

A STUDY OF HOMEMAKER'S VALUES  
AS REFLECTED IN TIME USED FOR  
FAMILY AND PERSONAL ACTIVITIES

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## ABSTRACT

### A STUDY OF HOMEMAKER'S VALUES AS REFLECTED IN TIME USED FOR FAMILY AND PERSONAL ACTIVITIES

by Frances Nettie Ketchum

This exploratory study was designed to gain some knowledge of the level of homemakers' awareness of the value content of activities in their everyday lives. Values are thought to be directors of managerial choices. Homemakers need to be aware of values in order to direct the use of resources to obtain satisfactions. If the purpose of home management is to consciously mediate a selected value system, then a primary concern of home management becomes that of helping families recognize and clarify values which are important to them.

For this study, homemakers activities were chosen as the behavior situation from which values could be discerned. Reasons verbalized for the use of time for the previous day were analyzed for value content and compared with the ranking of twelve selected values for consistency in behavior.

The hypotheses formulated for this study were:

1. That the values which homemakers ranked first, second, and third in importance would be reflected in the reasons verbalized for use of time.
2. That the value of family life would be ranked as most important by homemakers.
3. That the value of wealth would be ranked as less important by homemakers.

The interview method and two ranking tests were employed to collect data for the study. The information about the homemakers' activities and the reasons for these activities was obtained by asking open-ended questions. Two value tests were administered to determine the rank order of the values.

Each of the fifty selected homemakers was a part of a complete family, with one or more children under ten years of age and a member of the Ingham County Home Demonstration Program. The interviews were conducted in the homemakers' homes.

Number and kinds of activities and values reflected in reasons given for activities were categorized, analyzed and described. Relationships between rank ordering in the ranking and forced choice test and between values reflected in reasons given for activities and forced choice test were compared using the Spearman Rank Order Correlation Coefficient.

These fifty homemakers were able to recall an average of 25.8 activities. The largest number of activities reflected the daily chore activities. Few pleasureable and cultural activities were reported.

The homemakers were able to verbalize a reason for most activities. The reasons given for 85.3 per cent of the activities reflected five values: helpfulness, workmanship, freedom, family life, and orderliness. A statistically significant correlation existed between the five values tests; therefore, the tests can be used interchangeably.

The relationship between the values reflected in activities and the values selected in the forced choice test were statistically significant at the .1 level. Homemakers seemed to reflect through their daily activities, values similar to the values they selected in the forced choice test. Some support was given to hypothesis one.



This study upholds the idea that activities have value content and that homemakers are somewhat aware of the value an activity mediates. However, considerably more research needs to be done to determine the relationship between the value content of a given activity and the values held important by the individual. These hypotheses need to be tested in a larger population more representative of families.

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## CHAPTER I

### INTRODUCTION

Current home management literature accepts the idea that values and goals direct the use of resources to achieve family satisfactions. Values and goals are recognized as underlying forces which direct and guide the family in making managerial decisions. Gross states that "one of the important shifts in home management as a field of study has been from the emphasis upon skill in using resources to stress upon people and their goals as the focal point of management."<sup>1</sup>

An individual's and family's values vary in importance and change over time. An awareness of values seems necessary in order to make conscious choices. Dorothy Lee has stated, "One way to help the individual in this world of change is to help him become aware of the value content of his everyday life, to recognize the values channeled through the simple operations he performs, and to be aware of the values at the base of his choices and decisions."<sup>2</sup>

Time use studies which assessed the quantitative use of time of homemakers have been conducted extensively. These studies have looked at how time was used but have not attempted to determine why time was used as it was. A study of why time was used for specific activities may be one way of identifying the value content of the

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<sup>1</sup>Irma H. Gross and Elizabeth W. Crandall, Management for Modern Families (New York: Appleton-Century-Crofts, Inc., 1954), p. 39.

<sup>2</sup>Dorothy Lee, "Individuals in a Changing Society," Journal of Home Economics, LII (February, 1960), p. 79.

activities and of clarifying for the homemaker her values. "To assume that science is interested in the 'how' but not the 'why' of overt activity is to stop short of an adequate understanding of human behavior."<sup>1</sup>

Values are thought to be the directors of managerial choices. If values can be discerned by analyzing activities, this information would be valuable in planning educational programs to help homemakers bring values to a level of awareness or consciousness to direct management. To gain some degree of knowledge about the level of homemakers' awareness of the value content in their everyday lives was the over-all function of this study.

#### Definition of Terms

Homemakers refer to the female of the family whose major responsibility was to manage the household and care for the family.

Activities refer to the overt actions which the homemaker performs through time.

Reasons refer to the verbal response given for why the activity was performed.

Values refer to the force which directs choice to obtain what is desired.

#### Purpose of Study

The purpose of this exploratory research was (1) to study the reasons stated for time use for particular activities by homemakers. Reasons stated were to be in relation to the use of time for all personal and homemaking activities of selected homemakers for the

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<sup>1</sup>Pitirim A. Sorokin and Clarence Q. Berger, Time-Budgets of Human Behavior (Cambridge: Harvard University Press, 1939), p. 89.

day preceding the interview; (2) to compare the values reflected in these reasons with the homemakers ranking of twelve selected values for consistency in behavior. No attempt was made to compute amount of time spent on personal and homemaking activities.

### Hypotheses

The hypotheses formulated for this study were:

1. That the values which homemakers ranked first, second, and third in importance would be reflected in the reasons verbalized for use of time.
2. That the value of family life would be ranked as most important by homemakers.
3. That the value of wealth would be ranked as less important by homemakers.

### Limitations of Study

This study was limited to:

1. The sample of volunteers who participated.
2. The ability of the researcher to classify reasons according to the selected value categories.
3. The ability of the homemakers to verbalize reasons for use of time.

### Assumptions of Study

In this study it was assumed that:

1. The homemaker could verbalize the reasons for her use of time.
2. The reasons given by the homemaker for her use of time reflected the value content of the activity.

## CHAPTER II

### BACKGROUND LITERATURE

#### Introduction

Several areas of literature relating to this study were surveyed. These areas are presented in the following manner: (1) values as directors of change and management, (2) identification of sets of values, (3) role of values and goals in home management, and (4) methods for exploring value content of situations.

#### Values as Directors of Change and Management

The need for a better understanding of values and goals, the ability to recognize them, and knowledge about their prevalence and strength is important if managerial ability is to be directed so that resources can be consciously chosen in order to improve the quality of living for families.

Educators, working with families to help them develop their abilities to obtain maximum satisfactions, must be vitally concerned about values and goals. "Human values are of first concern to all of us. They must be if we accept the fact that the over-all purpose of Home Economics is to promote the well-being of individuals and families."<sup>1</sup>

The word "value" is widely used in ordinary speech as well as in technical and philosophical writings. In the literature, the fields

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<sup>1</sup>Edna Hill, "Human Values in Home Economics," Journal of Home Economics, XLVII (October, 1955), p. 592.

of psychology, philosophy, sociology, economics, and anthropology have discussed values in terms of their own disciplines. Many and varied connotations are given.

Kluckhohn has stated that, "Reading the voluminous and often vague and diffuse literature on the subject in the various fields of learning, one finds values considered as attitudes, motivations, objects, measureable affect-laden customs or traditions, and relationships such as those between individuals, groups, objects, and events. The only general agreement is that values somehow have to do with normative as opposed to existential propositions."<sup>1</sup>

The belief that values influence choice, judgment, or desire of the human individual and give preferences and direction to his activities is prevalent in the literature. Linton has defined value "as any element, common to a series of situations, which is capable of evoking a covert response in the individual."<sup>2</sup>

Fitcher has expressed the influence of values on actions by stating that "they (values) are not the things sought, but they are what gives the sought-after things importance. People use them as norms and criteria that point the way to goals and objectives."<sup>3</sup>

The expression of values is found in everyday experience. Williams stated, "values emerge in the experience of people in evaluating objects of desire; hence, values are to be found in the relations

<sup>1</sup>Clyde Kluckhohn, "Values and Value-Orientations in the Theory of Action," Toward a General Theory of Action. Edited by Talcott Parsons and Edward Shils (Cambridge: Harvard University Press, 1951), p. 390.

<sup>2</sup>Ralph Linton, Cultural Background of Personality (New York: D. Appleton Century Co., 1945), p. 11.

<sup>3</sup>Joseph H. Fitcher, Sociology (Chicago: The University of Chicago Press, 1957), p. 301.

between a human actor and the objects that are of concern to him."<sup>1</sup>

These values are reflected in the decisions which are made.

"Basic values reflect in essence the choices which men have made out of a wide range of possibilities as to the way they live, the wants and desires which they try to satisfy, and the ardor with which they strive to achieve recognized goals."<sup>2</sup>

Regardless of the definition, in a change or choice situation values are considered the one determinant which gives preference to one act of behavior over another. "Any given act is seen as a compromise between motivation, situational conditions, available means, and the means and goals as interpreted in value terms. Motivations arise in part from biological and situational factors. Motivations and values are both influenced by the unique life history of the individual and by culture."<sup>3</sup>

Rational decision-making takes place when the family is aware of these variables of resources, situational factors, and motivations so that they consciously consider the alternatives, choose the direction, and take action. "It can not be emphasized too strongly that good management strives to reach the largest total of family desires but is guided by family values and goals."<sup>4</sup>

The idea that values are directors of change is reflected in the literature. That values function as an underlying force directing

<sup>1</sup>Robin M. Williams, Jr., American Society, A Sociological Interpretation (New York: Alfred A. Knopf, 1960), p. 402.

<sup>2</sup>Shepard B. Clough, Basic Values of Western Civilization (New York: Columbia University Press, 1960), p. 7.

<sup>3</sup>Clyde Kluckhohn, "Values and Value-Orientations in the Theory of Action," Toward a General Theory of Action. Edited by Talcott Parsons and Edward Shils (Cambridge: Harvard University Press, 1951), p. 403.

<sup>4</sup>Carl C. Malone and Lucile Holaday Malone, Decision Making and Management for Farm and Home (Ames, Iowa: The Iowa State College Press, 1958), p. 56.

activities, is a commonly accepted concept in home management. While values are not tangible or observable, they are the unseen force which beckons, invites or directs the choices, preferences, or selections made by the individual to obtain satisfaction. These preferences and selections are made in terms of the available resources both human and non-human, in order to obtain the things wanted. Managerial decisions are therefore directed by values encompassed in the choices or preferences made in order to achieve what is desirable.

Values are what give meaning to life, they are prized and treasured by the individual and the family. They are expressed in the beliefs, attitudes, and behavior shown. As directors of activities, they determine what is desirable, what is satisfying. They emerge from the society in which we live, the experiences we have, the association with other people, and the conditions in the immediate environment. Values underly the action taken in change and management.

#### Identification of Sets of Values

Values have been classified by a number of researchers. Different means have been employed for identifying the values and for determining their relative importance.

Parker<sup>1</sup> selected ten values as being the ones which are of major interest to people. They were health, comfort, ambition, love, ethical value, knowledge, efficiency in work, play, art, and religion.

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<sup>1</sup>DeWitt H. Parker, Human Values (Ann Arbor, Michigan: George Wahr, 1944), p. 46.

Williams<sup>1</sup> identified fifteen values as being dominant in the American culture. They were achievement and success, activity and work, moral orientation, humanitarian mores, efficiency and practicality, progress, material comfort, equality, freedom, external conformity, science and secular rationality, nationalism-patriotism, democracy, individual personality, and racism. These are rather broad general values which American people in the aggregate hold.

Cutler,<sup>2</sup> in a study of housing needs, identified some home values in relation to housing. These were more specific than Williams' and similar to Parker's. Ten housing values selected were: beauty, comfort, convenience, location, health, personal interests, privacy, safety, friendship activities, and economy.

Beyer,<sup>3</sup> for a study of the relation of housing and values, identified nine values. The values which he identified were different in some respects from Cutler's, but there is some similarity. He selected family centrism, equality, physical health, economy, freedom, aesthetics, prestige, mental health, and leisure.

Another classification of values has been on the basis of the aspect of human behavior to which they apply. Clough<sup>4</sup> has identified seven areas of activity in which value patterns are apparent. These were: values regarding "purpose of life" and whether this purpose

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<sup>1</sup>Robin M. Williams, American Society, A Sociological Interpretation (New York: Alfred A. Knopf, 1960), pp. 417-468.

<sup>2</sup>Virginia Cutler, Personal and Family Values in the Choice of a Home, Cornell University Agricultural Experiment Station Bulletin 840 (Nov. 1947), p. 6.

<sup>3</sup>Glenn H. Beyer, Housing and Personal Values, Cornell University Agricultural Experiment Station, Memoir 364 (July, 1959), p. 6.

<sup>4</sup>Shepard B. Clough, Basic Values of Western Civilization (New York: Columbia University Press, 1960), pp. 7-8.

revolves around the individual, a social institution or a religious connection; values relating to human energy and physical resources for meeting wants and needs (economic and material values); values pertaining to relations among human beings (social values); values relating to organizing men for action to accomplish some goal (political values); values regarding systems of knowledge which consider some types as more valid than others (epistemological values); values which apply to aesthetics and the achievement of things of beauty (aesthetic values); and values relating to making progress toward a fuller attainment of these basic values (action values). He states, "The total galaxy of ways of doing things and looking at things, weighted according to their respective standing in a culture, constitute the value pattern of the culture."

Clough's classification of values according to behavioral activity supports the concept that a relationship exists between values and overt actions.

### Role of Values and Goals in Home Management

The managerial process, by recent definition, is looked upon as a process that directs a selected way of life. "Home management is a conscious mediation of a (consciously chosen) value system."<sup>1</sup>

Through the rational managerial process of planning, controlling the plan in action, and evaluating the resources of the family, they are allocated through deliberated decisions to achieve what is important to the family.

"Management in general terms, may be said to be planned activity directed toward accomplishing desired ends. It involves the

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<sup>1</sup>Beatrice Paolucci and Carol O'Brien, "Management: The Importance of Values," Forecast for Home Economics, 76 (June, 1960), p. 43.

weighting of values and the making of decisions."<sup>1</sup>

The importance of values as directors of the management process has been increasingly emphasized. The study of values is not new, although the recognition of their importance is being increasingly emphasized. McKee has stated that "this relatively new focus on values should not be interpreted as signifying that values are somehow a recent and additional dimension to life. The formal study of values as such may not go back very far in the history of human thought, but the process of valuing is one of the distinguishing characteristics of the human species. The ability to evaluate, to make value judgments, is man's ability to select out of the multiplicity of possibilities continuously available to him through his life-time those interests, those ends, those ideas which seem more significant, most satisfying and which give meaning and a pattern to his life. Through the choices man is ever making, through the way of life he is constantly building, he gives expression to those things which are of value to him. There is no area of life in which values are not operative. They are all-pervasive in the sense that wherever human beings are involved their choices are being made and values expressed. These values may not always be explicitly stated, but value assumptions and implicit values are always present. This is as true in the area of science as in that of politics, morality, business, religion, or home management."<sup>2</sup>

The managerial process is a means by which value preferences are put into action. Values seem to be considered in each step of the process as choices between alternatives are made, and a choice

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<sup>1</sup>Paulena Nickell and Jean Muir Dorsey, Management in Family Living (New York: John Wiley and Sons, Inc., 1959), p. 35.

<sup>2</sup>William W. McKee, Values in Home Management. Proceedings of the Conference on Values and Decision-making in Home Management (East Lansing, Michigan: Dept. of Home Management and Child Development, Michigan State University, 1955), p. 8.

is put into action. Values seem to vary in kind and importance over time.

Values refer to the broader more important guides to behavior. From values stem goals which are more specific and more tangible. "Values are the original horizon from which stem our peculiar pattern of goals through which we view the potentialities of our resources and even the management process."<sup>1</sup>

The relationship between values and goals seems to be best described as a mesh work of means and end goals which form a hierarchy. Importance increases from short time goals to long time goals to values. The arrangement of goals may be determined by the underlying values. Malone has identified four goal levels. "1) The incidental goals: they are the minor ones which one hopes to accomplish but which one should not dwell on. 2) Short-run goals: they are more numerous and vary in importance. They are quickly reached and are related to intermediate and long-time goals. 3) Intermediate goals: they are more important but not of the highest level. They are a means to long run goals. 4) Long-run goals: they are the most important and the highest level goals."<sup>2</sup>

In home management literature, the long-run goals may be called ultimate goals, end goals, or instrumental values. The distinction between values and goals is fuzzy and indefinite. The general meaning seems to be that in a decision-making situation the goals help determine choice while values function in judging the desirability of

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<sup>1</sup>Margaret Liston, Interrelationship of Values and Decision-making in Home Management. Proceedings of the Conference on Values and Decision-Making in Home Management (East Lansing, Michigan: Dept. of Home Management and Child Development, Michigan State University, 1955), p. 65.

<sup>2</sup>Carl C. Malone and Lucile Holaday Malone, Decision Making and Management for Farm and Home (Ames, Iowa: The Iowa State College Press, 1958), p. 31.



an outcome. Given this view, values important to an individual are inherent in each phase of the management process.

Home management is the means by which values as directives of behavior, through goals are put into action.

### Methods for Exploring Value Content of Situations

If the purpose of home management is to consciously mediate a selected value system, then a primary concern of home management becomes that of helping families recognize and clarify values which are important to them. In order to select alternatives, the family needs to know or be aware of what they are working toward. Awareness of values and converting them into action goals so that satisfaction can be achieved is a vital part of the managerial process. McKee has said that, "the value problem may easily be the most significant intellectual problem of our time."<sup>1</sup>

Identification of values is necessary in order to sharpen managerial ability and to help increase the effectiveness of family decision-making. Value identification is a real problem in trying to help families in the educational field. Since no two families or individuals have identical values, it is necessary for each to be able to recognize their own values for themselves. If goals stem from values then the ability to identify values looms important since home management purports to serve families in attaining goals important to them.

Straus reports this as a problem in farm and home management studies in extension education. He states, "An important problem in these studies is identification of family goals. Unfortunately most people are rather non-plussed when asked what their goals are."

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<sup>1</sup>McKee, op. cit.

Even if we assume that goals have been formulated, few respondents can communicate them."<sup>1</sup>

The importance of goal identification to home management was stated by Van Bortel in her study of home management in two socio-economic groups. She said, "a knowledge of the goals held by the two groups of homemakers is basic toward interpreting the method used to achieve these goals, namely home management."<sup>2</sup>

Observing behavior has been suggested as one technique for identifying value content. Kluckhohn has suggested that "values can be appraised by studying choice, preference or inference from overt action but the study of choice-behavior seems to offer the nearest approach to a research method uniquely adapted to the study of values. 'Real' values can be discerned by careful analysis of selections made in 'choice' situations, many of which occur in the usual run of living."<sup>3</sup>

Williams has also suggested looking at choices for identification of values. "If we look for crucial situations of choice and systematically record typical modes of choosing, we can then characterize the dominant and subsidiary goals and, eventually, the standards of values by which selections are ordered in any given group or situation."<sup>4</sup> He goes on to suggest that direct observation, testimony of witnesses, self-reporting, and other indirect evidence can be used. He suggests that in a society with a highly developed money economy, much can be

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<sup>1</sup>Murray A. Straus, Direct, Indirect, and Disguised Measurement in Rural Sociology, Washington Agricultural Experiment Station, Technological Bulletin 26 (Pullman, Washington, 1957), p. 1.

<sup>2</sup>Dorothy Greey Van Bortel and Irma H. Gross, A Comparison of Home Management in Two Socio-Economic Groups, Michigan State College, Agricultural Experiment Station, Dept. of Home Management, Technical Bulletin 240 (East Lansing, Michigan, 1954), p. 19.

<sup>3</sup>Kluckhohn, op. cit., p. 408.

<sup>4</sup>Williams, op. cit., pp. 405-407.

learned about general patterns of values from the patterns of money expenditures.

Several graduate studies have examined family expenditures and their relationship to values as a way of identifying values.

Patterson<sup>1</sup> selected nine values as a basis for studying the relationship between expressed values of certain farm families and their expenditures for living. The nine values were: status, social relationships, beauty, religious satisfaction, education, economic security, workmanship, health, and recreation. Purchasing and account keeping were studied in this research.

Holcomb<sup>2</sup> studied material-posessions, family expenditures, and social participation as socio-economic characteristics reflecting family goal-values. These characteristics were used as behavior data for assessing the family goal values.

Phelan<sup>3</sup> used satisfaction with family finance plans as a means of investigating five values related to financial planning. The five values she used were: cooperation, sharing, planning, protection, and saving.

Another possible way of detecting value content suggested by Williams was to observe direction of interest as inferred by verbal

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<sup>1</sup>Mattie Patterson, "Implications for Education in the Relationship Between Expressed Values of Certain Farm Families and Their Expenditures for Living" (unpublished Ph.D. dissertation, University of Chicago, 1945), p. 35.

<sup>2</sup>Carrie Elizabeth Holcomb, "Certain Socio-economic Characteristics as a Reflection of Family Goal Values" (unpublished Master's Thesis, The Consolidated University of North Carolina, Greensboro, North Carolina, 1959).

<sup>3</sup>Jean McStea Phelan, "The Relative Importance of Five Values and the Satisfaction with Which They Were Realized in 93 Family Financial Plans" (unpublished Master's Thesis, The Pennsylvania State University, 1959).

materials. One advantage he gives for purposes of social analysis is the "capacity to reflect subtle shadings of values. This quality probably accounts for the common dissatisfactions with descriptions of behavior that neglect the reasons people give for their conduct. For it is in explanations and reasons that we often discover the significant value predicates that uncover the normative regularities behind seemingly varied actions."<sup>1</sup>

Activities as carried on during the time over which homemakers have some choice is another means for attempting to identify values. Reasons given for why a particular activity was chosen is a means for identifying value content.

A number of quantitative studies about time have been done in the last thirty years. Many of these were done by Agricultural Experiment Stations. These studies determined how much time homemakers used for specific homemaking activities. The objectives of the Warren,<sup>2</sup> Weigand,<sup>3</sup> Crowles and Dietz<sup>4</sup> and Muse<sup>5</sup> studies were to find ways of lessening the time spent in homemaking activities and thus ease the work load of farm homemakers. In these studies, no attempt was made to obtain reasons why different activities were selected.

<sup>1</sup>Williams, op. cit., pp. 405-407.

<sup>2</sup>Jean Warren, Use of Time in Its Relation to Home Management, Cornell University Agricultural Experiment Station Bulletin 734 (Ithaca, New York, June, 1940).

<sup>3</sup>Elizabeth Weigand, Use of Time by Full-time and Part-time Homemakers and Its Relation to Home Management, Cornell University Agricultural Experiment Station, Memoir 330 (Ithaca, New York, July, 1954).

<sup>4</sup>May L. Crowles and Ruth P. Dietz, "Time Spent in Home-making Activities by a Selected Group of Wisconsin Farm Homemakers," Journal of Home Economics, XLVIII (January, 1956), pp. 29-35.

<sup>5</sup>Marianne Muse, Time Expenditures on Homemaking Activities in 183 Vermont Farm Homes, Vermont Agricultural Experiment Bulletin 530 (Burlington, Vermont, June, 1946).

Sorokin attempted to view human behavior through studying those activities to which individuals allocated time. One hundred and three people kept track of their use of time and gave reasons why they allocated time to the activity. Of this procedure, he said, "such autobiographical and speech-reactional material is indispensable and when handled with discrimination is as trustworthy as any other so far as motivation is concerned. . . . It gives the inner picture of activity as seen by the performers and in addition has broad implications."<sup>1</sup>

He found that various individuals ascribed different reasons to the same activity. Therefore, he concluded that it was difficult to deduce a set motive from a given activity. He also found that the same person would give as many as two or more different motives for the same activity. Therefore, he concluded: "(1) a mere behavioristic study of the overt actions of individuals does not, as a rule, permit one to say anything definite about the motives of these actions, (2) a mere study of the motives of a given activity of various individuals does not lead to deductive reasons for the kind of overt activity in which the motive manifests itself."<sup>2</sup>

In order to understand the activity of a person, a study of both action and motive are necessary. It is in the motive or reason that the underlying values might be reflected.

One of the difficulties in research in the area of values and goal identification is the limited techniques available. The research tools available have not kept pace with the research needs in this field.

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<sup>1</sup>Sorokin and Berger, op. cit., p. 90.

<sup>2</sup>Ibid., p. 98.

The use of pre-classified values and goals in direct self-evaluation type questions have been used in previous research. Van Bortel used the incomplete sentence technique and the values were inferred from the responses. "The homemakers were asked what were the purposes or values which influenced the way they managed their homes. This was a difficult question for both groups to answer. The sentence completion test however gave some insights in pointing up important values and goals."<sup>1</sup>

Honey<sup>2</sup> asked families to state goals for the future but found that they had difficulty in verbalizing goals. She found that sixty per cent of the wives and seventy per cent of the husbands could not state a specific goal for the current year. For the next ten years, fifty per cent of the wives and forty-two per cent of the husbands could not state a specific goal.

The problem of verbalizing in identifying values is a real problem when attempting to conduct research in the area of values and goals. Straus has stated, "Several problems in using the usual direct self-evaluation type question may reduce its usefulness in certain situations. One such situation occurs when the investigation deals with values which, although they are dynamic forces in the respondent's behavior system, none the less are difficult to verbalize. . . . It is unrealistic to expect a family to provide a list of goals in response to a question asking some variant of 'What are your goals?'"<sup>3</sup>

<sup>1</sup>Van Bortel and Gross, op. cit.

<sup>2</sup>Ruth Honey, Virginia Britton, and Alida S. Hotchkiss, Decision-Making in the Use of Family Financial Resources in a Rural Pennsylvania Community, The Pennsylvania State University, Agricultural Experiment Station, Bulletin 643 (March, 1959), p. 19.

<sup>3</sup>Murray A. Straus, A Technique for Measuring Values in Rural Life, Washington Agricultural Experiment Station, Technical Bulletin 29 (August, 1959), p. 4.

The ranking of values has been used in research studies. It poses the problem of limiting the selection of the values which are analyzed. Another limitation of this technique was pointed out by Wilkening<sup>1</sup> who indicated that in the arbitrary placement of the values it is hard to distinguish between the desirability of one value over another. However, this method has been useful in bringing values to a level of awareness.

The forced choice technique is employed to identify values and goals. This is a pairing of sets of items in which the respondent must choose only the one which is most important to him.

Cutler<sup>2</sup> used the forced choice technique when she asked family members to make a choice from among ten situations and also to select a preference in the pairs of values.

Kimball<sup>3</sup> used both the ranking of values and the forced choice technique to identify the twelve values which he used in studying the relationship between personal values and farm and home practices.

Straus reports "the forced-choice technique was chosen as the most promising method of measuring value dimension because: (1) it eliminates response sets toward answering most questions as either 'yes' or 'no,' (2) it seems to arouse less respondent resistance than comparable single respondent questions, (3) it controls for the tendency of some respondents to answer in terms of the social desirability of the response rather than his own feeling or behavior, (4) measurement of values in terms of choice is theoretically consistent with the concept of value and (5) interview time is shortened considerably."<sup>4</sup>

<sup>1</sup>Eugene A. Wilkening, "Techniques of Assessing Farm Family Values," Rural Sociology, XIX (1954), p. 54.

<sup>2</sup>Cutler, op. cit., pp. 8-16.

<sup>3</sup>William James Kimball, "The Relationship Between Personal Values and the Adoption of Recommended Farm and Home Practices" (unpublished Ph.D. dissertation, Department of Education, University of Chicago, 1960).

<sup>4</sup>Straus, op. cit., p. 22.

For this study, homemakers activities, both personal and home-making, were chosen as the behavior situation from which values would be discerned. Support for values being directors of activities was found in the literature. The rank order and forced choice test were selected to identify values so that the relationship between reasons given for activities and the identified value could be compared. The literature suggested that the forced choice technique would be more valid than the direct answer question for ranking values.

## CHAPTER III

### METHODOLOGY

The interview method and two ranking tests were employed to collect data for the study.

#### Development of Instrument

An instrument (see appendix) was developed to obtain information about homemaker's activities, the reasons for these activities, and satisfaction with activities. Three open-ended questions were developed to elicit this information.

One question was geared to obtain a listing of activities in which the homemaker participated the previous day. The question was: "How did you use your time yesterday--from the time you got up until you went to bed?"

Another question secured the reasons why the time was used for the stated activities. It was: "Why did you use your time in this way?"

Data concerning the homemakers satisfaction or dissatisfaction with the previous day were obtained by this question. "How would you have liked to have spent your time differently yesterday?" (These data were not analyzed for this study.)

Data were recorded on a form blocked in one hour intervals with spaces for the interviewer to record the activities in one column and the reasons given for the activity in a second column.

A values test developed by Kimball<sup>1</sup> (see appendix) was administered to determine the rank order of twelve edited values. The values,

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<sup>1</sup>Kimball, op. cit.

as defined by Kimball, were security, influence, recognition, helpfulness, freedom, new experience, friendship, family life, religion, orderliness, wealth, and workmanship. Each homemaker first placed certain values in first, second, or third order of importance and then selected those values that were less important. Secondly, choices among pairs of statements representing the 12 values were made by each homemaker. The researcher determined the relative importance to the individual homemaker of the various values by computing the number of times each value represented was chosen over the other values represented.

A questionnaire (see appendix) was developed to obtain biographical information concerning the homemaker and her family.

### Pretest

The open-ended questions and the ranking and forced choice test for values were pretested. Four homemakers were selected at random. Two student's wives and two homemakers living near campus were interviewed in their homes.

The instruments were tested to determine if the reasons for use of time could be obtained by the question asked; if the reasons as stated could be coded by the researcher in relation to the value they expressed; and if the tool for ranking of values was understood by the homemakers.

After the researcher had coded the data from the four cases in terms of the expressed values, another graduate student coded them to see if there were consistency in the coding procedure.

The pretest resulted in making minor changes in procedure and instruments. The third open-ended question was reworded to read, "If you could have done just what you wanted to yesterday, what would

you have done?" This revision of the question did not suggest that yesterday's activities should have been different.

For clarification, the wording, as well as the accompanying explanations, was changed for five values in the value tests. The changes were:

1. Security: I want to be reasonably free from worry about health and basic necessities for myself and my family

to

I want to be reasonably sure about the future for myself and my family.

4. Helpfulness: I want to do things for people

to

I want to do things for my family and others.

5. Freedom: I want to have as much freedom as possible in the way I live my life

to

I want to have as much freedom as possible to do the things I want to do.

8. Family Life: I want to have happy family relationships

to

I want to arrange for a family atmosphere that makes for satisfying family living.

10. Orderliness: I want to have things orderly, neat, and designed to save effort

to

I want to have things neat, orderly, and organized.

### Selection of Sample

The sample consisted of 50 selected homemakers who met the following criteria:

- 1) they were a part of a complete family--husband, wife, children;

- 2) had one or more children living at home under 10 years of age;
- 3) were members of the Ingham County Home Demonstration Program.

Through the cooperation of the Ingham County Cooperative Extension Office, the names of ten home demonstration club chairmen were selected. These chairmen were contacted by telephone to describe the study and to solicit the cooperation of their members. When their consent was obtained, a letter stating the criteria for the sample, the dates for data collection, and the statement about the kind and approximate length of the interview was sent to each chairman.

The chairmen solicited members for the study at a regular monthly club meeting. The homemakers who volunteered, filled out participation forms which were then returned to the researcher by the chairmen. Fifty-four homemakers who met the criteria responded. A telephone contact was made with each homemaker to schedule a time for the interview.

### Collection of Data

The data were obtained by interviewing each homemaker individually in her home. The appointment had been prearranged. Pre-school children were the only other persons present during 47 of the interviews. In three cases, another adult (a husband, mother-in-law, and a sister) were present during the interview.

The interview was started by securing biographical information about the homemaker and her family.

Next, the open-ended questions were asked and the information was recorded by the interviewer. After recording the activities and the reasons given for the activity, the interviewer read with the homemaker the explanation sheet on the values ranking test.

The homemaker was asked if there were any questions about the meaning of the values. The homemaker was then instructed to choose, in order of preference, the first, second and third value and to check the less important values. Upon completion of this, she was instructed to circle the most important value in each of the 66 paired values.

The length of the interview varied from 40 minutes to one hour and 10 minutes. The average length of an interview was 50 minutes. There were 14 morning, 32 afternoon, and three evening interviews on week days, Monday through Friday. The interviews were conducted by the researcher during the month of January, 1961.

### Analysis of Data

Data were analyzed using descriptive statistical procedures. Biographical information such as age, income, number of children, and employment were analyzed and described.

Activities were categorized according to seven of Sorokin's<sup>1</sup> eight classifications for activities. The eighth classification, dating, did not apply for this sample. The activity classifications used were:

- 1) Activities directly satisfying physiological needs.
- 2) Activities of economic and chore nature as means to other ends.
- 3) Societal activities concerned with the interaction of the individual with others.
- 4) Religious activities such as attending services or religious ceremonies.
- 5) Artistic activities which involved active participation in the arts and crafts.
- 6) Intellectual activities including attending lectures, reading, studying, or going to school.
- 7) Miscellaneous pleasureable activities or activities of a pleasureable character pursued for their own value.

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<sup>1</sup>Sorokin and Berger, op. cit., p. 32.

The reasons given for performing activities were classified according to Kimball's<sup>2</sup> classification of values. The twelve values classified were:

- 1) Security--freedom from uncertainty, doubt, fear, and danger.
- 2) Influence--the power to produce effects on others without the exertion of physical force or authority.
- 3) Recognition--acknowledgment and approval of others.
- 4) Helpfulness--being of service to others.
- 5) Freedom--being able to act, move, and use with minimum of hindrance and restraint.
- 6) New Experience--personally participating in trials of new ideas and new things.
- 7) Friendship--being intimately associated with individuals other than family members.
- 8) Family Life--state of satisfaction with close family relationships.
- 9) Religion--an organized system of beliefs, practices, and ethical values.
- 10) Orderliness--being free from disorder and confusion.
- 11) Wealth--much money or property.
- 12) Workmanship--evidence of skill in something produced.

Number and kinds of activities and values reflected in reasons given for activities were categorized, analyzed and described. Relationships between rank ordering in the ranking and forced choice tests and between values reflected in reasons given for activities and forced choice test were compared using the Spearman Rank Order Correlation Coefficient (Rho).

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<sup>1</sup>Kimball, op. cit., pp. 4-5.

## CHAPTER IV

### DESCRIPTION OF THE SAMPLE

All families in the study were complete families. They included a father, mother, and one or more children under 10 years of age living at home. The smallest family had one child and the largest family had six children. Seventy-two of the families had two or three children (Table 1).

Table 1--Number of Children in the Family.

Number of Children	Number of Families	Per Cent of Families (N=50)
1	3	6
2	18	36
3	18	36
4	10	20
6	1	2
Total	50	100

There were a total of 139 children in the sample. This was an average of 2.78 children per family (Table 2).

Of these children, 76.2 per cent were between the age of three and 13. The families were in the expanding stage of the family life cycle. The ages of the children ranged from under one year to over 18. The majority of children (76.4 per cent) were between three and 13 years of age.

Table 2--Number and Age of Children.

Age Group	Number of Children	Per Cent of Children (N=139)
Over 18	2	1.5
17 - 18	1	.7
14 - 16	11	7.9
10 - 13	26	18.7
6 - 9	44	31.6
3 - 5	36	25.9
0 - 2	19	13.7
Total	139	99.9

The highest grade of schooling completed by the homemaker and the distribution of the homemakers in each educational category are shown in Table 3.

Table 3--Educational Level of the Homemakers.

Highest Grade Completed	Number of Homemakers	Per Cent of Homemakers (N=50)
Less than 12 years	8	16
12 Years (High School)	27	54
2 Years College	5	10
4 Years College	8	16
Other	2	4
Total	50	100

Eighty-four per cent of the homemakers had a high school education or higher.

The age of the homemakers is shown in Table 4. More than half of the homemakers were in the 26-35 age group.

Table 4--Age of Homemakers.

Age Group	Number of Homemakers	Per Cent of Homemakers (N=50)
Under 18	0	0
19 - 25	5	10
26 - 35	30	60
36 - 45	13	26
Over 45	2	4
Total	50	100

The employment status of the homemakers is shown in Table 5. Seventy-eight per cent of the homemakers did not work for pay outside the home. Part-time employment was defined as a regular job averaging at least two full days of work per week. Occasional employment was defined as irregular or seasonal employment.

Table 5--Employment of Homemakers.

Employment	Number of Homemakers	Per Cent of Homemakers (N=50)
Full-time	1	2
Part-time	9	18
Occasionally	1	2
Not employed	39	78
Total	50	100

Occupation of husbands was categorized according to the classification in the Dictionary of Occupational Titles.<sup>1</sup> Professional and managerial occupations were held by 42 per cent of the sample. Twenty-eight per cent of the husbands performed skilled or semi-skilled work.

Table 6--Occupation of Husbands.

Occupational Group	Number of Husbands	Per Cent of Husbands (N=50)
Professional and Managerial	21	42
Clerical and Sales	9	18
Service	5	10
Agriculture, Fishery, Forestry	1	2
Skilled	10	20
Semi-skilled	4	8
Unskilled	0	0
Total	50	100

The level of income for the families was divided into six categories, based on the family's total income for the previous year. The percentage of families in each income level is shown in Table 7. Seventy-two per cent of the families had incomes in the \$4,000 to \$9,000 range.

<sup>1</sup>U. S. Employment Service, Dictionary of Occupational Titles. Prepared by Division of Occupational Analysis (Washington, D.C.: U. S. Government Printing Office, 1949), p. ix.

Table 7--Level of Family Income.

Income Level	Number of Families	Per Cent of Families (N=50)
Under \$4, 000	29	6
\$4, 000 - \$5, 999	12	24
\$6, 000 - \$8, 999	24	48
\$9, 000 - \$11, 999	10	20
\$12, 000 - \$14, 999	0	0
Over \$15, 000	1	2
Total	50	100

Number of years married ranged from three to over 20 for this group of homemakers. Nearly three-fourths had been married from six to 15 years (Table 8).

Table 8--Years of Marriage for Homemakers.

Years	Number of Homemakers	Per Cent of Homemakers (N=50)
0 - 5	5	10
6 - 10	18	36
11 - 15	17	34
16 - 20	7	14
Over 20	3	6
Total	50	100

Three families rented housing. Ninety-four per cent owned or were buying the house in which they were living (Table 9).

Table 9--Number and Per Cent of Families Owning and Renting.

	Number of Families	Per Cent of Families (N=50)
Owner	47	94
Renter	3	6
Total	50	100

The families were alike in many of their characteristics. The "average" family in this sample had two or three children between the ages of three and 13 years of age. The homemaker was between 26 and 45 years of age, had completed high school, and was not employed. The husband had a professional, managerial, or sales job earning \$4,000 to \$9,000 a year. They had been married from six to 15 years and lived in their own home. These families were primarily representative of the middle socio-economic class.

## CHAPTER V

### HOMEMAKERS' ACTIVITIES

Homemakers used time for a variety of activities. The variation in the number of activities cited by the homemakers ranged from a low of 15 to a high of 43.

Table 10--Range in Number of Homemakers' Activities.

Range	Number of Homemakers
41 - 43	1
38 - 40	1
35 - 37	2
32 - 34	2
29 - 31	6
26 - 28	10
23 - 25	16
20 - 22	6
17 - 19	4
14 - 16	2
Total	50
Median = 25.5	
Mode = 24.0	
Mean = 25.8	

The average number of activities per homemaker was 25.8. The median was 25.5.

The activities cited by the homemakers were classified according to Sorokin's scheme: economic, societal, physiological needs, pleasurable, intellectual, religious, and artistic.<sup>1</sup>

Table 11--Classification, Number, Per Cent, and Rank of Homemakers' Activities.

Activities	Number	Per Cent (N=50)	Rank
Economic	632	48.3	1
Societal	284	22.0	2
Physiological Need	255	19.9	3
Pleasurable	62	4.9	4
Intellectual	43	3.4	5
Religious	10	.9	6
Artistic	4	.4	7
Total	1290	99.8	

#### Economic

Economic activities consisted of 48.3 per cent of the total number of activities. This category included activities such as household tasks, errands, shopping, walking, work for pay, and transportation to and from work. Specific kinds of activities cited by the homemakers were: washing dishes, doing ironing, sprinkling the clothes, cleaning the bathroom, waxing the floors, getting dinner, baking cookies, typing, shopping for groceries, paying the telephone bill, giving ballet lessons, and shoveling snow. Each homemaker averaged 12.64 economic activities (Table 12).

<sup>1</sup>Sorokin and Berger, op. cit., pp. 32-33.

Table 12--Total Number and Average Number of Activities Cited per Homemaker.

Activities	Number	Average Number of Activities (N=50) (Per Cent)
Economic	632	12.64
Societal	284	5.68
Physiological	255	5.1
Pleasurable	62	1.24
Intellectual	43	.86
Religious	10	.2
Artistic	4	.08
Total	1290	25.80
Total activities		= 1290
Average number of activities		= 25.8

Table 13--Range in Number of Economic Activities per Homemaker.

Range	Number of Homemakers
21 - 25	1
16 - 20	7
11 - 15	27
6 - 10	13
5 - 0	20
Total homemakers = 50	
Total Economic Activities = 632	

The number ranged from 4 to 24 activities with 27 homemakers reporting 11 or more economic activities (Table 13).

Table 14--Number and Per Cent of Homemakers Reporting Specific Activities.

Activities	Number of Homemakers	Per Cent of Homemakers (N=50)
Economic	50	100
Societal	49	98
Physiological	50	100
Pleasurable	35	70
Intellectual	32	64
Religious	7	14
Artistic	3	6

#### Societal

Activities which consisted of helping or caring for the family, visiting, entertaining, social participation and correspondence were included in the societal classification. Homemakers listed 284 activities (Table 11) or 22 per cent of their activities as being of a societal nature. This category ranking second in total activities, had an individual range from 0 to 13 (Table 15) with an average of approximately 5.7 (Table 12) per homemaker. One homemaker had no activities which could be classified societal. These actions included visiting, entertaining, phoning, and playing with and caring for the children. Activities cited for this group were: reading to daughter, putting the children to bed, bathing the baby, playing games with son, watching daughter tap dance, having company for dinner, talking on the phone, visiting with company,

having a girl friend in for lunch, going to the neighbor's for coffee, going to Mother's Day Out luncheon.

Table 15--Number of Societal Activities per Homemaker.

Number	Number of Homemakers
13	1
12	3
11	1
10	4
9	3
8	2
7	3
6	5
5	7
4	5
3	7
2	6
1	2
0	1

#### Physiological Needs

Activities directly satisfying physiological needs ranked third with 255 activities (Table 11) or about one-fifth of the total activities. These activities satisfied the physical needs of the individual: eating, sleeping, and personal care. The number of activities reported by the homemakers ranged from three to nine with 66 per cent (Table 16) reporting five or more. Homemakers listed activities of eating breakfast,

taking a nap, washing hair, dressing to go shopping, having a snack, taking a bath, and sleep.

Table 16--Number of Physiological Activities per Homemaker.

Number	Number of Homemakers
9	1
8	0
7	6
6	13
5	13
4	10
3	17
2	0
1	0
0	0

#### Pleasurable

Pleasurable activities were reported by 70 per cent (Table 14) of the homemakers. These included activities which were pleasurable in character such as amusements, pleasurable auto-riding, idling, smoking, sports (active and spectator), and hobbies. The range of activities reported was from zero to four (Table 17) with 32 per cent reporting one activity. Thirty per cent (Table 14) of the homemakers recalled no pleasurable activities. Specific activities reported were: watching TV, knitting, playing cribbage, playing cards, ice skating, working crossword puzzles, and training dogs.

Table 17--Number of Pleasurable Activities per Homemaker.

Number	Number of Homemakers
4	3
3	2
2	14
1	16
0	15

#### Cultural

Sorokin<sup>1</sup> classified intellectual, religious, and artistic activities as cultural activities. These cultural activities comprised 4.7 per cent (Table 11) of all the activities reported by the homemakers. Attending lectures, school, study and reading, were considered as intellectual activities.

A total of 43 intellectual activities were reported by 32 (Table 14) homemakers. Of these, 25 homemakers (Table 18) reported one such activity. No intellectual activities were cited by 68 per cent of the homemakers. Most of the specific examples given included some form of reading, one woman reported studying for a boat lesson.

Religious activities included church attendance, reading the Bible, daily devotions, and attending church meetings. Attending services and participating in religious activities were reported by 7 homemakers (Table 14). Eighty-six per cent reported no religious activities. Perhaps the fact that religious services are primarily a Sunday activity

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<sup>1</sup>Sorokin and Berger, op. cit., p. 58.

and only five interviews were held on Monday accounts for the high percentage reporting no religious activity.(Table 19).

Table 18--Number of Intellectual Activities per Homemaker.

Number	Number of Homemakers
6	1
5	0
4	0
3	0
2	6
1	25
0	17

Table 19--Number of Religious Activities per Homemaker.

Number	Number of Homemakers
3	1
2	1
1	5
0	43

Artistic activities included attending the theater, musical activities and participating in arts and crafts. Three homemakers (Table 14) reported artistic activities. These activities were: playing the piano,

practicing the organ, and going to choir practice. Ninety-four per cent (Table 20) of the homemakers reported no artistic activities.

Table 20--Number of Artistic Activities per Homemaker.

Number	Number of Homemakers
2	1
1	2
0	47

## CHAPTER VI

### REASONS FOR ACTIVITIES

To determine the values underlying activities, the homemaker was asked to give a reason why each activity had been performed. It was difficult for the homemaker to verbalize why she had used her time in a particular way. Many times she hesitated and gave such responses as: "I don't know, " "I never stop to think about it, I just do it, " or "I guess I never question what I do. " But homemakers were able to verbalize some reason for almost every activity which they mentioned.

There were 1238 reasons given for the 1290 activities listed. Fifty of the 52 activities were sleep for which a reason was not asked. The other two were missed in recording the interviews. The total number of reasons given per homemaker ranged from 14 to 42 (Table 21). The average number was 24.76 (Table 22).

Reasons were classified into the same 12 value categories as were described in the ranking and forced choice test. By interviewing the homemakers personally, it was easier to code the reasons. More than 85 per cent of all reasons fell into the five classifications of helpfulness, workmanship, freedom, family life, and orderliness (Table 22).

There was a range in the number of reasons given that could be classified into the selected values (Table 23).

No reasons were given to indicate that any activities were performed to mediate wealth. Helpfulness was stated 14 times as a reason for activities of one homemaker (Table 25).

Table 21--Number of Reasons Stated for Activities by Homemakers.

	Number of Reasons	Number of Homemakers
	41 - 42	1
	38 - 40	1
	35 - 37	0
	34 - 32	4
	29 - 31	4
	26 - 28	9
	23 - 25	14
	20 - 22	9
	17 - 19	6
	14 - 16	2
	Total	50

Table 22--Value Classification, Number, Per Cent, and Average Number of Reasons per Homemaker.

Value	Number of Reasons	Per Cent of Reasons (N=1238)	Average Number of Reasons per Homemaker (N=50)
Helpfulness	369	29.8	7.38
Workmanship	263	21.2	5.26
Freedom	150	12.1	3.00
Family Life	146	11.8	2.92
Orderliness	129	10.4	2.58
Recognition	73	5.9	1.46
Friendship	48	3.8	0.96
Religion	26	2.1	0.52
Security	23	1.6	0.46
New Experience	8	0.7	0.16
Influence	3	0.3	0.06
Wealth	0	0.0	0.00
Total	1238	99.7	24.76

Table 23--Range of Number of Reasons Reflecting Values as Stated by Homemakers.

Value	Range of Reasons
Helpfulness	0 - 14
Workmanship	0 - 12
Freedom	0 - 9
Family Life	0 - 8
Orderliness	0 - 7
Recognition	0 - 5
Friendship	0 - 6
Religion	0 - 6
Security	0 - 5
New Experience	0 - 2
Influence	0 - 2
Wealth	0

Table 24--Number of Homemakers Giving Reasons that Reflected Each Value.

Value	Number of Homemakers
Helpfulness	49
Workmanship	49
Freedom	48
Family Life	44
Orderliness	45
Recognition	37
Friendship	22
Religion	11
Security	13
New Experience	7
Influence	2
Wealth	0

Helpfulness

Reasons which reflected helpfulness were given the greatest number of times by the homemaker. Each homemaker averaged 7.4 (Table 22) reasons which reflected helpfulness. The number of reasons ranged from zero to 14. Thirty-two homemakers gave seven or more reasons which reflected helpfulness while three homemakers gave three or less reasons (Table 25).

Table 25--Number of Reasons Reflecting Helpfulness per Homemaker.

Number	Number of Homemakers
14	1
13	1
12	4
11	3
10	4
9	6
8	6
7	7
6	3
5	9
4	3
3	1
2	1
1	0
0	1
Total	50

Reasons which were stated in terms of doing physical things for the family or others reflected the value of helpfulness. Examples of activities and the reason given were:

Dressed children	"They can't dress themselves."
Put son to bed	"He needed some help to get ready for bed."
Took friend shopping	"A friend wanted to do some shopping so I took her."
Prepared dinner	"Because they were hungry."
Fixed breakfast	"They needed a good breakfast."
Got children off to school	"They needed to be helped so they would be clean."
Gave the children baths	"So they will be clean and ready for school in the morning."

### Workmanship

The value of workmanship was reflected by the second largest number of reasons given; 21.2 per cent of the total (Table 22). Forty-nine of the homemakers gave one or more reasons which were coded in this classification. The range was from zero to eleven with fifty per cent of the homemakers giving five or more reasons (Table 26).

Reasons which referred to doing a job, keeping up with the work, or doing a housekeeping task were recorded here. Examples were:

Mopped the floor	"To get it clean."
Washed	"So we would have clean clothes."
Made chocolate sauce	"To have ready for lunch."
Ironed	"Had to be done."
Cleaned bathroom	"Needs to be done."
Went to Frandor	"Had to get groceries."
Mended	"Children needed to have socks."

Table 26--Number of Reasons Reflecting Workmanship per Homemaker.

Number	Number of Homemakers
11	4
10	4
9	3
8	1
7	1
6	6
5	7
4	8
3	7
2	5
1	3
0	1
Total	50

### Freedom

The reasons reflecting freedom were stated by 48 (Table 24) of the homemakers. Freedom was stated as a reason 150 times (Table 22). The number of freedom reasons per homemaker ranged from zero to nine. Twenty per cent of the women gave five or more reasons reflecting freedom (Table 27).

Freedom was reflected in reasons which indicated being able to be free to do different things and to be free from others. Illustrations are:

Went shopping	"I was glad to get out. "
Read paper	"I like to keep up on the news. "
Took a nap	"I was tired and needed a nap. "
Watched TV	"Enjoyment. "
Knitted	"To keep my hands busy. "
Went to luncheon	"I like to get away for awhile. "
Started a book	"I like to read. "

Table 27--Number of Reasons Reflecting Freedom per Homemaker.

Number	Number of Homemakers
9	1
8	1
7	1
6	0
5	7
4	8
3	8
2	13
1	9
0	2
Total	50

### Family Life

Indications of an arrangement for family associations for the enrichment and development of the family members were the reasons coded as reflecting the family life value. Examples were:

Watched Michigan Outdoors	"The whole family watched, we are outdoor fans. "
Watched TV	"I watch TV with my daughter each morning to spend some time with her. "
Played with children	"Enjoy playing with children rather than housework. "
Ate breakfast	"We all eat breakfast together. "
Talked with husband	"Our time together after the children are in bed. "
Looked at children's school papers	"Like to be interested in children's school work. "
Skated	"We skated together. "
Helped son with school work	"He needs encouragement. "
Took daughter for music lesson	"My turn, I think good experience for children. "

Table 28--Number of Reasons Reflecting Family Life per Homemaker.

Number	Number of Homemakers
8	1
7	2
6	1
5	4
4	10
3	9
2	14
1	3
0	6
Total	50



A total of 146 reasons reflected the family life value (Table 22). The number of reasons per homemaker ranged from zero to eight. Forty-four homemakers gave reasons reflecting the family life value in their activities (Table 28).

### Orderliness

This value was indicated by statements concerning neatness and organization. Examples were:

Picked up kitchen	"Don't like clutter. "
Washed dishes	"Don't like to leave sitting around. "
Put groceries away	"So we know where they are. "
Picked up house before going to bed	"I suppose for order, to get the house in order. "
Straightened daughter's closet	"Straightened so can find things. "
Put toys away	"To make room neater. "

Table 29--Number of Reasons Reflecting Orderliness per Homemaker.

Number	Number of Homemakers
7	2
6	3
5	2
4	4
3	10
2	17
1	7
0	5
Total	50

The number of reasons reflecting orderliness ranged from zero to seven (Table 29) with 52 per cent of the homemakers giving two or three reasons. Orderliness composed 10.4 per cent (Table 22) of the total number of reasons. These were given by 45 homemakers (Table 24).

### Recognition

The reasons which reflected recognition were ones which indicated the activity was done for approval or acknowledgment or because the homemaker felt she was expected to do it. Thirty-seven homemakers (Table 24) gave a total of 73 reasons (Table 22). The range was from zero to five reasons, with three-fourths of the homemakers giving one or two reasons (Table 30). Examples were:

I got up	"I had to get the family off. "
Prepared breakfast	"I have to do it. "
Practiced organ	"I have to be concerned on how others think about me, being church organist. "
Cleaned the living room	"Company was coming so I had to get things in order. "
Got dressed to go out	"I couldn't go as I was. "
Gave son medicine	"My job to care for them. "
Made beds	"Never know when company is coming. "

Table 30--Number of Reasons Reflecting Recognition.

Number	Number of Homemakers
5	1
4	2
3	6
2	14
1	14
0	13
Total	50

### Friendship

The value of friendship was reflected by reasons which indicated interaction with people other than the immediate family. Of the total reasons, 3.8 per cent (Table 22) were classified in this category. Less than half of the homemakers, 22 (Table 24), gave this reason for their activity. Reasons which illustrated interaction with people were:

Mother and sister stopped in	"Enjoyed seeing my family.
Girl friend came	"Enjoy her company, want her to feel welcome."
Phone call	"To make social arrangement."
Friends in for coffee	"Good for friends to get out."
Made coffee	"Like to have friends stop in."
Went next door for coffee	"Enjoy visiting."
Guest for dinner	"To have some social visiting."
Went visiting	"Social call to a friend's."

Writing letter	"Like to keep in touch."
Shopped for a gift	"A gift for a friend."

### Religion

Twenty-six reasons (Table 22) reflecting religion were given by 11 homemakers (Table 24). Reasons in this classification were primarily from the homemakers who listed activities for Sunday; however, not all reasons, in this classification, were for Sunday activities. The value of religion was indicated by references to participation in religious acts.

Examples were:

Phone call	"I was making call for church."
Took girls to choir	"Girls enjoy this and they need an active interest in church."
Sending out letters	"Work for church committee."
Went to church	"Part of religious belief."
Read Bible	"I read the Bible each day."
Devotions	"Time for devotions together, a good habit."

### Security

Thirteen homemakers gave 23 reasons (Table 22) for activities which reflected the value of security. Of these, four homemakers stated more than one reason. These reasons were of an economic, financial, or health nature. Examples were:

Went to kitchen center	"To estimate cost so we can plan."
Put ad in paper	"To sell (doll clothes) for some extra money."
Fitted dress for customer	"Sewing helps the family out."
Taught ballet lessons	"We can use the extra money."
Rested	"Doctor's orders."
Phone call	"To arrange a sales contract."

### New Experience

New experience was reflected in eight reasons (Table 22) given by seven homemakers (Table 24). Doing something new and different, either through ideas or things, were classified as reasons indicating new experience. Homemakers cited these examples:

Shopping	"Just to enjoy window shopping."
Read paper	"Like to know what's new."
Made pudding	"Had time to do something different for a change."

### Influence

Three influence reasons were mentioned by two homemakers (Table 24). The three reasons which indicated influencing or convincing others were:

Phone call	"Friend called seeking advice."
Taked to sons	"A go between in a business arrangement."
Stopped to see neighbor	"Encouraging her to be on a committee."

### Wealth

The value of wealth was the only one of the 12 values (Table 24) which was not reflected by some reason given for an activity by the homemakers. Any reason indicating the desire for having the best things, such as a rug, house, or car, could have been classified as an indicator of the value of wealth.

In summary, the values of helpfulness, workmanship, freedom, family life, and orderliness were reflected in the reasons given for 85.3 per cent of the activities identified by the homemakers. Values of recognition, friendship, religion, and security accounted for 13.5 per cent

of the reasons for activities. Reasons for activities reflecting the values of new experience and influence were negligible, one per cent of the total. Wealth was not reflected as a value in the reasons given.

## CHAPTER VII

### HOMEMAKERS' RANKING OF VALUES

Two techniques were used to determine the ranking of twelve values. They were rank order test and forced choice test.

#### Rank Test

In the rank test, the homemakers selected the most important values by ranking them as first, second, and third choice. As a result of this ranking, most of the homemakers selected as first choice one of three values; family life, helpfulness, or security (Table 31).

Table 31--Number of Homemakers Placing Values in First, Second, and Third Choice by Rank Order Test.

Value	Choice			Total
	First	Second	Third	
Family Life	22	17	4	43
Helpfulness	11	6	12	29
Security	10	11	2	23
Religion	3	8	8	19
Friendship	2	3	6	11
Workmanship	0	2	8	10
Orderliness	1	2	4	7
New Experience	0	1	3	4
Freedom	1	0	1	2
Influence	0	0	1	1
Recognition	0	0	1	1
Wealth	0	0	0	0

Family life was ranked by 22 of the homemakers as the most important value. Five values, influence, recognition, new experience, wealth, and workmanship were not selected as first choice. As a second choice, family life was also selected most frequently with security, religion, and helpfulness following in this order. Four values were not selected: freedom, influence, recognition, and wealth.

The value, helpfulness, was selected most frequently as a third choice followed by religion, workmanship, and friendship. One value, wealth, was not selected.

When the first, second, and third choices for the rank test were summarized, all values had been ranked except wealth. Family life ranked first, followed by helpfulness, security, religion, friendship, workmanship, orderliness, new experience, freedom, influence, and recognition (Table 31).

#### Forced Choice Test

The forced choice test was administered by having the homemakers select the most important value from each of 66 pairs. The total number of times each value was chosen was summarized and the ties broken by dividing each tie evenly between the values tied.

The largest number of homemakers (13.7) selected family life (Table 32) as first choice. This was very closely followed by religion. Helpfulness and security were next with friendship being selected by one homemaker as first choice. Seven values were not ranked as first choice.

In second choice ranking, the values were placed in the same order as first choice except for religion which dropped to fourth place. The values of workmanship, freedom, orderliness, and recognition were ranked by 3.85 homemakers. New experience, influence, and wealth were not ranked as second choice.

Table 32--Number of Homemakers Placing Values in First, Second, and Third Choice by Forced Choice Test.

Value	Choice			Total
	First	Second	Third	
Family Life	13.75	18.25	10	42.
Helpfulness	11.25	11.75	15	38
Security	10.75	7.75	9	27.5
Religion	13.25	5.5	6	24.75
Friendship	1	2.8	4	7.8
Workmanship	0	2.25	2	4.25
Orderliness	0	.3	1	1.3
New Experience	0	0.	1	1
Freedom	0	1.	0	1
Influence	0	0.	0	0
Recognition	0	.3	2	2.3
Wealth	0	0.	0	0

Nine values were ranked as the third choice. Helpfulness was chosen first followed by family life, security, and religion.

#### First, Second, and Third Choices

When the first, second, and third choices, as ranked on the forced choice test, were summarized, the same top five values emerge as appeared in first, second, and third rank in the rank test. Family life, helpfulness, security, religion, and friendship were chosen in this order by the largest number of homemakers. Workmanship, orderliness, new experience, freedom, and recognition were ranked first, second, or third choice by slightly more than three homemakers. Influence and

wealth were not ranked as first, second, or third choice. Wealth was the only value which was not ranked at least once on either the forced choice or ranking test.

The rank test and forced choice test were correlated using the Spearman Rank Order Correlation.<sup>1</sup>

Table 33--Rank Order Correlation of Rank Test and Forced Choice Test.

Value	Number of Homemakers Selecting Value, First, Second, or Third Choice		R <sub>1</sub>	R <sub>2</sub>	D <sub>1</sub>	D <sub>2</sub>
	Rank Test	Forced Choice Test				
Family Life	43	42	1	1	0	0
Helpfulness	29	38	2	2	0	0
Security	23	27.5	3	3	0	0
Religion	19	24.75	4	4	0	0
Friendship	11	7.8	5	5	0	0
Workmanship	10	4.25	6	6	0	0
Orderliness	7	1.3	7	8	1	1
New Experience	4	1	8	9.5	1.5	2.25
Freedom	3	1	9	9.5	.5	.25
Influence	2	0	10.5	11.5	1.	1.
Recognition	1	2.3	10.5	7	3.5	12.25
Wealth	0	0	12	11.5	.5	.25

$$\gamma = .94^*$$

\* Significant at .001 level.

<sup>1</sup>N. M. Downie and R. W. Heath, Basic Statistical Methods (New York: Harper and Brother, 1959), pp. 178-179.

The rank order coefficient .94 indicates a significantly high degree of correlation between the two tests. Therefore, the tests can be used interchangeably.

In both tests, the value family life held the first rank. This supports the hypothesis that the value of family life would be ranked as most important by homemakers.

Wealth was the only value not ranked by any homemaker in either test. This supports the hypothesis that the value wealth would be ranked as less important by homemakers.

In the aggregate the values seemed to group (Figure 1). One group was related to the relationships and welfare of the family. Values of family life and helpfulness fell into this grouping.

The second group included values of security and religion both related to the intangible components of the homemaker's personal and family life.

The third group was comprised of the values of friendship, workmanship, and recognition, values related to personal aspects of the homemaker's life.

When the group was viewed for individual homemakers, two groupings seemed to suggest a clustering or close relationship between two values. Family life and helpfulness both appeared among the first, second, and third rankings for 68 per cent of the homemakers. Security and religion appeared together in the first, second, and third ranking for 32 per cent of the homemakers. No other values seemed to cluster.

#### Less Important Values

The homemakers were asked to check the values which were less important to them. Three homemakers could not make a choice since they felt all twelve values were important.

Number

Figure 1. Grouping of Values as Ranked First, Second, and Third by Homemakers.

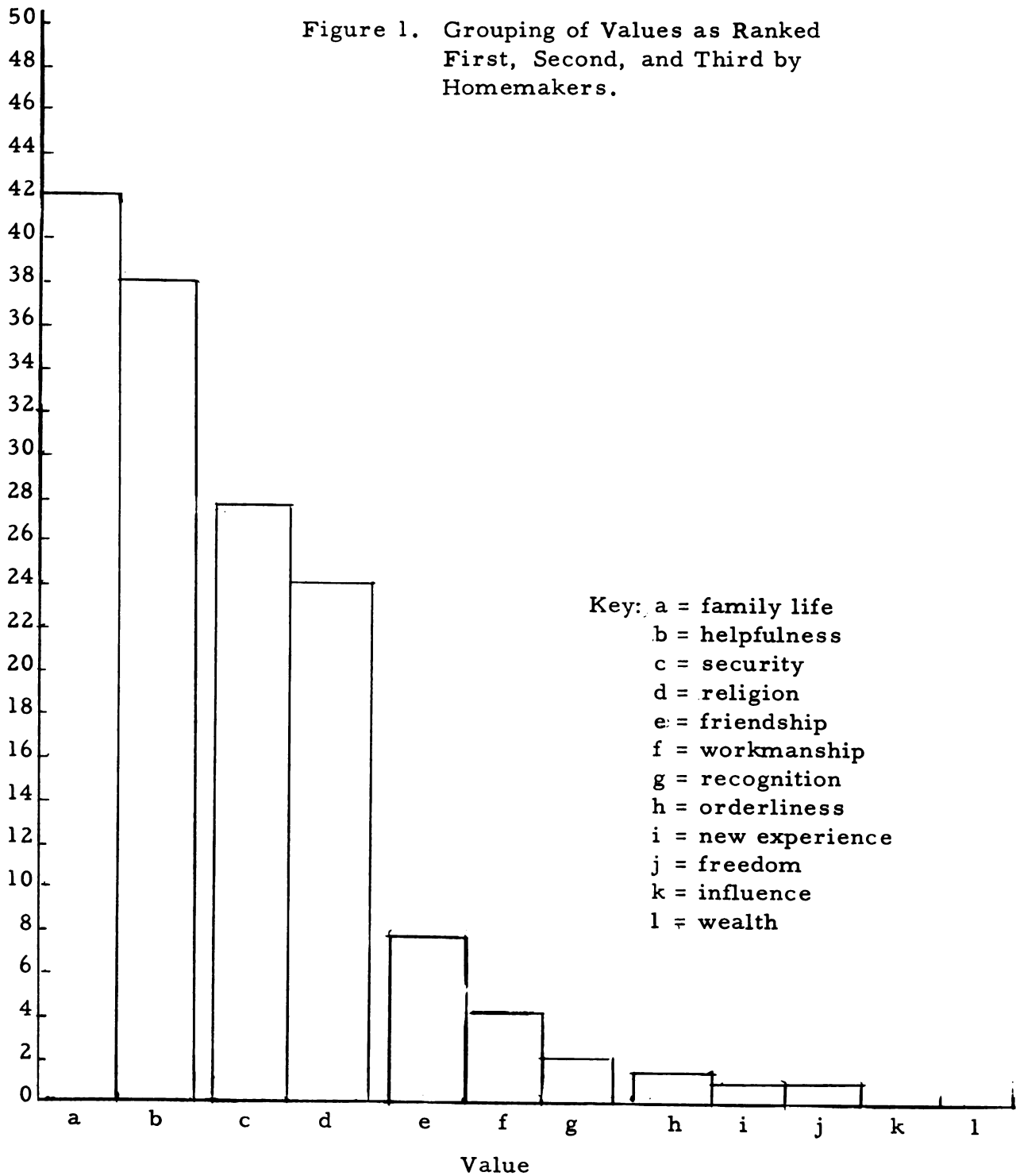


Table 34--Less Important Values.

Value	Number of Homemakers (N=47)
Influence	14.25
Wealth	14.1
Freedom	10.85
Recognition	2.66
New Experience	2.1
Religion	1.0
Orderliness	0.8
Friendship	0.6
Workmanship	0.25
Helpfulness	0.25
Family Life	0
Security	0

Influence was ranked most often as being less important. Ranked next in less importance were wealth, freedom, recognition, new experience, religion, orderliness, friendship, helpfulness, and workmanship. Two values, family life and security, were never ranked as less important.

Values in Rank Test Related to Reasons  
Given Reflecting Values

The relationship between the number of homemakers ranking the value by forced choice test and the number of homemakers assigning to an activity a reason reflecting the value were compared by using the Spearman Rank Order Correlation formula.<sup>1</sup>

<sup>1</sup>Downie and Heath, op. cit., p. 179.

$$r = 1 - \frac{6 \sum D^2}{N(N^2 - 1)}$$

Table 35--Rank Order Correlation of Number of Homemakers Ranking Value First, Second, and Third Choice, and Number of Homemakers Giving Reason Reflecting Value in Activity.

Value	Number of Homemakers Ranking Value First, Second, Third Forced Choice Test	Number of Homemakers Giving Reason Reflecting Value in Activity	R <sub>1</sub>	R <sub>2</sub>	D <sub>1</sub>	D <sub>2</sub>
Family Life	42	44	1	5.	4.	16.
Helpfulness	38	49	2	1.5	.5	.25
Security	27.5	13	3	8.	5.	25.
Religion	24.75	11	4	9.	5.	25.
Friendship	7.8	22	5	7.	2.	4.
Workmanship	4.25	49	6	1.5	4.5	20.25
Orderliness	1.3	45	8	4.	4.	16.
New Experience	1	7	9.5	10.	.5	.25
Freedom	1	48	9.5	3.	6.5	42.25
Influence	0	2	11.5	11.	.5	.25
Recognition	2.3	37	7	6	1.	1.
Wealth	0	0	11.5	12.	.5	.25
			$\gamma = .47^*$			

\* Significant at .1 level.

Homemakers tended to reflect values through their daily activities similar to those selected on the forced choice test. The relationship between value rankings on the forced choice test and the number of homemakers giving a reason which reflected a value for an activity was statistically significant at .1 level.

Family life was ranked most important on the values test but ranked fifth in number of homemakers giving reasons reflecting value in an activity. Helpfulness ranked second in the values tests and tied with workmanship in number of homemakers giving reasons that reflected this value for activities.

Freedom, orderliness and recognition were not ranked as important in the forced choice test. They were given as reasons for activities by enough homemakers to place them in third, fourth, and sixth position, respectively.

Influence was not ranked as important in the values tests but reasons reflecting influence were assigned to it by two homemakers. Wealth was not ranked in either test nor did any homemaker give a reason reflecting wealth for any activity.

## CHAPTER VIII

### SUMMARY

This study of fifty homemakers gives some insights into the activities to which they allocated time, the value content of activities as verbalized through reasons, and the ranking of twelve selected values.

#### Activities

These 50 homemakers were able to recall an average of 25.8 activities for the previous day. The total number of activities ranged from 14 to 43 for a single homemaker. Activities of economic, societal, and physiological classifications comprised 90 per cent of all activities mentioned. The largest number of activities were classified as economic. Homemakers perform a number of activities that are routine and daily. The large number of economic activities (632) reflected the daily routine chore activities of homemakers.

More homemakers were expected to report activities in the intellectual, religious, and artistic classification than appeared. Religious activities were reported by seven homemakers. The limited data would indicate that this value is mediated mainly on Sunday with formal attendance at religious services. It was recognized that some activities were not daily but rather occurred weekly or in another time span. Slightly more than three-fifths of the homemakers did not report intellectual or pleasurable activities. Therefore, it would seem that these homemakers used most of their time for economic, societal, and physiological activities. They did not pursue pleasurable and cultural activities during the time span studied.

### Reasons Reflecting Value Content of Activities

These 50 homemakers were able to verbalize a reason for most of the activities which they reported. When these reasons were classified all 12 values except wealth were represented.

Reasons given for 85.3 per cent of the activities reflected five values: helpfulness, workmanship, freedom, family life, and orderliness. The values of new experience and influence were reflected in only one per cent of the reasons given and wealth was not reflected in any activity.

### Ranking of Values

The two techniques used to rank values were the rank order and forced choice tests. The rank order coefficient of these tests was .94, statistically significant at .001 level. Therefore, it is possible to use these tests interchangeably.

The family life value was ranked by 86 per cent of the homemakers as a first, second, or third choice. Helpfulness was ranked by 58 per cent as first, second, or third choice. Security was ranked by 46 per cent as first, second, or third choice. No homemakers ranked wealth as first, second, or third choice.

### Relationship of Values Reflected in Activities and Values Selected in Forced Choice Test

The Spearman rank-order correlation coefficient was used to determine the relationship between values reflected through reasons given for activities and values selected in the forced choice test. This coefficient was .47, statistically significant at the .1 level. Homemakers seemed to reflect through their daily activities values similar to the ones they selected in the forced choice test.

### Hypotheses

The findings supported all three hypotheses, namely:

- 1) the value which homemakers rank first, second, and third in importance would be reflected in the reasons verbalized for use of time was supported in this study,
- 2) the value of family life would be ranked as most important by homemakers was supported, and
- 3) the value of wealth would be ranked as less important by homemakers was supported.

## CHAPTER IX

### IMPLICATIONS

This study has implications for teaching, extension education, and research.

Home management literature abounds with ideas that values direct activities and that goals which direct management stem from values. Considerably more research needs to be done to determine the relationship between value content of a given activity and the values held important by the individual. This study would support the idea that activities have value content and that homemakers are somewhat aware of the value an activity mediates. However, the hypotheses in this study need to be tested in larger populations that are more representative of families in general.

If management is to function in helping families mediate values through use of resources, then home management personnel need to be aware of the value content an activity holds for the family members. The fact that only homemakers were interviewed for this study might leave the impression that the homemakers' activities reflected values that are important to her family. This may or may not be true. It would be meaningful to administer the value tests to husbands and other family members to determine the congruency of values within the family and the degree to which the homemakers' activities reflected family values.

In order to manage so that a family's values can be realized, family members will need help in bringing values to a level of awareness. Research needs to be conducted to determine the level of awareness of values held by families.

This study indicates that the largest number of homemakers' activities are those of an economic and homemaking task nature. In extension education, emphasis has been placed upon finding ways of simplifying or performing homemaking tasks in an efficient manner in order to conserve human and material resources. It has been assumed that the homemaker wanted to complete the tasks as quickly and efficiently as possible. Little attention has been given to the underlying values that motivate these activities. If the value content of these homemaking activities is unimportant to the homemaker and society then this emphasis is appropriate. If the value content of these activities is significant then homemakers need to be encouraged to see the importance of the activity and perhaps to find other appropriate and feasible activities for mediating significant values.

If important values are reflected in homemaking activities, then these tasks need to be valued as important. Homemakers need to be helped to find creative means of accomplishing these tasks. Emphasis on creativity and satisfaction may be more essential than efficiency. Educational programs should go further in helping homemakers recognize the value content of activities, and in helping them determine criteria for selecting activities. Recognition of the value content of activities can serve to either mediate particular value patterns of a family or bring about a change in value patterns.

The basis for choice of activities has been stated as the awareness of values and the value content of the activities. This study would indicate that the activity of these homemakers did reflect the values which were ranked as important on the value tests. Techniques similar to those used in this study would be appropriate to use in extension education to help homemakers analyze the use of time for activities. This analysis could be done in relation to what is important to the homemaker, her family or her cultural group.

Important values are highly individual so that each homemaker would need to be aware of the values important to her. If doing things with and for the family were highly valued, as indicated in this study, emphasis could be placed on planning these kinds of activities and ways found to reduce or eliminate time consuming, low value activities.

There may be important values of which the homemaker is not aware. Nor may she be aware of the consequences, to herself or her family, of the mediation of certain values. To either mediate significant values or to bring about change in values precludes that values be brought to a level of awareness. Techniques for helping homemakers identify and clarify values need to be developed.

If home management functions to bring family values and goals to fruition through utilizing available resources then an awareness of values and goals becomes necessary for effective management.

When homemakers are aware of their values, they are in a position to manage for a purpose. Important values can be consciously sought.

Further research is needed in order to more fully understand the relationship between values, goals, and value content of activities. This kind of research can open doors for predicting human behavior, provide tools for better understanding families and make it possible for educators to implement changes more effectively and efficiently.

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## APPENDICES

2 2

APPENDIX I

INTERVIEW SCHEDULE

## INTERVIEW QUESTIONNAIRE

## BACKGROUND INFORMATION:

## I. Persons in the family

\_\_\_\_\_ husband  
\_\_\_\_\_ wife  
\_\_\_\_\_ children  
\_\_\_\_\_ grandparents  
\_\_\_\_\_ others

## II. Number of children

\_\_\_\_\_ male  
\_\_\_\_\_ female

## III. Age of children

\_\_\_\_\_ 0 to 1  
\_\_\_\_\_ 2 to 4  
\_\_\_\_\_ 5 to 8  
\_\_\_\_\_ 9 to 12  
\_\_\_\_\_ 13 to 15  
\_\_\_\_\_ 16 to 18  
\_\_\_\_\_ over 18

## IV. \_\_\_\_\_ Number of years married

V. Education of homemaker  
(highest grade completed)

\_\_\_\_\_ grade school  
\_\_\_\_\_ high school  
\_\_\_\_\_ junior college  
\_\_\_\_\_ college  
\_\_\_\_\_ other

## VI. Age of homemaker

\_\_\_\_\_ under 18  
\_\_\_\_\_ 18 to 25  
\_\_\_\_\_ 26 to 35  
\_\_\_\_\_ 36 to 45  
\_\_\_\_\_ over 45

VII. \_\_\_\_\_ number of years at present  
residence  
\_\_\_\_\_ owner  
\_\_\_\_\_ tenant

## VIII. Occupation of husband

\_\_\_\_\_ professional and managerial  
\_\_\_\_\_ clerical and sales  
\_\_\_\_\_ service  
\_\_\_\_\_ agriculture, fishery,  
forestry  
\_\_\_\_\_ skilled  
\_\_\_\_\_ semi-skilled  
\_\_\_\_\_ unskilled

## IX. Employment of homemaker

\_\_\_\_\_ full time  
\_\_\_\_\_ part time  
\_\_\_\_\_ occasionally

## X. Occupation of homemaker

\_\_\_\_\_ professional and managerial  
\_\_\_\_\_ clerical and sales  
\_\_\_\_\_ service  
\_\_\_\_\_ agriculture, fishery,  
forestry  
\_\_\_\_\_ skilled  
\_\_\_\_\_ semi-skilled  
\_\_\_\_\_ unskilled

## XI. Family income last year

\_\_\_\_\_ under \$1,000.  
\_\_\_\_\_ \$4,000. to \$5,999.  
\_\_\_\_\_ \$6,000. to \$8,999.  
\_\_\_\_\_ \$9,000. to \$11,999.  
\_\_\_\_\_ \$12,000. to \$14,999.  
\_\_\_\_\_ \$15,000. and over

## XII. \_\_\_\_\_ years club member

## TIME USE RECORD

1. How did you spend your time yesterday? (7 A.M. to bedtime)
2. Why did you use your time in this way? (What were the reasons)
3. If you could have done just what you wanted to yesterday, what would you have done?

	BLOCK OF TIME	REASON	CODE
7			
8			
9			
10			
11			
12			
1			
2			

	BLOCK OF TIME	REASON .	CODE
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

## EXPLANATION OF THE GOALS

1. I WANT TO BE REASONABLY SURE ABOUT THE FUTURE FOR MYSELF AND MY FAMILY.  
I want to have as little uncertainty about the future as possible. I want to be able to have a good living for my family and myself.
2. I WANT TO HAVE INFLUENCE WITH PEOPLE.  
I like to have people come to me for help and advice. I want to see things happen as a result of my leadership.
3. I WANT TO HAVE PEOPLE THINK WELL OF ME.  
I want to have people speak in my behalf when my name comes up. I want to be admired by others.
4. I WANT TO DO THINGS FOR MY FAMILY AND OTHERS.  
I want to help people when they are troubled. I want to do things for others to make life more pleasant and comfortable for them.
5. I WANT TO HAVE AS MUCH FREEDOM AS POSSIBLE TO DO THE THINGS I WANT TO DO.  
I would prefer to be able to come and go as I please. I would like to do as I want with out restrictions or routine duties.
6. I WANT TO DO NEW AND DIFFERENT THINGS OFTEN.  
I enjoy variety and novelty in my life. I like to try new things. I want to try new ideas as often as I can.
7. I WANT TO HAVE FRIENDS.  
Having friends is important to me. Hearing from them and being with them gives me great satisfaction. I want to get together with them for work as well as for recreational activities whenever possible.
8. I WANT TO ARRANGE FOR A FAMILY ATMOSPHERE THAT MAKES FOR SATISFYING FAMILY LIVING.  
To arrange the physical, emotional, and spiritual environment in the home in such a manner that each person will have the opportunity to develop to the best of his ability.
9. I WANT TO DO WHAT IS RIGHT ACCORDING TO MY BELIEFS.  
There are certain beliefs and principles that guide my life. I am concerned when I am not able to follow them. I feel good when I am able to do what I think is right.

10. I WANT TO HAVE THINGS NEAT, ORDERLY, AND ORGANIZED.

I think things should be arranged with a pattern in mind so that they can be quickly and easily located and used. I like to be able to do things without going through a lot of unnecessary motion.

11. I WANT TO HAVE AS MANY GOOD THINGS AS POSSIBLE.

I like quality in things that I have. I get satisfactions out of owning things that are carefully constructed out of very good materials. I would like to have as many things as possible of outstanding quality.

12. I WANT TO DO THINGS WELL.

I get real satisfaction out of doing a good job. I think that if a task is worth doing, it is worth doing well.

## WHAT ARE YOUR GOALS?

PUT A "1" IN FRONT OF THE GOAL WHICH IS MOST IMPORTANT TO YOU. PUT A "2" IN FRONT OF THE GOAL WHICH IS NEXT IN IMPORTANCE TO YOU. PUT A "3" IN FRONT OF THE GOAL WHICH IS THIRD IN IMPORTANCE TO YOU. (✓) CHECK ONE OR MORE ITEMS THAT ARE QUITE UNIMPORTANT TO YOU.

## I WANT:

1. \_\_\_\_\_ TO BE REASONABLY SURE ABOUT THE FUTURE FOR MYSELF AND MY FAMILY.
2. \_\_\_\_\_ TO HAVE INFLUENCE WITH PEOPLE.
3. \_\_\_\_\_ TO HAVE PEOPLE THINK WELL <sup>OF</sup> FOR ME.
4. \_\_\_\_\_ TO DO THINGS FOR MY FAMILY AND OTHERS.
5. \_\_\_\_\_ TO HAVE AS MUCH FREEDOM AS POSSIBLE TO DO THE THINGS I WANT TO DO.
6. \_\_\_\_\_ TO DO NEW AND DIFFERENT THINGS OFTEN.
7. \_\_\_\_\_ TO HAVE FRIENDS.
8. \_\_\_\_\_ TO ARRANGE FOR A FAMILY ATMOSPHERE THAT MAKES FOR SATISFYING FAMILY LIVING.
9. \_\_\_\_\_ TO DO WHAT IS RIGHT ACCORDING TO MY BELIEFS.
10. \_\_\_\_\_ TO HAVE THINGS NEAT, ORDERLY, AND ORGANIZED.
11. \_\_\_\_\_ TO HAVE AS MANY GOOD THINGS AS POSSIBLE.
12. \_\_\_\_\_ TO DO THINGS WELL.

- 1 - to be reasonably sure about the future for myself and my family.  
12 - to do things well
- 

- 3 - to have people think well of me.  
5 - to have as much freedom as possible to do the things I want to do.
- 

- 11 - to have as many good things as possible.  
12 - to do things well.
- 

- 6 - to do new and different things often.  
11 - to have as many good things as possible.
- 

- 7 - to have friends.  
10 - to have things neat, orderly, and organized.
- 

- 6 - to do new and different things often.  
8 - to arrange for a family atmosphere that makes for satisfying family living.
- 

- 3 - to have people think well of me.  
9 - to do what is right according to my beliefs.
- 

- 8 - to arrange for a family atmosphere that makes for satisfying family living.  
10 - to have things neat, orderly, and organized.
- 

- 4 - to do things for my family and others.  
11 - to have as many good things as possible.
- 

(please go to the next page)

10 - to have things neat, orderly, and organized.

12 - to do things well.

---

2 - to have influence with people.

11 - to have as many good things as possible.

---

4 - to do things for my family and others.

10 - to have things neat, orderly, and organized.

---

2 - to have influence with people.

12 - to do things well.

---

4 - to do things for my family and others.

12 - to do things well.

---

4 - to do things for my family and others.

7 - to have friends.

---

5 - to have as much freedom as possible to do the things I want to do.

8 - to arrange for a family atmosphere that makes for satisfying family living.

---

2 - to have influence with people.

3 - to have people think well of me.

---

7 - to have friends.

8 - to arrange for a family atmosphere that makes for satisfying family living.

---

(please go to the next page)

- 5 - to have as much freedom as possible to do the things I want to do.
  - 12 - to do things well.
- 

- 3 - to have people think well of me.
  - 11 - to have as many good things as possible.
- 

- 6 - to do new and different things often.
  - 12 - to do things well.
- 

- 9 - to do what is right according to my beliefs.
  - 12 - to do things well.
- 

- 1 - to be reasonably sure about the future for myself and my family.
  - 10 - to have things neat, orderly, and organized.
- 

- 3 - to have people think well of me.
  - 8 - to arrange for a family atmosphere that makes for satisfying family living.
- 

- 5 - to have as much freedom as possible to do the things I want to do.
  - 6 - to do new and different things often.
- 

- 6 - to do new and different things often.
  - 10 - to have things neat, orderly, and organized.
- 

- 1 - to be reasonably sure about the future for myself and my family.
  - 5 - to have as much freedom as possible to do the things I want to do.
- 

(please go to the next page)

- 
- 3 - to have people think well of me.
- 6 - to do new and different things often.
- 
- 5 - to have as much freedom as possible to do the things I want to do.
- 7 - to have friends.
- 
- 10 - to have things neat, orderly, and organized.
- 11 - to have as many good things as possible.
- 
- 2 - to have influence with people.
- 4 - to do things for my family and others.
- 
- 8 - to arrange for a family atmosphere that makes for satisfying family living.
- 9 - to do what is right according to my beliefs.
- 
- 8 - to arrange for a family atmosphere that makes for satisfying family living.
- 12 - to do things well.
- 
- 8 - to arrange for a family atmosphere that makes for satisfying family living.
- 11 - to have as many good things as possible.
- 
- 4 - to do things for my family and others.
- 5 - to have as much freedom as possible to do the things I want to do.
- 
- 9 - to do what is right according to my beliefs.
- 11 - to have as many good things as possible.
- 

(please go to the next page)

- 1 - to be reasonably sure about the future for myself and my family.
  - 2 - to have influence with people.
- 

- 9 - to do what is right according to my beliefs.
  - 10 - to have things neat, orderly, and organized.
- 

- 6 - to do new and different things often.
  - 7 - to have friends.
- 

- 4 - to do things for my family and others.
  - 6 - to do new and different things often.
- 

- 2 - to have influence with people.
  - 5 - to have as much freedom as possible to do the things I want to do.
- 

- 4 - to do things for my family and others.
  - 8 - to arrange for a family atmosphere that makes for satisfying family living.
- 

- 2 - to have influence with people.
  - 9 - to do what is right according to my beliefs.
- 

- 1 - to be reasonably sure about the future for myself and my family.
  - 8 - to arrange for a family atmosphere that makes for satisfying family living.
  - 5 - to have as much freedom as possible to do the things I want to do.
  - 10 - to have things neat, orderly, and organized.
- 

- 7 - to have friends.
  - 9 - to do what is right according to my beliefs.
- 

(please go to the next page)

- 1 - to be reasonably sure about the future for myself and my family.
- 11 - to have as many good things as possible.

---

- 3 - to have people think well of me.
- 10 - to have things neat, orderly, and organized.

---

- 2 - to have influence with people.
- 8 - to arrange for a family atmosphere that makes for satisfying family living.

---

- 3 - to have people think well of me.
- 4 - to do things for my family and others.

---

- 2 - to have influence with people.
- 6 - to do new and different things often.

---

- 2 - to have influence with people.
- 10 - to have things neat, orderly, and organized.

---

- 6 - to do new and different things often.
- 9 - to do what is right according to my beliefs.

---

- 1 - to be reasonably sure about the future for myself and my family.
- 6 - to do new and different things often.

---

- 3 - to have people think well of me.
- 7 - to have friends.

---

- 7 - to have friends.
- 11 - to have as many good things as possible.

---

(please go to the next page)

2 - to have influence with people.

7 - to have friends.

---

4 - to do things for my family and others.

9 - to do what is right according to my beliefs.

---

5 - to have as much freedom as possible to do the things I want to do.

11 - to have as many good things as possible.

---

1 - to be reasonably sure about the future for myself and my family.

4 - to do things for my family and others.

---

1 - to be reasonably sure about the future for myself and my family.

7 - to have friends.

---

3 - to have people think well of me.

12 - to do things well.

---

1 - to be reasonably sure about the future for myself and my family.

3 - to have people think well of me.

---

5 - to have as much freedom as possible to do the things I want to do.

9 - to do what is right according to my beliefs.

---

1 - to be reasonably sure about the future for myself and my family.

9 - to do what is right according to my beliefs.

---

7 - to have friends.

12 - to do things well.

---

No. of times  
circled

Rank

- |        |        |     |   |       |
|--------|--------|-----|---|-------|
| _____. | _____. | 1.  | To be reasonably sure about the future for myself and my family.....            | _____ |
| _____. | _____. | 2.  | To have influence with people.....  | _____ |
| _____. | _____. | 3.  | To have people think well of me.....  | _____ |
| _____. | _____. | 4.  | To do things for my family and others.....                                      | _____ |
| _____. | _____. | 5.  | To have as much freedom as possible to do the things I want to do.....          | _____ |
| _____. | _____. | 6.  | To do new and different things often.....                                       | _____ |
| _____. | _____. | 7.  | To have friends.....  | _____ |
| _____. | _____. | 8.  | To arrange for a family atmosphere that makes for satisfying family living..... | _____ |
| _____. | _____. | 9.  | To do what is right according to my beliefs.....                                | _____ |
| _____. | _____. | 10. | To have things neat, orderly, and organized.....                                | _____ |
| _____. | _____. | 11. | To have as many good things as possible.....                                    | _____ |
| _____. | _____. | 12. | To do things well.....  | _____ |

APPENDIX II

SUMMARY TABLES OF DATA

Table 36 - Summary Table of Activities Classified per Homemaker.

Case Number	Activities					Total			
	Physiological	Needs	Economic	Social	Religious	Intellectual	Artistic	Pleasurable	Activities
1	7	12	5					1	25
2	3	14	3			1			21
3	4	7	3			1		1	16
4	5	14	2			1			23
5	4	10	6			1		4	25
6	7	7	5			1		2	22
7	7	12	4			1		2	26
8	5	8	13			1			27
9	3	13	4			1		4	25
10	6	15	3			1		2	27
11	5	9	3		1	1	1		20
12	4	14	4					1	23
13	4	12	12			1		1	30
14	3	16	3			1		1	24
15	6	9	2			1		2	19
16	6	13	5					1	25
17	3	12	10			1			26
18	6	15	8						29
19	5	14	5						24
20	5	4	2		1			3	15
21	6	15	6				1	1	29
22	5	17	7					2	31
23	9	19	9		1			1	40
24	4	13	6			1			24
25	6	12	5						23

Continued

Table 36 - Continued

Case Number	Activities					Total		
	Physiological Needs	Economic	Social	Religious	Intellectual	Artistic	Pleasurable	Activities
26	6	6	6				1	19
27	4	14	2		1		2	22
28	4	20	1		1		2	28
29	7	18	8				2	35
30	6	14	9		1		1	31
31	4	9	6		1		4	24
32	6	25	12					43
33	3	12	5				2	22
34	3	13	2				1	19
35	3	12	1		1		3	20
36	5	14	5				2	26
37	4	10	11				2	27
38	5	14	3		1			23
39	6	12		3	6	2	2	31
40	5	13	9		1			28
41	5	14	12		2			33
42	7	16	10		2			35
43	5	13	7		2			27
44	6	10	3	1	2		2	24
45	7	9	2		1			19
46	5	10	10		2		1	28
47	4	16	4				1	25
48	6	9	4	2	1		1	23
49	5	5	10	1	2		1	24
50	6	18	7				2	33
Total	255	632	284	10	43	4	62	1290

Table 37--Summary Table of Reasons Classified as Values per Homemaker.

Case No.	Secur-ity	Imflu-ence	Recog-nition	Helpful-ness	Free-dom	New Ex-perience	Friend-ship	Family Life	Relig-ion	Order-liness	Wealth	ship	Workman-	Total
1	2		2	8	2		2	2	1	4		1		24
2				9	1							10		20
3	2			4	4			2				3		15
4				7	2		1	2	1	3		5		21
5				9	5			4		2		4		24
6			1	6	3		2	5		3		1		21
7	5	2		4	9			1		2		2		25
8				12	2		1	4	1	4		2		26
9			2	5	5			6		2		4		24
10			1	8	5			4		3		5		26
11			2	7	3	1		2	2			2		19
12				6	2			4		7		3		22
13	1		3	8	2	1		5		2		7		29
14				8	2			3		1		9		23
15			1	5	5	1	1	2		1		3		18
16			1	11	2					5		5		24
17	1			7	2		6			3		6		25
18		1	2	7	1	2	4	2		4		5		28
19	1		1	10	4			2		1		4		23
20								8	2	2		2		14
21			3	13	1				1	1		9		28
22	1		1	9	3			2		2		12		30
23			3	10	5		1	3	2	4		11		39
24			1	12	2					2		6		23
25			4	6	1			3		2		6		22

Continued

Table 37-- Continued

Case No.	Security	Influence	Recognition	Helpfulness	Freedom	New Experience	Friendship	Family Life	Religion	Orderliness	Wealth	Workman-ship	Total	
													Number of	Reasons
26			2	4	1	1	1	7		2			18	
27			2	5	2			2		6		5	22	
28	1		1	5	4			4		2		10	27	
29			1	10	5			4	4	2		8	34	
30	1		2	12	4			2		3		6	30	
31	1			7	4		2	3		1		5	23	
32	1		3	14	1		2	5		6		10	42	
33			3	8	2		2	3				3	21	
34			1	5	2			4		3		4	19	
35				7			3	2		3		3	18	
36	1		3	5	3			5		3		5	25	
37			2	11	3		1	3		2		4	26	
38			2	12	1		1			2		4	22	94
39			2	7	7	1		4		6		3	30	
40			5	10	1	1		2		2		6	27	
41				11	2		3	3		3		10	32	
42			2	9	5		1	3		3		11	34	
43			1	9	3			2		7		4	26	
44			1	3	8			2	3	5		1	23	
45	4		2	2	3		1	1		2		3	18	
46	1		4	9	4		3	1		1		4	27	
47			1	5	1		2	7		2		6	24	
48			2	5	4			3	6			2	22	
49			1	5	3		4	4	3	2		1	23	
50			2	8	4		4	4		1		9	32	
Total	23	3	73	369	150	8	48	146	26	129	0	263	1238	

Table 38--Summary Table of Ranking of Values by Rank Test.

Case Number	Ranked Values			
	Choice			Less Important
	First	Second	Third	
1	8	1	9	5
2	9	8	4	2
3	8	1	4	9
4	1	8	4	2
5	1	8	5	2-11
6	7	9	6	11
7	5	9	2	none
8	5	8	1	5
9	8	9	1	none
10	8	1	4	2
11	8	1	12	2-5-11
12	1	9	8	2-11
13	9	8	12	11
14	4	8	12	11
15	8	6	4	11
16	4	10	12	none
17	8	7	4	11
18	8	1	9	6-11
19	4	7	6	2-3
20	8	4	12	2
21	4	7	10	2
22	1	8	12	2-5
23	8	4	9	11
24	8	4	9	11
25	4	8	9	11
26	4	1	8	5
27	10	8	3	11
28	4	1	8	5-6-10,
29	8	12	7	11-2
30	8	9	4	2-6-7
31	8	9	12	11
32	4	8	10	11-5-3-2
33	1	8	4	5-11
34	1	4	7	5-6
35	1	8	4	2-5

Continued

Table 38 - Continued

Case Number	Ranked Values			
	Choice			
	First	Second	Third	Less Important
36	8	9	4	2-7-11
37	8	1	7	2-5
38	8	4	6	10-2
39	8	1	9	5
40	4	8	10	2
41	8	10	12	5
42	8	4	7	2
43	8	1	4	2-6
44	7	8	10	2-5
45	8	12	4	5-2
46	1	9	8	5
47	4	8	9	11-3
48	1	8	9	3-4-11-12
49	1	8	7	2-5
50	4	1	7	2

Table 39--Summary Table of Ranking of Values by Forced Choice Test.

Case Number	Forced Choice--Rank										Workman- ship
	Secur- ity	Influ- ence	Recog- nition	Helpful- ness	Free- dom	New Ex- perience	Friend- ship	Family Life	Relig- ion	Order- liness	Wealth
1	3	10	6	2	12	11	5	1	4	8	9
2	3	0	5	2	6	6	6	2	1	8	7
3	2	6	6	3	5	8	4	1	0	7	9
4	1	10	6	3	9	7	5	2	4	8	8
5	1	6	4	2	3	6	3	2	4	7	0
6	2	8	6	3	9	4	1	4	2	7	0
7	4	6	8	5	2	9	10	3	1	9	9
8	4	9	6	3	10	9	4	2	1	8	7
9	1	6	3	1	5	4	2	1	1	6	7
10	2	0	8	3	7	8	6	1	4	8	9
11	6	10	4	3	8	7	4	2	1	5	9
12	1	9	5	3	8	0	6	4	2	7	5
13	4	9	6	3	10	8	5	2	1	7	11
14	3	7	5	2	6	6	4	1	1	4	0
15	4	9	4	2	7	3	7	1	5	8	6
16	2	8	7	1	9	8	5	3	1	5	6
17	5	6	8	3	9	7	4	2	1	5	0
18	3	0	7	4	8	9	6	2	1	6	7
19	3	0	5	1	8	6	4	2	3	5	7
20	2	0	5	1	9	8	3	2	3	7	6
21	3	0	2	1	6	5	2	1	4	2	8
22	3	0	8	2	10	7	6	1	4	9	11
23	5	7	8	1	7	6	4	2	3	6	0
24	6	0	7	3	6	6	4	1	2	8	9
25	1	0	7	2	8	6	4	3	5	7	6

Continued

Table 39 - Continued

Case Number	Secur- ity	Influ- ence	Recog- nition	Helpful- ness	Forced Choice--Rank					Relig- ion	Order- liness	Wealth	Workman- ship
					Free- dom	New Ex- perience	Friend- ship	Family Life					
26	4	6	7	1	8	0	5	2	3	3	7	9	7
27	8	7	4	1	0	5	6	3	3	2	6	9	5
28	1	7	5	3	8	10	4	2	2	4	9	9	6
29	2	7	0	2	5	4	3	2	2	1	5	6	2
30	3	0	5	2	8	9	7	1	4	4	9	9	6
31	3	8	5	3	0	9	5	2	2	1	6	7	4
32	5	7	6	1	9	6	4	2	2	3	8	0	6
33	1	9	7	3	0	10	6	2	2	4	8	11	5
34	1	8	7	2	9	0	4	3	3	3	6	7	5
35	1	0	3	1	9	8	2	3	3	6	5	7	4
36	3	10	8	4	9	6	7	2	2	1	11	0	5
37	2	11	7	4	10	6	5	3	3	1	9	0	8
38	8	0	4	2	6	5	3	1	8	8	9	7	8
39	4	7	6	2	0	5	4	1	3	3	6	6	2
40	7	0	8	2	5	4	6	1	4	4	4	9	3
41	2	9	7	3	8	4	7	1	1	1	6	0	5
42	3	0	4	2	7	4	3	1	5	5	5	6	7
43	1	10	6	3	10	9	5	1	4	4	8	7	7
44	6	7	5	1	0	8	2	2	5	5	3	9	4
45	6	0	5	1	6	4	3	2	4	4	4	5	3
46	1	9	7	4	0	8	7	3	3	2	6	8	5
47	4	5	6	1	7	5	3	3	3	1	5	0	2
48	1	9	6	4	0	10	7	3	3	2	11	8	5
49	4	8	5	3	0	6	3	2	1	1	9	7	7
50	2	9	5	1	10	6	7	4	3	3	8	10	9

### APPENDIX III

#### STATISTICAL FORMULA USED

1. Spearman Rank Order Correlation Coefficient.<sup>1</sup>

$$P = 1 - \frac{6 \sum D^2}{N(N^2 - 1)}$$

2. T - Test for Significance.<sup>2</sup>

$$T = \gamma \sqrt{\frac{N - 2}{1 - \gamma^2}}$$

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<sup>1</sup>N. M. Downie and R. W. Heath, Basic Statistical Methods (New York: Harper and Brothers, 1959), p. 178.

<sup>2</sup>M. J. Maroney, Facts From Figures (London: Wm. Clowes and Sons, Limited, 1956), p. 335.



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~~JUL 29 1966~~

17

473

120

~~SEP 26 1966~~

17

~~OCT 25 1966~~

130

~~SEP 6 1966~~

10

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~~SEP 2 1966~~

pd 75 rco

~~NOV 6 1966~~

R50

~~NOV 26 1966~~

107

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18

~~MAR 18 1971~~

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