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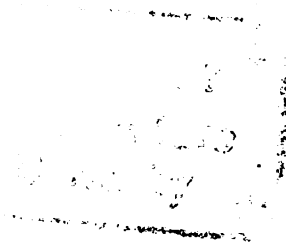
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## ABSTRACT

### A SURVEY OF SELECTED ADOLESCENT GIRLS: THEIR ATTITUDES TOWARD THEIR MOTHERS' WORKING

by Patricia Ann Blakeslee

An exploratory study was designed to elicit attitudes of adolescent girls toward their mothers' working. Attitudes were defined as behavior representative of feeling or conviction. Data were collected by questionnaire from 56 adolescent girls between 15 and 18 years of age. The questionnaire, developed by the researcher, consisted of background information and questions pertaining to six areas of family living. The areas explored were family unity, perceived economic advantage, parental supervision, freedom to choose, relationships with others, and household responsibilities.

The respondents met the following criteria: the father was living in the home and was employed full-time; the mother was employed full-time at present and had been so for not less than two years. The respondents were placed in three categories according to occupation of the mother. These three categories were educational-managerial, clerical-service, and factory-operative.

The study had several limitations. These were that: (1) the sample was restricted; (2) the ethnic, racial, and cultural backgrounds were not determined; (3) it was not known whether the respondents lived in rural or urban situations; and (4) the study deals with what the respondents reported, which may or may not be a valid picture of their feelings.

Hypothesis one, "A majority of the adolescent girls will express positive attitudes toward their mothers' working," was partially supported. It was not supported by any data in the areas of family unity, peer group status, leisure activity, or household responsibility. It was supported in the area of perceived economic advantage.

Hypothesis two, "Adolescents whose mothers are in educational or managerial occupations will express more positive attitudes and perceive more advantages in having their mothers work than adolescents whose mothers are employed in semi-skilled occupations," was refuted in all areas including family unity, relationships with others, household responsibilities, perceived economic advantage, and freedom to choose. The educational-managerial part of the sample included ten respondents, six of whose mothers were in the managerial division and four of whose mothers were in the educational division.

**A SURVEY OF SELECTED ADOLESCENT GIRLS:  
THEIR ATTITUDES TOWARD THEIR MOTHERS' WORKING**

**by**

**Patricia Ann Blakeslee**

**A PROBLEM**

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## CHAPTER I

### INTRODUCTION

"We are in an age of jet-propelled changes that are affecting families everywhere. . . ." (1:9) One of the changes that has recently gained momentum is the increasing number of mothers with children under eighteen years of age who either continue to work all the time or return to work when their children reach a certain age.

Society has long been concerned for children of mothers working. This concern became apparent during the industrial revolution in England and Europe and continued when the industrial revolution reached the United States. However, it has been since 1940 that the proportion of mothers with children under eighteen years of age has increased greatly. Students of the family are finding an increasing need for more precise information about attitudes of family members toward maternal employment.

Because of the fairly recent innovation of great numbers of working mothers there has not been a quantity of research done concerning the working mother and those aspects of life she, in that position, might or does influence. Little research has been done concerning how

children, especially the adolescent, feel about the mother working and how this affects their lives.

Since little has been done in this area it was decided to do a brief survey using a questionnaire with adolescent girls to obtain some clarification of how the girls felt about their mothers' working. The study was designed to explore the attitudes of girls whose mothers had been working full-time for two or more years.

#### Definition of Terms

An adolescent girl refers to a girl in the tenth, eleventh, or twelfth grade who is between the ages of 15 and 18.

Attitude refers to behavior representative of feeling or conviction. (20:38)

Full-time employed mother refers to a mother who has been employed for two or more years 35 or more hours per week.

Educational-managerial refers to those mothers employed in an educational or a managerial position. This includes teachers and managers of store departments or owners of stores.

Clerical-service refers to those mothers employed in a clerical or service position. This includes clerical workers, practical nurses, cooks, and sales personnel.

Factory-operative refers to those mothers employed in a factory as an operative.



### Objectives

The objectives of this study were:

- 1) To elicit the attitudes adolescent girls have about their mothers' full-time employment.
- 2) To relate these attitudes to the occupational classification of the mother, i.e., whether educational-managerial, factory-operative, or clerical-service.

### Hypotheses

The hypotheses formulated for this study were:

- 1) A majority of the adolescent girls will express positive attitudes toward their mothers' working.
- 2) Adolescents whose mothers are in an educational or managerial occupation will express more positive attitudes and perceive more advantages in having their mothers work than adolescents whose mothers are employed in semi-skilled occupations.

### Assumptions of Study

In this study it was assumed that:

- 1) Adolescents have and will express attitudes about their mothers' working.
- 2) The questions chosen will reflect the attitudes of the respondent toward her mother's working.

### Limitations of Study

- 1) A restricted sample was used.
- 2) The ethnic, racial, or cultural backgrounds of the respondents are not known. Also, whether these are rural or urban respondents is not known. It had been decided, when the problem was being planned, that these variables would be controlled in the collection of the data. However, this control was later judged to increase too extensively the scope of the problem.
- 3) When reading these findings it should be remembered that the results are only what the respondents checked. The findings could be a valid picture of what is happening in each of the respondent's situation, or it could be what each believes she should answer in view of her own role expectations and the role expectations society imposes.

## CHAPTER II

### REVIEW OF LITERATURE

#### Early Studies

In her review of literature of children of employed mothers, the earliest direct report found by Stolz (18) was in American Marriage and Family Relationships published by Groves and Ogburn in 1928. (4) Groves made an informal statement based on interviews with children of different ages. He was interested in the changes that occur as children mature. He said that a young child would uncritically accept the mother whether she worked or not; an adolescent would want his mother to be like his friends' mothers; i.e., if most of his friends' mothers worked, then he would want his mother to work and vice versa. If the mother works, the child may see increasing freedom as he grows older and the advantages of it. Later, the child may be proud that his mother can hold a job. (18) Groves believed the child could accept regular, routine absence due to work but that he would protest an irregular absence. (4)

The first studies that attempted to investigate characteristics of children of employed mothers versus

non-employed mothers' children appeared in the 1930's.

(18) In both groups the children's problems were judged more highly related to the mother's emotional adjustment than to whether she was employed or not. (18)

#### Adolescent Adjustment and Reaction to Maternal Employment

Still perhaps in the category of earlier studies is one made by Essig and Morgan. (3) They wanted to determine whether girls of employed mothers were more poorly adjusted to family life than girls whose mothers were not employed. The girls were divided into two groups: the experimental group consisting of daughters of employed mothers and the control group consisting of daughters of mothers who did not work. Results showed that most of the mothers were home when the girls in the control group came home while only 36.4 per cent of the working mothers were home. (3:223)

A significant difference was found between the two groups in adjustment to family life. This favored the control group. The adjustment of rural girls whose mothers did not work was found to be highest in adjustment to family life. (3:232)

In comparison of the two groups the responses seemed to indicate a greater feeling of lack of love, understanding, interest, and co-operation between the parents and the daughters of the experimental group than



of the control group. Also, the experimental group daughters seemed more inclined to disregard parental advice. They indicated there was a greater amount of disapproval of their action by their parents. (3) There was a tendency for these girls to feel ashamed of their parents which was not in accord with the unsupported statement made by Groves. (18)

More recent research has thrown further light on this area. Peterson made a study of the impact of the mother's employment on the mother-daughter relationship. The initial analysis indicated that the impact of maternal employment on daughters was negligible. A second analysis used the independent variable of maternal employment and the dependent variables of mother's interest in and control over the daughter. The majority of mothers who indicated satisfaction or interest in their work were perceived by the daughters as exercising less control and having less interest in them. It was interesting to note the study found that middle class mothers employed over 35 per cent of their daughters' lives, as opposed to middle class mothers employed less than 35 per cent of their daughters' lives, were perceived by the daughters as exercising less control over the daughters. (13)

This study gave no support to the evidence that the maternal role was neglected. It was found that maternal employment had almost no effect on adolescent

girls' perception of the mother-daughter relationship  
insofar as teenage girls from intact families were  
 concerned.

Douvan suggested that employed mothers fulfill their obligations much like other parents. She said that perhaps the mothers do not enter very actively into the children's leisure lives. (2) Here again, in contrast to Essig and Morgan, there was found no evidence of peculiar harshness or rejection; especially disconcertant with Essig was the implication that these girls tend to disagree with their parents somewhat less than girls whose mothers were not employed. Douvan found the girls of employed mothers show a mixed pattern of developed autonomy and unresolved dependency. She interprets this as: "These girls are developed in ego skills which equip them for managing practical aspects of reality well and with ease, but emotionally their major commitment is still to the family." (2:159)

Roy (15) and Douvan (2) investigated, in part, how maternal employment affected the amount of work the adolescent had to do. Roy found that the employment of the mother affects the amount of work done by the adolescent son or daughter slightly. The children of employed mothers had a significant amount of more household chores to do. (2)

Douvan found that daughters of employed mothers have significantly more household work to do than either daughters of mothers who are not employed or work only part-time. (2:145)

Reasons for Maternal Employment and the Employment Status of the Mother: Effect to the Child

Several studies have been done on the mother's enjoyment of work and the effect on the child. Hoffman suggests that maternal employment has different effects on the relationship between mother and child and on the behavior of the child depending on whether or not the mother is satisfied working. Findings of her study indicate that if the mother enjoys work the child has a positive attitude and the mother dare not inconvenience the child with extra tasks whereas if the mother does not enjoy work the reverse is true. (6)

Nye found that the affectional relationship of the child to the mother appeared to be unrelated to the employment status of the mother. (11:136)

Peterson found there was no significant relationship between dependent variables of interest and control; and the length of time the mothers were employed, their reasons for employment, and the type of occupational role they have. (13)

Future Expectations of Adolescents Concerning  
Maternal Employment

"Adolescence is a time when children need a comfortable balance between warmth and guidance on one hand and autonomy on the other." (11:197) Certainly, one of the ways to see how the society's and the parents' socialization process has worked is to see if it has negatively or positively influenced adolescents' attitudes toward maternal employment and helped them to change with innovations.

Due to the unsettledness of adolescence, the adolescent is vulnerable to changes and conflicts around him. These changes are apparent in the attitudes and expectations of those progressing towards motherhood or fatherhood. "Only a housewife" is a role most girls no longer consider as their only end. (8) According to large scale studies of the expectations of young girls, a girl expects to have the rewards of wife and mother in addition to the status of worker. Payne found that over half of the girls he studied were planning as wives to hold positions in the labor force, and another one-fifth assumed they might work under certain conditions. He used girls in the eighth and twelfth grades. (12)

In a slightly younger sample of 5, 8, and 11 year olds Hartley found that girls indicated significantly increasing expectations with age of working after marriage

than did boys of the same age indicate they expected their wives to work. (5) Of these boys and girls 64 per cent saw the woman as being uncomfortable about going to work and leaving her child at home; 36 per cent saw her as feeling good about leaving. The variable of age made a difference; as the child's age increased his perception of his mother's discomfort about working increased. (5:89)

### Summary

There have been several recent reviews and commentaries on the effects of maternal employment on children. (8, 11, 14, 17, 18, 19) A statement in Work in the Lives of Married Women says that all the effects of maternal employment clearly are not adverse. (9:142) Maternal employment may result in a higher standard of living for the family, providing richer opportunities for the children and opening up avenues to more satisfactory careers in the future. The greater partnership usually called for if both parents are employed may even be an asset to the child.

Dr. Lois Meek Stolz has stated: "One is impressed with the number of different and opposing findings which research concerning the effect of maternal employment on children has produced. One can say almost anything one desires about the children of employed mothers and support the statement by some research study." (18:772-773)

The authors mentioned above have made several statements as to what should be done to control the findings of different research studies. However, we are living in a world of rapid change. Fifty years ago a married woman usually worked only for economic reasons. Now, in our culturally and technologically advanced world, many women are beginning to work or returning to it for other than economic reasons. The adolescents of today are living in a world that those of ten years ago did not even know. The adolescents of tomorrow will probably live in a society more than twice as technologically advanced as the one we are living in today.

The adolescent is in transition between childhood and adulthood. The environment changes him in these years and these years are vitally important to him. He is changing physically as well as emotionally. Maternal employment will have an impact on him that will harm or help him.

## CHAPTER III

### METHODOLOGY

The questionnaire method was employed to collect data for the study.

#### Development of the Instrument

An instrument (see Appendix) was developed to obtain information. The questionnaire consisted of four main parts:

- 1) General background information.
- 2) Personal attitudes that may affect attitudes toward working mothers.
- 3) Time usage of girls in six areas.
- 4) Questions pertaining to how the girl felt and how she saw another family member or members viewing selected areas relating to maternal employment.

The first step in construction of this instrument was to define what the information on the instrument should reveal. Six areas were selected to be explored: family unity, household responsibilities, perceived economic advantage, parental supervision, relationships with others, and freedom to choose.

Since this was an exploratory study it was decided to use four questions pertaining to each of the six areas. The questions were divided into the six areas. (See page 52 of the Appendix.) The wording and phrasing of the items and responses were carefully selected by the writer and checked by several persons presently teaching family life education courses.

#### Selection of Sample and Collection of Data

Originally it had been planned to give an information blank to all girls in a high school for the purpose of selecting the sample and then to mail a second questionnaire to those that met the criteria. This plan was found not to be possible; consequently, the information section was shortened and placed on the first page and one-half of the questionnaire. Teachers from Haslett, Saranac, Mason, and Grand Ledge gave the questionnaires to students who met the criteria. Eighty-two questionnaires were filled out. Fifty-six of these met the criteria and were able to be analyzed.

#### Analysis of Data

Data were analyzed descriptively. Background information such as age, year in high school, father's employment, mother's employment, length of mother's employment, and number of family members in the household were tabulated and described.



The responses to each question were tabulated according to answer and whether the respondent's mother was in the educational-managerial, factory-operative, or clerical-service category. A chart was made of each of the responses to the questions. Each question was analyzed separately and then the four in each of the six areas were compared. Finally, a summary was made of all findings.

The mean difference was calculated for the time usage area. This was done by assigning a weight of -2 to each strongly disagree response, a -1 to each disagree response, 0 for an indifferent or don't know response, a +1 for each agree response, and a +2 for each strongly agree response. Within each category the weights were assigned, multiplied by the number in each area, and the minus answers subtracted from the plus answers. This answer was divided by the total number of respondents in each of the three categories to arrive at the mean difference.

#### Description of the Sample

The sample consisted of 56 adolescent girls in high schools near the Lansing, Michigan, area who met the following criteria:

- 1) The father was employed full-time and lived at home.

- 2) The mother was employed full-time and had been so for not less than two years.
- 3) The respondent was between 15 and 18 years of age and in the tenth, eleventh, or twelfth grade.

The respondents were classified according to the full-time occupation of the mother, either educational-managerial, factory-operative, or clerical-service. The length of the mother's employment by category is shown below.

TABLE 1.--Length of Mother's Employment by Category

Employment Length	Educational-Managerial	Factory-Operative	Clerical-Service
2-5 years	4	4	19
5-10 years	2	2	1
10+ years	4	8	12
Total	10	14	32

All of the fathers were employed full-time in job categories similar to the mothers. Their occupations ranged from teacher to factory worker.

Six of the respondents were "only" children; fourteen had brothers or sisters aged 10 or under. Eleven of those who had siblings were youngest children and eleven were the eldest. Four of the families had people other than parents and siblings living with them.

## CHAPTER IV

### FINDINGS

The findings were summarized by making an analysis by percentages of responses in each category, i.e., educational-managerial, clerical-service, and factory-operative.

#### Family Unity

TABLE 2.--Family Unity Reduction if Mother Works

**Part II-1.**

The unity of the family is not reduced anymore if the mother works than if the father works.

	Strongly Disagree	Disagree	Indiff. Don't Know	Agree	Strongly Agree	Total	Mean Diff.
Educ.-- Man.	3 (30%)	3 (30%)	0 ( 0 )	4 (40%)	0 ( 0 )	10 (100%)	-.500
Fac.-- Op.	3 (21.4%)	3 (21.4%)	3 (21.4%)	4 (28.6%)	1 (7.2%)	14 (100%)	-.214
Cler.-- Ser.	5 (16.1%)	7 (22.6%)	6 (19.4%)	10 (32.3%)	3 (9.7%)	31* (100%)	-.032

\*1 no response

The mean difference shows all respondents have a tendency to disagree with the statement, "The unity of the family is not reduced anymore if the mother works than if

the father works." The educational-managerial category reports a stronger disapproval of item one. It shows nearly one-third more than either of the other two categories. The factory-operative category reports less approval with the statement when the two agree columns are combined. The educational-managerial category expresses a definite answer to this while the other two groups report some responses in all areas. These respondents may believe that the mother is the more important member to family unity in the two-parent family.

TABLE 3.--Hours Spent Per Week with Family

Part III-1.

How much time do you spend each week with family?  
(e.g., meals, church, family recreation, etc.)

	Less Than 10	11-15	16-20	21-25	Over 25	Total
Educ.- Man.	3 (30%)	1 (10%)	2 (20%)	2 (20%)	2 (20%)	10 (100%)
Fac.- Op.	0 ( 0 )	2 (14.3%)	6 (42.9%)	1 (7.1%)	5 (35.7%)	14 (100%)
Cler.- Ser.	3 (9.7%)	5 (16.1%)	7 (22.6%)	8 (25.8%)	8 (25.8%)	31* (100%)

\*1 no response

Thirty per cent of the respondents whose mothers are in the educational-managerial category spend less than 10 hours per week with their families. This figure is three times less than the respondents whose mothers are in the

clerical-service category and thirty times less than the respondents of the factory-operative category.

Almost 43 per cent of the respondents whose mothers are in the factory-operative category report spending 15 to 20 hours a week with their families.

TABLE 4.--Family Unity Change Because of Mother's Working

Part IV-7.

Because your mother works, to what extent has your family unity changed?

	Greatly Apart	Slightly Apart	Same	Slightly Together	Greatly Together	Total
Educ.-	2	4	4	0	0	10
Man.	(20%)	(40%)	(40%)	( 0 )	( 0 )	(100%)
Fac.-	1	2	9	2	0	14
Op.	(7.1%)	(14.3%)	(64.3%)	(14.3%)	( 0 )	(100%)
Cler.-	5	8	15	1	2	31*
Ser.	(16.1%)	(25.8%)	(48.4%)	(3.2%)	(6.5%)	(100%)

\*1 no response

Respondents of educational-managerial working mothers report their families have grown greatly apart. These respondents appear to have strong feelings about family unity. Sixty per cent of them report that their families have grown apart while 80.6 per cent of the factory-operative employed mothers' daughters report there has been no change or there has been an increase in family unity.

**TABLE 5.—Respondent's Report of Father's Approval of Mother's Working**

**Part IV-11.**

**Does your father approve of your mother working?**

	Not At All	Little	Sometimes	Usually	All The Time	Total
<b>Educ.—</b>	0	1	1	3	5	10
Man.	( 0 )	(10%)	(10%)	(30%)	(50%)	(100%)
<b>Fac.—</b>	0	3	3	5	3	14
Op.	( 0 )	(21.4%)	(21.4%)	(35.7%)	(21.4%)	(100%)
<b>Cler.—</b>	3	2	3	15	7	30*
Ser.	(10%)	(6.7%)	(10%)	(50%)	(23.3%)	(100%)

\*2 no response

None of the respondents of educational-managerial or factory-operative employed mothers report that their fathers completely disapprove of their wives' working. However, 42.8 per cent of factory-operative employed women and 26.7 per cent of clerical-service employed women have husbands who only sometimes or less approve of the mother's working, report the respondents. The fathers could believe that women should not work. They may be more traditional in their outlook. Some difficulty may be being faced by the respondents' mothers who have factory jobs, because the fathers in this category least often approve.

### Family Unity Summary

The father approves of the mother's working in a greater percentage of cases in all three categories, but the most approval was found in the educational-managerial category. A majority of these respondents report spending less than 10 hours per week with their families. Furthermore, educational-managerial respondents report that their families have grown apart since the mother has worked. So, in these families the father's approval does not seem to enforce family unity.

The educational-managerial respondents' report shows their families have grown more apart than those of either of the other two categories. Perhaps this could be because the mothers are in contact with more educated people and see more what their potential could be. Only one of the father's background in this area reportedly was similar to the wife's background. This husband was a teacher.

With the exception of the respondents of educational-managerial employed mothers more of the respondents spend over 16 hours per week with their families. Evidently this time is not enough or is not spent in such ways as to lead the girls to report that their family unity has been strengthened.

Relationships with Others

TABLE 6.--Response Toward All Family Members Should Have Some Time of Their Own

Part II-3.

All family members--mother, father, children, each--should have some "time of their own."

	Strongly Disagree	Disagree	Indiff. Don't Know	Agree	Strongly Agree	Total	Mean Diff.
Educ.-- Man.	0 ( 0 )	0 ( 0 )	0 ( 0 )	3 (30%)	7 (70%)	10 (100%)	+1.700
Fac.-- Op.	0 ( 0 )	0 ( 0 )	0 ( 0 )	7 (50%)	7 (50%)	14 (100%)	+1.500
Cler.-- Ser.	0 ( 0 )	0 ( 0 )	1 (3.1%)	14 (43.8%)	17 (53.1%)	32 (100%)	+1.500

Respondents report a very strong tendency to agree with this statement; a mean difference of +2.00 was the highest possible, a -2.00 was the lowest. The high percentage in the strongly agree group could mean that the educational-managerial respondents feel more supervised. However, since there is only one indifferent response, and no disagree responses, the respondents appear to be clearly indicating more desire to have time of their own.



TABLE 7.—Hours Spent By Respondent Per Week with Friends

## Part III-2.

How much time do you spend each week with your friends?  
(e.g., on dates, leisure and extra-curricular activities,  
etc.)

	Less Than 10	11-15	16-20	21-25	Over 25	Total
Educ.—	3	4	1	0	2	10
Man.	(30%)	(40%)	(10%)	( 0 )	(20%)	(100%)
Fac.—	0	5	2	4	3	14
Op.	( 0 )	(35.7%)	(14.3%)	(28.6%)	(21.4%)	(100%)
Cler.—	10	9	7	3	2	31*
Ser.	(32.3%)	(29%)	(22.6%)	(9.7%)	(6.5%)	(100%)

\*1 no response

Seventy per cent of the educational-managerial respondents spend 15 hours or less on leisure time per week. However, 50 per cent of the factory-operative respondents spend 21 hours or over per week with friends and on leisure time.

TABLE 8.--Status in Peer Group Change Because of Mother's Working

## Part IV-8.

How much has your status or place in your age or peer group changed because of your mother working?

	Lowered Greatly	Lowered Somewhat	Same	Increased Somewhat	Increased Greatly	Total
Educ.-	0	3	5	1	1	10
Man.	( 0 )	(30%)	(50%)	(10%)	(10%)	(100%)
Fac.-	0	0	13	0	1	14
Op.	( 0 )	( 0 )	(92.9%)	( 0 )	(7.1%)	(100%)
Cler.-	0	1	24	3	2	30*
Ser.	( 0 )	(3.3%)	(80%)	(10%)	(6.7%)	(100%)

\*2 no response

Thirty per cent of the respondents of the educational-managerial group report their status has been lowered. Upon checking, these respondents' mothers are in the managerial division of the category, not the educational division of it. The educational category (four responses) all report the same status as before. The reason that so many of the respondents report their status has not been changed in the factory-operative and clerical-service category is perhaps because their friends also have mothers who work or these mothers have been working most of their children's lives. In fact, 57 per cent of the mothers in the category of factory-operative and 37.5 per cent of the mothers in the category of clerical-service have been employed for over ten years full-time.

TABLE 9.—Change in Leisure Activity

## Part IV-2.

Because your mother works to what extent have your leisure activities changed?

	Very Limited	Somewhat Limited	Same	Somewhat Increased	Greatly Increased	Total
Educ.—	1	4	4	1	0	10
Man.	(10%)	(40%)	(40%)	(10%)	( 0 )	(100%)
Fac.—	0	4	9	1	0	14
Op.	( 0 )	(28.6%)	(64.3%)	(7.1%)	( 0 )	(100%)
Cler.—	3	11	15	2	0	31*
Ser.	(9.7%)	(35.5%)	(48.4%)	(6.5%)	( 0 )	(100%)

\*1 no response

The leisure activities are reported to have been least changed by respondents whose mothers are factory-operative employees. The highest percentage of increase is reported in the educational-managerial category and that is only 10 per cent.

## Summary of Relationships with Others

All respondents report, with the exception of one who did not know or was indifferent, that all family members should have some time of their own. The fact that the mothers are working does not lead any of these respondents to believe that their status in their peer group is greatly lowered. It is interesting to note that of the three groups the educational-managerial respondents had the highest percentage in reporting somewhat lowered status.

Household Responsibilities

TABLE 10.--Parental Expectations of Teenage Help

## Part II-5

Parents should allow and/or expect teenagers to help around the house.

	Strongly Disagree	Disagree	Indiff. Don't Know	Agree	Strongly Agree	Total	Mean Diff.
Educ.- Man.	1 (10%)	0 ( 0 )	0 ( 0 )	3 (30%)	6 (60%)	10 (100%)	+1.300
Fac.- Op.	0 ( 0 )	0 ( 0 )	0 ( 0 )	4 (29.6%)	10 (71.4%)	14 (100%)	+1.714
Cler.- Ser.	1 (3.1%)	0 ( 0 )	0 ( 0 )	14 (43.7%)	17 (53.1%)	32 (100%)	+1.438

The mean difference shows these girls report a strong tendency to agree with this statement. The respondents whose mothers are employed in factory-operative category report the highest agreement with the statement and are the only category to have no reports less than agreement with the statement.

TABLE 11.--Hours Spent Per Week Doing Household Duties

## Part III-3.

How much time do you spend doing household duties?  
(e.g., cleaning your room or other parts of the  
house, washing dishes, washing and/or ironing  
clothes, etc.)

	0	Less Than 3	4-6	7-10	Over 10	Total
Educ.-	0	0	3	5	2	10
Man.	( 0 )	( 0 )	(30%)	(50%)	(20%)	(100%)
Fac.-	0	1	4	6	3	14
Op.	( 0 )	(7.1%)	(28.6%)	(42.9%)	(21.4%)	(100%)
Cler.-	0	1	11	8	11	31*
Ser.	( 0 )	(3.2%)	(35.5%)	(25.8%)	(35.5%)	(100%)

\*1 no response

Each of the girls have to do some household duties. The clerical-service respondents report spending a larger percentage of time, more than 10 hours per week, doing household duties, but the educational-managerial respondents report spending 7 to 10 hours per week on household duties.

**TABLE 12.--Household Responsibility Change of Other Family Members**

**Part IV-6.**

To what extent have the household responsibilities of the other family members changed because of your mother's working?

	Increased Greatly	Increased Somewhat	Not Changed	Decreased Slightly	Decreased Greatly	Total
Educ.-	2	3	3	0	2	10
Man.	(20%)	(30%)	(30%)	( 0 )	(20%)	(100%)
Fac.-	0	3	9	1	0	13*
Op.	( 0 )	(23.1%)	(69.2%)	(7.7%)	( 0 )	(100%)
Cler.-	4	15	9	2	1	31*
Ser.	(12.9%)	(48.4%)	(29%)	(6.5%)	(3.2%)	(100%)

\*1 no response

Sixty-nine and two-tenths per cent of respondents of factory-operative employed mothers report no change in household responsibilities. This figure is considerably larger than that reported in the other categories.

TABLE 13.—Changes in Household Responsibilities

## Part IV-10.

Because your mother works, to what extent have your household responsibilities changed?

	Increased Greatly	Increased Somewhat	Not Changed	Decreased Slightly	Decreased Greatly	Total
Educ.—	4	4	2	0	0	10
Man.	(40%)	(40%)	(20%)	( 0 )	( 0 )	(100%)
Fac.—	1	8	3	1	1	14
Op.	(7.1%)	(57.1%)	(21.4%)	(7.1%)	(7.1%)	(100%)
Cler.—	7	16	6	0	0	29*
Ser.	(24.1%)	(55.2%)	(20.7%)	( 0 )	( 0 )	(100%)

\*3 no response

Forty per cent of the respondents of educational-managerial report that their household responsibilities have increased greatly which is 32.9 per cent more than the respondents of factory-operative employed mothers report and 15.9 per cent more than those of factory-operative category. Only 14.2 per cent of the respondents report a decrease in their responsibilities and these are in the factory-operative employed mother category.

## Household Responsibilities Summary

The respondents feel their own household responsibilities have increased more than those of other family members. One of the reasons for the respondents seeing an increase in their household responsibilities might be that during the time their mothers have worked

they have gotten older. Most, with the exception of two, feel that teenagers should be expected or allowed to help around the house. All of them have at least some responsibility in this area.

Perceived Economic Advantage

TABLE 14.--Attitude Toward Mother's Working Only if Money Is Needed

Part II-6.

A woman should work only if the extra money is needed by her family.

	Strongly Disagree	Disagree	Indiff. Don't Know	Agree	Strongly Agree	Total	Mean Diff.
Educ.--	2	3	0	3	2	10	0
Man.	(20%)	(30%)	( 0 )	(30%)	(20%)	(100%)	
Fac.--	5	1	1	5	2	14	-.143
Op.	(35.7%)	(7.1%)	(7.1%)	(35.7%)	(14.3%)	(100%)	
Cler.--	8	9	4	6	5	32	-.281
Ser.	(25%)	(28.1%)	(12.5%)	(18.8%)	(15.6%)	(100%)	

The mean difference shows that the respondents in the factory-operative and clerical-service categories have a tendency to disagree with the statement, "A woman should work only if the extra money is needed by her family." The educational-managerial respondents are equally divided on this question but all did express an opinion one way or the other. A greater percentage of respondents in the factory-operative and clerical-service categories strongly disagreed



with the statement. This might be because these mothers may have to work.

TABLE 15.--Hours Spent by Respondent in Paid Employment

Part III-4.

How much time do you spend doing work for pay?  
(e.g., part-time paid job, babysitting, etc.)

	0	Less Than 3	4-6	7-10	Over 10	Total
Educ.--	1	3	0	5	1	10
Man.	(10%)	(30%)	( 0 )	(50%)	(10%)	(100%)
Fac.--	2	3	5	2	2	14
Op.	(14.3%)	(21.4%)	(35.7%)	(14.3%)	(14.3%)	(100%)
Cler.--	5	7	12	3	4	31*
Ser.	(16.1%)	(22.6%)	(38.7%)	(9.7%)	(12.9%)	(100%)

\*1 no response

Sixty per cent of the respondents in the educational-managerial category report spending 7 or more hours in doing work for pay while 76 per cent of the clerical-service category respondents report doing 6 or less hours for pay.

TABLE 16.--Extent Mother's Income Has Benefited Daughter

## Part IV-9.

To what extent has the money your mother makes personally benefited you?

	Not At All	Little	Sometimes	Much	Very Much	Total
Educ.-	0	0	5	5	0	10
Man.	( 0 )	( 0 )	(50%)	(50%)	( 0 )	(100%)
Fac.-	0	2	3	5	4	14
Op.	( 0 )	(14.3%)	(21.4%)	(35.7%)	(28.6%)	(100%)
Cler.-	1	1	9	13	7	31*
Ser.	(3.2%)	(3.2%)	(29%)	(41.9%)	(22.6%)	(100%)

\*1 no response

The educational-managerial category respondents report the most over-all positive benefit from the money their mothers make, but 28.6 per cent of the respondents whose mothers were factory-operative employed and 22.6 per cent of the respondents of clerical-service employed mothers report that the money benefits them very much.

TABLE 17.—Extent Mother's Income Has Benefited Family

## Part IV-4.

Because of your mother's work, to what extent has your mother's income from employment helped the family?

	Not	Little	Some	Most	All	Total
Educ.—	0	0	2	5	2	9*
Man. ( 0 )	( 0 )	( 0 )	(22.2%)	(55.6%)	(22.2%)	(100%)
Fac.—	0	0	1	7	5	13*
Op. ( 0 )	( 0 )	( 0 )	(7.7%)	(53.8%)	(38.5%)	(100%)
Cler.—	0	1	6	13	12	32
Ser. ( 0 )	( 0 )	(3.1%)	(18.8%)	(40.6%)	(37.5%)	(100%)

\*1 no response

All respondents see some monetary benefit from their mothers' employment to the family.

## Perceived Economic Advantage Summary

All respondents see some monetary benefit from their mothers' employment to the family and all but one sees some benefit to herself. This monetary benefit may be in the form of an allowance. The respondents are fairly evenly divided as to whether a mother should work only if her family needs the money. In all three categories the respondents see the income their mothers make as benefiting the family all or most of the time more than it benefits them. The clerical-service and factory-operative respondents see the money benefiting the family more than those in the not at all or little categories.

Parental Supervision

TABLE 18.--Parent-Daughter Decision-Making

Part II-4.

It is important that parents allow teenagers to make decisions for themselves.

	Strongly Disagree	Disagree	Indiff. Don't Know	Agree	Strongly Agree	Total	Mean Diff.
Educ.- Man.	0 ( 0 )	0 ( 0 )	0 ( 0 )	5 (50%)	5 (50%)	10 (100%)	+1.500
Fac.- Op.	0 ( 0 )	1 (7.1%)	1 (7.1%)	7 (50%)	5 (35.7%)	14 (100%)	+1.143
Cler.- Ser.	0 ( 0 )	0 ( 0 )	1 (3.2%)	17 (54.8%)	13 (41.9%)	31* (100%)	+1.387

\*1 no response

The mean difference shows the respondents report a strong tendency to agree with the statement, "It is important that parents allow teenagers to make decisions for themselves." The educational-managerial respondents strongly agree with this statement 8.1 per cent more than the clerical-service respondents and 14.3 per cent more than the factory-operative respondents.

TABLE 19.--Hours Spent Under Supervision Each Week as Reported by Respondents

Part III-6.

How many hours do you spend under supervision?  
(e.g., school, activities which parents supervise,  
etc.)

	35	36-40	41-45	46-55	Over 55	Total
Educ.-	5	3	0	2	0	10
Man.	(50%)	(30%)	( 0 )	(20%)	( 0 )	(100%)
Fac.-	2	4	4	0	4	14
Op.	(14.3%)	(28.6%)	(28.6%)	( 0 )	(28.6%)	(100%)
Cler.-	7	7	2	6	9	31*
Ser.	(22.6%)	(22.6%)	(6.5%)	(19.4%)	(29%)	(100%)

\*1 no response

Eighty per cent of the respondents of educational-managerial employed mothers report spending less than 40 hours per week under supervision as compared with 42.9 per cent of factory-operative respondents and 43.2 per cent of clerical-service respondents in the same time category.

TABLE 20.--Respondent's Decision to Do Household Chores

## Part IV-1.

Are you able to do your household chores the way you want or when you want?

	Not At All	Seldom	Sometimes	Usually	All The Time	Total
Educ.--	0	0	0	2	8	10
Man.	( 0 )	( 0 )	( 0 )	(20%)	(80%)	(100%)
Fac.--	0	0	3	8	3	14
Op.	( 0 )	( 0 )	(21.4%)	(57.1%)	(21.4%)	(100%)
Cler.--	1	4	8	16	3	32
Ser.	(3.1%)	(12.5%)	(25%)	(50%)	(9.4%)	(100%)

All respondents of the educational-managerial employed mothers report that they have control over the way they want and when they want to do housework as compared to only 78.5 per cent of the respondents of factory-operative and 59.4 per cent of the respondents of clerical-service employed mothers.

The clerical-service respondents respond that they have the least freedom in deciding how to do their household chores the way they wish.

TABLE 21.--Extent to Which Family Members Are Expected to Make Own Decisions

## Part IV-5.

To what extent are your family or brothers and sisters expected to make decisions of their own?

	Not At All	Seldom	Sometimes	Usually	All The Time	Total
Educ.-	0	1	4	5	0	10
Man.	( 0 )	(10%)	(40%)	(50%)	( 0 )	(100%)
Fac.-	0	0	6	6	1	13*
Op.	( 0 )	( 0 )	(46.2%)	(46.2%)	(7.7%)	(100%)
Cler.-	0	3	14	11	2	30**
Ser.	( 0 )	(10%)	(46.7%)	(36.7%)	(6.7%)	(100%)

\*1 no response

\*\*2 no response

The respondents in the factory-operative category report their family members are expected to make decisions of their own usually or all of the time 53.9 per cent of the time. Under the same two answers, usually or all of the time, 50 per cent of educational-managerial respondents and 43.4 per cent of clerical-service respondents report their family members are expected to make their own decisions. This may be because in the educational-managerial families only three respondents report having older siblings living in the home with them and thirteen out of thirty-two respondents in the clerical-service division report having older siblings living in the home. The factory-operative respondents, though, report seven

out of fourteen or 50 per cent having older siblings living in the home.

### Parental Supervision Summary

The respondents report they agree that it is important that parents allow teenagers to make decisions for themselves. The respondents in the educational-managerial category especially report they can do their household chores the way they wish usually or all of the time. The other two categories agree with the statement but do not get as much freedom in deciding how and when to do household chores as the educational-managerial respondents do.

### Freedom to Choose

TABLE 22.--Extent to Which Teenager Should Have Freedom

Part II-2.

Children should be allowed to have freedom to do what they want after school when they are of high school age.

	Strongly Disagree	Disagree	Indiff. Don't Know	Agree	Strongly Agree	Total	Mean Diff.
Educ.- Man.	1 (10%)	3 (30%)	0 ( 0 )	6 (60%)	0 ( 0 )	10 (100%)	-.100
Fac.- Op.	2 (14.3%)	7 (50%)	0 ( 0 )	5 (35.7%)	0 ( 0 )	14 (100%)	-.429
Cler.- Ser.	7 (21.9%)	14 (43.8%)	4 (12.5%)	7 (21.9%)	0 ( 0 )	32 (100%)	-.656



The respondents tend to disagree with the statement, "Children should be allowed to have freedom to do what they want after school when they are of high school age." The educational-managerial respondents disagree least, followed by the factory-operative to the clerical-service respondents who disagree most with the statement. Only 12.5 per cent of the clerical-service respondents report indifference to this statement.

Sixty per cent of the respondents of educational-managerial employees report agreement to the statement which is nearly twice the number of factory-operative respondents and three times the clerical-service respondents.

TABLE 23.--Number of Hours of Free Time Reported by Respondents Per Week

Part III-5.

How much free time do you have in which you can do what you want?

	Less Than 5	6-10	11-15	16-20	Over 20	Total
Educ.-	5	2	0	2	1	10
Man.	(50%)	(20%)	( 0 )	(20%)	(10%)	(100%)
Fac.-	1	2	3	3	5	14
Op.	(7.1%)	(14.3%)	(21.4%)	(21.4%)	(35.7%)	(100%)
Cler.-	5	11	13	1	2	32
Ser.	(15.6%)	(34.3%)	(40.6%)	(3.1%)	(6.5%)	(100%)

Seventy per cent of the respondents whose mothers were in the educational-managerial category report that they have 10 or less hours per week to do what they want,

while 78.5 per cent of the respondents of the factory-operative category and 51.4 per cent of the respondents in the clerical-service category report 11 or more hours of leisure time.

TABLE 24.--Extent to Which Respondent Was More Freedom Than Friends

Part IV-3.

To what extent do your parents give you more freedom than the parents of your friends give them?

	Not Any	Less Of Time	Same	Most Of Time	All Of Time	Total
Educ.-	0	1	7	2	0	10
Man.	( 0 )	(10%)	(70%)	(20%)	( 0 )	(100%)
Fac.-	0	2	6	4	2	14
Op.	( 0 )	(14.3%)	(42.9%)	(28.6%)	(14.3%)	(100%)
Cler.-	0	4	21	6	1	32
Ser.	( 0 )	(12.5%)	(65.6%)	(18.3%)	(3.1%)	(100%)

All the respondents report that they are not given less freedom than parents of their friends give them all the time. One-tenth of the educational-managerial, one-seventh of factory-operative, and one-eighth of the clerical-service respondents report they are given somewhat less freedom than their friends' parents give to their friends. The most conforming group, as evidenced by the "about the same" answer, comes from the educational-managerial respondents. The factory-operative category give their children more freedom than the parents of the other two categories give their children, i.e., 42.9 per

cent as compared to 21.9 per cent of clerical-service and 20 per cent of educational-managerial. Perhaps the educational-managerial and clerical-service parents are trying to aim for middle-class standards and try to give the respondents about the same freedom as they see other parents giving.

TABLE 25.--Extent to Which Freedom of Choice Has Been Affected

Part IV-12.

To what extent has your freedom to choose to do what you want been affected by your mother working?

	Greatly Decreased	Slightly Decreased	Same	Somewhat Increased	Greatly Increased	Total
Educ.-	2	2	2	4	0	10
Man.	(20%)	(20%)	(20%)	(40%)	( 0 )	(100%)
Fac.-	0	2	8	2	2	14
Op.	( 0 )	(14.3%)	(57.1%)	(14.3%)	(14.3%)	(100%)
Cler.-	1	4	15	8	2	30*
Ser.	(3.3%)	(13.3%)	(50%)	(26.7%)	(6.7%)	(100%)

\*2 no response

Forty per cent of the children of educational-managerial mothers report their freedom to choose to do what they want has been decreased and 40 per cent report some increase. The other two categories show one-half reporting there has been no change. This question seems to reach the fact that there is less change on this issue in the clerical-service and factory-operative categories than in the educational-managerial category.

### Freedom to Choose Summary

Respondents of educational-managerial employed mothers report that their freedom has been decreased the most of the three categories and also report that of these three groups they do not have the least freedom of the three groups. They report the highest percentage in agreeing that children should be allowed to have freedom to do what they want after school when of high school age.

## CHAPTER V

### SUMMARY

This study of 56 daughters of full-time employed mothers gives some insights into how the daughters view their situation as found in six areas of inquiry. These six areas were family unity, freedom to choose, household responsibilities, perceived economic advantage, relationships with others, and parental supervision. The respondents were classified into three categories by occupation of the mothers. These three categories were educational-managerial, factory-operative, and clerical-service.

On the questionnaire the respondents were asked to state degrees of agreement or disagreement to six questions that could reflect the way they viewed their mothers' employment. The respondents tend to agree that:

- 1) The unity of the family may be reduced more if the mother works than if the father works. The respondents may be expressing what they feel to be their role expectation of a mother.
- 2) Each family member should have some time of his own.

- 3) Teenagers should be expected to help with household duties.
- 4) Teenagers should be allowed to make decisions for themselves.

In each of the cases the daughters of educational-managerial employed mothers felt most strongly about the statements.

There was a slight tendency for the factory-operative daughters and the clerical-service daughters to report disagreement to the statement that a woman should work only because of necessity. On this question the educational-managerial daughters were equally divided, and the mean score for the question was zero.

All three groups reported a tendency to disagree that teenagers should have freedom to do what they want after school hours. The educational-managerial group disagreed the least. Perhaps these girls are in the process of testing how much freedom they really want because they agreed with the statement that teenagers should be allowed to make their own decisions.

The respondents were asked to estimate how much time they spent per week doing six activities. A summary of the estimates is made below. This was done by adding the percentages of the farthest two categories to the right in each of the charts.

A greater percentage of daughters of educational-managerial employed mothers reported spending more time doing household duties, more time working for pay, and the least time spent with their families than either of the other two categories.

The daughters of clerical-service mothers reported having the least free time, the most time spent under supervision, the least time working for pay, the least time doing household duties, the least time spent with friends, and the most time spent with their families.

Daughters of factory-operative employed mothers reported having the most free time, the least time under supervision, and the most time spent with friends.

Taking these responses as indicators of approval or disapproval of the mothers' working, it would appear that the daughters of educational-managerial category most dislike having their mothers work.

### General Summary

#### Family Unity

The majority of respondents report having the same or less family unity than when the mother was not working. The father approves of the mother's working usually or all of the time. This factor does not seem to have a major bearing on the daughter's perception of family unity. Douvan's hypothesis that perhaps employed mothers do not

enter very actively into their daughters' lives could be one reason why these respondents perceive less family unity. (2)

#### Household Responsibilities

A majority of the respondents reported that their household responsibilities had increased and also reported that the other family members' responsibilities had either stayed the same or had increased since the mother began working. This finding agrees with Roy (15) and Douvan (2) who found that daughters of employed mothers have an increased amount of household responsibilities.

#### Supervision

The majority of respondents reported they can decide to do the household chores the way they wish and that other family members are also expected to make decisions themselves sometimes or more often.

#### Freedom to Choose

A majority of the respondents reported having either the same or an increased amount of freedom to choose and freedom to do things, and they also perceive having equal or more freedom than their friends. This finding would further support the findings found under Supervision in this study.



### Perceived Economic Advantages

The majority of respondents see economic benefits from their mother's employment both to the entire family and to themselves.

### Relationships with Others

The majority of respondents report their leisure activities have remained the same or are somewhat less than before their mothers worked. They also report their status has either remained the same or has been somewhat lowered. The major lowering of status was reported in the educational-managerial mother employed category.

### Hypotheses

Hypothesis one was, "A majority of the adolescent girls will express a positive attitude toward their mothers' working." This hypothesis was not supported by any of the data in the areas of family unity, status in their peer groups, leisure activity, household responsibilities, and by the clerical-service category in the area of free time. However, this category reported the most increase in their freedom to choose how to do household chores.

The hypothesis was supported in the areas of perceived economic advantages by all and in the area of

decision-making by the respondents in the educational-managerial and factory-operative categories.

It was partially supported in the factory-operative category concerning leisure time activities, parental supervision; by the clerical-service category in decision-making about household chores; and by factory-operative and educational-managerial categories in the area of having free time.

Hypothesis two, "Adolescents whose mothers are in educational or managerial occupations will express more positive attitudes and perceive more advantages in having their mothers work than adolescents whose mothers are employed in semi-skilled occupations," was refuted in all areas including family unity, relationships with others, household responsibilities, perceived economic advantage, and freedom to choose.

These respondents do, however, have more freedom in deciding how and when to do household chores. Whether or not this carries over into other areas was not determined.

#### Implications for Further Research

This study gives some insights into the area of adolescent attitudes toward working mothers and how they report it has affected them. In order to be more reliable

and valid, this study should be enlarged. The following recommendations are pertinent.

An interview with the respondents would give a more complete and varied view of the way the respondents feel. An open-ended interview schedule would allow them more fully to interpret the impact of the mother's working. Projective techniques would have been helpful if used.

If a questionnaire is used, the questions should be more clearly defined. The questions should also be more specific and less ambiguous as these tended to be in some areas. A pretest would have been helpful.

More variables could be studied to see which ones are most affected by the mother's employment. This study was done with girls from intact families which only includes a part of the working force. The results may also be different if the reason or reasons why the mother works are controlled.

A larger sample should be taken so one could possibly generalize to a larger population.

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## APPENDIX

The chart below explains how the four questions in each of the six areas were divided.

	Part II	Part III	Part IV
Family Unity	1	1	7, 11
Relationships with Others	3	2	2, 8
Household Responsibilities	5	3	6, 10
Perceived Economic Advantage	6	4	4, 9
Freedom to Choose	2	5	3, 12
Parental Supervision	4	6	1, 5

Age \_\_\_\_\_

Year in School \_\_\_\_\_

Name of School \_\_\_\_\_

Please check those spaces that apply to you.

Present Occupation of Father

What does he do on his job?

\_\_\_\_\_ full-time paid worker

\_\_\_\_\_

\_\_\_\_\_ part-time paid worker

\_\_\_\_\_

\_\_\_\_\_ retired

\_\_\_\_\_ deceased

\_\_\_\_\_ not living in home

\_\_\_\_\_ unemployed

\_\_\_\_\_ other, specify \_\_\_\_\_

Present Occupation of Mother

\_\_\_\_\_ full-time paid worker

(35 to 40 hours per week or more)

\_\_\_\_\_ part-time paid worker

\_\_\_\_\_ full-time homemaker

\_\_\_\_\_ deceased

\_\_\_\_\_ not living in home

\_\_\_\_\_ other, specify \_\_\_\_\_

If mother is a paid worker, what kind of work does she do?

\_\_\_\_\_ clerical (e.g. secretarial, typist, stenographer)

\_\_\_\_\_ sales (e.g. department store clerk)

\_\_\_\_\_ service worker (e.g. beautician, cleaning woman, practical nurse, waitress)

\_\_\_\_\_ factory or operative

\_\_\_\_\_ farm

\_\_\_\_\_ foreman (e.g. in plant)

\_\_\_\_\_ managerial (e.g. runs own business, officials, proprietors)

\_\_\_\_\_ educational (e.g. teacher)

\_\_\_\_\_ other professional and technical (e.g. medical doctor, dentist, lawyer, veterinarian, registered nurse)

\_\_\_\_\_ other, specify \_\_\_\_\_

If your mother works full-time, how long has she been employed?

\_\_\_\_\_ less than 2 years

\_\_\_\_\_ 2 to 5 years

\_\_\_\_\_ more than 10 years

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How many are now living in your home? Place a check where the question applies to your situation and list the ages of any brothers or sisters now living at home.

☐ Mother  
☐ Father  
☐ Older brothers . . . . . Ages \_\_\_\_\_  
☐ Older sisters . . . . . Ages \_\_\_\_\_  
☐ Younger brothers . . . . . Ages \_\_\_\_\_  
☐ Younger sisters . . . . . Ages \_\_\_\_\_  
☐ Others living in home, specify.  
     ☐ relatives                      Number \_\_\_\_\_  
     ☐ roomers                        Number \_\_\_\_\_  
     ☐ any others? \_\_\_\_\_

☐ Older sisters or brothers not presently living in home.  
     Ages of sisters \_\_\_\_\_  
     Ages of brothers \_\_\_\_\_

How do you feel about the following statements? Place a check under the column which best tells the way you feel.

SD     =   strongly disagree  
 D       =   disagree  
 I, DK   =   indifferent or don't know  
 A       =   agree  
 SA      =   strongly agree

SD	D	I, DK	A	SA	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. The unity of the family is not reduced anymore if the mother works than if the father works.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Children should be allowed to have freedom to do what they want after school when they are of high school age.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. All family members-mother, father, children each-should have some "time of their own".
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. It is important that parents allow teenagers to make decisions for themselves.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Parents should allow and/or expect teenagers to help around the house.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. A woman should work <u>only</u> if the extra money is needed by her family.

Approximately how many hours a week do you spend doing each of the following? Place a check beside the number of hours you spend in that activity during a single week.

1. How much time do you spend each week with family? (e.g. meals, church, family recreation, etc.)  
☐ less than 10  
☐ 11 to 15  
☐ 16 to 20  
☐ 21 to 25  
☐ over 25
2. How much time do you spend each week with your friends? (e.g. on dates, leisure and extra-curricular activities, etc.)  
☐ less than 10  
☐ 11 to 15  
☐ 16 to 20  
☐ 21 to 25  
☐ over 25
3. How much time do you spend doing household duties? (e.g. cleaning your room or other parts of the house, washing dishes, washing and/or ironing clothes, etc.)  
☐ 0  
☐ less than 3  
☐ 4 to 6  
☐ 7 to 10  
☐ over 10
4. How much time do you spend doing work for pay? (e.g. part-time paid job, babysitting, etc.)  
☐ 0  
☐ less than 3  
☐ 4 to 6  
☐ 7 to 10  
☐ over 10
5. How much free time do you have in which you can do what you want?  
☐ less than 5  
☐ 6 to 10  
☐ 11 to 15  
☐ 16 to 20  
☐ over 20
6. How many hours do you spend under supervision? (e.g. school, activities which parents supervise, etc.)  
☐ 35  
☐ 36 to 40  
☐ 41 to 45  
☐ 46 to 55  
☐ over 55

\_\_\_\_\_ (do not write in this space)



Below are some questions pertaining to certain areas that may or may not be affected by your mother's working. Place a check next to the statement that best answers each question in your situation.

1. Are you able to do your household chores the way you want or when you want?  
☐ not at all  
☐ seldom  
☐ sometimes  
☐ usually  
☐ all the time
2. Because your mother works to what extent have your leisure activities changed?  
☐ very limited from what I wish they were  
☐ somewhat limited  
☐ same as if she weren't working  
☐ somewhat increased  
☐ increased greatly
3. To what extent do your parents give you more freedom than the parents of your friends give them?  
☐ not any of the time  
☐ less of the time  
☐ about the same  
☐ most of the time  
☐ all of the time
4. Because of your mother's work, to what extent has your mother's income from employment helped the family?  
☐ not at all  
☐ little  
☐ some of the time  
☐ most of the time  
☐ all of the time
5. To what extent are your family or brothers and sisters expected to make decisions of their own?  
☐ not at all  
☐ seldom  
☐ sometimes  
☐ usually  
☐ all the time
6. To what extent have the household responsibilities of the other family members changed because of your mother's working?  
☐ have increased greatly  
☐ increased somewhat  
☐ not changed  
☐ have decreased slightly  
☐ have decreased greatly



7. Because your mother works, to what extent has your family unity changed?
- ☐ grown greatly apart
  - ☐ grown slightly apart
  - ☐ stayed the same as if she weren't working
  - ☐ grown slightly together
  - ☐ grown greatly together
8. How much has your status or place in your age or peer group changed because of your mother working?
- ☐ greatly lowered
  - ☐ somewhat lowered
  - ☐ same
  - ☐ somewhat increased
  - ☐ greatly increased
9. To what extent has the money your mother makes personally benefited you?
- ☐ not at all
  - ☐ little
  - ☐ sometimes
  - ☐ much
  - ☐ very much
10. Because your mother works, to what extent have your household responsibilities changed?
- ☐ have increased greatly
  - ☐ have increased somewhat
  - ☐ not changed
  - ☐ have decreased slightly
  - ☐ have decreased greatly
11. Does your father approve of your mother working?
- ☐ not at all
  - ☐ a little
  - ☐ sometimes
  - ☐ usually
  - ☐ all the time
12. To what extent has your freedom to choose to do what you want been affected by your mother working?
- ☐ greatly decreased
  - ☐ slightly decreased
  - ☐ stayed the same as if she weren't working
  - ☐ somewhat increased
  - ☐ greatly increased

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