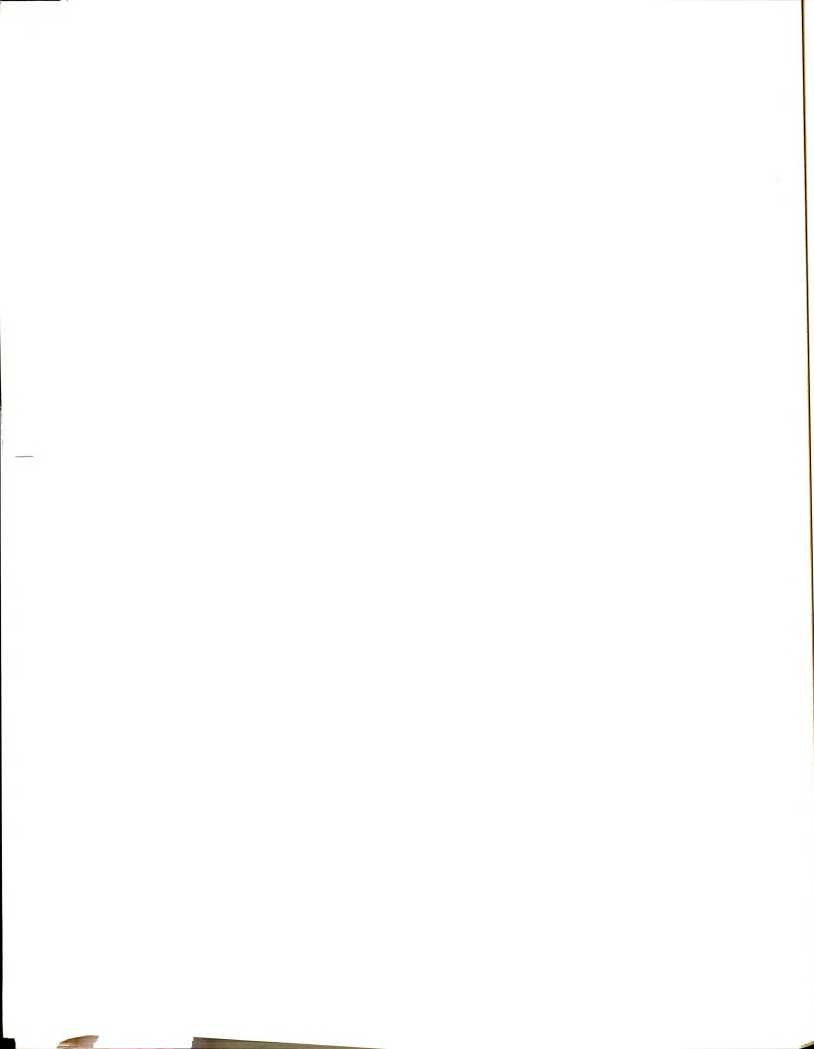
Using Bakan's concepts as a guideline, early middle-aged men appear to be shifting from the highly agentic focus on work and career advancement during their twenties and early thirties to more affiliative interests and concerns in the mid-life period of their late thirties and early forties. Similarly, the findings of Neugarten, Gutmann, Lowenthal, Rubin and Sheehy suggest a shift from affiliation to agency in the middle years for women, a movement outward from the home into the wider sphere of society.

The findings of an involution of sex roles at mid-life is an important and striking observation. It points toward a compensation model of development, one which stresses the wholeness or balance that can be achieved in an individual life over the lifespan.

The findings of the researchers on mid-life offer a bird's eye view of men's and women's parallel development over the lifecycle. However, two key differences in men's and women's development need to be stressed: the impact of sex role socialization and the reproductive differences in women's and men's lives.

Sex Roles and Reproductive Differences

Rossi (1980) extends Bakan's general comments about agency and communion by adding that these two modes of functioning have been separated and designated through roles to men and women in our society. She says agentic, achieving, separating functions are assigned to men and "affiliative" (her term for communal) functions of



nurturance and union are assigned to women. These sex roles exert a powerful influence on the behavior and perceptions of men and women and socialization reinforces this view of what women and men should be (Forisha 1978; Frieze et al. 1978; Giele 1978).

The work of Carol Gilligan (1979) on women's moral development underlines this separation of agency and affiliation in men's and women's lives. As an example, moral development theory describes the highest stage of judgment as a "morality of rights," emphasizing separation, the individual, and being objectively fair. Based on studies by Piaget and Kohlberg, the characteristics of moral development are appropriate for the male subjects from whom they were derived.

In recent studies of the moral judgment of women, however, emphasis is on attachment, relationships, a recognition of the limitations of any particular solution, and a respect for the conflicts that remain (Gilligan 1977, 1979). Such a "morality of responsibility" may appear inconclusive from a male perspective, as a "morality of rights" may seem indifferent from a female point of view, admits Gilligan. But the difference in perception only increases the necessity of integrating the experiences of both men and women (Gilligan 1979).

The powerful influence of sex-role stereotyping influences choices of career, options for family life and other assorted duties. Men work; women tend to the family. Men do not cry; women are emotional. These messages, reinforced through years of schooling, the media, family and community value structures, prepare young adults to pursue

the adult roles their mothers and fathers did before them. Thus a sex-segregated society of separate but equal worlds for men and women has been perpetuated. Only recently have those sex roles been challenged.

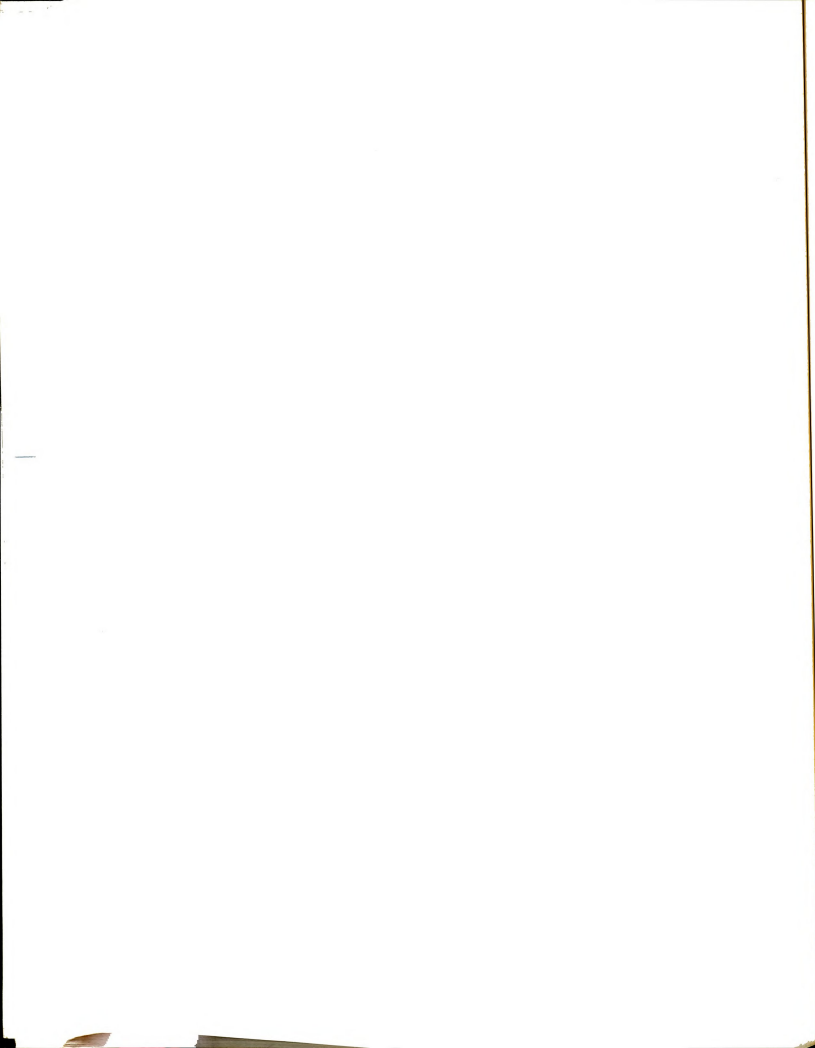
If sex role stereotyping creates a two-track system of development, with women pursuing their agendas and men their own, the reproductive capacity differences between men and women serve to reinforce this two-track system. While a man may father a child until very late in life, a woman is in an inflexible time schedule for birthing a child. This biological fact has had far-reaching consequences for women's career development, choices and sense of options during the early adult period. Esther Sales (1978) writes

Motherhood is a unique and central role in most women's adult lives. It involves biological, psychological and social components that provide a special source of experience.

She further writes

The decision women make during this stage creates a life structure that defines their subsequent lives. Some decisions, notably childbearing, are irrevocable; other decisions, like delaying childbearing, or career pursuits, violate the mandates of the social clock and may have negative social consequences.....Current life-stage theories do not recognize the later twenties as a critical stage in women's lives (Sales 1978:175; emphasis added.)

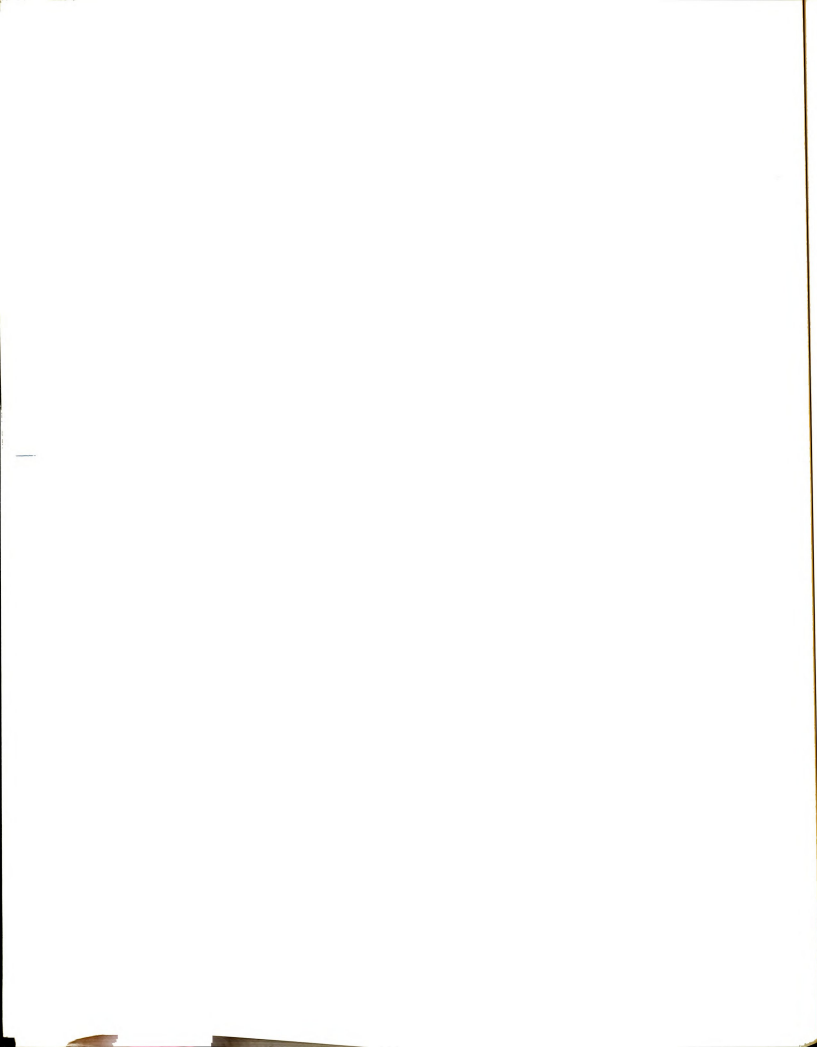
The importance of this issue is often overlooked in models of male adult development since child rearing and other "affiliation" duties are handled by women. Women's lives are changed by the decision to have a child. While a spouse often has the added financial burden of



a new family member, the woman carries the emotional, psychological and physiological stresses of raising a child.

Jessie Bernard (1980) has suggested that with women assigned the role of wife and mother, both affiliative functions, it becomes problematic for many women to combine a career, a more agentic function. She suggests that women's career development is contingent upon marriage and childbearing. While the choices of a marriage partner and assuming adult family roles is a developmental task for men too, these choices do not weigh as heavily upon men she says. Because of the pressures of socialization as well as reproductive functioning, work-career goals are often seen in conflict with family roles for women.

Career development demands a great amount of time, effort and libidinal energy. Women who aspire to the higher levels of career advancement still perceive that they must not only be competent, but extraordinary (Hennig and Jardim 1978). Traditionally, women in heterosexual relationships have extended energy into those relationships of caring, assuming the major portion of interpersonal duties (Fishman 1975). Many women perceive that they cannot keep up an extraordinary level of excellence in career and maintain the high quality of interpersonal relationship they have been socialized to foster. Hennig and Jardim's study of managerial women point to the lack of interpersonal relationships in women's lives during the launching and early phases of career development. Not until the mid 30s do these women begin to assess the place a relationship would have



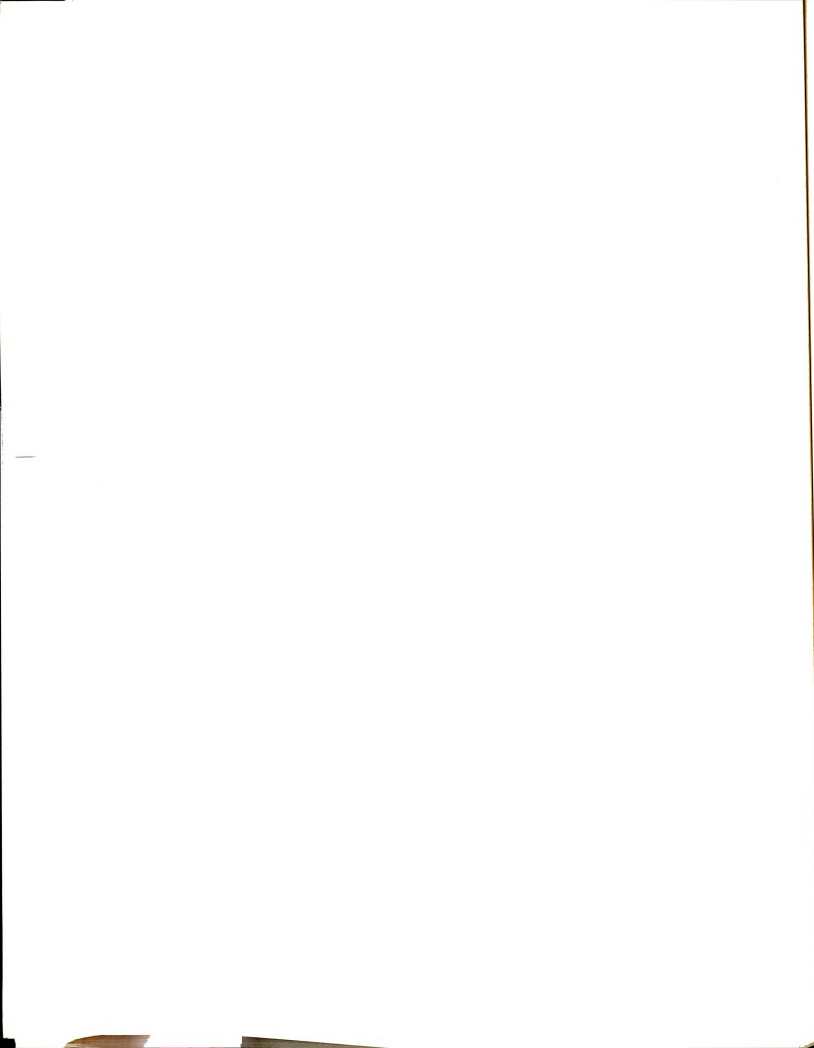
in their lives. Maintaining a career, a relationship and a family seem almost impossible.

The Early Adult Development of Men and Women

The influence of sex roles and reproductive functioning have differential impact on men and women during the early adult development period as discussed above. In the past, women have spent their early adult lives concerned with issues of relationship, marriage and childbearing while men have concentrated on career development and assuming adult status. Those women who remain single often follow an early adult life pattern similar to men's. Figure 2.1 summarizes the early adult development of men and women. Women's development is summarized in terms of two tracks: Tract I, Marriage and Family; and Tract II, Career.

For earlier cohort groups, when the separation of sex roles was clearly evident, women's and men's development was parallel, stressing different developmental tasks. However, with the advent of the social changes in the late 1960s (the Women's Movement and the availability of birth control), the developmental patterns of men and women may not be as distinct and separate as they once were.

The social changes have had an impact on the current generation of young adults in the early adult development stage. There is a growing literature on the impact of feminism on the lives of women and men that describes the current role strains and conflicts of the younger generation.



MEN'S DEVELOPMENT*

The Early Adult Transition, 18-22

- Separating from family of origin
- Beginning to form a Dream
- Setting an occupational direction
- Beginning to define self as an adult
- Beginning to change dependence/independence balance by forming relations with adults

Entering the Adult World, ages 22-28

- Fashion an initial life structure
- Forming a new home base
- Balance between exploration and commitment
- Finding ways to live out the Dream
- Forming relationship with a Mentor
- Forming relationship with a Special Woman

Age 30 Transition, ages 28-32

- Reassessment of twenties life structure
- Period of readjustment that may include divorce, career change, or readjustment in existing relationships and work
- Beginning of a new period of commitment to a different life structure

WOMEN'S DEVELOPMENT*

Young Adulthood, 18-22

- Interregum between dependence on parents and dependence on spouse (Bernard 1975)
- Tentativeness in quest for personal identity as well as choices (Lowenthal 1975)
- Flexible, adaptive for marital adjustment (Angrist 1975)
- Marriage often provides context for their lives (Douvan and Adelson 1966)

Choosing Life Roles, ages 22-24

- Tract I: family role (marriage and family).
- Tract II: career role.

Role Completion, ages 25-29

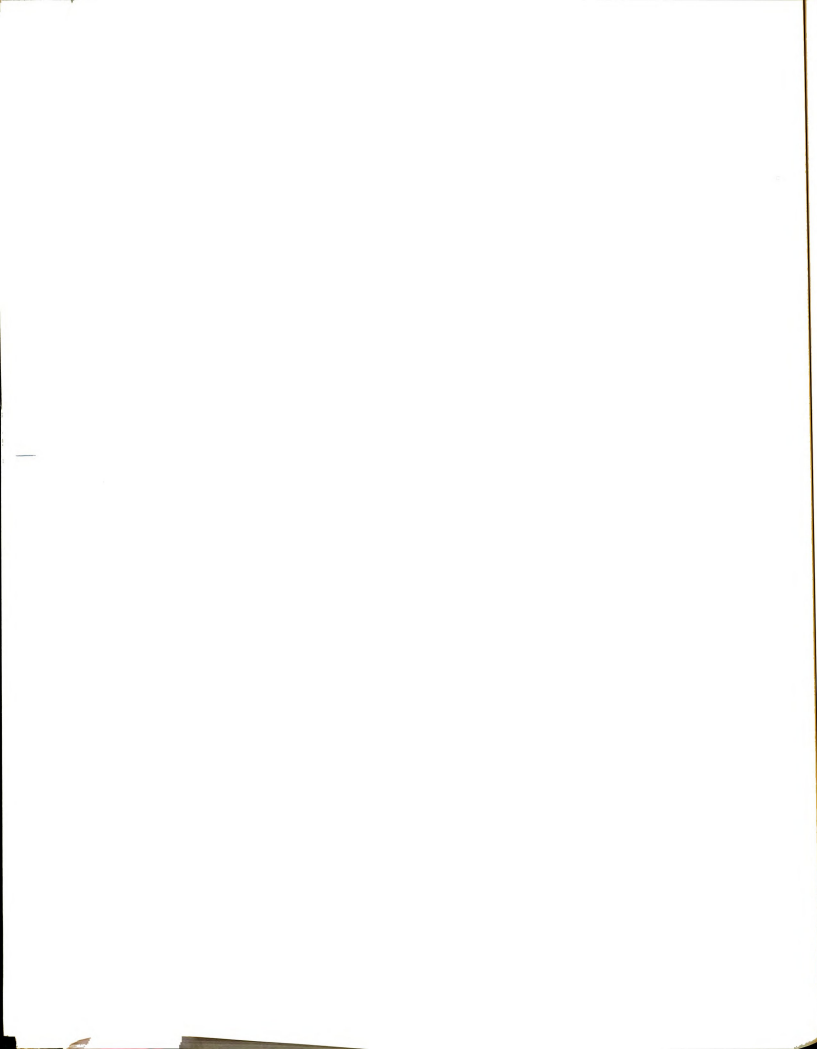
- Tract I: If children, role constellation change and restructuring around children. Childless women increasingly interested and involved with mate
- Tract II: Provisional life structure around role of worker, moving up, achieving junior status (Hennig and Jardim 1978; Stewart 1977)

Readjustment, ages 30-34

- Tract I: Identity search for own interest; catalyst often last child to school; distance from spouse (Stewart 1977; Sales 1978; Sheehy 1976)
- Tract II: Decisions about marriage and mothering becoming crucial and vexing (Stewart 1977; Sheehy 1976)

*Men's development drawn from Levinson (1978); Women's Development drawn from Sales (1978) and other sources listed.

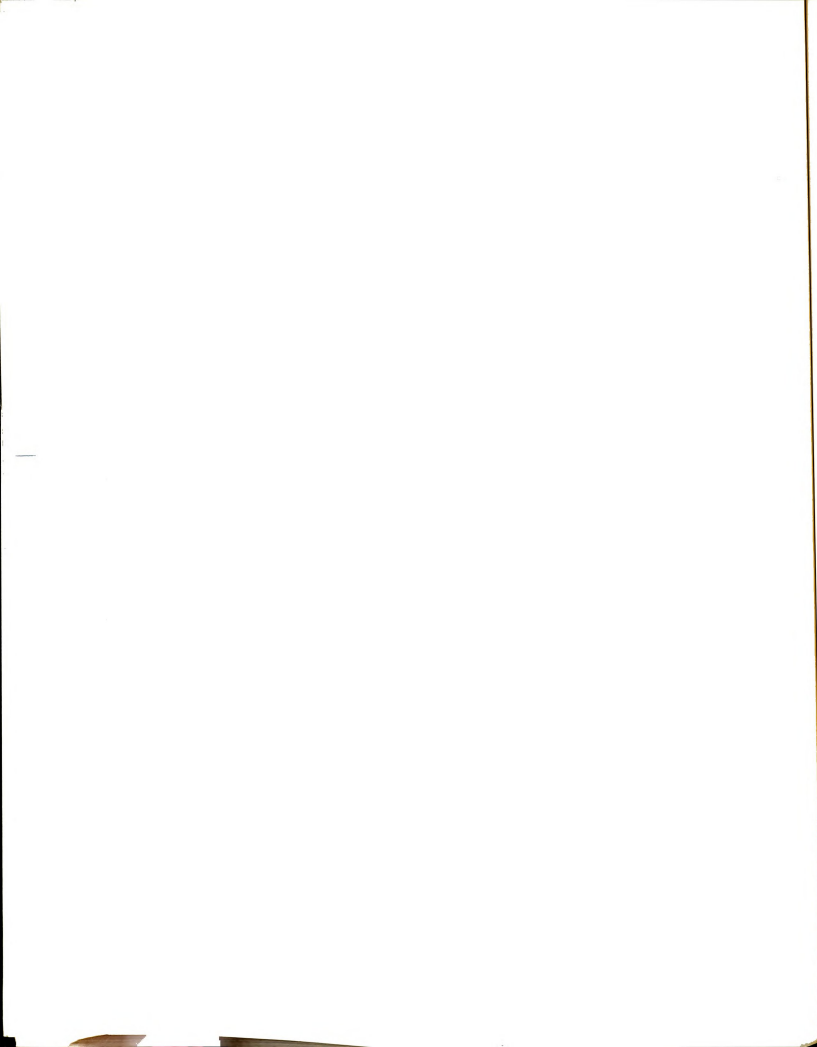
Figure 2.1. Early Adult Development of Men and Women: A Comparison From a Life Cycle View



Betty Friedan, the early feminist in the 1960s who identified the "feminine mystique" as the dominant social imperative for women of her generation, has recently written of the "feminist mystique" of the late 1970s. While the feminine mystique defined women solely in terms of their relation to men as wives, homemakers and mothers, the feminist mystique has "denied that core of women's personhood that is fulfilled through love, nurture, home" (Friedan 1981). The first stage of feminism, the women's movement, "was fought within and against and defined by that old structure of unequal, polarized male and female sex roles." Friedan now believes that "what's needed is to transcend those terms and transform the structure itself."

Friedan's vision of these cultural changes identifies the bind that some younger women now face. Raised by mothers who were products of the "feminine mystique", younger women coming of age during the rise of the feminist mystique may feel confusion over the conflicting messages they received. Should they be housewives like their mothers, or independent career women? Sexton describes this phenomenon as being "Between Two Worlds" (Sexton 1979).

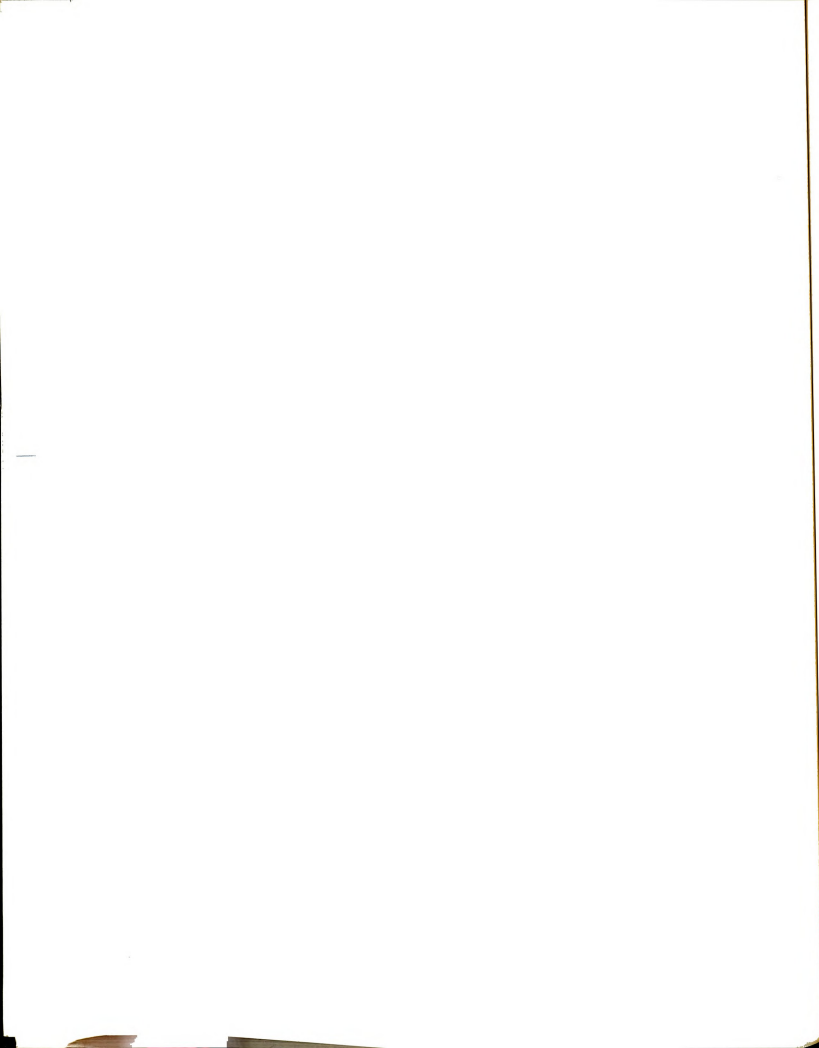
Rather than choosing either world, many women are attempting to combine both (Friedan 1981). In the process many women now experience "role overload" as they take on the roles of worker, wife, mother and oftentimes, student. The "superwoman" ideal is now emerging as the cultural standard for women and trying to measure up to this unreal demand is stressful on many young women, especially those with college education (Stehr 1982).



The feminist movement and the number of women who are now opting for career and family has also had its impact on men's views of their roles and goals. James A. Levine writes that the male is in crisis. Buffeted by the Women's Movement, constrained by a traditional and internalized definition of masculinity, "men literally don't know who they are, what women want from them, or even what they may want from themselves" (Levine 1979). Tolson writes in The Limits of Masculinity (1978) that "more fundamentally, feminism explicitly invites men themselves to change, to discover new forms of masculine identity." The rise of consciousness-raising groups among young men to question their sex role identification has proceeded in response to the impetus of the women's movement.

Gail Sheehy, in a series of interviews with young men published in newspaper syndication, reports that men in their twenties are not as driven by the occupational dreams of their fathers. Indeed, they are rebelling against these "ideals" and beginning to fashion their own ideal of a quality of life which includes work, family and personal development (Sheehy 1979).

These changing role patterns for men and women may alter our limited understanding of the development of men and women in the early adult period. The data on mid-life individuals indicates that their early adulthood was characterized by the separation of role functions and developmental tasks. These earlier sex role assignments may be questioned by today's young adults, but their childhood socialization makes it problematic for them to reconcile the two. What does remain the same is the biological, reproductive differences between men and



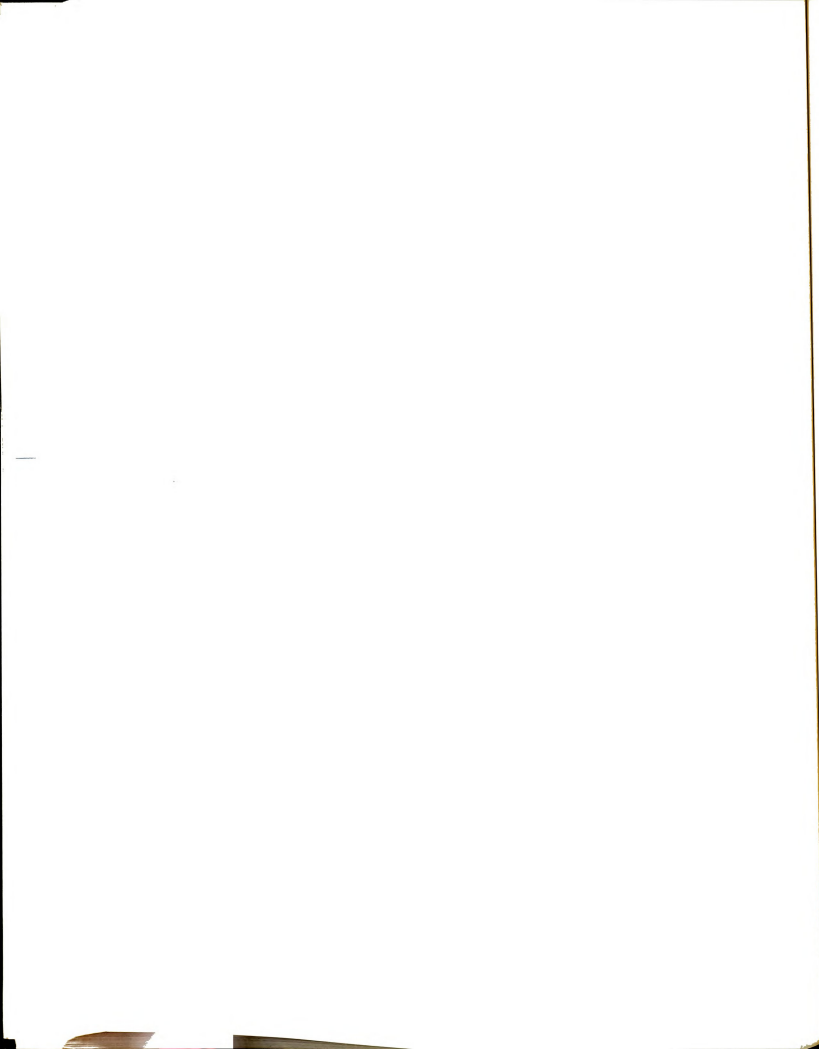
women. Women may opt for different timetables with family and career lives -- sequential (career-family-career; family-career) or concurrent patterns (career and family) (Sheehy 1976; Weingarten 1979; Bernard 1980). What remains to be seen is whether the early adult development of men and women is similar in terms of the process, not the content, of development in their lives.

Stewart's Study of Women

The work of Wendy Stewart (1977) provides a valuable link in the study of men's and women's early adult development. She attempted to test Levinson's male model of development with a sample of women ages 30-39. There was variability in the manner of accomplishing some developmental tasks of early adulthood reported by her sample. This "variability appears to be related to whether a woman forms a stable marriage and family life in her twenties, or remains single and/or pursues a career during this decade" (Stewart 1977:132). She continues

Thus, the data at least raise questions about the need for elaboration and modification of certain aspects of Levinson's theory if it is to describe women's development as well as men's.

In reference to the early adult development of women, Stewart concluded that for women whose life structure of the twenties is formed primarily around the goals of remaining single and/or forming an occupation, women, like men, tend to seek a relationship with a Mentor who supports the individualistic aspects of their Dream by serving as a model for its realization.



However, for women who follow a more traditional female pattern during their twenties involving the formation of a "Relational Dream" and making an early commitment to marriage and motherhood, the period seems intrinsically less provisional than it does for the women who remain single during this period, or for men.

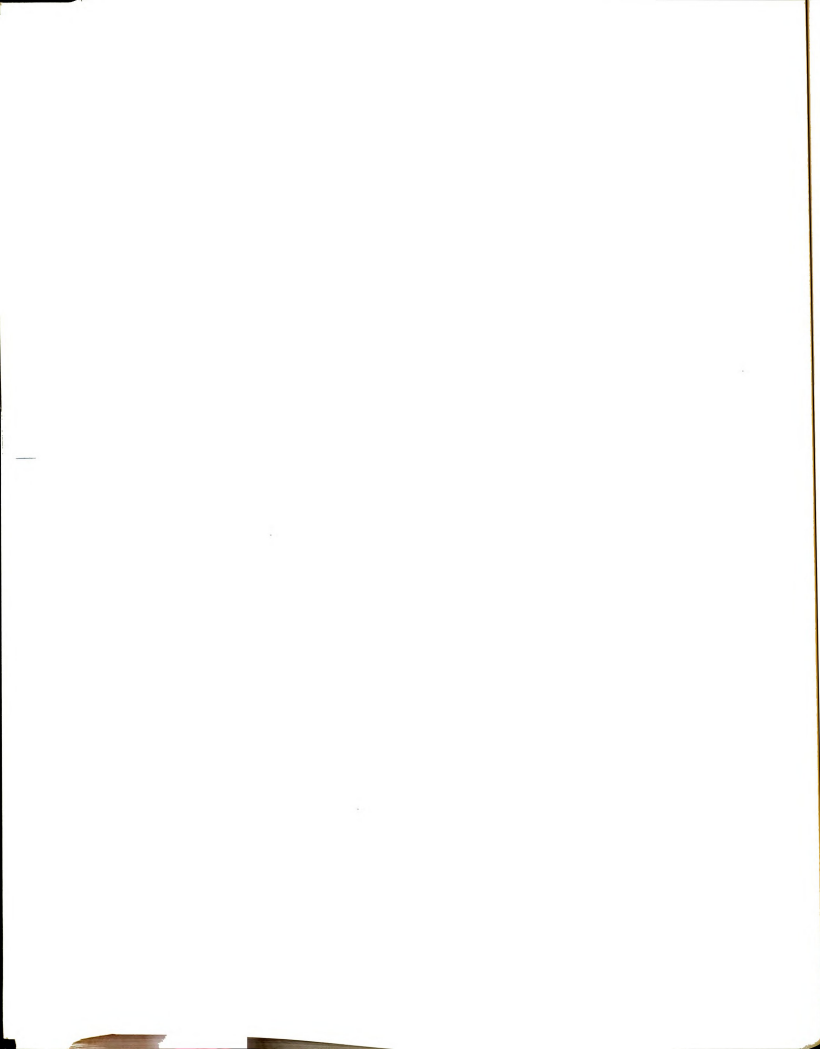
In the Age Thirty Transition period, Stewart found that Levinson's general conception is supported by her findings. She says that women who have not formed a satisfactory home base by their late twenties tend to feel an increased sense of urgency to stabilize their lives at this time. Women who have married and had children during their twenties tend to seek a less dependent, more egalitarian and intimate relationship with their husbands and may also begin to consider interests beyond their familial roles (Stewart 1977:134).

Thus there is some early indication that although men and women may tackle different developmental tasks in their twenties, depending upon their family or career choices, both men and women seem to face a transition at around age 30.

Gender Differences Summary

The differences in male and female adult development may be ascribed to social roles and gender ascribed behavior, and reproductive functioning. The involution of cycles for men and women, especially at mid-life, point toward a notion of the complementarily of the sexes, with each having its period of ascendancy and decline (depending upon one's perspective) over the entire life cycle.

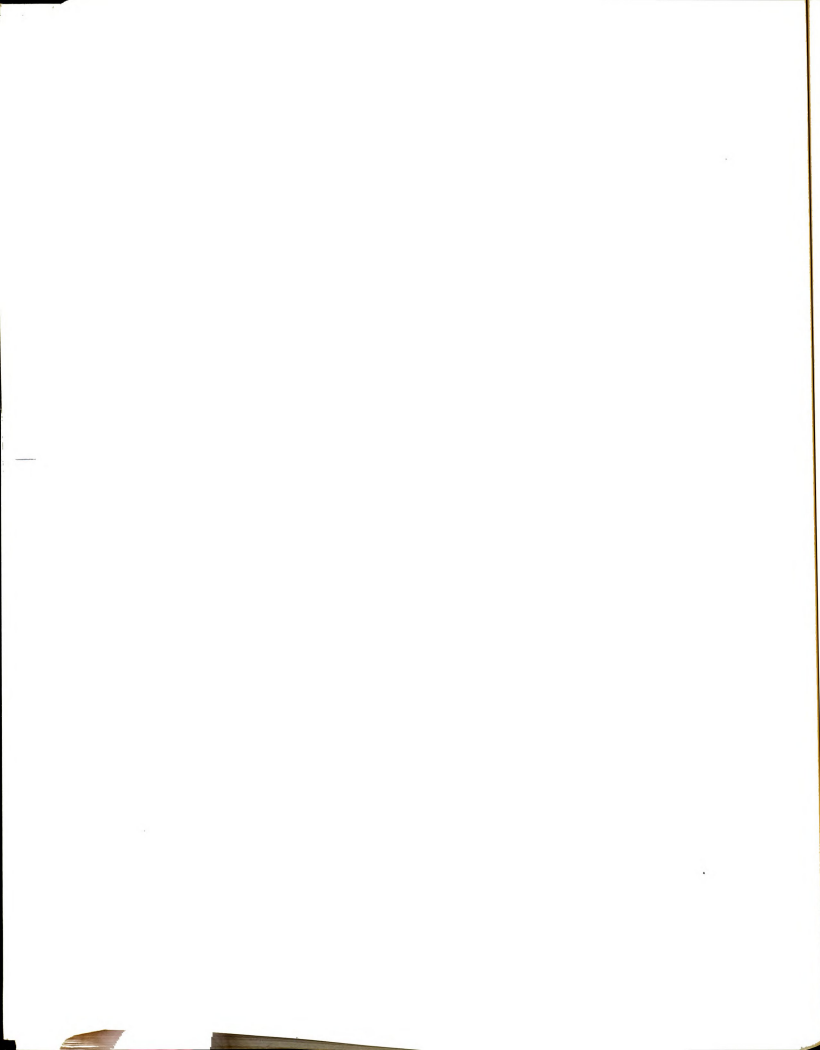
As Jung's man at the "noon of life" becomes more introspective, Neugarten's and Rubin's women become more outer-directed. Rather than



ascribe one developmental pattern as better than another, the life patterns of men and women come to represent as dance in counterpoint, achieving fullness as a race.

However, the sex role assignments of earlier times are now becoming blurred with the generation of young people raised during the advent of the women's movement. Historical time and cohort differences have an important place in adult development theory and gender differences in adulthood. While future-oriented writers like Giele (1980b), Douvan (1980), Friedan (1981), and Bakan (1966) see the evolution of an androgenous individual, there still is a period of time needed to absorb these great social changes. The current generation of young adults may be the interim generation, experiencing and experimenting with change, balancing of roles and behavior.

The gender differences in adult development will continue to be noted if the dominant unit of analysis is the developmental tasks of each gender at each life period. Biological and sex role assignments will cause these differences to be marked. However, if the level of analysis is the life structure perspective proposed by Levinson, the process and not the content of adult development over time may show a greater degree of similarity between men's and women's development than has been indicated to date.

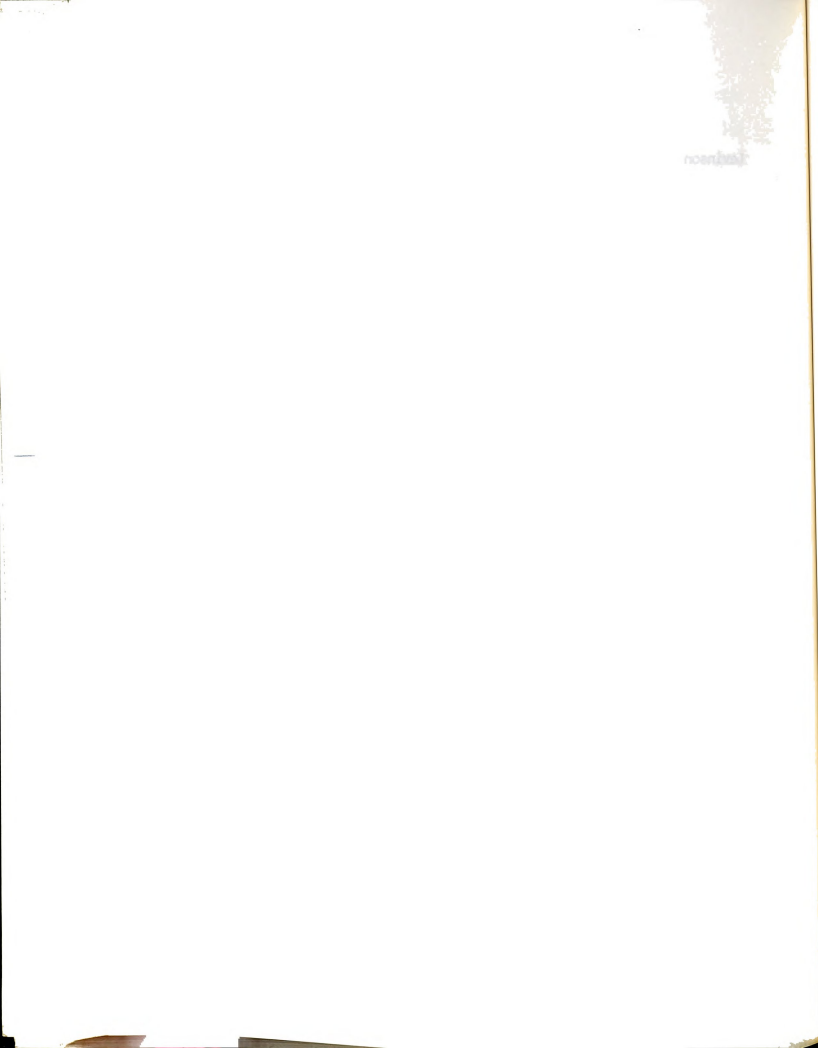


ADULTS' USES OF HIGHER EDUCATION

Thus far in the review of the literature on adult development, Levinson's theory and gender differences especially at the early adult development period, attention has been drawn to the progression of adults through stages of development. A key factor in the current study is the linkages, if any, between adult development and higher education participation. In order to explore this relationship, a brief review of adults' uses of higher education has been conducted. The earlier findings on women's return to education, and differences between men and women adult learners will be discussed. The final section of this section of the review reports three studies that are directly related to the current study of the adult development of men and women graduate student ages 28-32.

The return to higher education of large numbers of adult women in the 1970s pointed toward a growing trend of adult participation in higher education. Numerous studies of the characteristics of these new learners have been conducted.

Reasons of women returning to higher education vary widely according to the framework of each study. Boshier (1971) found that social and intellectual stimulation was the primary motivation. Willis (1977) found job potential and increased income to be the most salient. Gerson (1979) found employment plans to be most important. Astin (1978) found that the reasons cited for returning to school could be divided half between career goals and half between knowledge update, alleviation of boredom, escape, and completion of degrees. Magill and Cirkseña (1978) found career and self-enrichment important

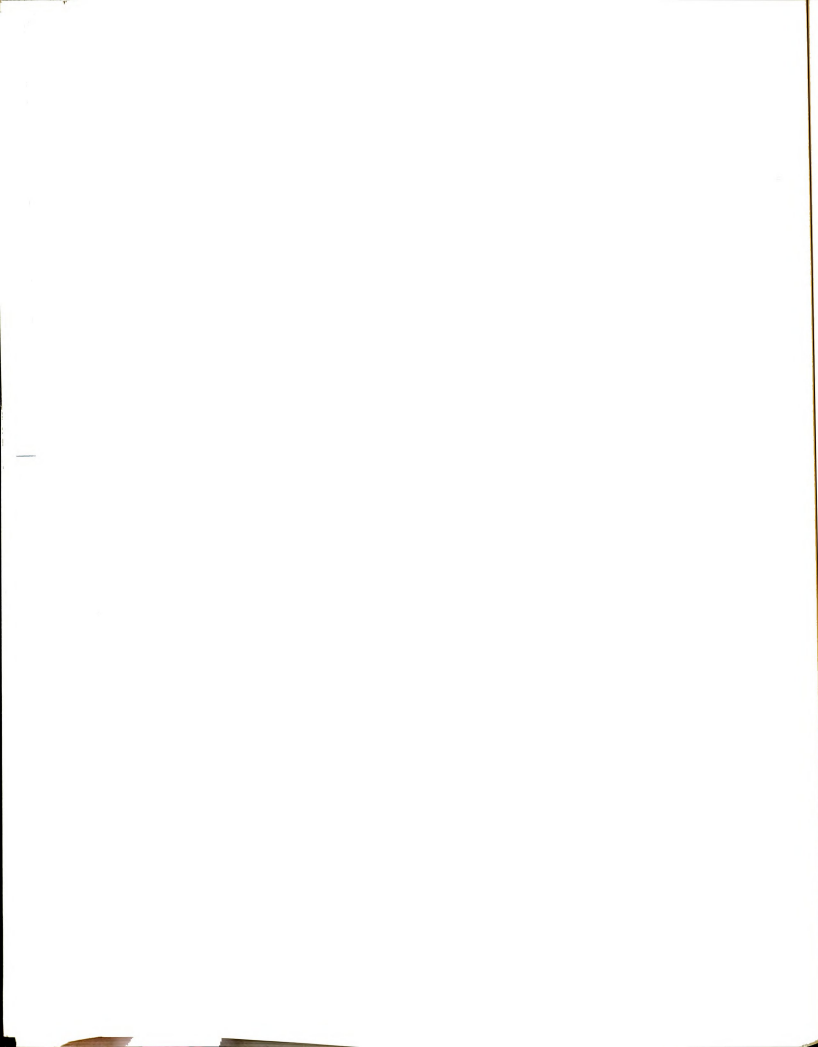


motivators for returning to school and Dibner (1976) found personal enrichment and career as important factors.

Adult learners, men and women, have also been studied by a number of researchers regarding motivation for returning to education. Aslanian and Brickell (1980) found a life transition as the major reason for adult choice of systematic learning, but they found variety of transition areas and trigger events underlying these transitions. Like Keogh (1980) they found that men's choices in education were frequently linked to career reasons while women's choices included career, family and leisure (Aslanian and Brickell 1980), enjoyment of intellectual stimulation and need to develop self-confidence (Keogh 1980). Both gender and racial differences were noted by Smydra and Kochenour (1978) in choices; career related choices were highest for white men and greater variability of choices were noted for the other three groups.

Denney's (1978) study of the motivations of continuing education participants analyzed by sex and age found that there were highly significant difference for men and women in their motivations around the motivators Learning for the Sake of Learning and Self-Stimulation. Women rated both of these factors as much more influential for them than did men.

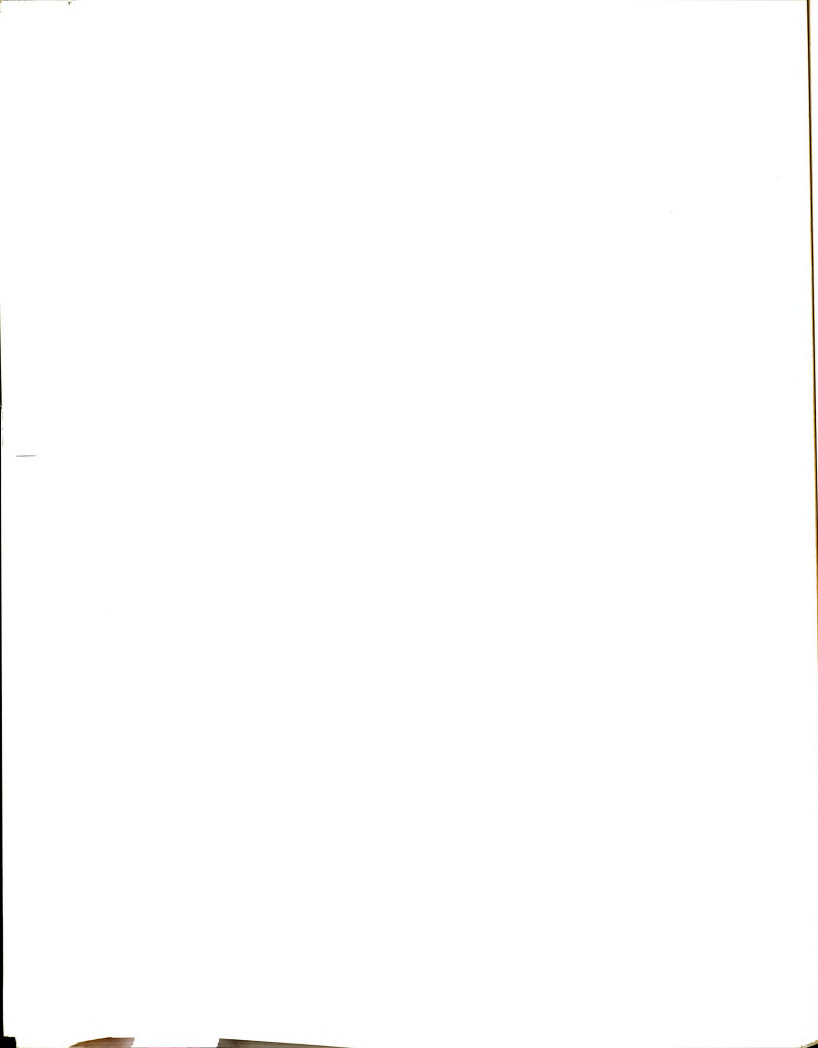
Houle (1961) and Morstain and Smart (1977) developed learner typologies for their studies of adult students. Houle found among his 22 subjects basically 3 groups: 1) goal oriented -- clear cut objectives seen; 2) activity oriented -- meaning found in education other than its content or purposes; 3) learning oriented -- seeking of



knowledge for its own sake. Morstain and Smart (1977) found in their study of 626 adult students 5 learner categories. Men were highest in career oriented and life change and almost 75% of women were in the stimulus seeking category, the lowest group for men.

In a study of the continuing education of college graduates, Coppard (1978) found that women in contrast to men desire more change in their life, want more education and are more likely to pursue it, are more open to new methods of instructions, seek more recognition for their study, are more likely to be making a transition in their career, and more often experience barriers to their pursuit of further education.

Timothy Lehman (1980) using Gould's age categories set out to test the Levinson-Gould argument that developmental stages can be reflected in self concept data revealing significant differences between men and women. He used biographical data inventory from 2,710 students at Empire State College. In self-perceptions of success orientations (leadership, ability to handle stress, drive to achieve, and independence) he found men higher than women until mid-life with women surpassing men at that point in 3 of 4 categories, the exception being in leadership. In self-perceptions of personal organization, persistence and resourcefulness, men dip rapidly at mid-life while women are more constant over the various age periods with a rise after mid-life. In self perceptions of academic competence men dip sharply at the mid-life transition while women maintain a more consistent profile with the exception of artistic ability.



In general, these findings on subjects in a post secondary education program reinforce the direction of Neugarten's (1968) findings on highly successful men at mid-life and women at mid-life: Positive mid-life and post-middle life self assessments by women who have found an outlet for their increased energy and more negative trends in mid-life and post-middle life self assessments for men.

Some studies of adult participation in higher education have found that adults may use higher education as a bridge between a former life structure and an upcoming life structure. Three studies in particular discuss this link between adult development and higher education participation.

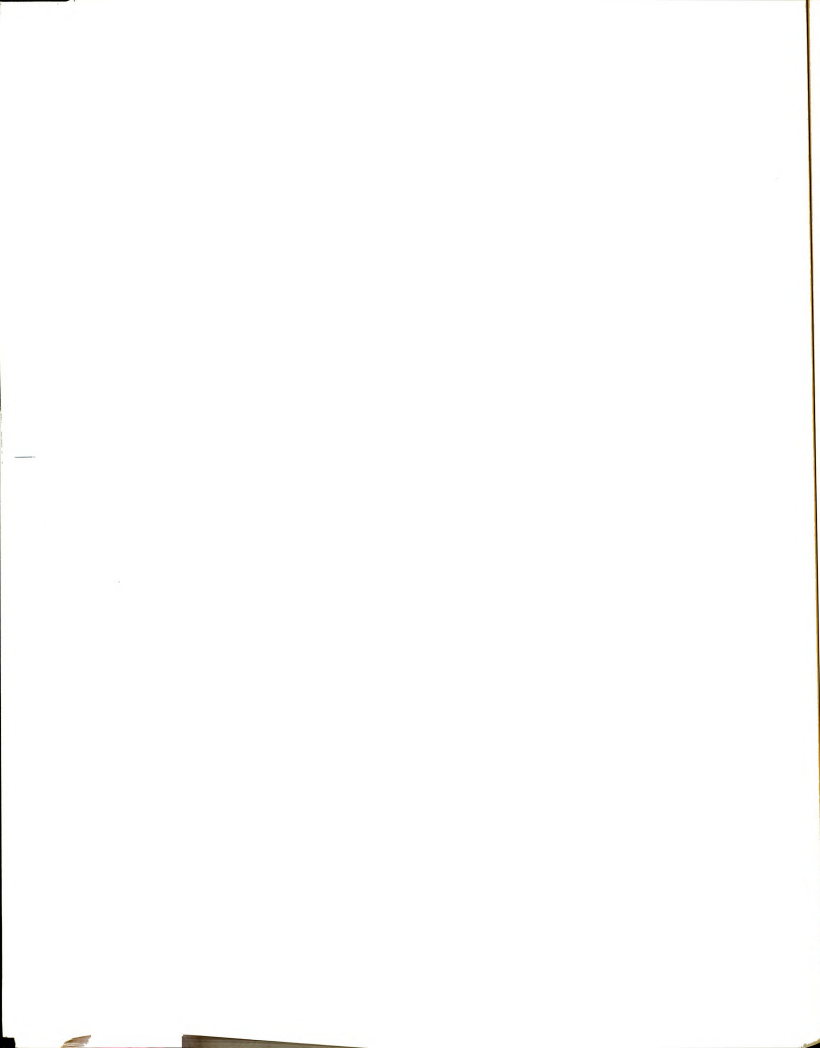
Weathersby's Study of Adult Students

Rita Weathersby's (1978) study of adult students at Goddard College's Adult Degree Program used concepts of life phases, developmental stages and learning styles to assess the seventy one persons in the program ranging in age from 21-81.

Weathersby writes that "going back to school is a change in life structure which is linked with other changes, both desired and already accomplished" (Weathersby 1978:42).

The majority of the Adult Degree Program students (53 percent) were either in the "Entering the Adult World" or "Thirties Transition" period. Weathersby found that

The evidence that life phase is a meaningful construct, despite the limits of the classification scheme, lies in the many time-linked reasons given for enrollment and in students' perceptions of the role of education in making desired changes in their lives and work (Weathersby 1978:54).



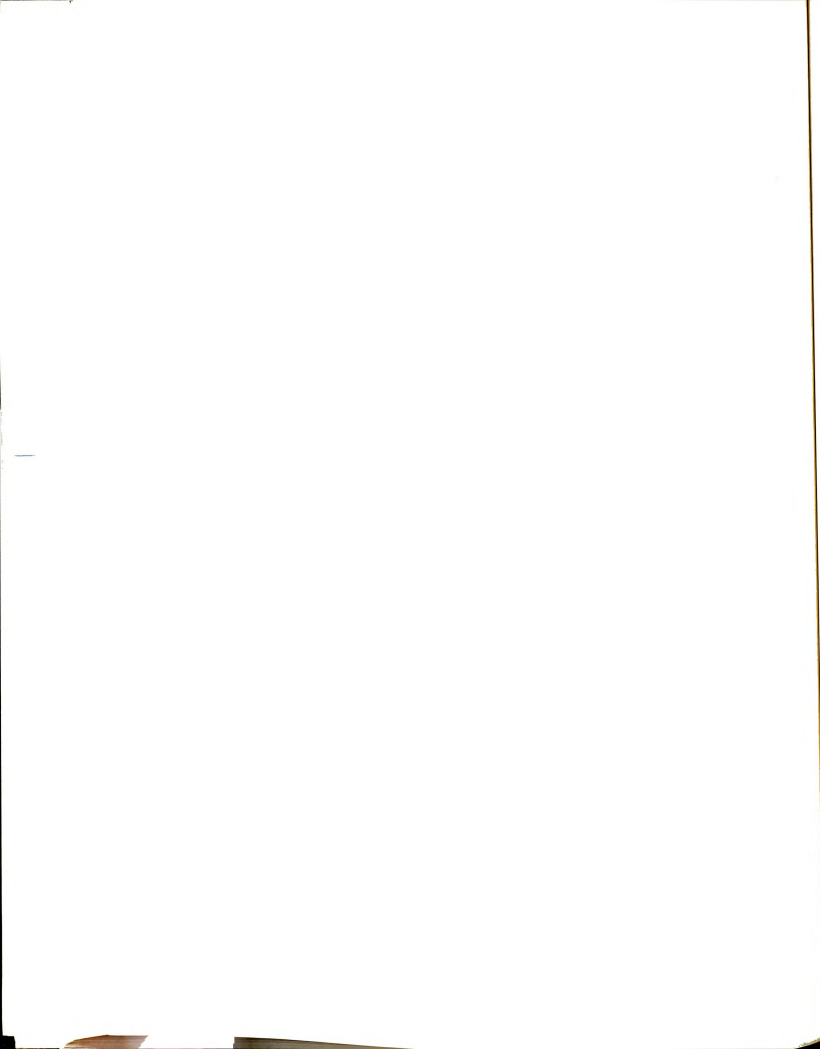
At the Thirties Transition, Mid-Life Transition and Fifties Transition adults seemed to be making changes in their lives "analogous to moving into different rooms of a house." She continues

These moves can be called life transitions. These moves clearly related both to changed internal perceptions of self proceeding through time (our internal time clocks as Neugarten suggests) and to changed external circumstances. These lateral movements into different suites or rooms in one's house (crossing thresholds, so to speak) are life structure changes as Levinson defines them (Weathersby 1978:125-126).

Weathersby adds that there were others in the Goddard program not moving noticeably from one room to another but pursuing goals within the familiar rooms of their current life structure. She concludes that

There are therefore different psychic uses of education between people who are in transitional life periods, making or considering changes in their life structures, and people who are in stable life phases working and building within a given life structure (Weathersby 1978:126).

In answering a questionnaire item regarding their perception of stability or transition in their current lives, 86.7 percent of the sample at the Thirties Transition, 88.9 percent at the Mid-Life Transition and 100 percent at the Fifties Transition marked that they were in a period of transition. Those in transitional life phases appear from Weatherby's findings "to be using the program as a support to make changes in life structure." She adds that "These students have a greater interest in redirecting their goals than students in periods of more relative stability."



Weathersby's study posits a direct link between life structure transition and participation in higher education. Her study is the first to operationalize some of the key Levinsonian concepts to a study of adult learners.

Mezirow's Perspective Transformation

Jack Mezirow (1978) conducted a study of re-entry programs for women in community colleges across the nation. His study resulted in the formulation of some theoretical concepts regarding adult development and the role of higher education.

Mezirow identified "perspective transformation" as the central process occurring in the personal development of women returning to higher education who participated in college re-entry programs. Many of the re-entry women, by becoming aware of the hitherto unquestioned "cultural myths (often internalized and reinforced by women themselves), have found a new identity within a new meaning perspective entailing greater autonomy, enhanced personal control, and a sense of responsibility for their own lives" (Mezirow and Marsick 1978).

Many of the women, returning to higher education seeking a change in their lives which may be linked to Levinson's concepts of adult development and transition, changed their meaning perspectives and proceeded on with the further development of their lives as whole persons. Mezirow suggests that the important contribution higher education offers for the personal development of adults in transition is the opportunity to assess their previous meaning structures and formulate new ones.

Pelowski's Graduate Men and Women

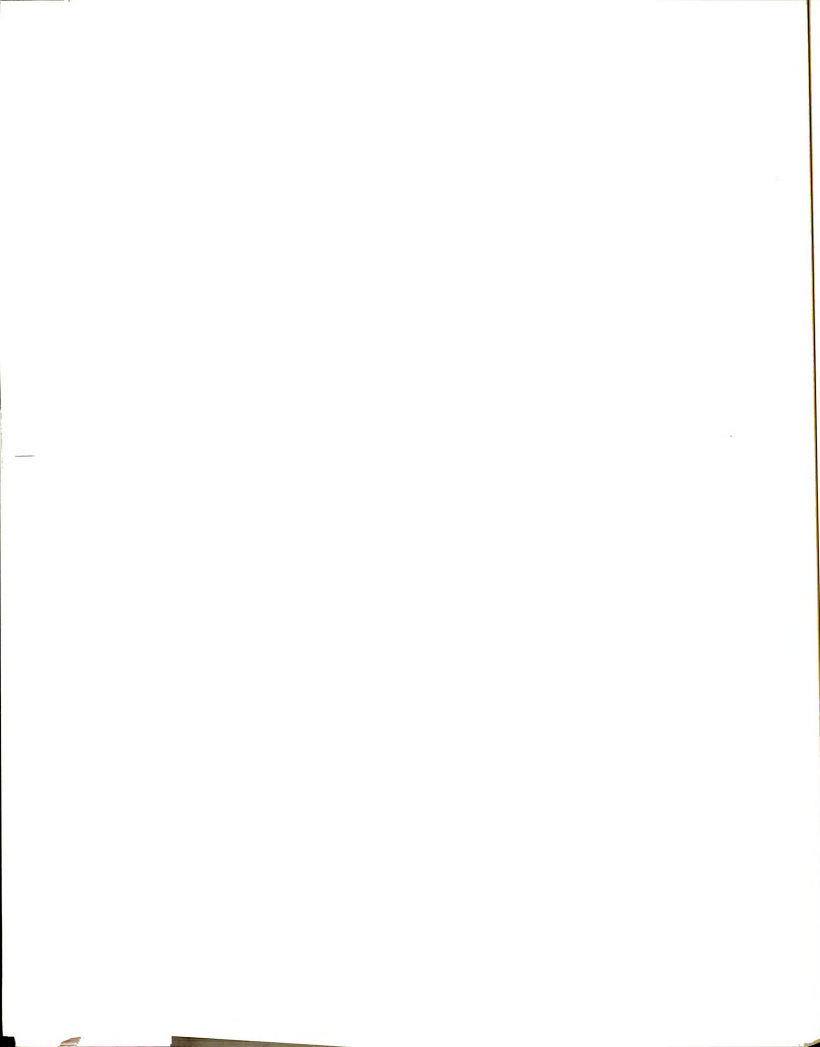
A recent study of mid-life men and women returning to graduate study at Michigan State University conducted by Barbara Pelowski (1981) investigated the decision-making process of returning to school. Two key findings relate to the current study. Pelowski asked her subjects to indicate if they were in a time of transition and if there were catalysts to return to school.

Pelowski found "with few exceptions, the graduate students reported experiencing major recent life changes in their work and relationships, many viewed the changes as having precipitated their decision to enter graduate school." Women more than men attributed their decision to enter graduate school to catalytic events within the relationships of their lives. Major changes in the area of employment more than any other area prompted the decision for many men.

Pelowski continues that for the most part, the changes in work and relationships had already taken place, and graduate school had been chosen as a means of effecting the transition. She found that graduate school itself represented a continuity for some of the mid-life adults who were evolving from one stage of employment to another level of possibility. She adds that for other graduate students, however, the choice signified a place and a process through which they expected to discover new life styles or unexplored aspects of themselves (Pelowski 1981:202-203).

Summary of the Review of Literature

Adult patterned development has evolved from the early work of Jung on mid-life changes in adulthood to the current conceptualization

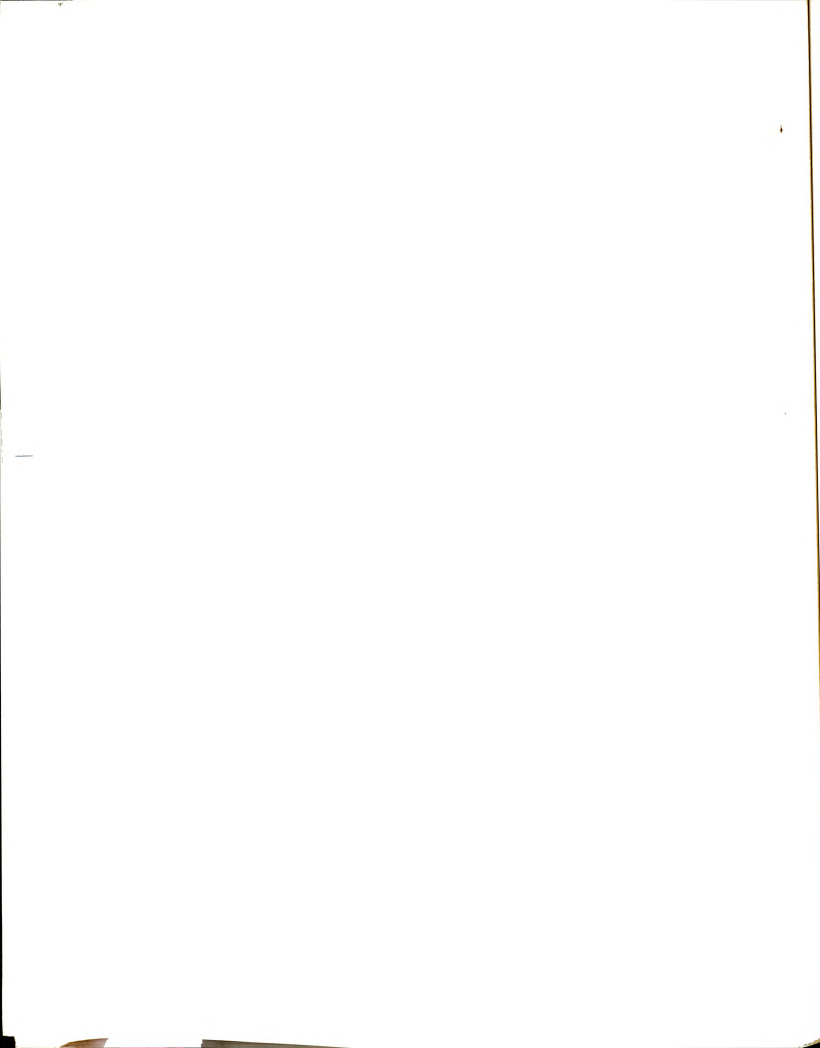


of adult life as a process of alternating periods of stability and transition in some sequence that may or may not be age-linked.

The evolution of the life structure over time, a new dimension of adult development theory and research posited by Daniel Levinson, combines many of the previously fractured perspectives on adult development. The small sample used to generate Levinson's theory, however, is criticized by some especially because it excluded women.

A review of the literature on gender differences in adult development offers evidence that, for men and women studied at mid-life, gender differences are pronounced. The important differences in reproductive functioning and sex role assignment may account for these differences. Current social changes may have lessened strict sex role assignments, although the reproductive differences of women and men may still account for differences in adult development.

The rise of participation in higher education has prompted studies on the characteristics and motivations of adult learners. Men tend to seek continuing education for career reasons while women often continue their education for personal development as well as career reasons. Higher education participation by adults at certain points in the life cycle may be seen as a way to navigate transition periods in their lives.

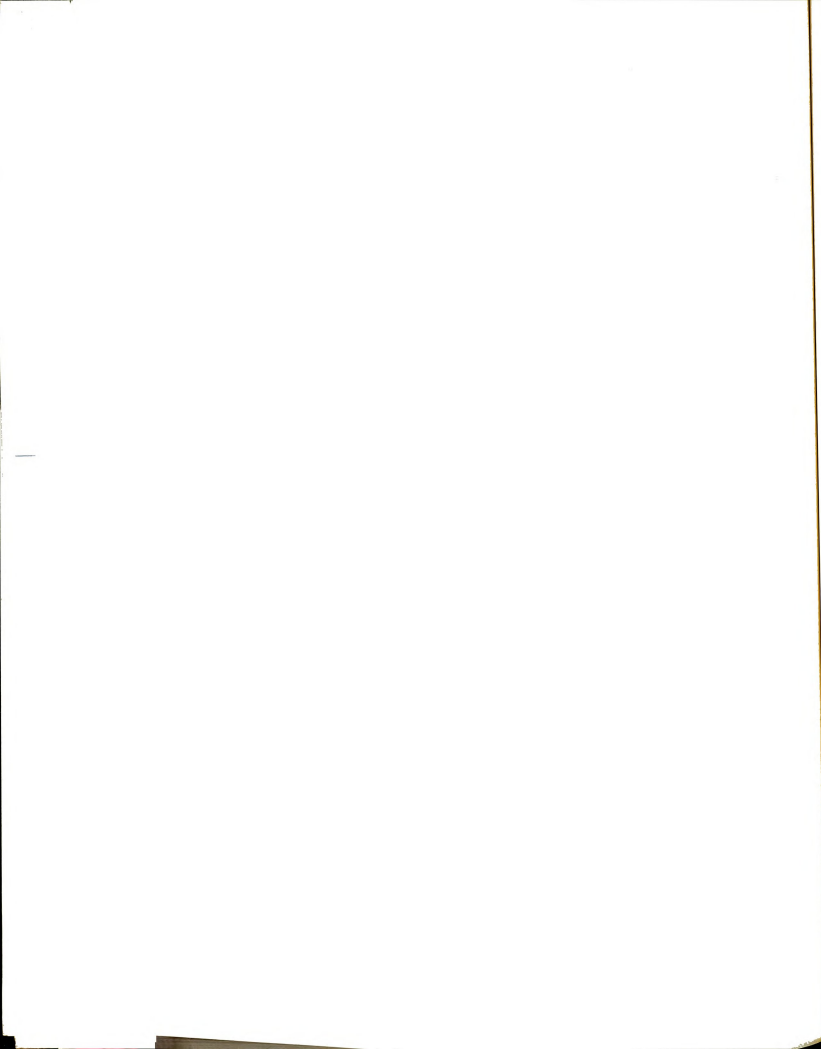


CHAPTER III

RESEARCH DESIGN AND PROCEDURES

Introduction

This chapter begins with a review of the study leading to the research proposal, the purpose of the study and the research questions. During the course of the study, a questionnaire and procedures for administration of the questionnaire evolved. The evolution of this process, and the subsequent revisions of the questionnaire, procedures and research questions will be discussed. The final set of research questions will be discussed.



Study Leading to the Proposal

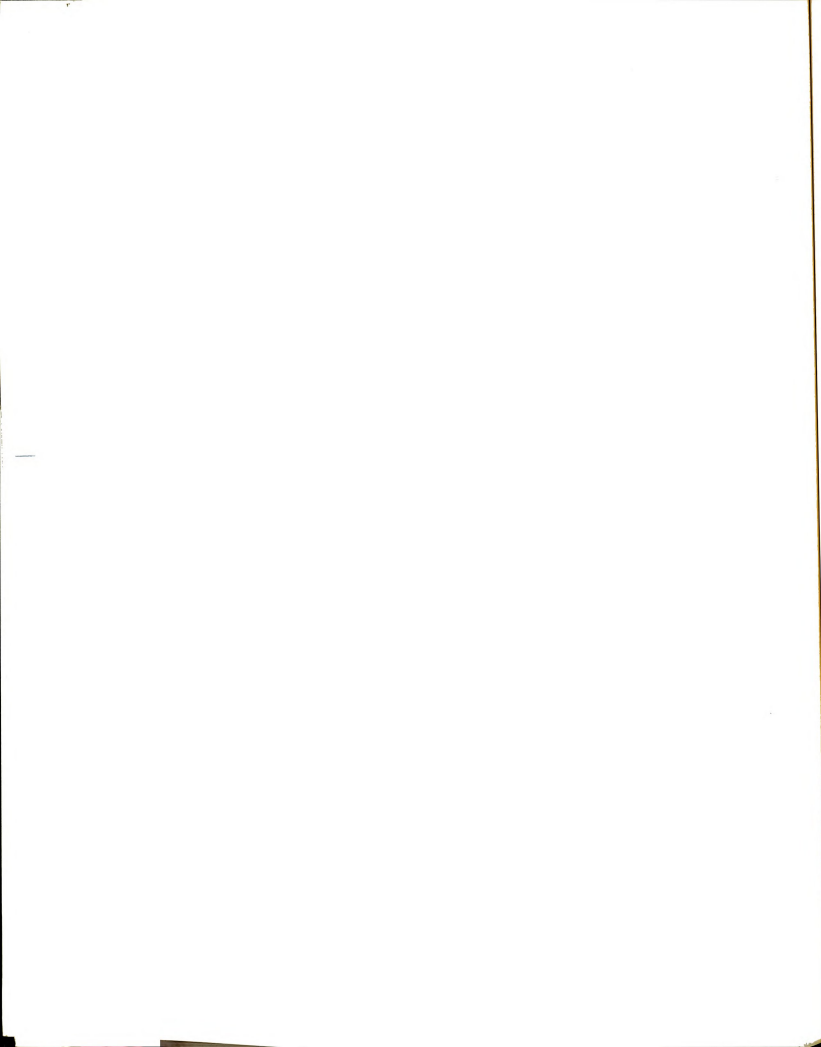
After an extensive review of the literature on adult development, a research project using concepts forwarded by Daniel Levinson was formulated. Levinson's concepts of the "life structure", periods of structure building and structure revision, and his holistic approach to the study of adult development using a biographical method, appeared to be the best way to gain an understanding of the life cycle and adult development.

However, Levinson's study was drawn from a sample of men and therefore limited the applicability of his findings to men. The study includes men and women.

Levinson's theory of the evolution of the life structure, with its sequence of eras and developmental periods, forms the theoretical framework for the current investigation. One "season", the early adult development period which includes "Entering the Adult World" (ages 22-28) and the "Age Thirty Transition" (ages 28-32) was chosen for investigation using both men and women graduate students, ages 28-32.

Because of the number of new concepts and domains of analysis that Levinson's theory presented, the study was narrowed to areas related to the "Dream" and the important life activities of the early adult period.

The Dream was selected for investigation because Wendy Stewart's research on adult women's life cycle development (1977) indicated a different focus for the Dream in early adulthood for women than for



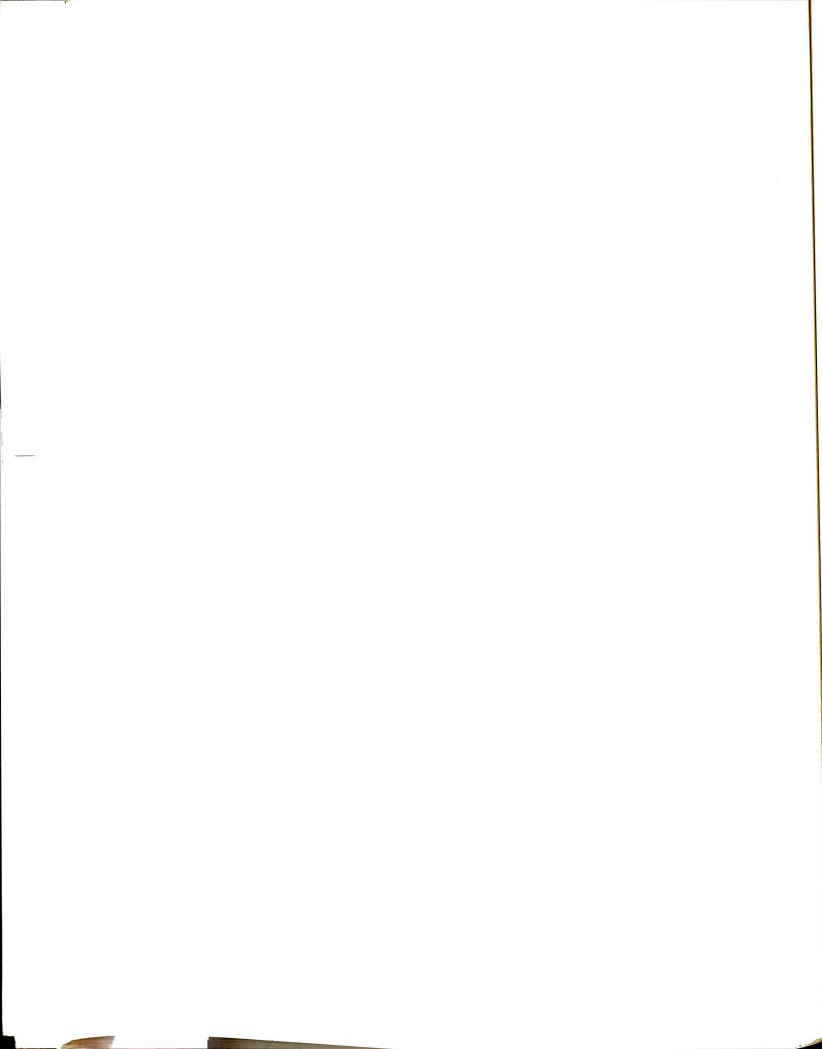
men. She reported that for women who are married and involved with family life, a "relational dream" is operational. Levinson's men possessed more of an "individualistic" dream in their early adult period, often stressing career-related visions.

The literature on gender differences in adulthood, which stressed agency-functioning for men and affiliation-functioning for women in early adulthood, stimulated the researcher to investigate the similarities and differences in the reported importance of life activities at the "entering the adult world" period and the "age thirty transition" period for men and women.

The research that indicated a shift in priorities from issues of relationship to issues of career and self-development for women at around age 30 (Sheehy 1976; Sales 1978; Mezriow 1978) prompted the investigation of the emphasis given by men and women to the importance of issues related to career, personal relationships and self-development at two time periods. A comparison of the responses at the two time periods might indicate a shift in priorities or a relative stability in the importance of those issues.

Rita Weathersby's study of adult students provided a link between Levinson's developmental theory and adults' return to education. Interested in the role education might play in the adult development of persons, the study investigated any linkages made by returning graduate students of their enrollment in relationship to transition in their lives.

After a period of study and discussion three major research questions were formulated to study the early adult development and



reasons for returning to graduate school of men and women ages 28-32.

Research Questions

The purpose of this study is to describe, analyze and compare the early adult development (ages 22-32) and reasons and rationale for electing to enroll in a graduate program of men and women graduate students ages 28-32. More specifically, the study seeks to answer the following research questions.

1. How do adult males and adult females in graduate school describe their early adult lives (from age 22 to the time they decided to enroll in graduate school) in terms of
 - a. The presence or absence of a Life Dream and its nature;
 - b. The life activities that were important to them at that time;
 - c. The relative importance of the issues of career, relationships with others, and personal development?
2. How do adult males and adult females in graduate school describe their current life in terms of
 - a. The presence or absence of a Life Dream and its nature;
 - b. The life activities that are important to them now;
 - c. The relative importance of the issues of career, relationships with others, and personal development?
3. How do adult males and adult females in graduate school describe their graduate enrollment in terms of
 - a. The reasons for enrolling in a graduate program at MSU;
 - b. The rationale for enrolling now;
 - c. The presence or absence of a catalyst event for enrolling and the nature of the catalyst;

d. The feeling of relative transition or stability in their lives now?

The research questions were the basis for the evolution of a questionnaire on the early adult development of men and women. A copy of the pilot questionnaire and final questionnaire are located in the appendix.

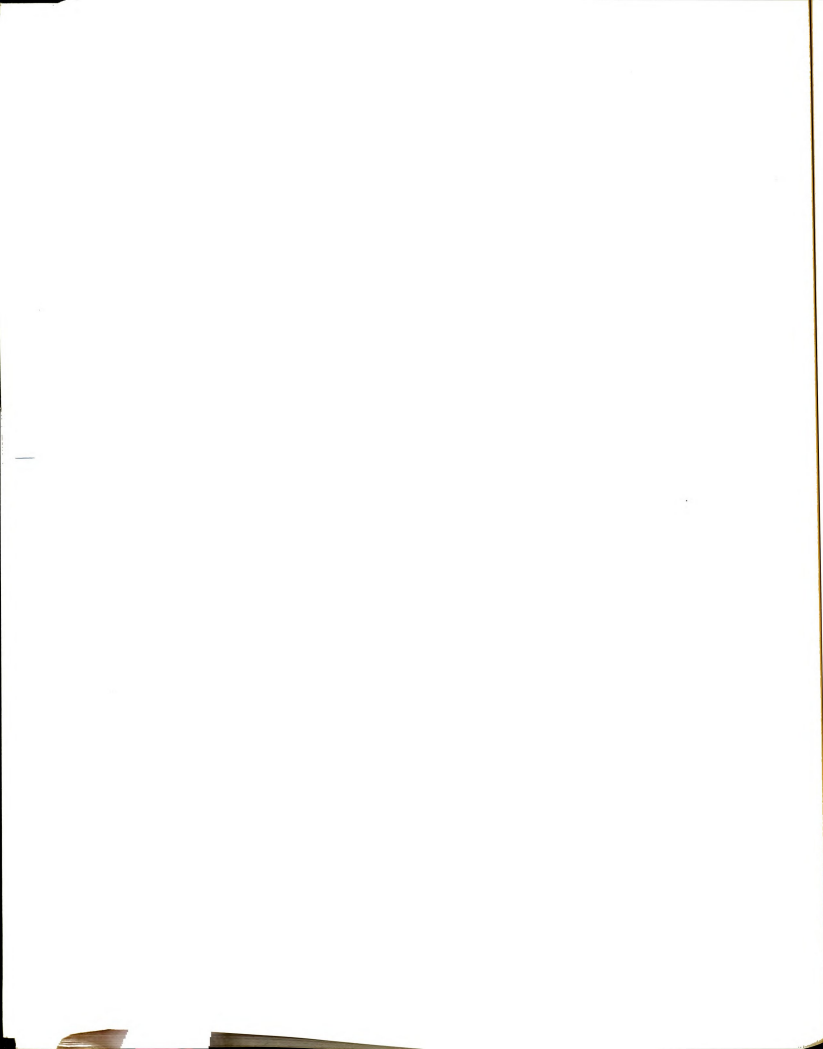
Since the questionnaire was devised specifically for this study and is the central method for data collection, a discussion of the evolution and rationale for the questionnaire and its procedures will be given.

The Evolution of the Questionnaire and Procedures

Pre-Pilot Study

Through a period of reading, discussion and informal interviews during the summer and early fall of 1981, specific areas for investigation regarding the early adult development of men and women were identified. Four key areas from Levinson's work on adult development were identified to study: the Dream, the Mentor, the Special Woman (Special Man) and important life activities in the age period 22-28 ("Entering the Adult World") and 28-34 ("Age Thirty Transition"). The pre-pilot study also identified the relative importance of career and relationships during the early adult period as important for investigation.

Research questions were constructed using these areas for investigation. In addition, questions regarding the enrollment of graduate student men and women at the Age Thirty Transition were constructed. The research questions were used to construct a pilot questionnaire on early adult development and reasons for returning

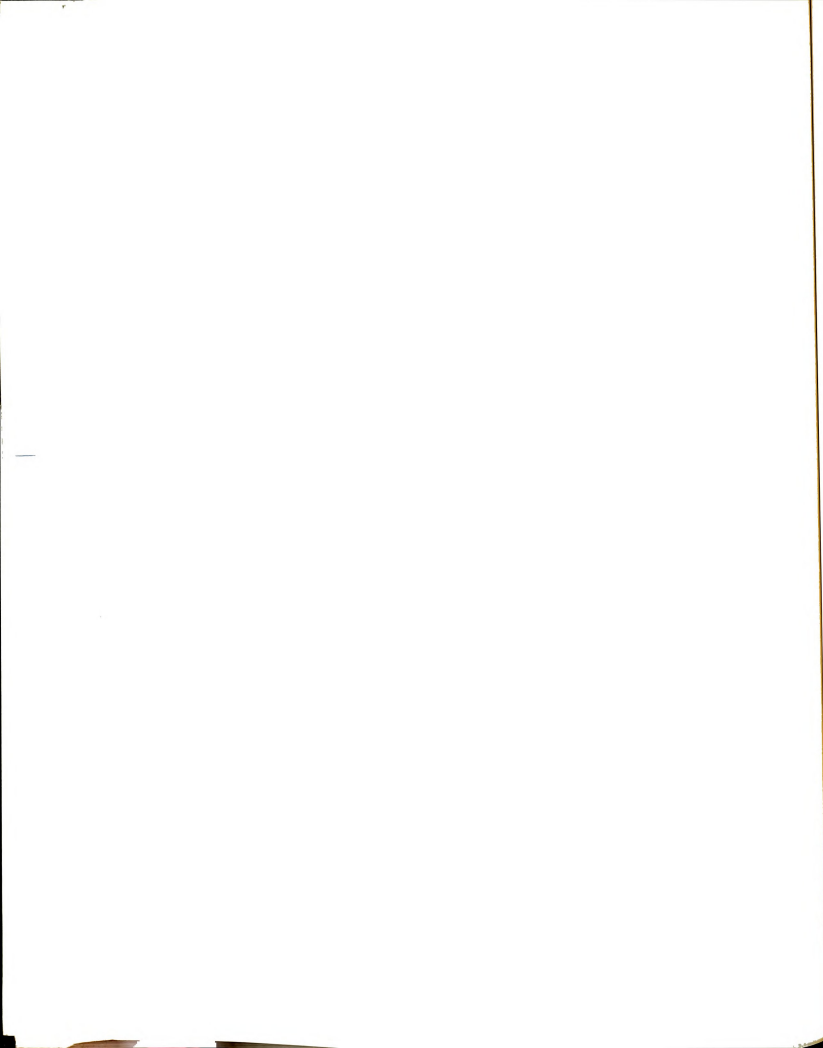


to graduate study of men and women during the Age Thirty Transition.

The Pilot Questionnaire

It was decided early on that the questionnaire needed to be administered in a group setting. The nature of adult development research based on the biographical method proposed by Levinson necessitated participation in a setting that was conducive to life review and retrospection. The journal method selected for the gathering of life histories provided a way to obtain biographies in neutral setting, away from current life stimulations and distractions, allowing participants more "room" to explore, reflect and write about their lives. A group session would also provide an environment that could be held constant across participants. A mailed, self-administered questionnaire could be completed under any conditions with some persons taking it quickly with little reflection while others might spend hours writing an autobiography. The responses to the questionnaire might then be noncomparable across subjects.

An important component of the pilot questionnaire (see Appendix 1) was the Twenties Timeline exercise that immediately preceded the initial questionnaire items. Each participant was asked to make a timeline of his/her twenties by listing the important events, persons, jobs, moves, issues that were part of their twenties up to the time they decided to enroll in graduate school at MSU. This exercise was to provide each participant with a longitudinal perspective on his/her own life history in order to answer questions that would follow in the questionnaire.



The questions related to a "Vision of yourself in the World" were designed to tap Levinson's concept of the Dream.

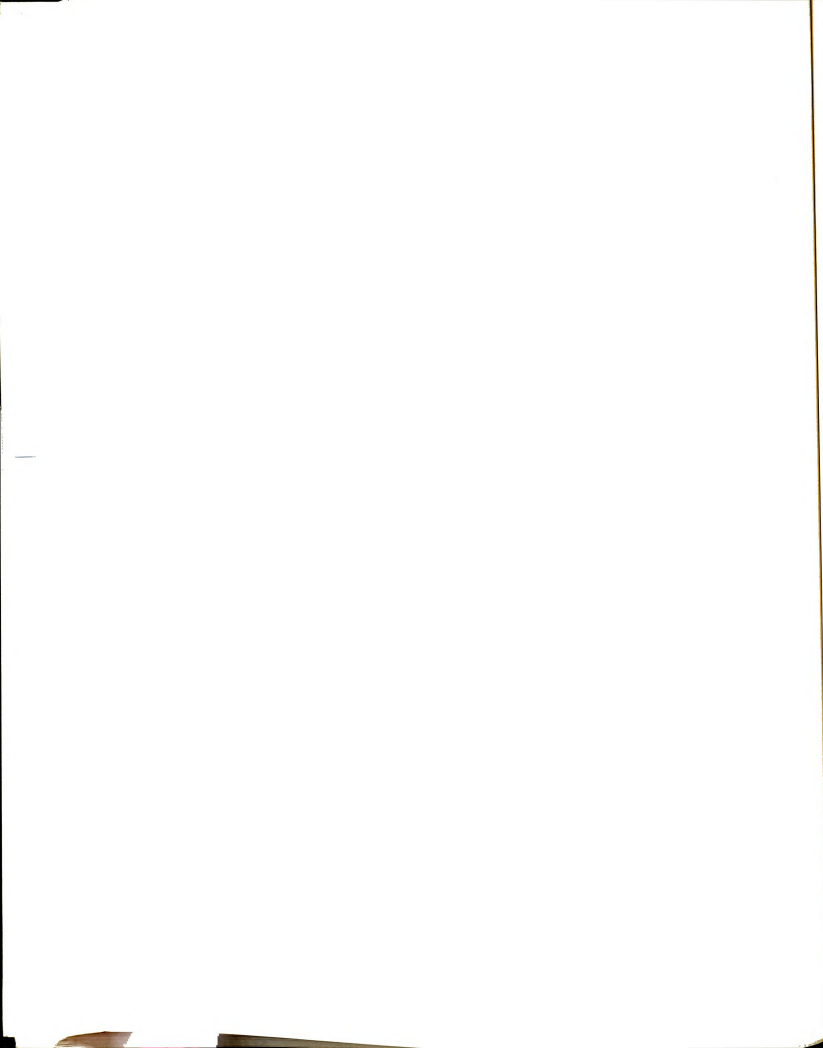
Asking whether the dream changed during the 20s was asked based on the findings of the pre-pilot inquiries. Many of the pre-pilot group reported a dream at age 22 and a clearer definitive dream around age 25-26. In the questionnaire, for those who indicated no dream at 22, an opportunity was given to mention any dream that occurred later.

The questionnaire then included items directly related to the research questions ("Was there a person in your life who stimulated or encouraged you?", etc.) The questionnaire also contained items related to the importance of developmental tasks or issues at the age period 22-28. These tasks were drawn directly from the descriptive work of Levinson, Sheehy, Gould and Havighurst, the questionnaire designed by Weathersby, and items by the researcher that had been gathered from the pre-pilot interviews.

A question forcing participants to rank order the importance of career, relationship and personal development (self) issues during the "entering the adult world" period was asked to determine the weightedness either gender assigned to these issues.

The second section of the questionnaire focussed on the current life period, from the decision to enroll in graduate study to the current moment. The same questions in section one were repeated in section two.

Section Three included questions on enrollment in graduate school. All items were drawn directly from the "Educational Experiences Inventory" designed and used by Weathersby in her study of adult



students. One question related to the presence of absence of a catalyst event for enrolling and its nature was added.

The demographic questions asked were drawn from Pelowski's (1981) study of graduate students returning to graduate study at midlife.

The Pilot Study

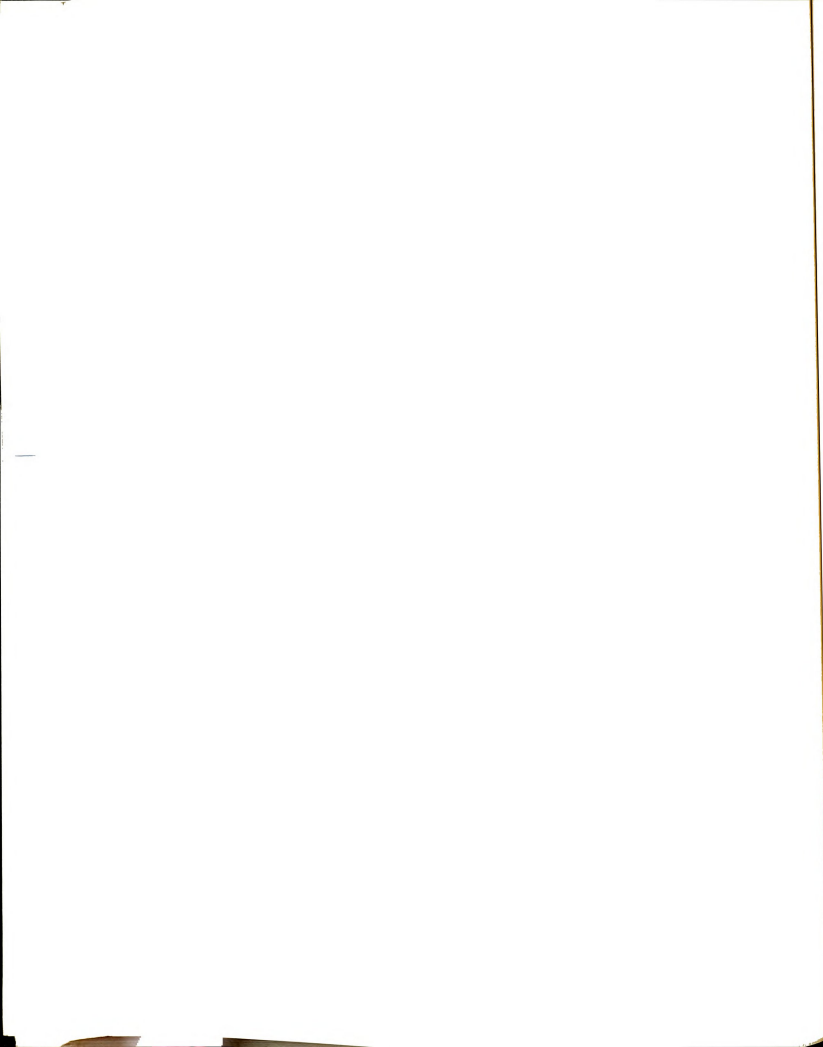
A pilot study was conducted in early January, 1982, with nine current MSU graduate students ages 27-34 known to the investigator. The pilot study was designed to test the questionnaire's clarity, to gather additional information about the early adult development of persons that might emerge from the participants and to monitor the questionnaire administration procedures.

Interviews with 2 men and 2 women were conducted later to assess the questionnaire's validity. All indicated, when the interviewer reported back in detail the subject's life based on his/her questionnaire, that the important facts were all presented.

The investigation was to narrow the areas of the Dream and important life activities based on the pilot study. The age range was narrowed from 27-34 to 28-32 based on the pilot study.

The pilot run established that 20 minutes was needed for reflection of the early adult life period and that an informal essay, rather than a chronological listing of events, was the preferred and "natural" way for participants to review their early adult period.

Feedback from the pilot participants indicated that there was a period "midway" in the twenties where important life activities changed in importance. Dreams also changed or were formed at a period midway in the twenties. In order to reflect this finding, the



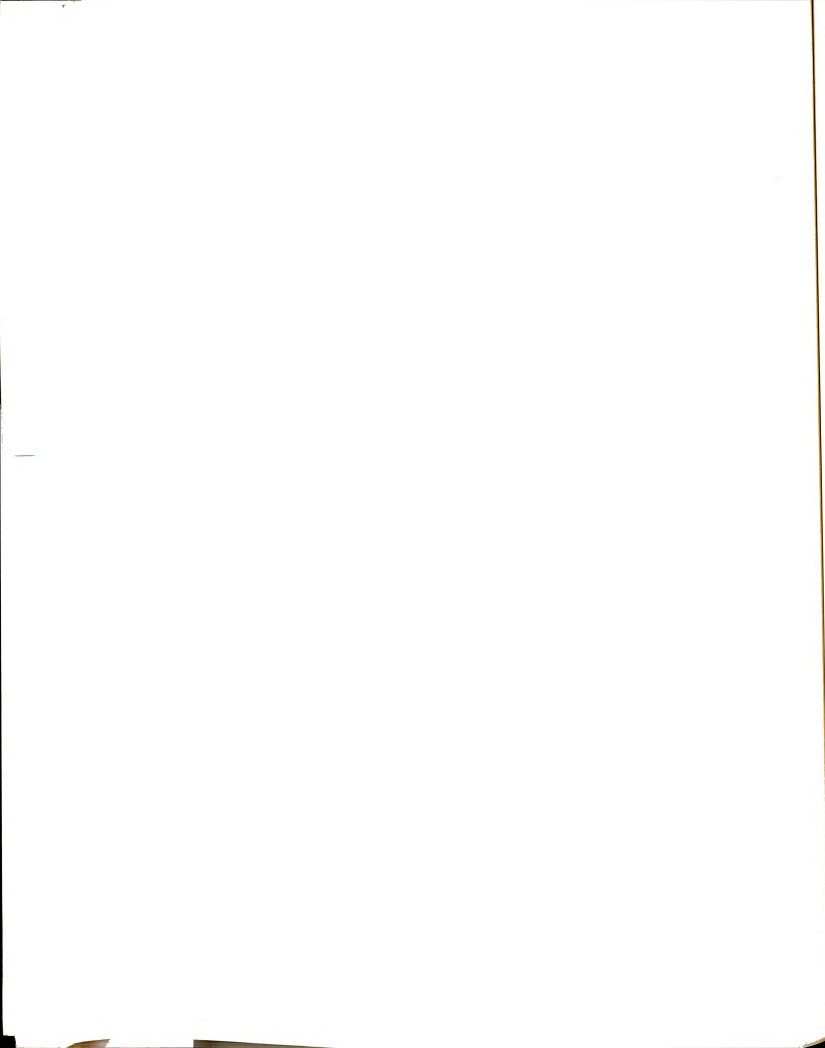
research questions were adjusted to reflect the three time periods identified by the participants. Below is a listing of the revised research questions.

REVISED RESEARCH QUESTIONS (I)

The purpose of the study

The purpose of this study is to describe, analyze and compare the early adult development (ages 22-32) and reasons and rationale for electing to enroll in graduate school of men and women graduate students ages 28-32. More specifically, the study seeks to answer the following research questions.

1. How do adult males and adult females in graduate school describe their early adult lives at age 22 in terms of
 - a. The presence or absence of a Life Dream and its nature;
 - b. The life activities that were important to them at that time;
 - c. The relative importance of the issues of career, relationships with others and personal development?
2. How do adult males and adult females in graduate school describe their early adult lives midway in their twenties in terms of
 - a. The presence or absence of a Life Dream and its nature;
 - b. The life activities that were important to them at that time;
 - c. The relative importance of the issues of career, relationships with others and personal development?
3. How do adult males and adult females in graduate school describe their current lives in terms of



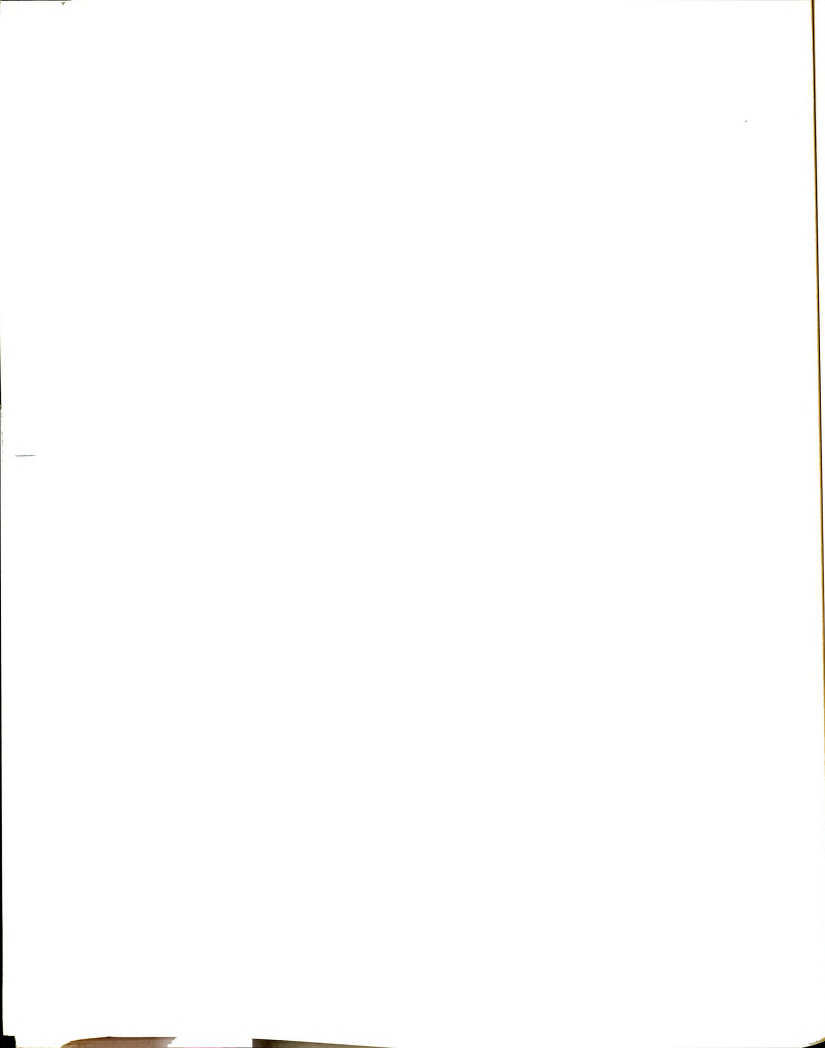
- a. The presence or absence of a Life Dream and its nature;
 - b. The life activities that were important to them at that time;
 - c. The relative importance of the issues of career, relationships with others and personal development?
4. How do adult males and adult females in graduate school describe their graduate enrollment in terms of
- a. The reasons for enrolling in a graduate program at MSU;
 - b. The rationale for enrolling now;
 - c. The presence or absence of a catalyst event for enrolling and the nature of the catalyst;
 - d. The feeling of relative transition or stability in their lives now?

Final Questionnaire

The final questionnaire (see appendix 2) incorporated suggestions made by the pilot group. The Early Adult Timeline exercise was expanded to a full 20 minutes and participants were encouraged to write an informal autobiographical essay of their early adult lives (from age 22 to the time they decided to enroll in graduate school). The questions related to the Mentor, Special Woman/Special Man/Special Friend were eliminated. The life activities questions were collapsed into one item using three time perspectives: age 22, "mid-way" and "last six months." All other questionnaire items remained the same as in the pilot questionnaire.

Post Data Collection

This study has evolved over the period of the last several months and in many ways can be seen as one large exploratory or pilot study

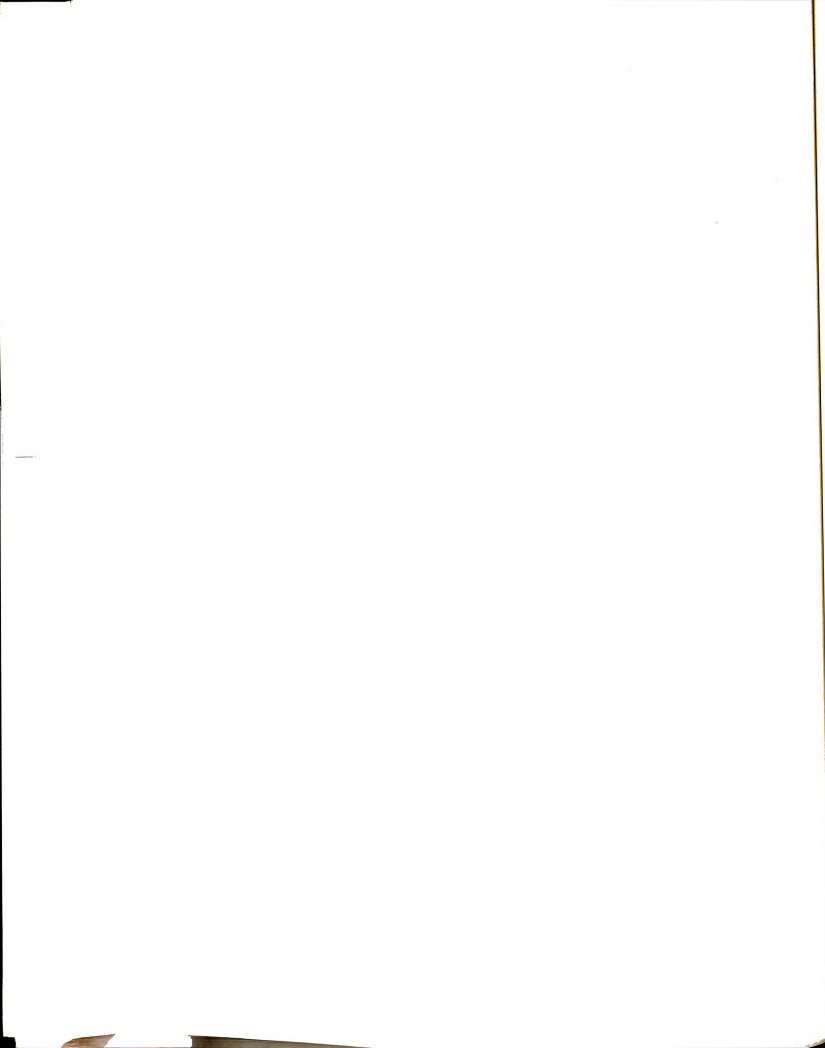


of the early adult development of women and men. As more information about adult development was gathered through informal interviews and a pilot study, the research questions and questionnaire were adjusted. Through this process it became evident that the study of adult development is still in its infancy. Something new was learned at every turn in this study.

One such realization was that although the perspective of the entire period from age 22 to age 32 was stated in the purpose of the study, no explicit research question was written to reflect this longitudinal and holistic perspective. Therefore, a major portion of the data was not reported because there was no research question to serve as the "heading" for the presentation of results. This oversight shows the researcher's inexperience. To overcome the omission, a research question was added to make explicit what was implicit in the formulation of the study.

"Using Levinson's concept of the life structure, how do adult women and men in graduate school at the Age Thirty Transition describe their early adult lives (ages 22-32) as a whole?"

Levinson's concept of the life structure provides a holistic perspective to use for a longitudinal analysis of the early adult development of persons. The life structure concept stresses the interpenetration of self and world to create a structure whose main components include occupation, marriage and family and related issues



in a person's life. Using this broad structure, life histories can be read over to see any changes in the initial life structure of the early twenties over the period of adulthood during the twenties. The life histories written by participants provided the data base.

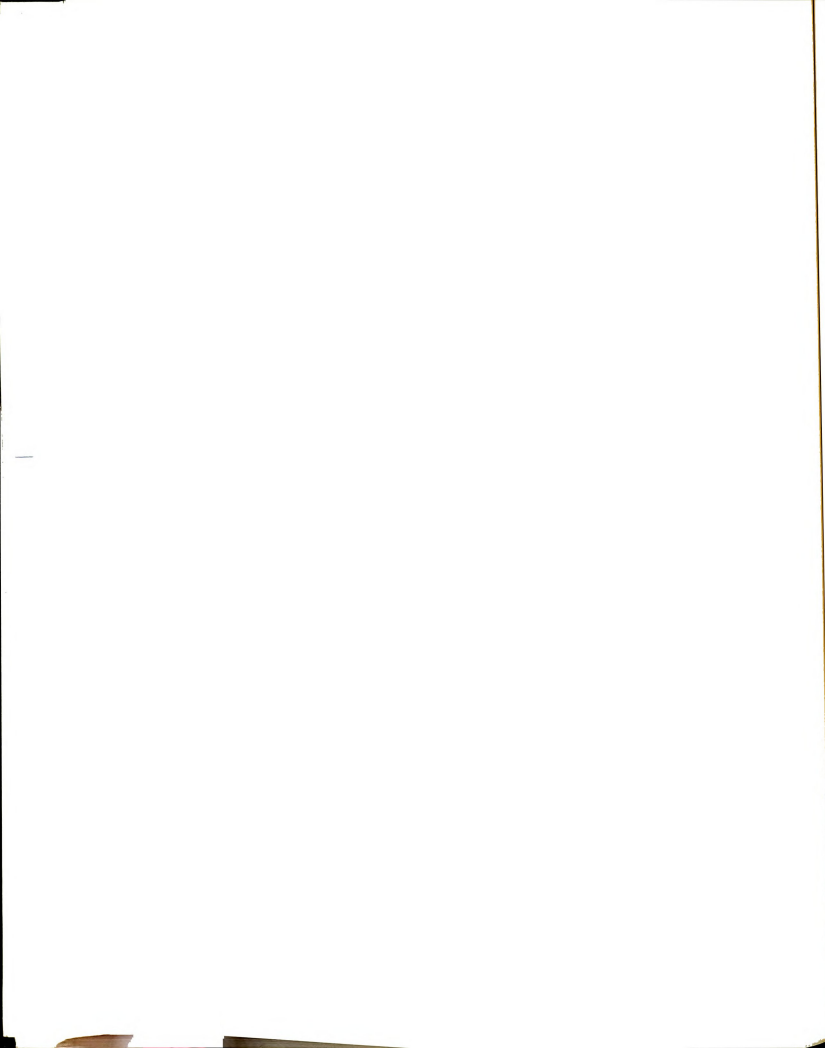
Therefore, the research questions listed below reflect a reordering of the initial questions along with the addition of the question about the life structure. (See Appendix 3 for a listing of questionnaire items and their relationship to the research questions).

REVISED RESEARCH QUESTIONS (II)

The purpose of the study

The purpose of this study is to describe, analyze and compare the early adult development (ages 22-32) of women and men who have enrolled in graduate school during the Age Thirty Transition and investigate their motivation for graduate enrollment. More specifically, the study seeks to answer the following research questions.

1. How do adult women and men in graduate school describe their early adult lives in terms of:
 - a. The presence or absence of a Life Dream and its nature at age 22, middle twenties and ages 28-32 (current period)?
 - b. The life activities that were important to them at age 22, middle twenties and ages 28-32 (current period)?
 - c. The relative importance of the issues of career, relationships with others and personal development at age 22, middle twenties and ages 28-32 (current period)?



2. Using Levinson's concept of the life structure, how do adult women and men in graduate school describe their early adult lives (ages 22-32) as a whole?
3. How do adult women and men in graduate school describe the motivation for graduate enrollment in terms of
 - a. The reasons for enrolling in a graduate program at MSU;
 - b. The rationale for enrolling now;
 - c. The presence or absence of a catalyst event for enrolling and the nature of the catalyst;
 - d. The feeling of relative transition or stability in their lives now?

PROCEDURES

The Population

The population consisted of all first time graduate students at Michigan State University fall term, 1981, ages 28-32, who were coded in the registrar's records as "level 6" indicating a master's degree level. Foreign students were excluded from this study because the theory of adult development used as the framework for the study is drawn from research conducted on American subjects. The differences in cultural experience may significantly affect results based on the theoretical framework (Pelowski, 1981).

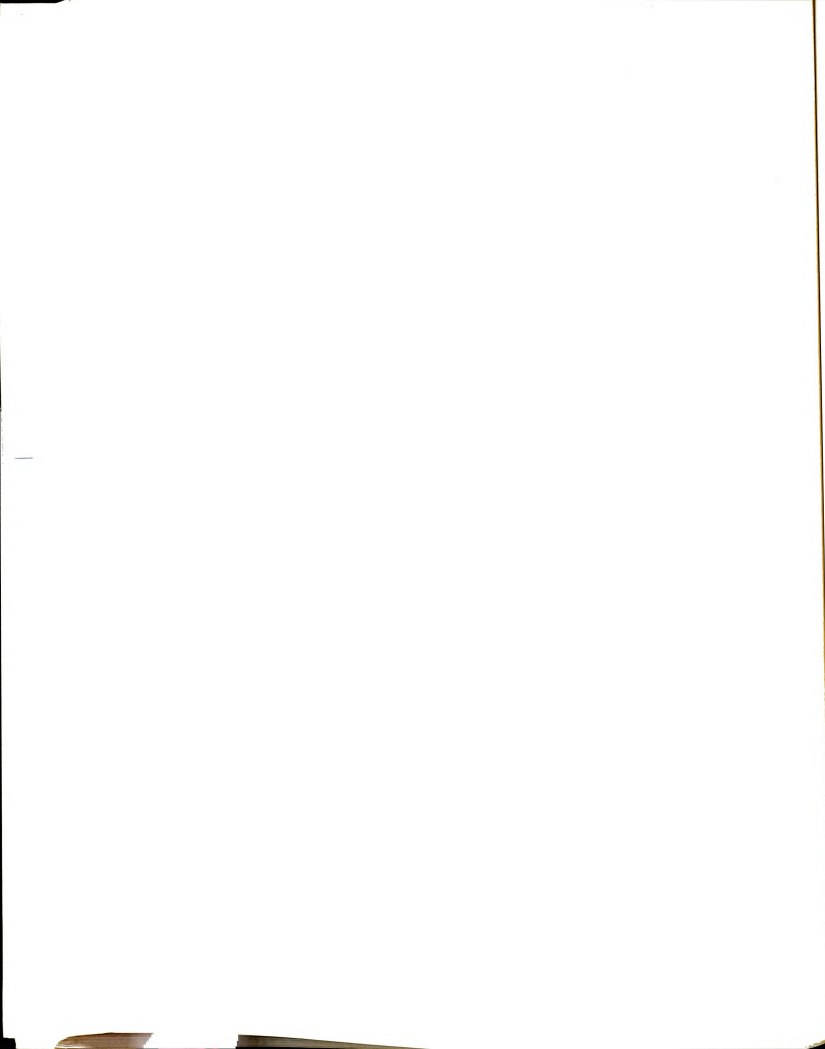


Table 3.1 — Population by Sex and College of Enrollment
(n=120)

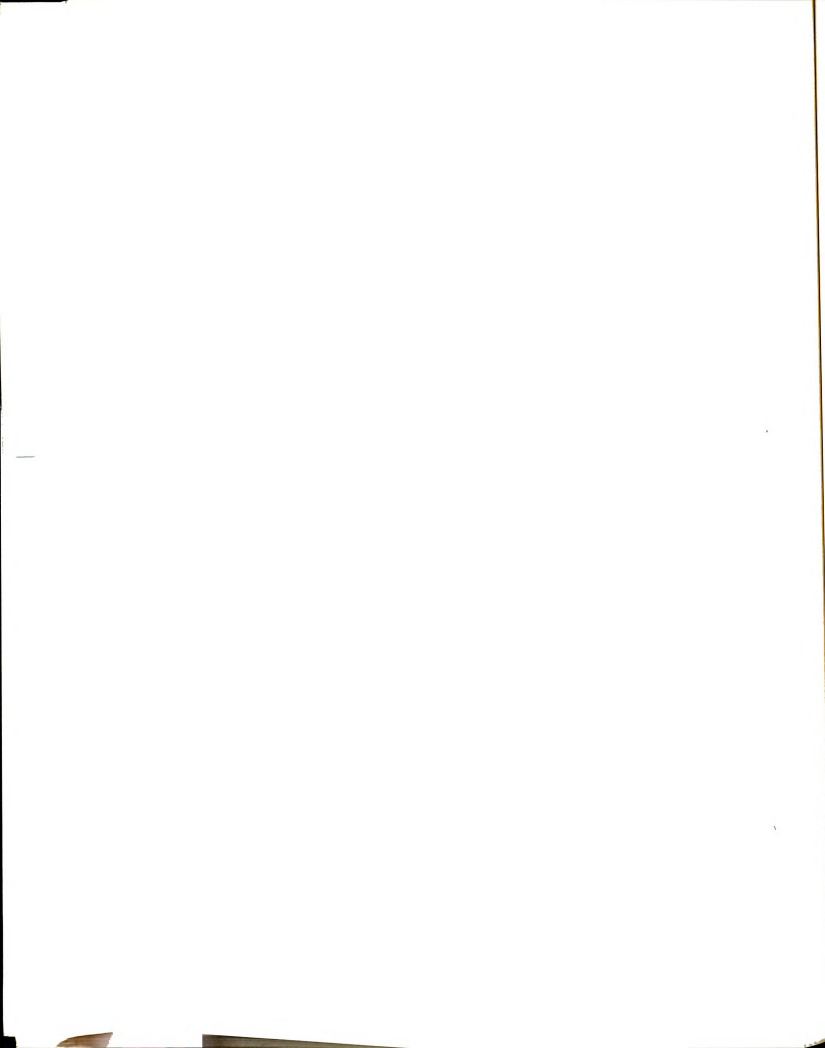
College	Women	Men	Total
Lifelong Ed*	21	11	32
Business	8	13	21
Education	12	9	21
Social Science	10	9	19
Arts and Letters	6	3	9
Agriculture	1	3	8
Nursing	4	0	4
Communication	2	1	3
Engineering	0	1	1
Human Ecology	0	1	1
Natural Science	1	0	1
Total	65	55	120

*Graduate students enrolled in Lifelong Education, Class 6, hold at least a B.A. degree, and are admitted at the masters level with "unclassified" status, frequently because they have missed an application deadline for other graduate program.

Participants and Non Participants

Out of the entire population (n=120), 23 percent (n=28) were unable to be contacted because they had moved and left no forwarding address, had their phone disconnected, or had dropped out. Therefore, an adjusted population figure of 92 possible persons in the population is used for a description of participants and non-participants.

Fifty-two persons or 56 percent of the population indicated a willingness to participate in the study. Forty persons or 43.47 percent indicated an unwillingness to participate. However, only 37 of the 52 persons actually attended the group questionnaire session. Seven indicated their schedules had changed significantly as to make



participation impossible, six did not show up after they had agreed by telephone confirmation that they would attend, and 4 indicated a willingness to participate if the questionnaire was mailed to them.

In summary 41.22 percent of the population participated in the study. Below is a summary of the adjusted population, participants and non-participants, by college of enrollment and gender.

Table 3.2 -- Adjusted Population by Gender and College (n=92)

College	Female	Male	Total
Lifelong Education	16	8	24
Business	5	11	16
Social Science	8	8	16
Education	9	5	14
Agriculture	1	5	6
Arts and Letters	4	2	6
Nursing	4	0	4
Communication	2	1	3
Engineering	0	1	1
Human Ecology	0	1	1
Natural Science	1	0	1
Total	50	42	92

Table 3.3 -- Participants by Sex and College

College	Female (%) n=19	Male (%) n=18	Total (%) n=37
Business	4(21.05)	5(27.77)	9(24.32)
Lifelong Education	6(31.58)	2(11.11)	8(21.62)
Social Science	3(15.79)	4(22.22)	7(18.91)
Arts and Letters	2(10.52)	1(5.55)	3(8.10)
Agriculture	1(5.26)	2(11.11)	3(8.10)
Education	1(5.26)	2(11.11)	3(8.10)
Nursing	2(10.52)	0(0)	2(5.40)
Engineering	0(0)	1(5.55)	1(2.70)
Human Ecology	0(0)	1(5.55)	1(2.70)
Total	19(100)	18(100)	37(100)

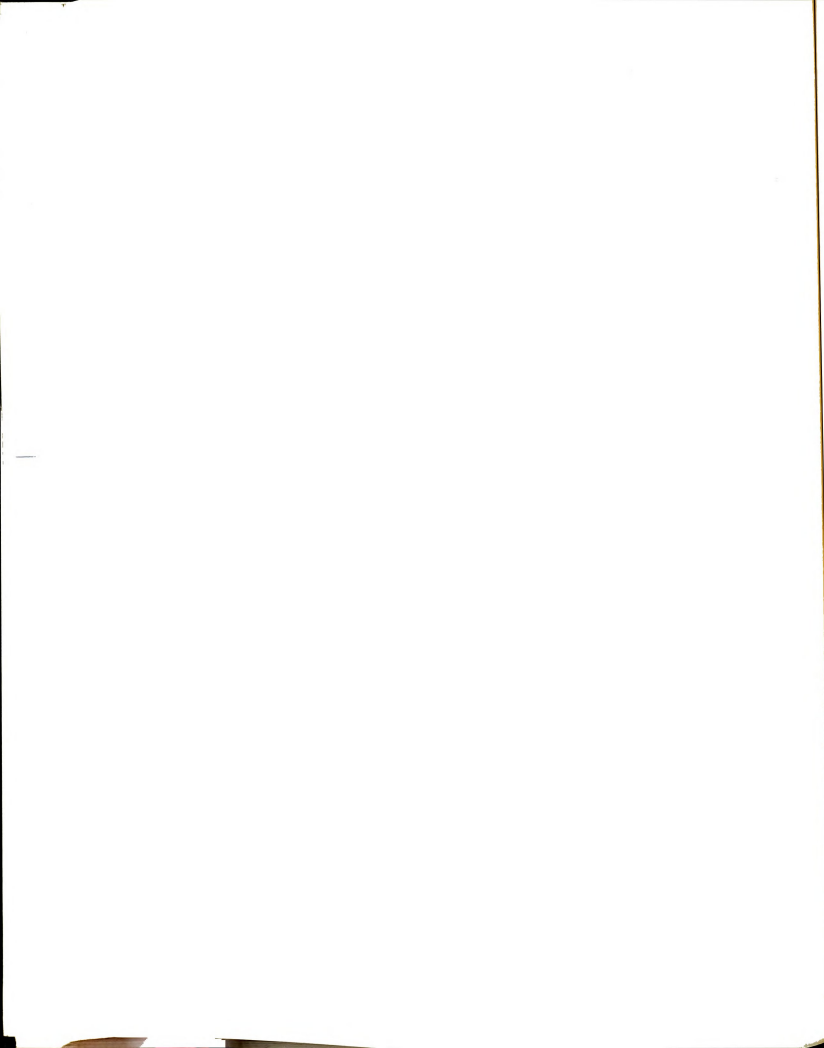


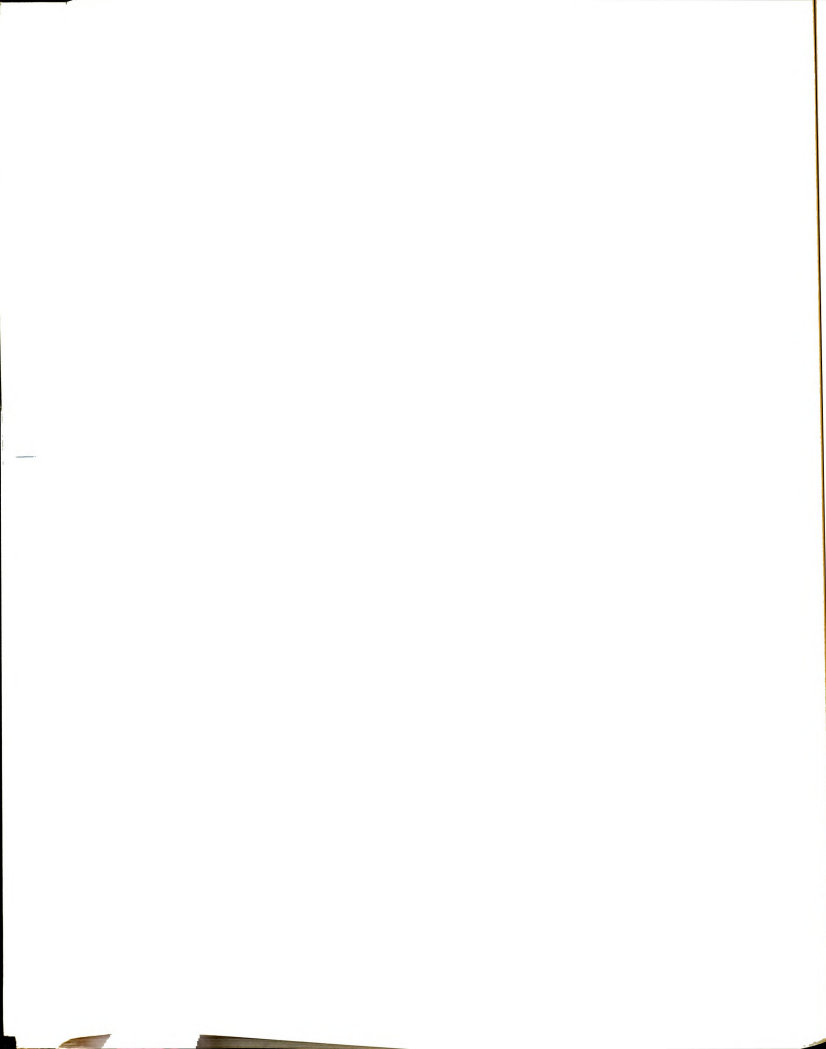
Table 3.4 — Non-Participants by Sex and College

College	Female (%) n=31	Male (%) n=24	Total (%) n=55
Lifelong Education	10(32.26)	5(20.83)	15(27.27)
Education	8(25.81)	4(16.66)	12(21.82)
Social Science	5(16.13)	4(16.66)	9(16.36)
Business	1(3.22)	6(25.0)	7(12.73)
Agriculture	0(0)	3(12.5)	3(5.45)
Arts and Letters	2(6.45)	1(4.17)	3(5.45)
Communication	2(6.45)	1(4.17)	3(5.45)
Nursing	2(6.45)	0(0)	2(3.63)
Natural Science	1(3.22)	0(0)	1(1.81)
Total	31(100)	24(100)	55(100)

The Method

During the late fall, 1981, the researcher obtained a list of all new graduate students at Michigan State University from the Registrar's Office. Only those students ages 28-32 of level "6" and U. S. citizens were identified as the population. A letter was sent detailing the study and a response form was included that asked subjects to indicate their willingness to participate in a group session on the MSU campus (see Appendix 4). A preaddressed stamped envelope was enclosed for them to mail their responses to the researcher.

All non-respondants were contacted by telephone and asked whether they had received the letter, had any questions and cared to participate. All respondents who indicated by mail a willingness to participate were contacted by phone and told the time and place for questionnaire administration. It was at this time that seven of the



initial "yes" participants indicated changes in their schedules that made it highly unlikely they would "show" for the final session. All others who were contacted agreed to be present at the time and place agreed over the phone.

Group Questionnaire Session

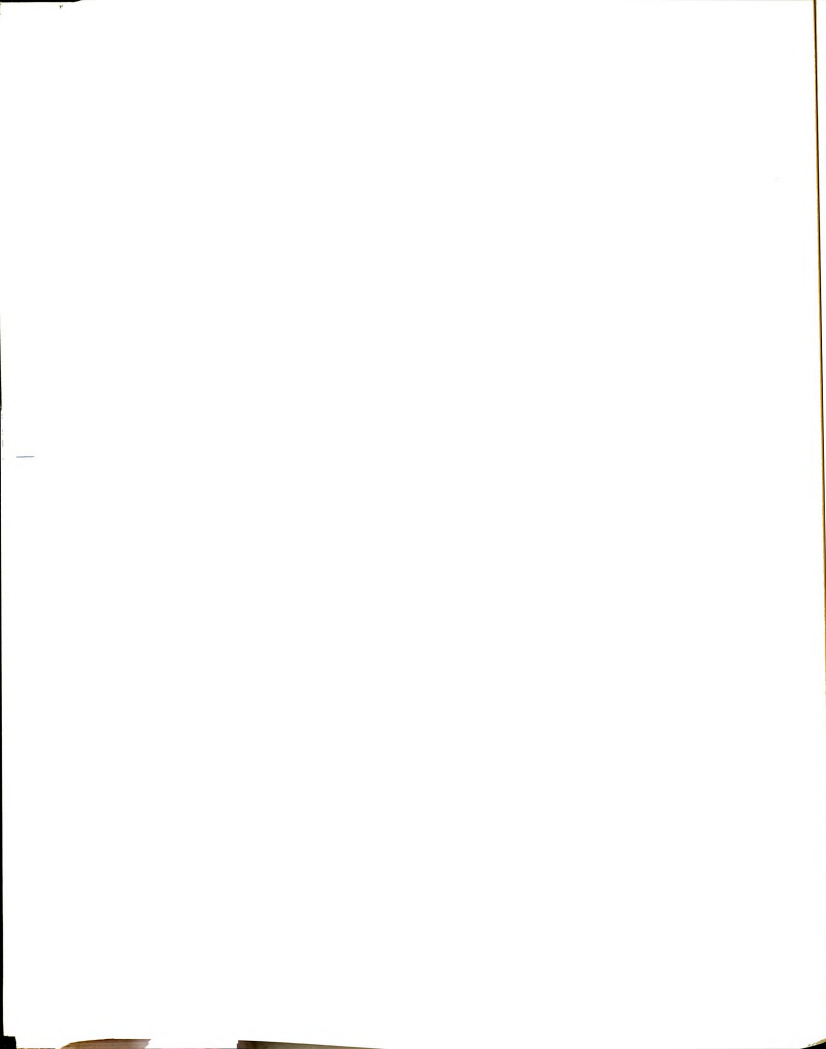
Four group administered questionnaire sessions were held during the last week of January, 1982. A prepared script was read at each session to assure the similarity of procedures over sessions (see Appendix 5).

Twenty minutes was allowed for completing the "Early Adult Timeline", the time being constant for all participants. The researcher then introduced the rest of the questionnaire and asked the subjects to complete it at their own pace. This took an average of 35-40 minutes.

A number of those who indicated they would participate did not "show" when they said they would. The researcher followed up with them and arranged for an alternative time to meet. Five of the eleven agreed to meet; the other six showed reticence and were not forced to participate. The five agreeable participants were given the questionnaire under the same conditions as the group.

Methods of Statistical Analyses

The questionnaire included a number of open-ended items. The responses to each question were written on 3 by 5 cards with the subject's identification number on the card. There were 37 cards for item 1, 37 cards for item 4, etc.

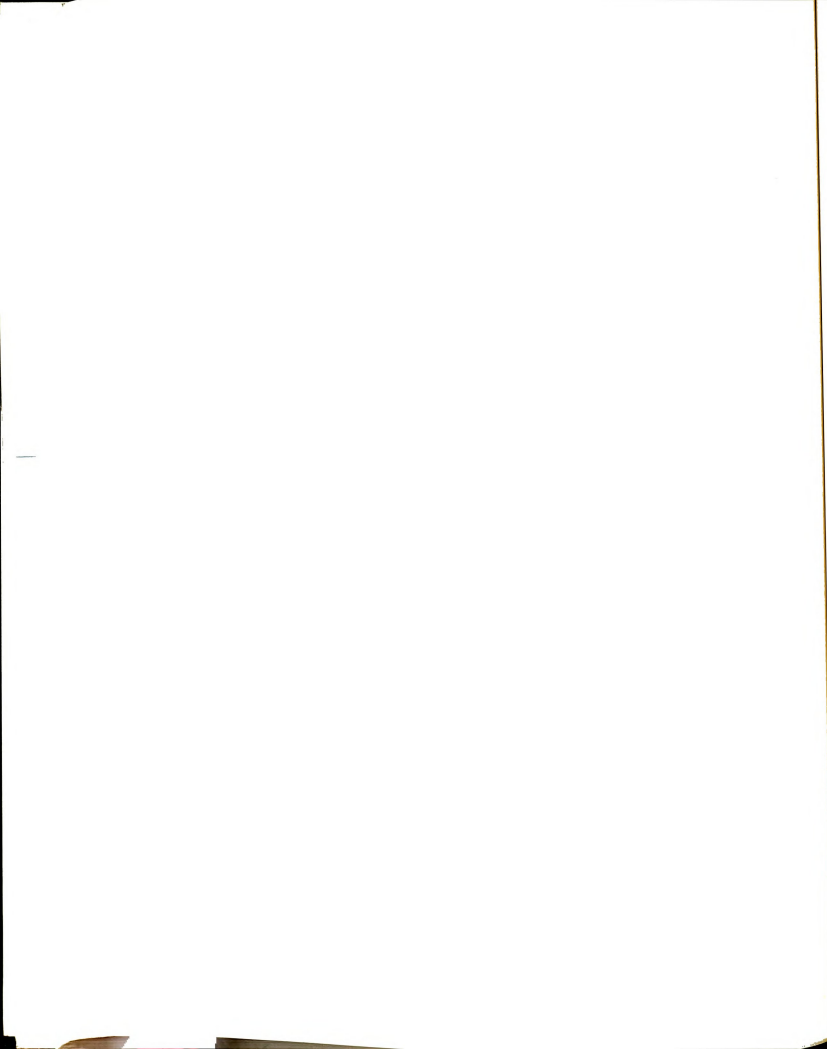


The life dreams were categorized by the context which participants used to describe their dream. These contexts were career, relationships, self, career + relationship + self, relation + self, career + relationship + self. Guidelines for ratings are found in Appendix 6.

The open-ended questions related to graduate enrollment were categorized gby the responses given by participants. That is, the categories emerged from the data gathered, rather than by pre-established categories. These categories are further defined in Chapter IV and guidelines for ratings are found in Appendix 6.

The researcher was the sole rater of the open-ended responses. During the initial descriptive phase of research on the early adult development of men and women, the categorization of data needed to emerge from the data itself and pass through one person's consciousness. The issue of reliability became more problematic when contemplating training other researchers to read the responses. The number of participants was small enough to allow enough time for the researcher to analyze all the data herself.

After all the open-ended responses were coded, each questionnaire was coded. Two seventy-eight column data cards for each subject resulted. These cards were used for the analysis of data using the Statistical Package for the Social Sciences. Frequencies breakdowns, and chi-square tests were performed for variables for comparisons between men's and women's responses. A multi-variate analysis of variance of repeated measures (Finn analysis) was performed on



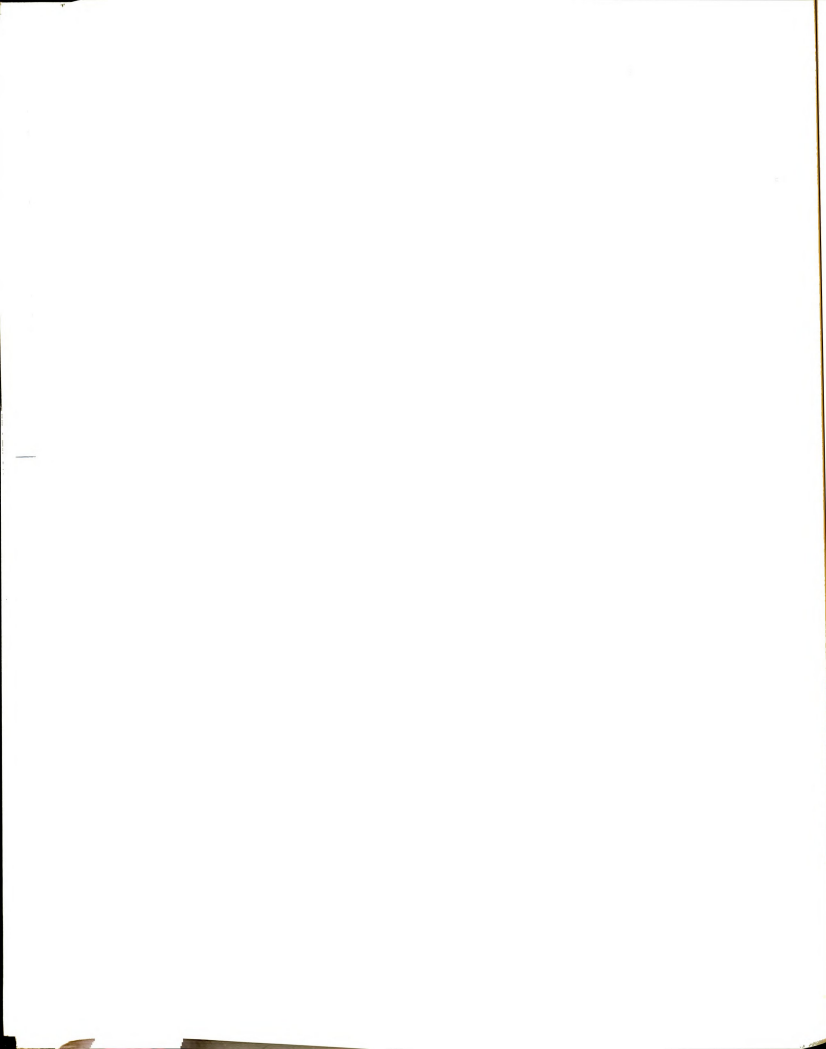
questionnaire item 6, the life activities rating lists specifying the three time sequences (age 22, mid-way and "last six months".) The scales used for the Finn Analysis were career, relationship and self. Each scale contained 7 life activities from questionnaire item 6. Appendix 3 explains the scales. The reliability of these scales was found to be at the .72 level or higher. A variety of data transformations were run to further analyze the data. Chapter Four details these transformation.

Description of the Respondants

The participants in the study (n=37) are described according to several demographic characteristics drawn from the questionnaire. The personal characteristics include age, marital status, parental status and ethnicity. The educational characteristics include college of graduate enrollment, age at receiving undergraduate degree, previous graduate course work, previous graduate degree earned, current enrollment status. Employment characteristics include employment status before entering an MSU graduate program, employment status after enrollment at MSU and the effect employment had on interest in a graduate field of study.

General Description

The women and men included in the study range in age from 28 to 32 with an average age of 29.7 years. Over half are married, over one-quarter never married, the remainder divorced. Over seventy percent do not have children. The participants are predominantly white. There is a clustering of enrollment in the College of Business, Lifelong Education and the College of Social Science. Over



seventy percent do not have children. The participants are predominantly white. There is a clustering of enrollment in the College of Business, Lifelong Education and the College of Social Science. Over half of the participants have taken other graduate courses before coming to MSU and one-third have earned graduate degrees before coming to MSU.

Over half are enrolled full time, a third are currently either unemployed or employed less than ten hours a week. Over two-thirds indicated their employment has led to an interest in a particular graduate field of study.

Table 3.5 — Age Distribution and Mean Age of Participants

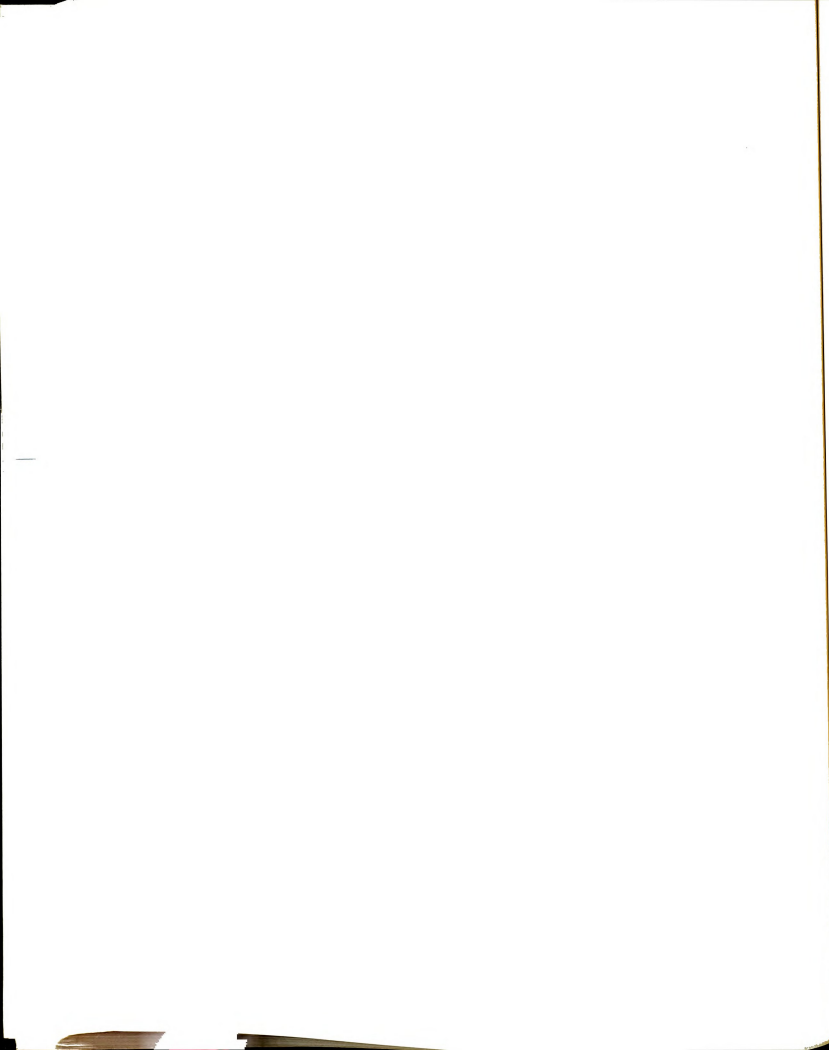
Age	Women n=19 n (%)	Men n=18 n (%)	Total n=37 n (%)
28	5(26.3)	2(11.1)	7(18.9)
29	5(26.3)	4(22.2)	9(24.3)
30	4(21.1)	6(33.3)	10(27.0)
31	2(10.5)	5(27.8)	7(18.9)
32	3(15.8)	1(5.6)	4(10.8)
Total	19(100)	18(100)	37(100)

$\chi^2=4.058$

D.F.=4

Significance level=.3981

$\chi=29.78$ x women=29.63 (1.4) x men=29.94 (1.10) Significance level=.462



Marital Status

The marital status of the participants was distributed among those who were (1) married, (2) divorced, and (3) never married, and is presented in Table 3.6.

Table 3.6 — Percentage Distribution of Participants

Marital Status	Women n=19 (%)	Men n=18 (%)	Total n=37 (%)
Married	9(47.4)	11(61.1)	20(54.1)
Divorced	5(26.3)	2(11.1)	7(18.9)
Never Married	5(26.3)	5(27.8)	10(27.0)
Total	19(100)	18(100)	37(100)

$$\chi^2=1.4597$$

$$D.F.=2$$

$$\text{Significance}=.4820$$

Although there was no statistical difference between men's and women's marital status, it is interesting to note that more women than men are divorced (26.3 percent women, 11 percent men). Over half of the men (61.1 percent) are married compared with 47 percent of the women. Over one quarter of the participants have never been married.

Parental Status

Over 70 percent of the participants do not have children. More than 38 percent of the men are fathers; twenty-one percent of the women are mothers.

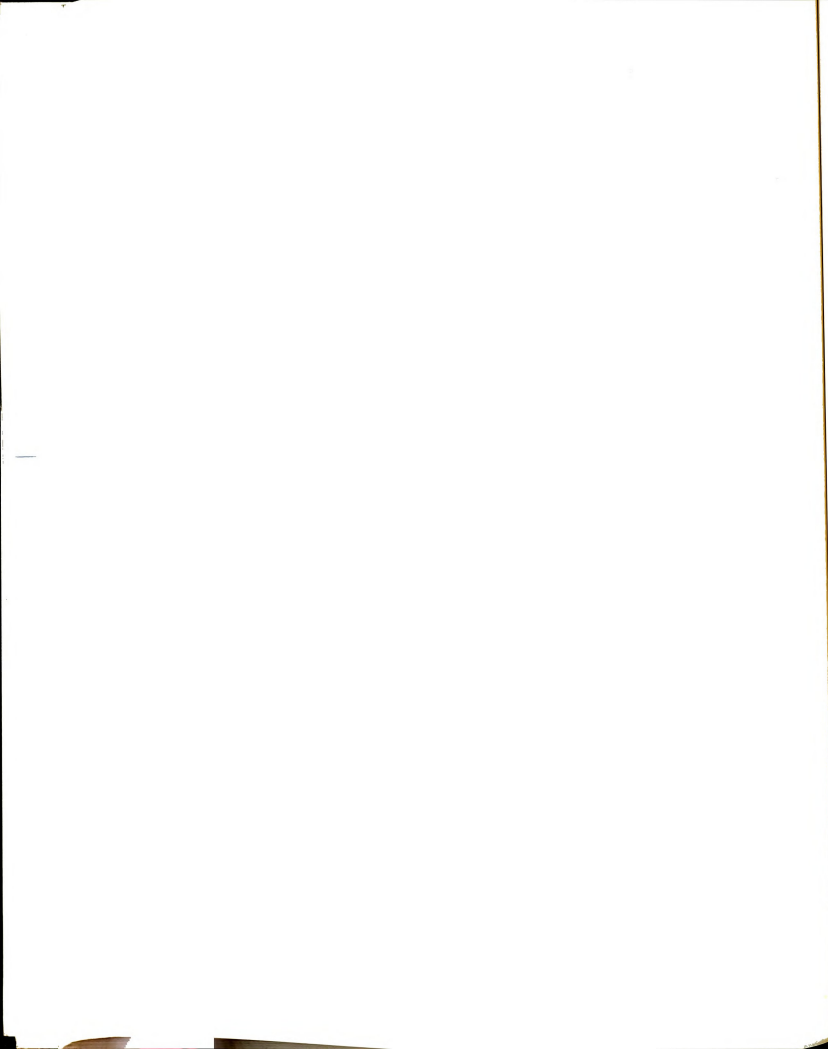


Table 3.7 — Percentage Distribution of Participants by Number of Children

# of Children	Women n=19(%)	Men n=18(%)	Total n=37(%)
None	15(78.9)	11(61.1)	26(70.3)
One	2(10.5)	5(27.8)	7(18.9)
Two	2(10.5)	2(11.1)	4(10.8)
Total	19(100)	18(100)	37(100)

$$\chi^2=1.875$$

D.F.=2

Significance=.391

No significant difference exists between men's and women's parental status. However, it is interesting to note that five men (27.8 percent) and only 2 women (10.5) have one child.

Ethnicity

The participant group was 89.2 percent white. Two hispanic males (5.4 percent), one Asian woman (2.7 percent), and one black male (2.7 percent) were in the study.

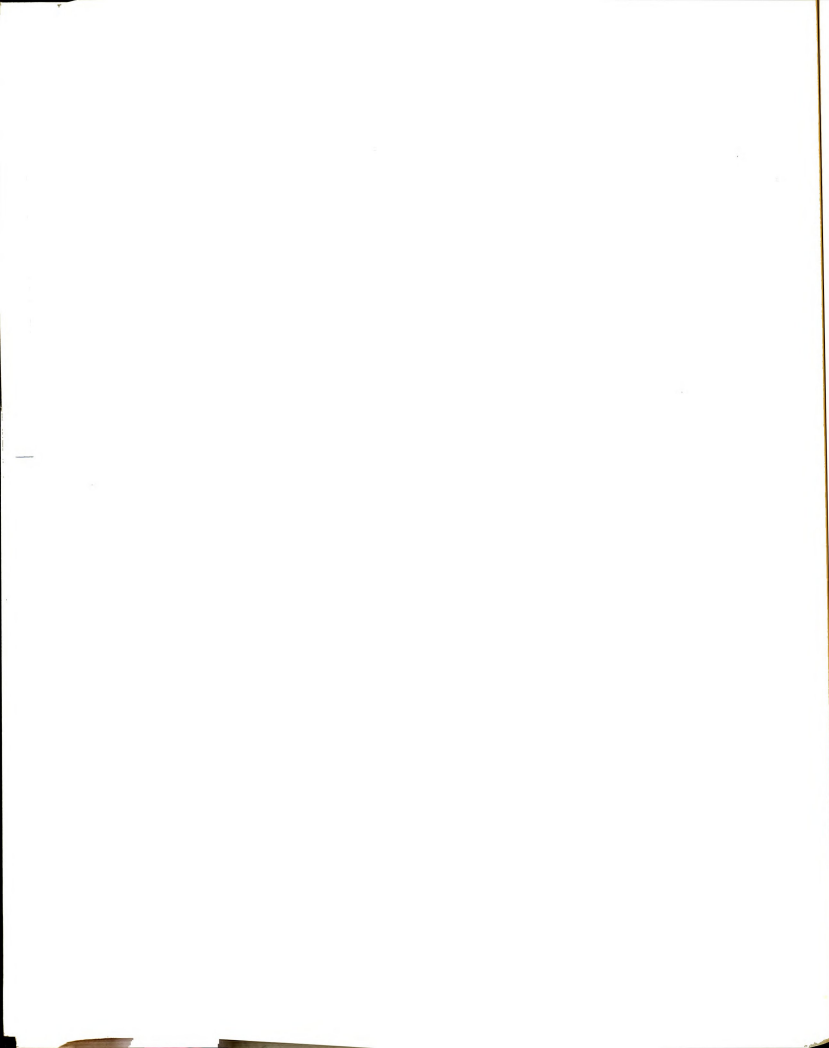
Table 3.8 — Distribution of Participants by Ethnicity

Ethnicity	Women n=19 (%)	Men n=18 (%)	Total n=37 (%)
White	18(94.74)	15(83.33)	33(89.2)
Hispanic	0(0)	2(11.11)	2(5.4)
Asian	1(5.26)	0(0)	1(2.7)
Black	0(0)	1(5.55)	1(2.7)
Total	19(100)	18(100)	37(100)

$$\chi^2=4.2480$$

D.F.=3

Significance level=.2358



College Enrollment

Table 3.9 — Percentage Distribution of Participants by College Enrollment

College	Women (n=19) %	Men (n=18) %	Total (n=37) %
Business	4(21.05)	5(27.77)	9(24.32)
Lifelong Education	6(31.57)	2(11.11)	8(21.62)
Social Science	3(15.79)	4(22.22)	7(18.91)
Arts and Letters	2(10.52)	1(5.55)	3(8.10)
Agriculture	1(5.26)	2(11.11)	3(8.10)
Education	1(5.26)	2(11.11)	3(8.10)
Nursing	2(10.52)	0(0)	2(5.40)
Engineering	0(0)	1(5.55)	1(2.70)
Human Ecology	0(0)	1(5.55)	1(2.70)
Total	19(100)	18(100)	37(100)

$$x^2=9.805$$

$$D.F.=8$$

$$\text{Significance}=.2789$$

An examination of the percentage distribution of the women and men in the nine colleges reveals that 64.85 percent of all participants were enrolled in one of three colleges: Business, Lifelong Education, or Social Science. The highest percentage of women appears in the Lifelong Education program while the highest percentage of men appears in the College of Business (27.77 percent).

Age of Completion of B.A. degree

The participants in the study completed undergraduate degrees at age 23.703. The age range for completion of an undergraduate degree was from age 21 to age 30.

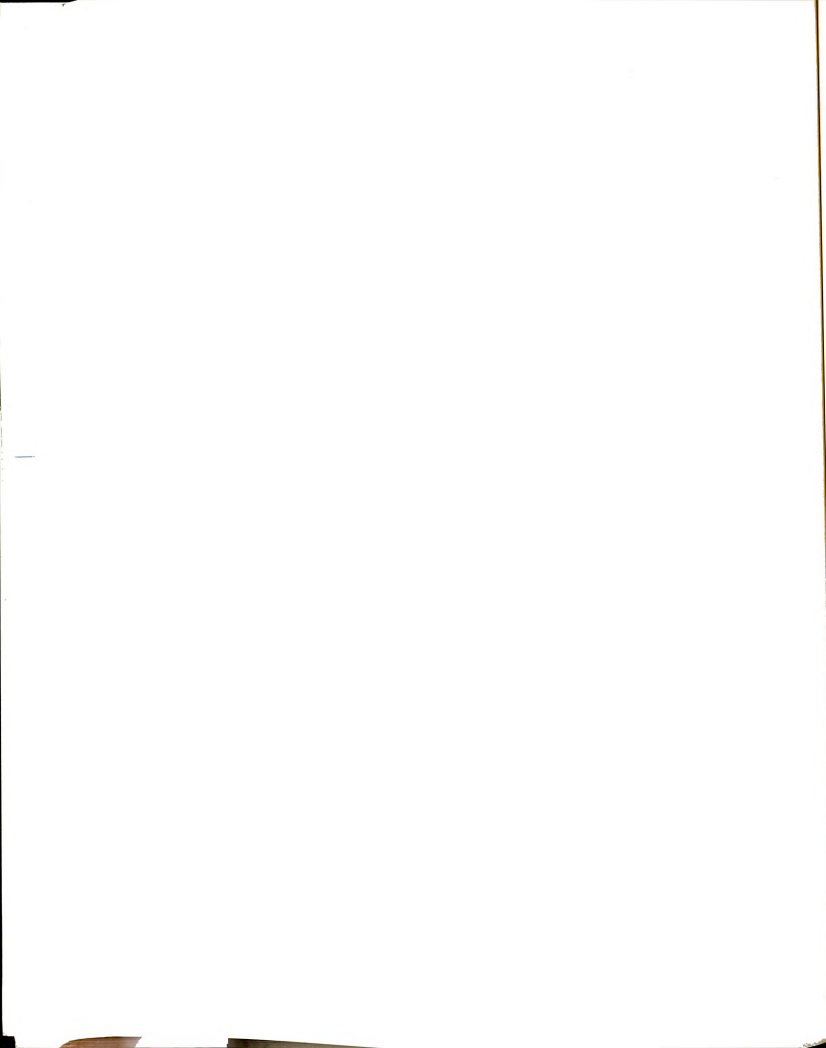


Table 3.10 — Distribution of Participants by Age Received Undergraduate Degree

Age Receive B.A.	Women n=19 (%)	Men n=18 (%)	Total n=37 (%)
21	2(10.5)	2(10.5)	4(10.8)
22	8(42.1)	7(38.9)	15(40.5)
23	3(15.8)	2(11.1)	5(13.5)
24	1(5.3)	1(5.6)	2(5.4)
25	0(0)	1(5.6)	1(2.7)
26	1(5.3)	2(11.1)	3(8.1)
27	1(5.3)	1(5.6)	2(5.4)
28	2(10.5)	1(5.6)	3(8.1)
29	1(5.3)	0(0)	1(2.7)
30	0(0)	1(5.6)	1(2.7)
Total	19(100)	18(100)	37(100)

$\chi^2=3.909$ D.F.=9 Significance=.9173
 $\chi=23.703(2.57)$ $\chi_w=23.631(2.58)$ $\chi_m=23.777(2.62)$

Previous Graduate Degree Work

To further describe the participants in the study, tables listing the distribution of men and women graduate students by whether they had taken graduate courses before enrolling at MSU and if they received a graduate degree are given.

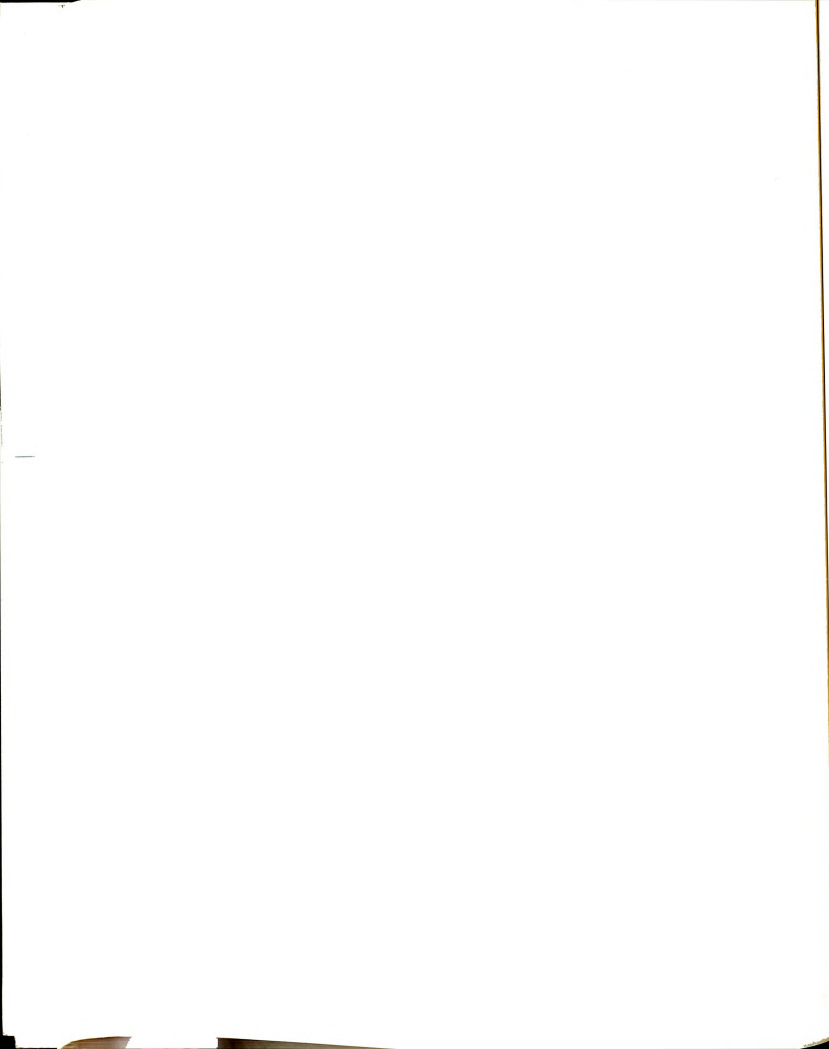


Table 3.11 — Percentage Distribution of Participants by Previous Graduate Courses Taken

Previous Grad. Courses	Women n=19 (%)	Men n=18 (%)	Total n=37 (%)
Yes	10(52.6)	10(55.6)	20(54.1)
No	9(47.4)	8(44.4)	17(45.9)
Total	19(100)	18(100)	37(100)

$\chi^2=.031$

D.F.=1

Significance=.8584

Table 3.12 — Percentage Distribution of Participants by Other Graduate Degrees Earned

Other Grad. Degrees	Women n=19 (%)	Men n=18 (%)	Total n=37 (%)
Yes	5(26.3)	7(38.9)	12(32.4)
No	5(26.3)	3(16.7)	8(21.6)
Not Applicable	9(47.4)	8(44.4)	17(45.9)
Total	19(100)	18(100)	

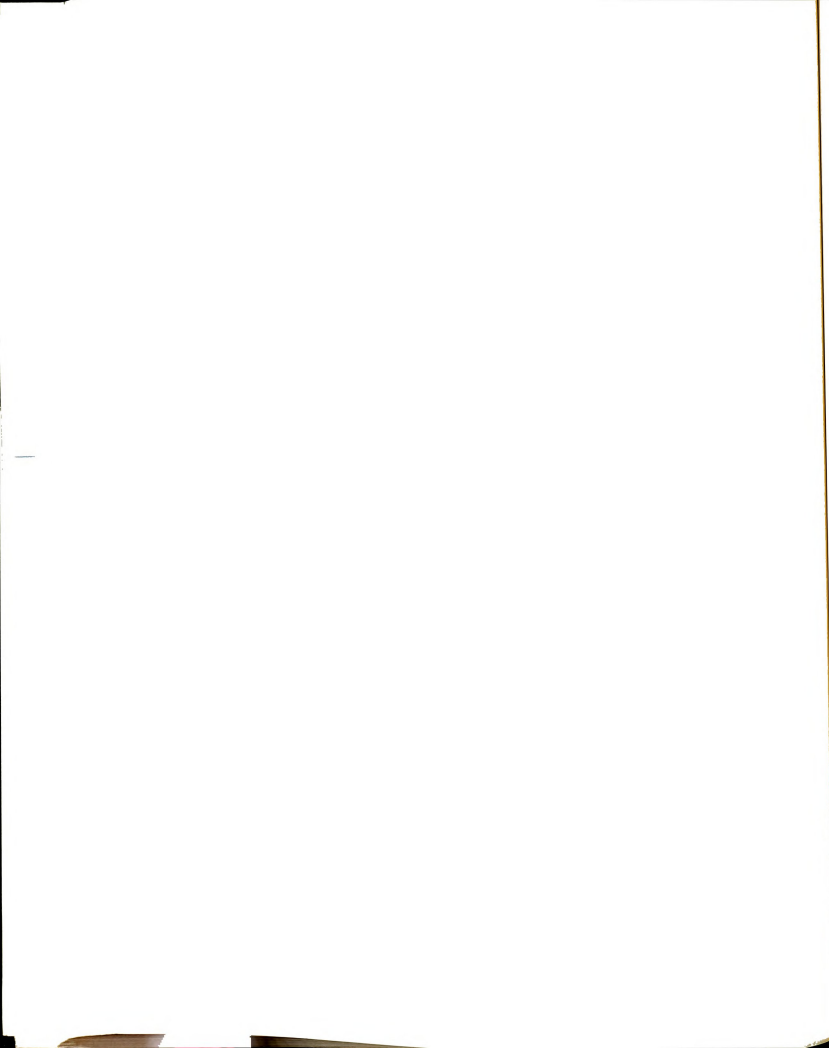
$\chi^2=1.593$

D.F.=2

Significance=.450

χ^2 ='not applicable' are those who did not previously take graduate courses

Over half of the participants have taken other graduate courses before enrolling at MSU for graduate study. There are no significant differences between men's and women's prior graduate experience. When asked if they received a previous graduate degree, almost one-third, or 32.4 percent, indicated they had. This represented 26.3 percent of the women and 38.9 percent of the men.



Current Enrollment Status

Twenty of the 37 participants are enrolled full-time as graduate students (7 or more credits per term). Seventeen are enrolled part-time.

Table 3.13 — Distribution of Participants by Enrollment Status

Previous Grad. Courses	Women (n=19) %	Men (n=18) %	Total (n=37) %
Full-time	7(36.8)	13(72.2)	20(54.1)
Part-time	12(63.2)	5(27.8)	17(45.9)
Total	19(100)	18(100)	37(100)

$$x^2=3.343$$

D.F.=1

Significance=.0675

Thirteen or 72.2 percent of the men are enrolled full time while only 36.8 percent of the women are. Twelve or 63.2 percent of the women are enrolled part time while only 27.8 percent of the men are.

Employment Status Before Graduate Enrollment and Now

Thirty-one of the 36 participants responding to the question of employment prior to enrollment were employed. Of these, 26 were employed full time, 5 part time.

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Table 3.14 -- Percentage Distribution of Participants by Employed Before Entering Graduate School

Employ Before	Women n=19	Men* n=17	Total n=36
Full Time	12(80.0)	14(87.5)	26(83.9)
Part Time	3(20.0)	2(12.5)	5(16.1)
Not Employed**	4	1	5
Total	19(100)	17(100)	36(100)

$$\chi^2=.32192$$

D.F.=1

Significance=.937

*=1 missing observation

**="not-employed" not figured in chi-square above

Table 3.15 -- Percentage Distribution of Participants by Employed After Graduate School Enrollment

Employ Now	Total* n=36	Women n=17	Men n=17
Full Time	17(65.4)	7(53.8)	10(76.9)
Part Time	7(26.9)	4(30.8)	3(23.1)
Occasionally	2(7.7)	2(15.4)	0(0)
Not Employed**	10	6	4
Total	26(100)	13(100)	13(100)

$$\chi^2=2.672$$

D.F.=2

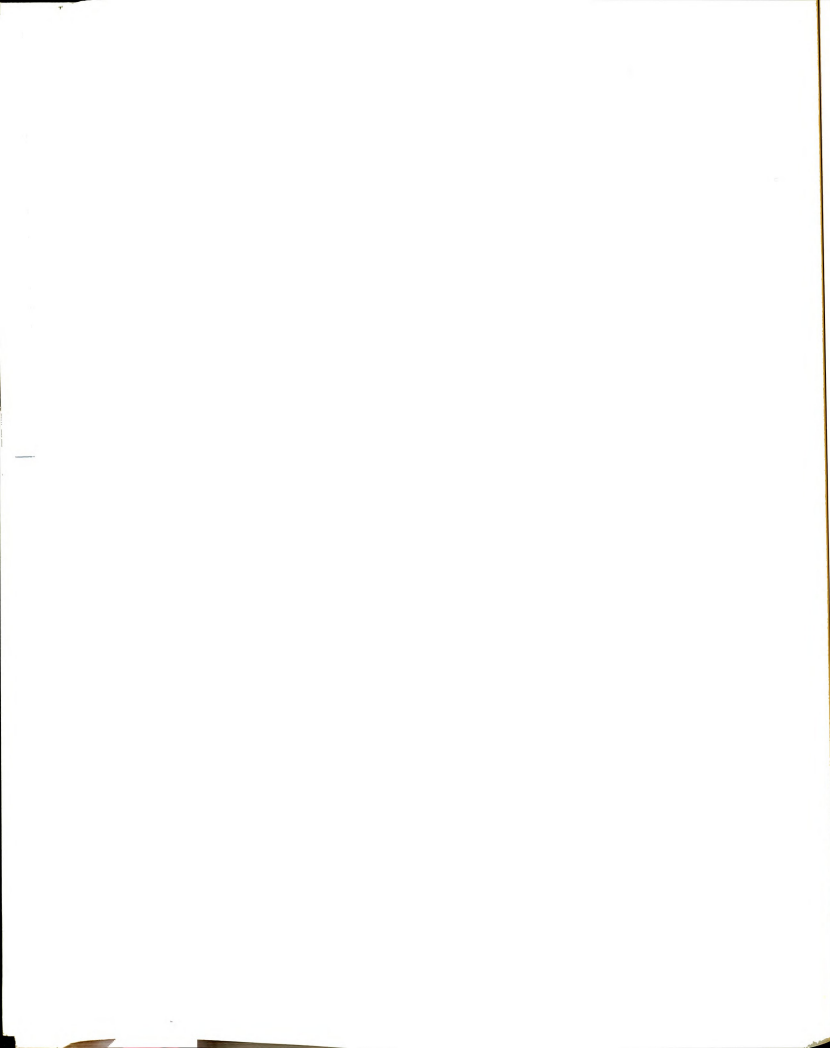
Significance=.2629

*=1 missing observation

**="not-employed" not figured in chi-square above

There was no significant difference between men and women, although 4 of the 5 unemployed were women at the period prior to graduate school enrollment.

The unemployed number doubled for the current period with 10 persons currently not employed. Sixty-five percent are full-time



employees, representing 76.9 percent of the men and 53.8 percent of the women. Twenty-seven percent are employed part time and 7.7 percent occasionally (less than 10 hours a week). More women than men are employed part time or occasionally (6 women, 3 men).

Employment Led to Graduate Study Interest

All participants were asked "Has your employment led to your interest in your current field of study?" Table 3.16 summarizes the results.

Table 3.16 — Percentage Distribution of Participants by Employment Led to Graduate Study Interest

	Women n=17(%)	Men n=17(%)	Total* n=34(%)
Yes	8(47.1)	15(88.2)	23(67.6)
No	9(52.9)	2(11.8)	11(32.4)
Total	17(100)	17(100)	34(100)

$\chi^2=4.837$

*=3 missing observations

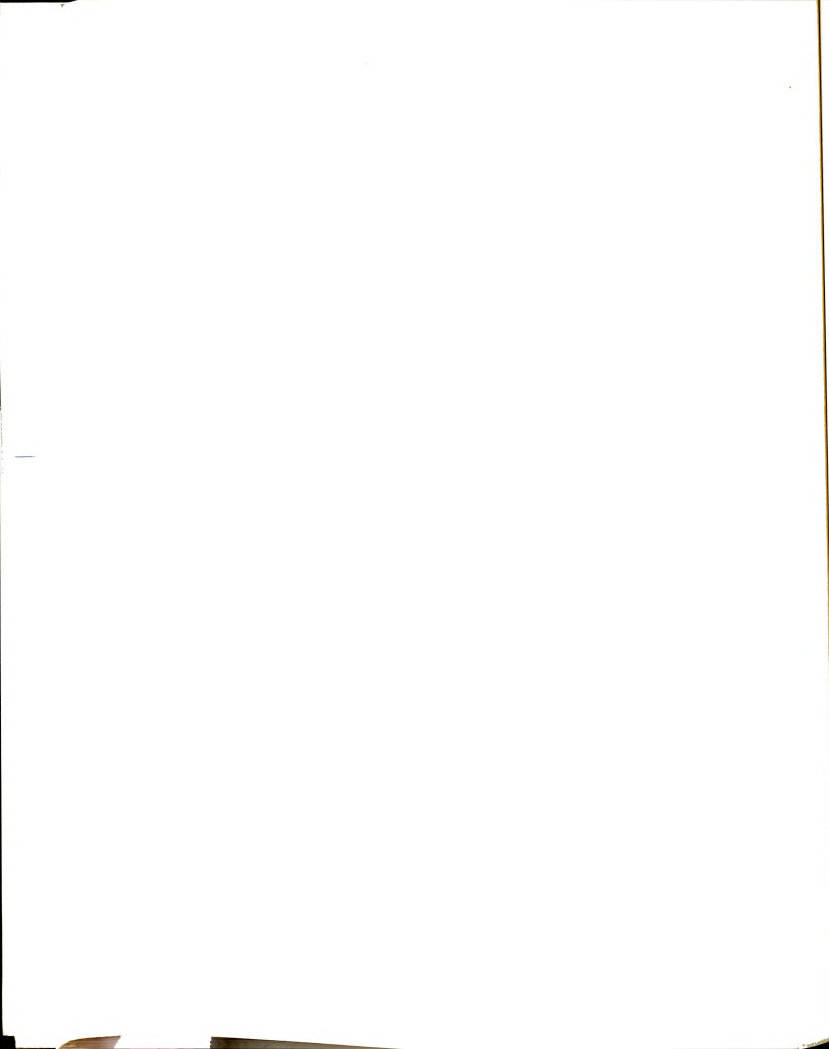
D.F.=1

Significance=.027

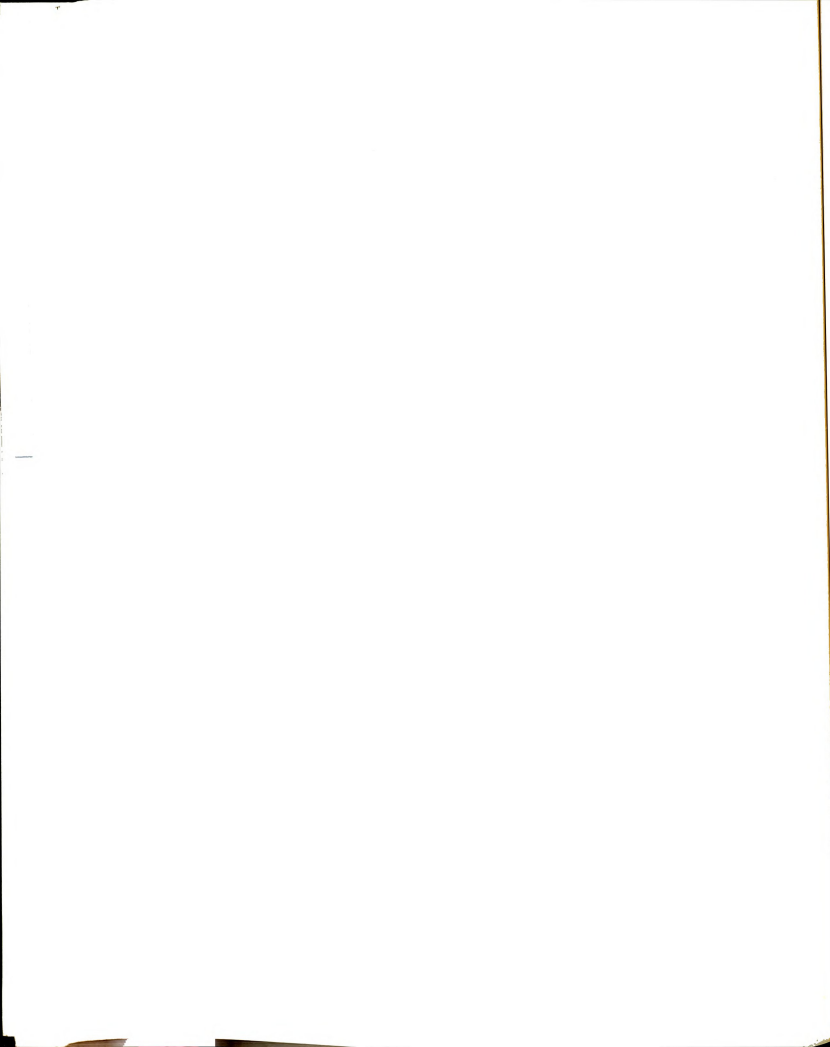
There is a significant difference in men's and women's responses regarding the role their employment played in leading to interest in a graduate program of study. Eight-eight percent of the men said their employment led to an interest in study while only 47.1 percent of the women indicated employment led to graduate study.

Summary

Chapter III presented the research design and procedures for the study. A discussion of the pilot study and questionnaire, the



adjusted research questions and the final questionnaire was given. A discussion of the adjusted research questions that clarified the presentation of results was also given. The procedures section summarized the population, the participants and non participants, the method and the statistical procedures used. A description of the participants concluded the chapter.



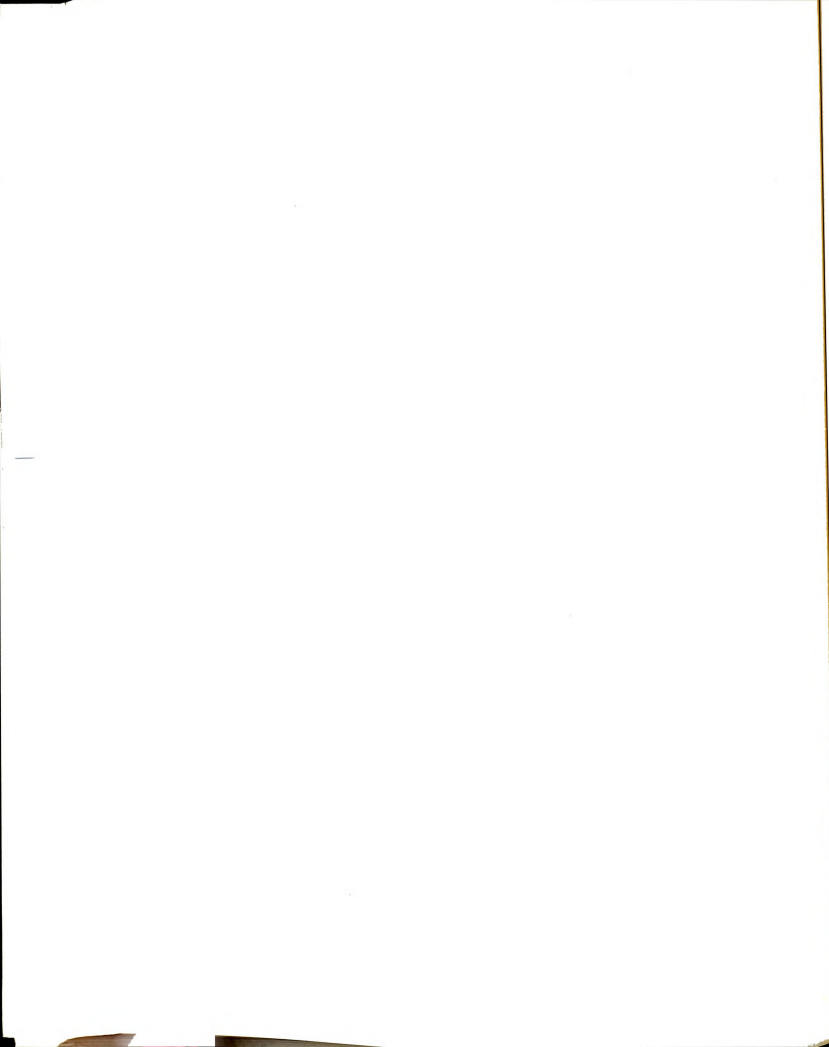
CHAPTER IV

PRESENTATION AND ANALYSIS OF RESULTS

Having described the research design and procedures in Chapter III, the following chapter includes the presentation and analysis of the data generated by the questionnaire. The questionnaire responses are presented under three broad headings:

1. The Early Adult Development of Women and Men in terms of three developmental variables:
 - A. The Life Dreams at age 22, middle twenties and ages 28-32 (current period)
 - B. The Important Life Activities at age 22, middle twenties and ages 28-32 (current period)
 - C. The Relative Importance of Career, Relationships and Personal Development at age 22, middle twenties and ages 28-32 (current period).
2. The Early Adult Development of Women and Men in terms of Levinson's concept of the Life Structure
3. The Motivation for Graduate School Enrollment

Each part presents the data using the appropriate research question as a heading. Throughout Chapter IV both the descriptive and comparative data are summarized in appropriate tables and analyzed along with the written comments of the participants.



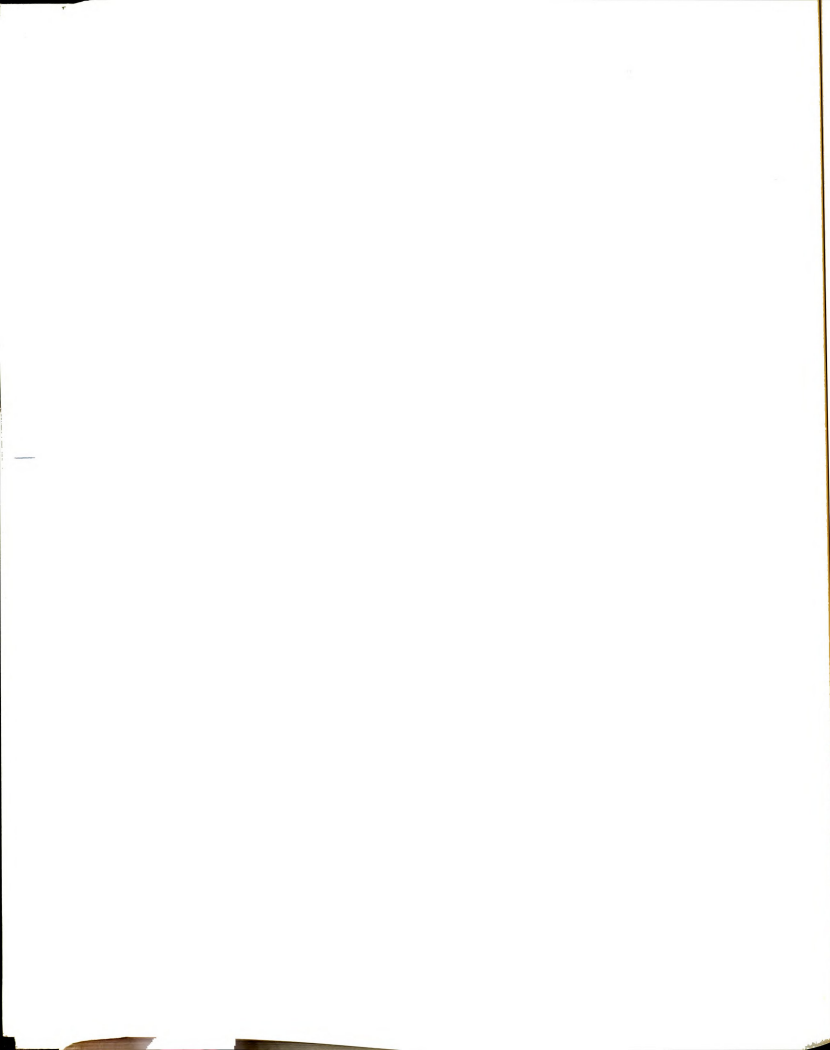
PART 1: The Early Adult Development of Women and Men

Part 1A: Life Dreams

Research Question 1a: How do adult women and men describe their early adult lives in terms of the presence or absence of a Life Dream and its nature?

Part 1(A) summarizes the descriptions given by respondents regarding their life dreams. Answers to the open-ended questions were analyzed for content and context of responses. The earlier work on life dreams conducted by Levinson and then by Stewart indicated that the context within which men and women describe their dreams may be different: men tend to describe dreams that are structured around individual achievement, usually in a career context; women's dreams stressed a relationship context. Therefore, the dreams of the respondents were read over repeatedly to see the context within which each participant chose to describe his or her dream. Only after reading over their responses did two other categories emerge, not highlighted specifically by Levinson's or Stewart's work. Some participants described their visions in an individual, psychological context, a "being" dimension. Others described their visions in permutations of these three contexts, a multi-context dimension.

The descriptions of the nature of the life dreams will therefore be discussed in terms of their contexts, while the individual



differences within these contexts will be highlighted by direct quotations from some of the participants' responses.

Each of the three time periods, age 22, middle twenties and the current period will serve as headings for the presentation of the results.

Age 22:

All participants were asked "As you think about your early adult life, did you have a sense of what you wanted to be or do in your life when you were age 22?" Table 4.1 summarizes those findings.

Table 4.1 — Distribution of Participants by Presence or Absence of a Life Dream at Age 22

	Women n=19(%)	Men n=18(%)	Total n=37(%)
Yes	11(57.89)	6(33.3)	17(45.94)
Vaguely	4(21.05)	8(44.4)	12(32.43)
No	4(21.05)	4(22.2)	8(21.62)
Total	19(100)	18(100)	37(100)

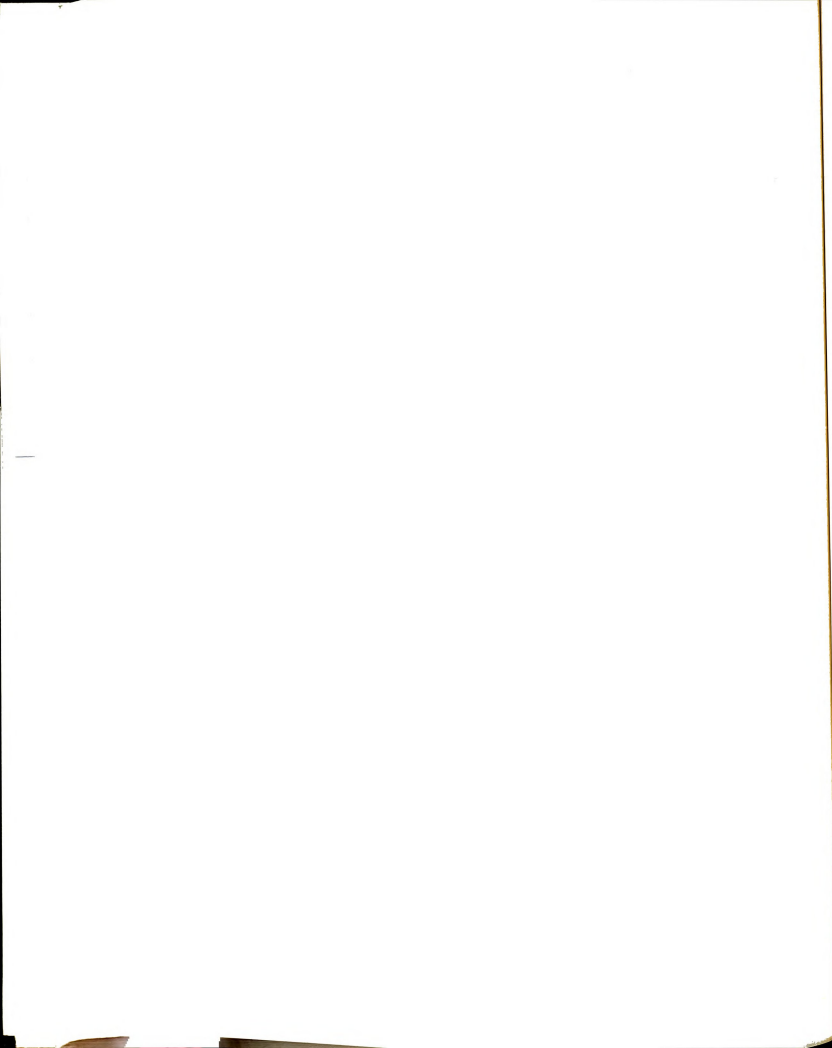
$$\chi^2=2.94$$

$$D.F.=2$$

$$Significance=.229$$

Over 45 percent of the participants had a clear dream of at age 22. One third had a vague dream while 21.6 percent had no dream at age 22. Fifty-seven percent of the women as opposed to 33 percent of the men had a clear dream at age 22. Forty-four percent of the men and only 22 percent of the women had a vague dream of themselves at age 22.

Each participant who indicated they had a dream of themselves at age 22 were asked to describe that dream. The context in which



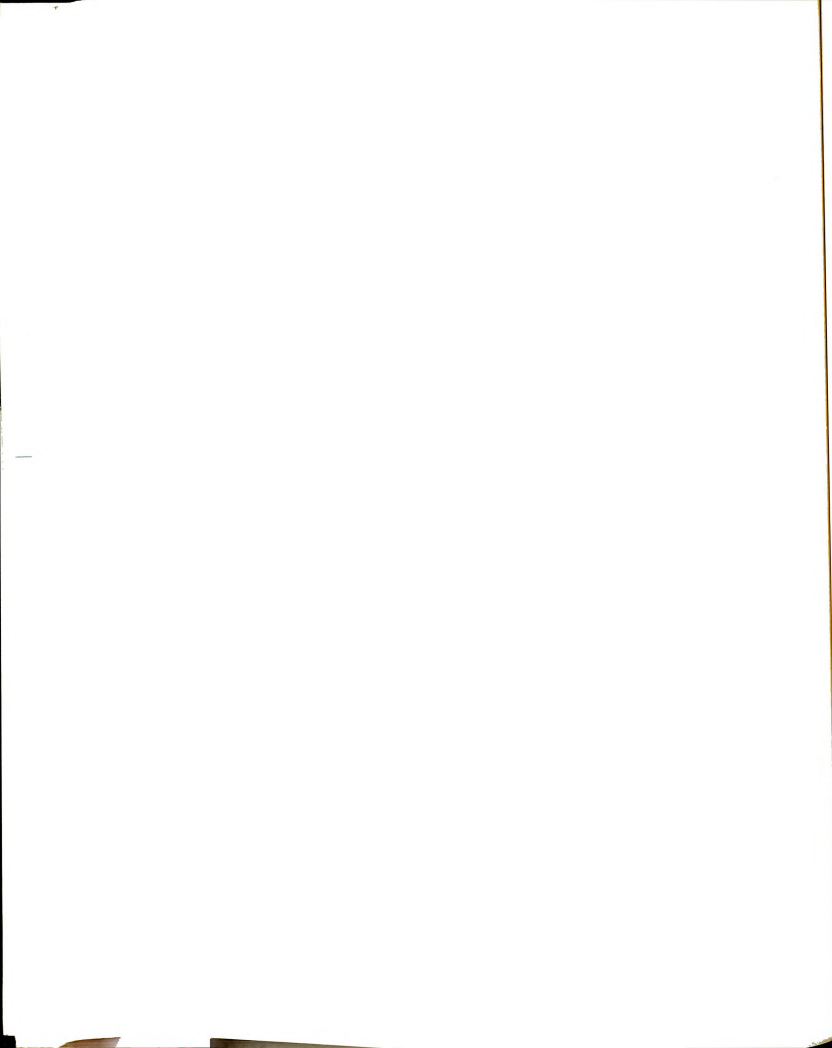
participants chose to describe their dreams were used as categories to analyze the descriptions. For the purposes of reporting the results to the open-ended question, the categories of career, relationship, self, career + relationship, career + self, relationship + self, career + relationship + self are used. In the Age 22 vision question another category emerged -- "know what I didn't want" -- a vision that was formed by exclusion rather than inclusion. Table 4.2 summarizes the findings.

Table 4.2 — Distribution of Participants by Age 22 Dream Description

Age 22 Vision Description	Women n=15	Men n=14	Total* n=29
Career	3(20.0)	10(71.4)	13(44.8)
Relation	3(20.0)	0(0)	3(10.3)
Self	1(6.7)	0(0)	1(3.4)
Career + Relation	4(26.7)	1(7.1)	5(17.2)
Career + Self	3(20.0)	1(7.1)	4(13.8)
Career + Relation + Self	0(0)	1(7.1)	1(3.4)
Knew What Did Not Want	1(6.7)	1(7.1)	2(5.9)
Total*	15(100)	14(100)	29(100)

$\chi^2=11.548$ D.F.=6 Significance=.0728
r=.631

*Total n=29 based on those indicating a vision at age 22



Participants' visions of themselves varied according to the context in which they expressed those visions. Over 71 percent of the men described dreams that were given in career-contexts only.

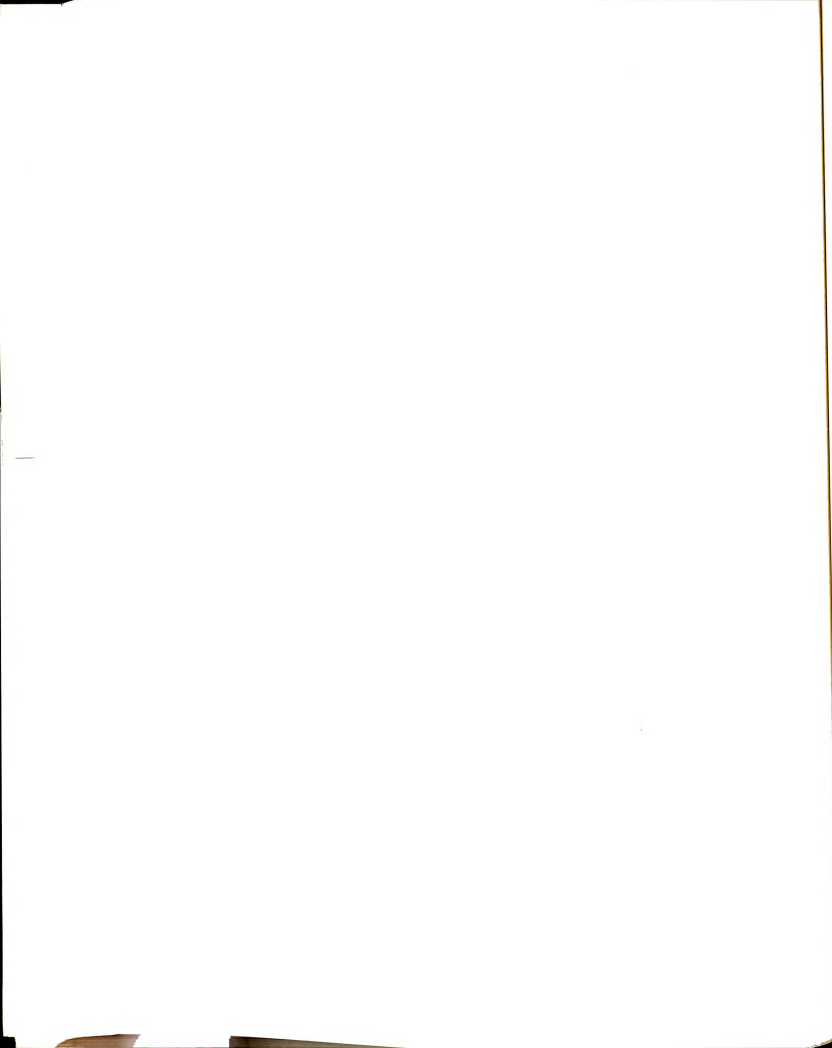
While men's responses are skewed toward one context, women's responses are more distributed among context categories.

A man, age 29, writes his dream at age 22 was "as a professional Forester working in the natural resources field -- ideally for the Forest Service" (career context). Another man, age 31, also wrote of his dream in a career-context: "I saw myself as a decision maker in business able to have the opportunity to do so."

Of the three women who describe their dream only in a relationship context, one 30-year-old writes "A devoted wife living happily ever after, a 'doctor's wife' with prestige, glamour and parties."

A number of the participants described their dreams using multiple contexts. One woman, age 28, wrote, "I saw myself as 'on top of the world.' I was on my way to a successful newspaper career and involved in a satisfactory relationship." (career + relation + self) Another woman, age 28, wrote, "I wanted to be a teacher, but most of all I wanted to get married and have a family." (career + relation).

A 31-year old man described his age 22 dream in the following way: "I had a vision that I would be my own boss. It was more of a retaliation to the oppressive work conditions of traveling around opening restaurants. My deep vision was to be happy and enjoy life." Another man, age 28, wrote, "Traditional male role -- climbing to the top of my chosen profession, wife-kids, small town/suburban dweller



near a big city, etc." (career + relation + self).

One interesting category emerged from the data — the category "I knew what I didn't want to do" dream. One woman, age 32, wrote,

I knew I wanted to do something, that I would not be a housewife. Didn't know exactly what. I thought I would be doing something in the helping profession — knew I wouldn't be a secretary all my life.

The multiple context descriptions given by men and women indicate that their dream contains a number of domains. The researcher combined these context descriptions into one category called "multi-context". This category was established for descriptive purposes only. Table 4.3 summarizes this data transformation. The "knew what didn't want" category was combined with the self category.

Table 4.3 — Distribution of Participants by Dream at Age 22 Using Multi-Context Category

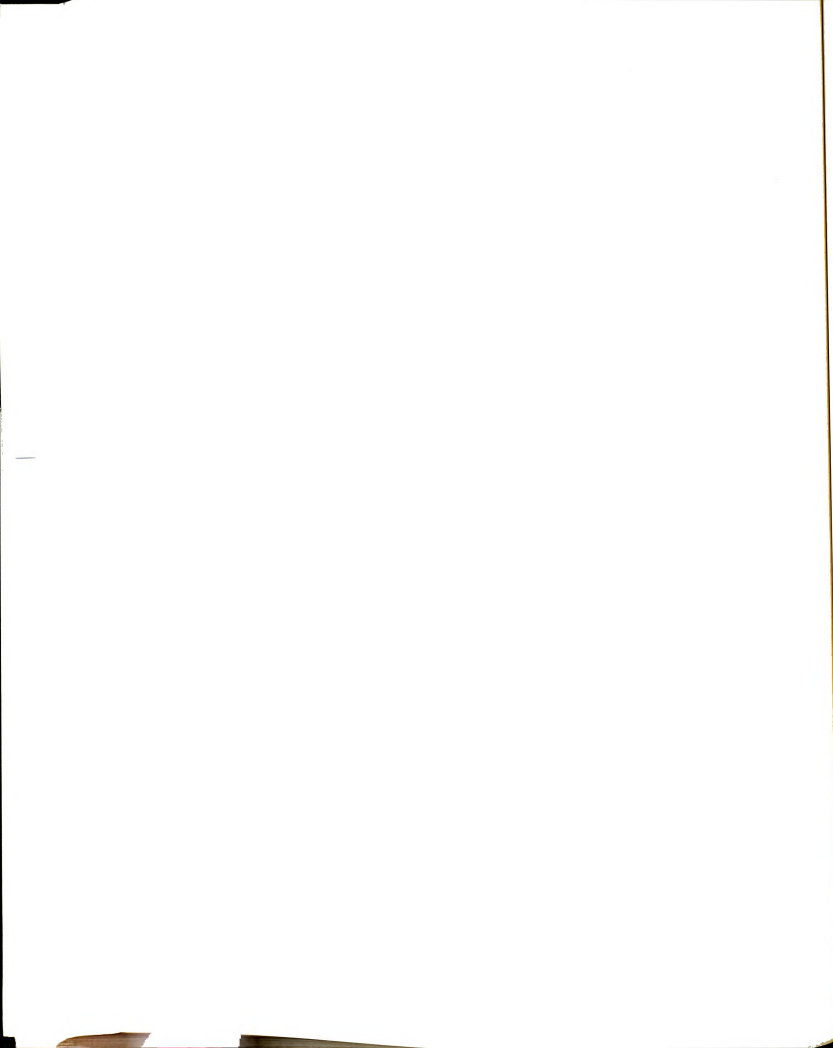
	Women n=15(%)	Men n=14(%)	Total* n=29(%)
Career	4(26.7)	11(78.6)	15(51.7)
Relation	3(20.0)	0(0)	3(10.3)
Self	1(6.7)	0(0)	1(3.4)
Multi-Context	7(46.7)	3(21.4)	10(34.5)
Total*	15(100)	14(100)	29(100)

$\chi^2=8.842$

D. F.=3

Significance=.031

*=only those who reported a vision at age 22 are included



A significant difference was found between men's and women's context descriptions of their dream at age 22. Over 78 percent of the men gave dream descriptions in a career context; 26.7 percent of the women described their dream in a career context. Three women and no men described their dream in a relationship context. Twice as many women as men described their dream at age 22 in a multiple context.

Middle Twenties

Two questions were designed to see if participants changed their age 22 dream or formed a dream later if they had none at age 22. Of those 29 persons who reported having a dream at age 22, 27 indicated they had changed their dream. The average age of the dream change was age 26. Of the eight participants who reported having no dream at age 22, all eight reported having a dream later in their twenties. The average age for forming this dream later was age 26. (See Tables 4.4 and 4.5.)

Those who changed their age 22 dream fell into three categories by their dream descriptions: those who deepened their original age 22 dream (n=4), those who changed their dream but did not form a new dream (n=6) and those formed a new dream (n=17).

Those who deepened their age 22 dream all described their dreams in a career context. One woman, age 28, wrote

The gross characteristics didn't change, but the strength of the vision certainly did. I believed that I could make significant contributions, but I've developed a more specific idea of what those contributions may be and a greater confidence in my abilities.

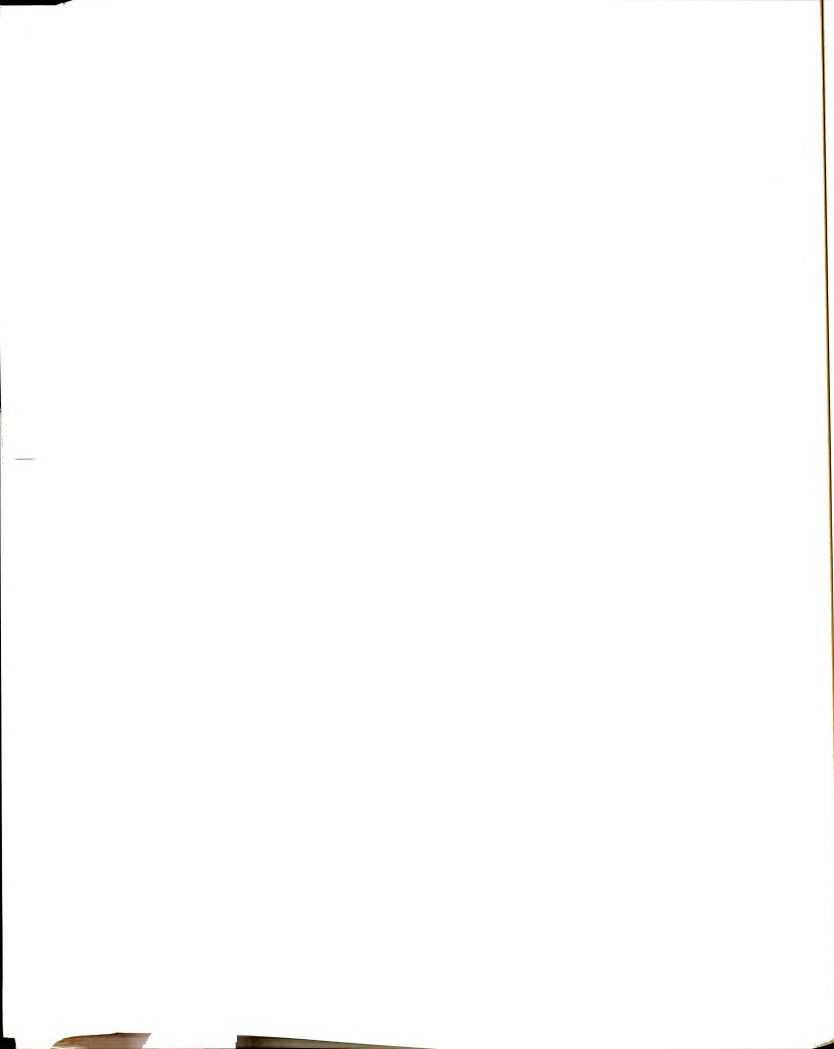


Table 4.4 — Distribution of Participants by Age of Dream Change

	Women n=13(%)	Men n=13(%)	Total* n=26(%)
Age			
23	0(0)	1(7.6)	1(3.8)
24	2(15.38)	1(7.69)	3(11.53)
25	2(15.38)	4(30.76)	6(23.07)
26	3(23.07)	3(23.07)	6(23.07)
27	2(15.38)	2(15.38)	4(15.38)
28	4(30.76)	0(0)	4(14.38)
29	0(0)	1(7.69)	1(3.84)
30	0(0)	1(7.69)	1(3.84)
Total	13(100)	13(100)	26(100)

*=only those reporting a dream change are included; there is one missing observation dream

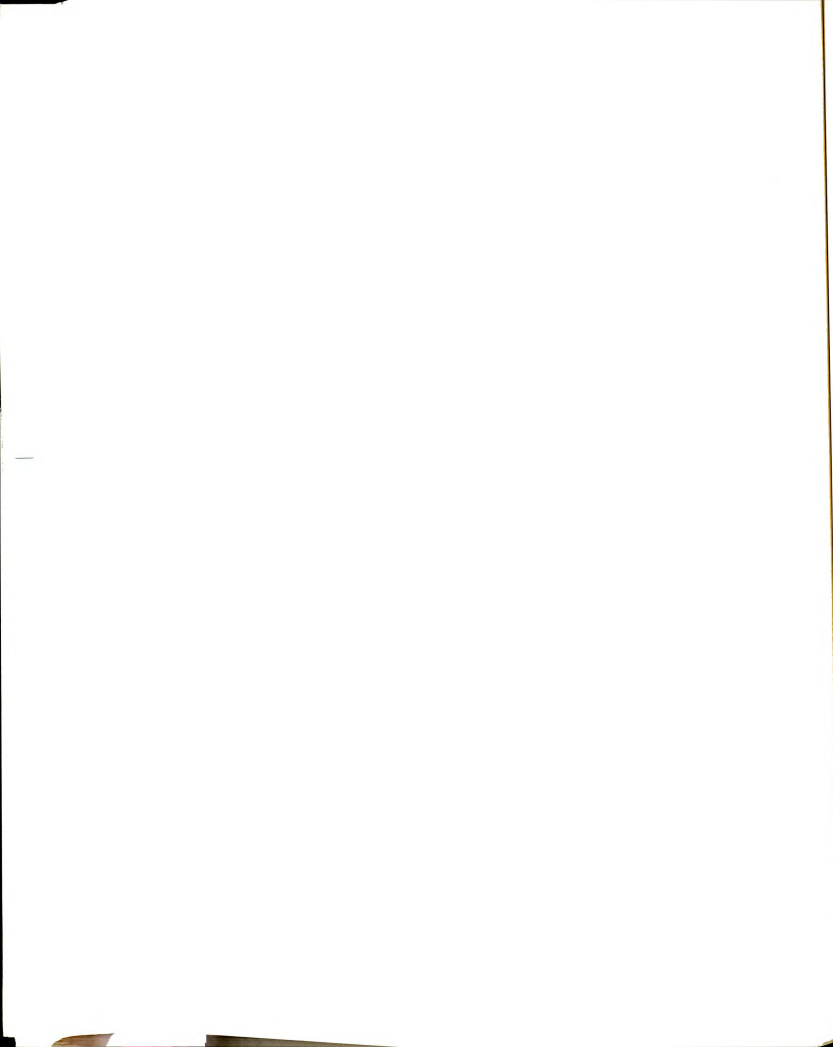
$\chi^2=8.0$ D.F.=7 Significance=.332
 χ women=26.3(1.4) χ men=26.0(1.9) χ all=26.15(1.6)

Table 4.4 — Distribution of Participants by Age of Dream Formed Later than Age 22

	Women n=4(%)	Men n=4(%)	Total* n=8(%)
Age			
25	2(50.0)	1(25.0)	3(37.5)
26	1(25.0)	1(25.0)	2(25.0)
27	1(25.0)	0(0)	1(12.5)
28	0(0)	1(25.0)	1(12.5)
29	0(0)	1(25.0)	1(12.5)
Total	4(100)	4(100)	8(100)

*=only those reporting a dream later are included

$\chi^2=5.15$ D.F.=5 Significance=.397
 χ women=25.7(1.1) χ men=27(1.9) χ all=26.0(1.9)



A number of persons changed their dream midway in their twenties but did not form a new one. A woman, age 29, wrote, "I realized after 5 years of teaching that I wanted 'something else' -- it wasn't the challenge I needed from life." Another person, a 30-year-old man, wrote

Became more pessimistic that there were too many external obstacles for me to attain my vision especially after realizing some of my career goals. Completely started from scratch (after my wife left me) in re-thinking and re-constructing a new vision of myself.

Those who formed a new dream described their dream in a number of contexts. Below is a summary of those 17 descriptions by the categories established earlier.

	Women(%)	Men(%)	Total(%)
Career	1(11.11)	3(37.50)	4(23.52)
Relation	0	0	0
Self	3(33.33)	2(25)	5(29.41)
Career + Relation	1(11.11)	0	1(5.89)
Self + Relation	2(22.22)	1(12.5)	3(17.65)
Career + Self	1(11.11)	1(12.5)	2(11.76)
Career + Relation + Self	1(11.11)	1(12.5)	2(11.76)
Total	9(100)	8(100)	17(100)

The eight persons who formed a dream later in their twenties after having no dream at age 22 described their dreams in a number of contexts. The following is a summary of those descriptions:

	Women(%)	Men(%)	Total(%)
Career	2(50)	1(25)	3(37.5)
Career + Relation	1(25)	2(50)	3(37.5)
Career + Self	1(25)	0(0)	1(12.5)
Career + Relation + Self	0(0)	1(25)	1(12.5)
Total	4(100)	4(100)	8(100)

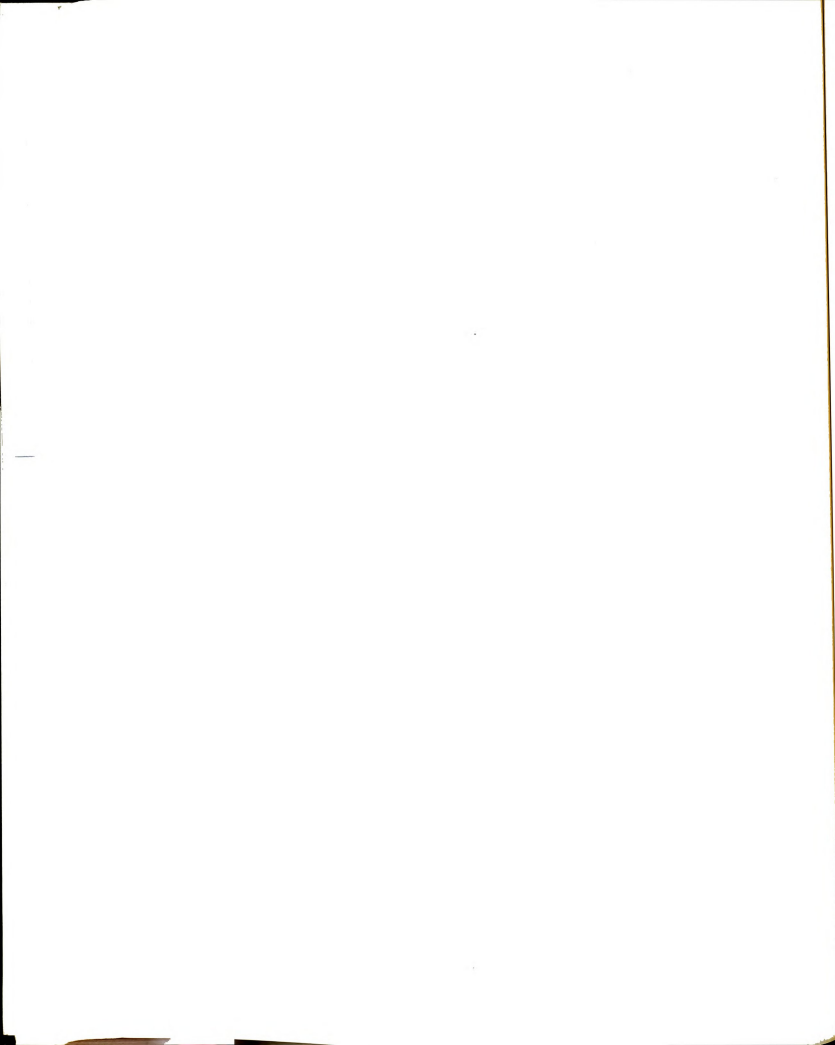


Table 4.6 summarizes all the dreamss of participants during their middle twenties. The four dream "deepened" participants, who had all given career-context descriptions, are included in the table along with the two participants who indicated no change of the 22 dream. Of these two, one had a career-context dream, the other a self-context dream. The six persons who reported changing their age 22 dream but did not form a new one are not included.

Table 4.6 -- Distribution of Participants by Middle Twenties Dream Context Descriptions

	Women n=16(%)	Men n=15(%)	Total* n=31(%)
Career	5(31.25)	7(46.66)	12(38.70)
Self	4(25.0)	2(13.33)	6(19.35)
Career + Relation	2(12.50)	2(13.33)	4(12.90)
Career + Self	2(12.50)	1(6.66)	3(9.67)
Self + Relation	2(12.50)	1(6.66)	3(9.67)
Career + Self + Relation	1(6.25)	2(13.33)	3(9.67)
Total	16(100)	15(100)	31(100)

*=only those who had a vision at the period midway in the twenties are included.

There are no significant differences between men's and women's dream context descriptions during the period midway in the twenties. Combining all the multiple-context descriptions into the "multiple context" category resulted in the following distribution of dreams in the mid twenties.

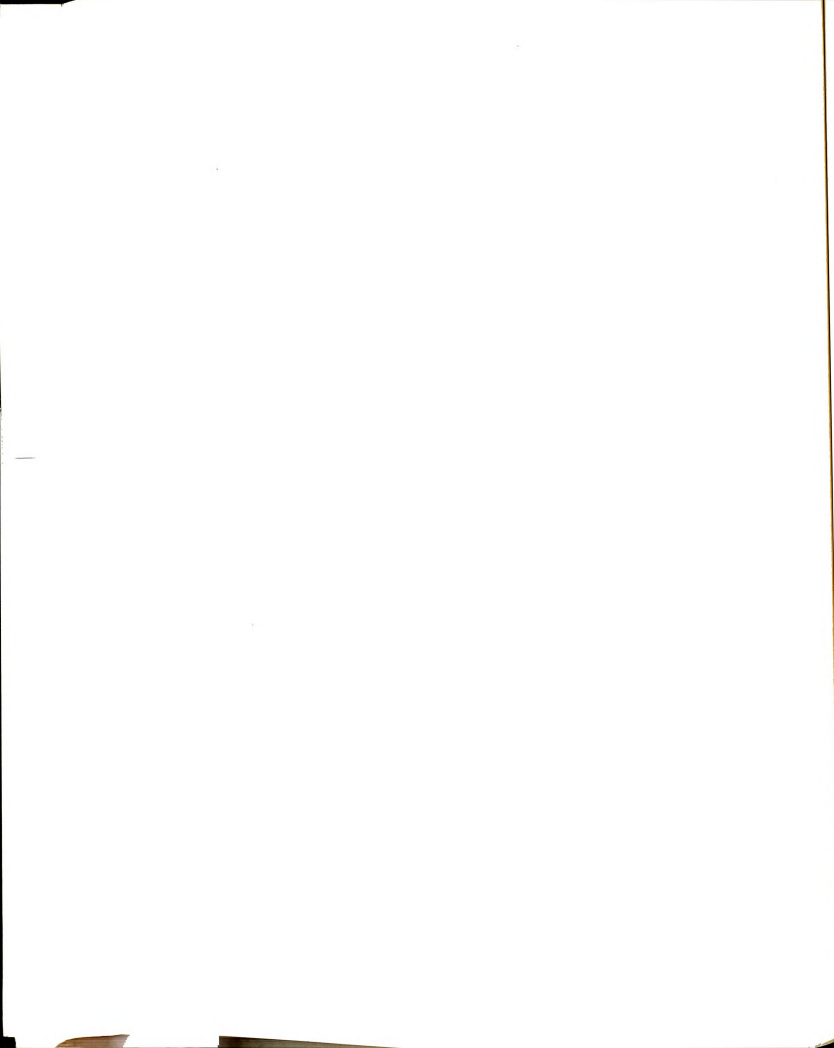


Table 4.7 — Distribution of Participants by Middle Twenties
Dream Context Descriptions Using Multi-Context Category

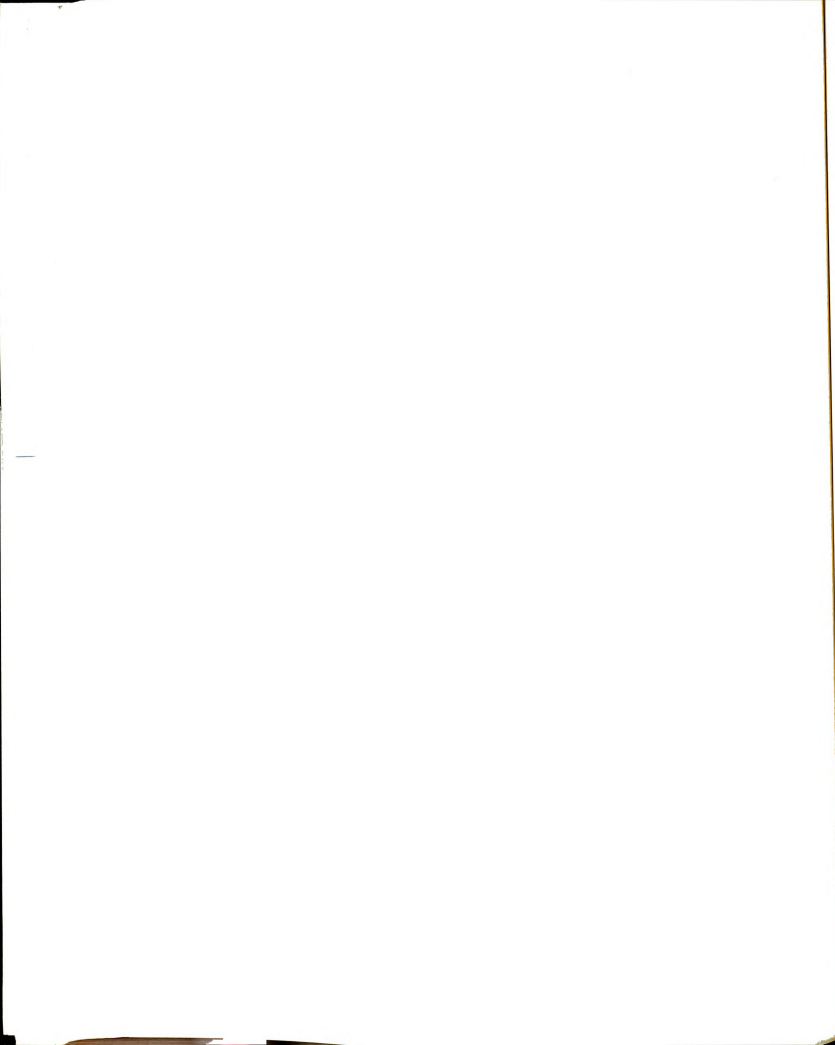
	Women n=16(%)	Men n=15(%)	Total* n=31(%)
Career	5(31.25)	7(46.66)	12(38.70)
Self	4(25.0)	2(13.33)	6(19.35)
Multi-Context	7(43.75)	6(40.0)	13(41.93)
Total*	16(100)	15(100)	31(100)

*=only those who had a life vision at this time were included.

Over 41 percent of the participants who had a dream described it in multiple contexts. A career context dream description was given by 38.7 percent of the participants. Forty-six percent of the men and 31 percent of the women gave career-context descriptions. Twenty-five percent of the women gave self-context descriptions while 13 percent of the men gave such descriptions. No participants gave dream descriptions in a relationship context.

Some of the life dream descriptions given by participants for the middle twenties are cited below along with the category which they were placed.

In the career category, one man, age 30 wrote, "I see myself moving more into the field of psychology -- working with mentally retarded." Another simply wrote about his dream, "To become a teacher."



A dream description categorized as a self-context dream was given by a woman age 30.

I stopped wanting to live through someone else and be 'me.' There was a long period when I didn't know what it was I wanted, but I definitely wanted something. I then wanted to just be able to be me and I found I wanted to be an educator or somehow incorporate all the things I enjoyed into one career. [Self Context].

Those who wrote dream descriptions characterized by the contexts of career with a relationship are given below. One woman, age 28, wrote of her dream later in her twenties

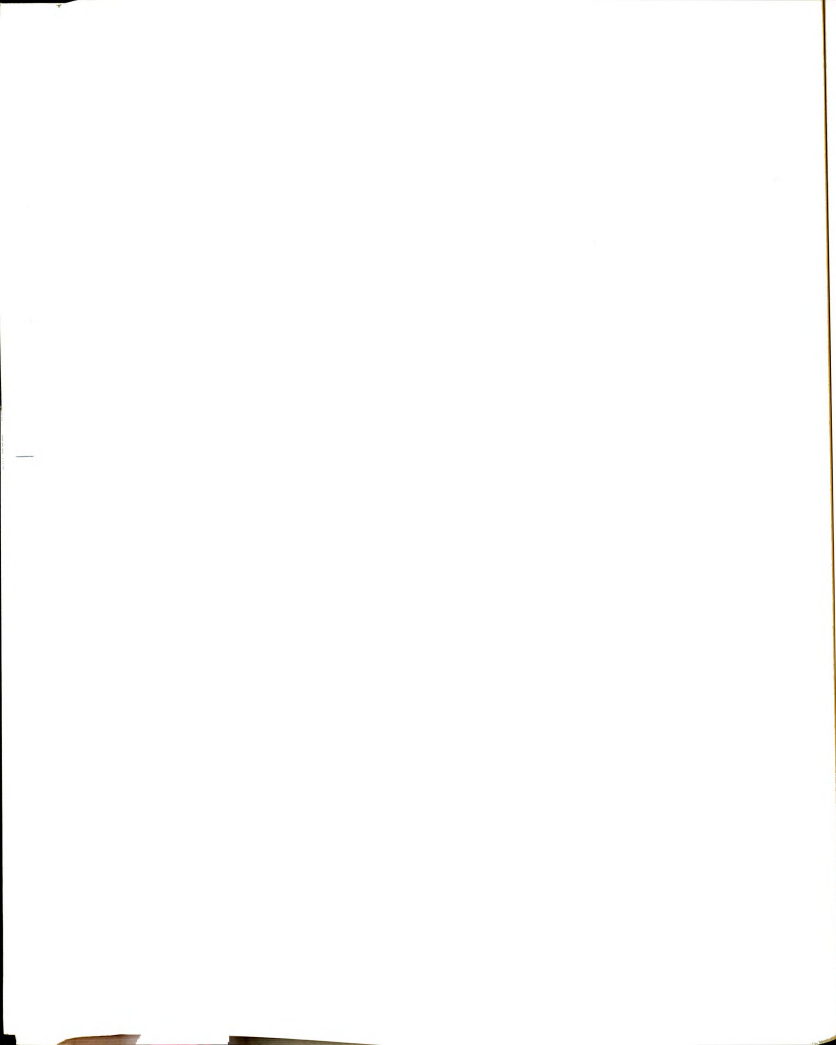
After having my first child, I really felt a sense of directions and priorities. I could see myself as a good parent but also having the ability to have a career. My career would be in an area that would benefit people. [Career + relation]

A man, age 30, wrote

I saw myself becoming a husband and father. I had decided at 25 to stay in the Navy (a decision I've never regretted) and become a captain and perhaps an Admiral. [Career + relation]

One woman described her dream of herself in a career and self context when she wrote that she sees herself "growing into an emotionally well-balanced person at peace with myself and finding work that would have personal meaning for me and give me some lasting satisfaction." A man, age 29, also wrote of his dream in a similar way: "To work in a position in human services, in a position where I was satisfied and the same time serving people" [Career + self].

Three persons described their dreams on themselves in contexts of themselves and relationships in their lives. One woman, age 29,



wrote,

Once I felt okay about myself again, I ached to let the creative and intellectual parts out. I had the freedom to see myself as a loved wife and special and creative person again.
[self + relationship]

A man, age 29, described his dream change in the following way

(I saw myself) as someone who wished to develop a more understanding and fulfilling relationship with co-workers, family members and friends. [self + relationship]

A combination of contexts to describe a dream were given by some participants. A woman, age 29, described her dream in the following manner:

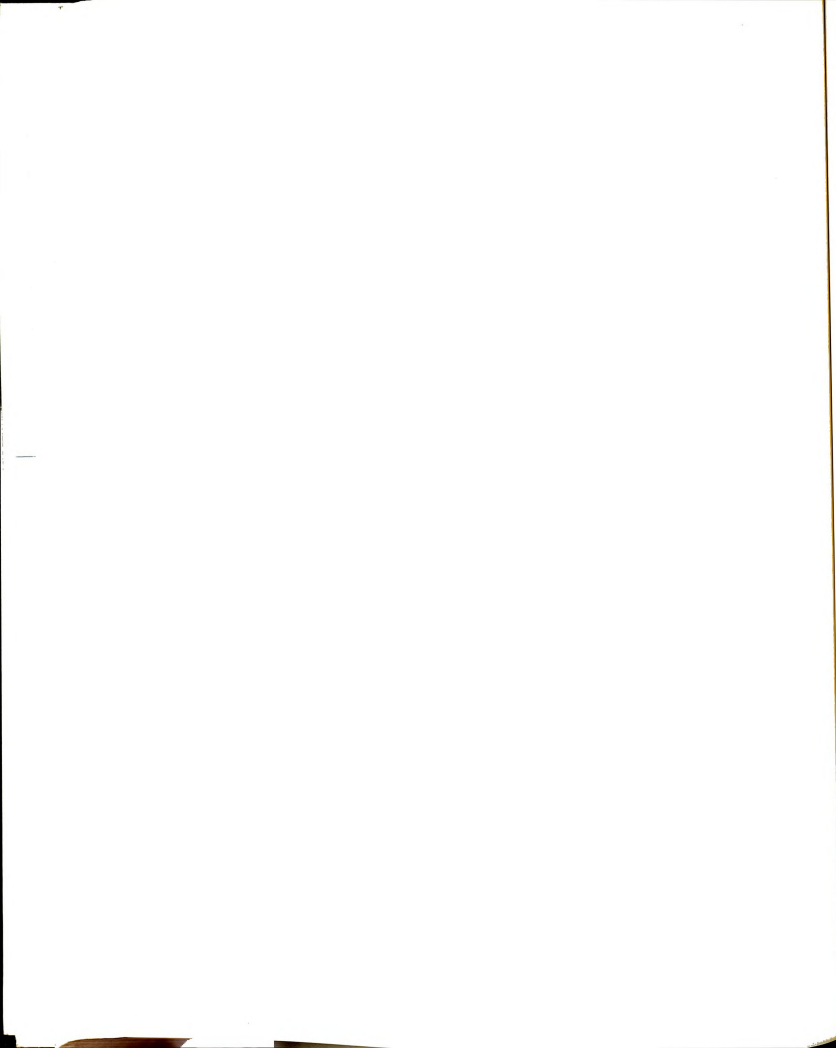
I became ambitious; I viewed myself as advancing in my profession, as hating job-stagnation and remaining single.
[career + relationship + self]

Current Period (Age 28-32)

Thirty-five of the 37 participants indicated they currently have a dream. One woman and one man did not have a current dream.

The 35 who indicated they had a dream currently described their dreams in a number of ways. One participant gave a dream description that did not seem to fit any of the earlier categories. It was categorized as "lack direction." A 30-year-old man wrote

I am beginning to see myself as ambitious but still lack ultimate direction. I have achieved one of the goals I set three years ago (owning my own business), but I wonder if it's worth it. I have all the tools necessary to be successful (as I define it) yet I wonder if maybe my ultimate aim isn't just



to be happy.

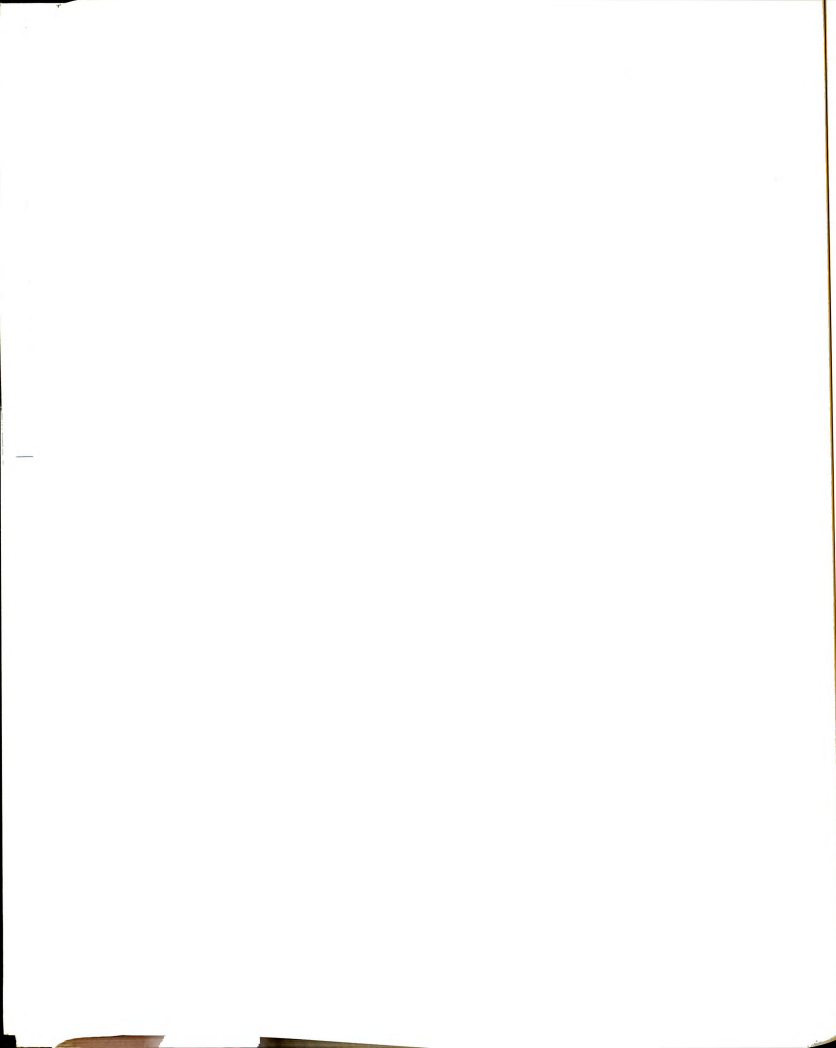
Table 4.8 summarizes the dreams using the categories established earlier and mentioned before with the addition of "lack direction."

Table 4.8 — Distribution of Participants by Current Dream Context Description

Current Vision	Women n=18 (%)	Men n=17 (%)	Total* n=35 (%)
Career	5(26.3)	6(35.3)	11(30.6)
Self	2(11.1)	3(17.6)	5(14.28)
Career + Relation	3(15.8)	2(11.8)	5(13.9)
Self + Relation	1(5.3)	1(5.9)	2(5.6)
Career + Self	4(21.1)	2(11.8)	6(16.7)
Career + Relation + Self	3(15.8)	2(11.8)	5(13.9)
Lack Direction	0(0)	1(5.9)	1(2.8)
Total*	18(100)	17(100)	35(100)

$\chi^2=3.062$ D.F.=6 Significance=.652
 *total n=35 based on those indicating a dream now

No significant difference was found between men's and women's current dream context descriptions. Clearly "career" context dreams represent the greatest number for both men and women with 35 percent of the men and 26 percent of the women seeing themselves only in an occupational context. Twice as many women as men indicated a dream that combined self and career contexts.



Since a number of the dreams descriptions were given in multiple-context terms, a data transformation was performed, collapsing all multiple context responses into one "multi-context." The "lack direction" response was combined into the self category.

Table 4.9 — Distribution of Participants by Current Dream Context Descriptions Using Multi-Context Category

	Women n=18(%)	Men n=17(%)	Total* n=35(%)
Career	5(27.72)	6(35.3)	11(31.42)
Relation	0(0)	0(0)	0(0)
Self	2(11.11)	4(23.5)	6(17.14)
Multi-Context	11(61.11)	7(41.2)	18(51.42)
Total*	18(100)	17(100)	35(100)

$$x^2=1.014$$

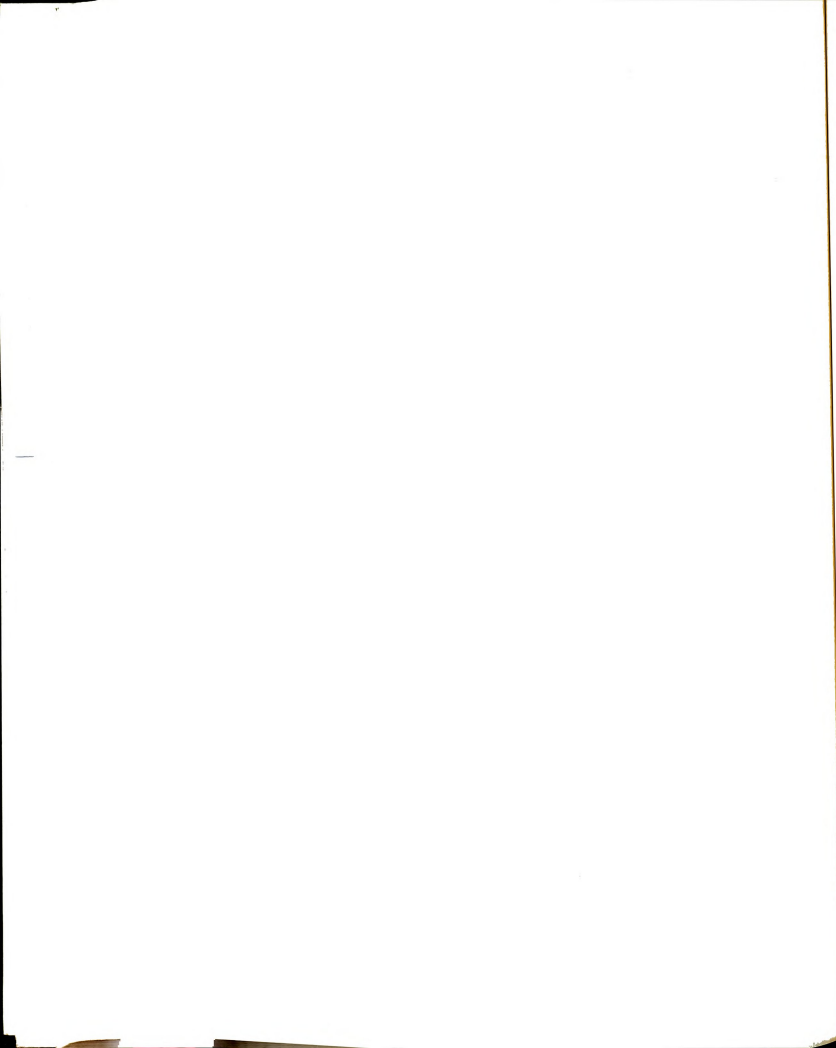
D.F.=2

Significance=.6021

Over 51 percent of all participants described a dream in multiple context terms. Sixty-one percent of the women and 41 percent of the men had multiple-context dreams. Again, no significant differences were found between men and women in their current context descriptions of their dreams.

The current dreams described by the participants are varied and represent a number of fascinating dreams. Many of them carry descriptions related to contributing to society. Some of those dreams are reported below along with their category of response.

Those who express their dreams in career contexts indicate a number of professional aspirations. A 29-year-old woman writes



I vision myself as an emerging artist able to share my skills as an artist and ability to work well within the mental health field to be a great art therapist. [career]

A 28 year old man writes that his dream is much the same as before "but better focussed." He writes

I have had the opportunity to work with and learn from very learned and influential people, to participate in and influence policy decisions of national importance, to do original research and to pass on some knowledge by teaching. All this has allowed me to 'settle down' my career more fully and to determine how I can contribute to the general betterment of human existence. [career]

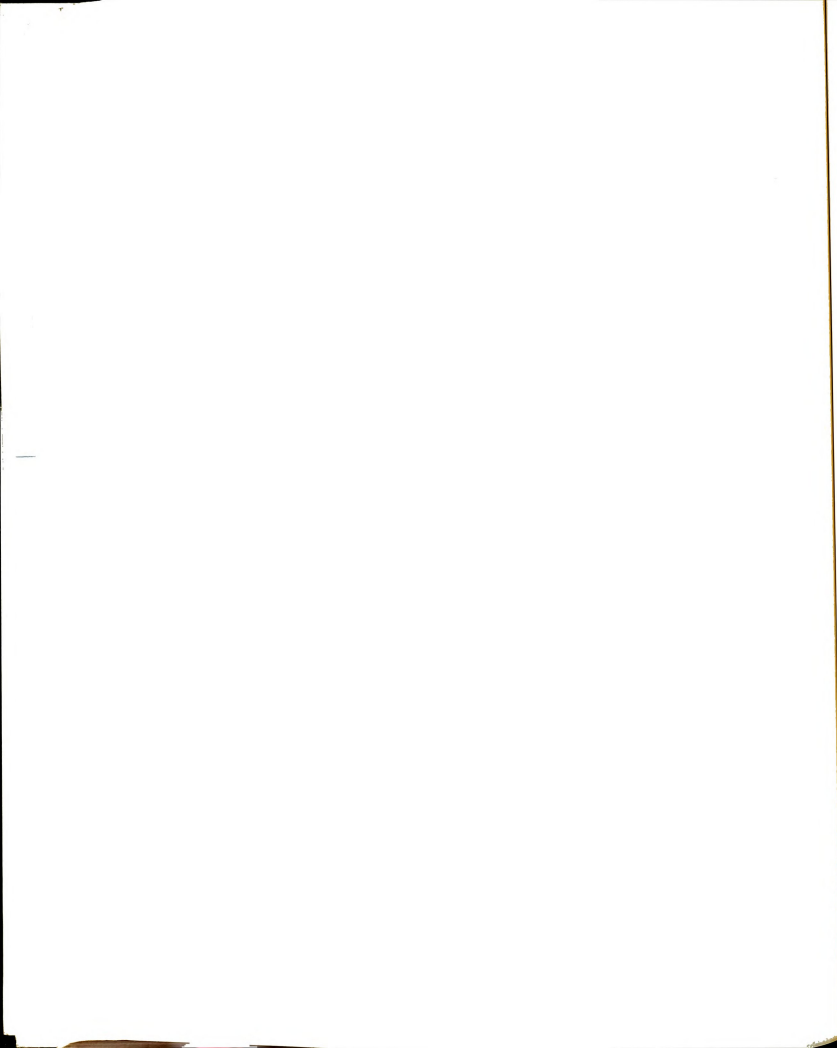
Of those who indicated a dream in a self-context, one woman, age 28, wrote: "Competent, self-reliant, tolerant, able to handle stress." A man, age 29, wrote that his dream is "as someone changing, and able to change, lifestyles."

A woman, age 30, writes of her dream in terms of career and relationship contexts. She writes

Somewhat tempered but still career-oriented -- national nursing leader in research or teaching. Also loving, loyal, stable relationship with significant other. [career + relationship]

A man, age 29, indicated a dream that combined both career and relationship contexts when he wrote that his dream

is still being forged: on one hand I am excited and would like to plunge head on into the field of economics that I have entered while on the other hand my plunging must be tempered by the needs and wants of my wife and son. I suspect my dream is on some middle ground. [career + relationship]



Several participants described dreams that combined career and self-contexts. One man, age 30, wrote

Attaining inner peace and realization of potential. Career is still important, but not at the sacrifice of personal satisfaction and happiness. [career + self]

A woman, age 30 wrote that her dream was as

a well-adjusted woman who wished to pursue a career in which several fields of interest are brought together, including academic and business world. [career + self]

Two persons indicated they had a dream of themselves that they described in self and relationship contexts. A 29-year-old woman wrote

A new mother and part-time student struggling though looking forward to better times that our studies will bring to us. Poor but happy. [self + relationship]

A man, age 30 simply wrote "Student and homemaker."

A number of participants indicated a dream that combined the contexts of career, relationship and self. A 29 year old woman executive majoring in English wrote

I see myself at the most exciting and personally satisfying period in my life. I have a supportive, loving husband, a successful career and the opportunity (if I work hard) to satisfy some personal goals (improve my creative writing, becoming knowledgeable about literature, having the experience of grad school) before I move on to raising a family and becoming necessarily more 'other' oriented. [career + relationship + self]

Another woman, age 30, wrote of her dream in the following way

I would like to teach Spanish at the adult ed or junior college level, and eventually -- in next 2 or 3 years -- have children (maybe one's enough). I'm not as gung-ho independent as I was before. [career + relationship + self]

Part 1B: Important Life Activities

Research Question 1b: How do adult women and men in graduate school describe their early adult lives in terms of the life activities that were/are important to them?

Part 1b presents the findings regarding the important life activities of the participants over three time periods. The three time periods age 22, middle twenties and current period (ages 28-32) serve as the headings for the presentation of data.

Age 22:

Each participant was asked to rate each of 21 life activities in questionnaire item 6 using the following scale

5=very important
4=important
3=neutral
2=little importance
1=not at all important
0=not applicable

The questionnaire item presented a grid for each life activity indicating three time periods: "Age 22", "Mid Way", and "Last Six Months." The results of the tabulations for the time period "Age 22" will be presented first.

A table listing all 21 items with mean scores for all, for women and for men is presented followed by a list of the "important" issues (x₄) for all, for women and for men at age 22.

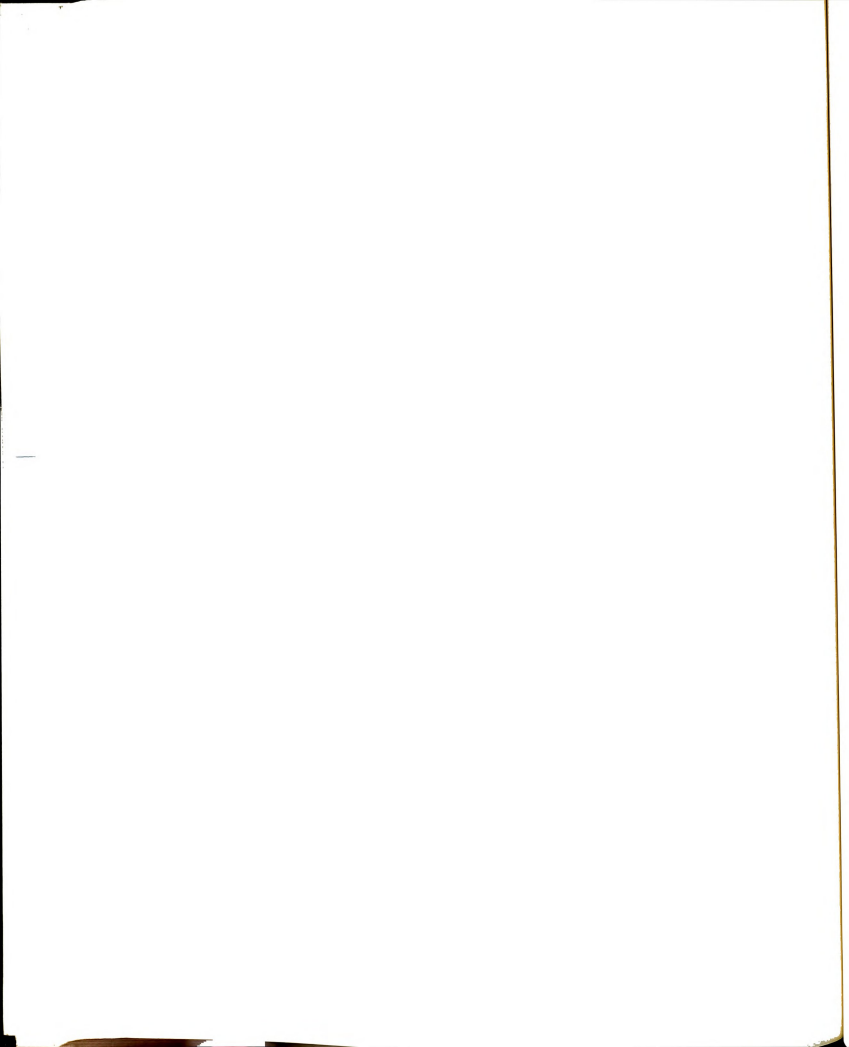
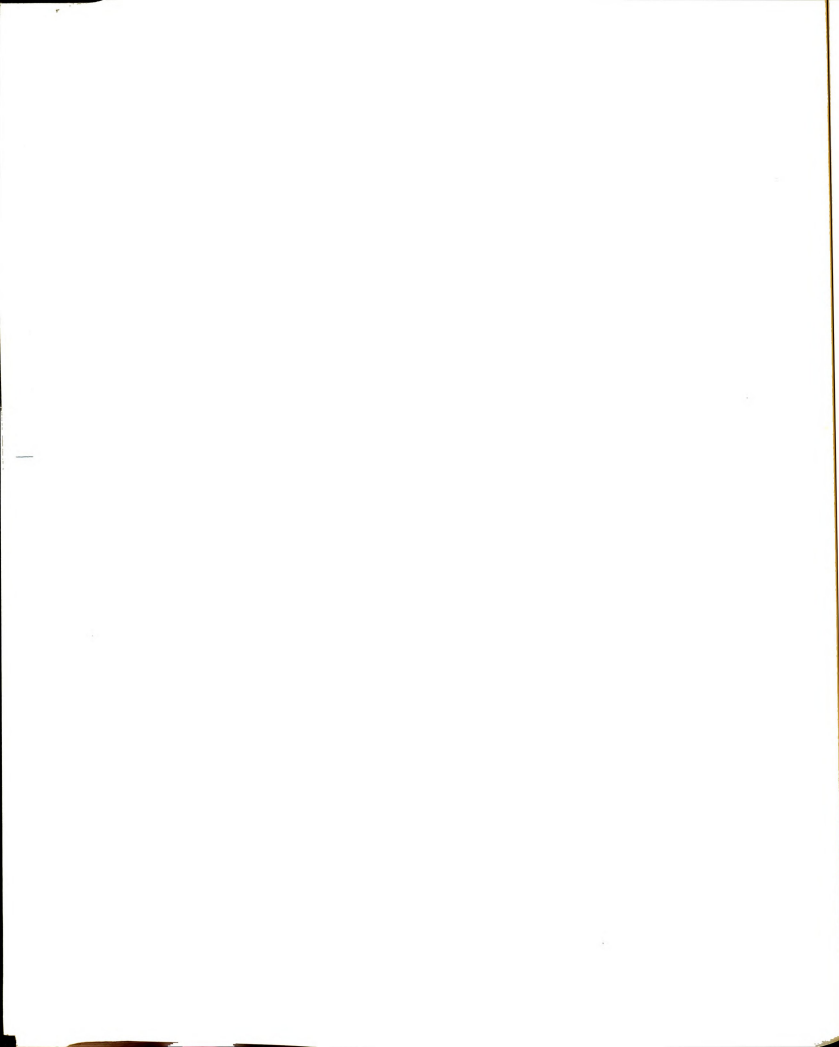


Table 4.10 — Summary of Life Activities by Mean Score for Life Activities for Age 22

Life Activity	Total Mean	Women Mean	Men Mean
1. Finding an occupational direction	3.66(1.4)	3.47(1.6)	3.88(1.0)
2. Separating myself from my parent's expectations	3.00(1.7)	3.26(1.7)	2.72(1.8)
3. Establishing a network of supportive friends	3.61(1.3)	3.68(1.5)	3.52(1.1)
4. Providing an income for myself or family	3.61(1.1)	3.57(1.3)	3.64(.99)
5. Establishing a love relationship with another	4.05*(1.1)	4.00*(1.4)	4.11*(.69)
6. Exploring a variety of alternatives through travel relationships or work	3.38(1.5)	3.15(1.8)	3.64(1.1)
7. Parenting (or deciding to parent)	1.75(1.7)	1.94(1.8)	1.52(1.5)
8. Starting a career	3.67(1.4)	3.78(1.5)	3.55(1.3)
9. Pursuing my own individual dream	3.77(1.3)	3.78(1.5)	3.76(1.0)
10. Committing myself to a philosophy of life	3.27(1.4)	3.42(1.5)	3.11(1.2)
11. Increasing my skills and knowledge in my career	3.27(1.5)	3.21(1.7)	3.35(1.3)
12. Managing a home life	2.63(1.6)	2.89(1.6)	2.35(1.5)
13. Changing career direction	1.97(1.3)	1.63(1.3)	2.30(1.2)
14. Enhancing a relationship with my mate or significant other	3.25(1.8)	3.31(2.1)	3.17(1.5)
15. Becoming my own person with identity and direction, not dependent on spouse, boss or colleagues	3.36(1.5)	3.26(1.6)	3.47(1.5)
16. Becoming a valued member of my occupational group	3.30(1.6)	3.21(1.6)	3.41(1.6)
17. Maintaining close ties with my family of origin	3.27(1.9)	3.26(1.6)	3.29(1.4)
18. Continuing my intellectual development	3.88(1.0)	3.78(1.1)	4.00*(1.0)
19. Making deeper commitments to my work by setting long range goals and meeting them	2.50(1.5)	2.68(1.4)	2.29(1.6)
20. Changing my relationship with my mate	1.50(1.9)	.94(1.5)	2.11(2.1)
21. Becoming involved in community activities	2.50(1.4)	2.52(1.5)	2.47(1.4)

*All items x>4 appear on the following page in rank order as "important life activities."

1 standard deviations follow means in parentheses ().



Important Life Activities for Age 22

All participants

Establishing a love Relationship with Another 4.05(1.1)*

Women

Establishing a love relationship with another 4.00(1.4)

Men

Establishing a love relationships with another 4.11(.69)

Continuing My intellectual development 4.00(1.0)

*Standard deviations given in parantheses ()

Both men and women rate establishing a love relationship as important or very important at age 22. Men also rate continuing their intellectual development as important at age 22.

It is interesting to note that both men and women do not regard parenting as an important issue at age 22, nor do they rate changing career direction or changing their relationship with their mate as important.

Middle Twenties

Each participant was asked to rate each of 21 life activities to questionnaire item 6 using the following scale:

- 5=very important
- 4=important
- 3=neutral
- 2=little importance
- 1=not at all important
- 0=not applicable

The questionnaire item presented a grid for each life activity indicating three time periods: Age 22, Mid Way, and Last Six Months.

111 10000 10000

Middle Twenties

The results of the tabulations for the time period Middle Twenties is presented in this section.

A table (Table 4.11) listing all 21 life activities with mean scores for all, the women and for men is presented followed by a list of the "important" issues ($x \geq 4$) for all, for women and for men at the midway period. Any life activities that showed a statistically significant difference between men and women's mean scores ($p < .05$) is presented in table form showing the distribution of scores for that life activity. A short summary follows that table.

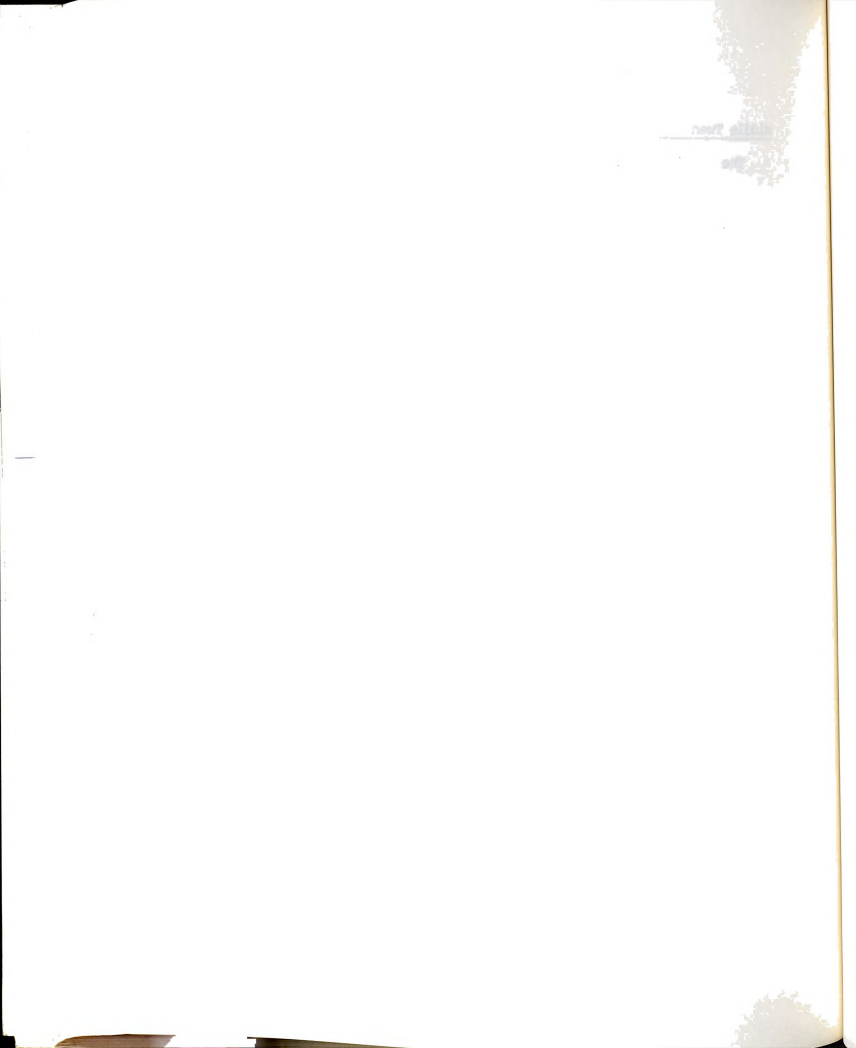


Table 4.11 — Summary of Life Activities by Mean Score for Life Activities for Middle Twenties
Life Activity

	Total Mean	Women Mean	Men Mean
1. Finding an occupational direction	3.97(.95)	3.84(.89)	4.11*(1.0)
2. Separating myself from my parent's expectations	2.50(1.5)	2.94(1.6)	2.00(1.2)
3. Establishing a network of supportive friends	3.83(1.1)	4.15*(1.0)	3.50(1.0)
4. Providing an income for myself or family	3.97(1.0)	4.05*(1.1)	3.88(.96)
5. Establishing a love relationship with another	3.83(1.2)	3.89(1.4)	3.77(1.0)
6. Exploring a variety of alternatives through travel relationships or work	3.94(1.0)	3.78(1.2)	4.11* (.90)
7. Parenting (or deciding to parent)	2.27(1.9)	2.47(2.0)	2.05(1.8)
8. Starting a career	3.63(1.1)	3.26(1.1)	4.05*(.96)
9. Pursuing my own individual dream	4.16*(.76)	4.26*(.65)	4.05*(.87)
10. Committing myself to a philosophy of life	3.62(1.2)	3.52(1.3)	3.72(1.1)
11. Increasing my skills and knowledge in my career	4.00*(1.0)	3.84(1.2)	4.16*(.78)
12. Managing a home life	3.16(1.3)	3.26(1.4)	3.05(1.2)
13. Changing career direction	3.24(1.4)	3.05(1.4)	3.44(1.5)
14. Enhancing a relationship with my mate or significant other	3.70(1.5)	3.63(1.6)	3.77(1.4)
15. Becoming my own person with identity and direction, not dependent on spouse, boss or colleagues	3.97(.98)	4.15*(1.0)	3.77(.87)
16. Becoming a valued member of my occupational group	4.00*(1.2)	3.98(1.1)	4.11*(1.3)
17. Maintaining close ties with my family of origin	3.94(.97)	4.10*(.99)	3.77(.94)
18. Continuing my intellectual development	4.32*(.88)	4.21*(1.0)	4.44*(.70)
19. Making deeper commitments to my work	3.54(1.3)	3.47(1.3)	3.61(1.4)
20. Changing my relationship with my mate	2.56(2.1)	2.73(2.2)	2.38(2.1)
21. Becoming involved in community activities	3.08(1.1)	3.05(1.2)	3.11(1.0)

*All items x/4 appear on the next page in rank order as "important life activities"

1 standard deviations follow means in parentheses ().



Important Life Activities for Middle Twenties

All Participants

Continuing Intellectual Development	4.32(88)*
Pursuing Own Individual Dream	4.16(.76)
Increasing Skills and Knowledge in Career	4.00(1.22)
Becoming a Valued Colleague	4.00(1.22)

Women

Pursuing Own Individual Dream	4.26(.65)
Continuing Intellectual Development	4.21(1.03)
Becoming My Own Person	4.15(1.06)
Establishing a Network of Supportive Friends	4.15(1.06)
Maintaining Close Family Ties	4.10(.99)
Providing an Income for Myself or Family	4.05(1.12)

Men

Continuing Intellectual Development	4.44(.70)
Increasing Career Skills	4.16(.78)
Becoming Valued Colleague	4.11(1.33)
Pursuing Own Individual Dream	4.05(.87)
Starting a Career	4.04(.96)(sig.032)

*Standard deviations are listed after each mean in parantheses ().

The life activity "Starting a Career" in the middle twenties showed a significant difference between men's and women's ratings of this activity. Below is a table summarizing the distribution of scores and means on this life activity.

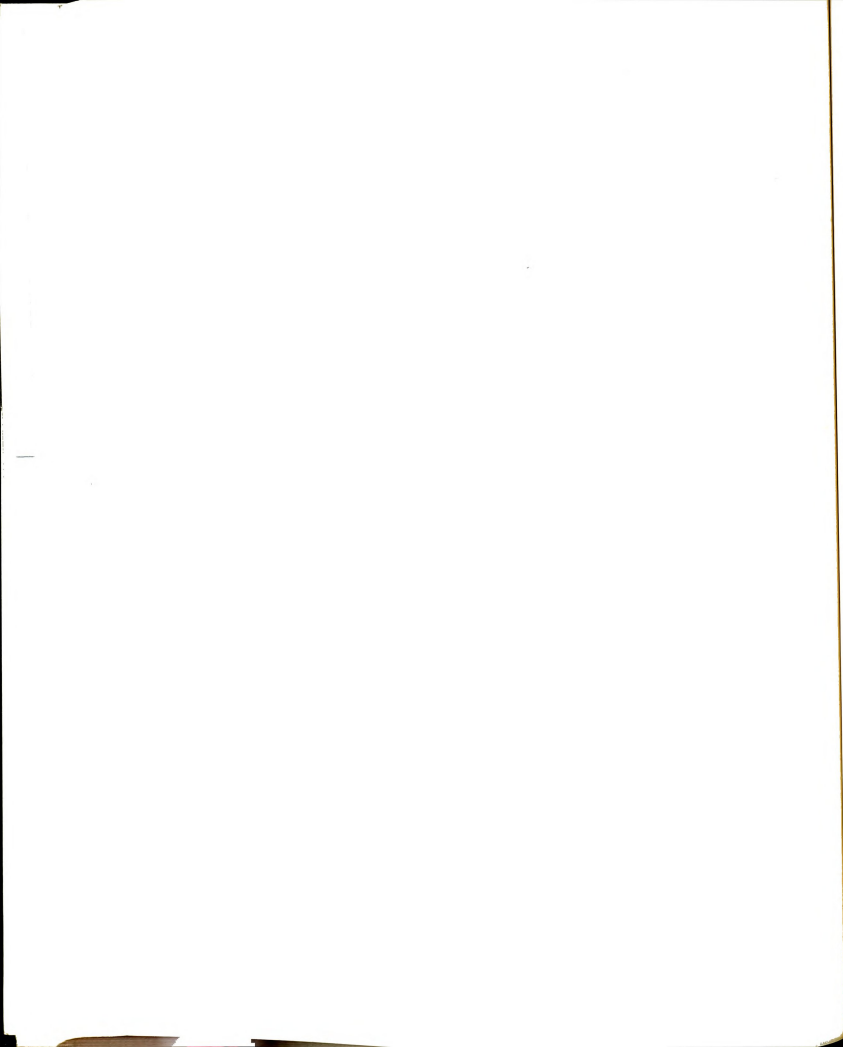


Table 4.12 — Distribution of Scores and Means of Participants on Life Activity "Starting a Career" Middle Twenties

	Women(%) n=19	Men(%) n=17*	Total(%) n=36
5=Very Important	2(10.5)	7(41.22)	9(25.0)
4=Important	6(31.6)	5(29.4)	11(30.6)
3=Neutral	8(42.1)	4(23.5)	12(33.3)
2=Little Important	2(10.5)	1(5.9)	3(8.3)
1=Not Important	0(0)	0(0)	0(0)
0=Not Applicable	1(5.9)	0(0)	1(2.8)
Total	19(100)	17(100)	36(100)

$\chi^2=5.441$ D.F.=4 Significance=.245

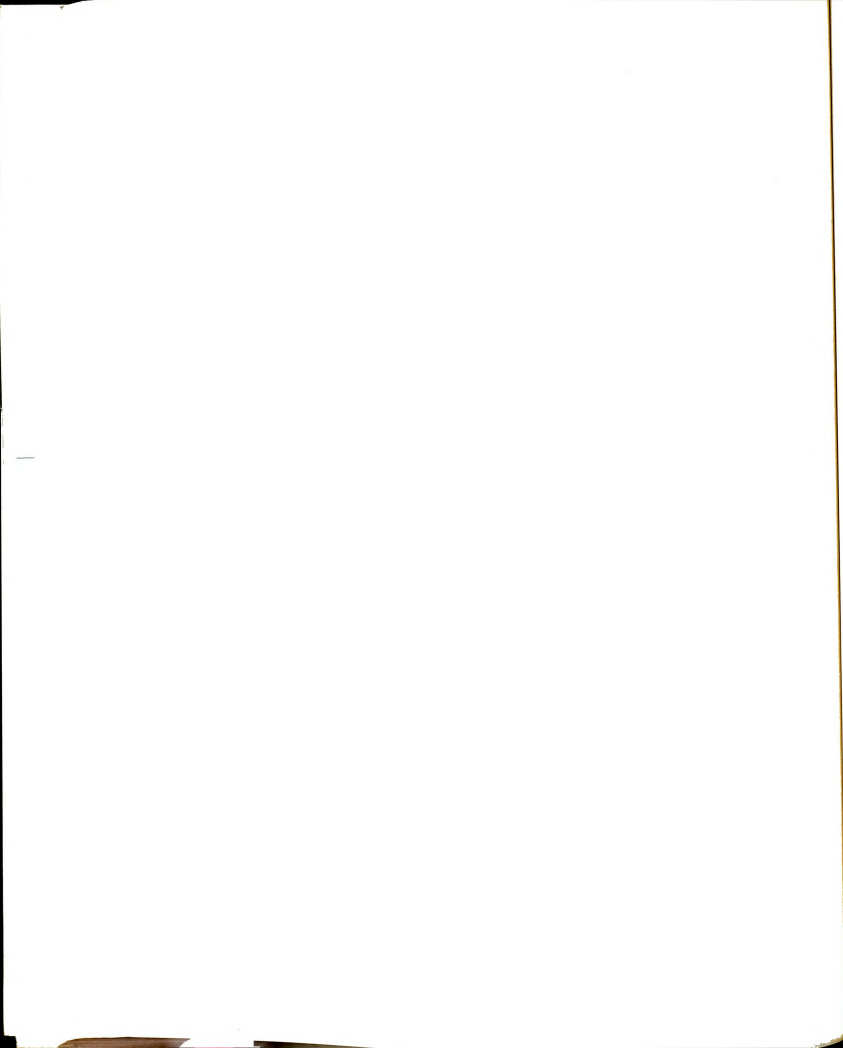
χ all=3.63 χ women=3.26 χ men=4.05 Significance=.032

*one missing observation

Although there was a statistically significant difference between the means of men's and women's ratings on this life activity (p less than .05) the distribution of scores and the chi-square test do not yield statistically significant differences. It is interesting to note however, that 41.2 percent of the men and only 10.5 percent of the women rate "starting a career" as "very important."

During the middle twenties continuing intellectual development, pursuing one's own dream, increasing skills and knowledge in a career, and becoming a valued colleague were rated as important life activities by the participants as a group.

Men and women share as important the life activities pursuing their own dream and continuing their intellectual development.



However, they do differ in their rating of other important life activities to them in their mid twenties. Women rate becoming their own person, establishing a network of supportive friends, maintaining close family ties with their family of origin and providing an income for themselves or family as important life activities. Men as a group did not rate these activities as important.

Men rate increasing their career skills, becoming a valued colleague and starting a career as important life activities at the period midway through the twenties. Women do not rate these as important life activities to them as a group.

Current Period (ages 28-32):

Each participant was asked to rate twenty-one life activities for the current life period by using a scale from (1) not important to (5) very important. For purposes of answering the research question, the mean scores for all 21 life activities will be listed along with the means for women and men. The activities with a mean value of 4 or greater will be identified as "important" life activities and ranked in order with the highest mean first. For those life activities that resulted in a statistically significant difference in responses between women and men, a table presenting the distribution of scores for each life activity will be given.

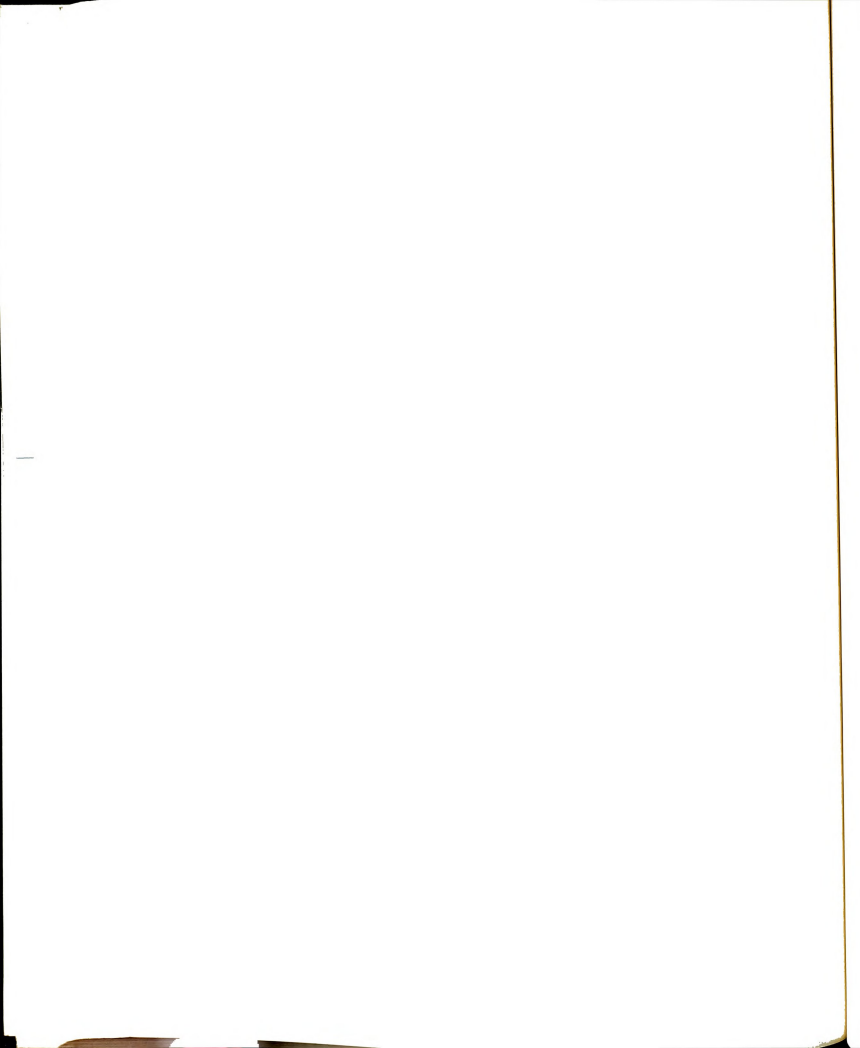
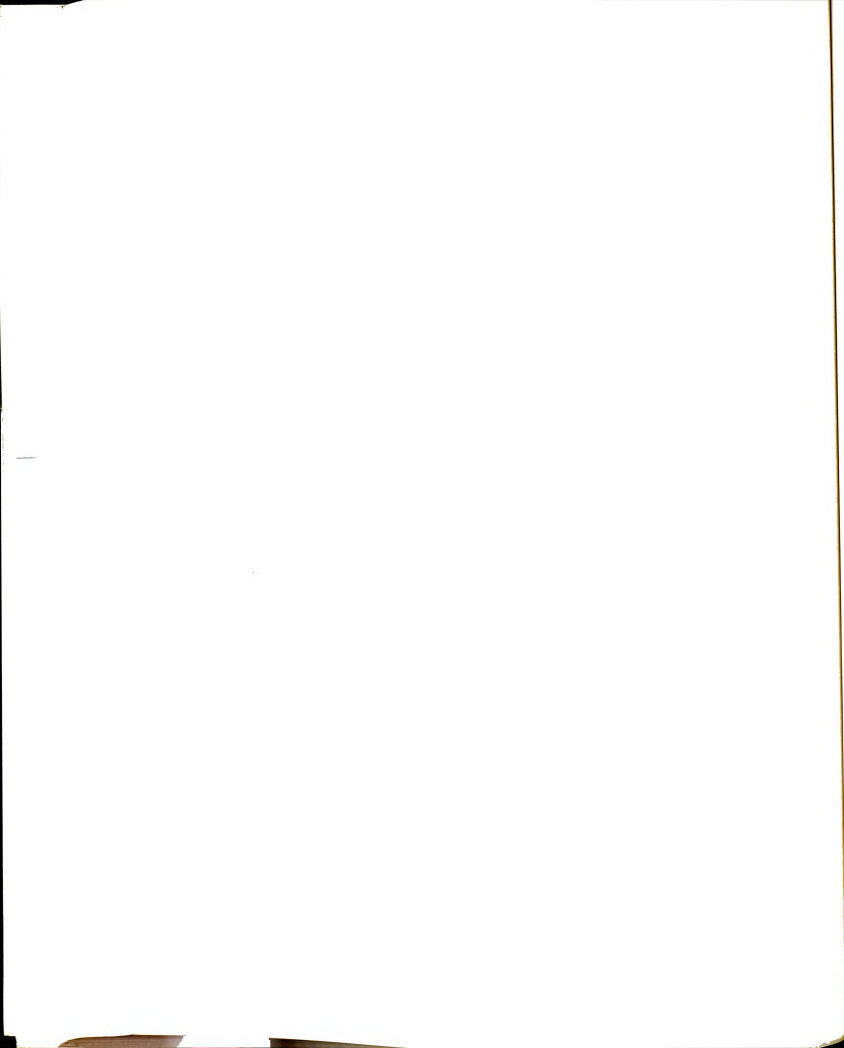


Table 4.13 -- Summary of Life Activities by Mean Score for Life Activities at the Current Time

Life Activity	Total Mean ¹		Women Mean		Men Mean	
1. Finding an occupation direction	4.33*(1.0)		4.52*(1.0)		4.11*(.92)	
2. Separating myself from my parent's expectations	2.27(1.6)		2.57(1.7)		1.94(1.5)	
3. Establishing a network of supportive friends	3.91(1.2)		4.42*(1.0)		3.52(1.2)	
4. Providing an income for myself or family	4.13*(1.0)		4.26*(1.1)		4.00*(1.0)	
5. Establishing a love relationship with another	4.00*(1.2)		3.84(1.4)		4.17*(1.0)	
6. Exploring a variety of alternatives through travel relationships or work	4.16*(1.0)		4.26*(1.2)		4.05*(.90)	
7. Parenting (or deciding to parent)	3.22(1.8)		2.89(1.9)		3.58(1.6)	
8. Starting a career	3.91(1.5)		4.15*(1.4)		3.64(1.5)	
9. Pursuing my own individual dream	4.52*(.69)		4.57*(.60)		4.47*(.79)	
10. Committing myself to a philosophy of life	4.11*(1.0)		4.21*(.97)		4.00*(1.0)	
11. Increasing my skills and knowledge in my career	4.361*(1.4)		4.31*(2.1)		4.41*(.75)	
12. Managing a home life	3.72(1.3)		3.57(1.3)		3.88(1.3)	
13. Changing career direction	3.41(1.8)		3.47(1.7)		3.35(1.9)	
14. Enhancing a relationship with my mate or significant other	4.11*(1.4)		3.94(1.6)		4.29*(1.3)	
15. Becoming my own person with identity and direction, not dependent on spouse, boss or colleagues	4.25*(.96)		4.52*(1.0)		3.94(.82)	
16. Becoming a valued member of my occupational group	4.38*(1.1)		4.47*(1.0)		4.29*(.91)	
17. Maintaining close ties with my family of origin	4.13*(.79)		4.21*(.78)		4.05*(.82)	
18. Continuing my intellectual development	4.83*(.37)		4.89*(.31)		4.76*(.43)	
19. Making deeper commitments to my work by setting long-range goals and meeting them	4.44*(.87)		4.63*(.59)		4.23*(1.0)	
20. Changing my relationship with my mate	1.52(1.9)		1.57(2.0)		1.47(1.9)	
21. Becoming involved in community activities	3.36(1.0)		3.42(1.0)		3.29(1.0)	

*All items x>4 appears on the following page in rank order as "important life activities"

¹=standard deviations follow means in parentheses ().



Important Life Activities for Ages 28-32 (Current Period)

All Participants

Continuing Intellectual Development	4.83(.37)*
Pursuing My Own Dream	4.52(.69)
Making Deeper Commitments to Work	4.44(.87)
Increasing Career Skills and Knowledge	4.36(1.19)
Finding an Occupational Direction	4.33(1.01)
Becoming My Own Person	4.25(.96)
Exploring Options	4.16(1.0)
Maintaining Close Ties with Family of Origin	4.13(.79)
Providing an Income for Myself or Family	4.13(1.0)
Committing Myself to a Philosophy of Life	4.11(1.0)
Enhancing Relationship with Mate	4.11(1.4)

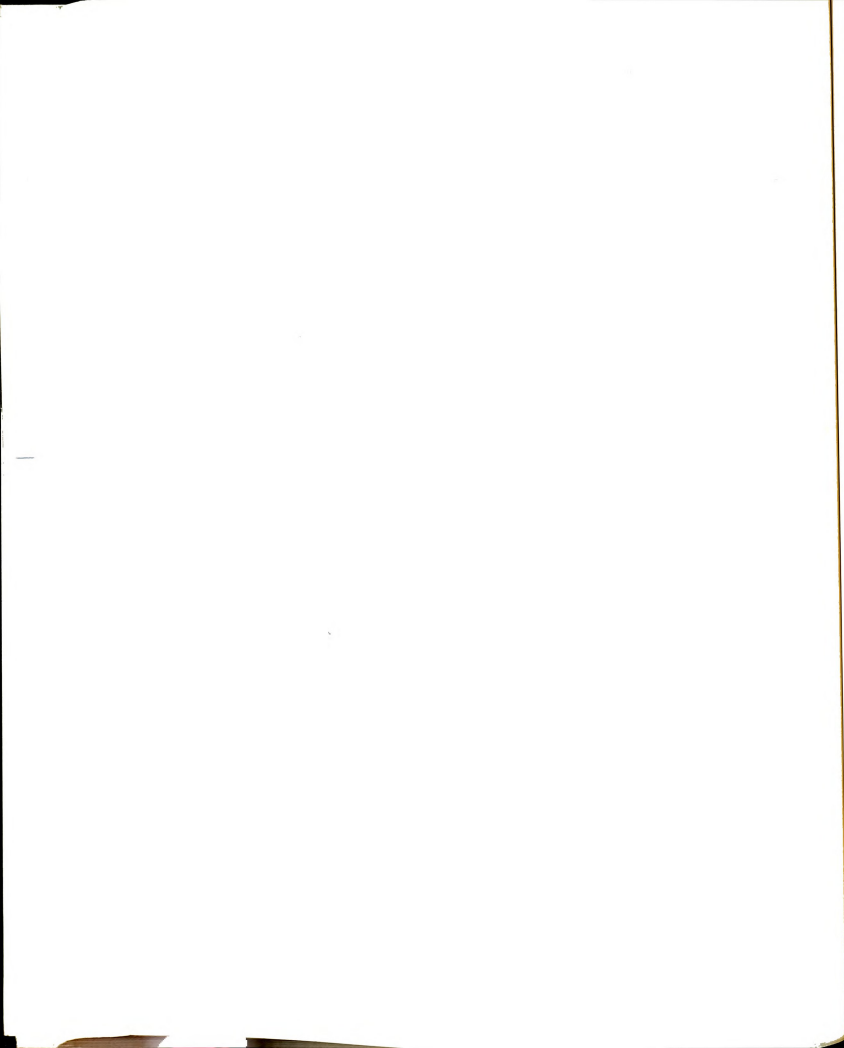
Women

Continuing Intellectual Development	4.89(.31)
Making Deeper Commitments to Work	4.63(.59)
Pursuing My Own Dream	4.57(.60)
Becoming My Own Person	4.52(1.02)
Finding an Occupational Direction	4.52(1.07)
Becoming a Valued Colleague	4.47(1.17)
Establishing a Network of Supportive Friends	4.42(1.07)
	(sig. .008)
Increasing Career Skills	4.31(2.1)
Exploring Options	4.26(1.2)
Providing an Income	4.26(1.1)
Committing Myself to a Philosophy of Life	4.21(.97)
Maintaining Close Ties with Family of Origin	4.21(.71)
Starting a Career	4.15(1.4)

Men

Continuing Intellectual Development	4.76(.43)
Pursuing My Own Dream	4.47(.79)
Increasing Career Skills	4.41(.87)
Becoming a Valued Colleague	4.29(.91)
Enhancing Relationship with Mate	4.29(.91)
Making Deeper Commitments to Work	4.23(1.09)
Establishing a Love Relationship with Another	4.17(1.01)
Finding an Occupational Direction	4.11(.92)
Exploring Options	4.05(.90)
Maintaining Close Ties with Family of Origin	4.05(.82)
Providing an Income	4.00(1.0)
Committing Myself to a Philosophy of Life	4.00(1.0)

*Standard deviations are given in parantheses after each mean.



The life activity "Establishing a Network of Supportive Friends" showed a significant difference between men's and women's ratings of this activity. Below is a table summarizing the distribution of scores and means on this life activity.

Table 4.14 — Distribution of Scores and Means of Participants on Life Activity "Establishing a Network of Supportive Friends" at current period.

	Women(%) n=19	Men(%) n=17	Total(%) n=36*
5=Very Important	13(68.4)	4(23.5)	17(47.2)
4=Important	3(15.8)	3(17.6)	6(16.7)
3=Neutral	2(10.5)	6(35.3)	8(22.2)
2=Little Important	0(0)	3(17.6)	3(8.3)
1=Not Important	1(5.3)	1(5.9)	2(5.6)
Total	19(100)	17(100)	36(100)

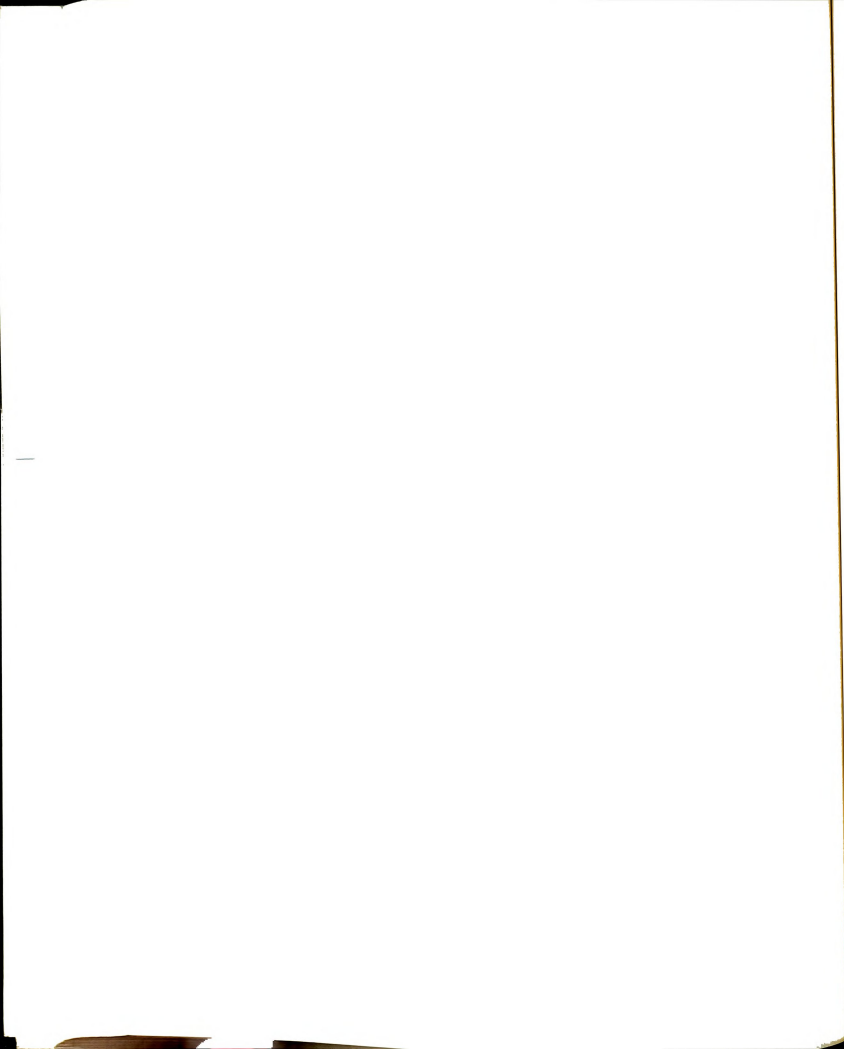
$\chi^2=9.683$ D.F.=4 Significance=.04

χ all=3.91 χ women=4.42 χ men=3.35 Significance=.008

*one missing case

Sixty-eight percent of the women indicated that establishing a "network of supportive friends" was "very important" as opposed to 23.5 percent of the men.

It is interesting to note the number of life activities the participants considered important at the current period. As a group, the participants rated 11 out of the 21 activities as important or very important. Women rated 13 of the 21 items as important or very important. Men rated twelve of the activities at the current period as important or very important. Perhaps at the current time more issues are vying for important while activities at earlier periods



have recessed in memory so only the very important were remembered.

It is interesting to note that the issue "changing my relationship with my mate" is rated the lowest in importance for the group, for women and for men. For men, separating themselves from their parent's expectations is not an important life activity for them now and is not very important for the group as a whole or for women.

Men and women share many of the life activities in common by rating them as important or very important. However, there are a few differences in the rated important life activities. Women rate becoming their own person, establishing a network of supportive friends and starting a career as important life activities while men as group do not. Men rate enhancing their relationship with their mate and establishing a love relationship with another as important life activities while women as a group do not rate these issues as important.

Multivariate Analysis of Important Life Activities Over Time

A multivariate analysis of variance for repeated measures (Finn Analysis) was conducted on Questionnaire Item 6 (life activities for three time periods). The analysis was run using three scales constructed from the 21 life activities in question 6. The scales were "career," "relation," and "personal development." Each scale contained 7 life activities from questionnaire item 6 (see Appendix 3 for breakdown of the scales). The reliability of the scales was found to be at the .72 level or higher.

1880-1881

1882

1883

1884

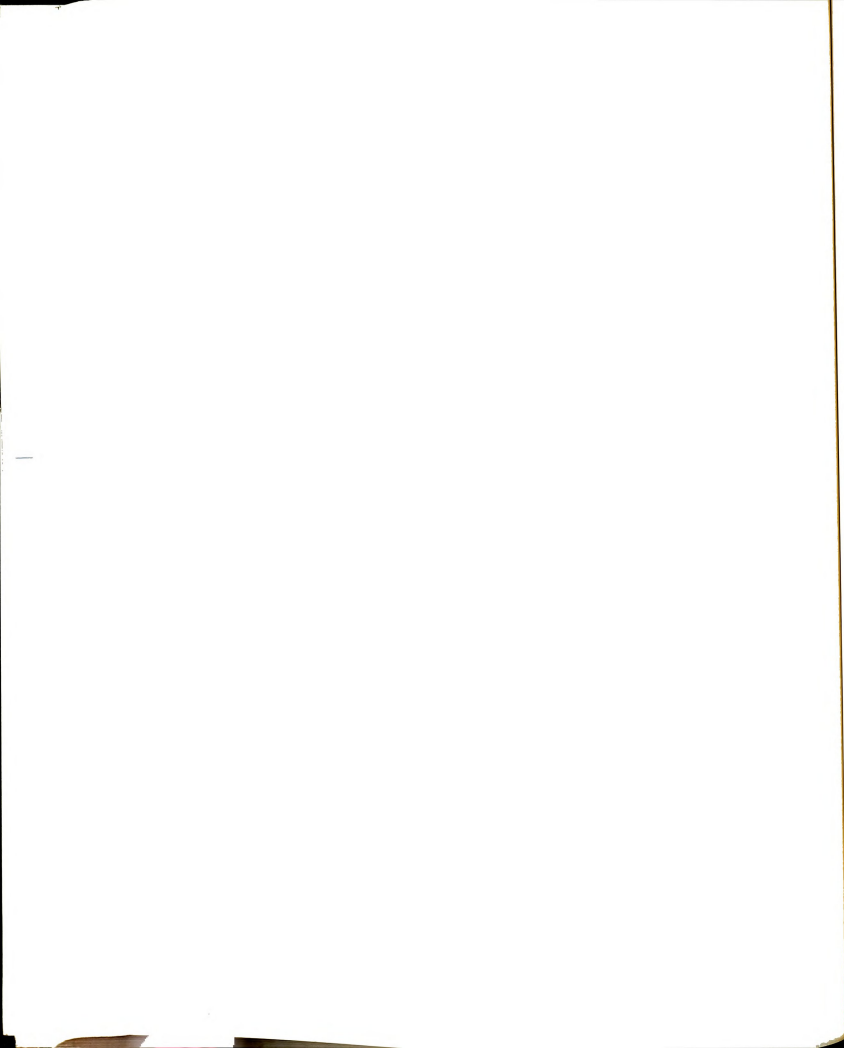
Men's and women's mean scores on each of the scales for each time period were compared and any trends over time were analyzed. This was done to see any shift in the relative rating of importance of these issues over time for men and women. There were no statistically significant differences between men's and women's mean scores on any scales over time. It was found, however, that for all participants, there was a statistically significant "constant effect" for the scales career and personal development. This indicated that the means on these scales did not change significantly over time for the group as a whole.

Part 1C: Relative Importance of Career, Relationships and Personal Development

Research Question 1c: How do adult women and men in graduate school describe their early adult lives in terms of the relative importance of the issues of career, relationships with others and personal development?

Age 22:

Participants were asked "As you think about your early adult life from age 22 to the time you decided to enroll in graduate school at MSU, rank as many categories as apply in order of their importance to you then with one (1) being the most important for you, two (2) next important, and so forth."



The categories listed for them to rank were:

Establishing or enhancing a career or work life

Establishing or enhancing a close interpersonal
relationship(s)

Exploring a variety of personal and work options

Marriage and Family life

Pursuing my own development

A mean score was computed for each category. The results are included in Table 4.15. The lowest mean is the highest rank in this question.

Table 4.15 — Means for Relative Importance of Career, Relationships with Others and Personal Development for Period from age 22 to time of Enrollment in Graduate School

Category	Total x*	Women x	Men x
Career	2.64(1.3)	2.73(1.2)	2.55(1.4)
Relationships	2.93(1.2)	2.58(1.1)	3.33(1.2)
Options	3.51(1.2)	3.66(1.3)	3.35(1.2)
Marriage/Family	3.20(1.5)	3.31(1.6)	3.11(1.5)
Development	2.36(1.3)	2.21(1.1)	2.52(1.4)

*Standard deviations given in parantheses ().

The rankings of these categories, from the lowest mean (highest rank) to the highest mean for all, for women and for men are listed below.

For the Entire Group

Personal Development	2.36
Establishing Career	2.64
Establishing Personal Relations	2.93
Marriage/Family	3.20
Exploring Options	3.51

microscopic

microscopic

microscopic

microscopic

microscopic

microscopic

microscopic

For Women

Personal Development	2.21
Establishing Personal Relations	2.58
Establishing Career	2.73
Marriage/Family	3.31
Exploring Options	3.66

For Men

Personal Development	2.52
Establishing Career	2.55
Marriage/Family	3.11
Establishing Personal Relations	3.33
Exploring Options	3.35

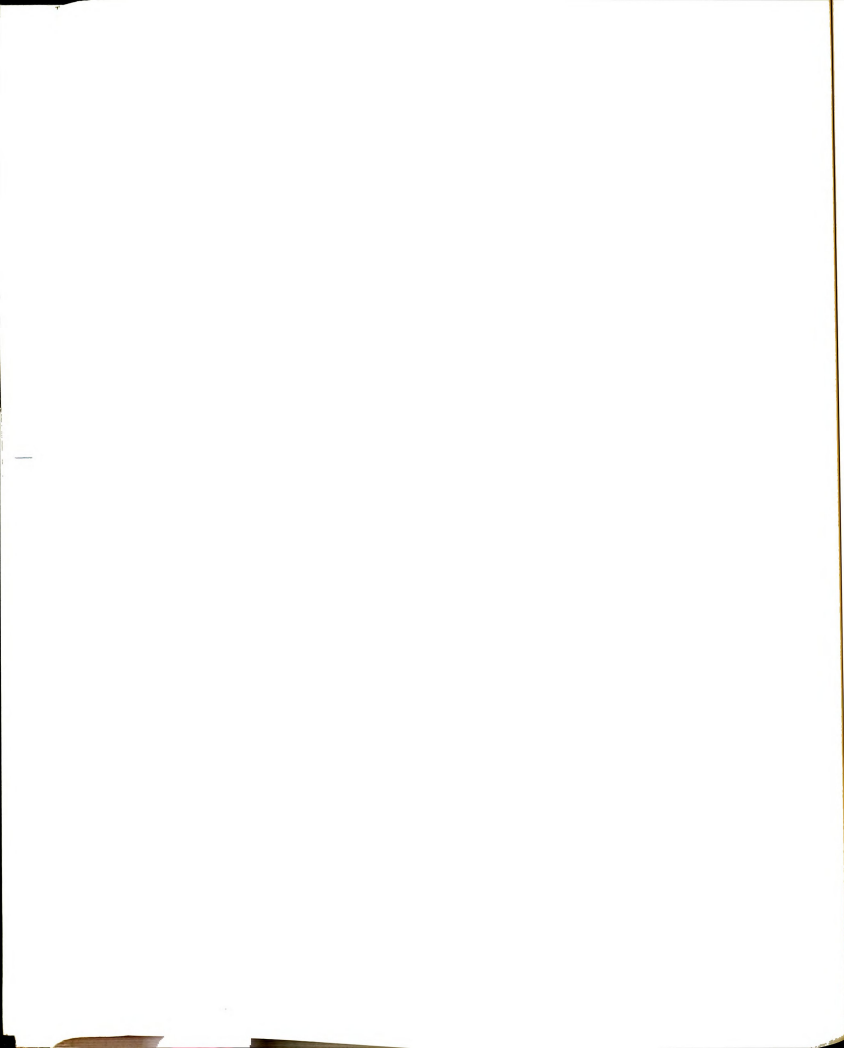
For the entire group, as well as for men and for women, "pursuing my own development" was ranked the most relatively important issue for the time period from age 22 to enrollment in graduate school.

Establishing a career life was ranked second by the group as a whole and by men. Men's rankings of personal development and career are very close. For women, establishing a close interpersonal relationship(s) ranks second. The third-ranked item for the entire group was establishing close interpersonal relationships; for women it was establishing a career life and for men marriage and family.

Marriage and family was ranked fourth by all participants as a group and for women. Men ranked establishing close interpersonal relationships as fourth. Exploring a variety of personal and work options was ranked last by the entire group, men and women.

Middle Twenties

The question related to the relative importance of the issues of career, personal relationships and personal development was asked only



once for the time period from age 22 to the decision to enroll in graduate school. The time period midway was not assessed. However, the findings for the period age 22 to the decision to enroll in graduate school probably represent a combined assessment of those two time periods.

Current Period (Ages 28-32)

Participants were asked the same question about the relative importance of the issues of career, relationships with others and personal development as they were for the time period age 22 to the decision to enroll in graduate school. The categories listed for them to rank were

Establishing or enhancing a career or work life

Establishing or enhancing a close interpersonal
relationship(s)

Exploring a variety of personal and work options

Marriage and Family Life

Pursuing my own development

A mean score was computed for each category. The results are included in Table 4.16. The lowest mean is the highest rank in this question.

Table 4.16 — Means for Relative Importance of Career, Relationships with Others and Personal Development Now

Category	Total Mean*	Women Mean	Men Mean
Career	2.54(1.2)	2.63(1.0)	2.44(1.3)
Relationships	3.59(1.0)	3.50(.96)	3.68(1.0)
Options	3.62(1.2)	3.66(1.2)	3.57(1.1)
Marriage/Family	2.55(1.5)	2.64(1.7)	2.47(1.2)
Development	2.13(1.2)	1.94(1.0)	2.33(1.4)

*Standard deviations given in parantheses ().

The rankings of these categories, from the lowest mean (highest rank) to the highest mean for all, for women and for men are listed below.

For the Entire Group

Personal Development	2.13
Career	2.54
Marriage/Family	2.55
Establishing Personal Relations	3.59
Exploring Options	3.62

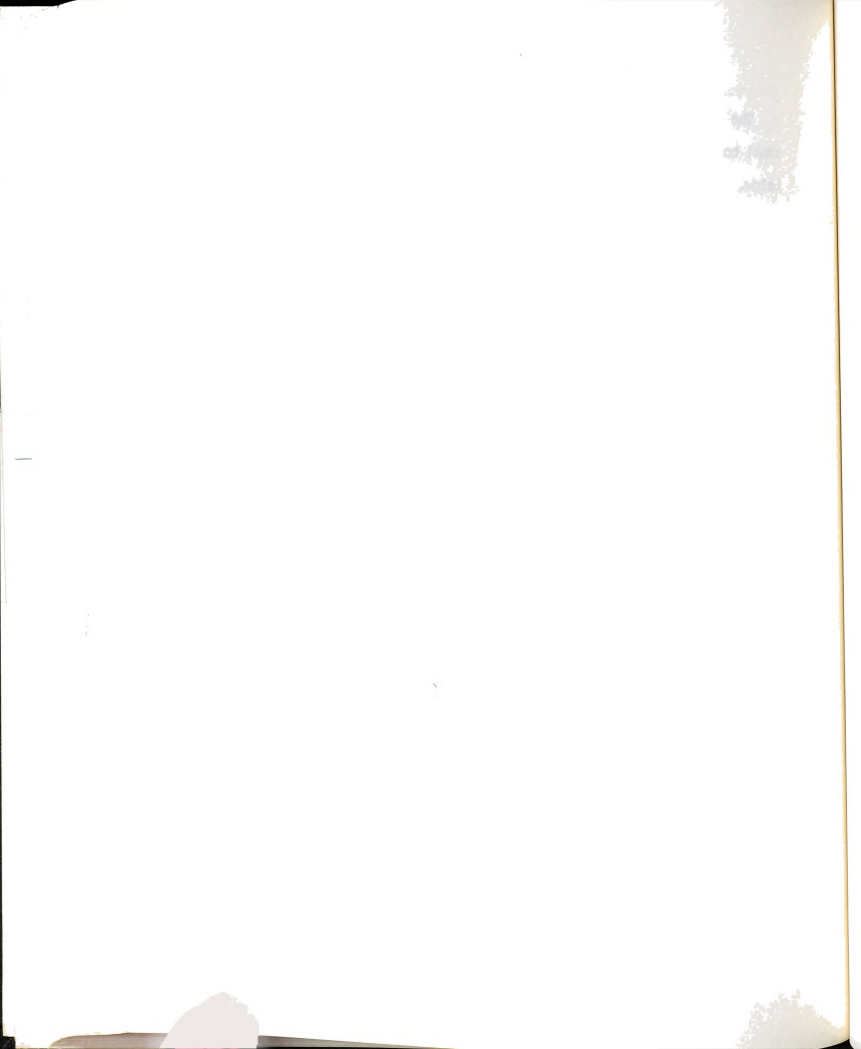
For Women

Personal Development	1.94
Career	2.63
Marriage/Family	2.64
Establishing Personal Relations	3.50
Exploring Options	3.66

For Men

Personal Development	2.33
Career	2.44
Marriage/Family	2.47
Exploring Options	3.57
Establishing Personal Relations	3.68

For the entire group, as well as for women and men, personal development was ranked the most relatively important issue for the current period in their lives. Establishing or enhancing a career life was ranked second by the entire group, by women and by men. Marriage and family was ranked by the entire group, women and men as a very close third in terms of relative importance. Establishing or enhancing personal relationships was ranked fourth by the entire group and by women while men ranked exploring options as fourth. The entire group and women ranked exploring options as last while men ranked establishing or enhancing personal relationships as last. The means



for career and marriage and family are so close that it appears they tie in importance, although they clearly follow personal development as most important at this current time.

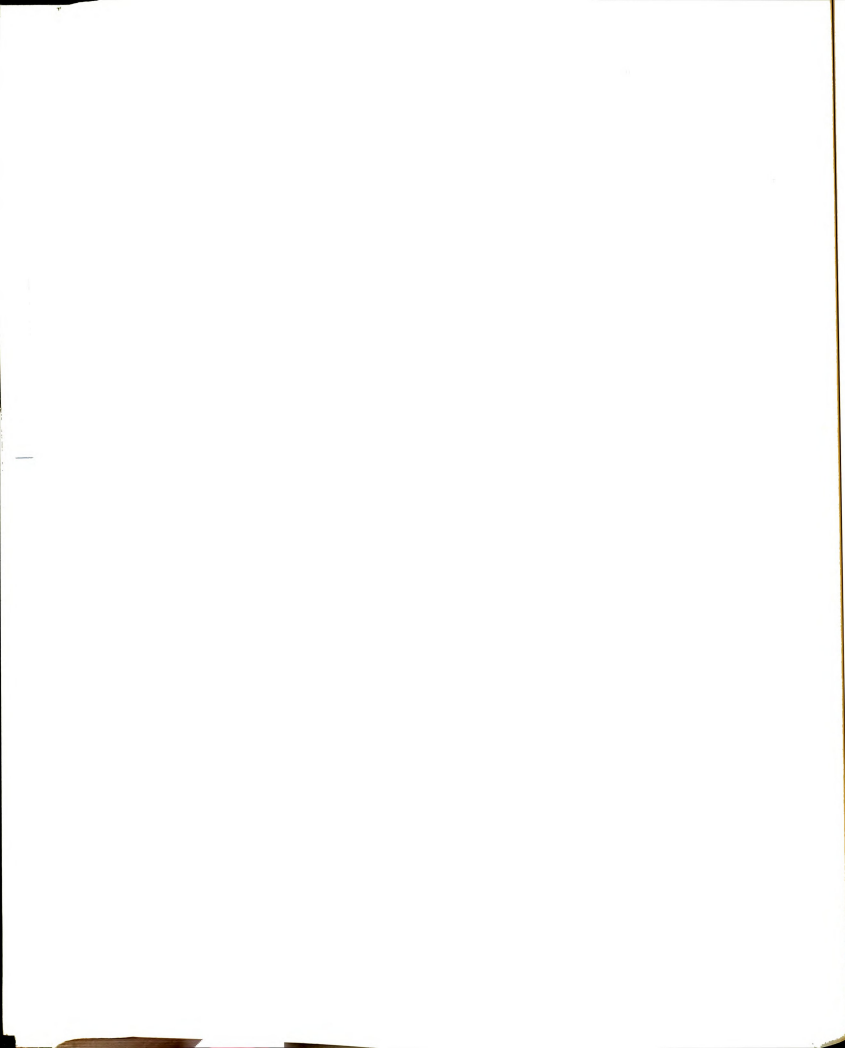
Part 2: The Early Adult Development of Women and Men in Terms of

Levinson's Concept of the Life Structure

The preceding section of the presentation and analysis of the data was concerned at looking at the early adult development of the entire group of participants cross-sectionally using three particular developmental variables as the focus for investigation. This section provides a longitudinal view across individual subjects.

Levinson's concept of the life structure provides an holistic perspective to use for a longitudinal analysis of the early adult development of persons. The life structure concept stresses the interpenetration of self and world to create a structure whose main components include occupation, marriage and family and related issues in a person's life. Using this broad structure, life histories can be read over longitudinally to see if the initial life structure formed in the twenties changes or shifts during the remainder of the twenties and into the Age Thirty Transition. In order to conduct such a review, the life histories that each participant wrote in the Early Adult Timeline were read carefully.

A life history worksheet was made for each subject containing his or her Early Adult timeline broken down by the life events each had cited. After concluding this review for each participant, the life histories were grouped into four categories using the life structure as the element of analysis. These four groups included:



1. Life Structure Changers
2. Life Structure Modifiers
3. Life Structure Stabilizers
4. Constant Changers

These who had definitely changed their earlier life structure profoundly were categorized as Life Structure Changers. These had changed the focus from a previous life structure to a new and different life structure configuration.

The Life Structure Modifiers were those who formed an initial life structure and added to it, embellished it, usually by job changes, family responsibilities or relative adjustments in these two. All indicated some particular change in their twenties which was not as drastic as those who are Life Changers.

The Life Structure Stabilizers were those who formed an initial life structure and maintained it constantly throughout their twenties with no major changes in focus.

Two of the participants had not fashioned an initial life structure to change, modify or stabilize in their twenties. These persons were constantly changing from one direction to the next on a yearly basis so that no life structure could be ascertained.

One woman and one man comprise the "Constant Changers." A summary of participants using the life structure category by sex is listed below.

1890

Table 4.17 — Distribution of Participants by Life Structure Categories by Sex of Participants

<u>Category</u>	<u>Women n=19</u>	<u>Men n=18</u>	<u>All n=37</u>
Life Structure Changers	12(63.16)	4(22.22)	16(43.24)
Life Structure Modifiers	5(26.32)	9(50.0)	14(37.83)
Life Structure Stabilizers	1(5.26)	4(22.22)	5(13.51)
Constant Changers	1(5.26)	1(5.55)	2(5.4)
Total	19	18	37

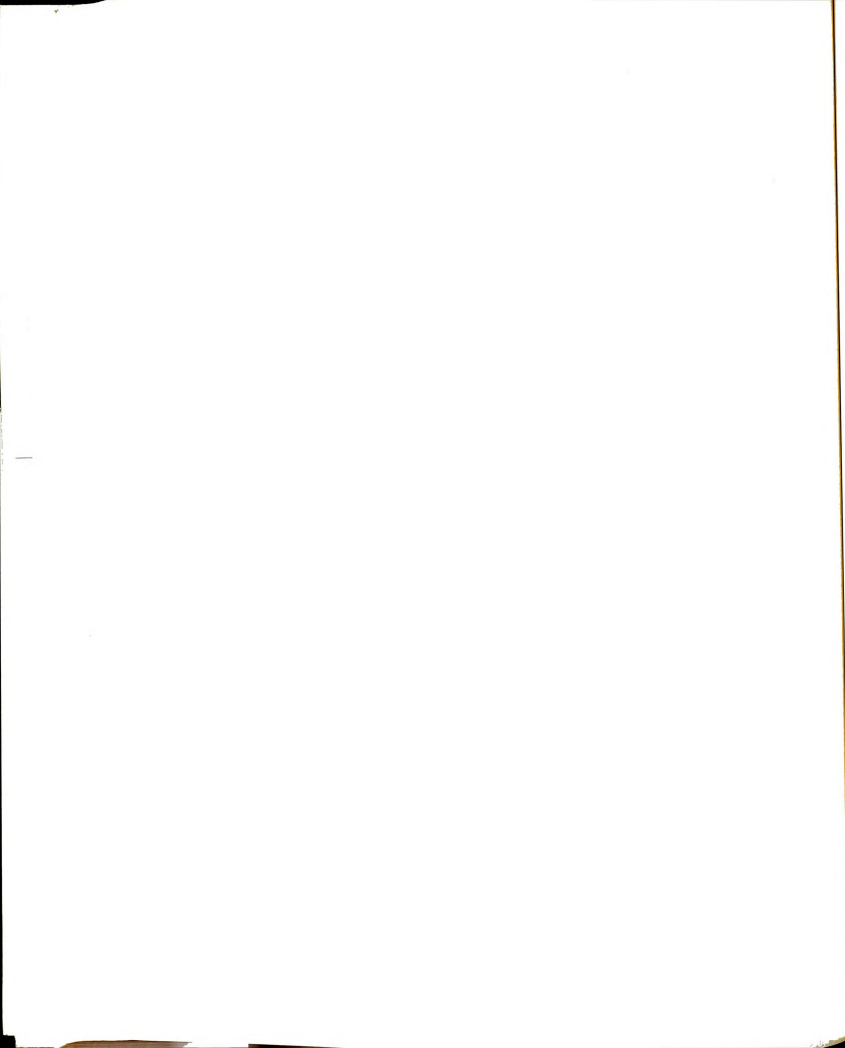
Although over 80 percent of the participants have changed their life structures somewhat or greatly during their twenties, noticeable difference appear between women and men. Women more than men changed their life structure; men more than women modified or stabilized their life structure.

Several case histories are presented below to illustrate the life structure categories described above.

Life Structure Changers

Ben*(age 30)

Ben described his early adult life in terms of his marriage and his career in natural resources. As he described his twenties, his career and marriage were stable components of his life from ages 22-29. During this time he completed his bachelor's degree and had two jobs within the forest service. However, at age 29, he and his wife divorced, his career, which had been more a means for income in the past few years than a source of strength, paled in importance and he left the upper peninsula to enroll in graduate school at MSU in political science, a field he is drawn to. His priorities and life



structure certainly changed markedly and he is now in the process of forming a new life structure.

*Pseudonyms are used in all the case histories

Barbara (age 32)

A Vista volunteer during her early twenties, Barbara moved to Hawaii and worked for a while in a law firm as a secretary, met her husband-to-be and moved with him to California. She spent the next four years of that period finishing up her undergraduate degree, attempting to become pregnant and beginning to become more interested in research in her field of study. During her time in school she met a variety of people who offered different viewpoints on life. She took a year off to go to Europe and upon her return she and her husband separated, she pursued an MS in counseling and experienced a growth in personal self-esteem, feeling a sense of pride and personhood she had not felt during her twenties. She moved to Michigan to pursue advanced degree work in her field of concentration. Barbara's discussion of her re-birth, in terms of her personal identity and self-esteem, is similar to a number of descriptions written by other women in the Life Structure Change group. The life structure change occurred during her undergraduate experience and research studies, was followed by a year off to explore and then the decision to separate from her husband. The quality of her life and the relationship of its components, from a part-time worker, homemaker and undergraduate student to a PhD prospect with a sense of self-esteem is a marked shift.

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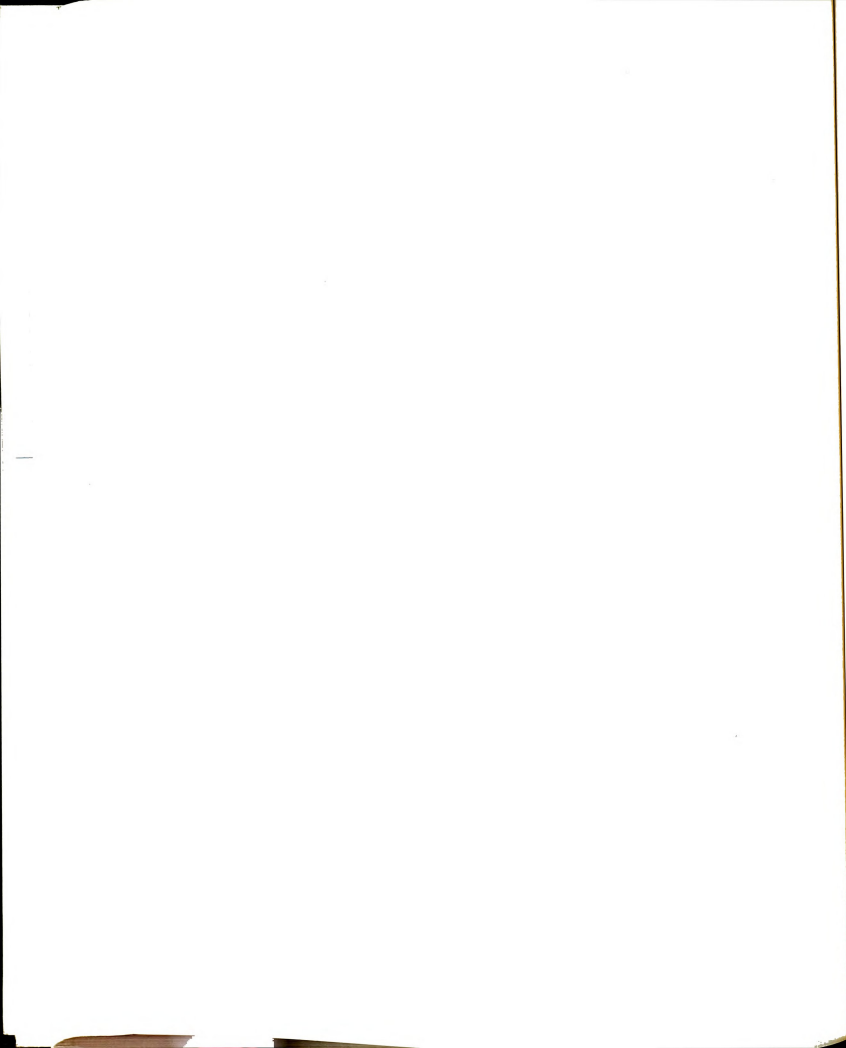
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Joe (age 30)

By age 22, Joe had been married two years and was working hard at "making it" within his particular organization. At age 23 he was divorced by his wife, spent a year traveling, doing odd jobs and "sorting things out." At 25 he returned to undergraduate study, started his own business and succeeded beyond belief. During this time he also taught college classes and had a number of "delightful" affairs. His business grew and prospered, his life as a successful bachelor was fulfilling and he stayed with this life structure for over four years. A time came though when he either had to expand the business or sell it; this time also coincided with meeting his wife-to-be. Reassessing his life, his goals and priorities, he decided to pursue a career in teaching, which he really enjoyed more than the business, marry Betty and return to full-time graduate status in Michigan. This major life structure revision was done at age 30.

Mimi (age 28)

Mimi's life structure is akin to other women in the study. She graduated from college at age 23 and married soon thereafter. For two years she worked at jobs in her degree area and at age 26 got pregnant, quit her job and had her first child. She raised her daughter at home for a year and a half. When she became pregnant with her second child, her mother suddenly died and Mimi realized "it was then that I really felt that I didn't want to pursue my undergraduate area at all (retailing). And it was then I realized the reality of life so to speak and decided to pursue what I wanted to do. What I loved to do, children." She and her husband moved to East Lansing so

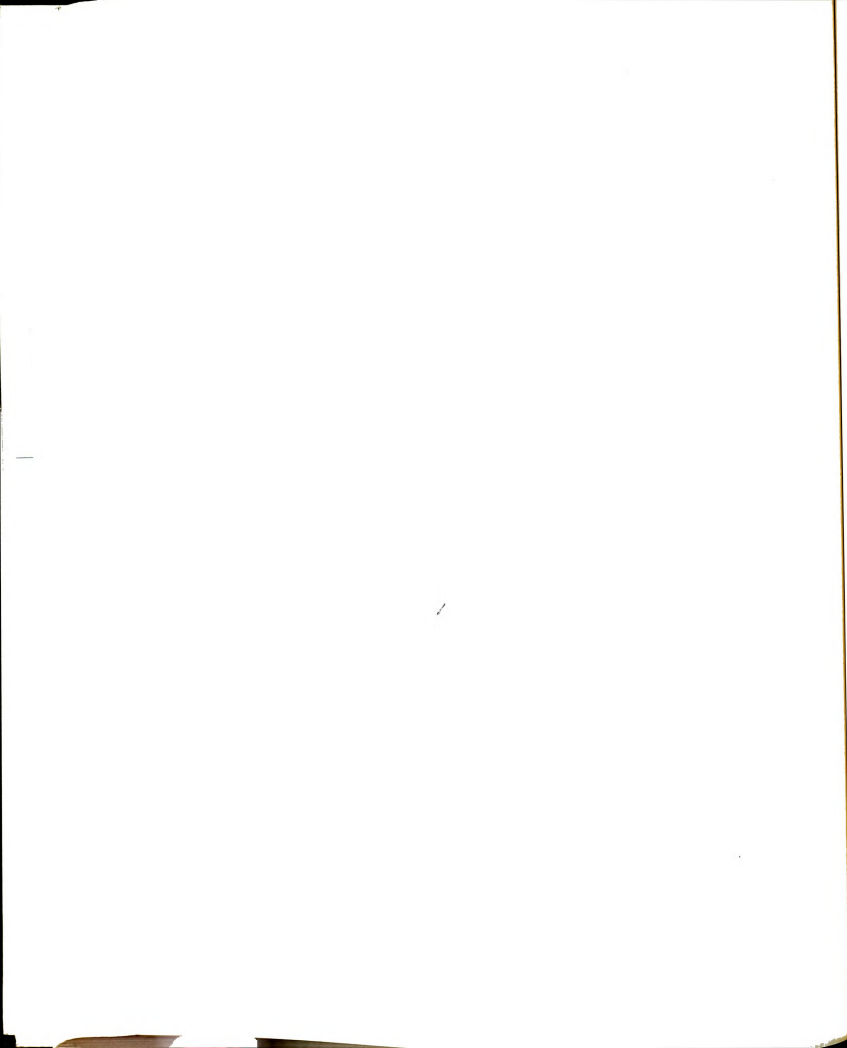


that she could pursue her graduate studies (child development). Although the exterior components of her life structure -- husband and children -- have not changed, she has changed her internal motivations to pursue study and a career in an area that she had neglected in the past. As she writes "I am very happy with my change at this point." Her story is akin to women's in Stewart's study who opted for marriage and career and at the Thirties Transition sought for a more equitable making.

A number of the women who are Life Structure Changers changed their life structure from a marriage relationship in which the husband was the primary component and her own development was secondary, to life structures characterized by the absence of a man or a more egalitarian relationship with a new man in their lives. The theme running through almost all the women's accounts is a feeling of rebirth, at finding themselves. However, two women in this group described their life structure change in terms of taking on marital and family roles for the first time in their late twenties. One was Helen.

Helen (age 30)

A fun-loving world traveller throughout most of her twenties, Helen was not interested in settling down and was not particularly interested in completing her education. However, with renewed purpose she finished her undergraduate degree at age 26, floated around for a year thereafter and decided to enter a master's degree program. She finished her degree at age 29. She met Dan, her husband-to-be, decided to marry and follow him to Michigan. Her enrollment in



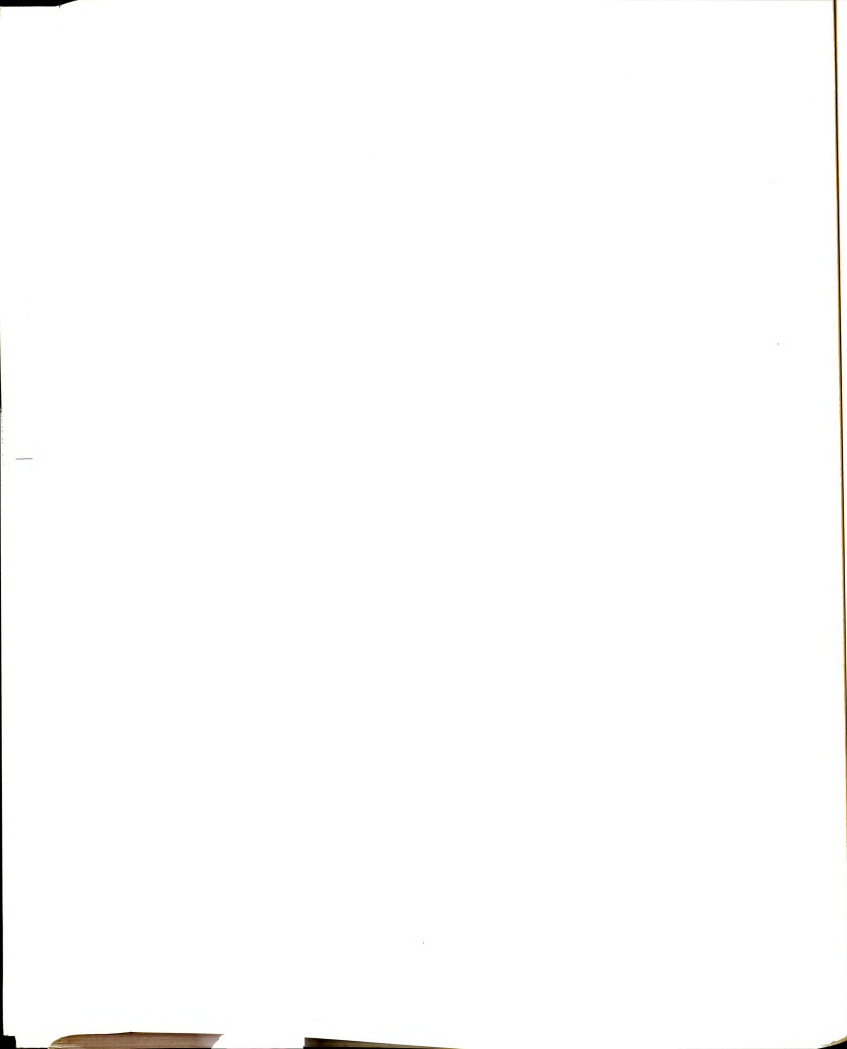
graduate school is primarily because she's here with him. The chapter titles she gives for her own life tell the tale of her life structure shift: Her twenties "Adventuring and Learning", the current period "Marriage and More Studying", and the next period "Helen Settles Down." For Helen, marriage and a permanent relationship was a shift in her life structure as a single, independent woman. As she writes of her vision of herself now "I would like to teach Spanish at the adult ed or junior college level and eventually -- in the next 2 or three years -- have children (maybe one's enough). I'm not as gung-ho independent as I was before."

Life Structure Modifiers

The life structure modifiers were primarily men who made job changes, married or started having families during their twenties. For these men, their focus was primarily on career so that these other changes were modifications, not life structure changes. One case is the case of David.

David (age 30)

David graduated with a degree in physics at age 22 and enlisted in the US Navy. For five years he lived within the Naval organization, learning a great many things through experience on board nuclear submarines and on other assignments for the military. At 27 he married and continued his career within the Navy and at age 29 his son was born. His description of his twenties includes the addition of his marriage and family as a tempering of his occupational pursuits. Wanting something better for his family and himself, he enrolled in



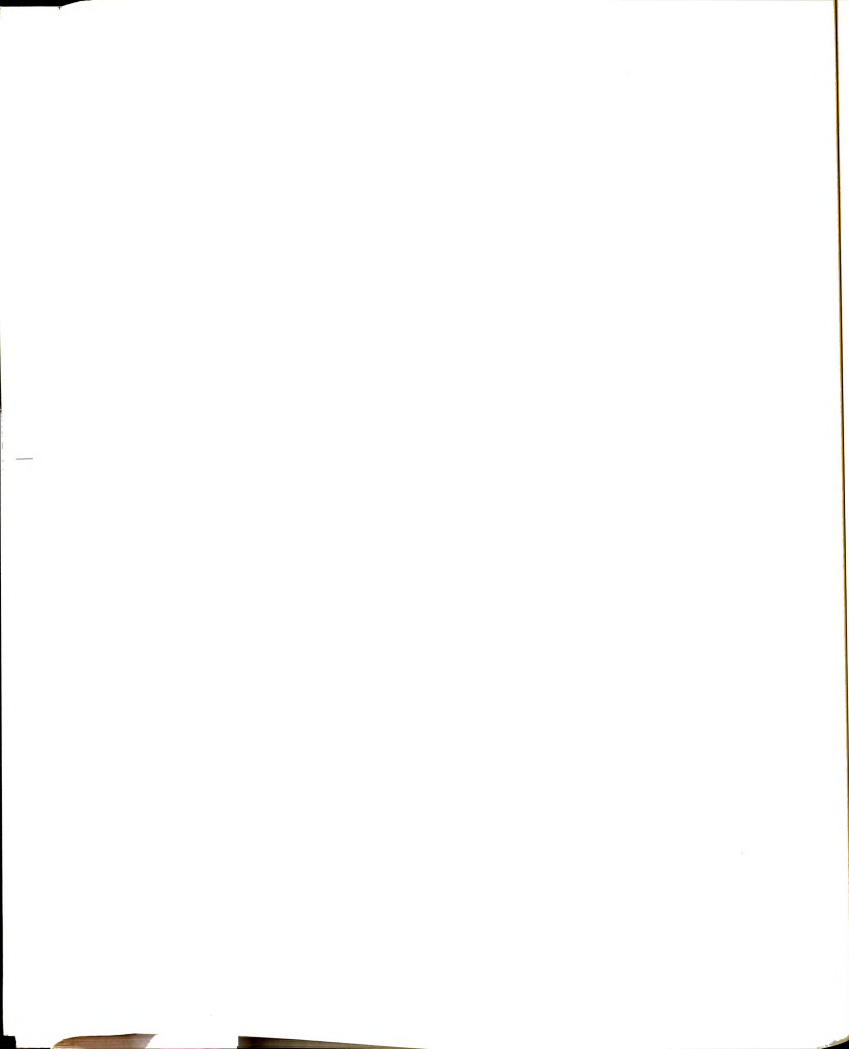
graduate school, also with the financial help of the U.S. Navy. His life structure was modified to include his wife and then his son and his career-focus was widened to include his life as a husband and father. However, there is no sense that he drastically changed or jettisoned a previous life structure for the current life structure.

Of the five women who are life structure modifiers, two can best be described as having early twenties life structures characterized as "diffuse." These women were living with their parents and working at "jobs" during their early twenties. Both described life structure modifications as stimulated by marriage and more career-related interests. These are not seen as life structure changes but as additions to a somewhat diffuse and "open" life structure.

The other women in this group were career-oriented women who modified their career goals during their twenties. Two women were married and maintained their relationship with their husbands as they changed career interests. Another woman, single, returned to full-time study to complete an undergraduate degree and therefore altered her life structure slightly by being unemployed while she completed her studies.

Life Structure Stabilizers

The Life Structure Stabilizers were predominantly men. These persons as a group had formed a structure early on -- marriage, family, an occupation within an organization -- and maintained it. Two men represent different dimensions within this life structure stabilizer group, Henry and Rick.



Henry (age 28)

Henry graduated from college, married and accepted an officer's commission in the Air Force at age 22. After realizing he didn't care for flying, he pursued his interest in criminal justice in the military. His early adult life is characterized by moves to different military installations, the addition of a child to his family and now his enrollment in graduate school paid for by the Air Force to study criminal justice. Not much has changed for Henry in the last six years -- his life structure has remained constant.

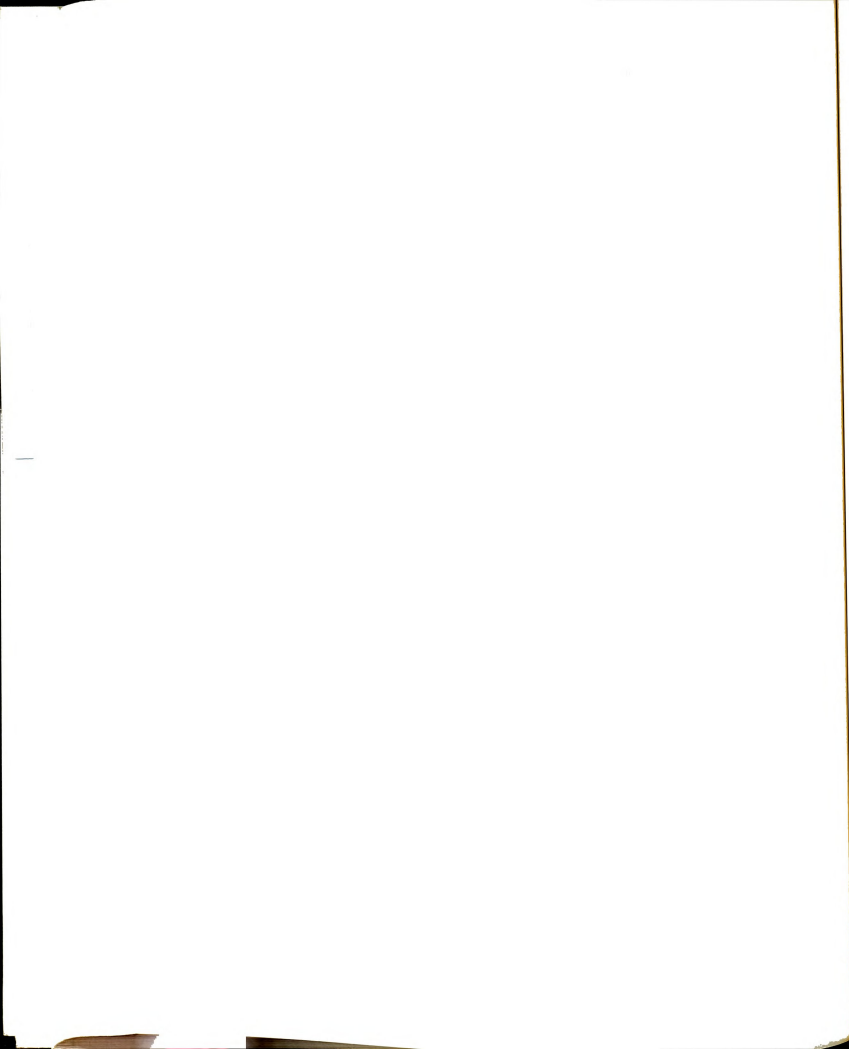
Rick (age 31)

Not much has changed for Rick either since age 22. There have been two or three constants in his life structure: a job within the same field at the same institution; a love of schooling (he has been enrolled constantly in university classes, picking up two bachelor's degrees and currently beginning a master's degree); and an interpersonal relationship with a woman. Rick writes that the balance between these three elements to form a quality life is what is important to him. In his description of his twenties, it is his woman friend's ups and downs that he describes, not his own life. "Laid-back" and mellow, Rick has established a life structure that meets his needs and he has not altered it significantly in nine years.

One woman is characterized as a Life Structure Stabilizer.

Bette (age 32)

Bette graduated from college at age 23 after a stormy undergraduate career as a sorority woman with active political interests. At age 24 she met her lover Sam and moved with him to a



variety of locations in the northeast. They married when she was 26 and she has been moving with him ever since to new locations as his jobs dictate. Bette has worked at odd jobs, taken graduate classes and has primarily focussed her life structure around her husband's career and her own internal struggles. Her structure -- married with no career and no children -- has remained constant. What also has remained constant is her desire to "find herself" and to do something of "worth." Her current dream is pessimistic: "Old, worthless and desperate, all self inflicted." She is returning to graduate school at MSU to find a direction for her life.

Part 3: Motivation for Graduate School Enrollment for Men and
Women in the Age Thirty Transition

Part 3 present the findings regarding graduate school enrollment. The Research questions 3a, 3b and 3c provide the headings for the presentation of the data on reasons for graduate enrollment, reasons for enrolling now and catalyst events leading to enrollment. Research Question 3d provides the heading for the presentation of results concerning the relative transition or stability in participants' lives currently, draws relationships between transition status and graduate enrollment and reports the perceived benefits of graduate school by transition status.

Research Question 3a: How do adult males and adult females in graduate school describe the motivation for graduate enrollment in terms of the reasons for enrolling in a graduate program at MSU?

The participants gave a wide variety of answers to the question "Why did you enroll in graduate courses or a degree program at MSU?" Table 4.18 summarizes those findings.

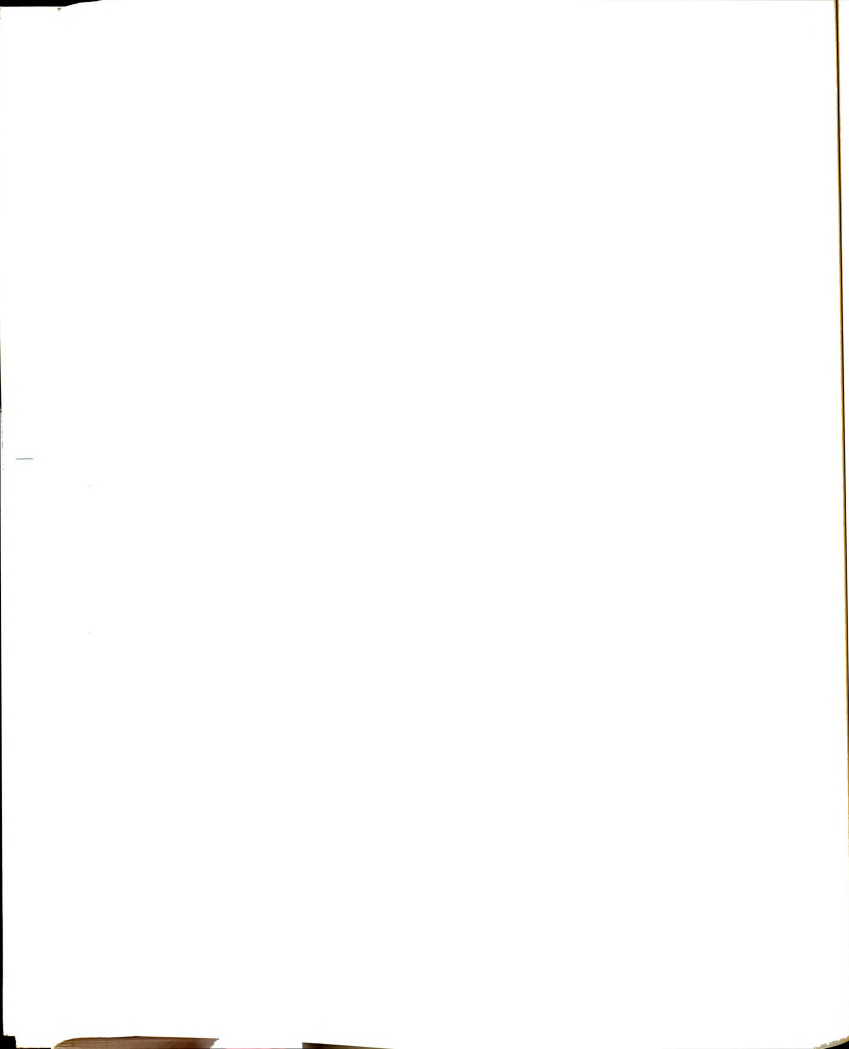


Table 4.18 — Distribution of Participants by Reasons for Graduate Enrollment

	Women n=19 (%)	Men n=18 (%)	Total n=37 (%)
Program	5(26.3)	2(11.1)	7(18.9)
Location	0(0)	1(5.6)	1(2.7)
Prog and Location	2(10.5)	2(11.1)	4(10.8)
Career Reason	3(15.8)	4(22.2)	7(18.9)
Personal Develop	1(5.3)	1(5.6)	2(5.4)
Academic Prep	3(15.8)	0(0)	3(8.1)
Tuition Paid	0(0)	1(5.6)	1(2.7)
Career & Relation	3(15.8)	1(5.6)	4(10.8)
Career & Self	2(10.5)	1(5.6)	3(8.1)
Tuition & Program	0(0)	3(16.7)	3(8.1)
Program & Self	0(0)	1(5.6)	1(2.7)
Career & Program	0(0)	1(5.6)	1(2.7)
Total	19	18	37

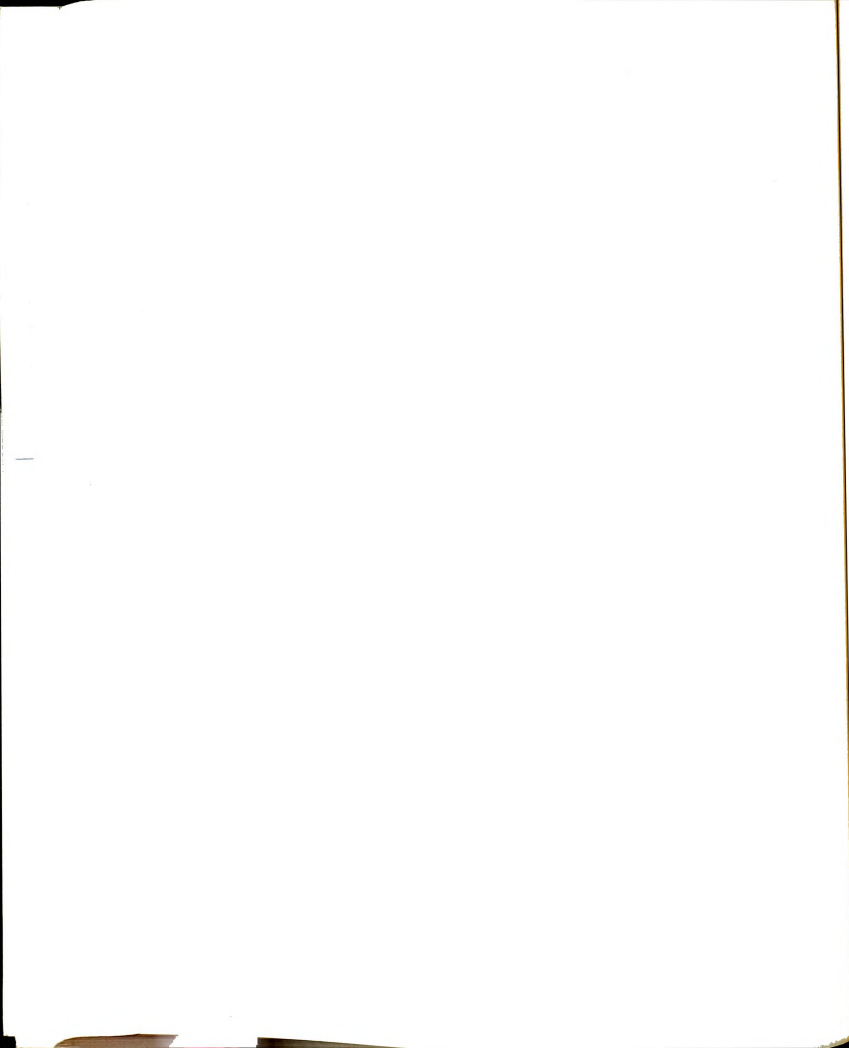
$$\chi^2=12.744$$

D.F.=11

Significance=.3104

Two categories, program and career-related reasons, were most often cited by participants as their reason for enrolling in a graduate program at MSU. A number indicated the program plus the location was a reason for enrolling while reasons given in a career and relationship context were also given.

Because of the wide number of categories created through the first analysis of the open-ended responses, a number of categories were collapsed into five larger categories for purposes of a more discriminate analysis.

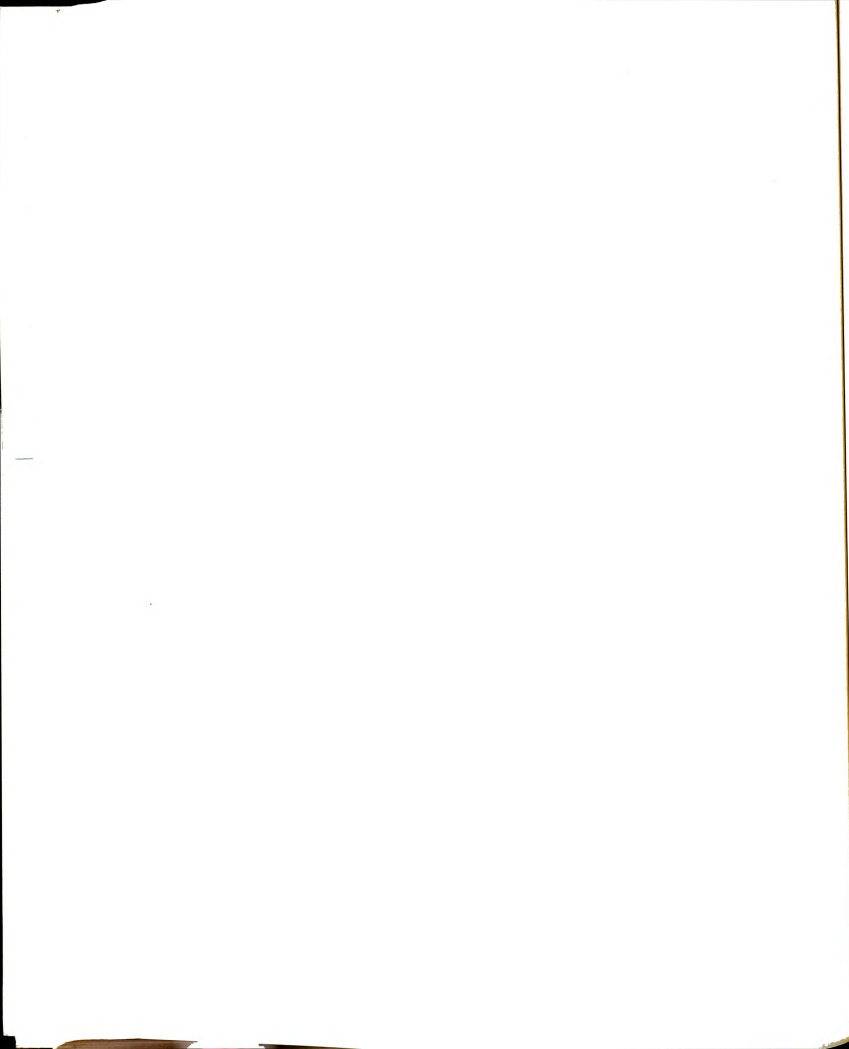


The categories "Career reasons", "career+relation", "career+self", "career+program" were collapsed into "Career." "Program," "program+location," and "program+self" were combined into category "Program." "Personal Development" and "Academic Preparation" were combined to form "Personal And Academic Development" "Tuition Paid" and "Tuition+Program" were combined to form "Tuition." "Location" was a lone response that kept its own category. Table 4.19 summarizes those findings.

Table 4.19 — Distribution of Participants by Collapsed Categories for Reasons for Enrolling in a Graduate Program at MSU

Category	Women (n=19)	Men (n=18)	Total (n=37)
Career	8(42.10)	7(38.88)	15(40.54)
Program	7(36.84)	5(27.77)	12(32.43)
Pers & Acad Prep	4(21.05)	1(5.55)	5(13.51)
Tuition	0(0)	4(22.2)	4(10.81)
Location	0(0)	1(5.55)	1(2.7)
Total	19	18	37

More than 72 percent of the participants described their reasons for enrolling in graduate courses or a degree program at MSU for reasons related to career issues or to the particular graduate program in their field. Those programs specifically mentioned were programs in the School of Labor and Industrial Relations, the Hotel and Restaurant Program and the Clinical Psychology Program. There were no significant differences between men's and women's responses in either "career" or "program" responses. However, 22.2 percent of the men and none of the women gave "tuition paid" as a response to why they



enrolled at MSU.

Another difference is that 21.1 percent of the women and only 5.5 percent (1 man) of the men indicate that they enrolled for personal or academic development reasons.

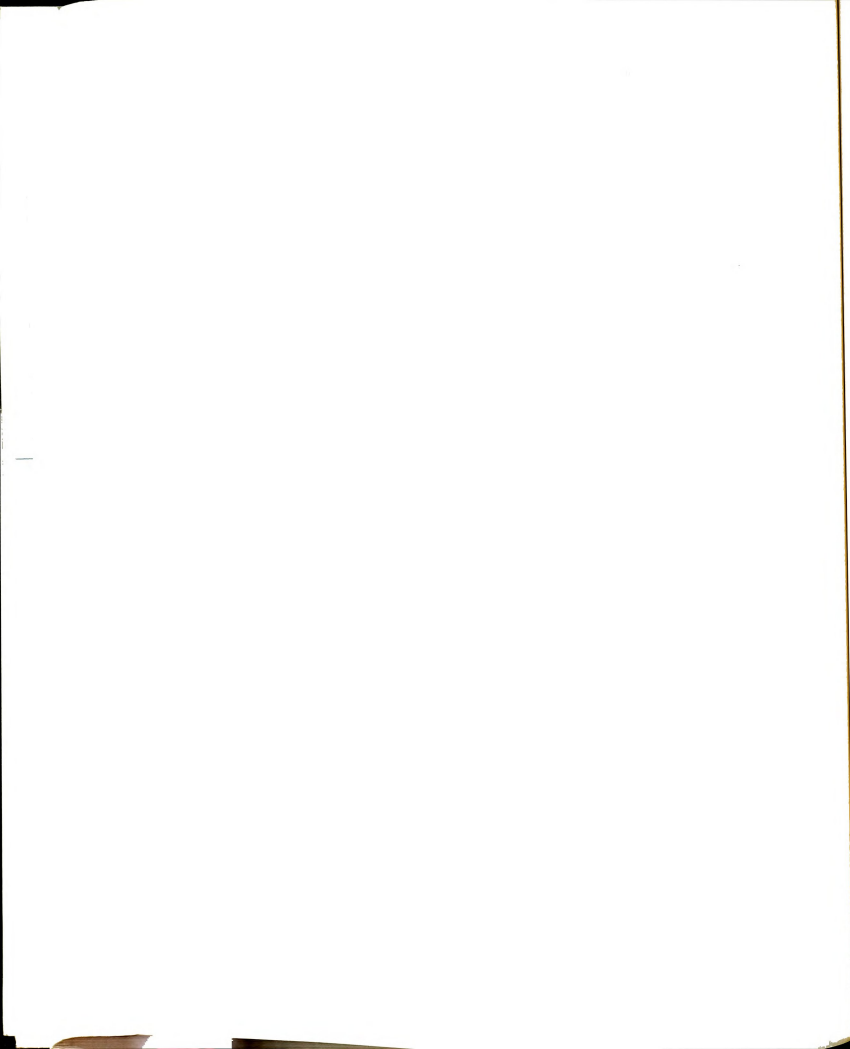
Research on Question 3b: How do adult males and adult females in graduate school describe the motivation for graduate enrollment in terms of the rationale for enrolling now.

Participants were asked "Why was it important to enroll now as opposed to some other time in your life?" This open-ended question yielded a large variety of responses. Table 4.20 summarizes those findings.

Table 4.20 — Distribution of Participants by Reasons for Enrolling Now in Graduate School

	Women n=19	Men n=18	Total n=37
Age	5(26.31)	8(44.44)	13(35.13)
Career-Related	2(10.52)	3(16.66)	5(13.51)
Money Available	3(15.78)	1(5.55)	4(10.81)
Self+Relation	2(10.52)	1(5.55)	3(8.10)
Self Development	2(10.52)	1(5.55)	3(8.10)
Location	2(10.52)	0(0)	2(5.4)
Age+Career	2(10.52)	0(0)	2(5.4)
Age+Money+Career	0(0)	2(11.11)	2(5.4)
Age+Career+Relation	1(5.26)	0(0)	1(2.7)
Knew What Wanted	0(0)	1(5.55)	1(2.7)
No Obligations	0(0)	1(5.55)	1(2.7)
Total	19(100)	18(100)	37(100)

Thirty-five percent indicated they enrolled in graduate school now because of age-related reasons. Forty-four percent of the men and



26.31 percent of the women gave this response. Thirteen percent said career-related reasons prompted their return to graduate school now and 10.81 percent indicated that money being available made it possible to attend. Three women and one man indicated this. Age or age plus another factor accounted for 18 of the 37 responses (48.64 percent).

Because the diversity and richness of each response was so marked, a sampling of the open-ended responses is presented below. The sense of right timing linked with age was mentioned by many respondents.

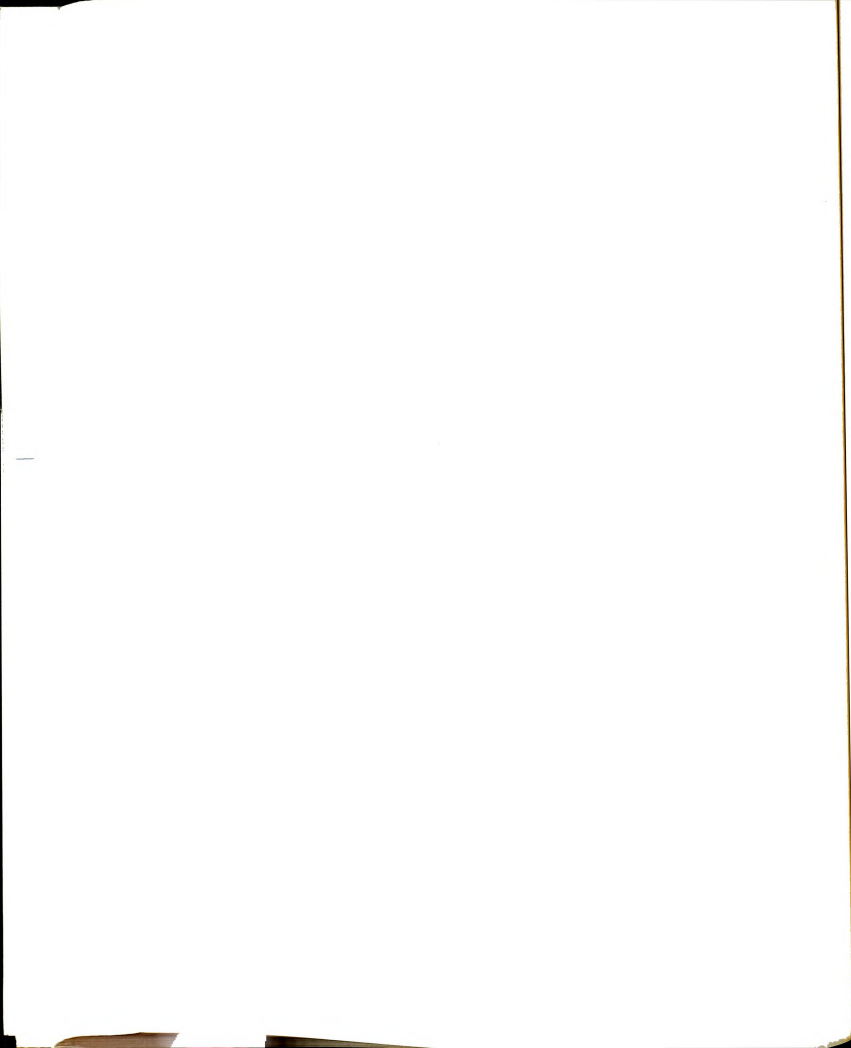
One woman, age 29, wrote

I finally realized that I wanted more from life as far as a job was concerned. Since my husband is a full time student it is easy for men to be a student also. Better do it now before I get older. [age + career + relation]

A man, age 29, wrote that "I was out of school 5 years and was feeling 'rusty' at this particular time."

One woman, age 29, wrote "I was afraid to wait any longer to take steps toward a career change for fear that I would sink irretrievably into my rut." A man, age 30, wrote, "I realize I'm getting older. I feel it's now or never."

The sense of personal timing as well as family timing (self+relation) was mentioned by two women. One woman, age 28, said of her return now: "I feel a sense of urgency now in that I keep getting older. Also it is easier to go to school part time with young

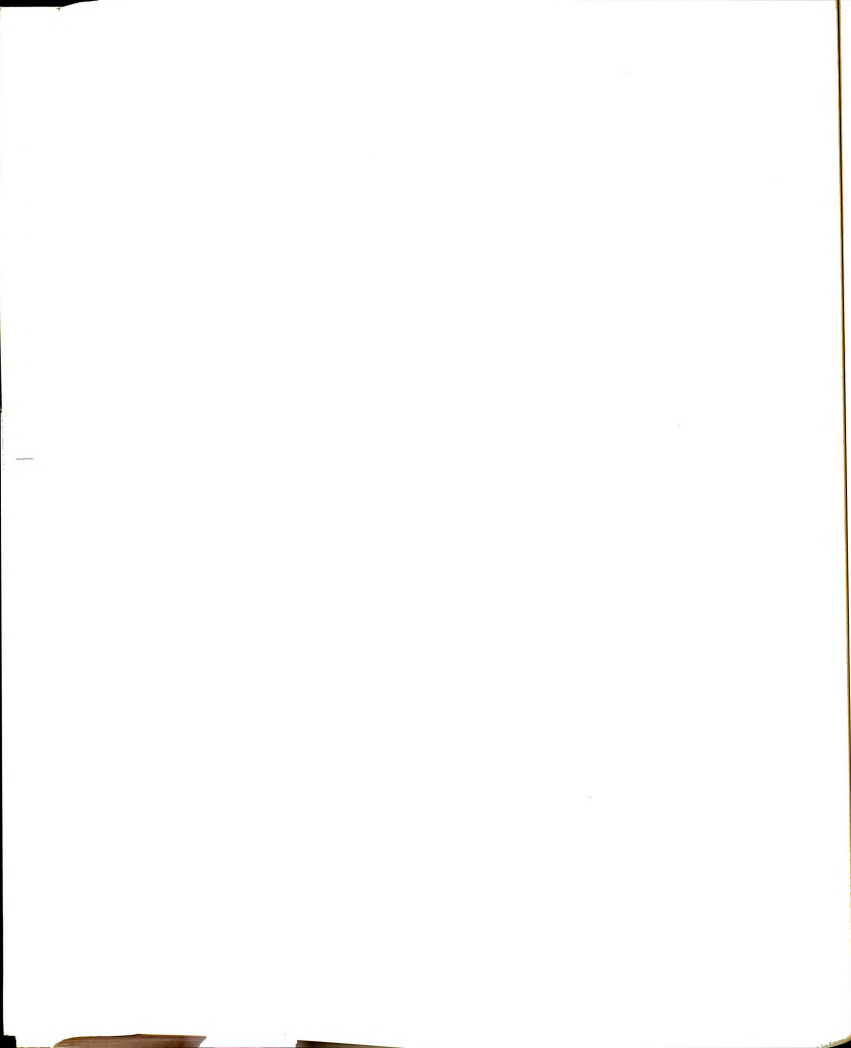


children." Another woman, age 31 and married with 2 children wrote: "It seemed that I was ready to return to an academic setting and pursue my life's goal and that my family was also ready for this."

Several persons indicated they returned to graduate school now because of unsatisfactory current jobs. [career related] One woman, age 32, wrote candidly, "My job was getting boring; the state budget is in sad shape." A 29 year-old male agriculture major from out of state wrote, "I needed a change from my previous work situation and I believed it was time to pursue my PhD work if I was ever to complete it." A woman, 28 and single, wrote, "Because I had to get out of the job situation I was in and I thought my life was going nowhere socially. I was becoming paranoid about spending the rest of my life by myself."

Two women, who reported the availability of money as a reason why they enrolled now, wrote about it in the following way. A woman, age 29, wrote "I needed to know I could support myself, economically and psychologically, before I could have this luxury." Another woman, age 29, wrote, "After 5 years working at the same job, I needed a break. I was able to take a one year educational leave of absence and I had saved enough money to do so."

Some participants gave self development reasons for returning to graduate school. A 30 year old man wrote "personal development and a reordering of priorities" as his reason for returning now. A woman age 28 wrote, "I had set a goal for myself of taking some kind of action before the end of '81."



These descriptive accounts of why persons return to graduate study now reveal the complex nature of the decision-making process. Age factors, job factors, personal and social factors all interact to prompt these graduate student to return to study. However, age, career factors as well as money available for graduate school were the reasons most often cited for graduate school enrollment now.

Research Question 3c: How do adult males and adult females in graduate school describe the motivation for graduate enrollment in terms of the presence or absence of a catalyst event for enrolling and the nature of the catalyst?

The participants were asked two questions to gather information about this particular research question. One question asked "Was there a specific event or realization that served as a catalyst for you to begin graduate studies now? Yes No" The second question read "(If you answered 'yes') please describe the catalyst event or realization that served to cause you to begin graduate studies now."

Thirty-five of the thirty-seven participants indicated 'yes', there was a catalyst event or realization that led to their graduate enrollment.

The descriptions of the catalyst were numerous and varied. Table 4.21 summarizes the catalysts.

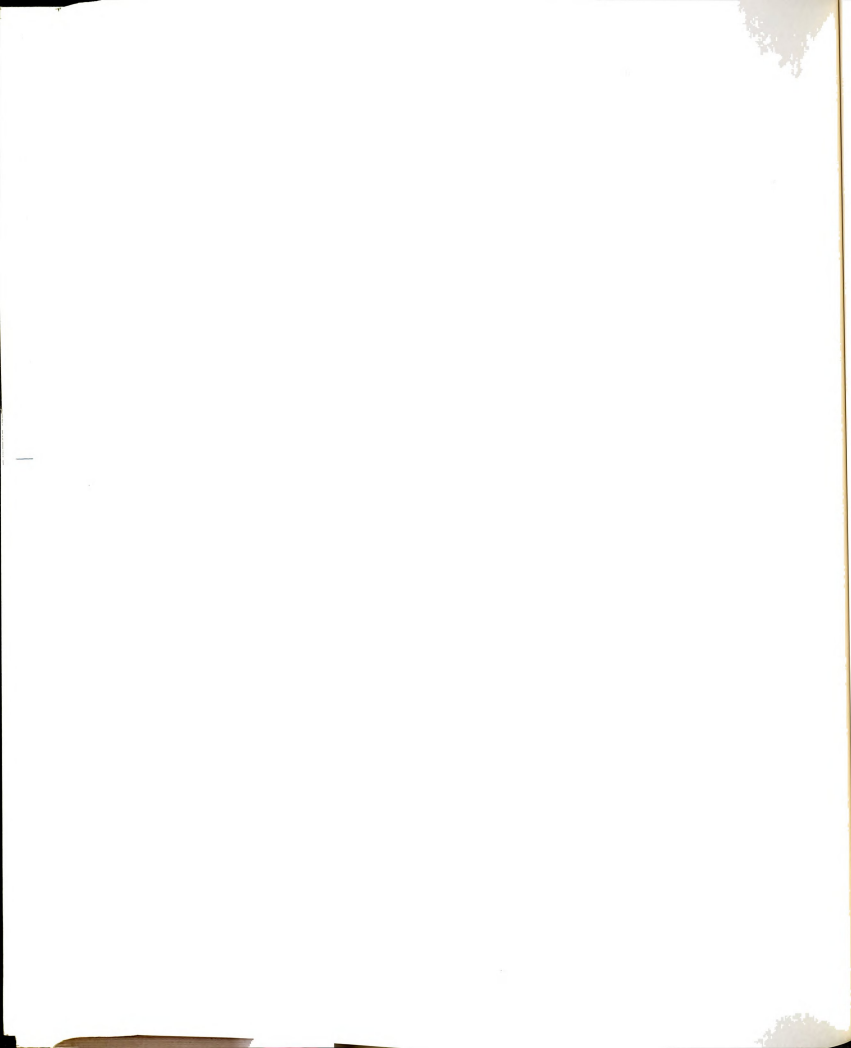


Table 4.21 — Distribution of Participants by Catalyst Leading to Enrollment in Graduate School

Category	<u>Women</u>	<u>Men</u>	<u>All</u>
Job dissatisfaction	3(16.7)	3(16.7)	6(16.7)
Job advancement	2(11.1)	4(22.2)	6(16.7)
Tuition Paid	0(0)	5(27.8)	5(13.9)
Relation Change	3(16.7)	2(11.1)	5(13.9)
Encourage from Others	3(16.7)	2(11.1)	5(13.9)
Class Experience	2(11.8)	0(0)	2(5.0)
Age	2(11.8)	0(0)	2(5.0)
Desperate	1(5.6)	0(0)	1(2.8)
Change Near	1(5.6)	0(0)	1(2.8)
Guilt	0(0)	1(5.6)	1(2.8)
Total	17(100)	18(100)	35(100)
<u>Natural Progression</u>	0(0)	1(5.6)	1(2.8)

*Only those reporting a catalyst for graduate enrollment are listed

The most noticeable difference between men and women is in the category "tuition paid." Five men and no women indicated this as the catalyst to enroll.

Three women and two men indicated a "relationship change" as a category of a catalyst to enroll. Their own words tell the tale in clearer terms. One man, age 30, wrote, "Realized I had been holding back in a lot of ways -- Separation from my wife was the event that started the process." Another man, age 31, indicated "I was unhappy with the person I was living with , yet she loved me and I loved her -- I realized that my unhappiness was really a dissatisfaction with myself." The three women who offered catalyst descriptions that were categorized as "relation change" gave different relation changes. One woman, age 28, said the catalyst to enroll was "the death of my mother." Another, recently married at age 30, wrote "Marriage and the

thought that if I had an MA in my field I would have more credibility as an adult ed instructor. This, however, was secondary [to my marriage]." Another woman, age 28, wrote that "Upheaval in the direction I was headed in personal relationship seemed to focus my attention back on career life."

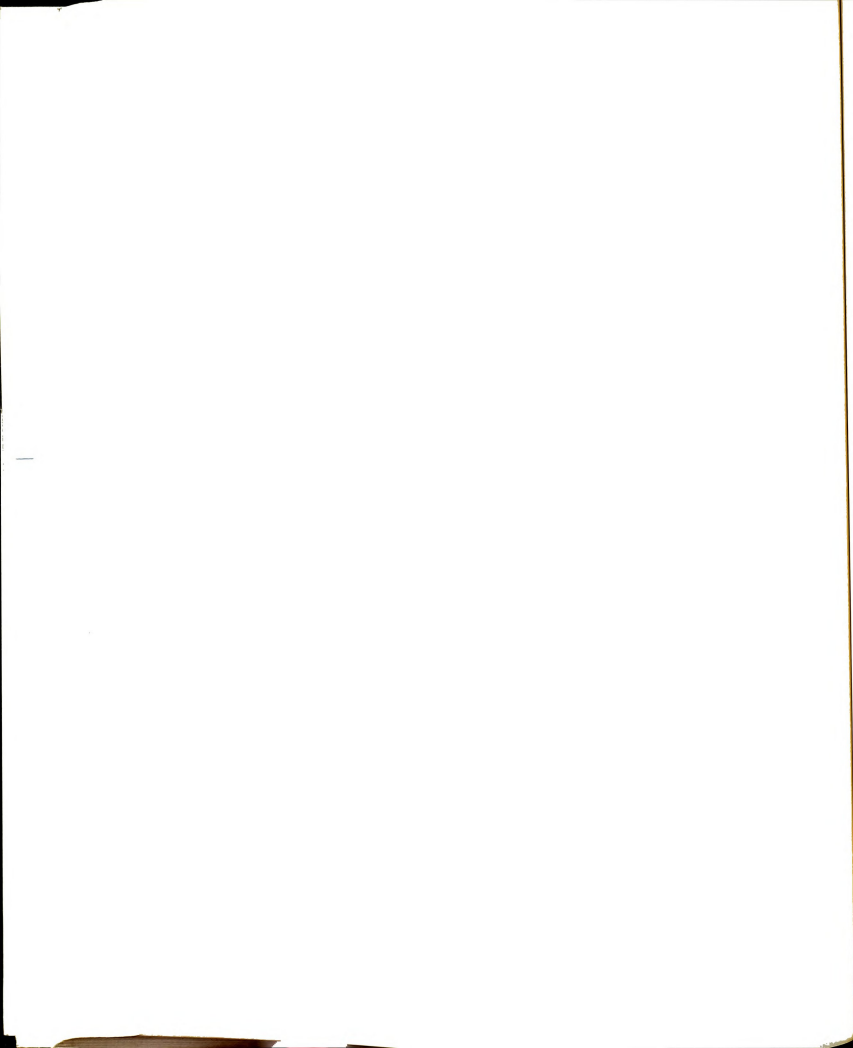
Five of the participants indicated that encouragement from others, primarily employers, was the catalyst to enroll. Of the two women who wrote that an experience in a class led to their enrollment as a graduate student, one woman, age 29, wrote, "Crying at my first post BA university class was pretty graphic!" The one man, age 29, who indicated that the catalyst for him to enroll was guilt, wrote, "Guilt...of the knowledge that education is one thing no one can ever deny a person and it's in my backyard."

Research Question 3d: How do adult women and men in graduate school describe the motivation for graduate enrollment in terms of the feeling of relative transition or stability in their lives now?

Men and women who have enrolled in graduate school at the Age Thirty Transition gave a variety of reasons why they have enrolled, why now and if there was a catalyst to enroll.

To more directly link graduate enrollment to adult development concepts, participants were asked a number of questions related to the degree of stability or transition in their lives now. Two questions were asked to assess the feeling of relative transition or stability now.

The first question asked "Compared to other periods in your life, do you feel that you are now in a period of stability or transition in



your life and work? Please circle one number below." The scale ranged from 1 ("I'm in a period of transition") to 5 ("I'm in a period of stability."). Table 4.22 summarizes the findings.

Table 4.22 — Distribution of Participants by for Transition or Stability Now

	Women	Men	Total
Transition	6(31.6)	3(16.7)	9(24.3)
Some Transition	5(26.3)	8(44.4)	13(35.1)
Neutral	3(15.8)	1(5.6)	4(10.5)
Some Stability	2(10.5)	3(16.7)	5(13.5)
Stability	3(15.8)	3(16.7)	6(16.2)
Total	19(100)	18(100)	37(100)

$$\chi^2=2.867$$

D.F.=4

Significance=.5803

X all=2.62 (sd.1.421)

Sixty percent of the participants indicated they are in a period of transition or some transition. Almost 58 percent of the women and 61 percent of the men indicate this is true for them.

A second question asked to determine the relative feeling of transition or stability in participants' lives at this time read

Please check below the statement that most nearly describes your situation at this point in your life. (If more than one statement applies, put a one (1) by the statement that is most accurate, and put a two (2) by the other relevant statement.)

- ☐ Not much has changed for me in the last several years;
- ☐ I'm in a stable situation with respect to my life and work
- ☐ I've just come through a huge transition period in my life and work
- ☐ I feel I'm consolidating a major period of personal and/or professional change
- ☐ I feel I'm on the verge of making alot of changes in my life and work

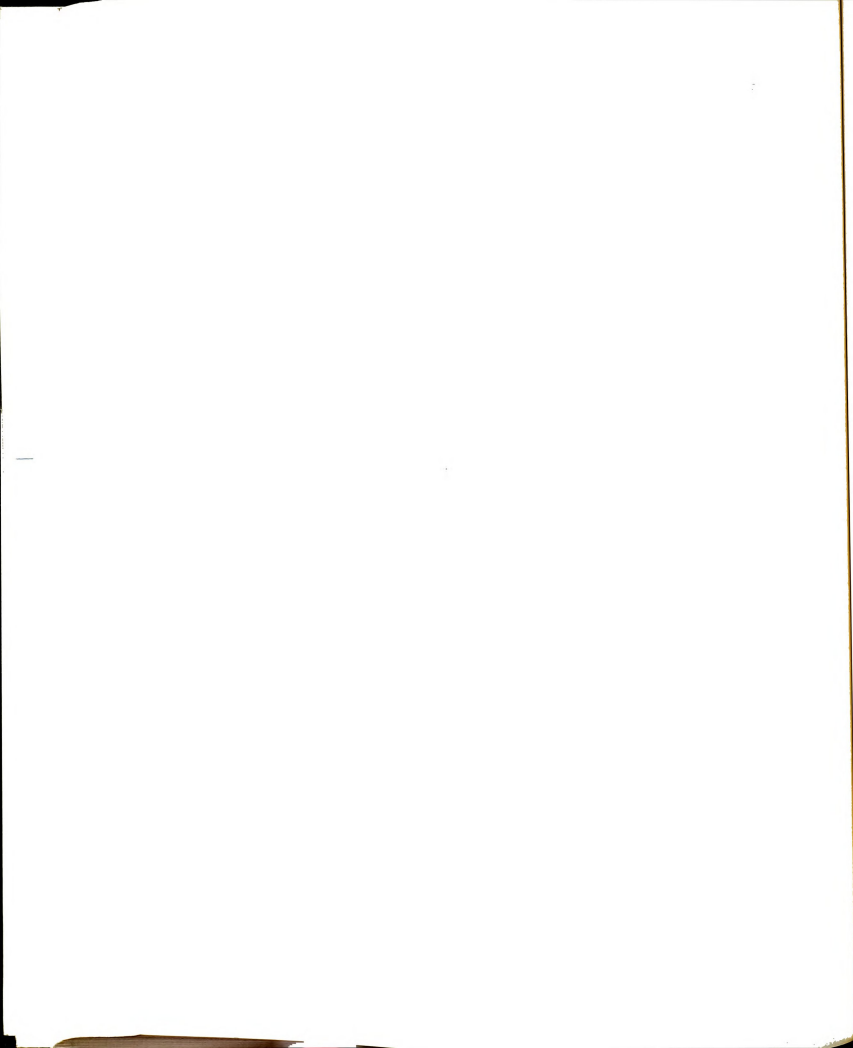


Table 4.23 — Distribution of Participants by Ranks of Number One for Transition or Stability Categories

	Women	Men	Total
Not much change	2(10.52)	3(16.67)	5(13.51)
Just thru transition	5(26.31)	5(27.78)	10(27.02)
Consolidating change	5(26.31)	8(44.44)	13(35.13)
On verge of change	7(36.84)	2(11.11)	9(24.32)
Total	19(100)	18(100)	37(100)

Thirteen and one-half percent indicated that not much has changed for them. They are clearly in a period of stability. Twenty-seven percent indicated they had just been through a huge transition while 35.1 percent indicated they were consolidating a major period of personal or professional change. These transitions occurred in the recent past, previous to graduate enrollment. Nine participants or 24.3 percent indicated they were "on the verge of making a lot of changes" in their lives.

Transition Status and Reasons for Enrolling

In order to assess the relationship between these assessments of stability, recent transition and upcoming transition and graduate enrollment, responses for graduate enrollment were tabulated for each transition status category mentioned above. The following tables summarize those tabulations using the collapsed categories established in Table 4.19.

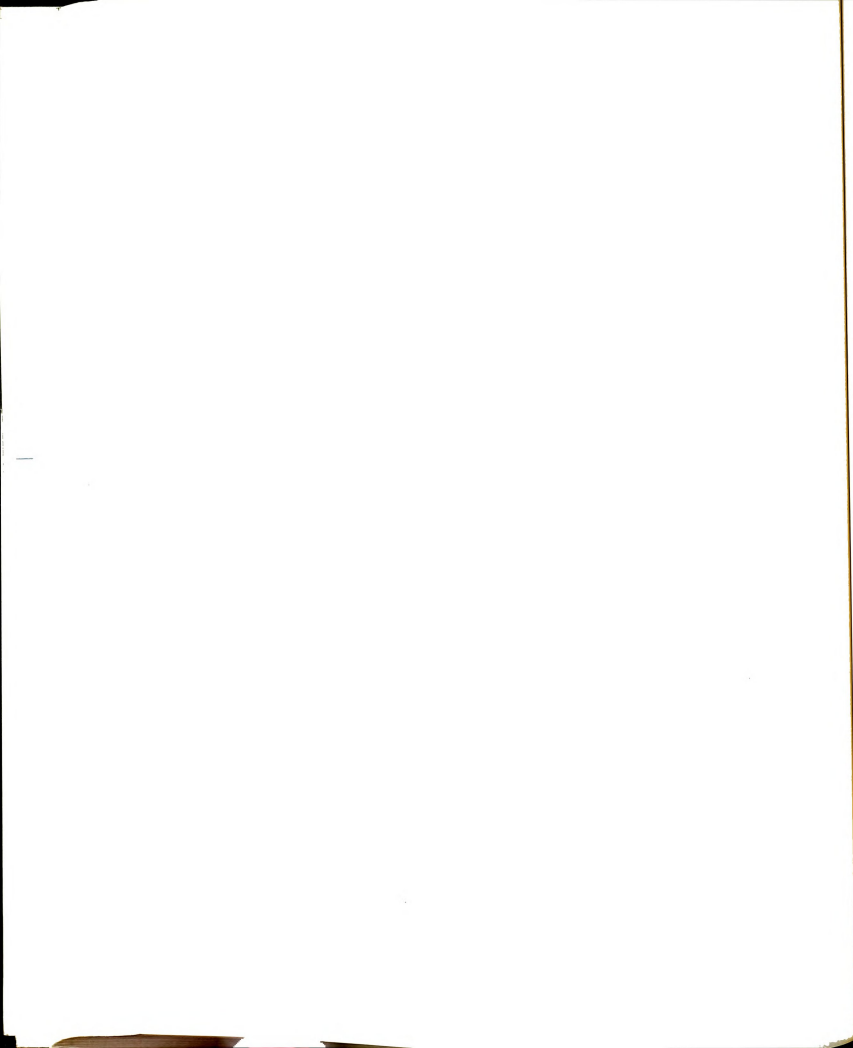


Table 4.24 — Distribution of Participants by Reasons for Enrolling in Graduate School for Those Indicating "Not Much has Changed"

Enrollment Reasons	Total n=5 (%)	Women n=2 (%)	Men n=3 (%)
Program	2(40)	2(100)	0(0)
Career	1(20)	0(0)	1(33.3)
Tuition	2(40)	0(0)	2(66.6)
Total	5(100)	2(100)	3(100)

Table 4.25 — Distribution of Participants by Reasons for Enrolling in Graduate School for Those Indicating "Just Through a Transition"

Enrollment Reasons	Women n=5 (%)	Men n=5 (%)	Total n=10 (%)
Program	0(0)	2(40)	2(20)
Career	4(80)	3(60)	7(70)
Per. & Ac. Development	1(20)	0(0)	1(10)
Total	10(100)	5(100)	5(100)

Table 4.26 — Distribution of Participants by Reasons for Enrolling in Graduate School for Those "Consolidating Period of Major Change"

Enrollment Reasons	Women n=5 (%)	Men n=8 (%)	Total n=13 (%)
Program	4(80)	2(25)	6(46.15)
Career	1(20)	3(37.5)	4(30.7)
Tuition	0(0)	2(25)	2(15.38)
Location	0(0)	1(12.5)	1(7.69)

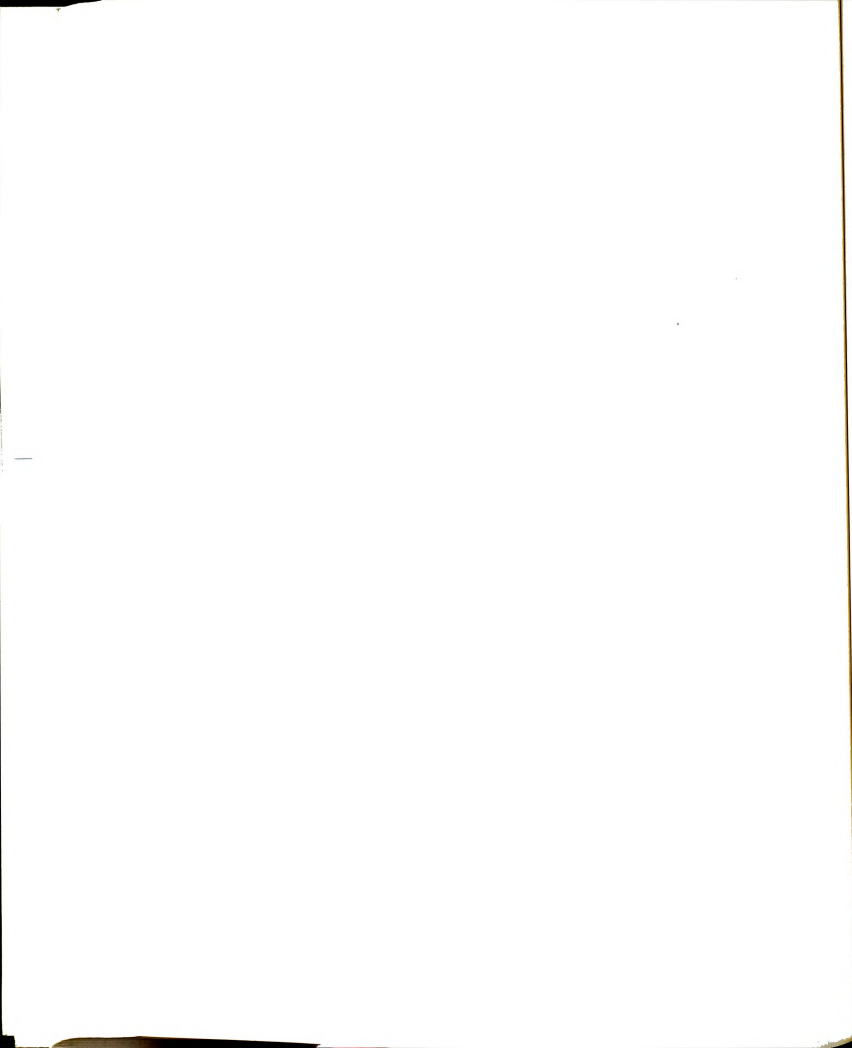


Table 4.27 — Distribution of Participants by Reasons for Enrolling in Graduate School for Those "On the Verge of Change"

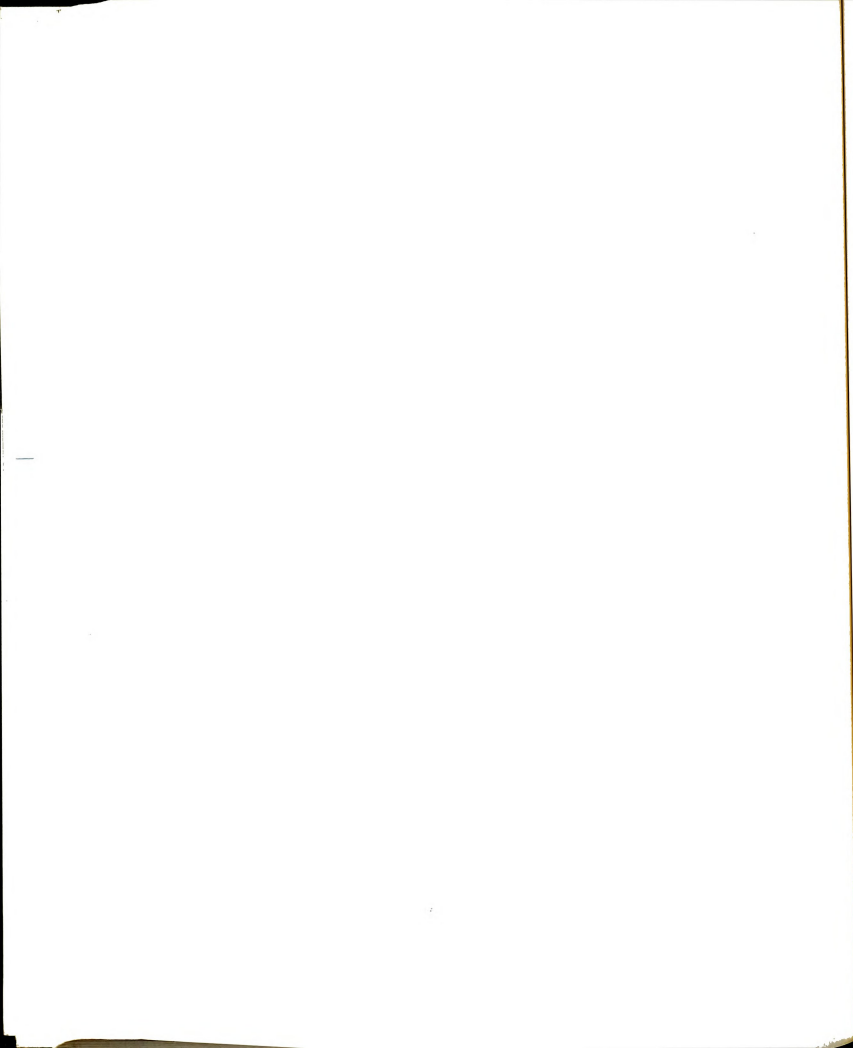
Enrollment Reasons	Women n=7 (%)	Men n=2 (%)	Total n=9 (%)
Program	1(14.3)	1(50)	2(22.2)
Career	3(42.8)	0(0)	3(33.3)
Per. & Ac. Development	3(42.8)	1(50)	4(44.4)
Total	7(100)	2(100)	9(100)

Those who said that not much has changed in the last few years gave career, program or tuition paid reasons for enrolling in graduate school.

Most persons indicating they were just through a transition enrolled for career reasons (70 percent).

Forty-six percent of those consolidating a period of major change enrolled for reasons of the program offered at MSU. Career reasons were given by 30.7 percent of those consolidating a period of major change.

For those on the verge of transition, 44.4 percent enrolled in graduate school for personal or academic development reasons. Of the 3 women indicating academic development, 2 said they were trying graduate courses to see if they could do it while one woman was



preparing for applying to another degree program after she finished prerequisites for that program. The one man in this category enrolled because "I am somewhat of an introvert. I felt an atmosphere such as this would help me to grow out of it." One third of those on the verge of transition enrolled for career reasons and 22.2 percent enrolled because of a program at MSU they wanted.

Perceived Benefits of Graduate Enrollment

A slightly different approach was taken to see the relationship between the graduate school experience and negotiating changes in the participants' lives. The thrust of the question was the utility of graduate school to make a change in their lives, not whether they enrolled because of a transition. The participants were asked

"Is being a graduate student helping you make any changes in your life or negotiate any transitions in your life and work?
Please circle one:

- (1) not really
- (2) slightly helpful
- (3) somewhat helpful
- (4) very helpful in transition
- (5) extremely helpful in transition."

The results of that question are given in Table 4.28.

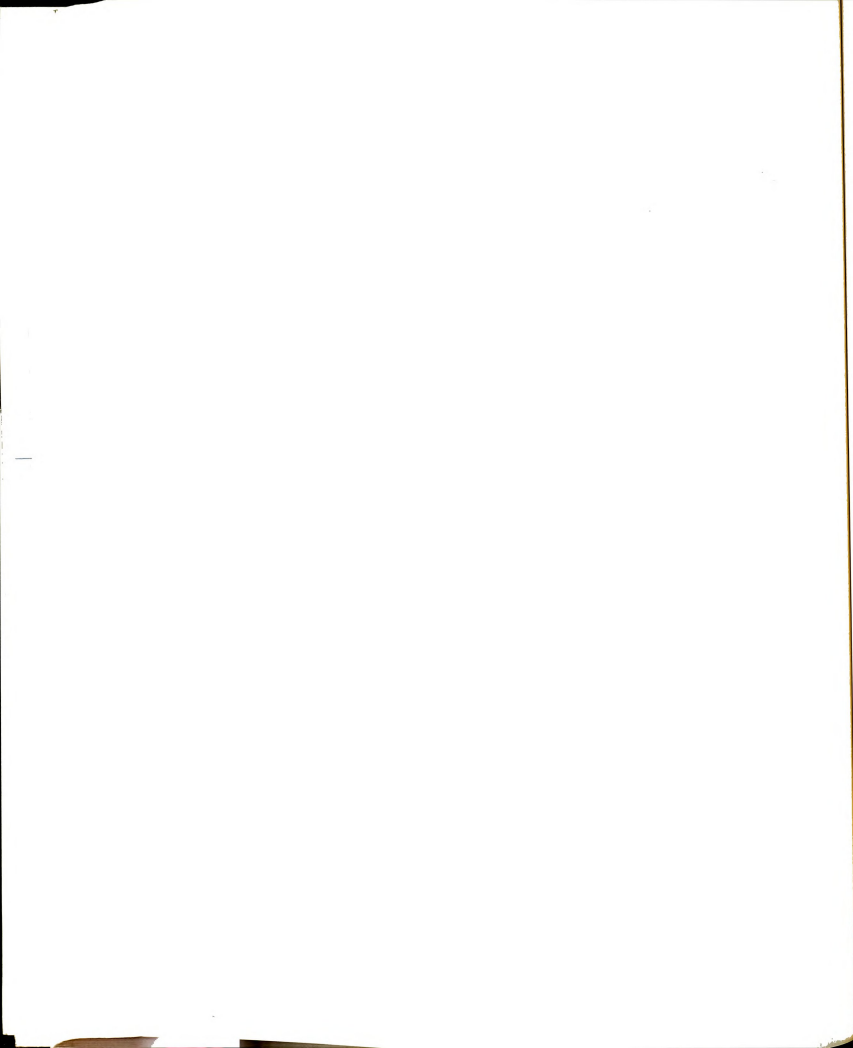
Table 4.28 — Distribution of Participants by Responses for Whether or Not Graduate School Helpful in Making a Change or Negotiating a Transition

	Women	Men	Total
Not Really	4(21.11)	3(16.7)	7(18.9)
Slightly Helpful	1(5.3)	0(0)	1(2.7)
Somewhat Helpful	4(21.1)	1(5.6)	5(13.5)
Very Helpful	6(31.6)	9(50.0)	15(40.5)
Extremely Helpful	4(21.1)	5(27.8)	9(24.3)
Total	19(100)	18(100)	37(100)

 $x^2=3.269$

D.F.=4

Significance=.4584



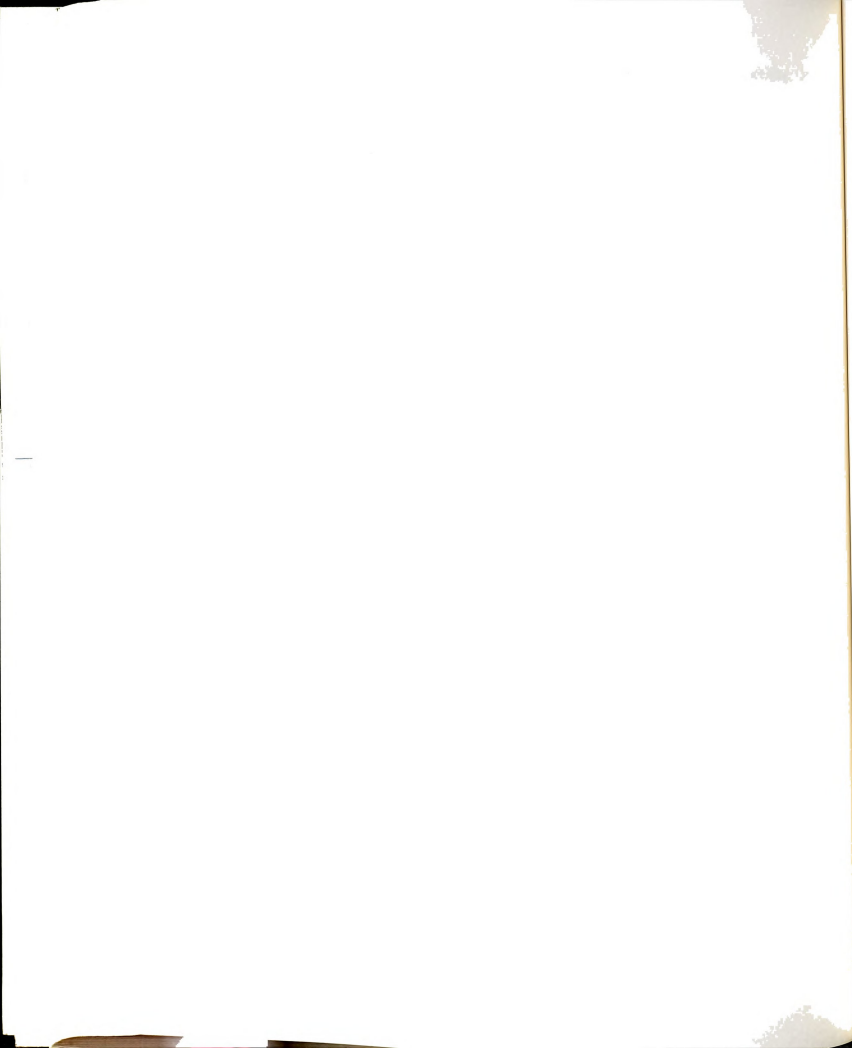
Sixty-four percent of the participants indicated that graduate school was extremely helpful or very helpful in making changes or negotiating a transition in their lives. Over 77 percent of the men indicated graduate school was very or extremely helpful in transition. Fifty two percent of the women rated graduate school as extremely or very helpful. There were no significant differences statistically between men's and women's responses. However, it is interesting that over one-quarter of the women, 26.3 percent, indicated graduate school was not helpful or slightly helpful in negotiating transitions in their lives. Only 16.7 percent of the men indicated this.

Those who had rated graduate school as extremely helpful or very helpful in making a change in their lives (n=24) were asked to explain their rating. Table 4.29 summarizes the responses of participants. Some quotations from participants illustrating the categories will follow.

Table 4.29 — Distribution of Participants by Explanations Why Graduate School Helpful for Making a Change or Negotiating a Transition

	Women n=10 (%)	Men n=14 (%)	Total n=24 (%)
Better Job	1(10)	5(35.7)	6(25.0)
Self Esteem	4(40)	3(21.4)	7(29.6)
Self Discovery	2(20)	3(21.4)	5(20.83)
Career+social	2(20)	0(0)	2(8.3)
New Interests	1(10)	0(0)	1(4.2)
Stimulus to Act	0(0)	1(7.1)	1(4.2)
Lifestyle	0(0)	2(14.3)	2(8.3)
Total	10(100)	14(100)	24(100)

*Only those reporting graduate school extremely or very helpful in transition are included.



Five men and one woman indicated graduate school was helpful in making a transition to a better job.

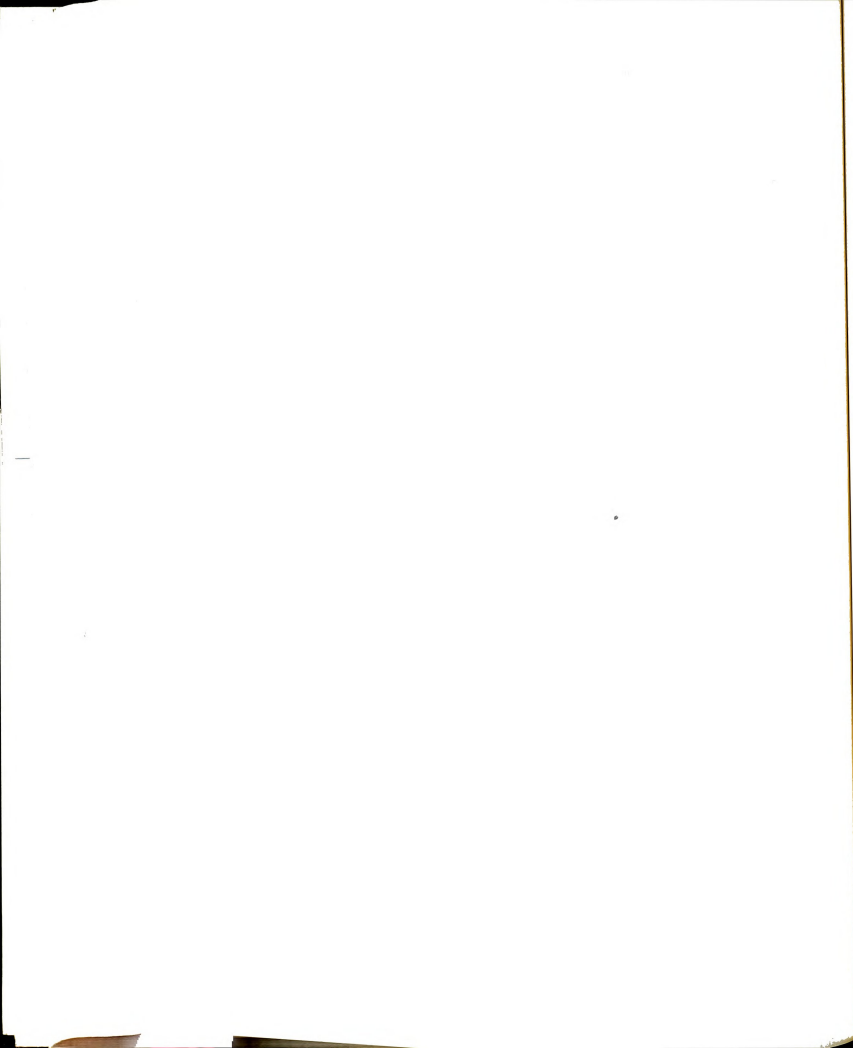
Fifty percent of the responses fell into two personal development categories for how graduate school was helpful in "building self-esteem" and aiding in "self discovery." Below are some of the words used by participants to describe why graduate school was helpful for them.

Of those indicating graduate school provides self-esteem, one man, age 29 married with two children, wrote, "I look at myself in a different way. I think of myself differently. He continues

I thought that I wasn't able to go through grad studies at MSU, but I found that here I am revealing who I am, I am doing what I never did, and I'm feeling better of myself, my family and my job. [self esteem]

One woman, age 29, indicated "Succeeding in another realm of life (outside my job area) is giving me renewed self confidence." A 30 year old man wrote that graduate school was helpful in negotiating transition through the "realization that I can do it and how this will help round me out." A 28 year old woman wrote "It has given me the opportunity to prove that I can be successful." Another woman, age 29, wrote "It has given me back self-confidence."

Those who indicated that graduate school enrollment was helpful for self-discovery reasons wrote of their experience in a number of

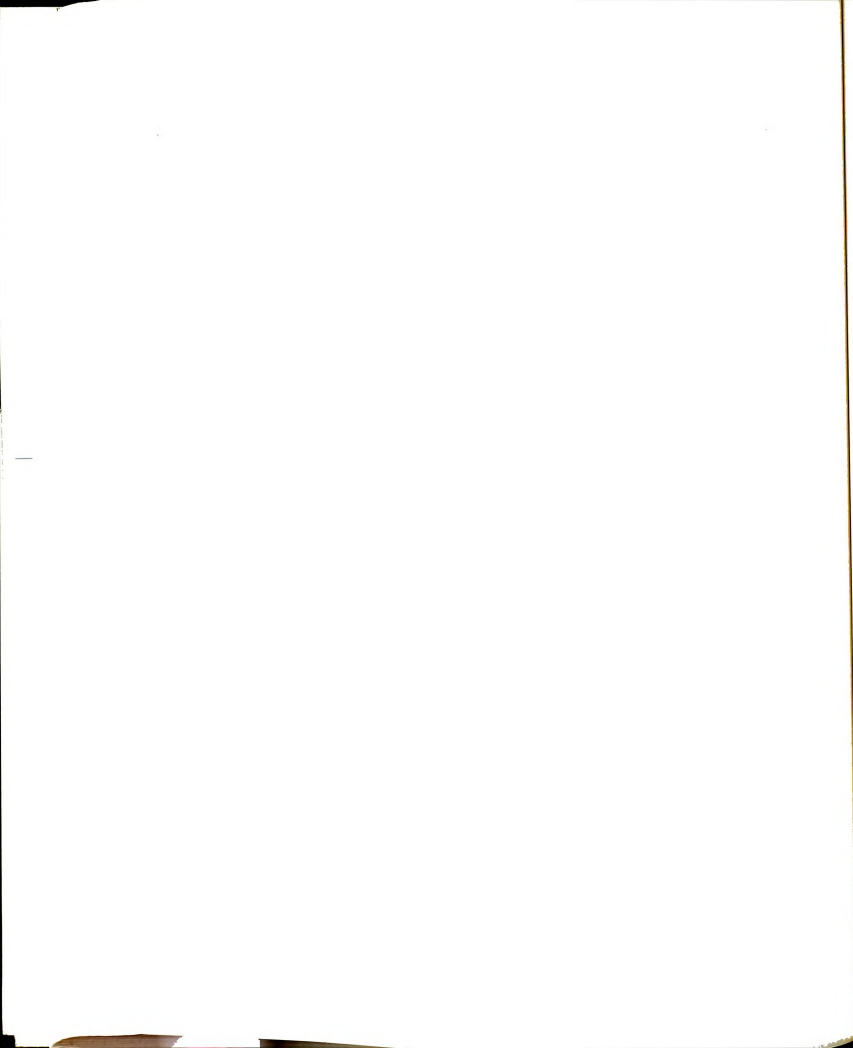


ways. One man, age 28, said, "Graduate school is a time for me to evaluate the past, to examine my options and to prepare for whatever happens next." Another man, age 30 and recently divorced wrote, "Allows period to i.d. specific career opportunities, serves as a constructive recovery period from divorce; personal growth and affiliation needs met."

A 30-year-old woman studying anthropology indicated "It is forcing me to face being dependent on someone else financially and emotionally again, to be without work and its ego gratification" [self discovery]. Another woman, age 29 and studying English, wrote, "Being enrolled in classes is helping me focus my creative and intellectual energies in a way that would be hard otherwise" [self discovery]. A man, age 31, indicated that graduate school was helpful in giving him time to interact with others. As he wrote, "I'm getting to 'even up the odds,' or smooth the rough edges, on my method of dealing with daily acquaintances (especially students)*" [self discovery].

The responses given to the question of how graduate school is helpful in making changes in their lives was analyzed using the four transition-status categories discussed earlier. Below is the tabulation of those results.

None of the persons indicated that "not much has changed" answered this question, since they had not indicated graduate school was very helpful or "extremely helpful" in making changes.



Seven of the ten persons who have just gone through a transition said graduate school was very helpful or extremely helpful in making changes in their lives. Table 4.30 summarizes their reasons for saying it was helpful.

Table 4.30 — Distribution of Participants by Explanations for Why Graduate School is Helpful in Making Changes for Those "Just Through a Major Transition"

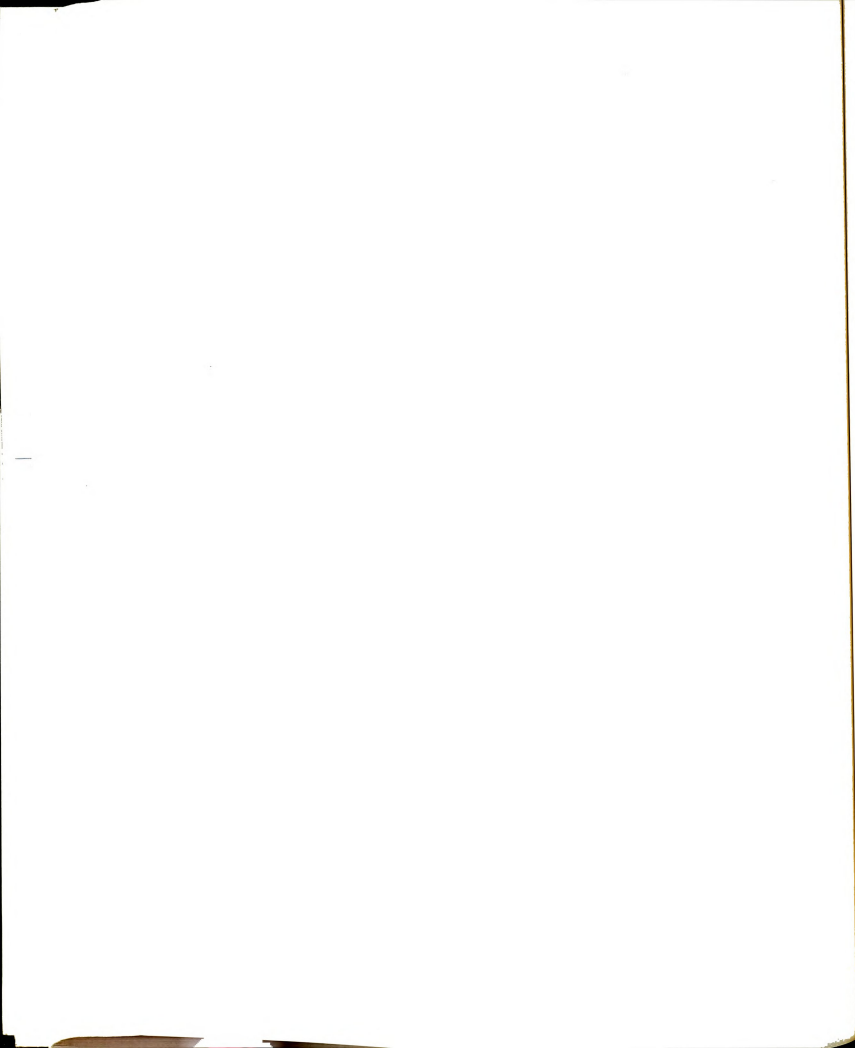
Explanation	Women n=3	Men n=4	Total n=7
Better Job	1(33.3)	1(25)	2(28.57)
Self Discovery	1(33.3)	3(75)	4(57.14)
Career+Social	1(33.3)	0(0)	1(14.28)
Total	4(100)	7(100)	3(100)

Self discovery was the explanation most often given for graduate school helpfulness for those just through a transition. Three of the four indicating this were men.

Twelve of the 13 persons who indicated they are "consolidating" their lives after a recent major transition gave the following explanations for why graduate school was very helpful or extremely helpful for them.

Table 4.31 — Distribution of Participants by Explanation for Why Graduate School is Helpful in Making Changes for Those "Consolidating a Period of Major Change"

Explanation	Women n=3 (%)	Men n=8 (%)	Total n=11 (%)
Better Job	0(0)	4(50.0)	4(36.3)
Self Esteem	2(66)	2(25.0)	4(36.3)
Career+Social	1(33)	0(0)	1(9.0)
Stimulus to Act	0(0)	1(12.5)	1(9.1)
Lifestyle	0(0)	1(12.5)	1(9.1)
Total	3(100)	8(100)	11(100)



A better job and building self-esteem were given as reasons why graduate school is helpful by 66.6 percent of those consolidating a period of major change. Fifty percent of the men and no women said that graduate school was helpful for getting a better job.

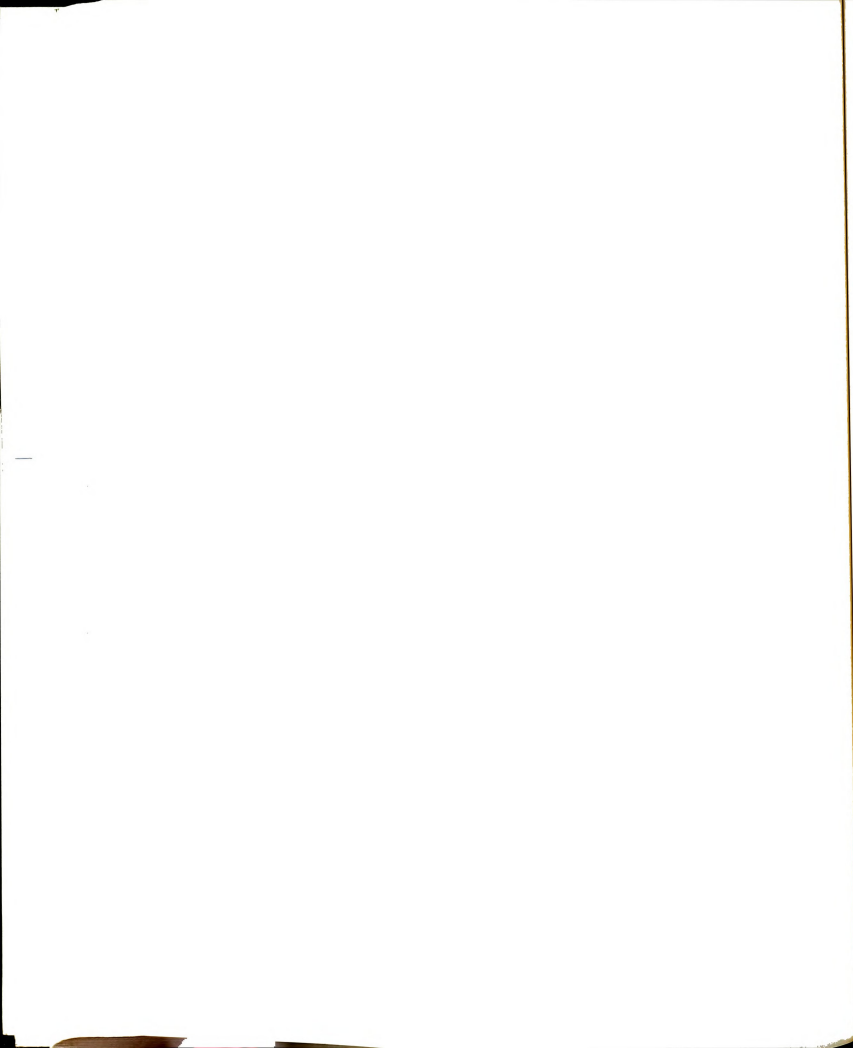
Six of the nine persons who indicated they were on the verge of a transition indicated graduate school was extremely helpful or very helpful in negotiating change in their lives. They gave the following explanations.

Table 4.32 — Distribution of Participants by Explanation for Why Graduate School is Helpful in Making Changes for Those "On the Verge of Change"

Explanation	Women n=4	Men n=2	Total n=6
Self Esteem	2(50)	1(50)	3(50)
Self Discovery	1(25)	0(0)	1(16.6)
Interest in New Area	1(25)	0(0)	1(16.6)
Lifestyle	0(0)	1(50)	1(16.6)
Total	4(100)	2(100)	6(100)

Fifty percent of those on the verge of change said graduate school was helpful for building self-esteem.

Graduate school appears to be the most helpful for those consolidating a period of recent major change. Eighty-five percent of them indicated graduate school was extremely helpful or very helpful in their lives. They most often cited getting a better job and building self-esteem as the explanation why graduate school is helpful.



Seventy percent of those just through a transition indicated graduate school is extremely helpful or very helpful in negotiating change in their lives. Over half of them cited "self discovery" as the explanation for graduate school helpfulness.

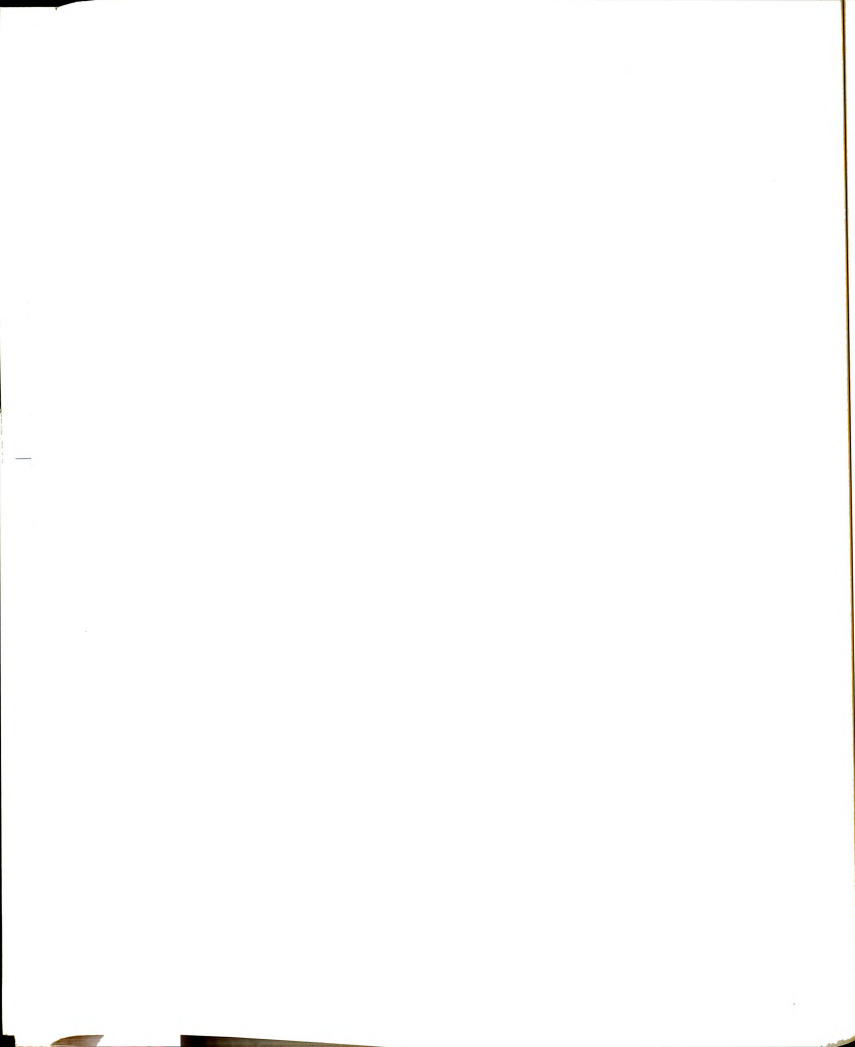
Over 66 percent of those on the verge of transition indicated graduate school is very helpful or extremely helpful for them. Half of these indicated graduate school helped by building self-esteem.

Summary

The focus of the study was to investigate the early adult development of women and men who have enrolled in graduate school at the Age Thirty Transition and their motivation for graduate school enrollment. The research questions centered on the similarities and differences which might be found between women and men in terms of their life dreams; the life activities that were and are important to them; the relative importance of issues of career, relationships with others, and personal development; and their life structures. The research questions also centered around the reasons for enrolling in graduate school, the catalysts that may have led to graduate enrollment and the feeling of relative transition or stability in their lives.

The Early Adult Development of Women and Men Using Three Developmental Variables

A description of the early adult development of women and men was drawn from their descriptions of a life dream and important life

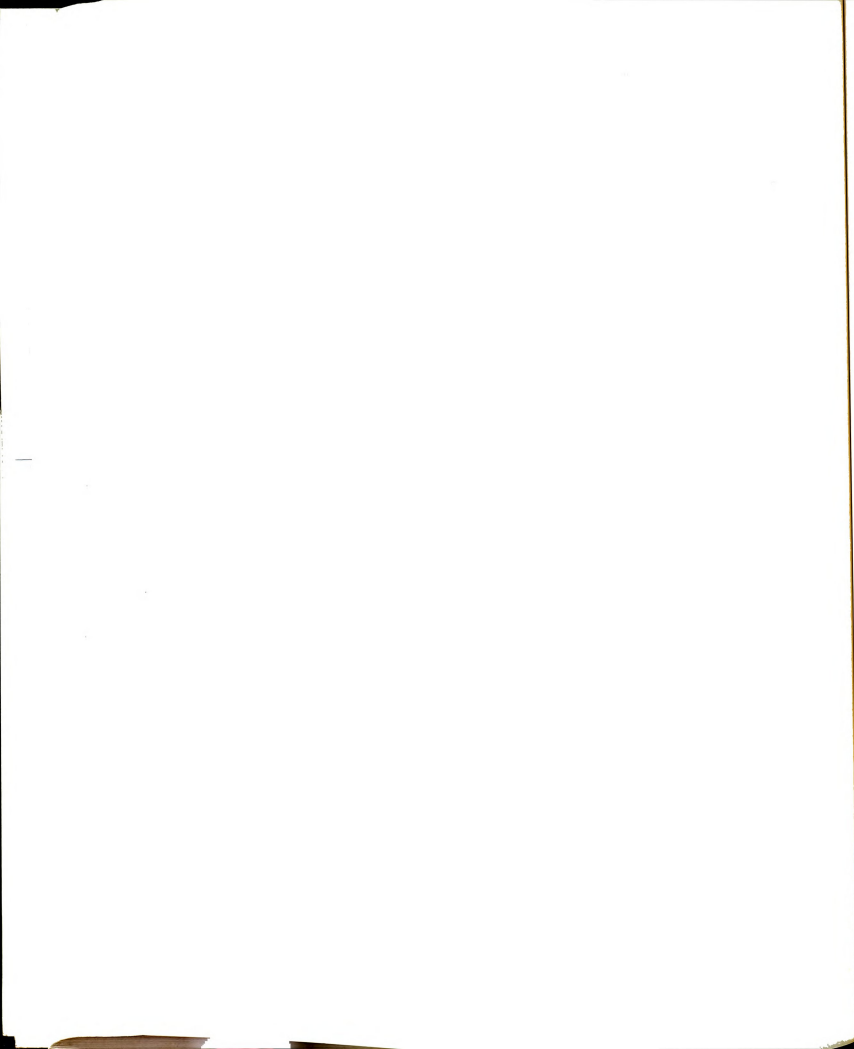


activities over three time periods (age 22, middle twenties and at the current period), and the relative importance of issues of career, relationships with others and personal development at two time periods.

Life Dreams -- Participants chose to describe the nature of their life dreams in a variety of ways. The context within which each participant described his/her dream was analyzed for each of the three time periods. At age 22, 29 of the 37 participants indicated they had a life dream. Of these, 51 percent described their dream in a career context, 34.5 percent each described them in a self or multiple context and 10.3 percent reported them in a relationship context. Men described their dreams predominantly in a career context (over 78 percent) while women described their dreams predominantly in a multiple-context (46.7 percent). A statistically significant difference exists between men and women's dream context descriptions at age 22.

For the middle twenties, 31 of the 37 participants indicated they had a life dream. The nature of that dream was divided between multiple context descriptions (41.93 percent), career-context (38.7 percent) and self-context descriptions (19.35 percent). No significant differences between men's and women's dream-context descriptions was found.

For the current period, 35 of the 37 participants indicate they have a life dream. Of these over fifty percent describe the dream in multiple contexts. Career-context descriptions are given by 31.4 percent of the participants and 17.1 percent describe their dream in a



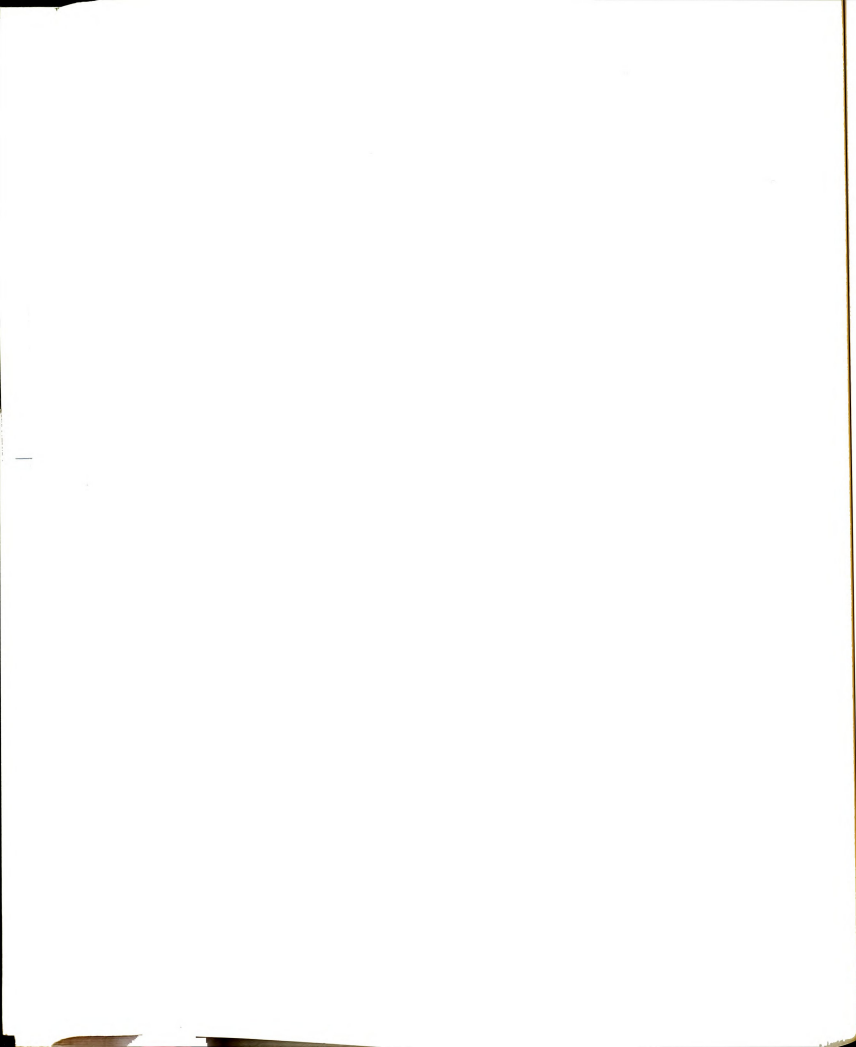
self-context. No significant differences were found between women's and men's dream-context descriptions.

Important Life Activities — Participants were asked to rate 21 life activities over three time periods using a rating scale from (5) very important to (1) not important. Those activities that showed a mean score of 4 or greater were considered important life activities.

At age 22 the participants as a group rated "establishing a love relationship with another" as important. Both men and women rated this as important and men also rated "continuing my intellectual development" as important.

For the middle twenties time period, the group as a whole rated "continuing my own intellectual development", "pursuing my own dream" and "increasing my skills and knowledge in my career field" as well as "becoming a valued colleague" as important. Women and men, however, listed some activities as important that were different. Women rated as important "becoming my own person", "establishing a network of close friends", "maintaining close ties with my family of origin" and "providing an income." Men on the other hand rated "increasing career skills", "becoming a valued colleague", "finding an occupational direction", "exploring a variety of alternatives" and "starting a career" as important life activities. Women as a group did not.

At the current time, men and women share ten life activities in common as important to them. These include, "continuing my intellectual development", "making deeper commitments to work", "pursuing my own dream", "becoming a valued colleague", "increasing my

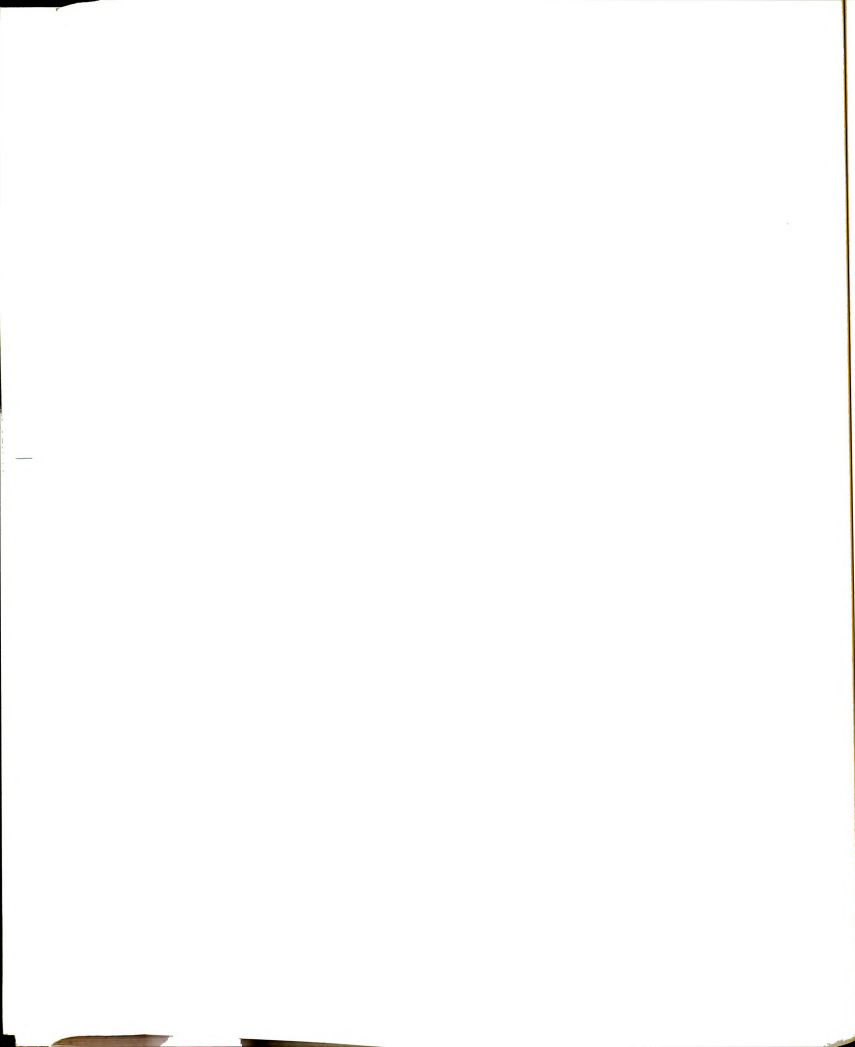


career skills", "finding an occupational direction", "providing an income", "exploring alternatives", "committing myself to a philosophy of life" and "maintaining close ties with my family of origin."

However, women list an additional three activities as important that are not mentioned by men. These are "becoming my own person", "finding an occupational direction" and "establishing a network of supportive friends." Men rate "enhancing my relationship with my mate" and "establishing a love relationship" as important life activities while women do not as a group rate these as important life activities.

Relative Importance of Issues of Career, Relationships with Others and Personal Development -- When forced to rank the order of importance of the issues of career, relationships and personal development, both men and women at the period age 22 to the decision to enrollment in graduate school rank personal development as most important. For the entire group establishing a career is ranked second followed by establishing personal relationships. Women rank establishing personal relationships as second in importance while men rank career as second, although it is almost tied for first with personal development for men. Women rank career third while men rank marriage and family as third. Marriage and family was ranked fourth by the group as a whole and by women while establishing personal relations is ranked fourth by men. Exploring options was ranked last by all participants as a group, by women and by men.

At the current period, for all participants, for women and for men, personal development was ranked first. Establishing or enhancing

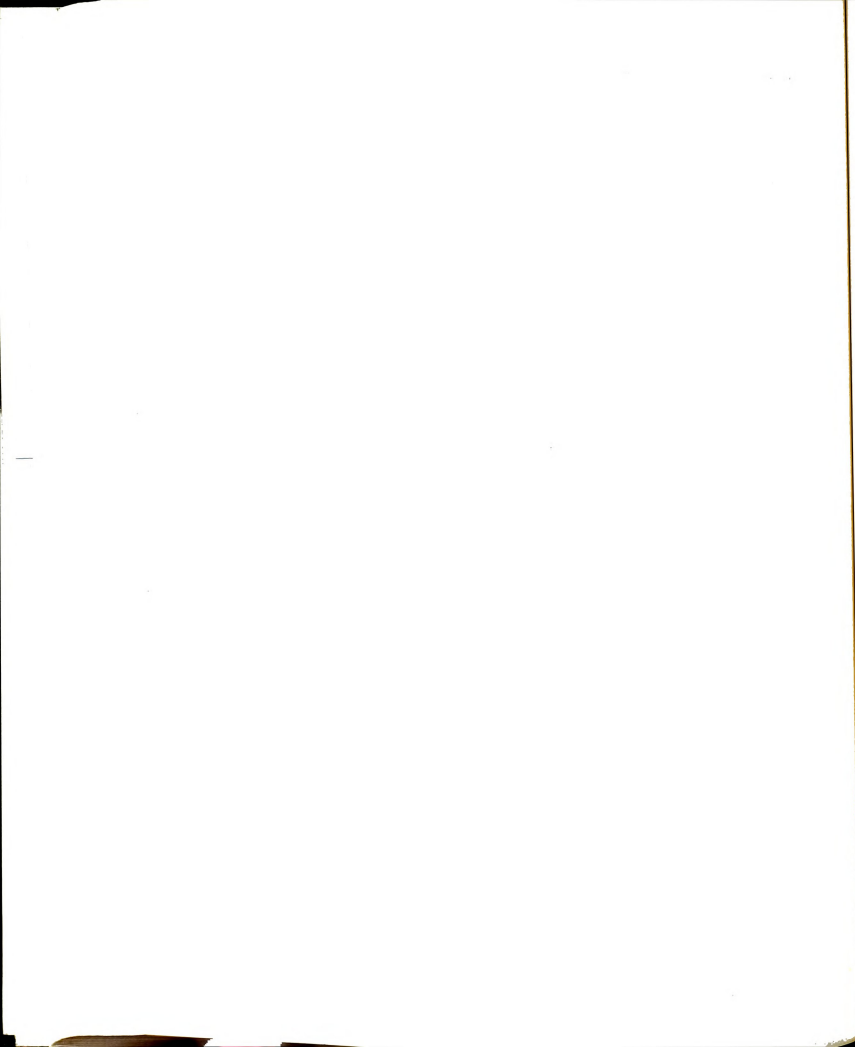


a career life was ranked second by the entire group, by women and by men. Marriage and family was ranked a very close third by all participants, by women and by men. The group as a whole and women ranked establishing personal relationships as fourth while men ranked exploring options as fourth. Women and the entire group ranked exploring options last while men ranked establishing personal relationships last.

The Early Adult Development of Women and Men Using Levinson's Concept of the Life Structure -- Levinson's concept of the life structure provided another perspective on women's and men's early adult development. Viewing each life story longitudinally, each participant's early adult period was identified as having one of four life structure classifications. Forty-three percent of the participants were "Life Structure Changers." Sixty-three percent of the women and 22.2 percent of the men were in this category. Almost 38 percent of the participants were "Life Structure Modifiers". Of these 26.3 percent of the women and 50 percent of the men were in this classification. "Life Structure Stabilizers" comprised 13.4 percent of all participants or 5.26 percent of the women and 22.2 percent of the men. Two persons, one woman and one man, were seen as "Constant Changers," persons who had yet to build a life structure in their early adult lives.

Graduate School Enrollment

Reasons for Enrolling -- Seventy-two percent of the participants indicated their reasons for enrolling in graduate school at MSU was for career reasons or a specific graduate program at MSU. Twenty-two



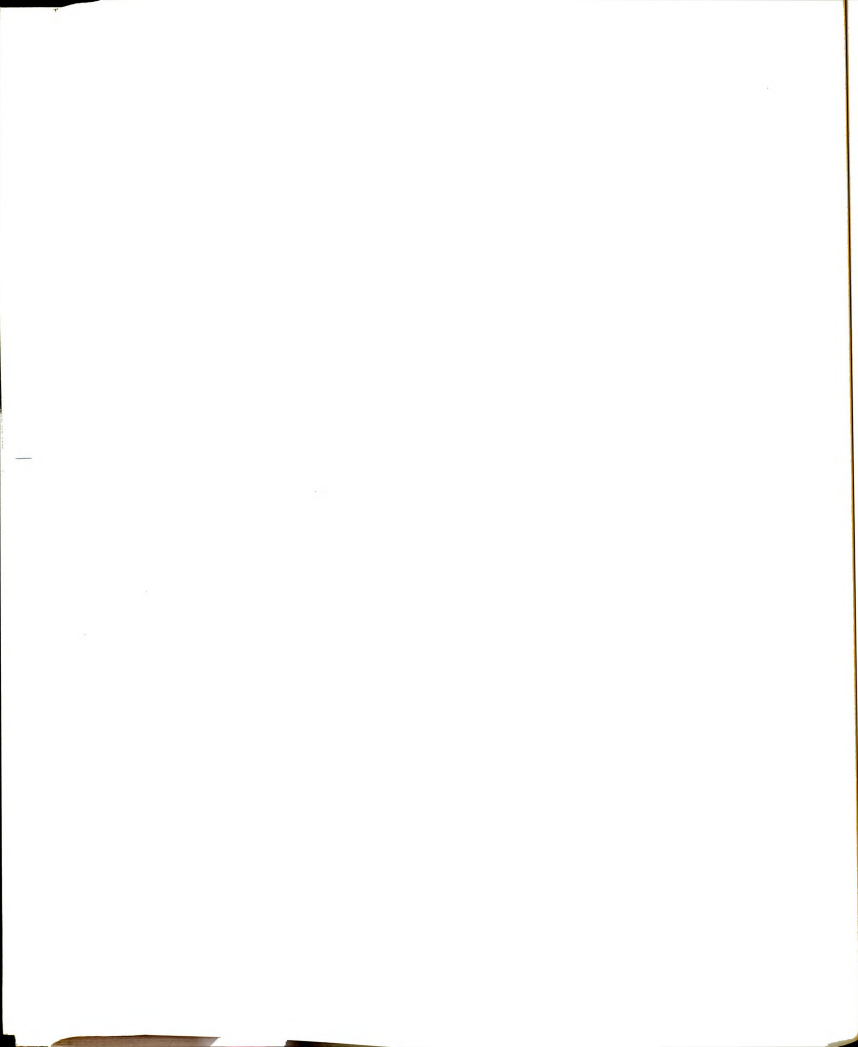
percent of the men and no women indicated they enrolled because their tuition was paid.

When asked why they enrolled now, as opposed to another time in their life, "age" accounted for most of the responses (35.13 percent) followed by career-related issues and the availability of money to study.

Catalyst to Enroll -- Ninety-four percent of the participants indicated there was a catalyst event that led to their graduate enrollment. Job dissatisfaction, job advancement, tuition being paid, a relationship change and encouragement from others were the predominant descriptions of the catalyst. Twenty-seven percent of the men and no women indicated the catalyst was that tuition was paid. Otherwise there were no noticeable differences between men's and women's catalysts.

Transition or Stability -- Sixty percent of all participants indicated they were in a period of transition or some transition in their lives now. These were evenly divided between women and men. Over 86 percent of the participants indicated they had been recently through or were on the verge of a transition in their lives. When asked to further define the situation at this point in their lives, the largest proportion of men indicated that "I feel I'm consolidating a major period of recent personal and/or professional change." The largest proportion of women indicated "I feel I'm on the verge of making a lot of changes in my life and/or work."

Graduate Enrollment Transition Status -- Those who said not much had changed recently in their lives gave career, program or "tuition paid" reasons for enrolling in graduate school.



Seventy percent of those just through a transition indicated they enrolled for career reasons. Forty-six percent of those consolidating a period of major change enrolled for reasons of the programs offered at MSU and career reasons were given by 30.7 percent of this group.

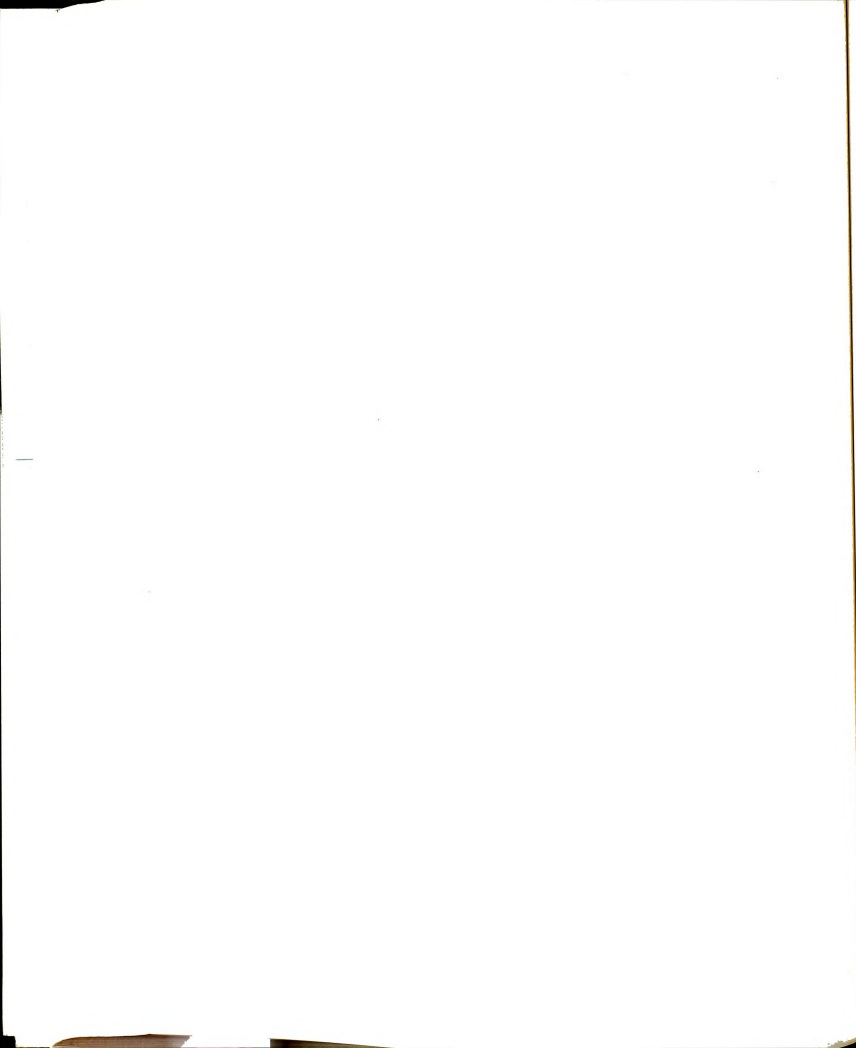
For those on the verge of transition 44.4 percent enrolled in graduate school for personal or academic development reasons. One third gave career reasons while 22 percent indicated reasons of the programs offered at MSU.

Graduate School Helpfulness in Making Change in Lives --

Sixty-four percent of the participants indicated that graduate school was very helpful or extremely helpful in making changes in their lives. Of those who indicated graduate school was very helpful or extremely helpful, 50 percent gave explanations related to building self-esteem or enhancing self-discovery. Twenty-five percent indicated graduate school was helpful by preparing them for a better job. Of those, five were men and one was a woman.

The transition status of the participant may have an influence on how helpful graduate school is perceived. Of those who said graduate school was very helpful or extremely helpful in making changes, none were from the group who said not much had changed in their lives. Ninety-two percent of those consolidating a period of recent transition say graduate school is very helpful or extremely helpful. They cite getting a better job and building self-esteem as explanations of why it is so helpful.

Eighty-five percent of those just through a transition indicated graduate school was helpful or extremely helpful, primarily for "self discovery" reasons. Over 66 percent of those on the verge of transition indicated graduate school was very helpful or extremely helpful for making changes in their lives. Half of them indicated graduate school helped build self-esteem.



CHAPTER V: SUMMARY, CONCLUSIONS IMPLICATIONS AND RECOMMENDATIONS FOR FURTHER STUDY

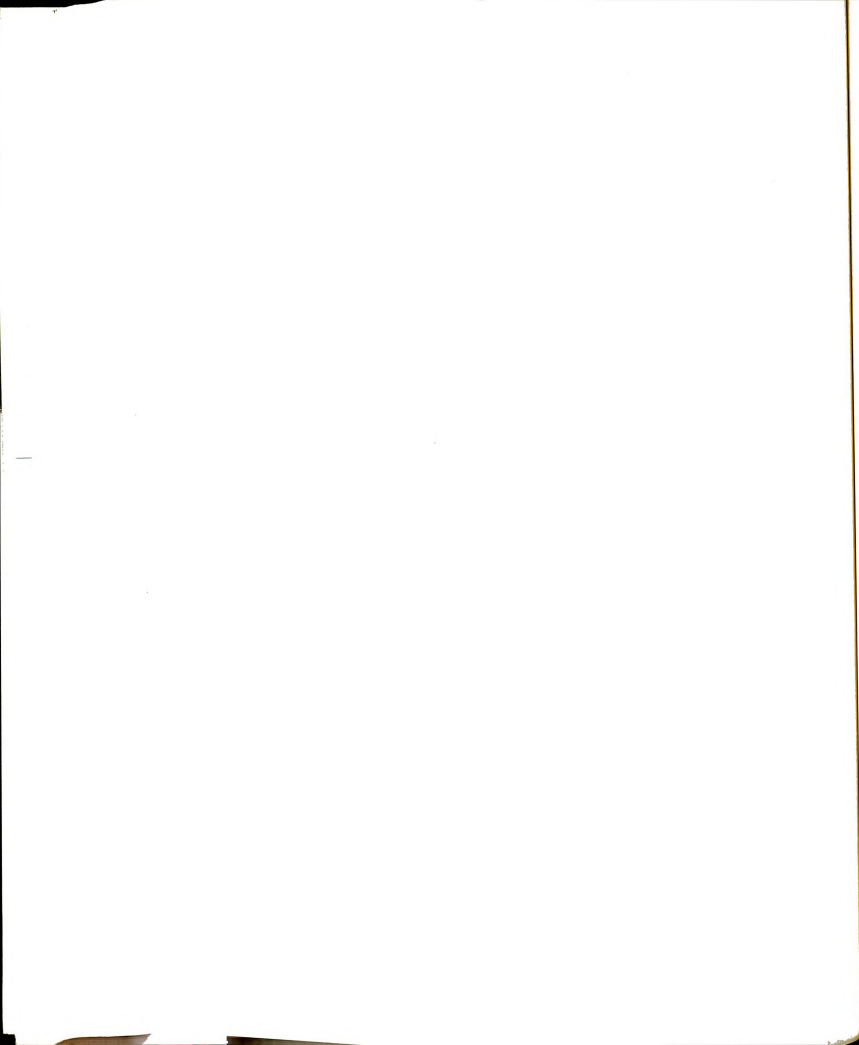
Introduction

The purpose of the study was to describe, analyze and compare the early adult development (ages 22-32) of women and men who have enrolled in graduate school during the Age Thirty Transition and investigate their motivation for enrollment.

The adult development of women and men was investigated using three developmental variables: the life dream, important life activities and the relative importance of career, relationships with others and personal development. Subjects responded retrospectively to questions regarding these variables for two time periods during the twenties (age 22 and middle twenties). Participants also responded to questions regarding these variables for the current period -- the Age Thirty Transition, ages 28-32.

The early adult development of women and men was also investigated using Daniel Levinson's concept of the life structure. The participants' written autobiographies were used as data. Each autobiography was categorized by life structure classifications and similarities and differences were noted among all participants and between women and men.

The motivation for graduate enrollment was investigated using a number of open-ended questions. Responses were categorized and analyzed for differences and similarities. Linkages were made between the transition status of each participant and his or her



stated reason for returning to graduate school and the perceived effect graduate school enrollment had in helping navigate changes in his/her life.

In this chapter, the results of the study are discussed and compared with other research findings, conclusions and implications are drawn and suggestions for further research offered.

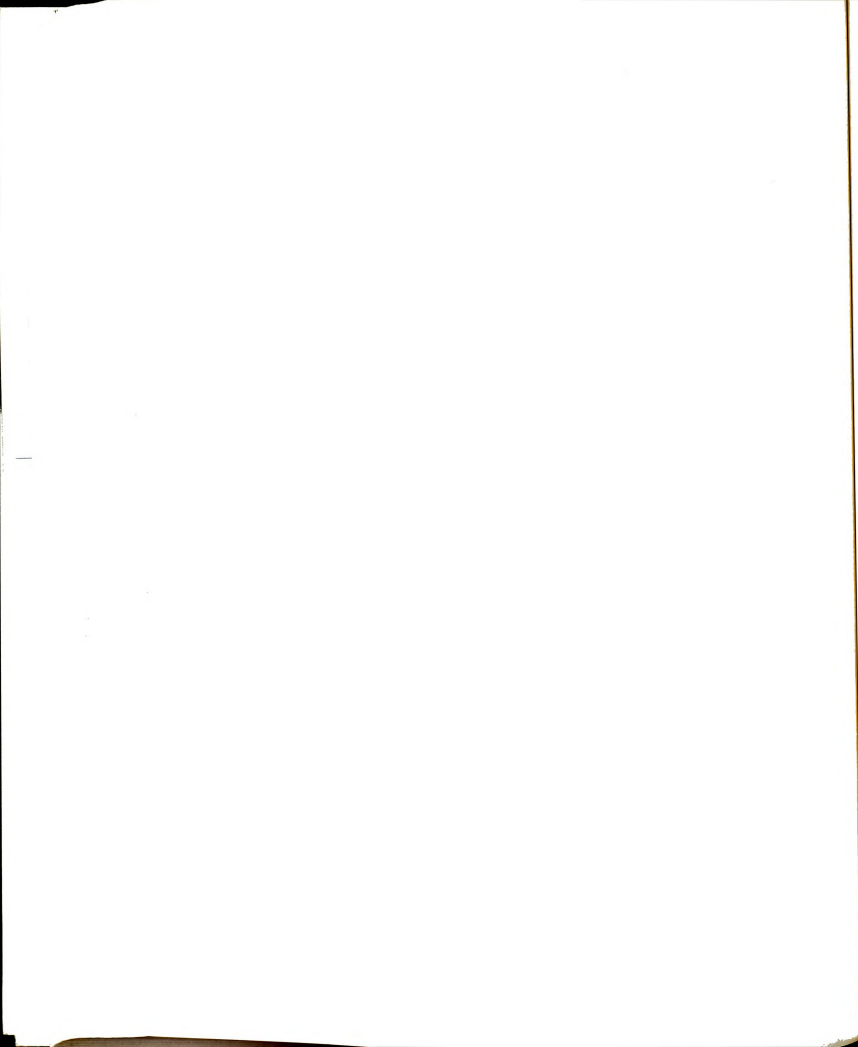
Findings and Discussion of Results

This section reviews the findings of the study based on the research questions. The findings are summarized for each of the three developmental variables, for the life structure and for motivation for graduate enrollment. A discussion section follows the findings in each of the research question areas.

The Life Dream

Levinson had identified the formation of a life dream as a central developmental task of early adulthood. The context in which the dream was described was often expressed in a career context by Levinson's men. Stewart's study of women (1977) in the early adult period enlarged the concept of life dream to include a "relational dream" for women. Although both Levinson and Stewart describe the life dream as an important component of adult development, neither has reviewed the evolution of the dream during any successive periods of adult development. This study has added to the notion of the life dream by studying it over three time periods in early adulthood.

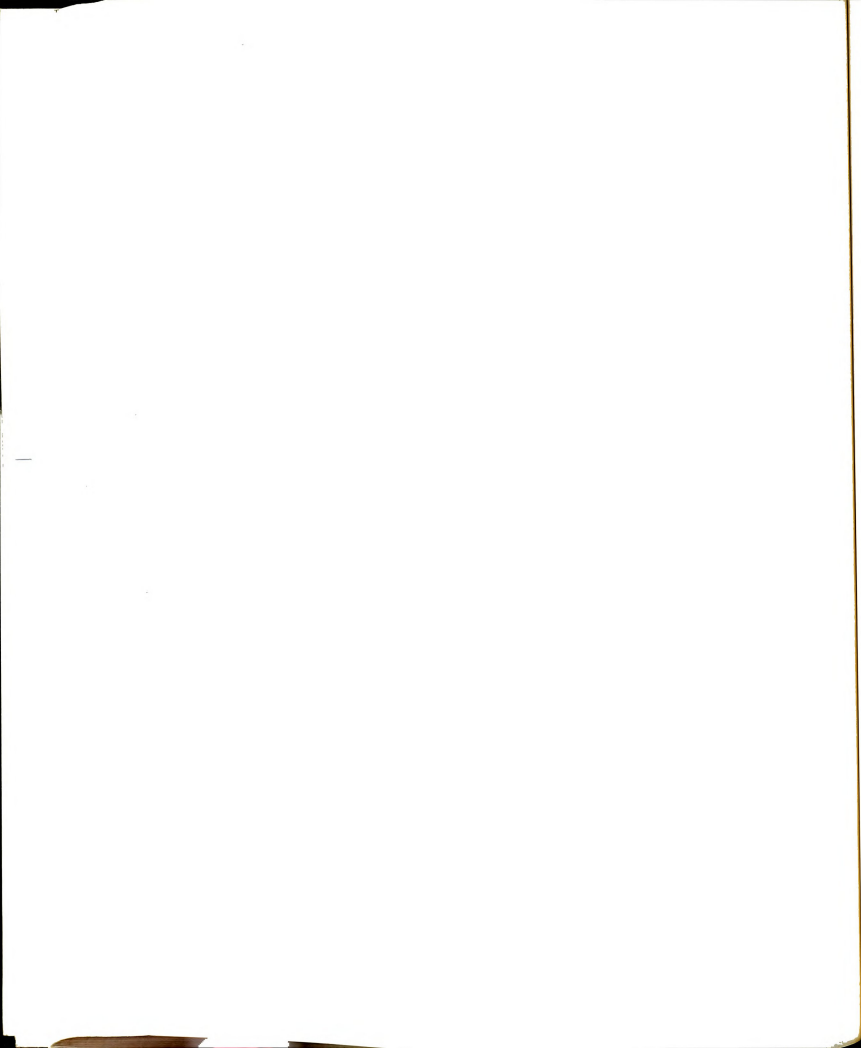
Both men and women in the study indicated they had formed a life dream during at least one period in their early adulthood. Twenty-nine of the participants had life dreams at age 22; 31 had life



dreams in the middle twenties; and 35 of the 37 had a current dream. A difference in women's and men's dreams was found at age 22 with men giving dreams in a career-context (78 percent) while more women gave descriptions that were in a multiple context (46 percent). No other major differences were found between women's and men's dream context descriptions during the middle twenties or current life period.

The contexts within which women and men described their dreams were not greatly different. This suggests less differences in men's and women's dreams than was evident in Levinson's or Stewart's studies of the life dreams of men and women respectively.

Another important finding regarding the life dreams of men and women during the early adult period is that 35 of the 37 participants either changed their age 22 dream or formed a dream later if they formed none at age 22 at the same average age -- age 26. This finding suggests that for the participants studied, an important self-assessment occurred at age 26, earlier than Levinson's proposed age period of 28-32 for the Age Thirty Transition as a time of reassessment. This finding may be reflective of the rate of change in our society, making revision or reformulation of a life dream more frequently necessary. It may also be a factor associated with the way in which young adults view their adult life course. Shanan and Kedar (1980) found in a study of 80 16-78 year old Israelis that younger subjects perceived the life span as more differentiated, divided into more periods, whereas older subjects perceived it as less differentiated (Shanan and Kedar 1980:356). Levinson's subjects were



viewing their lives retrospectively from the vantage point of age 35-45. The current group viewed their lives retrospectively from the vantage point of ages 28-32.

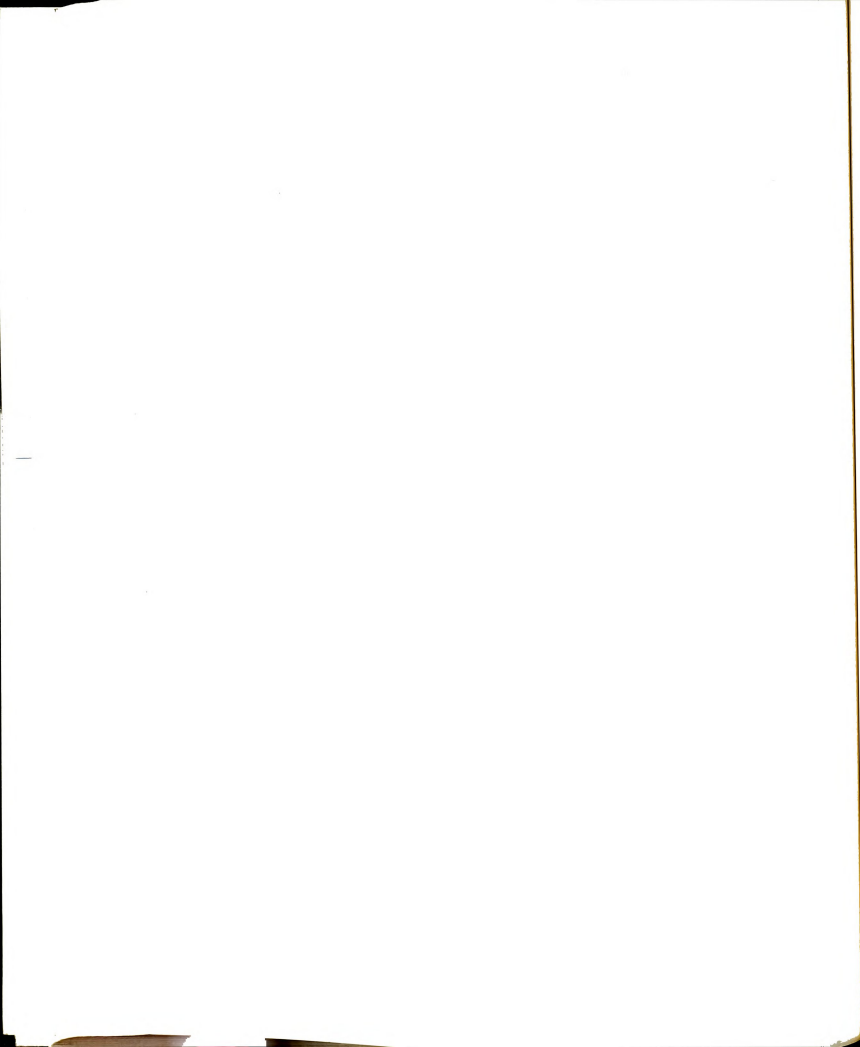
However, the change in a life dream, as a torch for lighting the way toward a future life structure, may precede the actual change of the life structure by months or years. The very preliminary findings of this study indicate that a dream change at age 26 sets up changes in the life structure a year or two later.

Important Life Activities

Earlier research on women's and men's adult development indicated that women and men may deal with different developmental tasks during the early adult period. The differences in tasks were often related to the choices made in the areas of career or family. Participants in the study were asked to rate 21 life activities drawn from the literature on the developmental tasks of early adulthood to investigate the similarities and differences in women's and men's life activities.

Both women and men reported that at age 22 establishing a love relationship with another was the most important life activity for them. This supports the literature's contention that issues of intimacy are important in the early adult period (Erikson 1952; Havigurst 1957, 1981; Gould 1972; Sheehy 1976; Levinson, 1978.) No other life activities were identified as "important" or "very important" by the group as a whole at age 22.

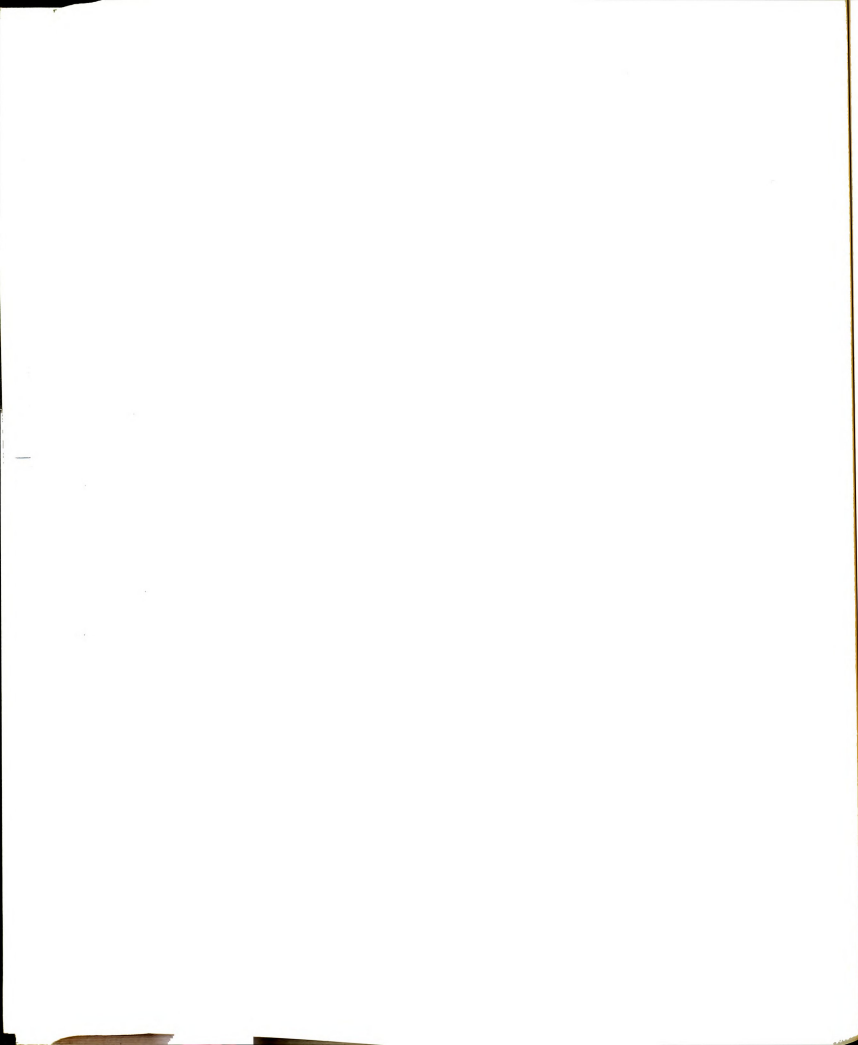
By the middle twenties, women and men rated more activities as important or very important than they did at age 22. Issues related



to career -- increasing skills and knowledge in career field as well as becoming a valued colleague -- were rated as important or very important for the group as a whole. Issues related to personal development -- continuing intellectual development and pursuing the dream -- were important to women and men alike in this period. However, women and men each rated additional life activities as important or very important that the other sex did not.

Women rated as important to them at the middle twenties "becoming my own person," "establishing a network of close friends," and "maintaining close ties with my family of origin." Women also rated providing an income as important at this life period. Men rated certain career-related issues as important or very important that women as a group did not: increasing career skills, becoming a valued colleague, finding an occupational direction, starting a career and exploring a variety of career options. Personal identity, friends and family became increasingly important for women in their middle twenties while career issues became increasingly important for men.

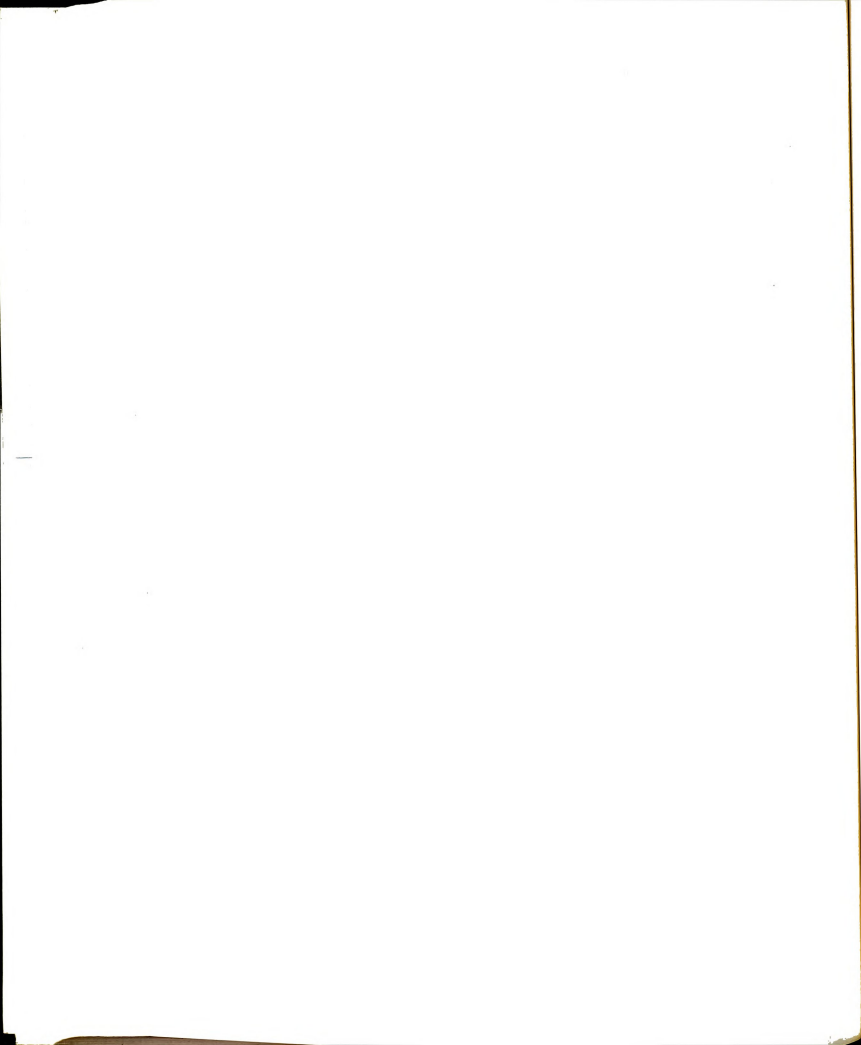
At the current period women and men share ten of thirteen activities rated as important by the group as a whole. The number of life activities rated as important increase over time. This finding suggests that women and men in the study value and participate in more activities as they age, indicating the development of amore balanced and varied lifestyle pattern. The "individuation" process, the psychic balancing and growth process that occurs during adulthood, may occur begin earlier than the midlife period Jung had originally posited.



Men and women rate making deeper commitments to their work, becoming a valued colleague, increasing career skills, providing an income and finding an occupational direction as important at the current period. All but the last activity supports Levinson's and Havighurst's descriptions of the developmental tasks of the late twenties. Many of the participants have made choices and are developing deeper commitments through consolidation in those areas during their current life period.

In the personal development category, women and men both rate continuing their intellectual development, pursuing their own dream and committing themselves to a philosophy of life as important. It seems logical that graduate students would rate their intellectual development as important. This particular group strongly agrees that pursuing their own dream is important, supporting Levinson's contention that pursuing the dream is an important developmental task of early adulthood. However, "committing myself to a philosophy of life," a developmental task often associated with late adolescence (Perry 1970; Kohlberg 1969; Chickering 1981), is an increasingly important issue for the participants during the Age Thirty Transition. This finding suggests that after a period of search and experience, participants feel it important to commit themselves to a philosophy of life, a way by which to lead their lives.

At the current time women and men list additional life activities that the other sex did not mention as "important." Women rate "becoming my own person" and "establishing a network of supportive



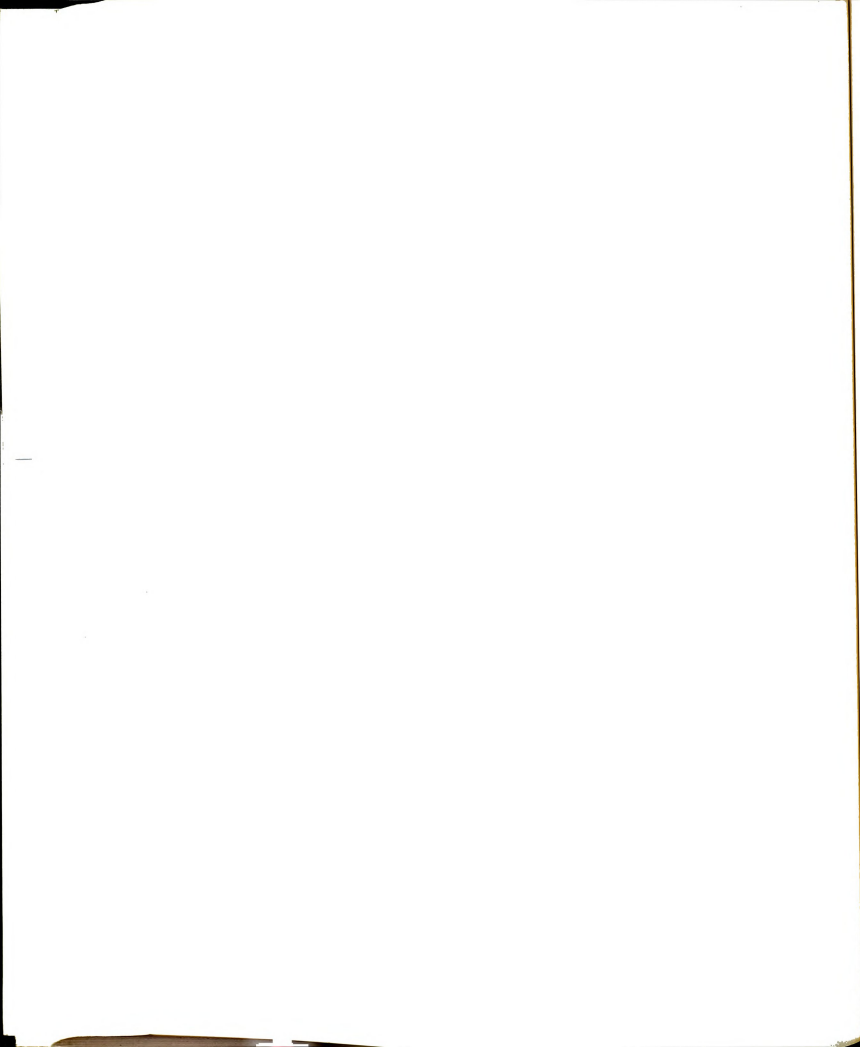
friends" again as important, as they did as a group in the middle twenties.

The life activity "becoming my own person" taps the separation and identity issues of early adult development. Although the phrase itself comes from Levinson's work on men, describing the developmental task of separating from the mentor in the late thirties, the phrase seems to take on a different meaning for the participant group in this study.

Identity formation in late adolescence was a crucial developmental task identified by Erikson. In separating from the family of origin, a young man in Erikson's scheme forms his own identity, he "becomes his own person." Since many women move from a dependent relationship on parents to a dependent relationship on spouse/lover in early adulthood (Douvan and Adelson 1966; Bernard 1975; Lowenthal 1975; Angrist 1975; Gilligan 1977), the formation of an identity occurs often ten years later for women than it does for men (Sales 1978; Gilligan 1977, 1979, 1981).

The increasing importance of "becoming my own person" in the middle twenties and into the Age Thirty Transition for women indicates that they might follow a different developmental agenda than Erikson posited based on a male sample.

"Becoming my own person" appears linked with another life activity that was rated as important by women but not by men in the middle twenties and the current period: "establishing a network of supportive friends." Perhaps as women begin to formulate concepts of themselves apart from their relationships with spouses or lovers or

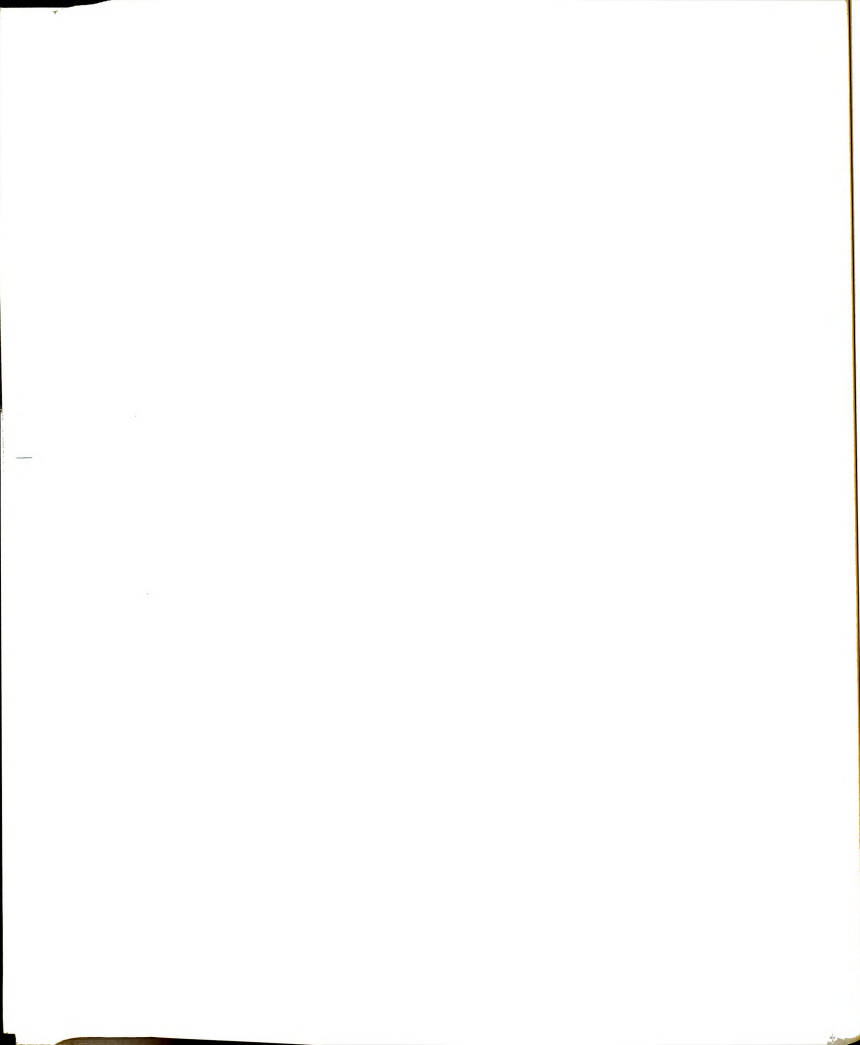


bosses, they often form supportive relationships with others, primarily women, to support this individual quest. Mezirow's (1978) comments about women's re-entry groups stressed the importance for women returning to school of identification of individual goals within a supportive atmosphere with other women seekers for women returning to school. This identity-search aided by a network of supportive friends seems to be an issue men do not share in the middle and late twenties.

The lack of men in this study citing "establishing a network of supportive friends" as important echoes Levinson's findings of the men in his study. He writes that "In our interviews, friendship was largely noticeable by its absence. As a tentative generalization, we would say that close friendships with a man or woman in rarely experienced by American men" (Levinson 1978:335). Levinson suggests that "we need to understand why friendship is so rare, and what consequences this deprivation has for adult life."

Men during the Age Thirty Transition report two life activities as important or very important that women do not rate as important or very important. "Enhancing my relationship with my mate" and "establishing a love relationship with another" are important to them during the Age Thirty Transition. The inclusion of the relationship domain into men's important life activities represents a change from the middle twenties.

Women do not cite relationships with spouses or lovers as important at either the middle twenties period or during the Age Thirty Transition. Earlier studies of women's lives indicated that

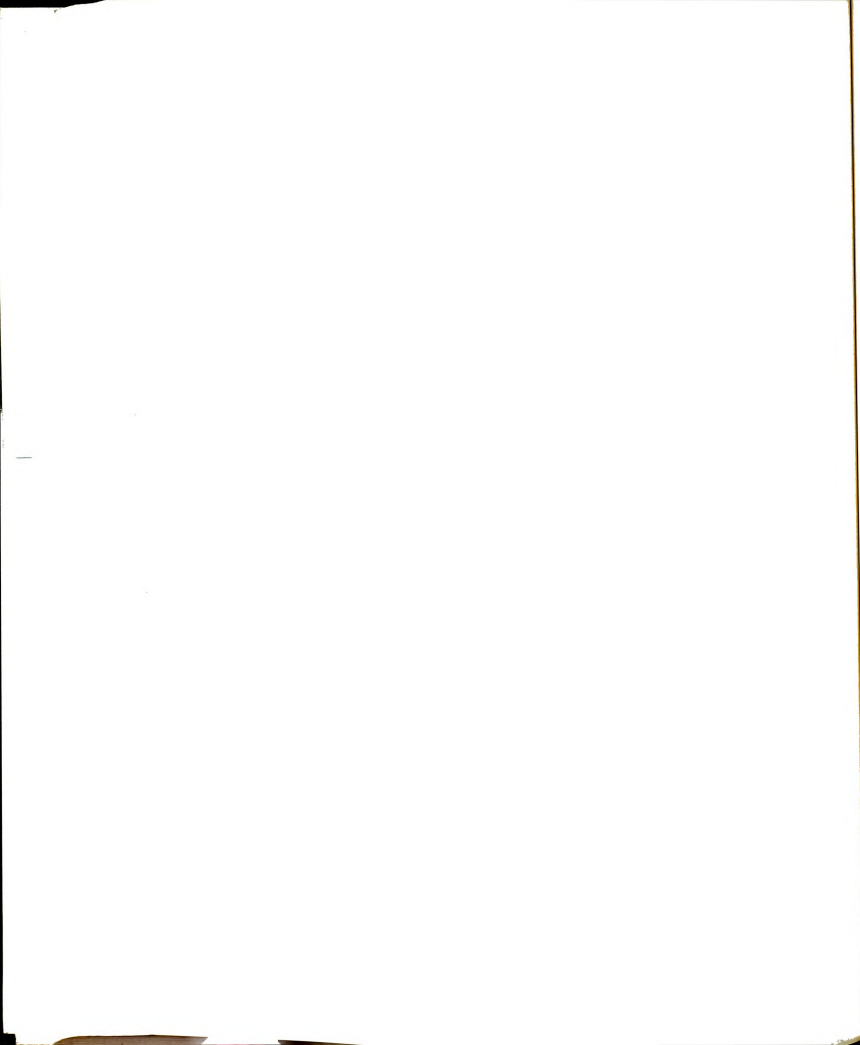


interpersonal love relationships with a mate were very important for women in the early adult period, although issues of personal identity began to surface at around age 30 (Sheehy 1976; Stewart 1977; Sales 1978). For the women in this study, intimacy issues with mates were noticeably missing as issues of identity-formation and non-marital friendship relationships were increasing. It appears that during a time when identity is being built, women are not as highly concerned about interpersonal dyadic love relationships with men, perhaps because of "boundary" issues. At present this is only a supposition.

Relative Importance of Career, Relationship with Others and Personal Development

The literature on gender differences in early adulthood indicated there were differences between men's and women's life activities, with women pursuing more affiliative roles and activities while men pursued more agentic roles. A shift from affiliative to personal development issues occurred for many women studied at age 30 (Sheehy 1976; Stewart 1977; Sales 1978). Participants were asked to rank order the importance of the categories of career, relationships with others, and personal development in order to investigate any differences between women's and men's ranking and detect any shift that may occur during the Age Thirty Transition for those rankings.

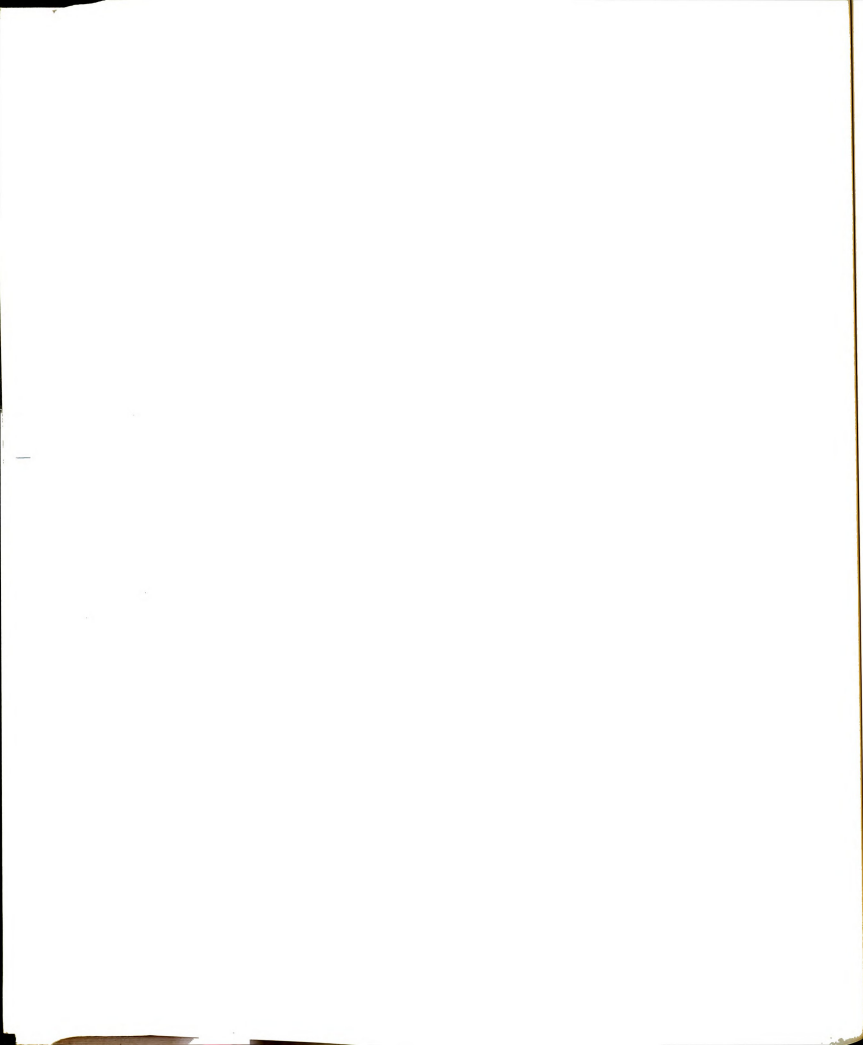
The study showed that for women and men, the issues of personal development was first in importance both at the Age 22 period and during the current Age Thirty Transition. Therefore, no differences were found between women and men and no shift in this first priority item occurred.



However, at age 22, women ranked establishing a close interpersonal love relationship as second in importance while men ranked career as second in relative importance. This difference is a dim reflection of earlier sex differences in affiliation and agency-related domains but does not reflect as strong a difference as was expected.

At the current period, marriage and career rank equally as second in importance for both women and men. The relative equal rank given to marriage and family and career by all participants suggests that all domains of adult life have equal importance to the men and women in this study. This finding may be due to the increase in life experience over time causing participants to see themselves in a variety of expanding contexts. It also may reflect a change from a more sex-role dominated early adult/late adolescent perspective to a more "androgynous" perspective for men and women in their later twenties and early thirties. This may in part be due to the influence of cultural changes during the early 1970s when many in this group were in early adulthood (Sheehy 1979).

The importance of personal development for women throughout their twenties and at the current period reflects Phillips' 1977 study of female doctoral students ages 25-33. She found that women doctoral students possess a non-traditional sex role orientation which included being oriented internally for validation and placing a higher priority on self-actualization than on affiliative needs. Galler's 1977 study found that none of the graduate student women in her study saw themselves as more family than self-oriented.

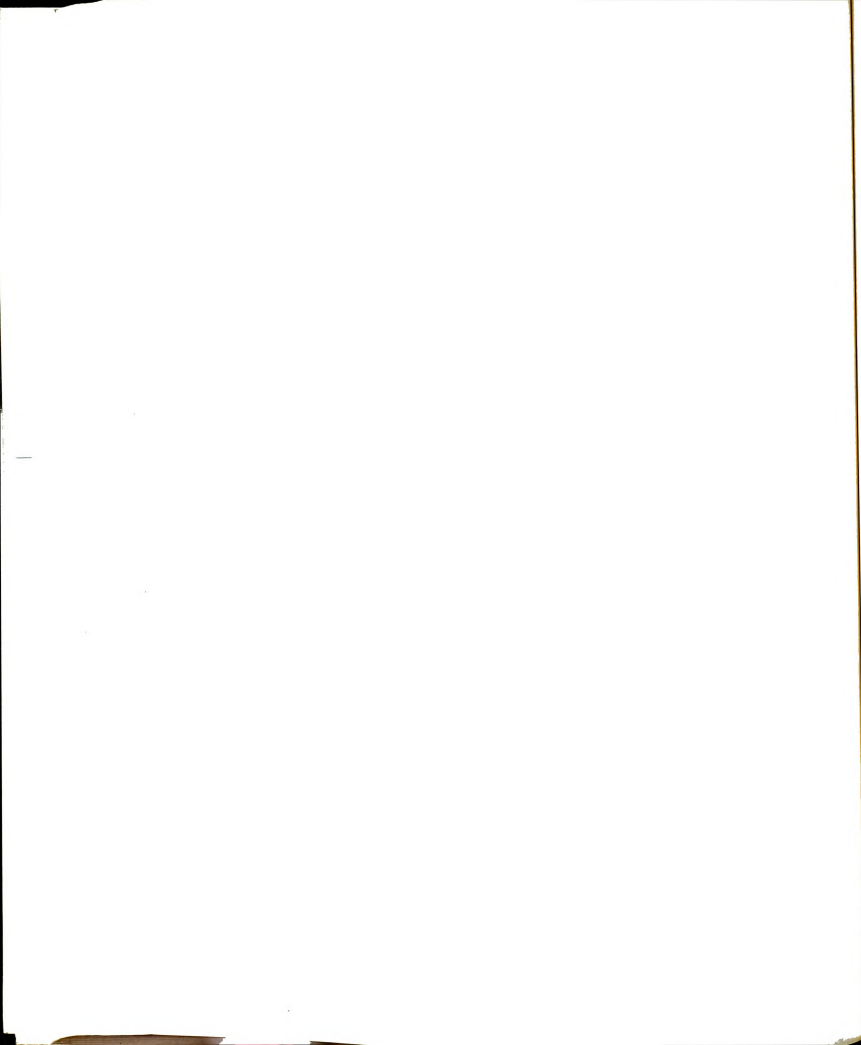


The finding that personal development is most important to women and men throughout their early adult period suggests that for this group of young adult graduate students, personal development is perceived as more influential than career or personal relationships. Popular writers have dubbed the Baby Boom generation as the "Me generation." Perhaps it is more accurate to say that issues of love and work are not the only issues of importance to women and men in early adulthood.

Levinson's Concept of the Life Structure

Levinson's concept of the life structure provided another perspective on women's and men's early adult development. While no striking gender differences were found using the developmental variables of life dream, activities and relative importance of career, relationships and personal development, there did appear a striking difference in women's and men's lives when using the concept of the life structure for analysis.

The autobiographies of participants were read to investigate the entire period of the twenties in terms of the life structure. Four life structure patterns were identified and persons accordingly classified as Life Structure Changers, Life Structure Modifiers, Life Structure Stabilizers and Constant Changers. Although 81 percent of the participants in the study did change their life structures markedly or slightly during the early adult period, women more than men altered their life structure significantly (64 percent of the women compared to 22 percent of the men). Men more than women modified their life structure (50 percent of the men and 26.3 percent

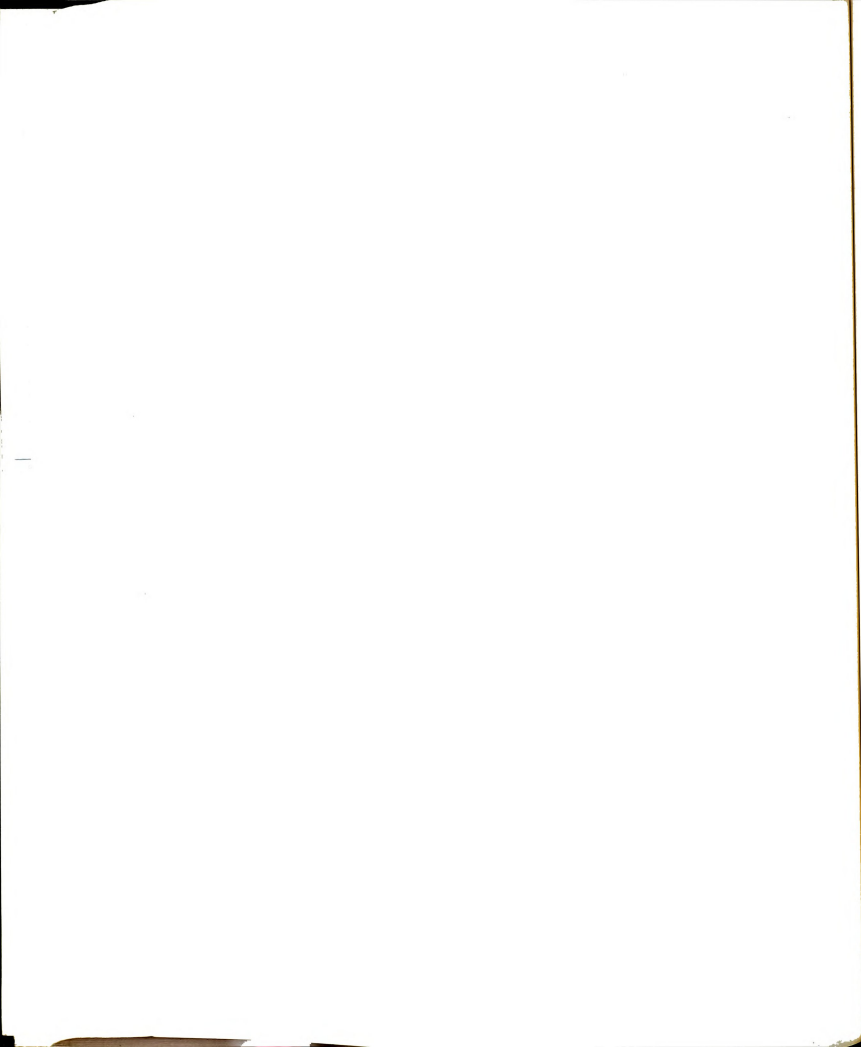


of the women). Men more than women were Life Structure Stabilizers (22 percent compared to 5 percent). Two persons, one woman and one man, were Constant Changers.

Women's lives seemed to undergo a much more radical shift during the early adult period. Those who formed a relationship early in their twenties and ended the relationship tended to look at their new lives as a "rebirth" of individual potential. Those who had been career or self-directed during their twenties, when married later, shifted toward a life pattern that placed their spouse or children at the center of the structure. This finding suggests that combining both marriage and career is still a problematic issue in women's early adult development. Marriage or career seem to be addressed sequentially, not concurrently, during the early adult period for women Life Structure Changers in the study.

For men, it appears to be a different story. Over fifty percent of the men are Life Structure Modifiers. They formed an early adult life structure and changed parts of it, either in their career or relationships, but they maintained a constant in one or the other areas. A man changing careers still had his wife or lover; a man newly married kept his same occupation. A man newly a father kept his same occupation. Roles were added to the life structure, not completely disregarded or neglected as shown in many of the women's lives.

At some fundamental level this appears to indicate that women's adult development patterns may still be perceived as being "either/or" during early adulthood. Changes in the central life component seemed



to completely change the focus in their lives and brought about a life structure change. Men, socialized to take on both roles of spouse and worker, did not perceive such a major shift in their life structure when they took on other concurrent roles.

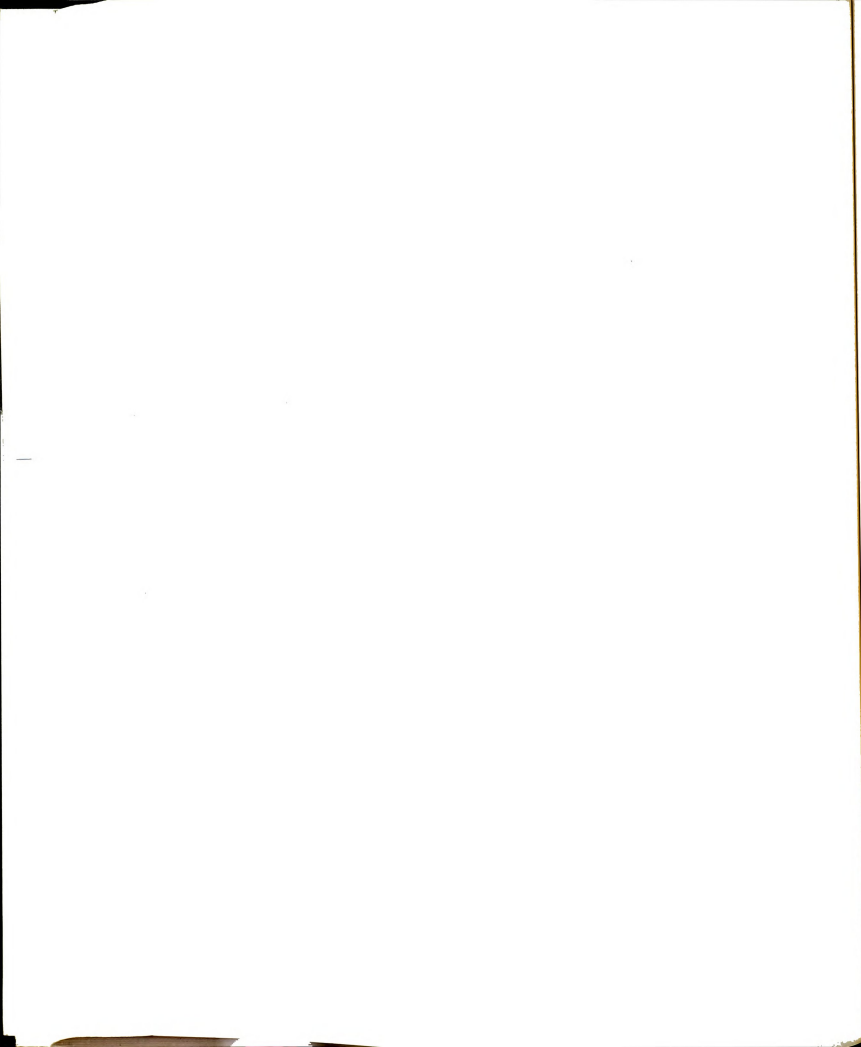
More men than women were life structure stabilizers. It might be that the changing social roles for women has made it less likely that they would maintain a constant life structure.

Sheehy and Levinson found in their studies that a small percentage were "transients," those who had not formed a stable life structure by their early thirties. Their findings are reflected in the current study's "Constant Changers."

Motivation for Graduate Enrollment

The relationship between adult development and adult participation in higher education is a growing area of interest among adult educators. This study investigated linkages between motivation for enrollment in graduate school by participants during the Age Thirty Transition and adult development concepts. Through a series of open-ended questions, the motivation for enrollment was investigated. The linkages between the "transition status" of a participant and his/her reasons for enrolling were investigated as well as the perceived benefits of graduate enrollment to help negotiate change in a participant's life.

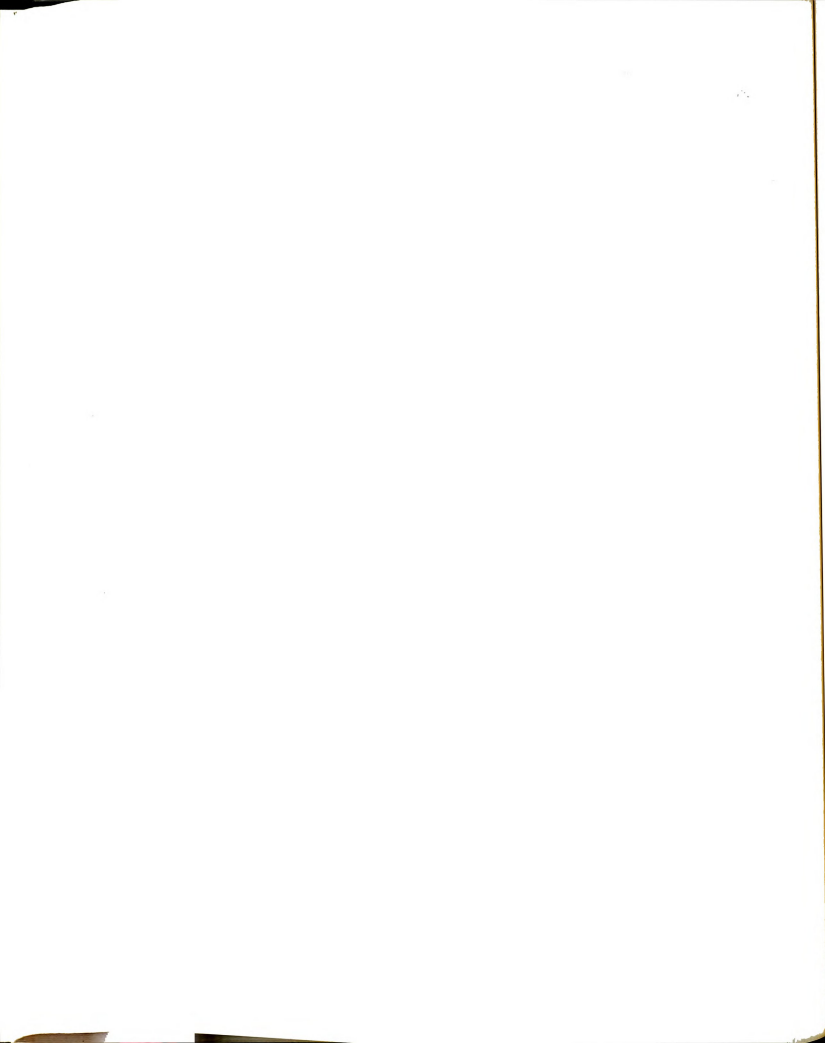
Seventy-two percent of the participants indicated their reasons for enrolling in graduate school at MSU were career-related or linked to a specific graduate program offered at MSU. The finding that career reasons were important for enrolling in graduate school



supports Pelowski's (1981) findings. Aslanian and Brikell's study of adults' return to education indicated that women and men return because of transitions in their lives and men more than women say the transition was in the area of career, women in the area of relationship. No such stark gender difference was found in this study.

The sense of timing -- "it's now or never" --typified participants' responses to the question of why they enrolled in graduate school now. This supports Weathersby's findings that age and the sense of a "social clock" precipitated many adults to return to education. Other responses given by the participants in this study indicated career-related issues or the availability of money to study made it important to enroll now. No significant differences between men and women were found.

Thirty-five of the 37 participants indicated there was a catalyst event that led to their graduate enrollment. This supports Aslanian and Brikell's (1980) assertion that adults continue their education because of specific trigger events. In their study these triggers are either related to career or relationship changes. For the participants in this study, five categories of catalysts were found: job dissatisfaction, job advancement, tuition being paid, a relationship changed, or one was encouraged by others to enroll. Twenty-seven percent of the men and no women indicated "tuition paid" as a catalyst to attend. With this exception, no significant differences between men and women on catalyst events were found. This



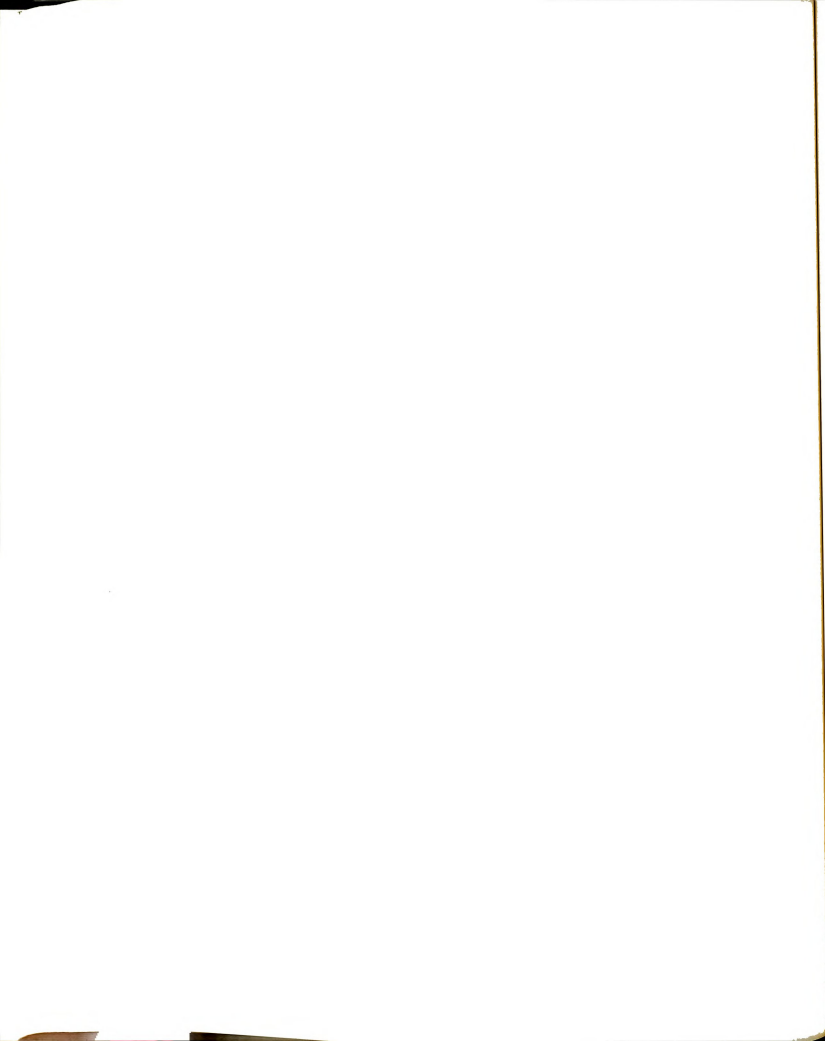
finding is different from Pelowski's findings that for women more than men, the catalyst to enroll was a relationship change in their lives.

Sixty percent of all participants indicated they were in a period of transition or some transition in their lives now. Men and women were equally distributed in their responses. Weathersby found that 86.7 percent of those in the age Thirty Transition were in a period of transition. Over 80 percent of the respondents in Aslanian and Brikell's study indicated they were in a period of transition when they pursued some form of continuing education. The lesser degree of transition in the current study reflects the different populations studied. Weathersby's group were adults returning to a non-traditional undergraduate degree program; Aslanian and Brikell's adult learners were engaged in a variety of learning activities, not necessarily formal educational degree programs. Perhaps the more "non-traditional" the educational option, the more likely the participants are people who see themselves in transition.

In order to further investigate the "transition status" of each of the participants, a question was asked to define the status of stability or transition in their lives. The categories of transition status were taken from Weathersby's study. They included the following options for participants to mark:

Not much has changed for men in the last several years

I'm in a stable situation with respect to my life and work



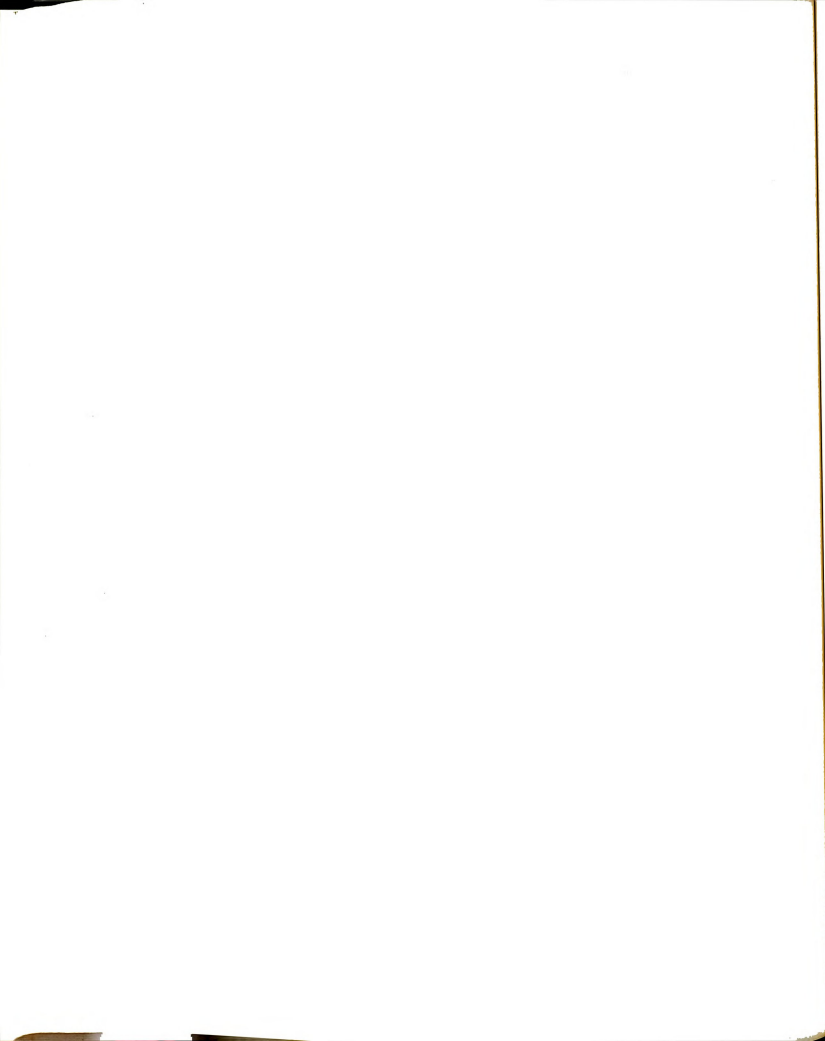
I've just come through a huge transition period in my life and work

I feel I'm consolidating a major period of personal and/or professional change

I feel I'm on the verge of making a lot of changes in my life and/or work

Thirty-five percent of the participants indicated that they were "consolidating change," while 27 percent said they had just been through a transition. Twenty-four percent of the participants indicated they were on the verge of change and 13.5 percent said that not much had changed for them in the last several years. More men than women were consolidating change; more women than men were on the verge of a transition. Equal numbers had "just been through a transition" and two women and 3 men reported that not much had changed for them in the last several years.

In Weathersby's study for those in the Age Thirty Transition, 31 percent indicated they were on the verge of change, 26 percent "just through a transition" and 19 percent consolidating change. None of the subjects in her study who were in the Age Thirty Transition reported that not much had changed. Therefore, in her study, 45 percent of the participants had experienced a transition in the recent past compared to 62 percent in this study. Perhaps those who enrolled in the Goddard Program were more likely to be ready to make changes in their lives and chose a non-traditional bachelor's degree program as a way to negotiate the change. The participants in graduate education however, return to school after a major transition has occurred.

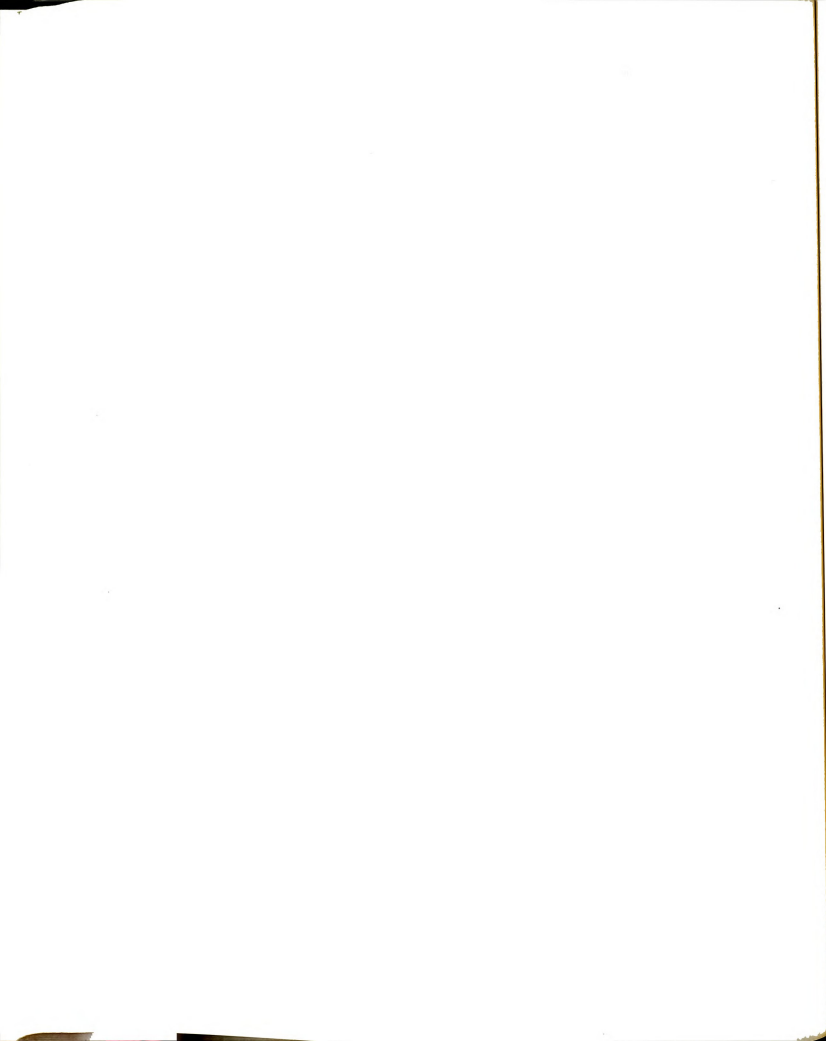


To further investigate the relationship between "transition status" and enrollment, the enrollment reasons given by persons in each of the transition status categories were analyzed.

Those who had not experienced much change in recent years enrolled for career-related reasons, the program at MSU or because their tuition was paid. The majority of those just through a transition enrolled for career reasons. Almost half of those consolidating a period of change enrolled because of a specific program at MSU while another 30.7 percent of this group enrolled for career reasons. For those on the verge of transition, 44 percent enrolled for personal or academic development reasons while the remaining gave career reasons and the programs offered at MSU.

It appears that for those recently through a change, the motivation for enrollment is different from those on the verge of change. Graduate enrollment is linked to career reasons or a specific degree program at MSU to complete the change begun before graduate enrollment. For those on the verge of a transition, academic and personal development was the motivation for enrollment, perhaps in preparation for the upcoming change.

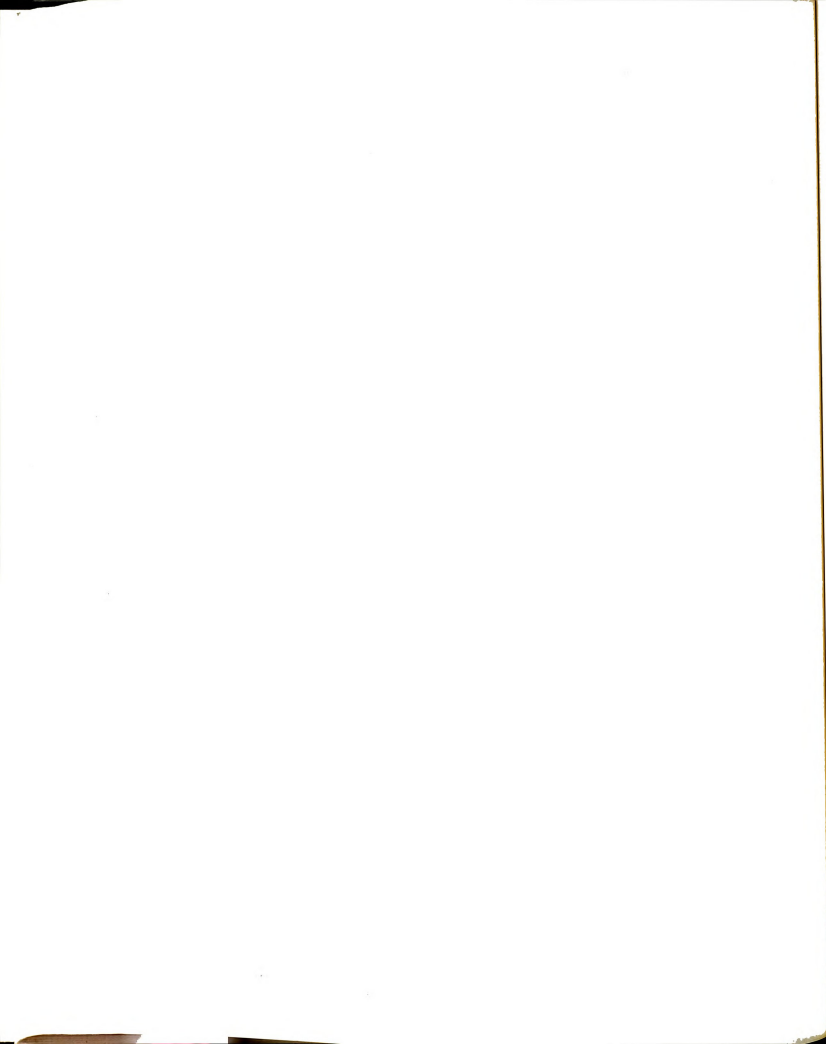
Participants were also asked to indicate whether graduate school was helpful in making changes in their lives. Over 64 percent indicated that it was. Of these, 77.8 percent of the men indicated graduate school was very helpful or extremely helpful in making changes. More than 52 percent of the women gave this response.



In order to find the exact nature of the perceived benefits from graduate enrollment, participants were asked to explain how graduate school is helpful. Twenty-five percent of the group indicated graduate school was helpful in getting a better job; of these, 35.7 percent of the men and 10 percent of the women gave this response. Over twenty-nine percent indicated graduate school helped by building self-esteem. This represented 40 percent of the women and 21 percent of the men. Almost 21 percent of the group gave reasons related to "self-discovery" for graduate school's benefit, with men and women equally represented. The remainder gave reasons associated with career and social life as well as intellectual stimulation and the graduate school lifestyle as benefits of graduate school.

The transition status of the participant may have an influence on how helpful graduate school is perceived. Of those who said graduate school was very helpful or extremely helpful, none were from the group that indicated not much had changed in their lives. Eighty-five percent of those consolidating a period of recent transition said graduate school is extremely helpful or very helpful in making a change. They cite getting a better job and building self-esteem as explanations why it is so helpful.

Seventy percent of those just through a transition indicated graduate school was helpful or extremely helpful, primarily for "self discovery" reasons. Over 66 percent of those on the verge of transition indicated graduate school was helpful for making change in their lives. Half of them indicated graduate school helped build self-esteem.

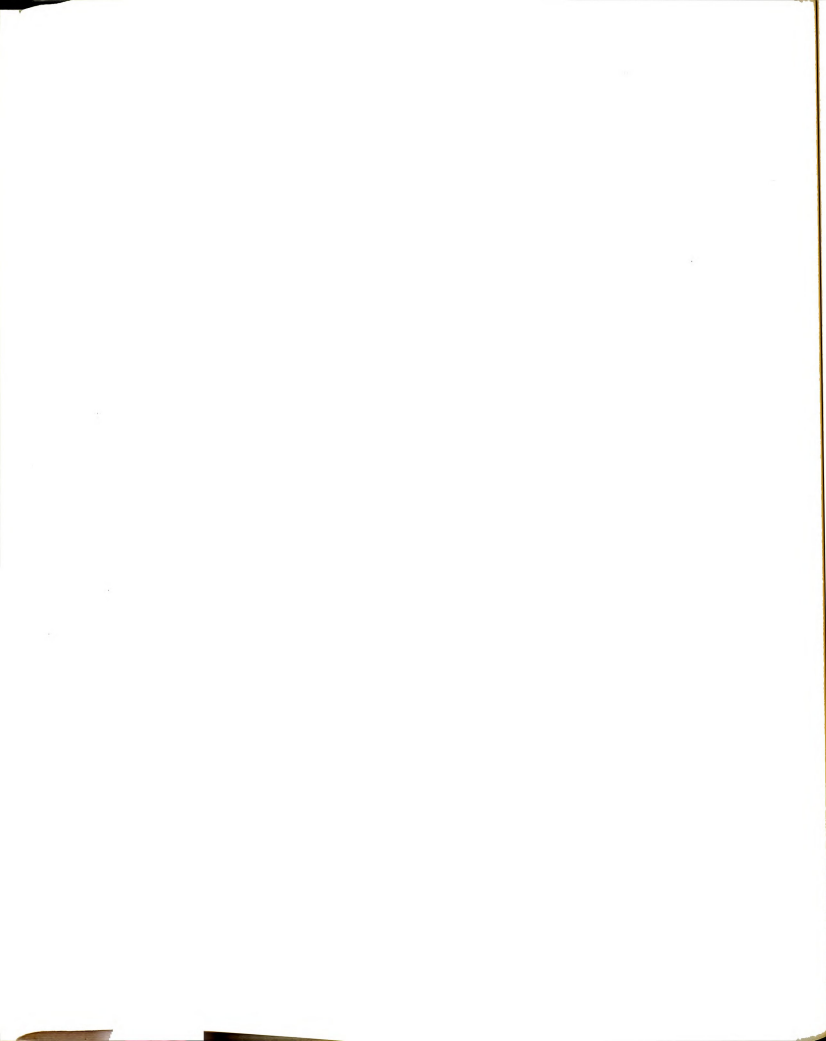


Pelowski has written that for most of the participants in her study, the change in work and relationships had already occurred and graduate school has been chosen as a means for effecting the change. She found that other graduate students in her study saw graduate school as a place and a process through which they expected to discover new life styles or unexplored aspects of themselves. This study supports Pelowski's findings. For most of the participants, a change has already occurred in their lives and graduate enrollment was perceived as a way for effecting the change. For those who are on the verge of change, graduate school is a place where they can develop personal and academic capacities while they are building self-esteem.

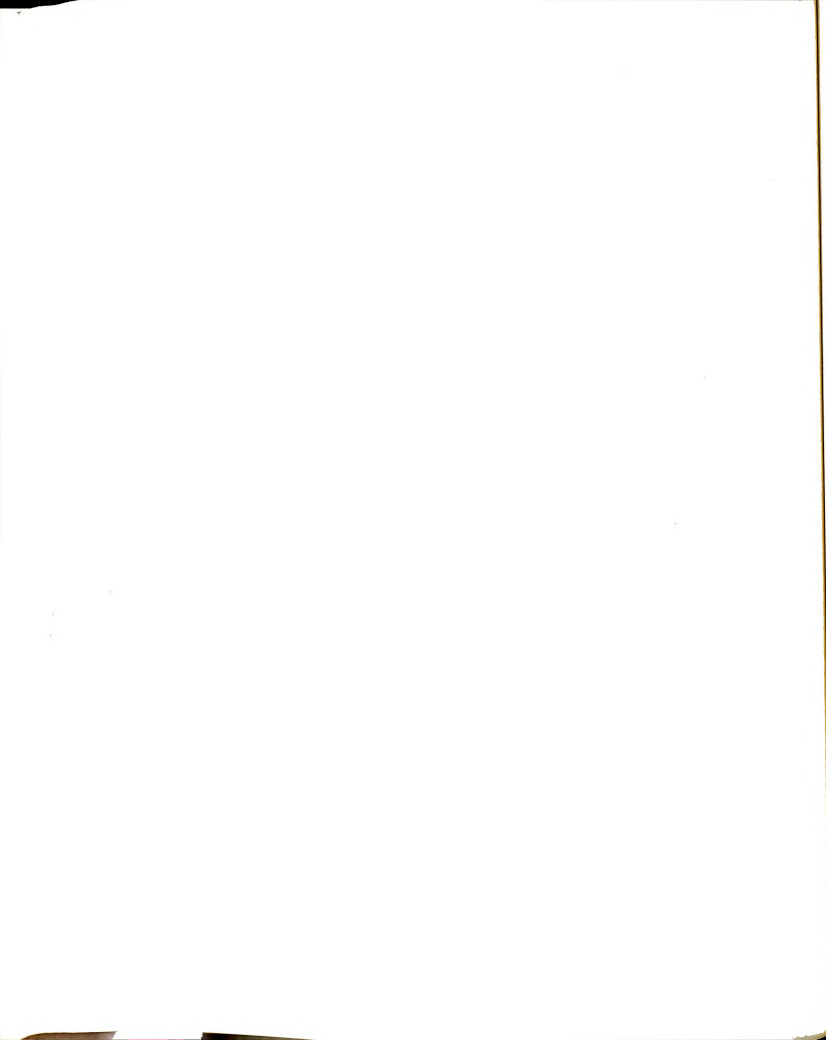
Conclusions

Having presented a summary and discussion of the findings, Chapter V continues with conclusions drawn from the study.

1. Women and men are more similar than different during early adulthood in terms of their life dreams and in their rankings of the relative importance of career, relationships with others and personal development. The one exception is that at age of 22 significantly more men than women describe their life dreams in a career context.
2. Women and men both rate certain life activities as important throughout early adulthood. These similar developmental tasks are related to career issues as well as to issues of continuing their intellectual development and pursuing their own dream.



3. Women and men, however, rate different life activities as important during the middle twenties and during the Age Thirty Transition that the other sex did not rate as important. A differential pattern in women's and men's lives during early intimacy are suggested by the findings. Men and women both rate establishing a love relationship as important at age 22. Thereafter women seem more concerned with issues of becoming their own person while men, after a period of career-focus, become more concerned again with intimacy issues during the Age Thirty Transition.
4. More women than men are life structure changers; more men than women are life structure modifiers and life structure stabilizers. Women appear to perceive their roles as spouse/lover or independent woman/worker as significantly separate that change in one role led to a radical reordering of the life structure around the new role. Men added roles to their life structure without radically changing their earlier life structure.
5. Women and men do not differ significantly in their reasons for enrolling in graduate school. However, only men indicated their enrollment was due to their employer's financial support.
6. Women and men alike enroll in graduate school at this time in their lives for reasons related to their age.

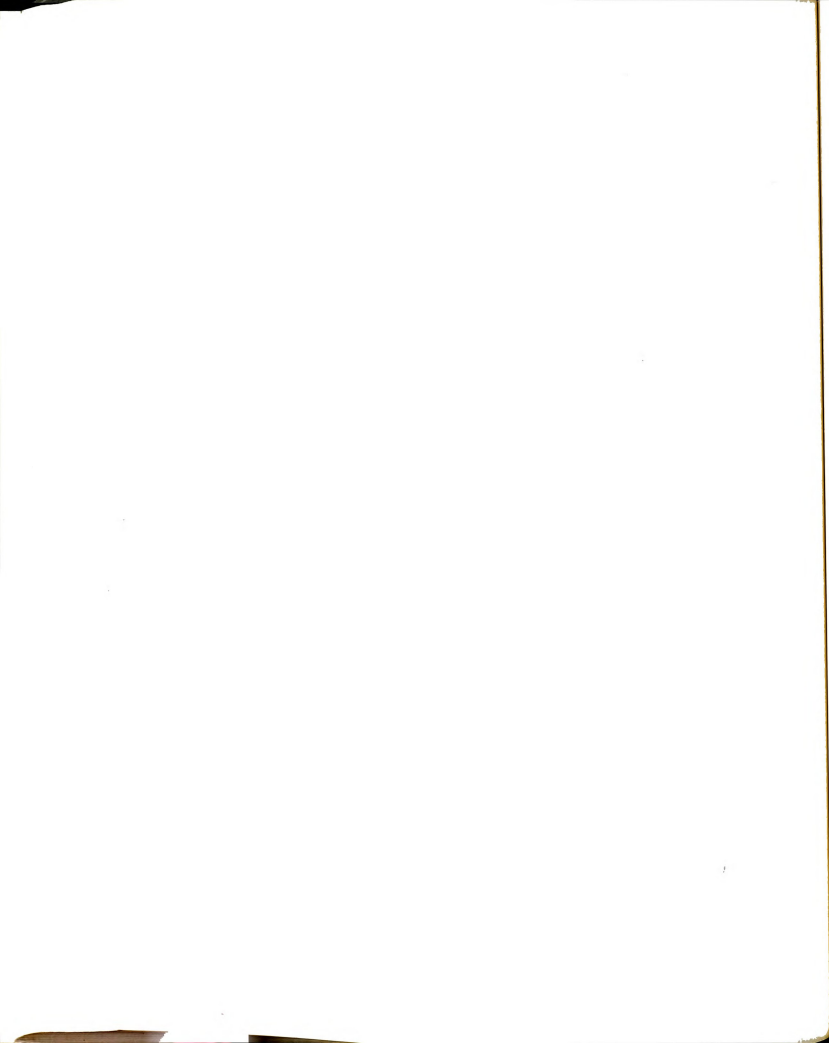


7. Women and men enroll in graduate school because of a specific trigger event. Catalysts for enrolling related to job advancement, job dissatisfaction, a change in a relationship or encouragement from others. Only men indicated that an employer's offer to pay tuition stimulated enrollment.
8. The majority of participants have just been through a major transition in their lives, and graduate enrollment was seen as a way to consolidate those changes either by increasing the likelihood of a better job, enhancing self-discovery or building self-esteem. Those on the verge of a change saw graduate enrollment as a way to develop personal or academic capabilities and to build self-esteem.
9. Men more than women perceive graduate school as helpful in negotiating changes in their lives, primarily for reasons of attaining a better job or enhancing self-discovery.

IMPLICATIONS OF THE FINDINGS

The sex role stereotyping of women and men so apparent in the generation studied by Levinson (1978; men) and Rubin (1980; women) seems to be subsiding considerably for the current generation of young adults ages 28 to 32 studied in this project. The life dreams of both women and men contain multiple contexts or ways of envisioning one's self in the future. Personal development is a key and persistent goal for these persons while career and relationships also play an important, although secondary, role in their lives.

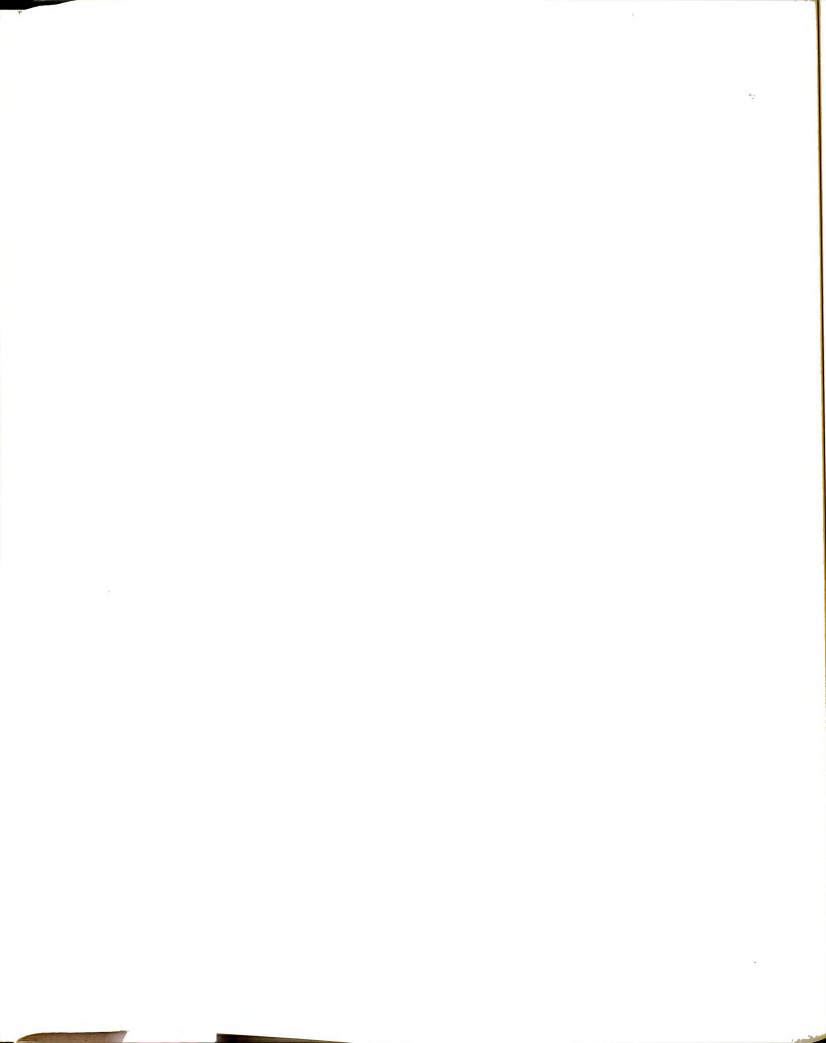
The group of graduate student women and men in this study may be "trend setters," those who are in position of high visibility and set



trends because they are viewed as leaders. As the present and future policy makers in the society, these persons, because they are more androgynous and share traits often solely the province of one sex, may significantly affect the values and objectives of the society.

The large majority of the women and men in the study are not parents. The delay of parenting may be a reflection of the sociological factors which affected the participants' early adult lives, primarily the women's movement and the accessibility of birth control. Although the issue of parenting is becoming increasingly important during the Age Thirty Transition, especially for men in the study, the fact that well-educated women are either delaying or limiting the number of children they have has direct implications for public policy in the next century. Thirty seven million members of the Baby Boom generation will be in retirement in the next century and if the trend continues of fewer children born to this group, there will be fewer younger people to support more older people. Since well-educated couples especially are having few if any children, the wages earned by the next generation may not be adequate to keep the social security system operative as it is presently designed. The findings of this study confirm the demographic trend of delayed childbearing that may bring about a change in retirement and social policies as we know them now.

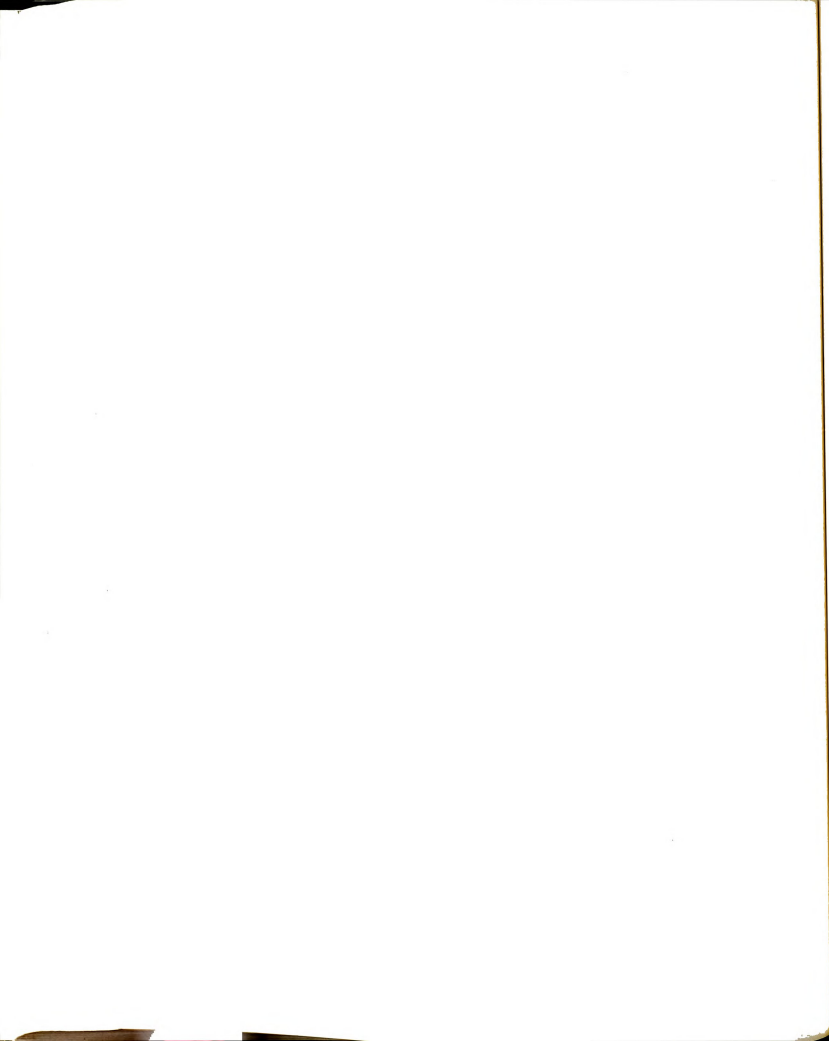
The study indicated that women are concerned about issues of "becoming their own person" during the Age Thirty Transition while men are concerned with deepening their relationships with their spouses or



establishing a love relationship with a significant other. The "love gap" that Gould discussed as a problem in mid-life for women and men may be present also at the Age Thirty Transition. Since the majority of divorces in the country occur when persons are in this age period, women and men need to be aware of the possible differential developmental priorities of their spouse during this time in the lifecycle. With this knowledge they may be less likely to end a relationship because of these different priorities.

Men, by not mentioning friendship as an important issue for them during the twenties or the Age Thirty Transition, do not perceive friendship as an important component of an interpersonal, intimacy structure in their lives. By depending solely on a mate for meeting intimacy needs, men may be more "at risk" emotionally when an interpersonal schism in a relationship with their mate occurs. Women, on the other hand, have a broader, more heterogeneous interpersonal support system than men. During times of crisis or stress, women may utilize their friendships for support as well as for meeting other intimacy needs.

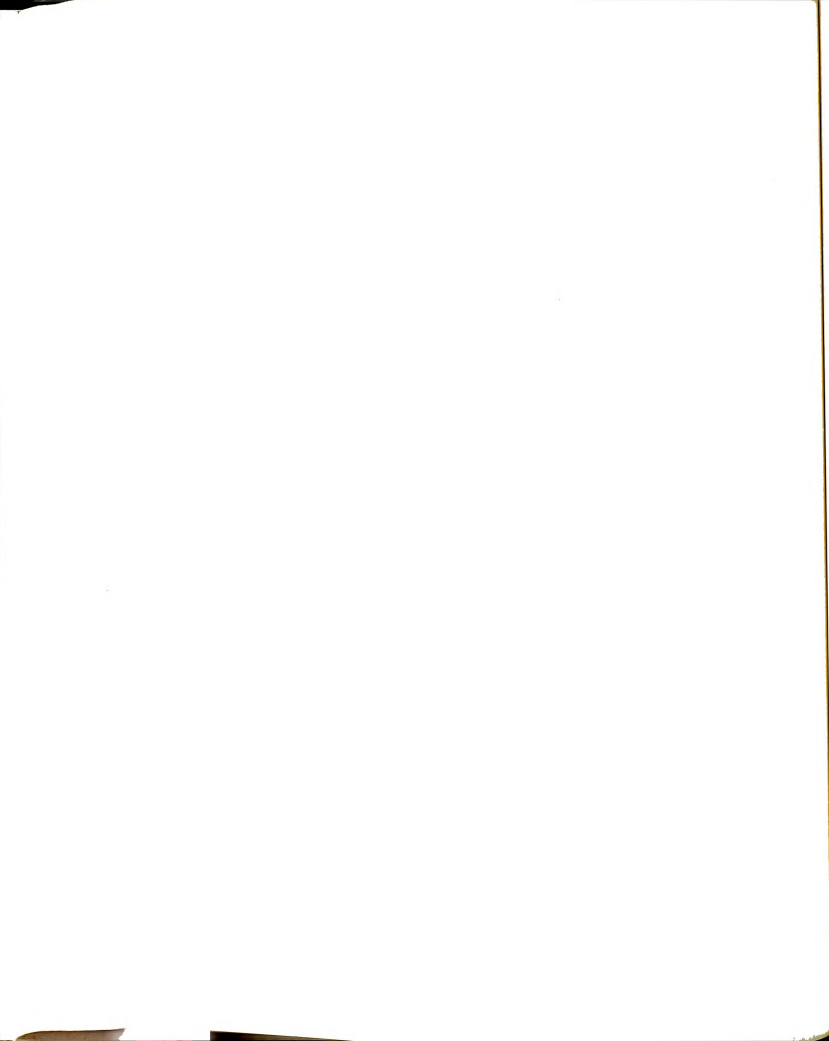
The life structure changes described by the participants in this study support Levinson's contention that the life cycle contains periods of structure building and structure revision. However, the degree to which women and men change or alter their life structures differed significantly. The women in this study tended to pursue life roles in a sequential manner and when there was a change in the life role, the life structure was radically reorganized around the new role. This either/or approach to handling roles of relationship/



family or career supports Bernar's notion that combining roles in early adulthood is a problematic issue for women. Socialized early to be helpmates and support persons and coming of age during a time when individual achievement was perceived as the new "feminist ethic", women may perceive that they must choose one role or the other. Until social changes filter down to child-rearing and early childhood education, girls and women may perceive that they must "choose one or the other." Those women who do combine roles often are subject to role overload or fatigue, for they feel they must do it all -- be career persons, loving and supportive wives, and perfect mothers. By sharing the burden of "women's work" of nurturance, childrearing and household tasks, men may help bring about a change in the either/or dilemma that women experience during early adulthood.

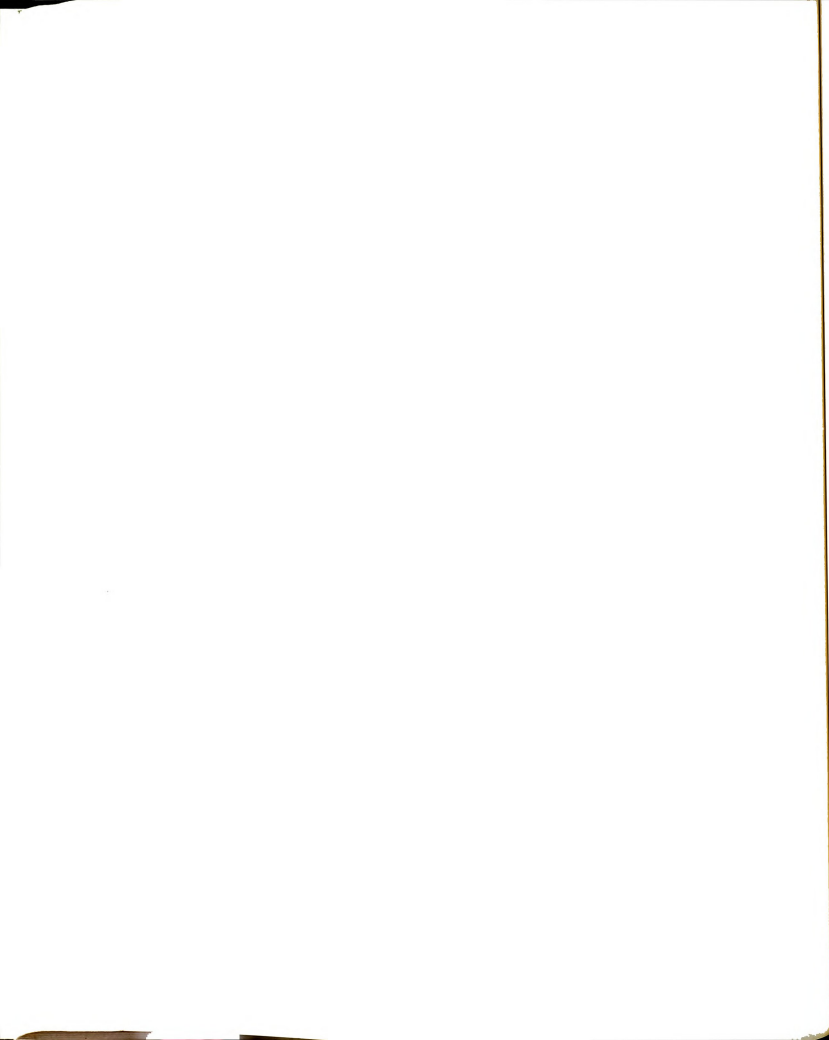
The men in this study perceived graduate school as more helpful in making changes in their lives or work than women. Since men see a direct link between their enrollment and the payoff of that enrollment, their optimism may have an effect on how well they perform in their studies. Women experience less optimism as graduate students and therefore may not perform as well as men.

However, if women graduate students do not perceive graduate enrollment as helpful in making changes in their lives, it may be because they do not see it as the sole influence on change in their lives. Other factors, perhaps their jobs, family, relationships or other involvements have impact on change as well.



Those who do perceive graduate school as helpful in making changes in their lives indicate that school is a place where they can gain training to advance in a career as well as a place where they can build self-esteem and enhance self-discovery. Too often graduate departments do not see students as "whole" persons but rather only as persons interested in an academic discipline. The non-academic concerns and goals of students should become more a focus for graduate departments, not only for reasons of retention but also for purposes of supporting the development of well-rounded professionals.

This study offers support to Levinson's notion that at ages 28-32 there is a transitional period that bridges the stable life structure built in the twenties and the upcoming structure of the thirties. Many of the students in this study had recently gone through a transitional experience and returned to graduate school as a means to consolidate that change, paving the way to a new life structure in their thirties. The implication of this finding is that adult students returning to higher education have not only career or professional goals but also personal and developmental concerns when they return to study. That education is viewed as an appropriate arena to test ideas and build self-esteem suggest that higher education may provide an even more valuable function than training tomorrow's leaders. Higher education may also be the handmaiden to the further development of adults by giving men permission to question, to explore and to grow.



Suggestions for Further Research

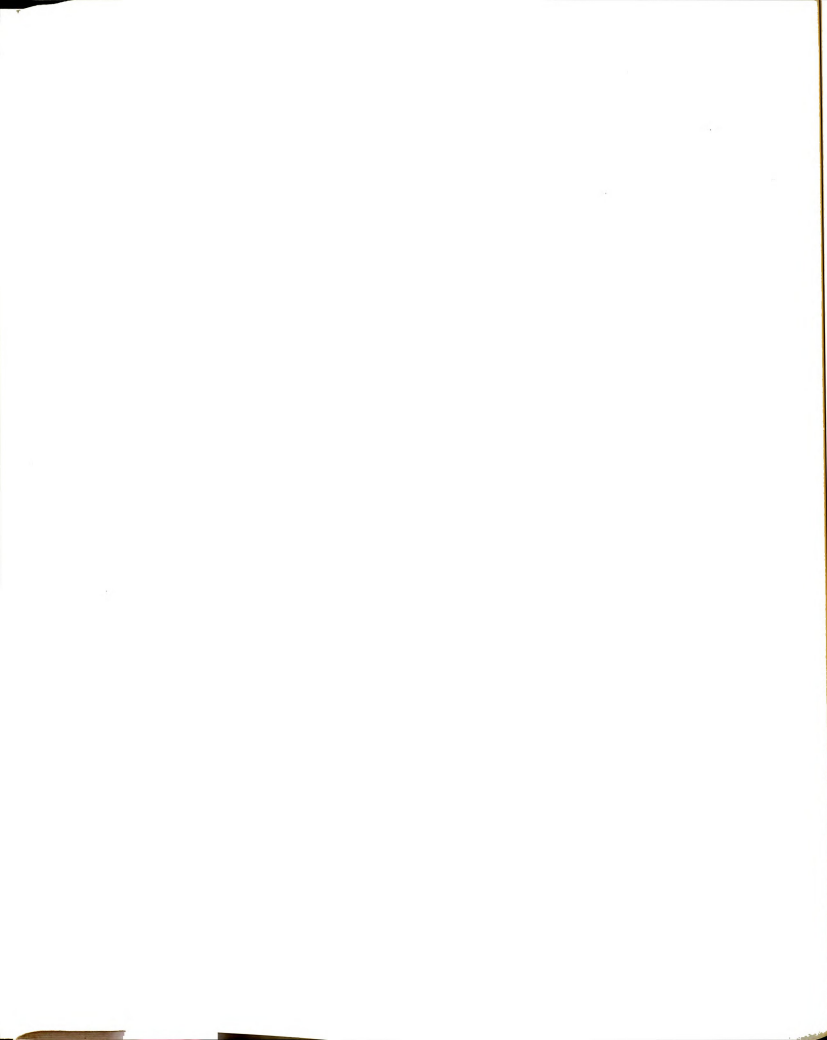
Further research on adult development needs to be conducted on the developmental variable of the Life Dream. What are the effects of the life dream on the life structure over time? Indications from this study are that change in a life dream precedes a change in the life structure. The exact nature of this relationship needs to be investigated further.

Additional research needs to be conducted on the issues of intimacy and identity for women and men over the early adult life period. This study suggests that women may deal with issues of identity formation in the middle twenties and during the Age Thirty Transition while men consider issues of intimacy during the Age Thirty Transition.

Studies on friendships in men's and women's lives over the life span need to be conducted. This study as well as Levinson's study indicate that friendship as an important component of the life structure is lacking in men's lives.

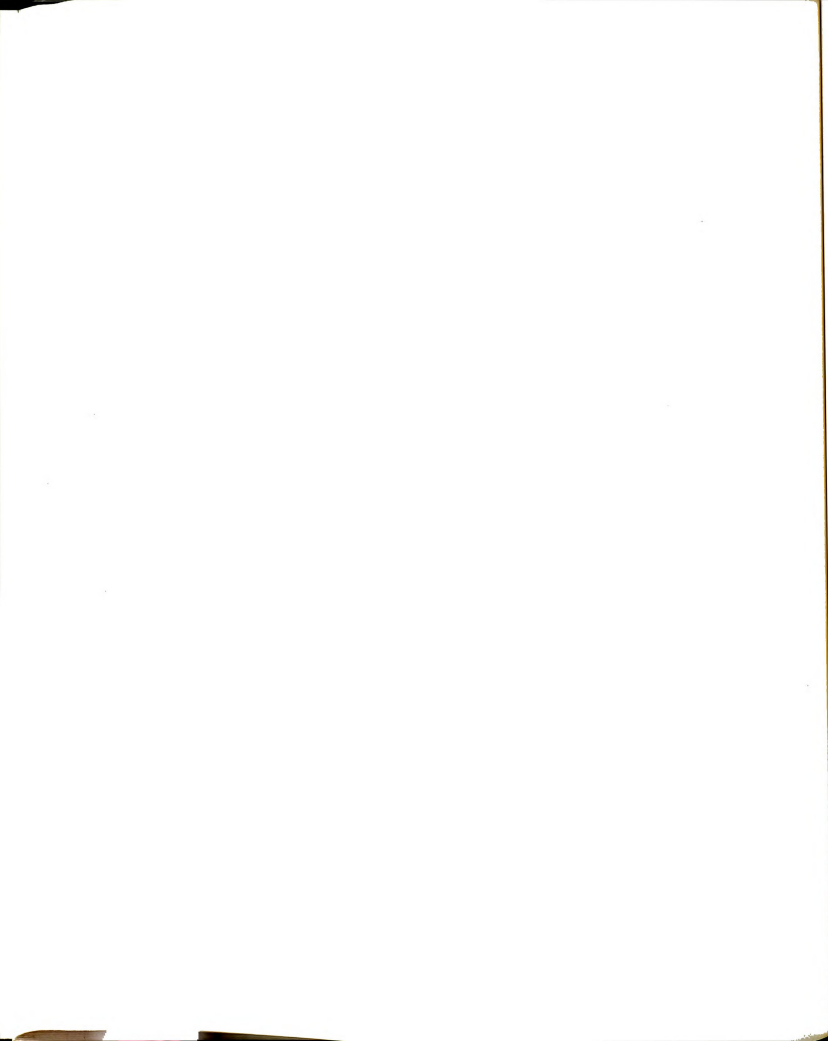
Further research using the methods established in this study might be conducted on other graduate and undergraduate adult student populations. Special care should be taken to include students who are parents. Does parental status significantly affect the early adult development of women and men graduate students and affect their likelihood to enroll in graduate degree programs?

Further research should be conducted on the degree and kind of financial support women and men graduate students receive to attend

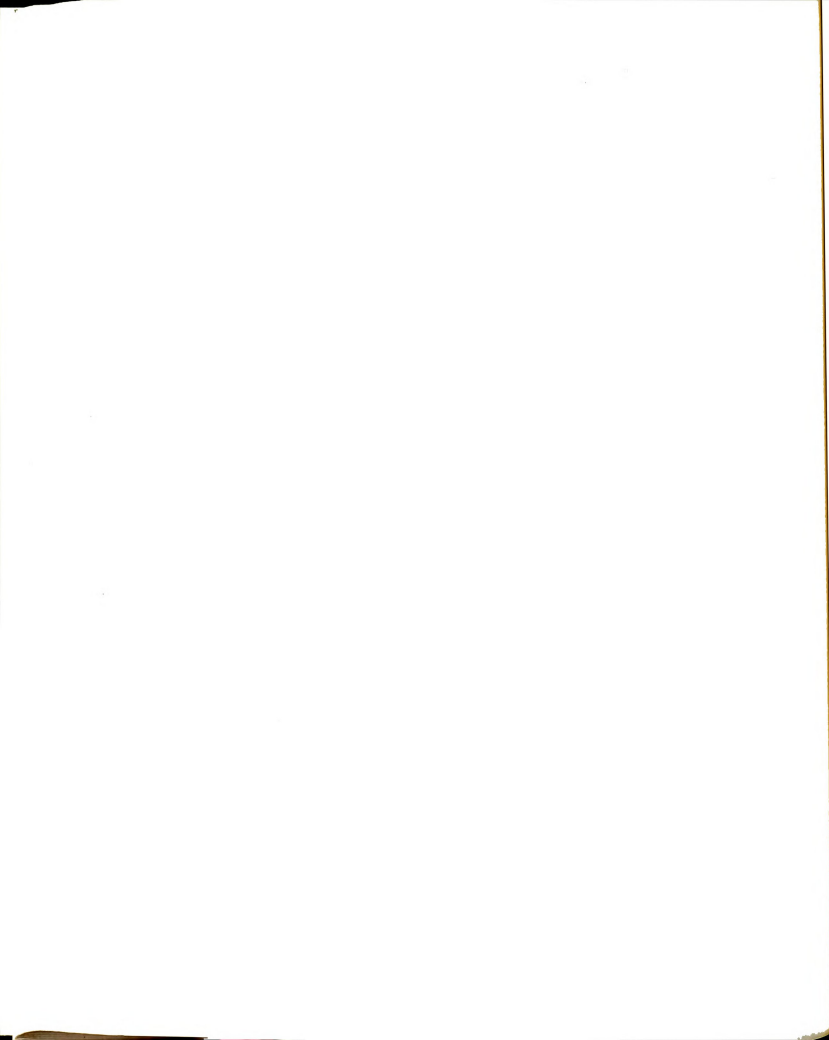


graduate school. Indications from this study suggest that more men than women receive financial support from their employers to continue their graduate education.

Finally, further adult development research needs to be conducted using the biographical method as well as a method that measures adult developmental variables longitudinally. Only a blending of these methods can begin to build a body of significant research literature that adds to an holistic understanding of the seasons of adult life.

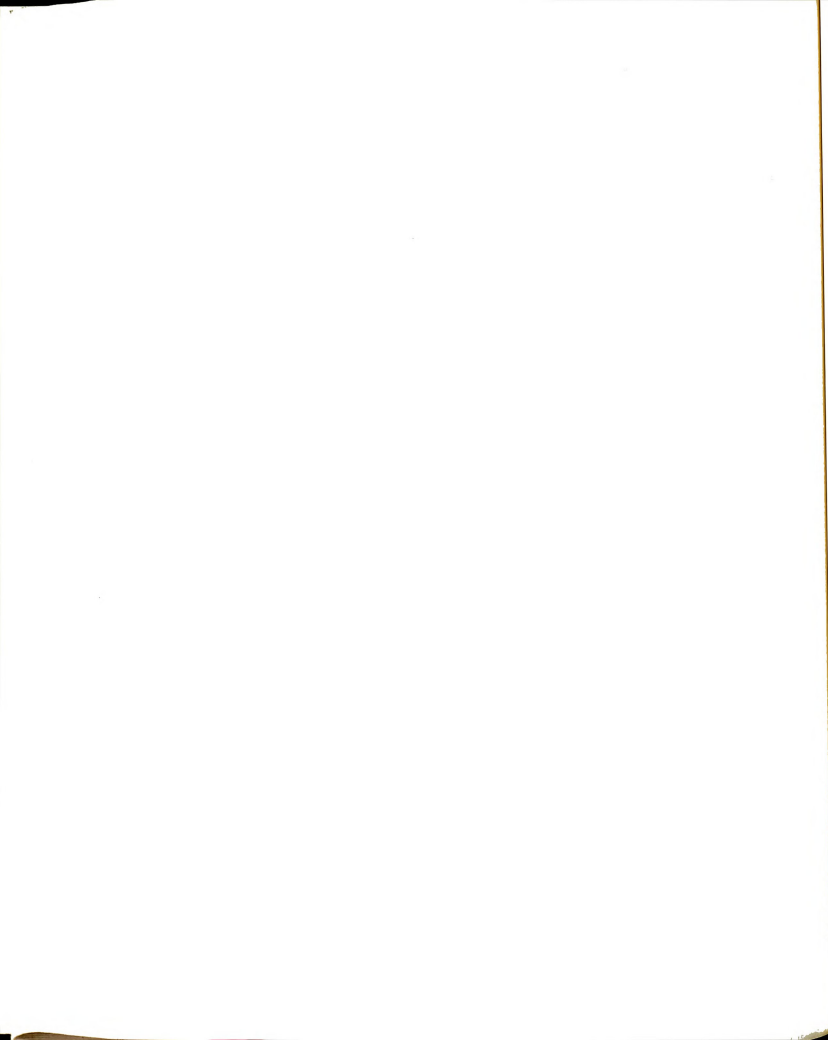


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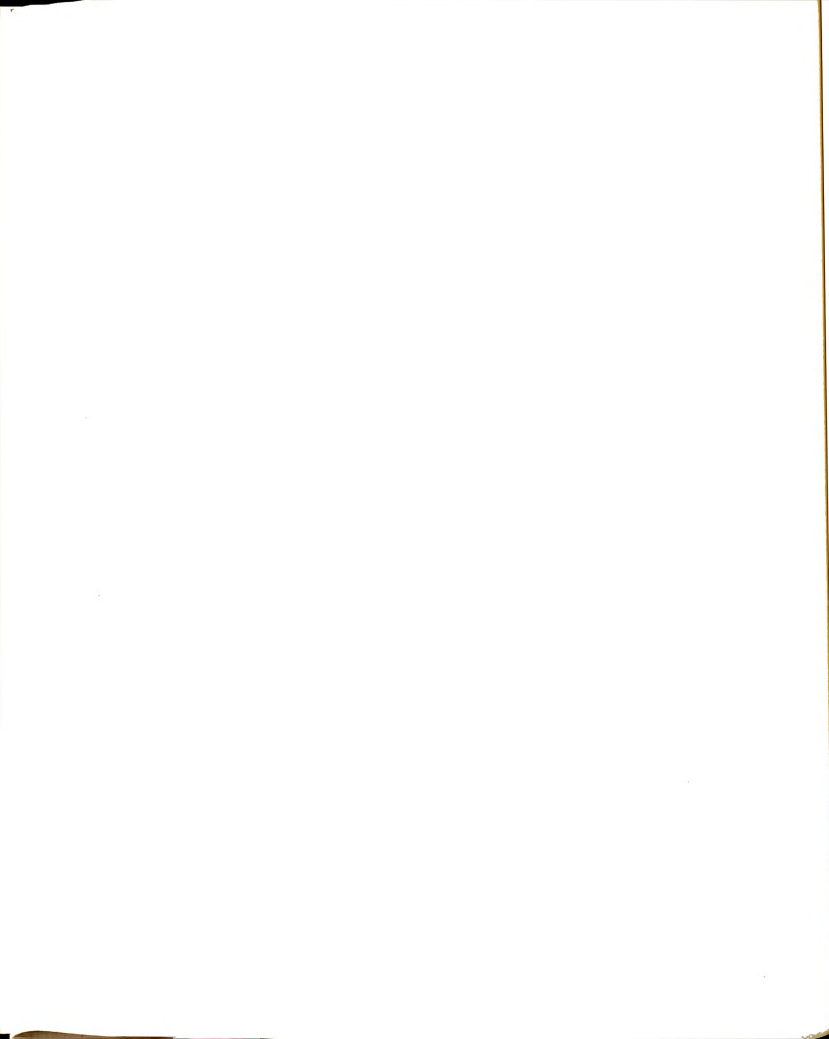


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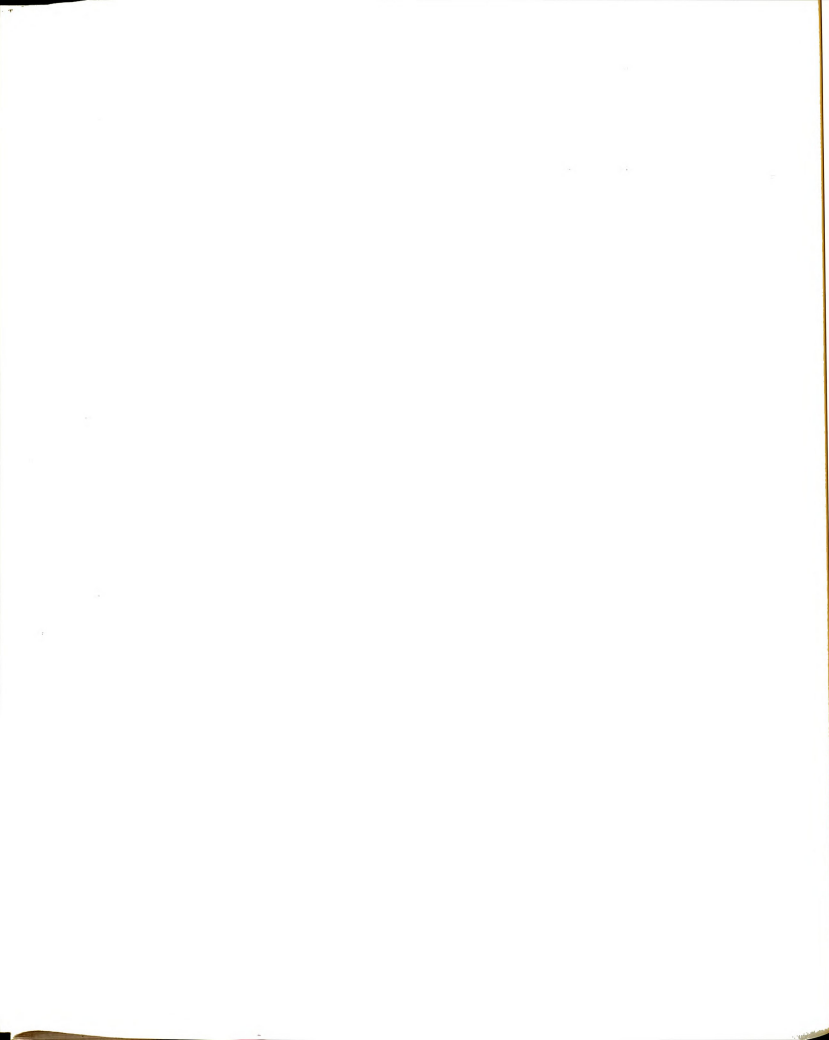
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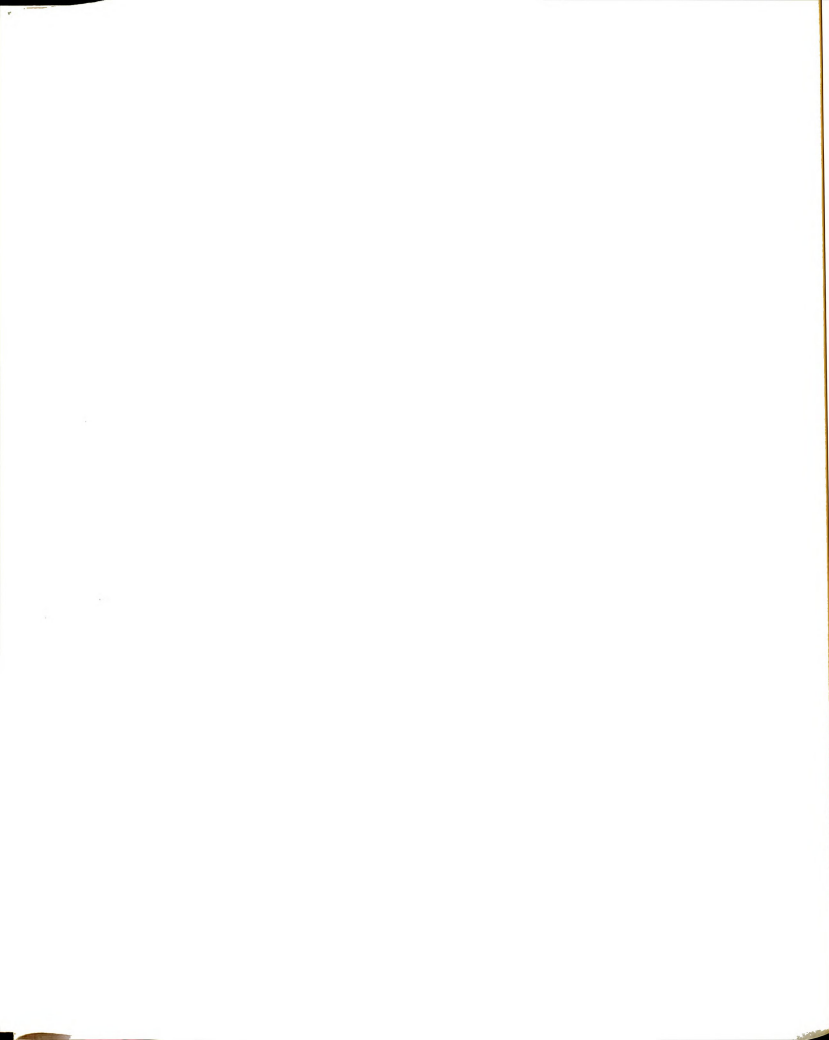
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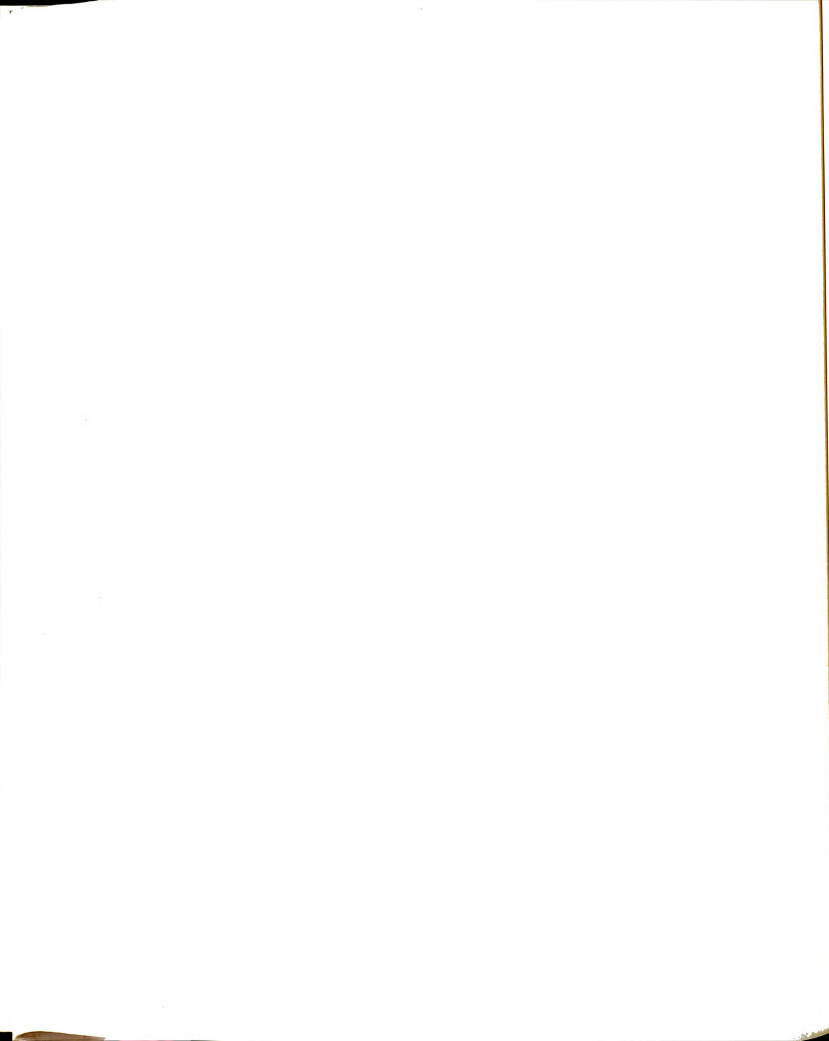
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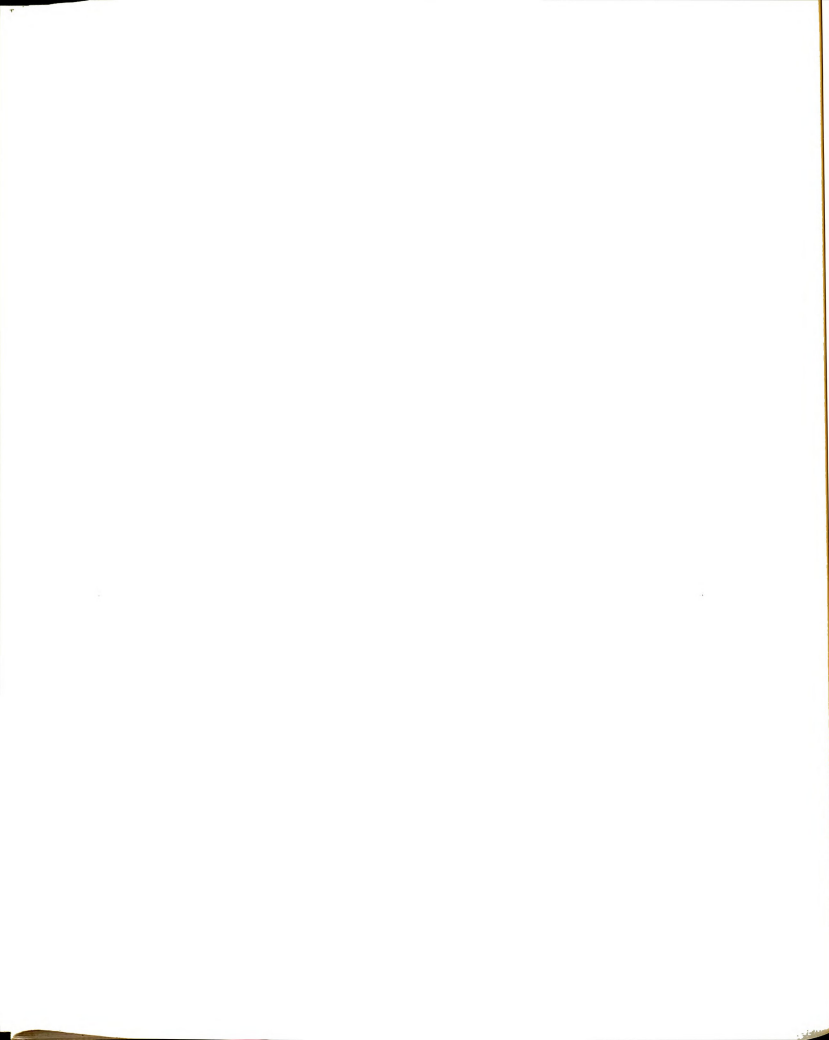
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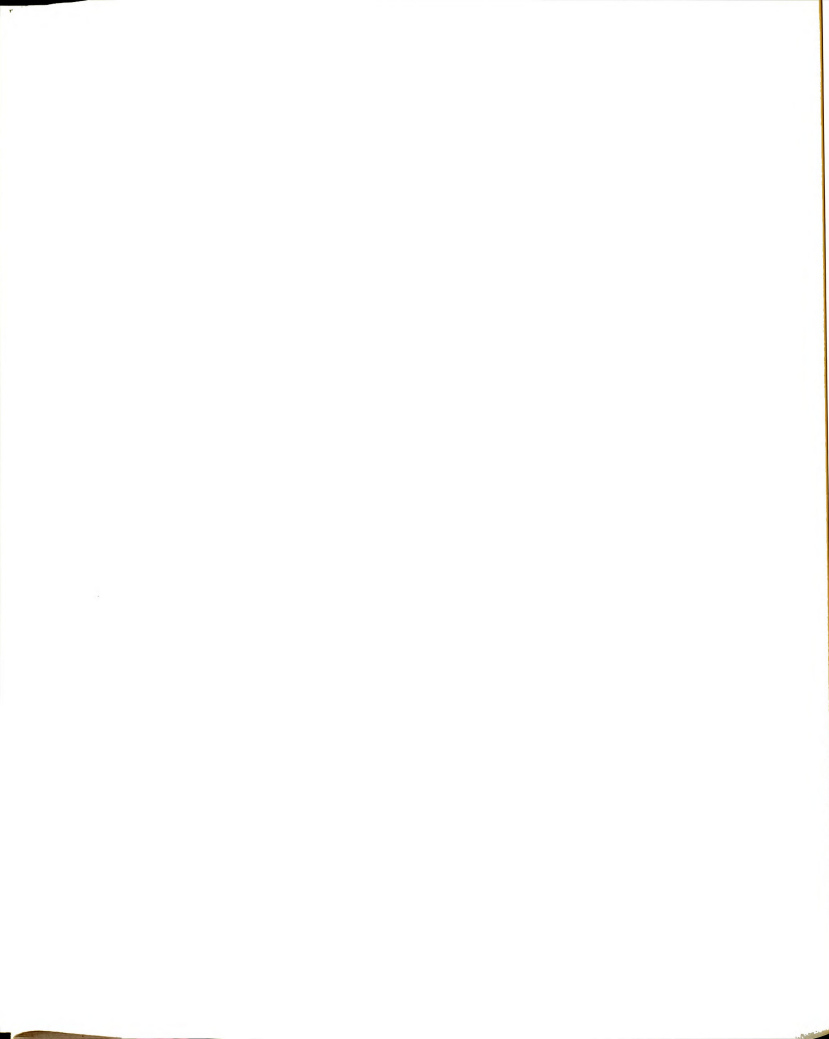
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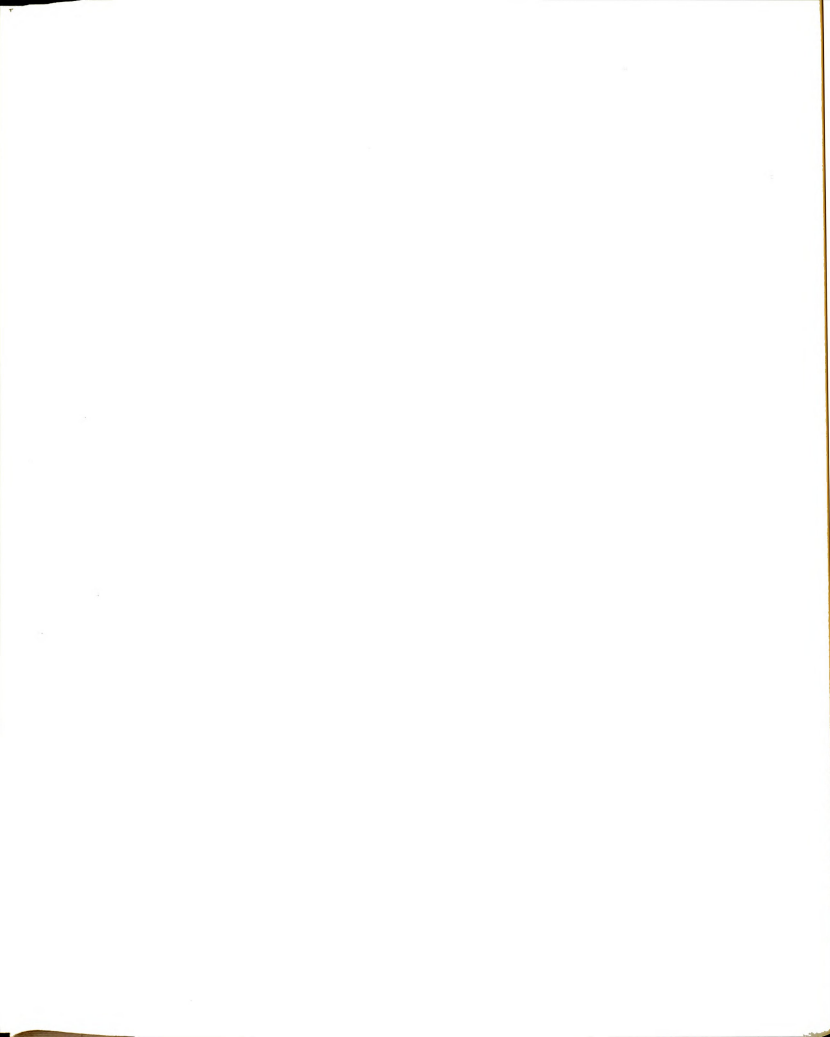
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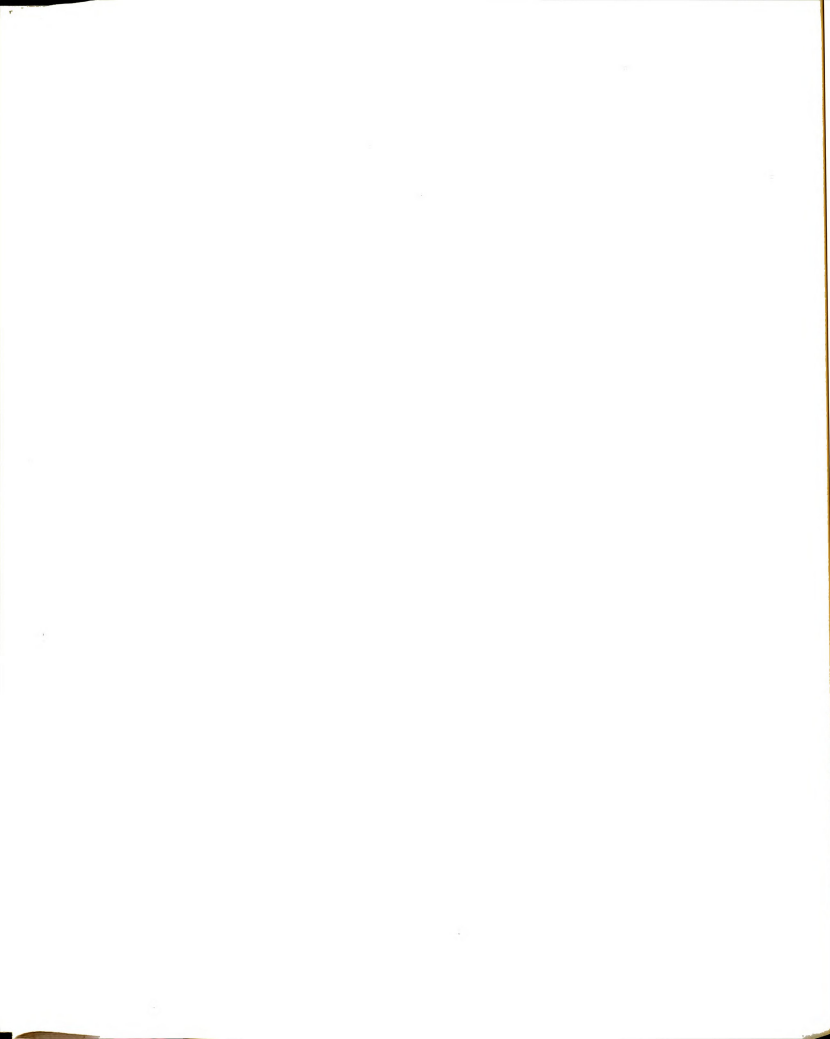
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APPENDIX 1
PILOT QUESTIONNAIRE



EARLY ADULT DEVELOPMENT QUESTIONNAIRE

This questionnaire is part of a study I am conducting for my dissertation research in the College of Education on the early adult development of graduate student men and women at Michigan State University. It is divided into four sections. I will read the directions for each section and then ask you to complete those questions. When you are through, please wait until we will all begin the next section together.

Please indicate at what time you began the questionnaire:

WRITE IN _____ (a.m., p.m.)

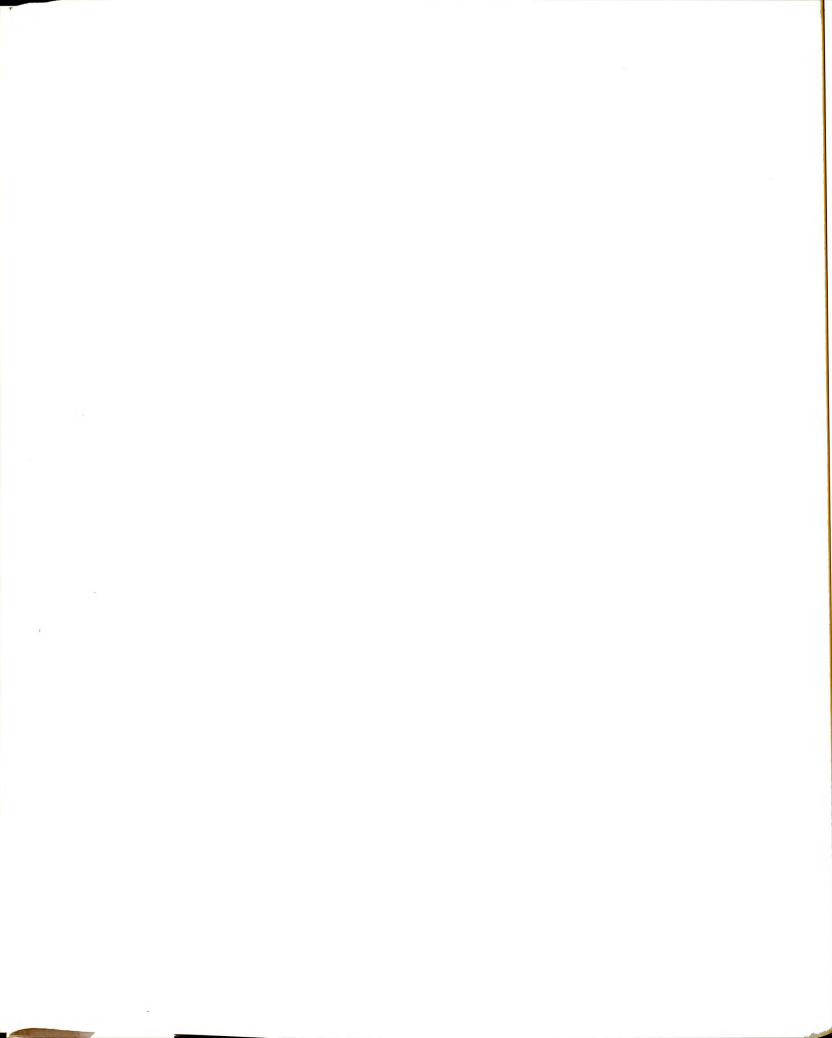
NAME _____

QUESTIONNAIRE NUMBER _____ DATE COMPLETED _____

* * * * *

SECTION I

The following questions in Section I deal with your early adult life from age 22 to the time you decided to enroll in graduate School at Michigan State University. Please turn to the next page.



Twenties' Timeline

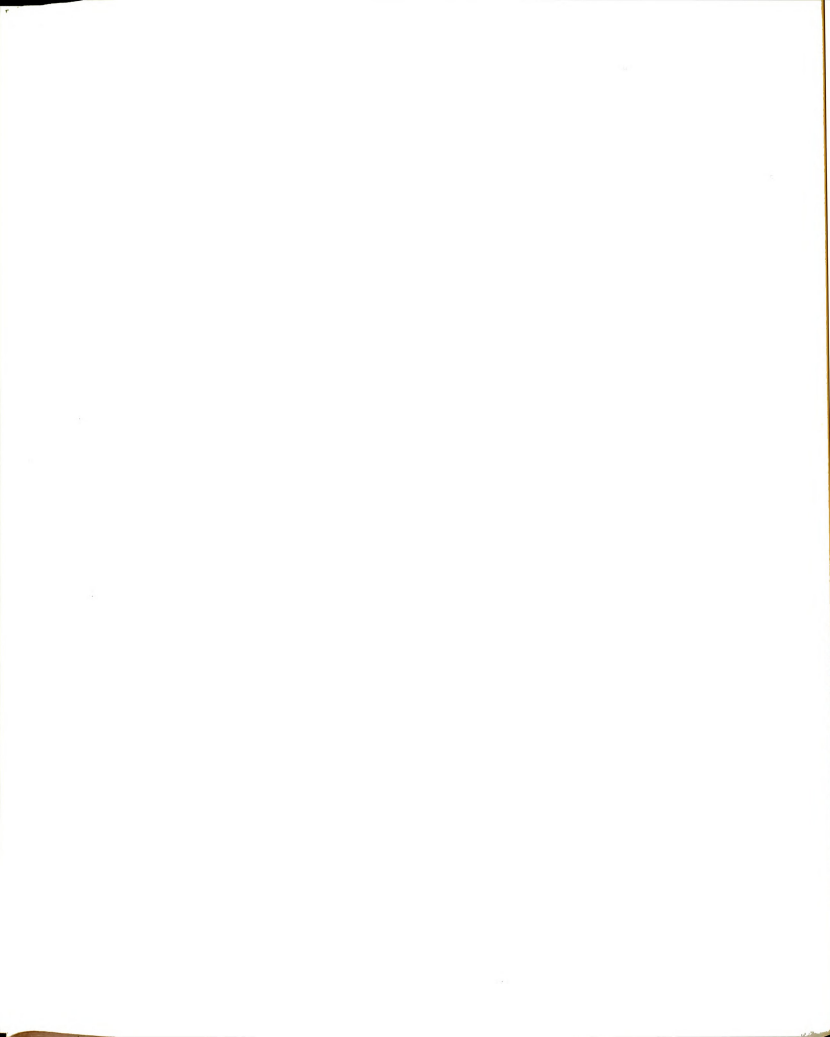
Jot down for yourself a timeline of your twenties from age 22 to the time you decided to enroll in graduate school at M.S.U. You may wish to recall your employment history, geographic moves, education, relationship history as well as any significant events during that period.

Year You Turned 22_____ Month and year you decided
to enroll at MSU_____

Allow yourself about five minutes to reconstruct your twenties timeline using the years you listed above as your markers. When you are through, please mark down the time and wait until we are ready to begin in the next portion of Section I.

_____Time Begun

Time Completed_____



The following questions deal with your twenties decade from age 22 to the time you decided to enroll in graduate school at M.S.U. If you have any questions about items 1-11, please raise your hand I will answer them. Be sure to indicate the time you began this section. Thank you.

_____Time begun

1. As you look over your Twenties Timeline on the preceding page, what is your impression of its dominant elements or themes?

2. Thinking about periods of your life as chapters in your autobiography, please give a chapter heading for the chapter you just finished (your twenties decade, from age 22 to the time you decided to enroll in graduate school at M.S.U.)

Chapter Title _____

2a. Are there subchapters within this period? CHECK ONE:
_____Yes _____No

2b. (If yes): what are they titled?
Subchapters (if applicable) _____

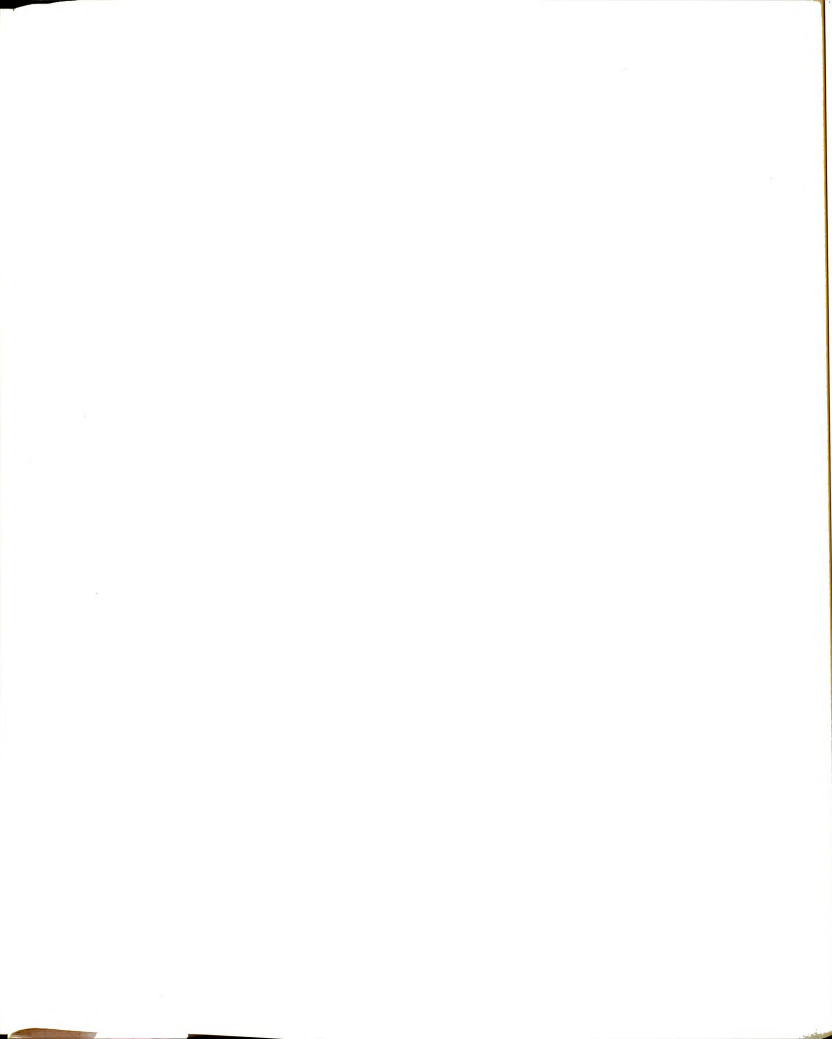
3. Was there a person(s) within your work life or personal life during your twenties whom you especially admired or wanted to emulate (an "Admired Person")? CHECK ONE:

_____Yes _____No

3a. (If yes): what was his/her/their relationship to you? CHECK AS MANY AS APPLY:

_____employer
_____co-worker
_____professor
_____friend
_____counselor
_____community leader

_____spiritual leader
_____father
_____mother
_____relative. Specify:
_____spouse
_____Other. Specify:



3b. (If yes): what was his/her/their sex?

☐ Male ☐ Female ☐ Members of both sexes

4. Did you have a sense of what you wanted to be or do in your life when you were age 22?

☐ Yes ☐ No ☐ Vaguely

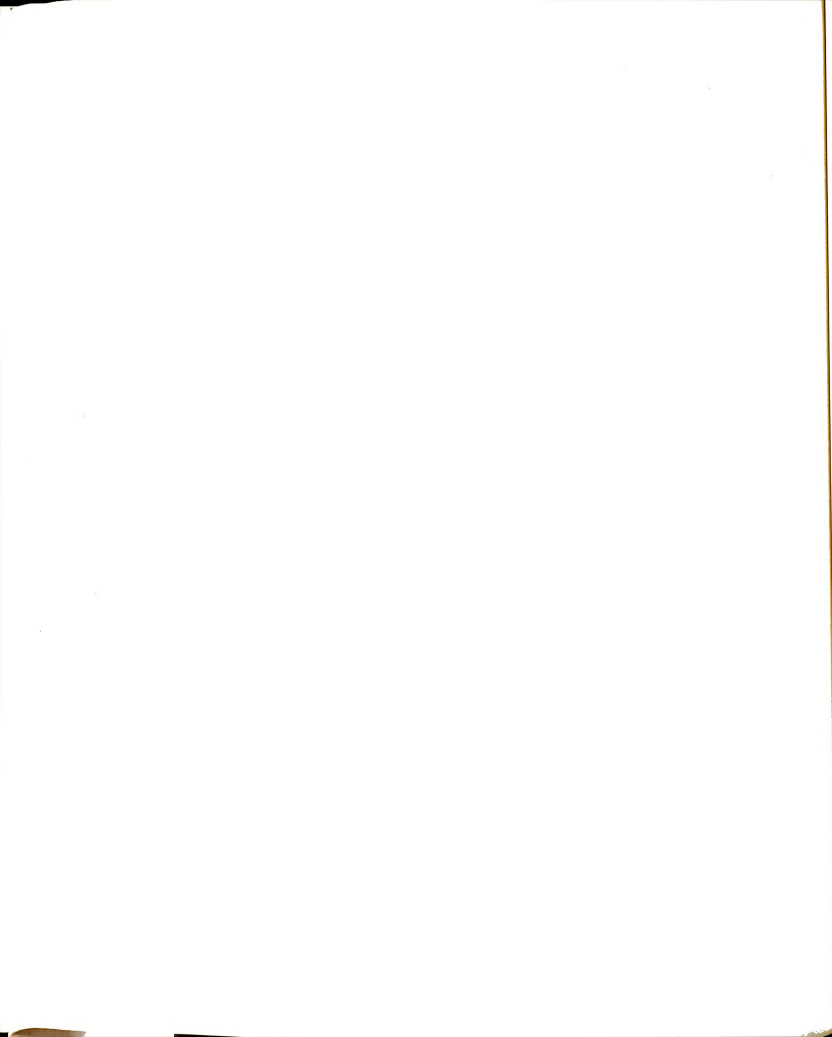
4a. (If "yes" or "vaguely,"): please describe what your "vision-of-yourself-in-the-world" was then.

4b. (If your answered "no,"): describe your situation at age 22 in regard to work, relationships, commitments at that time.

5. (If your answered "yes" or "vaguely" to question 4): did your "vision-of-yourself-in-the-world" change during your twenties?

☐ Yes ☐ No

5a. If yes, what did your "vision-of-yourself-in-the-world" become?



6. If you answered "no" to question 4, did you have a "vision-of-yourself-in-the-world" later during your twenties?

_____ Yes

_____ No

- 6a. If yes, please describe what your "vision of yourself in the world" became.

- 6b. If you answered "no," to question 6, please check the statement that most clearly reflects your situation in your twenties.

_____ I spent my twenties pretty much drifting without any specific goals.

_____ I didn't want to "close off" my options for the future so I didn't want to make any commitments at this time.

_____ Other. Please specify:

7. Were you married or in a close interpersonal love relationship over a period of time in your twenties?

_____ Yes

_____ No

- 7a. (If yes): did your spouse or "significant other" affect your "vision-of-yourself-in-the-world" in any way?

_____ Yes

_____ No

- 7b. (If you answered "yes" to question 7a): please indicate the degree of support your significant other or spouse had for your "vision-of-yourself" by circling one number below.

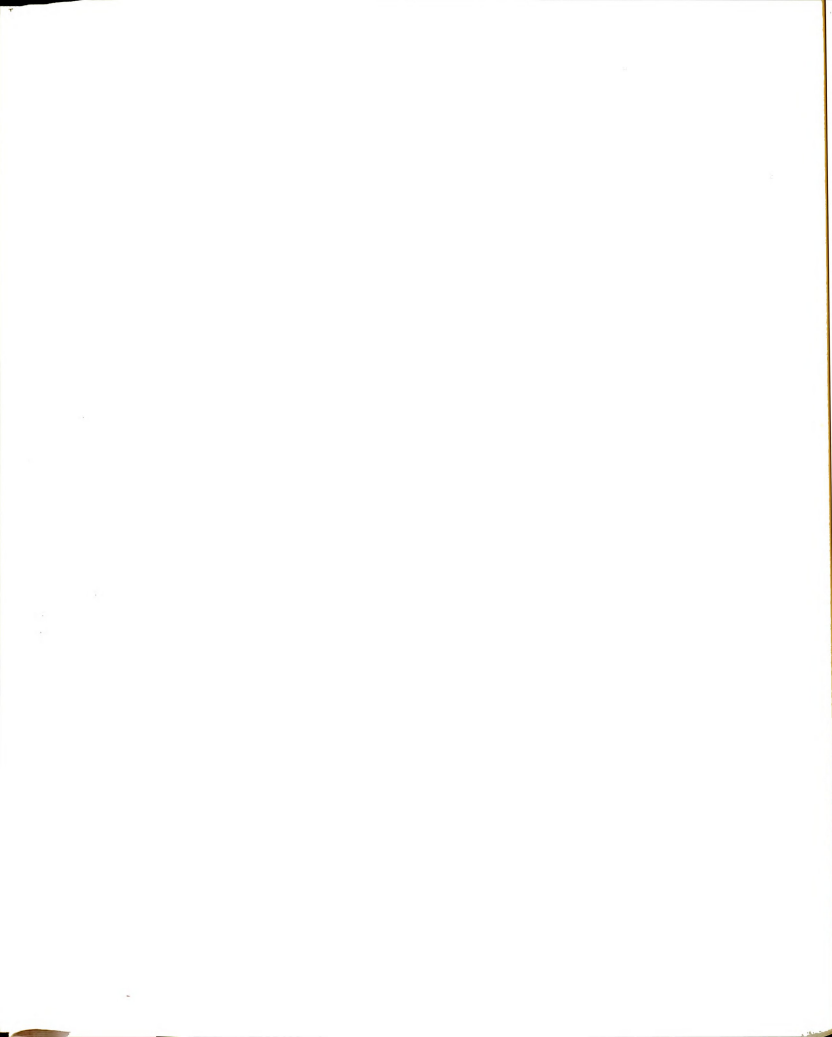
5
extremely
supportive

4

3
supportive

2

1
less than
supportive



8. Did you have a close "Special Friend(s)" during your twenties?

_____ Yes _____ No

- 8a. (If yes): did your "Special Friend(s)" affect your "vision of yourself in the world" in any way?

_____ Yes _____ No

- 8b. (If you answered "yes" to question 8a): please indicate the degree of support your "Special Friend(s)" had for your "vision-of-yourself" by circling one number below.

5	4	3	2	1
extremely		supportive		less than
supportive				supportive

- 8c. (If yes): please indicate the sex(es) of your "Special Friend(s)"

_____ male _____ female _____ members of both sexes

9. If you formed a "vision-of-yourself-in-the-world" during your twenties, was there a person(s) who stimulated, encouraged or helped you to achieve your "vision-of-yourself-in-the-world"?

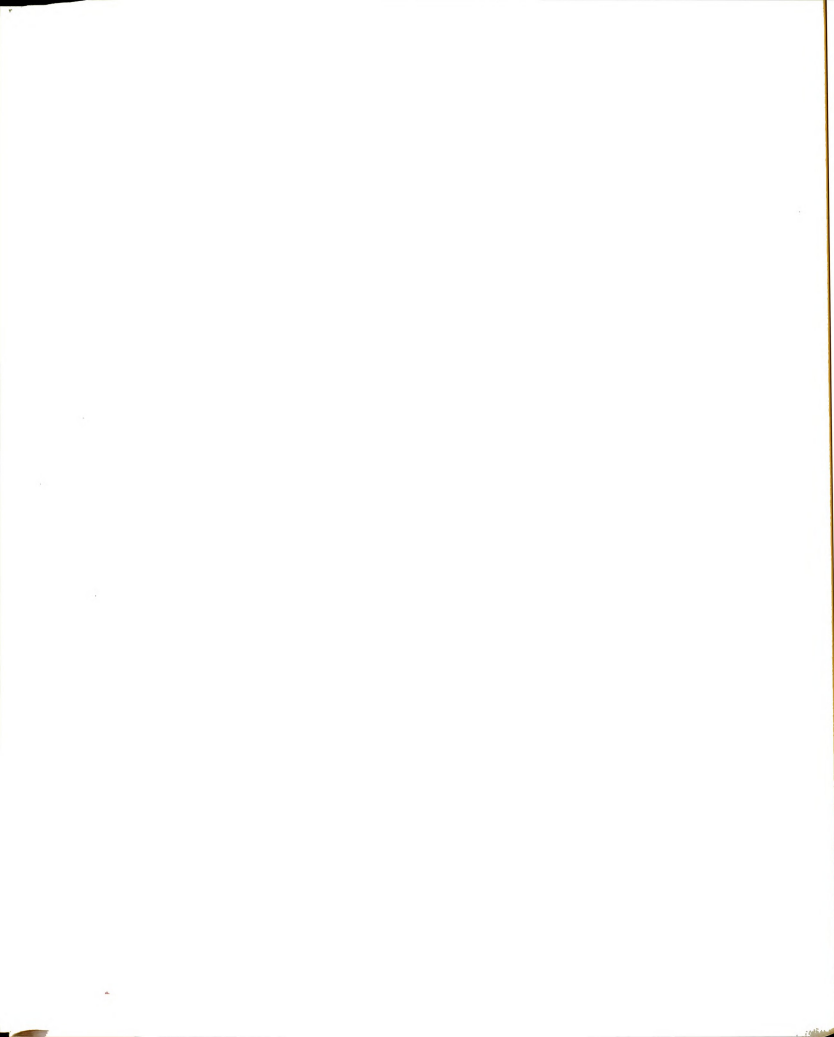
_____ Yes _____ No

- 9a. If yes, what was the relationship of that person(s) to you? CHECK AS MANY AS APPLY:

_____ employer	_____ spiritual leader
_____ co-worker	_____ father
_____ professor	_____ mother
_____ counselor	_____ relative. Specify:
_____ community leader	_____ my "Admired Person"
_____ lover	_____ (see #3a)
	_____ Other. Specify:

- 9b. If yes, what was his/her/their sex?

_____ male _____ female _____ members of both sexes



10. As you think about your early adult life from age 22 to the time you decided to enroll in graduate school at M.S.U., indicate how important the issues listed below were to you. Check one number for each statement below.

HOW IMPORTANT AN ISSUE WAS:

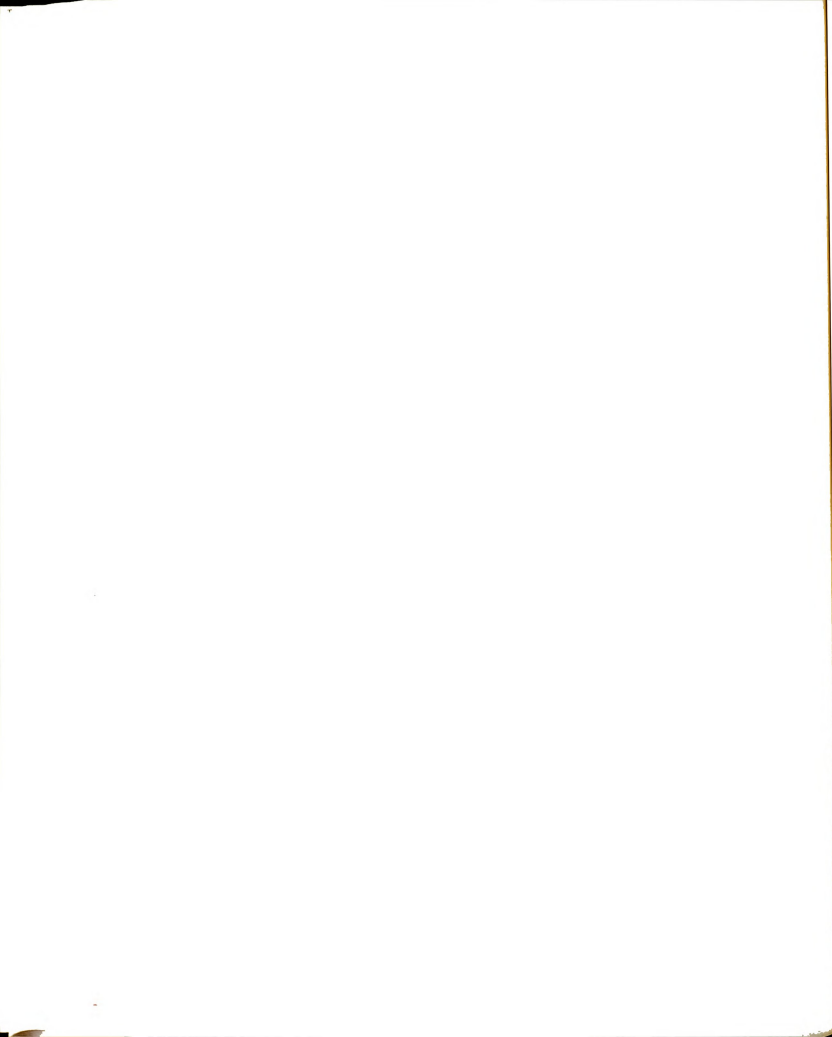
very
important

not
important

5 4 3 2 1

- a) Separating myself from my family and/or parents' wishes
- b) Exploring a variety of alternatives through travel, relationships and/or occasional work
- c) Developing a sense of myself as an adult in the adult world
- d) Finding an occupational direction
- e) Pursuing my own individual dream
- f) Establishing a network of supportive friends
- g) Committing myself to a cause or philosophy of life
- h) Establishing a love relationship with another person
- i) Providing an income for myself
- j) Starting a career
- k) Becoming a competent worker
- l) Establishing a stable life structure built around my occupation
- m) Providing income, security and protection for my spouse or family
- n) Establishing a stable life structure built around my marriage and family
- o) Increasing my skills and knowledge in my career field
- p) Other. Please specify:

[illegible]



11. As you think about your early adult life from age 22 to the time you decided to enroll in graduate school at M.S.U., rate as many categories as apply in order of their importance to you then with one (1) being the most true for you, two (2) next important, and so forth.

_____ Establishing a career or work life

_____ Establishing a close interpersonal relationship (s)

_____ Exploring a variety of personal and work options

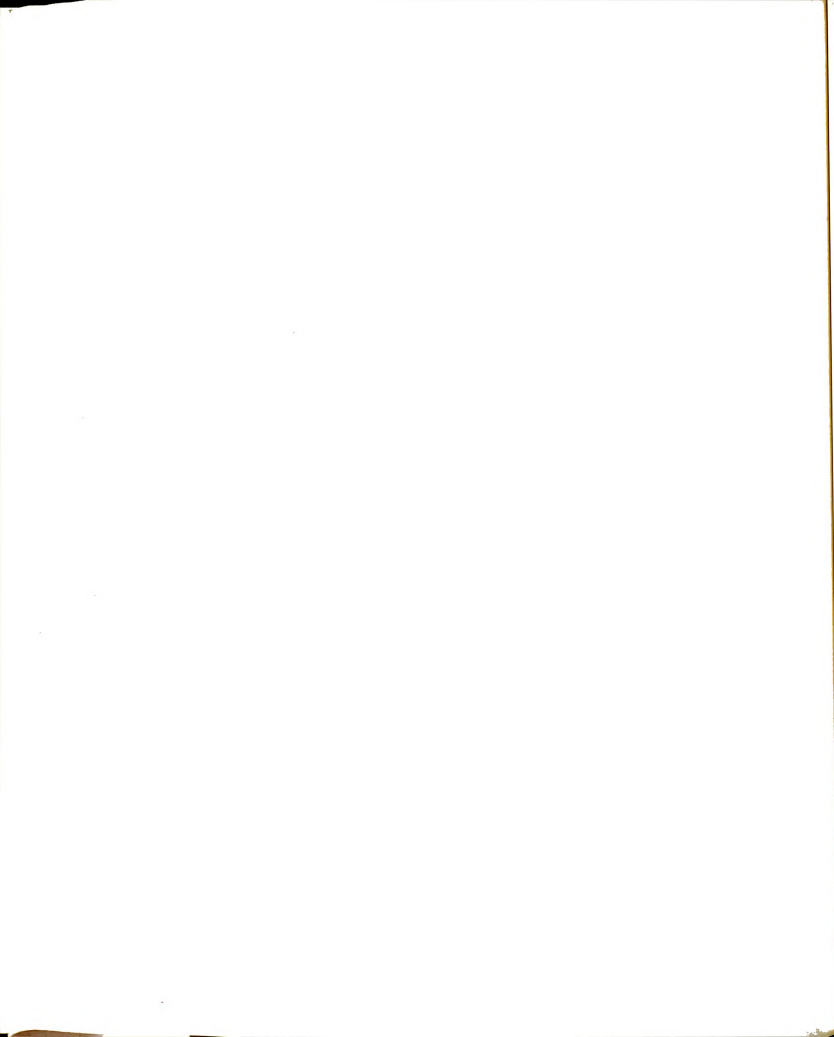
_____ Marrying and beginning a family life

_____ Pursuing my own development

_____ Other. Please specify:

END SECTION I: PLEASE STOP AND WAIT TO BEGIN SECTION II

_____ Time completed Section I



SECTION II

The following questions in Section II deal with this current period in your life (from the decision to enroll in graduate school at M.S.U. to the present). Please spend a few minutes BEFORE you begin completing this section to reflect on your current life including your work, relationships, significant involvements, geographic moves.

_____ Time Begun Section II

12. Thinking about your current life period, what are the most important issues to you now? Please describe.

13. Thinking about periods of your life as chapters in your autobiography, please give a chapter heading to the present period in your life.

Chapter Title _____

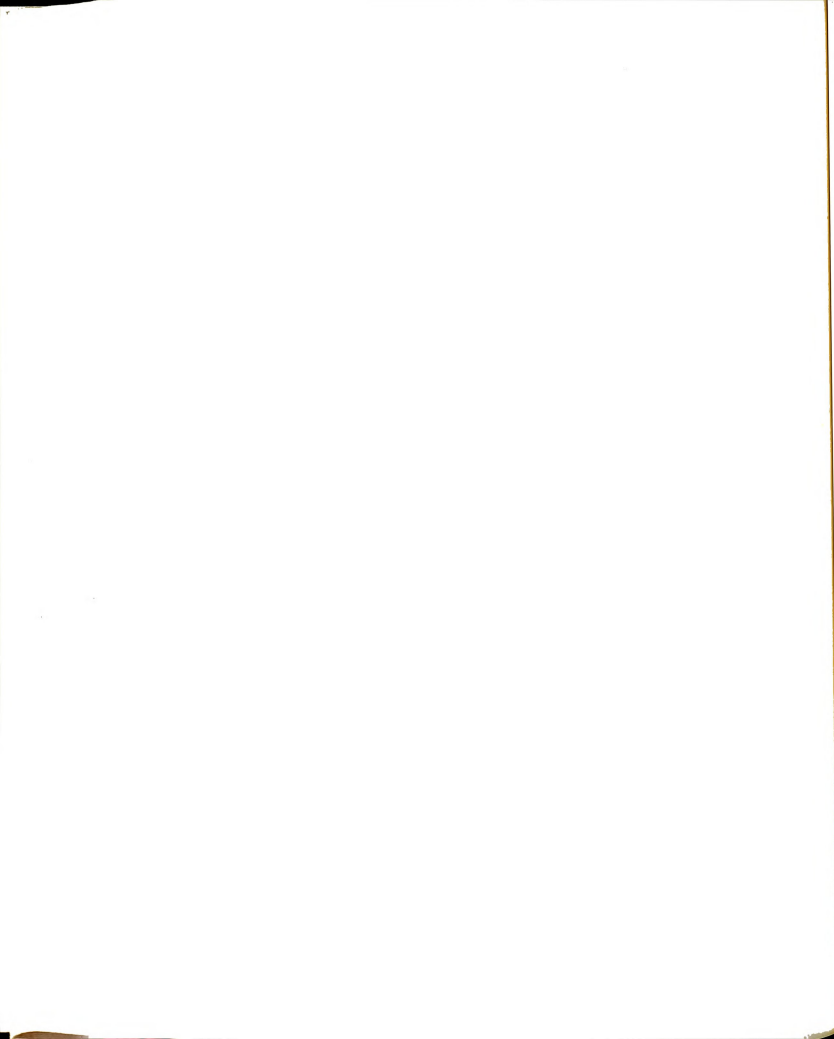
14. As you think about your current life, do you have a "vision-of-yourself-in-the-world" at this time?

Check one:

_____ Yes

_____ No

14a. (If yes): what is this "vision-of-yourself" now?
Please describe.



14b. (If no): describe your current situation in terms of work, relationships and commitments.

15. Are you currently married or in a long-term interpersonal love relationship? Check one:

_____ Yes _____ No

15a. (If yes): does your spouse or significant other affect your "vision-of-yourself-in-the-world" in any way? Check one:

_____ Yes _____ No

15b. (If you answered "yes" to question 15a): please indicate the degree of support your spouse or significant other has for your "vision-of-yourself-in-the-world" by circling one number below:

5	4	3	2	1
extremely		supportive		less than
supportive				supportive

16. Do you currently have a close "Special Friend(s)"? Check one:

_____ Yes _____ No

16a. (If yes): does your "Special Friend(s)" affect your vision-of-yourself-in-the-world" in any way? Check one:

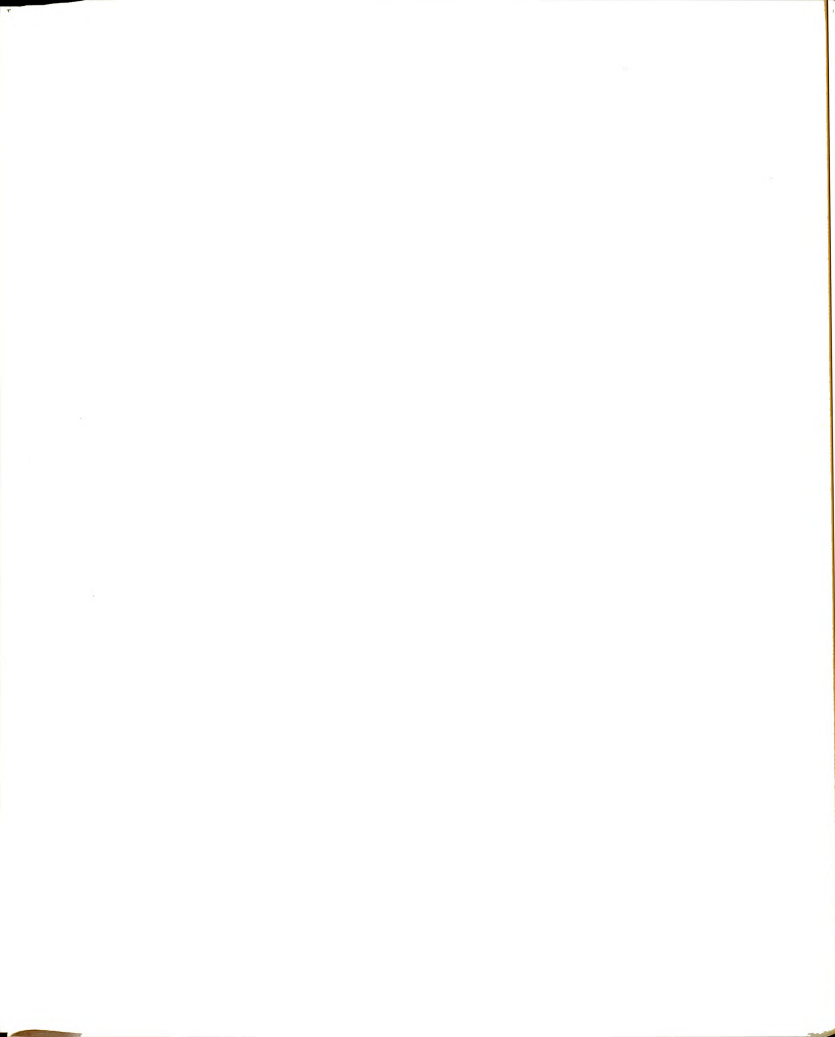
_____ Yes _____ No

16b. (If you answered "yes" to question 16a): please indicate the degree of support your "Special Friend(s)" has for your "vision-of-yourself" by circling one number below.

5	4	3	2	1
extremely		supportive		less than
supportive				supportive

16c. (If you answered "yes" to question 16a): please indicate the sex(es) of your Special Friend(s) by checking one item below.

_____ male _____ female _____ members of both sexes



17. Do you have a person(s) in your life now who is stimulating, assisting, or encouraging you in pursuing your "vision-of-yourself-in-the-world"?

 Yes

 No

- 17a. (If yes): what is his/her/their relationship to you?
CHECK ALL THAT APPLY:

_____ employer

 spiritual leader

co-worker

 father

 professor

mother

 counselor

relative. Specify:

community leader

Other. Specify:

- 17b. (If yes): what is his/her/their sex(es)? Check one:

male

female

members of both sexes

18. As you think about your current life from the time you decided to enroll in graduate school at M.S.U. to the present, indicate how important the issues listed below are to you. Check one number for each statement below.

HOW IMPORTANT AN ISSUE IS:

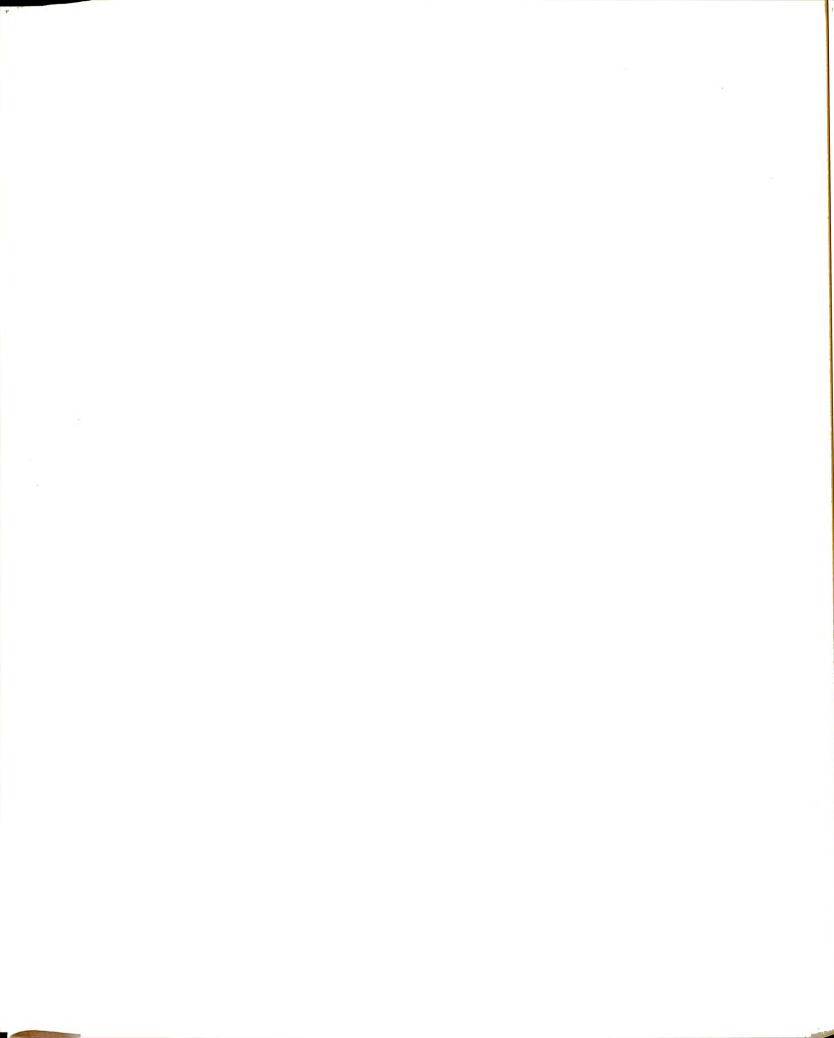
very
important

not
important

5 4 3 2 1

- a) Separating myself from my family and/or parents' wishes
- b) Starting a career
- c) Starting a marriage
- d) Parenting...raising my children as I'd like to (or deciding to parent)
- e) Exploring other roles and activities I missed earlier
- f) Finding an occupational direction
- g) Increasing my skills and knowledge in my career field
- h) Making deeper investments in my choices for life and work; setting long range goals and meeting them
- i) Becoming my own person with identity and direction, not dependent on boss, spouse, colleagues

[illegible]



HOW IMPORTANT AN ISSUE IS:

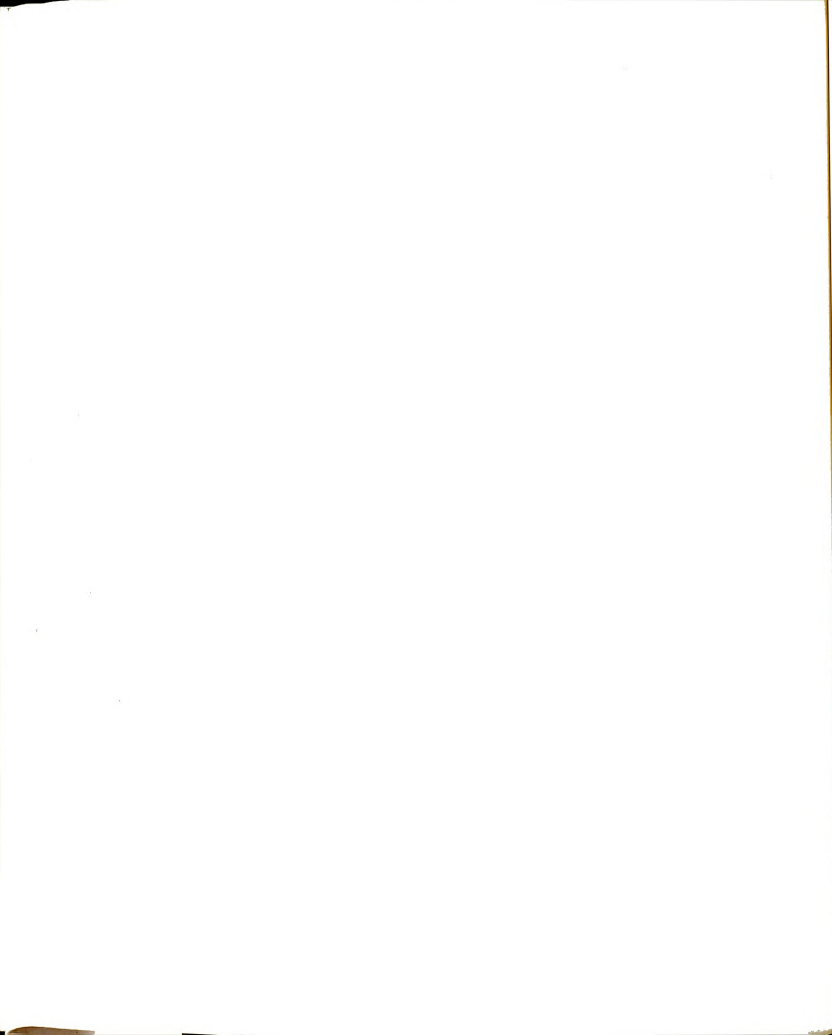
very important not important

- j) Establishing, maintaining, or enhancing a close relationship with my spouse or loved one(s)
- k) Changing my career direction to a field more allied with my interests
- l) Pursuing my own individual dream
- m) Questioning the choices I made in my twenties with regard to my personal life
- n) Establishing, maintaining or enhancing a network of supportive friends
- o) Providing an income for myself or family
- p) Other. Please specify:

5	4	3	2	1

19. As you think about your life now, rate as many categories as apply in order of their importance to you now with one (1) being the most true for you, two (2) next important and so forth.

- _____ Establishing or enhancing my career or work life
- _____ Exploring new career or work options
- _____ Establishing or enhancing close interpersonal relationships
- _____ Exploring a variety of options in my personal life
- _____ Establishing a marriage or family life (if applicable)
- _____ Pursuing my own personal development
- _____ Other. Please specify:



SECTION III

The following questions relate to your decision to enroll in graduate school at M.S.U. now.

_____ Time Begun Section III

20. Why did you enroll in a a graduate degree program at M.S.U.?

21. Why was it important to enroll now as opposed to some other time in your life?

22. Was there a specific event or realization that served as a catalyst for you to begin graduate studies now?

_____ Yes

_____ No

22a. If you answered "yes," please describe the catalyst event or realization that served to cause you to begin graduate studies now.

23. Compared to other periods in your life, do you feel that you are now in a period of stability or transition in your life and work? Please circle one number below.

5
I'm in a
period of
stability

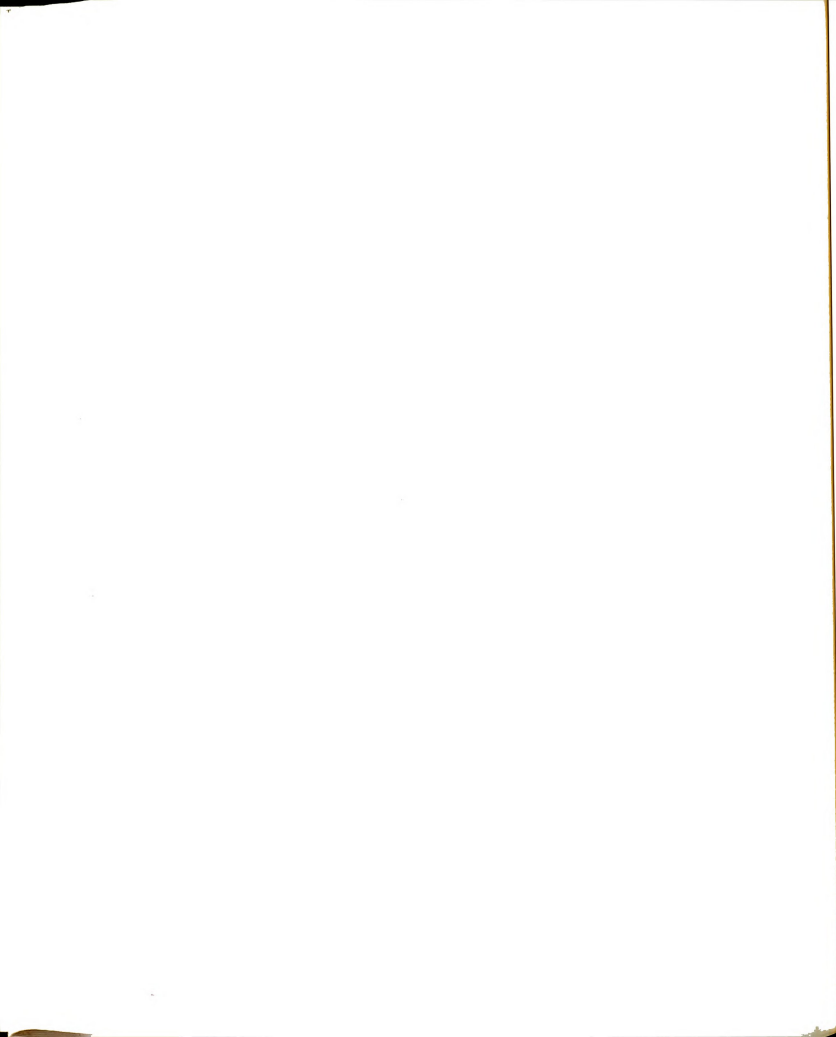
4

3

2

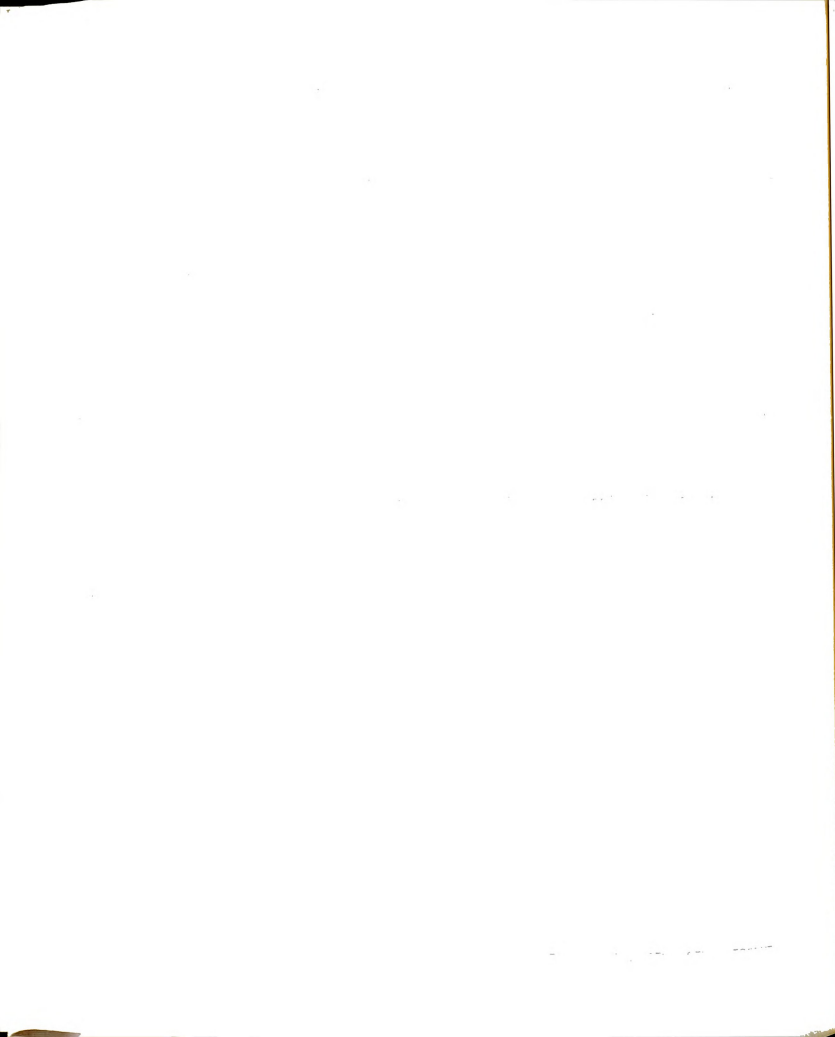
1

I'm in a
period of
transition



PLEASE NOTE:

Page 214 seems to be missing in numbering only as text follows.



24. Please check below the statement that most nearly describes your situation at this point in your life. (If more than one statement applies, put a one (1) by the statement that is most accurate, and put a two (2) by the other relevant statement.)

_____ Not much has changed for me in the last several years; I'm in a stable situation with respect to my life and work

_____ I've just come through a huge transition period in my life and work

_____ I feel I'm consolidating a major period of personal and/or professional change

_____ I feel I'm on the verge of making alot of changes in my life and/or work

_____ Other. Please specify:

25. Is being a graduate student helping you make any changes in your life or negotiate any transitions in your life or work?

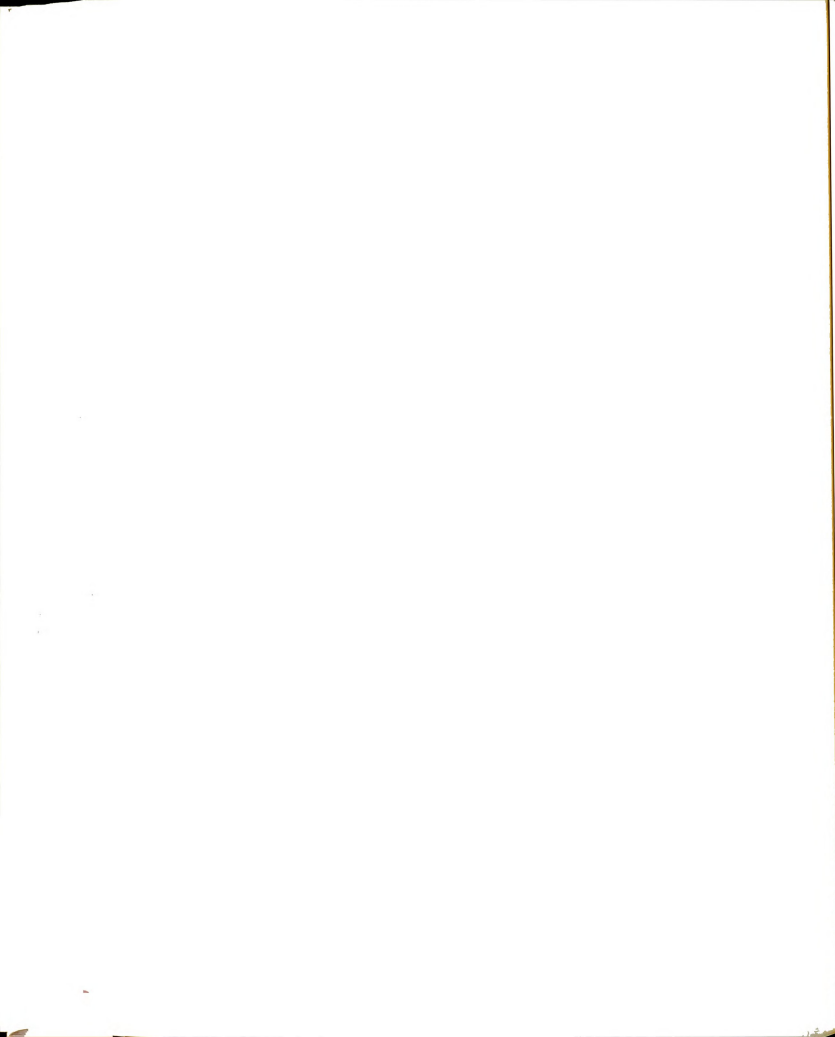
5	4	3	2	1
extremely	very helpful	somewhat	slightly	not really
helpful	in transition	helpful	helpful	
transition				

26. If you answered "extremely helpful" or "very helpful," please explain.

27. Thinking about periods in your life as chapters in your autobiography, what's your guess for a chapter heading for the next period in your life?

Chapter Title _____

28. The space below is for you to add anything you want to let us know about you that was not fully addressed in the questionnaire.



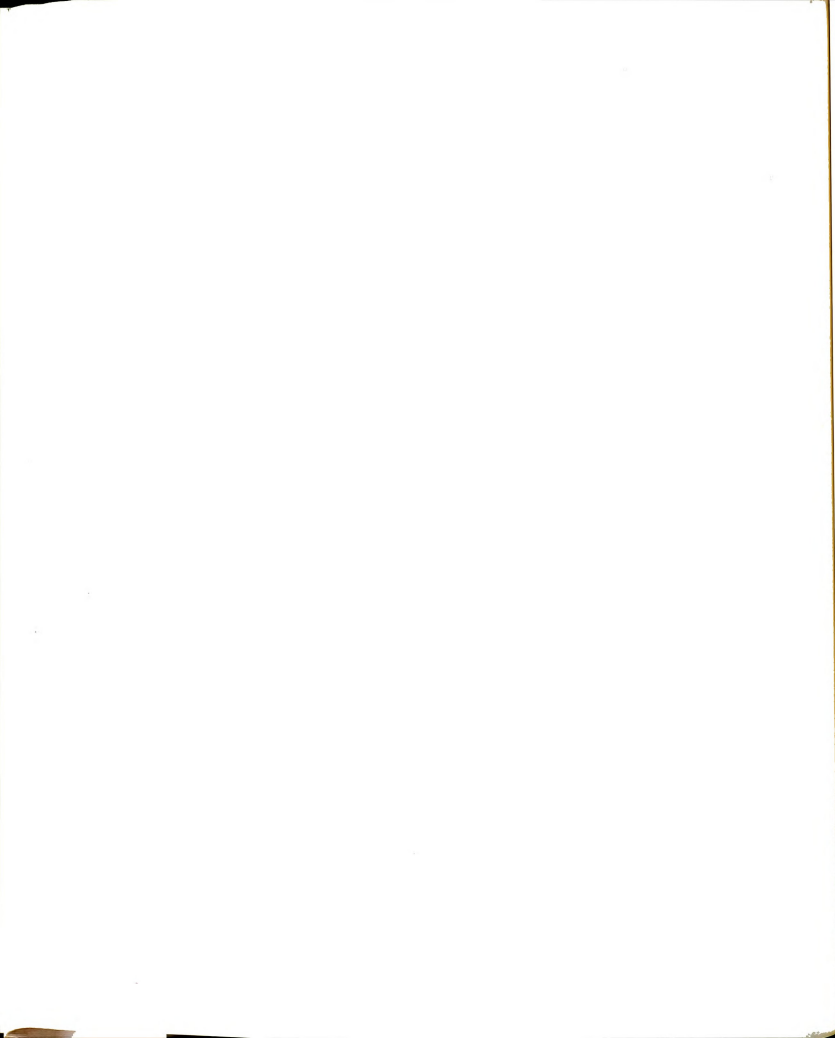
As we had discussed at the beginning of the session, I will be interviewing some of you for about one hour. If you are willing to participate in an interview, please check below.

_____ I am willing to participate in an interview.

There are only a few more questions that we want you to answer. Please go to the next page to finish up the FINAL SECTION of the questionnaire.

Thank you for your time and sharing part of your life with us.

GO TO NEXT PAGE



SECTION IV

These questions relate to your educational, personal and occupational background.

_____ Time Begun Section IV

Educational Background

29. From which college or university did you receive your undergraduate degree?

WRITE IN _____

30. What was your undergraduate major?

WRITE IN _____

31. In what year did you graduate?

WRITE IN _____ year

32. At what age did you complete your undergraduate degree?

WRITE IN _____ age

33. Prior to enrolling in your present program, had you continued your education in another graduate degree program since the completion of your bachelor's degree?

CHECK ONE:

() 1. Yes

() 2. No

33a. (If yes) Where did you attend graduate school?

WRITE IN _____

33b. (If yes) What was your major?

WRITE IN _____

33c. (If yes) Did you receive a graduate degree?

CHECK ONE:

() 1. Yes

() 2. No

33d. If you received a graduate degree, in what year did you graduate?

WRITE IN _____ year

34. In what graduate degree program are you now enrolled?

WRITE IN _____

35. Are you enrolled full-time or part-time?

NOTE: Full time status is defined as 7 or more credits per term; part-time status is defined as 6 or fewer credits per term.

- () 1. Full-time (7 or more credits per term)
() 2. Part-time (6 or fewer credits per term)

Personal Background

36. How old are you? WRITE IN _____ years old

37. What is your birthdate? WRITE IN _____

38. What is your sex? CHECK ONE: () 1. Male () 2. Female

39. What is your marital status? CHECK ONE:

- () 1. Married
() 2. Divorced
() 3. Separated
() 4. Remarried
() 5. Widowed
() 6. Never married

40. How many children do you have? CHECK ONE:

- () 1. None () 4. Three
() 2. One () 5. Four
() 3. Two () 6. More than Four;
Please specify _____

41. Please check the appropriate category for ethnicity:

- () 1. White
() 2. Black
() 3. Hispanic
() 4. Asian

42. What is your spouse's education? (if applicable).
CHECK ONE:

- () 1. some high school () 7. Master degree
() 2. high school dip. () 8. Academic doctor's
degree (Ed.D or Ph.D)
() 3. some college () 9. M.D. or D.O. (medical
doctor's degree)
() 4. A.A. degree () 10. D.D.S. (dentist degree)
() 5. B.A. or B.S.
() 6. J.D. (law degree) () 11. Others: Specify: _____



Personal Background

43. At the time you decided to enroll in your present program, were you employed?

CHECK ONE:

- ☐ 1. Yes
- ☐ 2. No

43a. (If yes): Were you employed as a volunteer or with financial remuneration?

- ☐ 1. As a volunteer
- ☐ 2. With financial remuneration

43b. (If you were employed): Were you employed full-time, part-time or occasionally? CHECK ONE:
NOTE: Full-time is defined as approximately 40 hours a week; part-time as approximately 20 hours a week; occasionally as fewer than 10 hours per week).

I was employed:

- ☐ 1. Full-time
- ☐ 2. Part-time
- ☐ 3. Occasionally

44. Are you currently employed? CHECK ONE:

- ☐ 1. Yes
- ☐ 2. No

44a. (If yes): Are you employed as a volunteer or with financial remuneration?

- ☐ 1. As a volunteer
- ☐ 2. With financial remuneration

44b. (If you are employed): Are you employed full-time, part-time or occasionally? CHECK ONE:

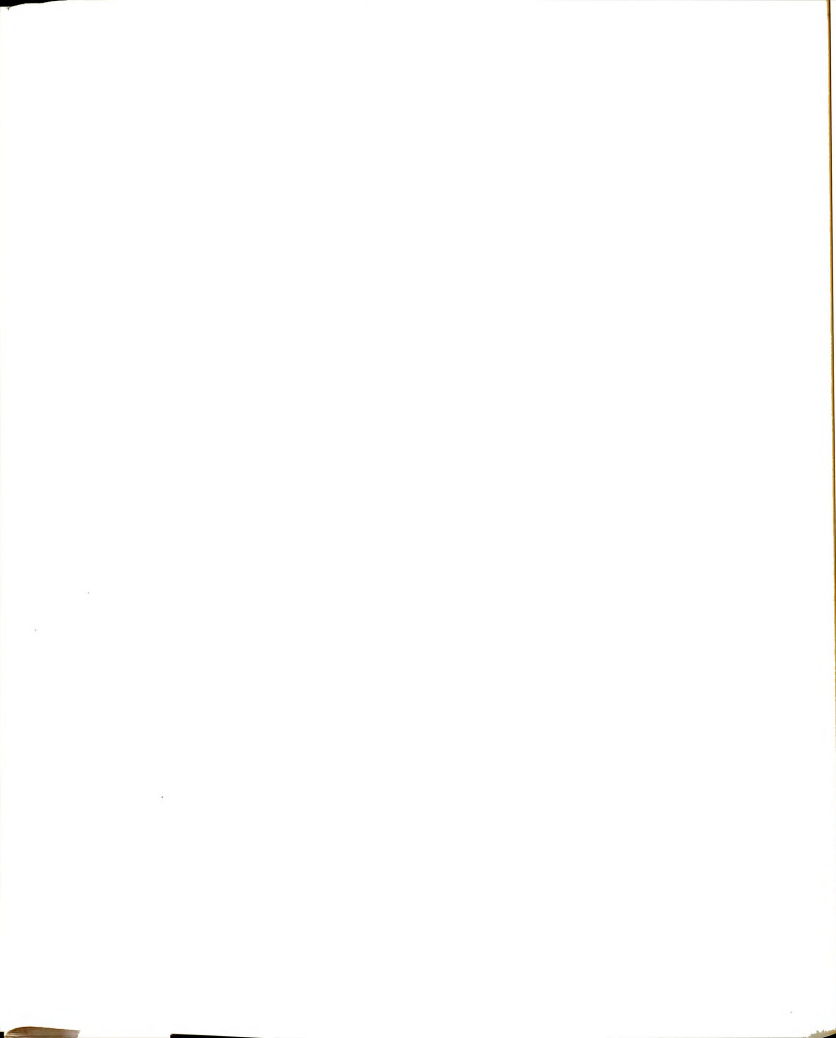
- ☐ 1. Full-time (Approximately 40 hours a week)
- ☐ 2. Part-time (Approximately 20 hours a week)
- ☐ 3. Occasionally (Fewer than 10 hours a week)

45. Has your employment, volunteer or paid, led to your interest in your current field of study? CHECK ONE:

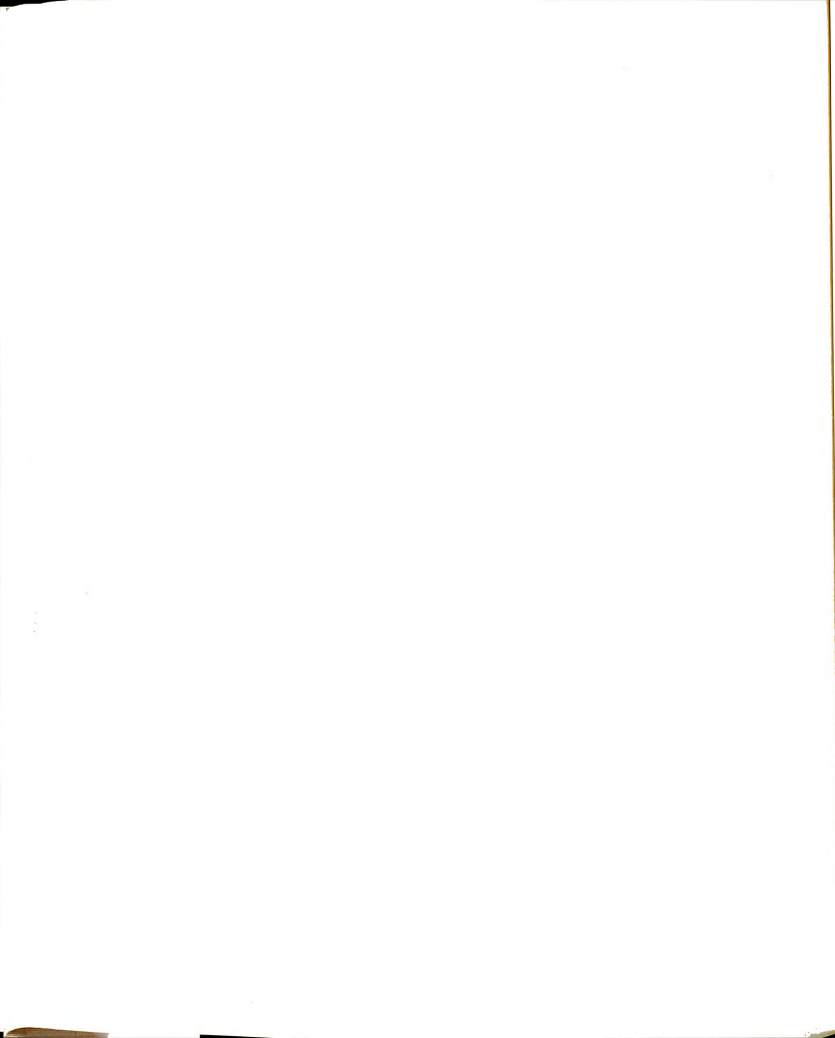
- ☐ 1. Yes
- ☐ 2. No

_____ Time Completed Section IV

Thank you for cooperation and for the time you spent completing this questionnaire.



APPENDIX 2
FINAL QUESTIONNAIRE AND CONSENT FORM



EARLY ADULT DEVELOPMENT QUESTIONNAIRE

This questionnaire is part of a study I am conducting for my dissertation research in the College of Education on the early adult development of graduate student men and women at Michigan State University. It is divided into four sections. The first section relates to your early adult life prior to enrolling in graduate school at M.S.U. The second section deals with your current life and Section III relates to your enrollment in graduate school. Section IV asks some general information questions.

Please fill in your name and date below.

NAME _____

QUESTIONNAIRE NUMBER _____ DATE COMPLETED _____

* * * * *

SECTION I

The following questions in Section I deal with your early adult life from age 22 to the time you decided to enroll in graduate school at Michigan State University. Please turn to the next page.



Early Adult Timeline

Reconstruct for yourself a timeline of your early life from age 22 to the time you decided to enroll in graduate school at M.S.U. Please write out your reconstruction in an informal essay. You may wish to recall your employment history, geographic moves, education, relationship history as well as any significant events during that period.

Year You Turned 22_____ Month and year you decided
to enroll at MSU_____

Allow yourself about fifteen minutes to reconstruct your early adult timeline using the years you listed above as your markers. You may use the next page to continue your autobiography. When you are through, please wait until we are ready to begin the next portion of Section I.



Early Adult Timeline

Please wait before beginning
Section I.



The following questions deal with your early adult life from age 22 to the time you decided to enroll in graduate school at M.S.U. If you have any questions about items 1-7, please raise your hand I will answer them. Thank you.

1. As you look over your Early Adult Timeline on the preceding pages, what is your impression of its dominant elements or themes?

2. Thinking about periods of your life as chapters in your autobiography, please give a chapter heading for the chapter you just finished (from age 22 to the time you decided to enroll in graduate school at M.S.U.)

Chapter Title _____

- 2a. Are there subchapters within this period? CHECK ONE:
_____ Yes _____ No

- 2b. (If yes): what are they titled?
Subchapters (if applicable) _____

- 2c. (If yes): What age(s) were you during those subchapters?

3. As you think about your early adult life, did you have a sense of what you wanted to be or do in your life when you were age 22?

_____ Yes _____ No _____ Vaguely



3a. (If "yes" or "vaguely,"): please describe what your "vision-of-yourself-in-the-world" was then.

3b. (If your answered "no,"): describe your situation at age 22 in regard to work, relationships, commitments at that time.

4. (If your answered "yes" or "vaguely" to question 3): did your "vision-of-yourself-in-the-world" change during your twenties?

_____ Yes _____ No

4a. (If "yes"): Please describe what your "vision-of-yourself-in-the-world" became.

4b. (If "yes"): At what age were you when your "vision-of-yourself" changed?

5. (If you answered "no" to question 3): did you have a "vision-of-yourself-in-the-world" later during your twenties?

_____ Yes

_____ No

- 5a. (If "yes"): please describe what your "vision of yourself in the world" became.

- 5b. (If "yes"): At what age were you when you had a "vision-of-yourself" later in your twenties?

- 5c. (If you answered "no" to question ⁵~~3~~): please check the statement that most clearly reflects your situation in your early adult life.

_____ I spent my early adult life pretty much drifting without any specific goals.

_____ I didn't want to "close off" my options for the future so I didn't want to make any commitments at that time.

_____ Other. Please specify:

10. As you think about your early adult life from age 22 to the time you decided to enroll in graduate school at M.S.U., indicate how important each of the life activities listed below were and are to you at the time periods listed in the right hand column. Use the following key to describe the importance of each life activity.

5=very important
4=important
3=neutral
2=less than important
1=not at all important
0=not applicable

HOW IMPORTANT A LIFE ACTIVITY?

	Age 22	Mid way	Last 6 Mos.
a) Finding an occupational direction			
b) Separating myself from my parents' expectations			
c) Establishing a network of supportive friends			
d) Providing an income for myself or family			
e) Establishing a love relationship with another			
f) Exploring a variety of alternatives through travel, relationships or work			
g) Parenting (or deciding to parent)			
h) Starting a career			
i) Pursuing my own individual dream			
j) Committing myself to a philosophy of life			
k) Increasing my skills and knowledge in my career			
l) Managing a home life			
m) Changing career direction			
n) Enhancing a relationship with my mate or significant other			



Age 22 Mid way Last 6 Mos.

- o) Becoming my own person with identity and direction, not dependent on spouse, boss or colleagues
- p) Becoming a valued member of my occupational group
- q) Maintaining close ties with my family of origin
- r) Continuing my intellectual development
- s) Making deeper commitments to my work by setting long range goals and meeting them
- t) Changing my relationship with my mate or significant other (divorce, separation, etc)
- u) Becoming involved in community activities
- v) Other: Specify:

7. As you think about your early adult life from age 22 to the time you decided to enroll in graduate school at M.S.U., rank as many categories as apply in order of their importance to you then with one (1) being the most important for you, two (2) next important, and so forth.

- _____ Establishing or enhancing a career or work life
- _____ Establishing or enhancing a close interpersonal relationship (s)
- _____ Exploring a variety of personal and work options
- _____ Marriage and family life
- _____ Pursuing my own development
- _____ Other. Please specify:

END SECTION I



SECTION II

The following questions in Section II deal with this current period in your life (from the decision to enroll in graduate school at M.S.U. to the present). Please spend a few minutes BEFORE you begin completing this section to reflect on your current life including your work, relationships, significant involvements, geographic moves.

8. Thinking about your current life period, what are the most important issues to you now? Please describe.

9. Thinking about periods of your life as chapters in your autobiography, please give a chapter heading to the present period in your life.

Chapter Title _____

10. As you think about your current life, do you have a "vision-of-yourself-in-the-world" at this time?
Check one:

_____ Yes

_____ No

10a. (If "yes"): what is this "vision-of-yourself" now?
Please describe.



10b. (If "no"): describe your current situation in terms of work, relationships and commitments.

11. As you think about your life now, rank as many categories as apply in order of their importance to you now with one (1) being the most important for you, two (2) next important and so forth.

_____ Establishing or enhancing my career or work life

_____ Establishing or enhancing close interpersonal relationships

_____ Exploring a variety of personal or career options

_____ Marriage and/or family life

_____ Pursuing my own personal development

_____ Other. Please specify:

END SECTION II



SECTION III

The following questions relate to your decision to enroll in graduate school at M.S.U. now.

12. Why did you enroll in graduate courses or a degree program at M.S.U.?

13. Why was it important to enroll now as opposed to some other time in your life?

14. Was there a specific event or realization that served as a catalyst for you to begin graduate studies now?

_____ Yes

_____ No

14a. (If you answered "yes"): please describe the catalyst event or realization that served to cause you to begin graduate studies now.

15. Compared to other periods in your life, do you feel that you are now in a period of stability or transition in your life and work? Please circle one number below.

5
I'm in a
period of
stability

4

3

2

1
I'm in a
period of
transition

15a. (If you circled "1" or "2"): please describe your situation.



16. Please check below the statement that most nearly describes your situation at this point in your life. (If more than one statement applies, put a one (1) by the statement that is most accurate, and put a two (2) by the other relevant statement.)

_____ Not much has changed for me in the last several years; I'm in a stable situation with respect to my life and work

_____ I've just come through a huge transition period in my life and work

_____ I feel I'm consolidating a major period of personal and/or professional change

_____ I feel I'm on the verge of making alot of changes in my life and/or work

_____ Other. Please specify:

17. Is being a graduate student helping you make any changes in your life or negotiate any transitions in your life or work?

5	4	3	2	1
extremely	very helpful	somewhat	slightly	not really
helpful in	in transition	helpful	helpful	
transition				

18. (If you answered "extremely helpful" or "very helpful"): please explain.

19. Thinking about periods in your life as chapters in your autobiography, what's your guess for a chapter heading for the next period in your life?

Chapter Title _____

20. The space below is for you to add anything you want to let us know about you in regard to your early adult life.



As we had discussed at the beginning of the session, I may want to interview you to clarify and expand on your questionnaire responses. If you are willing to participate in an interview, please check below.

 I am willing to participate in an interview.

There are only a few more questions that we want you to answer. Please go to the next page to finish up the FINAL SECTION of the questionnaire.

Thank you for your time and sharing part of your life with us.

GO TO NEXT PAGE



SECTION IV

These questions relate to your educational, personal and occupational background.

Educational Background

21. From which college or university did you receive your undergraduate degree?

WRITE IN _____

22. What was your undergraduate major?

WRITE IN _____

23. At what age did you complete your undergraduate degree?

WRITE IN _____ age

24. Prior to enrolling in your present program, had you continued your education in another graduate degree program since the completion of your bachelor's degree?

CHECK ONE:

() 1. Yes

() 2. No

24a. (If yes) Where did you attend graduate school?

WRITE IN _____

24b. (If yes) What was your major?

WRITE IN _____

24c. (If yes) Did you receive a graduate degree?

CHECK ONE:

() 1. Yes

() 2. No

25. In what graduate degree program at M.S.U. are you now enrolled? CHECK ONE:

_____ Lifelong Education option

_____ Other

Please specify: _____



26. Are you enrolled full-time or part-time?

NOTE: Full time status is defined as 7 or more credits per term; part-time status is defined as 6 or fewer credits per term.

- ☐ 1. Full-time (7 or more credits per term)
- ☐ 2. Part-time (6 or fewer credits per term)

Personal Background

27. How old are you? WRITE IN _____ years old

28. What is your sex? CHECK ONE: ☐ 1. Male ☐ 2. Female

29. What is your marital status? CHECK ONE:

- ☐ 1. Married
- ☐ 2. Divorced
- ☐ 3. Separated
- ☐ 4. Remarried
- ☐ 5. Widowed
- ☐ 6. Never married

30. How many children do you have? CHECK ONE:

- ☐ 1. None
- ☐ 2. One
- ☐ 3. Two
- ☐ 4. Three
- ☐ 5. Four
- ☐ 6. More than Four;
Please specify _____

31. Please check the appropriate category for ethnicity:

- ☐ 1. White
- ☐ 2. Black
- ☐ 3. Hispanic
- ☐ 4. Asian

32. What is your spouse's education? CHECK ONE:

- ☐ 1. some high school
- ☐ 2. high school dip.
- ☐ 3. some college
- ☐ 4. A.A. degree
- ☐ 5. B.A. or B.S.
- ☐ 6. J.D. (law degree)
- ☐ 7. Masters degree
- ☐ 8. Academic doctor's degree (Ed.D or Ph.D)
- ☐ 9. M.D. or D.O. (medical doctor's degree)
- ☐ 10. D.D.S. (dentist degree)
- ☐ 11. Others: Specify: _____
- ☐ 12. Not applicable

Occupational Background

33. At the time you decided to enroll in your present program, were you employed?
CHECK ONE:

- ☐ 1. Yes
- ☐ 2. No

33a. (If yes): Were you employed as a volunteer or with financial remuneration?

- ☐ 1. As a volunteer
- ☐ 2. With financial remuneration

33b. (If you were employed): Were you employed full-time, part-time or occasionally? CHECK ONE:
(NOTE: Full-time is defined as approximately 40 hours a week; part-time as approximately 20 hours a week; occasionally as fewer than 10 hours per week).

I was employed:

- ☐ 1. Full-time
- ☐ 2. Part-time
- ☐ 3. Occasionally

34. Are you currently employed? CHECK ONE:

- ☐ 1. Yes
- ☐ 2. No

34a. (If yes): Are you employed as a volunteer or with financial remuneration?

- ☐ 1. As a volunteer
- ☐ 2. With financial remuneration

34b. (If you are employed): Are you employed full-time, part-time or occasionally? CHECK ONE:

- ☐ 1. Full-time (Approximately 40 hours a week)
- ☐ 2. Part-time (Approximately 20 hours a week)
- ☐ 3. Occasionally (Fewer than 10 hours a week)

35. Has your employment, volunteer or paid, led to your interest in your current field of study? CHECK ONE:

- ☐ 1. Yes
- ☐ 2. No

Thank you for cooperation and for the time you spent completing this questionnaire.

MICHIGAN STATE UNIVERSITY
GRADUATE RESEARCH

CONSENT FORM

To Whom It May Concern,

I understand that the questionnaire I filled out for Karen Karelius on _____ will be used as data for her doctoral dissertation on the early adult development of graduate student men and women. I have been promised that, in agreeing to participate, that all identifying information such as my name, occupation, town of residence and any such identifying information of persons mentioned by me in the questionnaire will be disguised or withheld in both the writing of the dissertation and in discussions with Ms. Karelius' faculty advisers.

Name

Date



APPENDIX 3

QUESTIONNAIRE ITEMS AND THEIR RELATIONSHIPS TO RESEARCH QUESTION

QUESTIONNAIRE ITEMS AND THEIR RELATIONSHIPS TO RESEARCH QUESTIONS

The questionnaire constructed for this study contained items corresponding to the research questions as numbered and listed in Chapter I and Chapter III.

<u>Research Question</u>	<u>Questionnaire Item</u>
1a: Life Dream at 3 times	3,4,5,10
1b: Important Life Activities at 3 times	6 (see below for detailed analysis of sub-items)
1c: Relative Importance of Issues of Career, Relationships and Personal Development at Two times	7,11
2: The Early Adult Period Using the Life Structure as a Unit of Analysis	Early Adult Timeline, 1,2,8,9,19
3a: Why enroll at MSU	12
3b: Why enroll now	13
3c: Catalyst to enroll	14
3d: Transition or stability	15,16,17,18

The life activities listed in item 6 included 21 sub-items. Seven items each were identified as issues reflective of a career-relationship, or self-related domain of activity. These sub-items are identified below along with the domain which each was categorized. The 21 items were used to identify the important life activities at 3 time periods to note any shifts in priorities over time as well as any differences between men and women.

Questionnaire Item

Domain

6a	Career
6b	Self
6c	Relationship
6d	Career
6e	Relationship
6f	Self
6g	Relationship
6h	Career
6i	Self
6j	Self
6k	Career
6l	Relationship
6m	Career
6n	Relationship
6o	Self
6p	Career
6q	Relationship
6r	Self
6s	Career
6t	Relationship
6u	Self

APPENDIX 4

LETTER TO POPULATION AND CONSENT FORM



MICHIGAN STATE UNIVERSITY
GRADUATE RESEARCH

January 7, 1982

RE: Dissertation Research on Adult Development

You have been identified by records in the Registrar's Office as a graduate student at Michigan State University newly enrolled in a masters degree program this year. I am a doctoral candidate in adult education conducting research regarding the early adult development and reasons for returning to graduate study of men and women, ages 27-34.

Very little research has been done on the early adult development of persons and none has been conducted using both men and women in the same sample. I am asking you as someone representing the research population to participate in the study by completing a questionnaire in a group setting.

The group session will be for one hour during the last week in January on the MSU campus. The session is designed to offer a time for recollection and privacy to complete the questionnaire. In the questionnaire, you will be asked to answer questions related to your twenties decade, the current period of your life and the place graduate school enrollment has in your life story. Every one attending, like you, will be completing the questionnaire in privacy, hearing the same directions I give to you. I will arrange to interview those who are willing for one hour at a time most convenient for you in order to elaborate on your questionnaire responses.

Please fill out the attached form indicating your willingness to participate in the study and the dates you are available for the group questionnaire session and send it as soon as possible to me. A stamped addressed envelope is included for your convenience. If you have questions, I can be reached at (517) 353-3922 days or (517) 351-5382 evenings.

I want to assure you that your name will not be identified in any way in the course of the study. Also, you will receive results of the study, if you wish.

I appreciate you taking the time to assist me in my research and I thank you in advance for your cooperation.

Sincerely,

Karen Karelius
Ph.D Candidate, College of Education
Department of College and University Administration

RESEARCH ON ADULT DEVELOPMENT

Please indicate below your willingness to participate in the study of the Early Adult Development of Graduate Student Men and Women, Ages 27-34 by checking one item below.

____ YES, I am willing to participate in the group administered questionnaire session to be held the last week in January on the M.S.U. campus

____ I do not wish to participate in the study

Please indicate below your first, second and third choices for the day and time of the group questionnaire session.

____ Monday, January 25, 1982 5:15-6:30 p.m.

____ Tuesday, January 26, 1982 5:15-6:30 p.m.

____ Wednesday, January 27, 1982 5:15-6:30 p.m.

____ Thursday, January 28, 1982 5:15-6:30 p.m.

____ Friday, January 29, 1982 1-2:30 p.m.

____ Saturday, January 30, 1982 10-11:30 a.m.

____ Other. Please Specify:

I will contact you immediately by telephone regarding the day, date, time and place for the questionnaire session. Please leave a phone number below where you can be reached days and evenings.

Name _____

Phone (days) _____

Phone (eves) _____

Return this form as soon as possible in the enclosed stamped addressed envelope to

Karen Karelius
441 Rampart Way #102
East Lansing, Michigan 48823

Thank you for your time and cooperation.



APPENDIX 5
SCRIPT FOR FINAL QUESTIONNAIRE SESSION



FINAL QUESTIONNAIRE SESSIONS

Introductory Remarks

Thank you for coming today to participate in this research project. I realize that all of you have very busy schedules and finding an hour required some juggling on your part.

This research project is part of my dissertation research on the early adult development of graduate student men and women ages 28 to 32. All of you were first-time MSU graduate students in the fall, 1981, according to the Registrar's records.

This study is exploratory and descriptive in nature, which means that there are no hidden agendas or hypotheses I am testing. The aim of the study is to describe and compare your responses to three major research questions. I am particularly interested in the period from age 22 to the time you decided to enroll in graduate courses at MSU, the life activities that were important to you at that time and the dream or vision of yourself in the future that you may have had in your twenties. I am also interested in this current period of your life, from the time you decided to take graduate courses at MSU to the present moment. Questions related to the life activities that are important to you now will be asked as well as questions about the presence or absence of a vision of yourself in the future. The third section of the questionnaire deals with your reasons for returning to graduate studies now in your life and the fourth section deals with some general demographic information.



I may want to interview you to expand on some of your responses to the questionnaire items. There is a place in the questionnaire to indicate your willingness to participate in a short, one-hour interview to be arranged at your convenience during the next month.

Before continuing further, I want to give you a brief account of the study of adult development to date and how this study relates to that rapidly growing field of inquiry. I will then review briefly the format of the questionnaire and procedures and then we will begin the actual questionnaire.

The questionnaire itself will take you anywhere from forty-five minutes to one hour to complete.

Background

The study of adult development is relatively new in terms of the academic study of adult lives. A great deal of the literature in the past has dealt with discrete and isolated aspects of adult life such as stress on the job, career development, family life cycle, and individual psychological traits. Only recently have researchers begun to study adulthood as a period in the process of the life cycle.

Adulthood was once thought to be a flat plateau, that space between adolescence and senility. Only recently have psychologists, sociologists and educators looked at adulthood as a period of potential growth and change like childhood and adolescence.

It is this approach to adult development that I subscribe to and am most drawn to consider. I have spent the last five years working in this area through my work with adults as an educator, program developer and counselor. I have followed closely the literature on

adult development during this time. You may have read or heard about Gail Sheehy's book Passages or Daniel Levinson's work called Seasons of a Man's Life. Their approach is basically biographical to the study of lives, looking at individuals first rather than studying only small portions of their lives to test a theory.

The problem with the research up to the present time has been that the highly publicized studies have been done primarily on men. These men were born during the Depression or were in their childhood during this period. The research on women has grown only recently but again most of those studies of adulthood have concentrated on women in mid-life, born again in the Depression era. The importance of the study in which you are participating as co-researchers is that for the first time it combines men and women of a younger cohort, the so-called Baby Boom generation. You are all college graduates pursuing further study, a group not previously isolated for investigation in the past. Your lives, interests and visions may represent a different configuration than has been drawn previously in the adult development research; I am open to whatever your lives, collectively, seem to tell me about the early adult development of men and women ages 28-32.

The questions asked in this questionnaire are drawn from the literature on adult development. Out of the myriad of concepts and "variables" reflected in the literature, I have chosen to focus on only questions related to important life activities to you in your twenties and now and the presence or absence of a dream or vision of yourself in the future.

The early Adult Timeline, which is at the beginning of the questionnaire, is designed to allow you time to recollect the last chapter in your life, the period from age 22 to the time you decided to enroll in graduate school, so that you can answer the questions in Section I from the perspective of a rekindled awareness of that period in your life. I have found that answering such questions "cold," without the benefit of recollection of your own unique history, does not allow for as candid and accurate a description of your earlier twenties. This is the reason why I wanted you to come to a group-administered questionnaire session rather than complete the questionnaire in your home. Again, I appreciate your willingness to come to the group.

The questionnaire is divided into sections. The first part of Section I, is the Early Adult timeline. I will ask you all to spend at least 15 minutes considering this portion of the questionnaire.

After you all complete the Early Adult Timeline, I will be giving the directions for the remainder of the questionnaire. Then you may complete the remainder of the questionnaire at your own speed. If you have any questions about any of the items, raise your hand and I will answer them.

Each of us has a unique life story and recollecting the past and articulating current involvements is a very private undertaking. Therefore, I ask you to honor each other's privacy and to be as quiet as you can for the next forty-five minutes. There is coffee, tea and cookies available for you to have during the session, if you wish. Now, let us begin the first section of section one, the early adult timelines.

When approaching the Early Adult Timeline, I want you to be as descriptive of your life as you can be in 20 minutes. There are no "wrong" or "right" answers; no expected response pattern. Your own unique life story is what is asked for here.

I want you to now relax, sitting comfortably in your chair and close your eyes. Move back in your mind's eye to the year when you turned 22. Recall the place you were living, the person with whom you were involved, the job or work you were doing, how you remember yourself feeling and looking. Letting your mind race through the years, move through the landscape of your past experience in your twenties. You may wish to recall your employment history, geographic moves, education, relationship history, as well as any significant events during that period. We will spend the next twenty minutes for this brief life review. When you finish, please look up and wait until we all begin the next section of the questionnaire.

Part II of Section I

Now as we have all finished the Early Adult Timeline, you may wish to take a few deep breaths and prepare for part II of section I. Hopefully, the life review you just completed breathed life into your sense of yourself in your twenties and the people who were very much a part of your experience then. The following questions relate to that sense of yourself and the people in your life as well as the issues that seemed most important to you then.

There are a number of questions that relate to the presence of absence of a "vision of yourself in the future." This phrase relates to a sense of yourself in terms of your part in the world. Many people have called this a life dream, a way you saw yourself being in

the future. Visions range from being a famous novelist to being in relationship with a loved one and raising a family to heading your own company to being a world traveler. A number of questions relate to this Vision at different time periods in your twenties and now. Many people may not have had a dream. The questionnaire seeks to find out whether or not you did or did not have a vision of yourself. Again, there is no "right" or "wrong" response.

You will note that question 6 on page 7 asks you to indicate how important a number of life activities were and are to you. You will see that there are three time periods listed by each life activity. The category "mid way" relates to the period about half way between age 22 and the last 6 months. Please use the key given to answer the question "how important a life activity" for each of the time periods.

When you are finished with the questionnaire, please hand it into me along with the signed copy of the consent form.

Again, thank you for your participation.

APPENDIX 6
GUIDELINES FOR CATEGORIZATION OF OPEN-
ENDED QUESTIONS



GUIDELINES FOR CATEGORIZATION OF OPEN-ENDED QUESTIONS

Life Dreams

Each participant was asked to answer questions regarding the presence or absence of a Life Dream and its nature. Responses by each participant were copied onto 3 by 5 cards with one card each for each separate response (age 22, a dream change or a dream later than age 22 and current period). Responses were categorized by the context of the description of the Dream.

1. Career: Any Dream that was mentioned using a career description only, i.e., forester, accountant or a general description of a kind of work, was categorized as a career dream.
2. Relationship: Any Dream that mentioned the person either in relationship to another person (spouse, lover, children) or regarding the status of the issue of a relationship in his/her life (i.e., to remain single, to marry, etc.).
3. Self: Any Dream that was expressed in a "being" dimension--that is, "competent," "well-balanced," etc. This also included only dream descriptions that were expressed in terms of the participant's life outside of career or relationships.
4. Career + Relationship: Any Dream that combined these two contexts, i.e., "in a relationship while performing duties in a service profession."
5. Career + Self: Any Dream that combined these contexts, i.e., "I see myself as a well-rounded individual in a position of authority and responsibility."
6. Relationship + Self: Any Dream that combined these two contexts, i.e., "I see myself as a competent person willing and able to share my life with another."
7. Career + Relationship + Self: Any Dream that combined all three contexts, i.e., "I envision myself as a capable human being, a mother and wife, as well as a successful career person."

Any Dream that did not easily fall into the above seven categories was reported and a particular category created for that response. Examples were "knew what I didn't want;" "lack direction" and those responses that indicated, in the middle twenties, that the former dream had changed but no new one was formed to take its place.

Reasons for Enrolling

Each participant answered a number of questions regarding his/her reason for enrolling in graduate school, the catalyst, if any, that led to enrollment, and the perceived benefits of graduate school for making changes in their lives.

For each of these questions a separate 3 by 5 card with the participant's response was made. The 37 responses were grouped for each question and the cards read over repeatedly to see the categories that emerged from the data as classifications.

As the responses were clustered into similar response patterns, categories were created to describe the responses. This classification scheme emerged from the data rather than having preset categories to place each response. After the initial round of classification, categories were collapsed into larger, more encompassing categories.

The first round of classifications are presented in Chapter IV, as well as the data transformation that were used to collapse categories into larger, more encompassing categories. Examples of categories are cited in the text.



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