

A Comparative Analysis of Early Life Experiences and Young Adult Career Choice

Alycia Chmielewski

University of Minnesota Duluth

Abstract

The foundation of all behavioral, cognitive, and emotional development is deeply tied to the first five years of life. Researchers from various disciplines, such as developmental psychology, early childhood education, and behavioral sciences, strive to make connections between early childhood experiences and implications for lifelong health and development. Longitudinal studies, such as the HighScope Perry Preschool Study, have identified connections between the quality of early childhood care and future career success and reduced crime rates (Schweinhart et. al, 2005). It is assumed but not clearly known if these aspects influence young adult career choice. In order to explore this relationship, a survey of University of Minnesota Duluth undergraduate students was conducted around four categories: personality, early life experiences, undergraduate academics and future career choice. By evaluating the relationship between early life experiences and young adult career choice, the findings will add to a growing body of knowledge in the areas of child development and early career choice. Based on the analysis of 171 UMD student survey responses, a correlation was found between child care distinction and personality indicators as well as personality indicators and college distinction.

Introduction

The foundation of all behavioral, cognitive, and emotional development is deeply tied into the first five years of life. Researchers from various disciplines such as developmental psychology, early childhood education, and behavioral sciences strive to make connections between early childhood experiences and implications for lifelong health and development. Longitudinal studies, such as the HighScope Perry Preschool Study, have identified connections between the quality of early childhood care and future career success as well as reduced crime rates (Schweinhart et. al, 2005). Poor quality care can decrease cognitive performance, and strained relationships with providers promote introversion and anxiety (Vandell et. al, 2010). Research findings by Felitti (1998) brought further attention to the impact of the early years. The study explored the impact of adverse child experiences (ACE) within the first years of life, including abuse or maltreatment, and how it impedes long-term function (Felitti et. al, 1998). It is assumed but not clearly known if these aspects influence young adult career choice.

While healthy physical and cognitive development is crucial to the first five years of life, the roots of personality are built upon during early years and lay the foundation for future career choice and relationships. During the first five years, most of the interactions that a child participates in are facilitated by their parents. Thus, a large influence on social development is parent demeanor or the attachment style of this relationship (Thompson, 2008). For children of secure attachments, emergent personality was based upon the attachment established in the first years of life but it is enhanced by the continuity of quality care throughout the rest of childhood. Thompson was clear in highlighting that attachment was not the single influence on personality, but rather one of many important factors in establishing a distinct behavior profile. In this

project, personality was defined using John L. Holland's "Theory of Vocational Choice" in relation to future career choice. Holland defined one's personality as the combination of six types: Realistic, Investigative, Artistic, Social, Enterprising and Conventional. Work environments are also categorized based on these six indicators as to correspond to an individual's fit into the career field. Holland proposed that individuals pursue specific work environments to "exercise their skills and abilities, express their attitudes and values, and take on agreeable roles (Nauta, 2010)." As personality is influenced by early life experiences, it is assumed that career fields that are related to said personality would also be influenced by early life experiences. Thus, a research question is formulated as to what relationship exists between early life experiences, personality and career choice.

Using the research findings of the Perry Preschool Project, along with research that focuses on career development and personality stemming from early childhood experiences (Groeneveld et. al, 2010, Vandell et. al, 2010, Thompson 2008), a survey will be designed to explore early experiences and current young adult career choices. The goal of the project is to define a relationship between early life experiences, such as early child care and sociodemographic factors, personality traits and young adult career choice. The survey will be specific to students who are enrolled in undergraduate programs at the University of Minnesota Duluth. Of the 8,245 undergraduate students, 14.7% of the students belonged to underrepresented groups, as defined by the Fall 2015 UMD Student Profile. The focus on the current UMD student population should account for the distribution of specific demographics from the survey. The survey will allow researchers to describe the longitudinal implications of specific early childhood experiences with relation to college and career choice. Defining a

relationship between the three variables could shed light on the importance of supporting early childhood development.

Review of Literature

Child-Care and Personality Development

During the first five years of life, cognitive development is largely based upon the interactions that children experience. Nearly 85% of brain development occurs prior to age 5 (Edie & Schmid, 2007), supporting the importance of healthy development supported by child care and relationships formation. Children are subjected to full or part-time care in four distinctions: parent care, family, friend and neighbor (FFN) care, home-based nonparental care and center-based care. As of 2011, a survey by the US Census Bureau found that 27.3% of children experience FFN care, 25.9% of children experience center-based child care, 24.4% of children experience parental care and 14.0% experience home-based nonparental care (ChildTrends, n.d.). Attachment styles are established between the child and primary caregivers, either parents or childcare workers. Attachment styles establish a foundation in social and emotional development. Although personality is established over a person's lifetime with multiple influences, secure attachments develop on healthier pathways than insecurely attached children (Bowlby, 1989). It is also hypothesized that the effects of early childhood experiences may manifest into adolescence, meaning direct effects can extend to teenage years (Vandell et al., 2011). These distinctions include parent care, family, friend or neighbor care, home-based child care or center-based care. Research in child care environments has shown differences in development between home-based child care versus center-based care. For example, children that spent more time in child care centers were found to have better cognitive skills than their

counterparts from home-based care, yet they had more problematic behavior outcomes (Vandell et. al, 2011). This was hypothesized to be due to the difference in caregiver-to-child ratio as less one-on-one attention is seen in child care centers. Regardless of childcare distinction, the well-being and proper development of a child was largely based upon the quality of the care, regardless of child care distinction.

Given that center-based caregivers are less responsive to children than small home-based caregivers, less secure attachments are established (Groeneveld et. al, 2010). Research has shown that children of full-time child care display more avoidant attachment traits than part-time care children after the strange-situation test (Bowlby, 1989). Thus, establishing healthy attachments between children and non-parental caregivers, regardless of time in childcare, enables a child to develop healthier personality traits rather than disorders. Not only do attachment styles established in the first five years of life influence personality, but also social development at that crucial time period. It has been described that the more time child spends in non-maternal child care, the more adverse their social behavior will be (Vandell et. al 2011, National Institute Of Child Health Early Child Care Research Network, 2003). The adverse behavior includes less social competence, problems with adjustment, increased issues with externalizing problems and more adult-child conflict (Howes et. al 1992, Vandell et. al 2011, National Institute Of Child Health Early Child Care Research Network, 2003). If a child is unable to establish positive social behavior, it may manifest into issues with future relationships, career choices and mental health.

Quality Child Care and Future Success

The quality of a child care program is the best indicator on how a child will be influenced by a program. The HighScope Perry Preschool Project analyzed the quality of childcare and the

development of children over their lifetimes. Based on their results, high-quality programs contributed to higher intellectual and social development as well as school success. Long-term effects of higher quality care showed better economic performance, healthier familial relationships and reduced crimes rates (Schweinhart et. al, 2005). At age 40, the survey found that the median annual income of higher quality childcare was \$20,800 versus lower quality childcare at \$15,300 (Schweinhart et. al, 2005). Thus, quality child care during early childhood had a correlation to higher economic performance. The relationship between quality of child care and social behavior has implications to future success as well. Ability to create and maintain relationships in a professional setting is crucial for career success and job satisfaction (Janaz & Forret, 2007). As unhealthy attachment styles can manifest into negative social behavior, it can be inferred that such early childhood experiences can influence future success. By establishing healthy social development during early childhood, children are setup for a more successful future.

Young Adult Career Choice

Career choice is one of the most defining choices made in young adulthood. The choice is made through the combination of interests, culture, gender, personality, skills and life experiences. To connect personality to career choice, John L. Holland developed six personality traits that, in combination, make up an individual's personality. The six personality traits include Realistic, Investigative, Artistic, Social, Enterprising and Conventional (Nauta, 2010). As individuals pursue careers that support their interests and personalities, there is a relationship between their Holland code indicator and future career field (Nauta, 2010; Minnesota State CAREERwise Education, n.d.). For example, the Realistic personality indicator is associated

with the career fields of health science, architecture, hospitality and tourism, law and security, manufacturing and STEM careers (Minnesota State CAREERwise Education, n.d.). Making a correlation between early childhood experiences and young adult career choice requires the connection to personality. Although a direct relationship cannot be made due to the large variety of experiences that influence career choice, understanding how early childhood experiences affect career choice adds to the body of knowledge related to development.

Methodology

Participants

Participants were limited to 187 currently-enrolled University of Minnesota Duluth students. Of the 187 students that initiated the survey, 171 participants completed the survey and their results were analyzed. Participants with an x500 university email voluntarily participated in an online survey through recruitment on the university online newsletter *Bulldog Update* and through online postings on social media. Participants ranged from 18 to 34 years old. The gender distribution of participants was 74.3% women, 25.1% men and 0.6% genderqueer. Participant ethnicity distribution was as follows: 90.6% White/Caucasian, 5.3% Asian/Asian American/South Asian, 1.2% Black/African American, 0.6% Hispanic/Latin@/Chican@, 1.20% American Indian/Alaska Native & White, 0.6% Asian/Asian American/South Asian & White and 0.60% Black/African American & White. Exclusion criteria will be limited to non-UMD students, faculty or staff. Voluntary participants were able to enroll in a random drawing for one of ten-\$10 gift cards to the UMD Stores.

Materials

The consent form was included on the online survey. The consent form contained background information, procedures, risks and benefits of participation, privacy distinction and contact information. The online survey included three, separate questionnaires to gather data (see appendix):

1. A personality inventory (Gunnar et al., 2010) will be presented to the participants to determine whether there are patterns related to young adult personality trends, academics and early career choices.
2. An understanding of early care experiences will focus on the three major distinctions of child care: parent care, family, friend and neighbor (FFN) care and center-based care to determine whether career choice patterns stem from early child care
3. An inventory of UMD majors and careers will be presented to the participants. The inventory will be broken into specific colleges, majors and career choices. The purpose of the inventory is to explore the relationship between early experiences and academic and early career choices for students attending UMD.

The survey was created and distributed via the University of Minnesota Qualtrics system. Participants accessed the survey through a Qualtrics link from recruitment materials.

Recruitment was fulfilled through a small segment on the University of Minnesota Duluth online newsletter *Bulldog Update* and through postings on University-related Facebook sites.

Participants could access the device by any web-enabled device.

Procedure

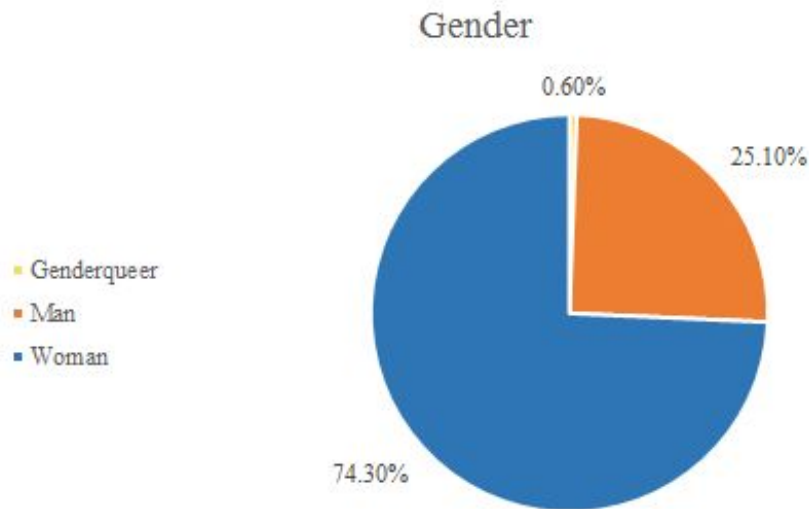
Subjects were provided a description of the project prior to consenting to the survey. The description discussed the project's exploration of a potential relationship between early life experiences and young adult career choice. The consent included a "yes" or "no" option on the questionnaire with consenting participants continuing through the survey. Participants that did not consent to the survey were brought to the end of the survey and were thanked for their time. After consent was received, the participant proceeded through the online survey through enabled devices. Participants were asked to complete the survey as completely as possible. After the consenting participants completed the survey, they were thanked for their participation and given the opportunity to follow a second link to enroll in a drawing. The drawing allowed participants to enter their email into a drawing for one of ten-\$10 gift cards to the UMD stores. Ten participants were selected based on 10 random numbers generated from an online Random Integer Set Generator to receive the gift cards once recruitment was completed.

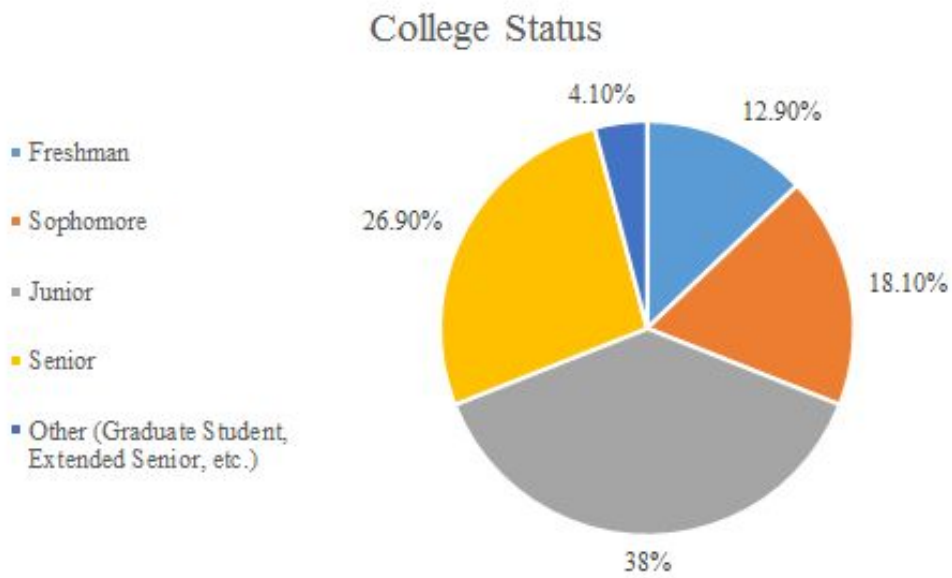
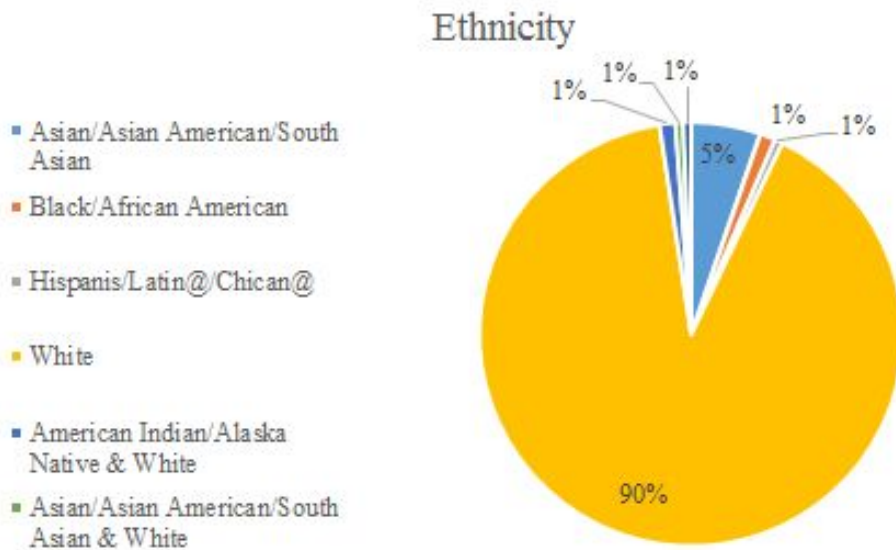
Results

After four weeks of implementing the survey, 189 total responses were received. Of the total responses received, 171 completed responses were analyzed using Microsoft Excel. Participants that did not complete all questions to the survey were removed from analysis. Responses from participants that recorded two or more college distinctions were added to each reported college distinction. The highest Holland Code indicator was coded for each individual using a key that was provided by the MNCareer Interest Assessment.

Table 1. Six Indicators of Holland Code with personality and relative career interest descriptions.

R Realistic	I Investigative	A Artistic	S Social	E Enterprising	C Conventional
Personality: - Practical - Reserved - Curious Career Interests: - Electronics - Mechanics - Engineering - Lab Work	Personality: - Curious - Observant - Analytical Career Interests: - Reading - Research - Investigation - Technology	Personality: - Intuitive - Sensitive - Imaginative Career Interests: - Fashion - Creative Writing - Drawing	Personality: - Friendly - Empathetic - Cooperative Career Interests: - Work with children, the elderly or diverse populations	Personality: - Enthusiastic - Assertive - Talkative Career Interests: - Sales/Promotion - Entrepreneurship - Management - Politics	Personality: - Respect - Persistent - Practical Career Interests: - Data Management - Following budgets





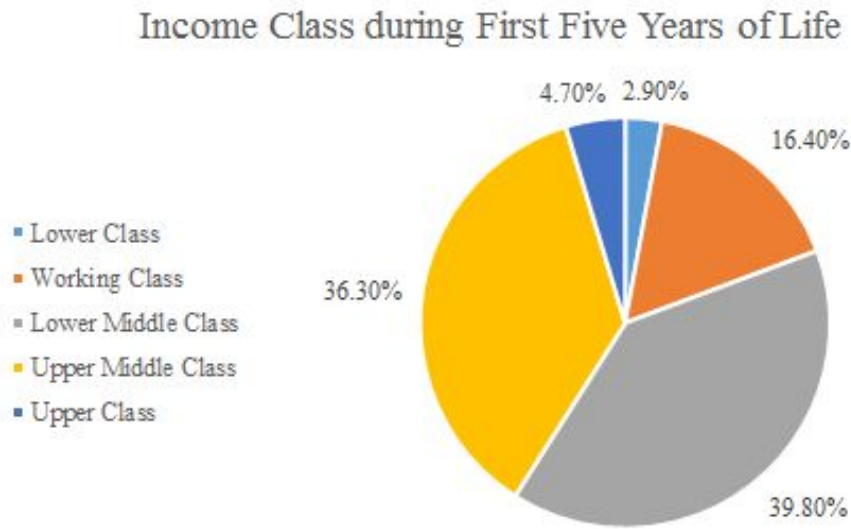


Figure 1. Graphs representing survey participant demographics including gender, ethnicity, college status and income class description from 0 to 5 years of age.

Patients were asked to provide demographic information to help identify relationships outside of our analysis. The gender distribution of the participants was 74.3% female, 25.1% male and 0.6% genderqueer. The ethnicity of participants was as follows: 90% white, 5% Asian/Asian American/South Asian, 1% Black/African American, 1% Hispanic/Latin@/Chica@, 1% American Indian/Alaska Native & White, and 1% Asian/Asian American, South Asian & White. Due to the survey being given to university students, a demographic of college status was performed. The participants were 12.9% freshmen, 18.1% sophomores, 38.0% juniors, 26.9% seniors and 4.1% extended students (which included extended seniors, graduate students, etc). The last demographic that was analyzed was income class in the first five years of life. This was performed to highlight data discrepancies related to income class influencing quality of care or early life experiences. Categories were listed as follows: Lower class (below poverty line,

\$18,000 - \$23,050), Working class (usually hourly wages and technical training, \$23,050 - \$32,500), Lower middle class (have college education, \$32,500 - \$60,000), upper middle class (well-educated, higher paying positions, \$60,000 - \$150,000) and upper class (considered the wealthiest class, \$150,000+). The distinctions were provided by Thompson & Hickey, 2005. Students distinguished themselves as: 2.9% Lower class, 16.4% Working class, 39.8% Lower Middle class, 36.3% Upper Middle class and 4.7% Upper class. Error in distinctions would be due to students self-reporting what class they believed their family would be categorized as between ages 0 to 5.

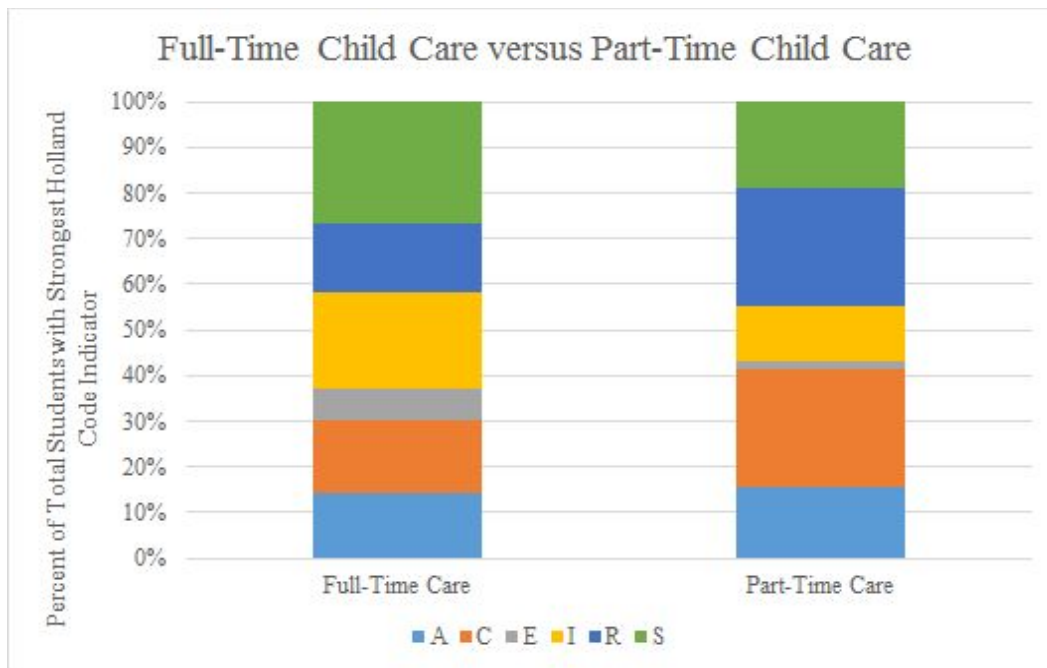


Figure 2. Comparison of students reporting to have experienced full-time child care or part-time child care from age 0 to 5, for the majority of time.

Of the 171 survey participants, 66.1% of participants responded to experiencing full-time childcare from birth to five years old, which is distinguished as 21 to 40 hours per week. The remaining students identified as experiencing part-time child care, which is distinguished by 0 to

20 hours per week. Of the students who experienced full-time care, 26.5% of respondents identified as having Social as their strongest Holland Code personality indicators. The least identified Holland Code personality was Enterprising, at 7.1% of the full-time childcare students. For students who experienced part-time childcare in early childhood, the strongest Holland Code personality indicators were Conventional and Realistic, both at 25.9% of the population. The least identified Holland Code personality indicator was Enterprising, at 1.7%, for part-time childcare students.

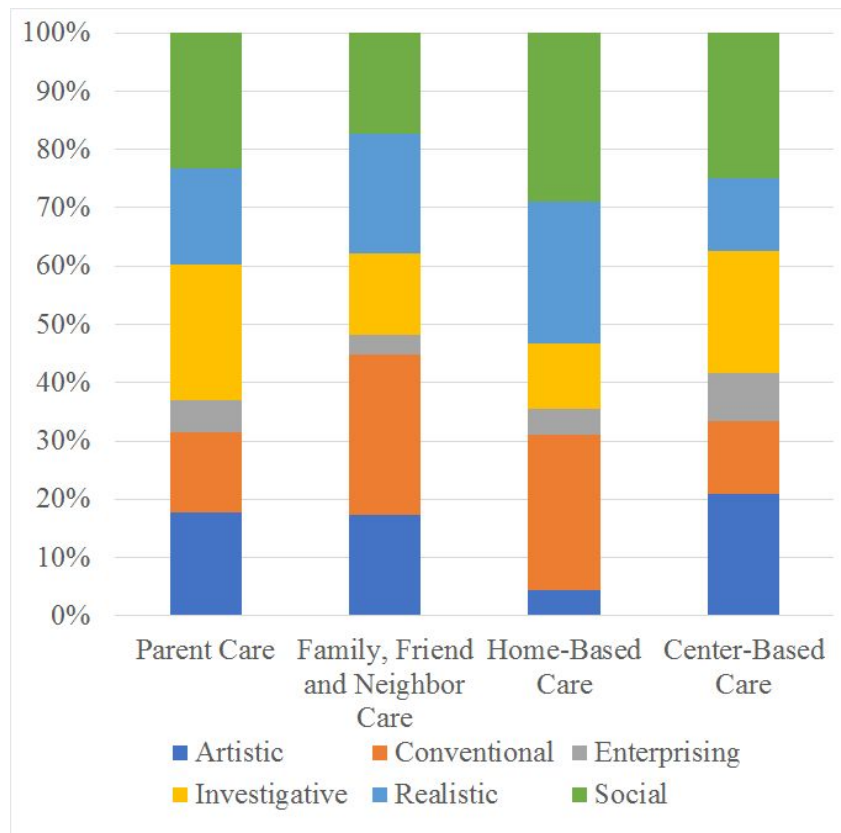


Figure 3. Comparison of reported child care distinction and strongest Holland code indicator identified by survey participants.

An inventory of childcare distinction that students reported themselves to have been in was categorized into four separate distinctions: Parent care (care by mother, father or guardian), Family, friend and neighbor care [(FFN), care by grandparents, extended family, older siblings, friends or neighbors in informal settings (non-licensed)], Family home child care (care of no more than 10 children by a licensed provider within their own home), Center-based child care (care by providers within a licensed facility, usually characterized by larger class sizes within facility). Students identified with each child care distinction as such: 42.7% identified as experiencing majority parent care, 17.0% experienced FFN care, 26.3% experienced home-based child care, and 14.0% experienced center-based child care. For the students that identified with the Parent care distinction, the strongest two Holland code personality distinctions were Social, at 23.3%, and Informative, at 23.3%. Students categorized under the FFN child care distinction had the majority of students identifying under the Holland code indicators of Conventional, at 27.6%, and Realistic, at 20.7%. The majority of students that identified in the Home-based child care distinction were either Social, at 28.9%, or Conventional Holland code indicator, at 26.7%. The students of the Center-based child care distinction had the greatest variety in their Holland code indicators with the majority of students identifying as Social, at 25.0%, Artistic, at 20.8%, or Informative, at 20.8%. The indicator that had the least amount of students identifying was Enterprising. However, the largest percentage of students identifying as Enterprising came from the Center-based child care.

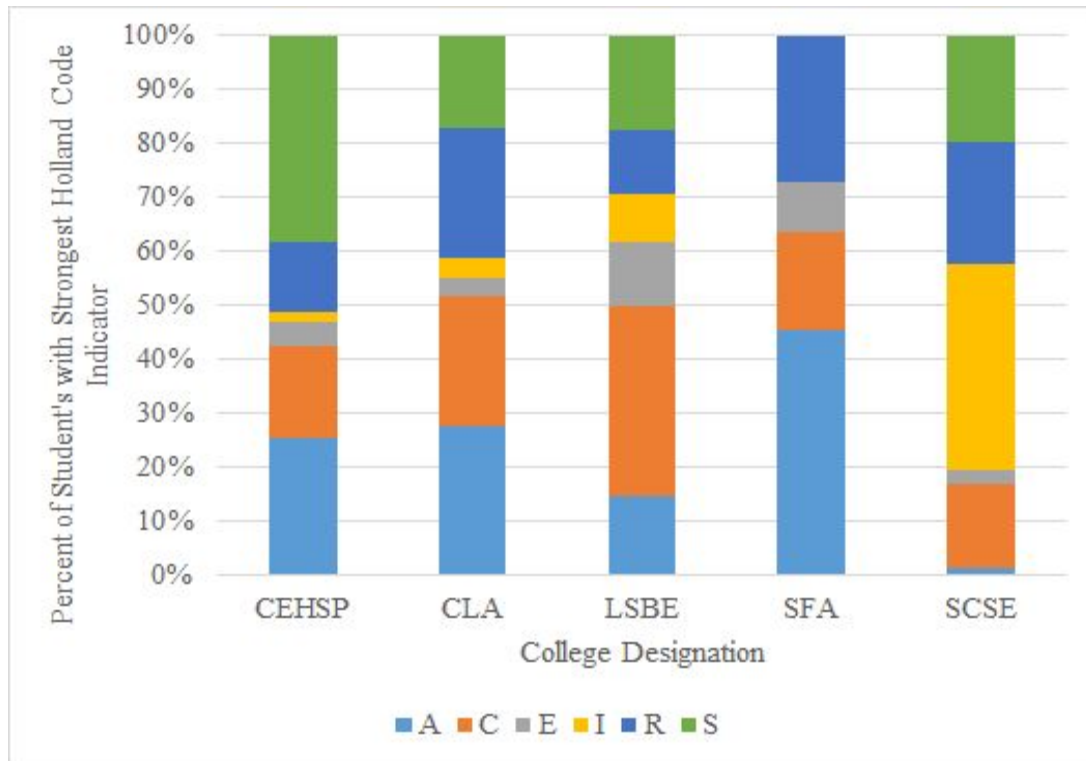


Figure 4. Comparison of college distinction enrollment at UMD versus the strongest Holland code indicator identified by current students.

Responses were then analyzed based on the participant’s current college distinction at UMD. In the College of Education and Human Service Professions (CEHSP), the two largest groups of students were identified as Artistic, at 25.5%, or Social, at 38.3%. In the College of Liberal Arts (CLA), the largest two distinctions were Artistic, at 27.6%, and Conventional, at 24.1%. The two most identified groups in the Labovitz School of Business and Economics (LSBE) were Conventional, at 35.3%, and Social, at 17.6%. The students of the School of Fine Arts (SFA) had the highest indicators as Artistic, 45.5%, and Realistic, 27.3%. The highest

indicators reported for the Swenson College of Science and Engineering (SCSE) were Informative, at 38.0%, and Realistic, 22.5%.

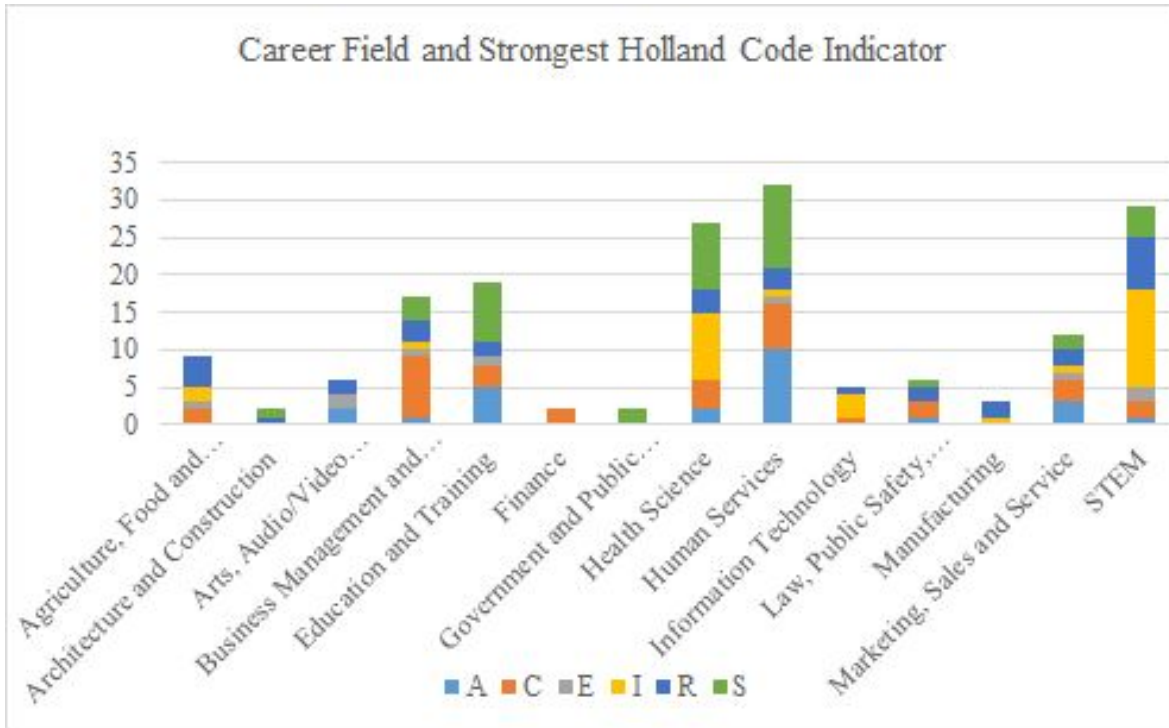


Figure 5. Comparison of career choice selection of current students with their strongest Holland code indicator.

To analyze career choice, students were given fourteen career cluster fields based on the MNCareer Interest Assessment career clusters. Five fields were isolated for comparison: Business, Health Science, Human Services, Information Technology and STEM fields. For the Business cluster, the majority of students pursuing this field identified as Conventional, at 47.1%. In the Health Science sector, the distinctions that the majority of students identified as Informative, at 33.3%, or Social, at 33.3%. The Human Services cluster differed from the Health Science sector as the two largest populations of students identified as Artistic, at 31.3%, or Social, at 34.4%. The Information Technology sector has one of the most dramatic distinctions,

with the majority of students identifying as Informative at 60.0%. Finally, the majority of students in the STEM career cluster identified as Informative, at 44.8%, or Realistic, at 24.1%.

Discussion and Implications

Through the data collection process, correlations were able to be made between specific distinctions. The results from the survey showed a correlation between child care distinction and personality, as well as personality and career field choice. In the analysis of personality, the Social personality indicator was ranked highest for 29.1% of women, while the strongest personality indicator for men was Realistic (39.5%) (Figure 1). This data supported past experiments by Costa Jr. and McCrae, which found similar results between genders (Costa et. al, 1984). As it is largely assumed that women are more social than men, our results would support the finding that gender is related to personality.

In terms of child care and personality, data supported a correlation between child care and personality. In terms of full-time child care versus part-time child care, those who experienced full-time care identified as Social more so than those in part-time care. As child care, especially in FFN, home-based or center-based care, places children in situations without their parents, it causes children to enhance their social development by exercising the “stranger situation” in learning to establish relationships. This is supported by research that found children in daycare centers were more socialized than their counterparts in parent or home-based care (Clarke-Stewart, 1991; Vandell et.al, 2011). As shown in figure 3, 4.4% of participants who attended Home-based child care ranked Artistic as their strongest personality indicator. This differed from the center-based care, where 20.8% of respondents ranked Artistic as their highest indicator (Figure 3). As center-based child care facilities are more strictly monitored by state

departments and have more guidelines for program specifications, they may be required to offer more activities related to creative arts as compared to home-based care or parent care. This would account for the difference between home-based and center-based child care that was found in the results. It has been widely described that center-based child care facilities allow for more structure and socialization for young children (Clarke-Stewart, 1991; Vandell et. al, 2011). This statement was also supported by our findings in figure 3, as the strongest indicator from the center-based child care distinction was Social, at 25%. It is important to note that development stemming from early child care would predominantly rely on the quality of child care rather than the designation of said child care.

Finally, college distinction was found to be correlated to personality, which would also influence career choice. For example, Figure 4 showed that 38% of CEHSP students ranked Social as their highest personality indicator and 2% ranked Investigative as their strongest indicator. This differed from SCSE students, where 20% ranked Social as their strongest personality indicator and 27% ranked Investigative as their strongest indicator. It is assumed that a majority of students from the CEHSP would find themselves to be Social personalities as it is a school based around education and human services. As they are often required to work in classrooms or with patients in various rehabilitation services, they would be required to interact with others often. Students in SCSE, however, work in a variety of settings, with some working in health-related fields while others are devoting themselves to engineering or laboratory careers. In this case, we can look at Figure 5 to show that SCSE students that are pursuing healthcare fields are more likely to have the Social personality indicator as they most likely will be working with patients or collaborating with fellow healthcare workers often. Figure 5 also showed that

those pursuing STEM careers were more likely to have the Informative personality indicator, accounting for the experimentation and scientific thought process required of the STEM field. This difference in personality accounts for the split in personalities that are housed within the Swenson College of Science and Engineering. Although several factors influence why students choose a specific college or career field, the findings from this survey provided a correlation between college distinction and personality.

Due to the fact that these findings are influenced by several factors that could not be screened for in the survey, a statistical analysis could not be performed to show a direct relationship. Current research suggests that supportive family dynamics and quality child care influence future social skills and personality traits (Thompson, 2008). Although statistical significance was not found based on the sample size and distribution of subjects, this study's findings indicated a trend that supports the work of Thompson. Continuing to discuss the influence of early childhood experiences highlights the importance of these formative years to proper development. By investing knowledge, time and resources into supporting positive development from 0 to 5 years of age, we can ensure that the youngest members of society are given the best opportunity for healthy and successful futures.

Appendix: Survey Questionnaire

Career Inventory: UMD

1. What is your current college status?
 - Freshman
 - Sophomore
 - Junior
 - Senior
 - Other:
2. What college/school are affiliated with at the University of Minnesota Duluth?

- College of Education and Human Service Professions (CEHSP)
 - College of Liberal Arts (CLA)
 - Labovitz School of Business and Economics (LSBE)
 - School of Fine Arts (SFA)
 - Swenson School of Science and Engineering (SCSE)
3. What college/school are affiliated with at the University of Minnesota Duluth?
- College of Education and Human Service Professions (CEHSP)
 - College of Liberal Arts (CLA)
 - Labovitz School of Business and Economics (LSBE)
 - School of Fine Arts (SFA)
 - Swenson School of Science and Engineering (SCSE)
4. What college/school are affiliated with at the University of Minnesota Duluth?
- College of Education and Human Service Professions (CEHSP)
 - College of Liberal Arts (CLA)
 - Labovitz School of Business and Economics (LSBE)
 - School of Fine Arts (SFA)
 - Swenson School of Science and Engineering (SCSE)
5. What is your declared major in LSBE?
- Accounting B. Acc.
 - Human Resource Management B.B.A.
 - Economics B.A./Economics B.B.A.
 - Management Information System B.B.A.
 - Entrepreneurship B.B.A.
 - Marketing B.B.A.
 - Finance B.B.A.
 - Marketing Analytics B.B.A.
 - Financial Markets B.B.A.
 - Marketing and Graphic Design B.B.A.
 - Financial Planning B.B.A.
 - Organizational Management B.B.A.
 - Health Care Management B.B.A.
 - Undeclared
6. What is your declared major in CLA?
- American Indian Studies B.A.
 - Interdisciplinary Studies B.A.
 - Anthropology B.A.
 - International Studies B.A.
 - Chinese Area Studies B.A.
 - Journalism B.A.

- Communication B.A.
 - Latin American Studies B.A.
 - Criminology B.A.
 - Linguistics B.S.
 - Cultural Entrepreneurship B.A.
 - Philosophy B.A.
 - English B.A.
 - Political Science B.A.
 - Environment and Sustainability B.A.
 - Sociology B.A.
 - French Studies B.A.
 - Tribal Administration and Governance B.A.
 - Geographic Information Science B.A.
 - Urban and Regional Studies B.A.
 - Geography B.A.
 - Wonder, Gender and Sexuality Studies B.A.
 - German Studies B.A.
 - Writing Studies B.A.
 - Hispanic Studies B.A.
 - Undeclared
 - History B.A.
7. What is your declared major in CEHSP?
- Athletic Training B.A.Sc.
 - Teaching Communication Arts and Literature B.A.A.
 - Communication Sciences and Disorders B.A.Sc.
 - Teaching Earth and Space Science B.A.Sc.
 - Environmental and Outdoor Education B.A.Sc.
 - Teaching French B.A.A.
 - Exercise Science B.A.Sc.
 - Teaching German B.A.A.
 - Health Education B.A.Sc.
 - Teaching Life Science B.A.Sc.
 - Integrated Elementary and Special Education B.A.Sc.
 - Teaching Mathematics B.A.Sc.
 - Ojibwe Elementary School Education B.A.Sc.
 - Teaching Physical Science B.A.Sc.
 - Physical Education B.A.Sc.
 - Teaching Social Studies B.A.A.
 - Psychology B.A.Sc.

- Teaching Spanish B.A.A.
 - Public Health Education and Promotion B.A.Sc.
 - Unified Early Childhood Studies B.A.Sc.
 - Social Work B.S.W.
 - Undeclared
8. What is your declared major in SFA?
- Art B.A.
 - Music Education B.Mus.
 - Art Education B.F.A
 - Music Performance B.Mus.
 - Art History B.A.
 - Studio Art B.F.A.
 - Graphic Design B.F.A
 - Theatre B.A./Theatre B.F.A.
 - Graphic Design & Marketing B.F.A
 - Theory and Composition B.Mus.
 - Jazz Studies B.Mus.
 - Undeclared
 - Music B.A.

Early Life Experiences Inventory

1. What gender do you identify with?
- Genderqueer
 - Man
 - Transgender
 - Woman
 - Other:
2. What ethnicity do you identify with? (Select all that apply)
- American Indian/Alaska Native
 - Asian/Asian American/South Asian
 - Black/African American
 - Hispanic/Latin@/Chican@
 - Middle Eastern/North African
 - Native Hawaiian/Other Pacific Islander
 - White
 - Other:
3. What is your age?

- 16-17 years old
 - 18-24 years old
 - 25-34 years old
 - 35+ years old
4. What was the highest degree your mother completed?
- No schooling completed
 - Nursery school to 8th grade
 - Some high school, no diploma
 - High school graduate or equivalent (GED)
 - Trade/technical/vocational training
 - Associate degree
 - Bachelor's degree
 - Master's degree
 - Professional degree
 - Doctorate degree
 - Unknown
5. What was the highest degree your father completed?
- No schooling completed
 - Nursery school to 8th grade
 - Some high school, no diploma
 - High school graduate or equivalent (GED)
 - Trade/technical/vocational training
 - Associate degree
 - Bachelor's degree
 - Master's degree
 - Professional degree
 - Doctorate degree
 - Unknown
6. How would you classify your family's income class up until you began kindergarten (if unsure, do your best to estimate)?
- Lower class (below poverty line, \$18,000 - \$23,050)
 - Working class (usually hourly wages and technical training, \$23,050 - \$32,500)
 - Lower middle class (have college education, \$32,500 - \$60,000)
 - Upper middle class (well-educated, higher paying positions, \$60,000 - \$150,000)
 - Upper class (considered the wealthiest class, \$150,000+)
7. What type of child care did you spend the majority of your life in until you entered kindergarten?
- Parent care: care by mother, father or guardian

- Family, friend and neighbor care (FFN): care by grandparents, extended family, older siblings, friends or neighbors in informal settings (non-licensed)
 - Family home child care: care of no more than 10 children by a licensed provider within their own home
 - Center-based child care: care by providers within a licensed facility, usually characterized by larger class sizes within facility
8. How many years, up until kindergarten, did you spend in the child care listed in the previous question?
- Less than 1 year
 - 1-2 years
 - 2-3 years
 - 3-4 years
 - 4-5 years
 - 5-6 years
9. Was this type of child care considered full-time or part-time?
- Full-time (30+ hours per week)
 - Part-time (0-29 hours per week)

Personality Inventory (Holland Code)

1. In the following survey, select all of the situations that appeal to your interests.

MnCareers Interest Assessment. (2014). Retrieved January 4, 2017, from

<https://www.careerwise.mnscu.edu/careers/interestassessment.html>

I like to:

- Do puzzles
- Work on cars
- Attend concerts, theaters or art exhibits
- Work in teams
- Organize things like files, offices or activities
- Set goals for myself
- Build things
- Read fiction, poetry or plays
- Have clear instructions to follow
- Influence or persuade people
- Do experiments
- Teach or train people

- Help people solve their problems
- Take care of animals
- Have my day structured
- Sell things
- Do creative writing
- Work on science projects
- Take on new responsibilities
- Heal people
- Figure out how things work
- Put things together or assemble models
- Be creative
- Pay attention to details
- Do filing or typing
- Learn about other cultures
- Analyze things like problems, situations or trends
- Play instruments or sing
- Dream about starting my own business
- Cook
- Act in plays
- Think things through before making decisions
- Work with numbers or charts
- Have discussions about issues like politics or current events
- Keep records of my work
- Be a leader
- Work outdoors
- Work in an office
- Work on math problems
- Help people
- Draw
- Give speeches

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