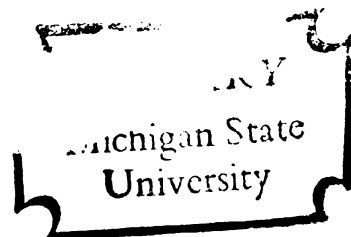


AN EXPLORATION OF THE RELATIONSHIP OF HOME MANAGERS'
SELF-ACTUALIZATION TO PARTICIPATION BY
FAMILY MEMBERS IN HOME ACTIVITIES

Thesis for the Degree of Ph. D.
MICHIGAN STATE UNIVERSITY
VERDA M. DALE
1968



This is to certify that the

thesis entitled

AN EXPLORATION OF THE RELATIONSHIP OF HOME MANAGERS'
SELF-ACTUALIZATION TO PARTICIPATION BY
FAMILY MEMBERS IN HOME ACTIVITIES

presented by

VERDA M. DALE

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PH. D. degree in HOME MANAGEMENT

Major professor

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ABSTRACT

AN EXPLORATION OF THE RELATIONSHIP OF HOME MANAGERS' SELF-ACTUALIZATION TO PARTICIPATION BY FAMILY MEMBERS IN HOME ACTIVITIES

By

Verda M. Dale

The basic research question in this study is the relationship of the home manager's personality to her management outcomes. A theory of participative management held by McGregor,¹ Likert,² Maslow,³ and others postulates that participation of group members in significant activities leads to positive achievement of group goals (managerial outcomes), and achievement of high level ego and self-actualization needs of participating members. Moreover, according to Maslow,⁴ participative management depends upon the manager having personality traits which encourage the development of self-esteem and self-actualization of those whom the manager supervises. The personality traits which permit this individual development of those being supervised are characteristic of self-actualized people. Home activities may be one avenue for self-actualization. It is hypothesized that the self-actualizing home manager would view her home management activities as positive experiences; therefore, she would create an environment in the home so family members could have opportunities for positive, developmental experiences.

Data about family member participation in the areas of household tasks, care and control of family members, economic, and social activities were collected from two groups of Massachusetts intact families, Groups A and B (N=292).

Family member participation was scored as to whether the activity was performed by the home manager alone, by the home manager and other members of the family, or by family members other than the home manager. The home managers of the high and low scoring families were contacted, and the Personal Orientation Inventory (POI)⁵ administered to them. The POI indicates a self-actualization score.

The relationships of the family participation scores and the self-actualization scores of the home managers were analyzed by simple, partial, and multiple correlations. Analysis by simple correlation showed that no relationship existed between the two scores except in the area of economic activities for Group B, which was at the .05 level. When the demographic indicators of number of family members, social position of the family, and employment status of the home manager, were added and all of these factors analyzed by partial and multiple correlation, certain relationships were revealed. Two sub-scales of the POI, existentiality (flexibility in application of values) and nature of man (sees man as essentially good) were significantly related to family participation in household tasks at the .01 and .05 levels, respectively, and nature of man was significantly related at the .05 level to family participation in care and control activities.

Social position was significantly related at the .05 level to family participation scores and POI scores in economic activity. Both the number in the family and the home managers' employment were influential in the relationship of POI scores to household task participation scores at the .01 level of signifi-

cance. The number in the family was significantly related at the .01 level and employment status at the .05 level to relationships of self-actualization scores and family participation in care and control of family member activities.

Additional investigation indicated that the self-actualization scores of the home managers were positively related at the .05 level to social position as measured by education and occupation of the husband.

The findings would suggest that there are some relationships between personality and managerial outcomes, but that more investigation is needed.

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¹Douglas McGregor, The Human Side of Enterprise (New York: McGraw-Hill, 1960).

²Rensis Likert, New Patterns of Management (New York: McGraw-Hill, 1961).

³Abraham H. Maslow, Eupsychian Management (Homewood, Illinois: Richard D. Irwin, Inc. and Dorsey Press, 1965).

⁴Ibid, p. 151.

⁵Everett L. Shostrom. ELTS Manual-Personal Orientation Inventory (San Diego, California: Educational and Industrial Testing Service, 1966) p. 6.

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Chapter I INTRODUCTION

To gain insights as to what differentiates a successful home manager from an unsuccessful one is an important objective of managerial research. What kinds of information concerning the home manager, as a person, are most significant in differentiating various levels of managerial proficiency?

Wirth¹ has indicated that single elements of personal characteristics have a poor predictive reliability to managerial outcomes. This suggests that more comprehensive measures of personal characteristics are necessary to improve the predictive power.

Maslow² has developed the idea of the self-actualizing person--a person who is more fully functioning and lives a more enriched life than does the average person. Would not a more fully functioning person be a more successful manager?

Maslow's conception of self-actualization is a useful one, for he proposes that a person is motivated by needs that are hierarchially arranged. A higher need is not activated until a person has achieved some level of satisfaction of the needs below it. His hierarchy of needs begin with survival, then progresses through safety, belonging, recognition, achievement, to self-actualization. Self-actualization is defined as ongoing actualization of po-

¹M.E. Wirth, "Pattern Analytics: A Method of Classifying Managerial Types," Quarterly Bulletin (Vol. 47, No. 2, Nov. 1964), East Lansing, Michigan: Michigan State University Agricultural Experiment Station, p.6.

²Abraham H. Maslow, Motivation and Personality. (New York: Harper, 1964).

tentials, capacities and talents, as fulfillment of mission (or call, fate, destiny, or vocation), as a fuller knowledge of, and acceptance of, the persons own intrinsic nature, as an unceasing trend toward unity, integration or synergy within the person.³

Self-actualization is interpreted by the researcher as being a measure of personality that is sufficiently comprehensive to be relevant for testing its relationship to management outcomes.

One measure of management outcome is the amount of family participation in family activities. While some participation might be considered a form of "help" for the home manager, a more important function of participation is the opportunity for family members to learn, through experience, social roles, and to develop individual human potentials.

A theory of participative management held by McGregor,⁴ Likert,⁵ Maslow,⁶ and others postulates that participation of group members in significant activities leads to positive achievement of group goals (managerial outcomes), and achievement of high level ego and self-actualization needs of participating members. Moreover, according to Maslow,⁷ participative management depends upon the manager having personality traits which encourage

³ Abraham H. Maslow, Toward a Psychology of Being, (New York: Van Nostran, 1962) p. 23.

⁴ Douglas McGregor, The Human Side of Enterprise (New York: McGraw-Hill, 1960).

⁵ Rensis Likert, New Patterns of Management (New York: McGraw-Hill, 1961).

⁶ Abraham H. Maslow, Eupsychian Management (Homewood, Illinois: Richard D. Irwin, Inc. and Dorsey Press, 1965).

⁷ Ibid, p. 151.

the development of self-esteem and self actualization of those whom the manager supervises. The personality traits which permit this individual development of those being supervised are characteristic of self-actualized people.

Home activities may be one avenue for self-actualization. It is suggested that the self-actualizing home manager would view her home management activities as positive experiences; therefore, she would create an environment in the home which would permit her family to participate freely in the activities of managing the home, so they, too, could have opportunities for positive, developmental experiences.

Objectives of the Study

The purpose of this study will be to measure the degree of self-actualization and the degree of family participation of two groups of home managers and to determine the relationships between these two measures. Specifically, the particular purpose is to determine whether the self-actualizing home manager is a more successful home manager as measured by the managerial outcome of higher participation of family members in family activities.

Several assumptions underlie this study.

1. The wife-mother is the principal manager of the home.
2. Participation in family activities is one measure of management.
3. Children, age 10-15 years, know who participates in family activities and can give an accurate report of these activities.

4. The personal orientation Inventory is a valid measure of self-actualization.

Objectives of the study include the following:

1. To determine the degree of family participation of two groups of intact families through the completion of the Family Participation Inventory by a child (age 10 to 15 years) of each family.
2. To classify home managers by their degree of self-actualization through testing with the Shostrom Personal Orientation Inventory.
3. To analyze the relationship of the degree of self-actualization of the home managers and the families' participation in family activities.

The following hypotheses are tested in this study:

1. A negative relationship exists between the self-actualization scores of home managers and the participation of family members in household tasks.
2. A positive relationship exists between the self-actualization scores of home managers and the participation of family members in family care and control activities.
3. A positive relationship exists between the self-actualization scores of home managers and the partici-

pation of family members in economic activities.

4. A positive relationship exists between the self-actualization scores of home managers and the participation of family members in social activities.

The limitations in this study include the following:

1. Family participation is measured by a limited number of family activities.
2. Personal consequences of participation by family members is not investigated.

These are definitions of certain terms that are pertinent to this study:

1. Family activities are those acts or functions that are important to the families involved. These activities may take place both within and outside the home boundaries, and may be performed by one or more family members.
2. Family participation is the performance or accomplishment of activities by one or more family members other than the home manager. No particular value is attached to performance of the activity by specific family members.
3. Self-actualization, as defined in this study, is a measure of personality that indicates a particular approach to life. The self-actualized individual is considered to be functioning at his fullest potential.

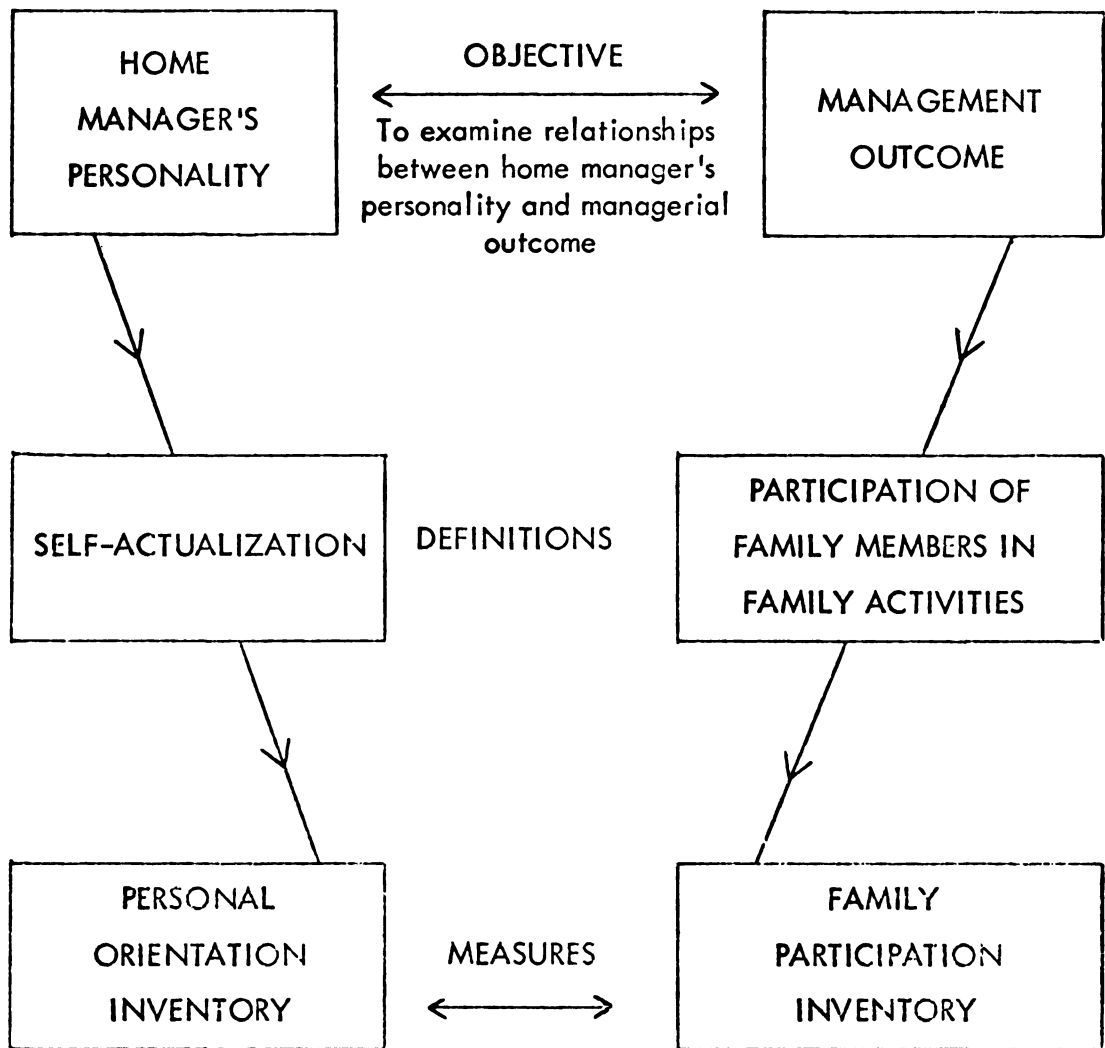


Figure 1. Model of method for study of home manager personality and relation to management outcome

Chapter II CONCEPTUAL FRAMEWORK

The conceptual framework of this study will be discussed in terms of six basic questions relative to the six concepts outlined in the preceding model (Figure 1). The questions are:

- (1) What personality characteristics of home managers seem to be related to family participation?
- (2) What characterizes a self-actualizing person?
- (3) How will self-actualization be measured?
- (4) What constitutes managerial outcomes as defined in this study?
- (5) What characterizes participation in family activities?
- (6) How will family participation be measured?

(1) Personality characteristics of home managers as related to family participation. The personality characteristics of the home manager are, theoretically, related to managerial outcomes. When the family is viewed from the symbolic interactional viewpoint, it is conceived as a unit of interacting personalities.¹ Members in the family are viewed as gauging their behavior by assessing and judging the actions of others. Personality is a dynamic concept in the day-to-day interactions in the family.

¹ Jay D. Schwaneveldt, "The Interactional Framework in the Study of the Family," Emerging Conceptual Frameworks in Family Analysis, F. Ivan Nye and Felix M. Berardo, ed. (New York: The MacMillan Co., 1966), pp. 97-99.

Nichols² has indicated that it is possible to manage the tasks of the household in such a way as to contribute to the family's development through providing experiences of significance, permitting family members to learn future roles by acting them out and relating themselves to others.

In a study of the effects of good home management on family living, Dickins³ found that families with better manager wives more frequently scored high in cooperation, and less frequently scored low. Many of the better managers were checked as being especially strong in "sharing responsibility with other members of the family."

Likert,⁴ in comparing different modes of industrial management, delineated four systems of organization: exploitive authoritative, benevolent authoritative, consultative, and participative group. When many different groups of managers described the highest producing and the lowest producing departments they knew well, many of the highest producing units could best be described as operating under the participative group or the consultative systems. The most striking fact about the descriptions was that, regardless of under which system the high producing units were categorized, the lowest producing units were best described under a system that fell closer to the exploitive authoritative system than did the high producing units.

²Addressen Nichols, "Organizational Processes Eliciting Help," Journal of Home Economics (Vol. 58, No. 9), p. 726

³Dorothy Dickins, "Effects of Good Household Management on Family Living," Bulletin 380 (State College, Mississippi: Mississippi State College Agricultural Experiment Station, 1943) p. 26.

⁴Rensis Likert, The Human Organization: Its Management and Value, (New York: McGraw-Hill Book Co., Inc., 1967) pp. 3-11.

Little is known about the personality characteristics of home managers in relation to the effect on family participation, but McGregor⁵ has hypothesized and studied a type of participative management in industry that appears to have relevance to this question. MacGregor's Theory X and Theory Y are based on managers holding certain beliefs about the persons whom they supervise and the methods to be used in managing.

Theory X is the traditional view of management, and is based on assumptions about the human nature of the average individual: a dislike of work, a reluctance to put forth adequate effort toward the achievement of organizational objectives, a preference to be directed, a wish to avoid responsibility, and the desire for security.

Theory Y has quite different assumptions about human nature. The assumptions of Theory Y include the beliefs that the average human being enjoys the physical and mental effort in work; that man will exercise self-direction and self-control in the service of objectives to which he is committed; that commitment to objectives is a function of the rewards associated with their achievement; and the most significant of rewards are the satisfaction of ego and self-actualization needs. Moreover, the average human being learns, under proper conditions, to seek responsibility, and the capacity to function creatively and productively in the solution of organizational problems is widely distributed in the population.

⁵Douglas McGregor, The Human Side of Enterprise (New York: McGraw-Hill Book Co., Inc., 1960).

The principle of integration is derived from Theory Y: the creation of conditions such that the members of the organization can achieve their own goals best by directing their efforts toward the success of the enterprise. The principle of integration is in opposition to the "scalar principle," derived from Theory X, which stresses direction and control through the exercise of authority.⁶

Maslow⁷ believes that the person best suited to be the manager is the one who is the most perceptive about the objective requirements of the situation, and is therefore the most selfless in the situation. The closer a person approaches toward self-actualizing, the better manager he is apt to be in the largest number of situations. Indeed, according to Maslow, participative management depends upon the manager having personality traits that encourage the development of self-esteem and self-actualization of those the manager supervises. The personality traits that permit this are characteristic of self-actualized people.⁸

(2) Characteristics of self-actualized managers. Persons with self-actualizing characteristics have been described by Maslow as "psychologically healthy," "fully human," and "fully functioning," but these terms, while summarizing the characteristics, include a number of attributes that give a foundation to such a personality. The clinically described characteristics of the

⁶Ibid, p. 49.

⁷Abraham H. Maslow, Eupsychian Management (Homewood, Illinois: Richard D. Irwin, Inc., and the Dorsey Press, 1965), pp. 25-32.

⁸Ibid, p. 151.

self-actualized individual, as viewed by Maslow,⁹ are detailed and paraphrased:

Superior perception of reality. The self-actualized individual possesses an unusual ability to judge people correctly and efficiently, and to detect the spurious, the fake, and the dishonest. Besides this ability to distinguish the real world of nature from the man-made world of concepts, abstractions, expectations, beliefs, and stereotypes, the self actualized individual accepts the unknown without fear, and often is attracted by it.

Increased acceptance of self, of others, and of nature. While not self-satisfied, the self-actualized people accept their own nature and themselves without chagrin or complaint, or even thinking much about it. They do not assume a "protective coloring" or "pose;" neither do they appreciate artificialities in others. Self-acceptance is not self-complacency, and the "healthy" individual will feel remorse about discrepancies between what might be or ought to be.

Increased sponteneity. Self-actualized people can all be described as relatively spontaneous in behavior, in inner life, thoughts, and impulses. This spontaneousness is not necessarily unconventional behavior, but behavior that is marked by simplicity and naturalness. The sponteneity is related to codes of ethics that are relatively autonomous and individual.

⁹ Abraham H. Maslow, Motivation and Personality (New York: Harper and Row, 1954), pp. 199-234.

Problem centering. The self-actualized people customarily have some mission in life, some tasks to fulfill, some problem outside themselves which enlists much of their energies. They are problem centered rather than ego centered. They are concerned with basic issues and questions of the type called philosophical or ethical.

Increased detachment and desire for privacy. The self-actualized individuals like solitude and privacy to a greater degree than the average person and can be solitary without harm to themselves or without discomfort. They find it easy to be aloof, reserved, calm and serene. The detachment permits an ability for concentration. This detachment and aloofness can be interpreted as cold, snobbish, unfriendly, or even hostile.

Autonomy and resistance to enculturation. Self-actualized people are relatively independent of the physical and social environment. They are dependent on their own potentiality and latent resources for their development and continued growth. They have been described as "self-contained."

Higher frequency of peak experiences. Emotions sometimes get strong enough, chaotic and wide spread enough to be called mystic experiences. It is quite important to disassociate this experience from any theological or supernatural reference. It is a feeling of simultaneous power and weakness, wonder and awe. A large proportion of self-actualized people report having had these experiences, and some had them fairly frequently.

Continued freshness of appreciation, and richness of emotional reaction. Self-actualized people have a capacity to appreciate again and again, freshly and naively, some of the experiences that may have become stale to others. These experiences may be in the realm of beauty, but they choose individually what they consider beautiful objects--nature, children, sex, music, etc. Self-actualized people appreciate with pleasure, awe, wonder, and even ecstasy.

Increased identification with the human species. Maslow uses the German word, *Gemeinschaftsgefühl*, to give the flavor of the feelings for mankind expressed by self-actualized people. Self-actualized people have for human beings in general, a deep feeling of identification, sympathy, and affection, and have a genuine desire to help the human race. However, they can have occasional feelings of anger, impatience, or disgust for individuals.

Interpersonal relations. Self-actualized people have deeper and more profound interpersonal relations than most people, but with high selectiveness. One consequence of this is especially deep ties with rather few individuals.

Democratic character structure. The self-actualized individual is democratic in the deepest sense. He finds it possible to learn from anyone who has something to teach him--no matter what other characteristics he may have. The self-actualized person has respect for any human being, but selects character, capacity, and talent as measures rather than birth, race, blood, power, etc.

Greatly increased creativeness. This creativeness is in the sense of creativeness of small, naive children, and not of the creativeness of a Mozart. The self-actualized individual operates as less inhibited, less constricted, less enculturated, so that a freshness and a certain spirit is upheld in whatever he does.

Certain changes in the value system. The value system for the self-actualized person has a firm foundation automatically furnished by the philosophic acceptance of the nature of his self, of human nature, of much of social life, and of nature and physical reality. This philosophic acceptance promotes a comfortable relationship with reality, his *Gemeinschaftsgefühl*, his discrimination in regard to means and ends, and his basically satisfied condition.

(3) Measurement of self-actualization. In this study, self-actualization will be measured by the Shostrom Personality Orientation Inventory,¹⁰ known as the POI. The POI was developed to test dimensions which seem to discriminate self-actualized people from less or non-self-actualized people. Shostrom based the test on Maslow's theory of self-actualization, but also included Reisman's¹¹ system of inner- and other-directedness, and May's¹² and

¹⁰ Everett L. Shostrom, "An Inventory for the Measurement of Self-Actualization," Educational and Psychological Measurement, (Vol. XXIV, No. 2, 1964) pp. 207-18.

¹¹ David Reisman, N. Glazier, and Ruel Denney, The Lonely Crowd (New York: Doubleday, 1950).

¹² Rollo May, E. Angel, and H. Ellenberger, Existence (New York: Basic Books, 1958).

Perls,¹³ concepts of time orientation. Besides the inner-other directedness and time orientation sections, the test is composed of ten subscales, each of which measures a conceptually important element of self-actualization. The ten subscales measure beliefs which are classified as self-actualizing value, existentiality, feeling reactivity, spontaneity, self-regard, self-acceptance, nature of man, synergy, acceptance of aggression, and capacity for intimate contact.

(4) Home management outcomes. Management outcomes, as defined in this study, are the participation in, or the completion of, certain family activities. These family activities are categorized into four areas: household tasks, care and control of family members, economic, and social. Some home activities are posited to be more prestigious, and therefore more capable of providing conditions which foster self-esteem and ego-building in family members. The areas of home activities believed to be more capable of promoting the development of the individual are care and control of family members, economic, and social activities. It is posited that performance of household tasks may be less prestigious and therefore less capable of promoting personality development.

(5) Characteristics of participation in family activities. Family behavior can be considered an adjustive process where cues are given and individual members respond to the stimuli. The ideal family situation would be

¹³ Frederick Perls, Ego, Hunger and Aggression (London: George Allen and Unwin, Ltd., 1947).

Frederick Perls, Ralph Hefferline, and Paul Goodman, Gestalt Therapy (New York: Julian, 1951).

one in which the stimuli would produce a positive, joyful, learning experience whereby the individual would increase his stature and grow as an individual.

Lee¹⁴ speaks of the joy of participation and writes

Speaking of the Hopi household. The individual is free to choose ways in which to actualize his responsibility ... It is evident, then, that a tremendous respect and trust is accorded to the individual ... This means a great responsibility, and can be seen as a frightening and overwhelming burden. Yet, instead of blocking the individual with its immensity, this responsibility seems to function as a motivating factor, affording a channel for spontaneity. Instead of cutting off the protruding variation, the idiosyncrasies of the individual; instead of submerging the self within a uniform mass, the group encourages individual quality, and enriches itself through it. The significant place given to each person and the full trust accorded to each means that the group thrives only through the full exercise of the individual self.

In this study, participation in family activities is viewed as existing on three levels. On one level, the manager herself may perform the activity with no help or assistance from others; a second level is a joint participation of the manager and others either together or separately, in the activity; and a third level is participation by others without the manager taking part in the activity. A particular value is not attached to the level of participation.

(6) Measurement of family participation. Family participation in family activities will be measured by the Family Participation Inventory, an instrument adapted from one developed by Onorato.¹⁵ The instrument contains a list of 85 family activities, divided into the areas of household task, care

¹⁴Dorothy Lee, Freedom and Culture, (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1959), pp. 24-5.

¹⁵The Family Participation Inventory was from working papers for an M.A. thesis by Loreita Onorato.

and control of family members, economic, and social. The instrument has provisions for indicating which family members perform the activity, whether the activity is done by someone outside the family, or not done by the family.

Chapter III REVIEW OF LITERATURE

The influence of the personality of the home manager on managerial outcome is a little known factor. A search of the literature indicated that no previous studies have been directed toward investigating the personality of the home manager. Therefore, it was necessary to look to other areas for clues to personality characteristics that would have relevance for home management.

Wirth¹ refers to Nielson's model of the farm manager, and says that the farm manager is viewed as a behavioral entity, or a goal-directed system seeking to produce a desirable goal-state or outcome. The farm manager is symbolized as a person with a certain configuration of background experiences and presumably a memory of these; as a person who is directed by certain drives and motivations, which are monitored by a value system; and one who is endowed with certain capabilities or talents such as intelligence, imagination, skills, etc. One could project that certain configurations of these characteristics would produce personalities that would influence managerial outcomes.

Another way of looking at managerial personality structure is from a viewpoint proposed by Goldfarb.

Goldfarb² has as a thesis that socialization prepares an individual for

¹M.E. Wirth, "Pattern-Analytcs: A Method of Classifying Managerial types," Quarterly Bulletin of the Michigan Agricultural Experiment Station, Vol. 47, No. 2 (1964), p. 167-68.

²Alvin I. Goldfarb, "Psychodynamics and the Three-Generation Family," in Social Structure and the Family: Generational Relations, ed. by Ethel Shanas and Gordon F. Streib (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1965), pp. 10-45.

the successive life roles that will be ascribed to him, or that he will achieve, and that this can be accomplished in two ways. The first provides the individual with skill, information and psychological and emotional attributes which permit him efficiently and pleasurably to fulfill his roles, and to instill a sense of purpose about doing so. This type of socialization, referred to as Type One, leads to the nondependent personality, which this writer believes is indicative of the self-actualized individual since the characteristics of Type One socialization are sense of purpose, self esteem, self confidence, and pleasure in the effective consumation of tension-relieving and gratifying behavior.

Type Two socialization, which leads to the dependent personality, impels the individual toward acceptable social behavior by way of dependency ties and dependent relationships, which act as a social cohesive force and permit or force the more or less successful assumption of successive life roles, even in the absence of skills, information, and rational social purposes. The individual may do what he has to do but does not do it because he wants to, but because he feels pressed or forced to do so. The characteristics of the Type Two personality are a sense of purpose that depends upon winning and controlling others; self esteem through approval of others sought and won, and pride in self as one who can gain such approval; self-confidence based on ability to identify, search for, and win others; and pleasure from service to or effort toward accomplishment which pleases others. Pleasure in and from achievement is secondary to pleasure from its recognition by others.

This writer associates the Type Two socialization personality with the

non-self-actualized individual because of the above characteristics.

When Nichols analyzed organizational processes that elicited help from family members for the home manager, the results suggested that the women receiving more help set up a somewhat different environment for the helpers than did the women who received little help.³ Nichols stated that help is a two way relationship, and that giving help requires that the giver perceive the situation as one in which help is valued and feelings of personal worth or competence will not be threatened. It appeared that the low-help homemakers may feel that they themselves were best qualified to do the task, and therefore shut off possibilities of help.

The effect of personality on the interaction within the home was reported by Hawkes;⁴ he based his discussion on research done at the Fels Institute. When democracy existed in the home, the child was given an opportunity to explore, question, and test reality. Although not specifically stated, it is presumed that participation in family activities provided some of the means for the exploring, questioning, and testing reality. Children from the democratic home were found to be in favored positions in the peer groups, although they were often aggressive and bossy. They were in favored positions because they made these characteristics of aggressiveness and bossiness work for them. The

³ Addreen Nichols, "Organizational Processes Eliciting Help," Journal of Home Economics (Vol. 58, May 1966), pp. 727-8.

⁴ Glenn R. Hawkes, "Personality Development--The Special Task of the Family," Family Mobility in Our Dynamic Society, Iowa State University Center for Agricultural and Economic Development (Ames, Iowa: Iowa State University Press, 1965), p. 121.

children also rated high on activities demanding intelligence, curiosity, originality, and constructiveness.

In a study investigating husband and wife relationships, Lopata⁵ found that quite different personality developments occurred from the different levels of husband-wife interactions.

Five basic "ideal" types of women emerged from the variations of importance women assigned to different aspects of the husband-wife relationship, and to the central emphasis of the perceived role of the wife. The five types were:

1. The wife is husband oriented. In spite of other roles, she concentrates her personal identification and life around him.
2. The wife has a cyclical relationship with her husband in which, at the time the wife starts devoting her time and energy to the children and the husband to his career, the primary relationship is pushed into the background. As the children marry and leave home, the primary relationship with the husband is resumed.
3. The wife is involved with herself and her children. The husband is external to this basic unit, as someone who provides and performs tasks for it, or toward whom certain specific duties must be performed.
4. The wife is one whose basic ties is not with the husband or even with the children, but with the home and her possessions in it. She tends to see people as infringing upon or interfering with this basic relation.

⁵Helena Znaniecki Lopata, "The Secondary Features of a Primary Relationship," Human Organization, XXIV (Summer 1965), 116-23.

5. The final type includes women who either stress their roles equally or whose relations seem to be external to themselves. They tend to include obligations to the general society and to be less locatable in space.

Lopata found that at least one-third of her sample of 622 Chicago urban and suburban wives tended to see the mother and children as the basic unit of the family; about another third was husband-oriented. A large number of older wives expressed this relation, and thus might indicate a cyclical return to husband orientation after other family duties had passed by.

Murray investigated the relationship of personality to teacher success.⁶ Based on the idea that the answer to the successful teacher will be the discovery of certain personality factors, she indicated that studies attempting to describe the successful teacher ended in a list of personality patterns or characteristics that frequently coincided with Maslow's definition of the self-actualizing individual. Therefore, self-actualization was the test for personality. Murray found that the more self-actualized teachers were assessed by students as more concerned than the less self-actualized teachers, and this assessment by students was consistent across the grade levels that they taught. Thus, she found some evidence that the self-actualizing teacher is a successful teacher.

In the industrial setting, Margolies⁷ studied the organizational culture and the degree of self-actualization that emerged under different organiza-

⁶M.Eloise Murray, "An Exploration of the Relationship of Self-Actualization to Teacher Success," (unpublished M.S. thesis, Pennsylvania State University, 1966.)

⁷Newton Margolies, "A Study of Organizational Culture and the Self-Actualizing Process." (Unpublished Ph.D. Dissertation, University of California, Los Angeles,, 1965.)

tional environment. Task integration, the degree to which a member's activities were perceived by him as being related to organizational objectives, was the criterion for defining the culture. High task integration was associated with such things as job enlargement, increased job scope and job exchange, while low task integration denoted extreme specialization and the division of labor in the strictest sense. Margolies found that high task integration was associated with a high degree of involvement; with behavioral norms which stemmed primarily from the work group; and with intrinsic value orientations of creativity, achievement, and independence. Low task integration was associated with extrinsic value orientations of economic reward, security, and work conditions; with attitudes which reflected alienation and withdrawal from job and organization; and with behavioral norms which stemmed largely from formal authority. He found that the culture associated with high task integration was also associated with a higher degree of self-actualization of the membership when compared with the culture associated with low task integration. Both managers and worker groups were included in the study. In the departments where the workers were the more intrinsically value oriented, the managerial personnel were not significantly different from the group membership. In the departments that were classified as being more extrinsic value oriented, the managerial groups held significantly different values than did the other members in those departments.

Numerous studies have been made to investigate the degree of family participation in family activities.

Herbst,⁸ using an Australian sample, investigated task differentiation of husband and wife in family activities, and identified six areas of activity: wife's household duties, common household duties, husband's household duties, child control and care, economic activities, and social activities. Herbst found husbands relinquish family activities in the following order: first, the wife's household duties, followed by the common household duties, child care and control, the husband's household duties, and then social activities. If the husband increased his family activities, the opposite ordering of areas applied. Herbst found that, given the number of areas in which the husband participates in the family's activities, one could predict with an 83% accuracy in which of the six areas the husband would or would not participate. The same kind of analysis was made for the wife and for the children, and a definite but different pattern was found to exist. In the case of the wife, 95% conformed entirely to a given pattern. No instance was found in which the wife did not participate in household duties, the care and control of the children, and social activities. Herbst also found that by eight years of age, complete role differentiation by sex had taken place in the children.

In a study of four families, Wilkening and Bharodwaj⁹ found that division of farm and family tasks followed certain patterns, but there was a sharing

⁸P.G. Herbst, "Task Differentiation of Husband and Wife in Family Activities," *A Modern Introduction to the Family*, ed. by Norman W. Bell and Ezra F. Vogel (New York: The Free Press of Glencoe, 1960), pp. 339-46.

⁹Eugene A. Wilkening and Lakshmi K. Bharadwaj, "Aspirations, Work Roles and Decision-Making Patterns of Farm Husbands and Wives in Wisconsin," *Research Bulletin 266* (Madison, Wisconsin: University of Wisconsin, 1966), pp. 10-13.

by the spouses of various tasks such as supervision of children's activities, record keeping, and business matters. Both farm husbands and wives in this study adhered to a traditional conception of the woman's role. Field work was primarily the man's domain, and meal preparation was his wife's job, although there was considerable task overlap. The couple shared child rearing responsibilities. The wife appeared to play a more important role in the decisions pertaining to matters within the home.

Van Bortel¹⁰ investigated the home management in two socio-economic groups. One of the differences characteristic of the lower socio-economic home managers was a liking to have children help with activities, these home managers spent more time in supervision and in shared housework than did those of the higher socio-economic families.

Nichols,¹¹ in a study of wives employed in an automotive factory, found that, for the most part, the wives had very little help from other family members in household tasks. However, the wives whose husbands had more education received more help than did wives of husbands with less education.

Parker,¹² in a study to determine the basis of task distribution in the family, found that mothers performed the majority of the household tasks,

¹⁰Dorothy Greey Van Bortel and Irma H. Gross, "A Comparison of Home Management in Two Socio-Economic Groups," Agricultural Experiment Station Technical Bulletin 240 (East Lansing, Michigan: Michigan State College, 1954), p. 29.

¹¹Addreen Nichols, "Person-Centered and Task-Centered Styles of Organization" (unpublished Ph.D. dissertation, Michigan State University, 1964).

¹²Frances J. Parker, "Task Distribution Within the Family," Journal of Home Economics, Vol. 58 (May, 1966), pp. 373-75.

even though many of the women were employed outside the home. The feminine role or sex division was apparent.

On the other hand, Blood and Wolfe,¹³ in investigating the contemporary pattern of husband and wife divisions of labor, found that the prime determinant in the division of work seemed to be the availability of the person to do the household tasks. For a few tasks, the person with the technical know how had to perform the job. Most household tasks are humdrum and menial in nature according to Blood and Wolfe, and the chief requirement to accomplish them is time.

In a study of the effect of employment of mothers on family structure, Hoffman¹⁴ found some evidence that children of working mothers participate less in household tasks than children of nonworking mothers. However, the working women indicated that the children helped more than when the mothers were not employed. Hoffman believed this suggested that the personality of the mother who works more likely underlies the child's low participation, since the working mothers in her study were less likely to impose responsibility on their children, used milder discipline, were warmer, more helpful, and more supportive. In turn, the children of the working mothers were more dependent and lower in intellectual achievement.

¹³Robert O. Blood, Jr. and Donald M. Wolfe, Husbands and Wives: The Dynamics of Married Living (Glencoe, Illinois: The Free Press of Glencoe, 1960), p. 73.

¹⁴Lois Norma Wladis Hoffman, "Some Effects of the Employment of Mothers on Family Structure" (unpublished Ph.D. dissertation, University of Michigan, 1958), pp. 89-93.

Johannis,¹⁵ with a sample of 1,073 unbroken families in Tampa, Florida investigated patterns of family participation in different family activities. In 18 different household tasks, mothers played the central role in carrying out the selected household tasks, although fathers, daughters and sons also participated. These families followed the traditional sex division of labor.

In 16 activities concerning the care and control of children, mothers were actively participating in all of the activities, fathers were not quite as active, and teen-age sons and daughters were relatively inactive participants. In only three activities--seeing that children get dressed, wearing the right clothes, and helping the children with their school work--did a fourth or more teenagers usually participate. Johannis also found that sharing of activities may be shifting. Fathers participated more frequently in activities in which they had face to face contact, and less with activities concerned with early socialization. They were more active in activities concerned with later socialization. Participation by teenagers was highest for activities concerned with personal care, such as wearing the right clothes, or concerned with formal education, such as helping younger children with homework.

Both Johannis¹⁶ and Parker¹⁷ found that economic activities are for

¹⁵Theodore B. Johannis, Jr., "Roles of Family Members," Family Mobility in Our Dynamic Society, Iowa State University Center for Agricultural and Economic Development (Ames, Iowa: Iowa State University Press, 1965), pp. 69-79.

¹⁶Ibid., pp. 69-72.

¹⁷Frances J. Parker "Task Distribution Within the Family," Journal of Home Economics, Vol. 58 (May, 1966), p. 374.

most families reserved for adults primarily, and that little opportunity is given to children to participate in making purchases. An exception is the purchasing of clothes, in which teenage children made some selections themselves. Johannis found that teenage children also purchased groceries. However, after carefully examining the patterns of participation by sons and daughters, Johannis¹⁸ asked, to what extent does the modern child substitute for a servant in the family? Johannis found that the children participate in the simpler tasks, ones which would not take long for the parent to teach. Johannis hypothesized that parents relegate the tasks for which there is little recognition to the children, and that the parents reserve the right to do the more complex tasks, those which either bring greater recognitions for being well done, or take considerable time and energy to teach the younger generation to do in a competent fashion.

Parker¹⁹ found that boys and girls shared in a wide variety of family responsibilities, but their major responsibilities tended to support the claim that the more menial tasks were assigned to them. When parents were asked about the reason for assigning tasks to their children, very few considered the gaining of experience.

¹⁸Theodore B. Johannis, Jr., "Roles of Family Members," Family Mobility in Our Dynamic Society, Iowa State University Center for the Agricultural and Economic Development (Ames, Iowa: Iowa State University Press, 1965), p. 75.

¹⁹Frances J. Parker, "Task Distribution Within the Family," Journal of Home Economics, Vol. 58 (May, 1966), p. 374.

Everson and Apps²⁰ found that participation in voluntary organizations by youth in Wisconsin was closely associated with perceived parental interest in having their children join clubs and with parent participation in community activities. Regardless of socioeconomic status, youth membership in clubs was highest when parents approved of having their children join clubs, when parents belonged to several adult organizations, when parents held leadership positions in youth clubs, when siblings were members of youth clubs, and when parents had been members of youth clubs. In other words, participation was a family trait. Participation by lower socioeconomic youth decreased as size of the family increased. Conversely, highest participation by higher socioeconomic youth occurred among youth from larger families.

In summary, then, the literature indicates that little is known about the home manager personality. There are suggestions from other areas that would indicate that the more healthy the personality of the home manager, the more positive is the environment in the home for family members to explore, to grow, and to develop as individuals through participation in meaningful activities. The home manager is concerned about her own fulfillment, and the perception she has of her self influences her behavior. Family participation appears to be related to several outcomes. Family participation may be a specific end--a way of accomplishing work; sometimes it provides a means of expressing culturally approved roles; it can also be a means for optimal development of indivi-

²⁰ Norman O. Everson and Jerold W. Apps, "Reaching Youth in Low-Income Areas," Journal of Cooperative Extension, Vol.V (Winter, 1967), pp.209-10.

dual family members by providing avenues for development of self-confidence, for attainment of personal achievement, and for creation of feelings of self-worth.

Chapter IV PROCEDURE

The procedure used to carry out this study will be discussed in four parts: (1) selection of sample; (2) selection of instruments; (3) data collection; and (4) data analysis.

Selection of Sample

For the sample, the researcher used two groups of Massachusetts intact families with junior-high school children, designated throughout the study as groups A and B. The children were the source of data about family member participation in family activities.

By choosing two groups, the researcher had an opportunity to test the hypotheses under different conditions. The researcher did not seek extremely low socio-economic groups, but did hope to get a variation in social class. Although there is some belief that self-actualization is not related to social position, the concept of self-actualization would indicate that families of a very low socio-economic standing would have less opportunity to become self-actualized because of the hierarchial organization of human needs. Another reason for not seeking out predominantly lower socio-economic groups was a limitation of one of the instruments, the Personal Orientation Inventory; the instrument has not been validated with lower socio-economic groups.¹

By checking census figures of towns and cities in western Massachusetts, four localities were selected as possibilities for sampling. The town of Amherst, an academic community with a population of approximately 12,000 and a high

¹Information from a telephone conversation with Robert R. Knapp, Educational and Industrial Testing Service.

proportion of professional residents, was selected as one area for the investigation. The town had a regional junior high school, and students came from three surrounding towns as well as from Amherst.

When it became clear, during the data collecting period, that it was not feasible to use other school systems as a means of data collection, the researcher turned to other sources, and investigated youth organizations as a source of data about family member participation.

Examination of records in the Massachusetts state 4-H office indicated that there would be, in the Connecticut Valley, sufficient numbers of families with 12 and 13 year old 4-H members for this purpose. Within the Connecticut Valley are three counties: Franklin, the most rural of the counties in an urbanized state, and Hampden and Hampshire counties which have within their bounds the standard metropolitan area of Springfield, Holyoke, Chicopee, and Northampton. It was decided to collect data from families living in any location in Franklin county other than the towns included in the Amherst school system, and from families living in the standard metropolitan areas of Hampden and Hampshire counties. It was posited that such a distribution of families would reflect a cross section of families living in western Massachusetts.

The home managers were selected from the families with the extremely high and extremely low scores in family member participation in the four areas of family activities: household tasks, care and control of family members, economic, and social. The determination of the extremes in high and low scores is discussed in the data analysis section of this chapter.

Selection of Instruments

Two kinds of information were needed for this study. The first was data about family member participation in family activities. The second was information about the self-actualization status of the home managers.

Onorato² had devised an instrument to be used for gathering data about family member participation in family activities and in decision-making. By eliminating the section on decision-making, Onorato's instrument provided a satisfactory means for obtaining data about family member participation.

The Family Participation Inventory (hereafter called the FPI), adapted from Onorato's instrument, consisted of 85 items, each a question about who participated in a specific family activity. Items 1-40 included household tasks; items 41-56, care and control of family members; items 57-69, economic activities; and items 70-85, social activities.

Household tasks were those tasks of providing for the physical care and maintenance of the household -- food preparation and serving, cleaning and care of the house and immediate surroundings, laundry activities, etc. Care and control of family members were activities concerned with the nurture, guidance, and socialization of family members. Economic activities included the providing of financial resources and the selection and purchasing of articles for the family. Social activities included family recreation, visiting, and participation in organizations.

A page of demographic information, attached to the FPI, asked questions about the age of the respondent, number of persons living in the family,

²Loretta Onorato developed the instrument for an M.A. thesis.

age of the children, education and occupation of the husband-father, and employment status of the home manager.

The FPI was pretested by administering it to a group of six 12-15 year old boys and girls who would not be participating in the final sample. On the basis of their reactions, wording of two questions was changed and the directions enlarged and clarified.

A copy of the FPI is found in Appendix B.

The second instrument selected was the Personal Orientation Inventory³ (known hereafter as the POI), it was designed to measure values and behavior that seem to be of importance in the development of self-actualization. The test consists of 150 two choice comparative value judgments, chosen from significant value judgment problems seen by therapists over a 5 year period⁴. Shostrom saw the test as being of use to counselors and therapists, but as used in this study it was considered a measure of self-actualization, and no generalizations were made about the mental health of individuals who took the test.

The test included two ratio scores and ten subscores. Some items were used in more than one subscore. Shostrom describes the ratio scores and scales for the POI as follows:⁵

1. Time Ratio: Time Incompetence/Time Competence - measures degree to which one is "present" oriented

³Everett L. Shostrom, "An Inventory for the Measurement of Self-actualization," Educational and Psychological Measurement, Vol. XXIV, No. 2, 1964, pp. 207-23.

⁴Ibid., 207-8

⁵Everett L. Shostrom. EITS Manual-Personal Orientation Inventory (San Diego, California: Educational and Industrial Testing Service, 1966) p.6.

2. Support Ratio: Other/Inner – measures whether reactivity orientation is basically toward others or self
3. Self-Actualizing Value: Measures affirmation of a primary value of self-actualizing people
4. Existentiality: Measures ability to situationally or existentially react without rigid adherence to principles
5. Feeling Reactivity: Measures sensitivity of responsiveness to one's own needs and feelings
6. Spontaneity: Measures freedom to react spontaneously or to be oneself
7. Self-Regard: Measures affirmation of self because of worth or strength
8. Self Acceptance: Measures affirmation or acceptance of self in spite of weaknesses or deficiencies
9. Nature of Man: Measures degree of the constructive view of the nature of man, masculinity, femininity
10. Synergy: Measures ability to be synergistic, to transcend dichotomies
11. Acceptance of Aggression: Measures ability to accept one's natural aggressiveness as opposed to defensiveness, denial, and repression of aggression
12. Capacity for Intimate Contact: Measures ability to develop contactful intimate relationships with other human beings, unencumbered by expectations and obligations

Shostrom⁶ reported on the reliability of the POI, "Test-retest reliability coefficients have been obtained for POI scales based on a sample of 48 undergraduate college students....Reliability coefficients for the major scales of Time Competence and Inner-Direction are .71 and .84 respectively, and coefficients for the subscales range from .55 to .85. In general, the correlations obtained in this study are at a level as high as that reported for most personality measures."

To discriminate between individuals who have been observed in their life behavior to have attained a relatively high level of self-actualization from those who have not so evidenced such development, is the most important test of validity in the case of the POI, according to Shostrom⁷. To test the effectiveness of the POI to make this discrimination, the test was administered to two groups, one of "relatively self-actualized" and the other of relatively "non-self-actualized" adults. Persons in each of these two groups were nominated by practicing, certified clinical psychologists contacted through societies of clinical psychologists. Differences between the POI scores of the two groups indicate that the POI significantly discriminates between clinically judged self-actualized and non-self-actualized on 11 of the 12 scales. Shostrom reports the validity of subscores as follows:⁸

⁶ Ibid., p. 31.

⁷ Ibid., p. 25.

⁸ Ibid., p. 26.

	POI scale	Critical ratio between self-actualized and non- self-actualized groups
(1)	Time Incompetence	4.23**
(2)	Time Competence	4.05**
(3)	Other Directedness	5.23**
(4)	Inner Directedness	4.89**
(5)	Self-actualizing Value	2.92**
(6)	Existentiality	5.09**
(7)	Feeling Reactivity	2.43*
(8)	Spontaneity	3.59**
(9)	Self Regard	3.96**
(10)	Self Acceptance	4.97**
(11)	Nature of Man	1.98
(12)	Synergy	3.69**
(13)	Acceptance of Aggression	3.54**
(14)	Capacity for Intimate Contact	5.04**

* Significant at the .05 confidence level

** Significant at the .01 confidence level

The third instrument consisted of only one item--an incomplete sentence. The incomplete sentence was "For me, personally, the best possible life would be ---." It was designed to reveal information about the focus of the home manager's sense of conditions necessary for self-actualization.

Data Collection

Teachers administered the FPI to all eighth grade students attending class at the Amherst Junior High School one morning in late November, 1966. The teachers read the following statement to the students before they completed the instrument.

"You are participating in some research about families and how they work and play. We know that each family has its own ways of doing things, but we need to know how great or how little the differences are. This information will add to our knowledge, and will be helpful to persons who work with families."

"There are no wrong answers. The right answer is what your family does. Your family is different from all others, and you are the only one here who can give the right answer. Please be as accurate as possible."

"This information is highly confidential. No one except the researcher will have the record of what you say. Your teachers, your parents, or other students will not be allowed to see the answers."

School superintendents in three other cities where populations seemed fitting were contacted. In one city, it was not the policy of the school to permit social investigations within the school. In another city, the superintendent gave his permission but the principal of the junior high school selected had such grave reservations about the parents' reaction that permission was withdrawn. A third school system in another city was contacted, and the superintendent and the two principals gave warm support for data collection in the two junior high schools. However, charges of invasion of privacy by local citizens were severe enough to cause the school officials to destroy approximately 300 completed instruments. Thus, the climate that seemed to

be building up in school communities made it necessary to find other sources for data.

To obtain cooperation in collecting data about families of the 4-H members, the researcher personally contacted leaders of the 4-H clubs that had more than one or two members in the 12-13 year age group. The researcher told the leaders that the research was designed to find out how families divided up responsibility and carried out family activities. If certain patterns of carrying on activities developed, mothers of families having those patterns of activity would be sought out by the researcher to find out if the mother's way of thinking had any relationship to the way the family performed activities. The leaders were most cooperative. They administered the instrument to members at 4-H club meetings, and the completed FPI's were mailed back to the investigator. The FPI's were completed by the 4-H members during April, May, and June, 1967.

The families who had high and low participation scores in the four areas of activities lived over a wide geographical area. The researcher trained six interviewers to help collect the self-actualization data. The interviewers were women, college graduates, married, and, with the exception of one, had children. The procedure for collecting the self-actualization data was similar for all cases. The researcher or interviewer telephoned the home manager, made an appointment, then visited the home manager to explain the mechanics of answering the POI. After the home manager had completed the POI, she was asked to complete the unfinished sentence written on the back of the POI answer sheet. In most cases, the interviewer waited while the manager com-

pleted the POI. In some, she called back to get the completed instrument. The ungraded answer sheets to the POI were turned in to the researcher. The collection of the self-actualization data was completed during June and July, 1967.

Data Analysis

The data from the completed FPI's were transferred to data processing cards, and a preliminary analysis made by computer for frequency distributions of family member participation in each family activity.

From this information, six items of activity were removed from the inventory because less than 10 percent of the participants in the activity were others than the parents. The items removed were:

- 37. Who finds the service man to make repairs?
- 46. Who tells the children and teenagers what time to come in at night?
- 49. Who teaches the children and teenagers right from wrong and how the family expects them to behave?
- 60. Who pays the bills?
- 65. Who buys the household cleaning supplies?

Another item, No. 29, who repairs the family car, was removed because over half of the families did not participate in this activity.

After these items of activity were removed, family participation scores were calculated for the remaining of activities. Scores for participation in each activity were determined in this manner:

Home manager alone performs the activity 1

Home manager plus other(s) performs the activity 2

Other person(s) than home manager perform the activity . 3

Histograms of the family participation scores in each area of activity were made for both groups. An arbitrary determination of high, low, and middle scores for each group's family member participation was made, based partly on a natural division in the scores and partly on an estimate of the number of home managers it would be feasible to contact. The arbitrary determination of these scores was as follows:

Household tasks	High	Group A	87 and above
		Group B	85 and above
	Low	Group A	60 and below
		Group B	62 and below
Care and control	High	Group A	28 and above
		Group B	27 and above
	Low	Group A	14 and below
		Group B	18 and below
Economic activities	High	Group A	27 and above
		Group B	26 and above
	Low	Group A	18 and below
		Group B	18 and below
Social activities	High	Group A	36 and above
		Group B	35 and above
	Low	Group A	24 and below
		Group B	24 and below

The POI answer sheets were scored by hand, using templates. After the hand scoring, the scores were transferred to data processing cards.

The POI Manual⁹ recommended that for correlational or other statistical analyses that scores from the Time competence scale and the Inner directed scale be used in preference to the ratio scores, due to the statistical complexities of ratio scores. This recommendation was followed.

The analysis for the sentence completions was based on a classification of 12 life goals devised by Buhler.¹⁰ The researcher categorized the completed statements into these 12 classifications. A professor of Human Development independently classified the answers also. Discrepancies between the two sets of classifications were discussed and resolved.

The classified answers were then analyzed for relationships to POI scores, and to family participation scores in the four areas of activities.

The complete analyses of the data are detailed in Table 1.

⁹ Ibid., p. 7

¹⁰ Charlotte Buhler, "The Life Cycle: Structural Determinants of Goal-setting," Journal of Humanistic Psychology, Vol. 6, 1966. p. 47

Table 1. Methods used in analysis of data

Purpose of analysis	Data used in analysis	Statistic and computer program ¹
<u>Preliminary analysis</u>		
Distribution of family member participation scores to identify high and low scoring families	FPI Items 1-40 for household task scores Items 41-56 for care and control scores Items 57-79 for economic activity scores Items 70-85 for social activity scores	Frequency count ²
<u>Principal analysis</u>		
Description of sample by variables of social position, number in family, employment status of home manager	FPI Demographic data	Frequency count ³ Percentages
Description of scores in relation to social position, number in family, employment status of home manager	FPI Demographic data and participation scores in each area of activity	Arithmetic mean ⁴ Chi square
Test of Hypotheses I, II, III, and IV	FPI Participation scores in each area of activity	Simple correlation coefficient ⁵

<u>Further Investigation</u>	POI scores	Partial and multiple correlation coefficient ⁶
	FPI	F statistic for least squares regression coefficient
	Participation scores in each area of activity and demographic data	
	POI scores	
Relationship of POI scores and social position	POI scores	Partial and multiple correlation coefficient
	FPI	F Statistic for least squares regression coefficient
	Demographic	
	Answers to open-ended sentence	Frequency count ⁸
Motivation for self-actualization		

¹Computer programs used in analysis were patterned on the descriptions given in the references listed in this table.

²Alan M. Lesgold, Analysis of Contingency Tables, Computer Institute for Social Science Technical Report, No. 14 (East Lansing, Michigan: Michigan State University, 1968).

³Ibid.

⁴Ibid.

⁵Frederick J. Ball, William L. Ruble and Donald F. Kiel, Calculation of Basic Statistics on the BASTAT Routine, STAT Series Description, No. 5, Agricultural Experiment Station, (East Lansing, Michigan: Michigan State University, 1967).

⁶William L. Ruble and Mary F. Rafter, Calculation of Least Squares (Regression) Problems on the LS Routine, STAT Series Description, No. 7, Agricultural Experiment Station, (East Lansing, Michigan: Michigan State University, 1967).

⁷Ibid.

⁸No computer program was used in this analysis

Chapter V DESCRIPTION OF THE SAMPLE

The sample for this study was made up of two groups: families of children attending the 8th grade in Amherst, Massachusetts, an academic community in Hampshire county; and families of 4-H members, chiefly age 12 and 13, living in Franklin, Hampshire, and Hampden counties, Massachusetts. The two groups were designated as Group A and Group B, respectively.

All the families included in the sample had both parents living in the household and had at least one child in the 10-15 year age group. It was assumed that there would be certain common family activities carried out in all the families, although the patterns for performing these activities might be different.

It was believed that these two groups of families were somewhat representative of a cross section of families living in western Massachusetts, since the area in which the two groups lived is of a diversified geographic nature. The area included rural land with both farm and non-farm residences, small towns, and the standard metropolitan area of Springfield, Holyoke, Chicopee, and Northampton which could be classified as urban and suburban.

Social Position

The social position of each family was determined by the Hollingshead Two Factor Index of Social Position,¹ which uses occupation and education of

¹August B. Hollingshead, Two Factor Index of Social Position (USA: August B. Hollingshead, 1957).

the husband as determinants of social status. The distribution of the placement of the families into the five classes is shown in Table 2.

Table 2. Social position of families in Group A and Group B

Group	Social position classes											
	I		II		III		IV		V		All classes	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Group A	70	41	19	11	34	20	45	26	3	2	171	100
Group B	7	6	5	4	20	17	79	65	10	8	121	100
Both Groups	77	26	24	9	54	18	124	43	13	4	292	100

Class I was composed of higher executives and major professionals with correspondingly higher educational attainments. One-fourth of the total families were in Class I; most of these were from Group A. Class V, which indicates unskilled labor occupations and limited education, probably some grade school, had the smallest total number of families. Group B had 65% of its families in Class IV, which indicates skilled laborers, clerical and sales workers, technicians, and owners of small businesses, and an educational level of high school or slightly above.

Number of Family Members

Another way of describing the groups was to look at the size of the families which were part of the study. Each family included both parents and at least one child. Thus, the smallest number of members in the families was three; the largest number was 13. Group A had families ranging from 3 to 12

members, with 5 members being the median number. Group B's range was from 3 to 13, and the median number was 6. There seemed to be no discernable pattern between social class and size of family. Table 3 shows the distribution of size of families for the two groups.

Employment of Home Managers

Another factor used in describing the families was the employment status of the home managers. This factor was used for the analysis of activities within families. Half of the home managers in each group had a job, either on a part-time or full-time basis, and thus at least part of their time was unavailable for family activities. In Group A, the percentage of employment decreased as the social position went up, and the higher percentage of employment was associated with the lower class positions. In Group B, the highest percentage of employment was in Classes II, III, and IV, and the lowest in Classes I and V.

Table 4 shows the employment status of the home managers.

A summary of the predominating characteristics of the two groups follows:

1. There were 171 families in Group A, and 121 families in Group B, a total of 292 families.
2. Social placement varied between the two groups. The largest number in Group A, 41%, was in Class I, and the next largest number, 26%, was in Class IV. Group B had its largest number, 65%, in Class IV, and the next largest number, 17%, in Class III.
3. The median number of family members of Group A was 5, and of

Table 3. Comparison of social position and number of persons in families of Groups A and B

Social position	Number of persons in family											Total within groups
	3	4	5	6	7	8	9	10	11	12	13	
Class I												
Group A	1	20	20	21	6	1	1	-	-	-	-	70
Group B	-	2	2	2	1	-	-	-	-	-	-	7
Class II												
Group A	1	6	4	5	1	-	-	1	-	1	-	19
Group B	-	3	2	-	-	-	-	-	-	-	-	5
Class III												
Group A	2	11	8	7	4	1	1	-	-	-	-	34
Group B	-	6	4	5	2	2	-	-	-	-	1	20
Class IV												
Group A	3	5	12	8	8	2	5	2	-	-	-	45
Group B	2	13	21	17	12	10	4	-	-	-	-	79
Class V												
Group A	-	-	1	1	1	-	-	-	-	-	-	3
Group B	2	1	2	-	2	2	1	-	-	-	-	10
Sub Total												
Group A	7	42	45	42	20	4	7	3	-	1	-	171
Group B	4	25	31	24	17	14	5	-	-	-	1	121
Grand Total	11	67	76	66	37	18	12	3	-	1	1	292
Median number of family members in Group A: 5												
Group B: 6												

Table 4. Employment status of home managers and social position

Social position	Employment status of home managers					
	Not employed		Employed part time		Employed full time	
	No.	% of group	No.	% of group	No.	% of group
Class I						
Group A	43	61	18	26	9	13
Group B	4	57	3	43	0	0
Class II						
Group A	10	53	6	32	3	16
Group B	2	40	2	40	1	20
Class II						
Group A	16	47	12	35	6	18
Group B	9	45	5	25	6	30
Class IV						
Group A	16	36	15	33	14	31
Group B	39	49	24	30	16	20
Class V						
Group A	1	33	0	0	2	67
Group B	7	70	1	10	2	20
Sub Total						
Group A	86	50	51	30	34	20
Group B	61	50	35	29	25	21
Grand Total	147	50	86	29	59	20

Percentages add to less than 100 due to rounding

Group B, 6 members.

4. One-half of the home managers in both groups of families were employed outside the home, either on a part-time or a full-time basis.

Chapter VI FINDINGS

The findings of this study will be discussed in three parts: (1) a description of family members' participation in family activities, which formed the basis for selection of home managers from high and low participating families; (2) a description of the self-actualization scores of the home managers; and (3) the relationship between the self-actualization scores of the home managers and the participation in family activities by their families.

Family Participation Scores

It was expected that the family activities being investigated would be pertinent to most of the families; this proved to be the case. However, there were variations in how the families participated in these activities.

The distribution of the scores of family participation for the areas of family activities are shown in the histograms, Figures 2, 3, 4, and 5.

Examination of scores of individual activities indicated that there were a number of activities for which over half of the families had a similar performance pattern.

Table 5. Activities in which over half the families had similar performance patterns

Families	Number of activities performed by		
	Home manager alone	Home manager and other family members	Family members other than home manager
Group A	12	31	17
Group B	8	39	12

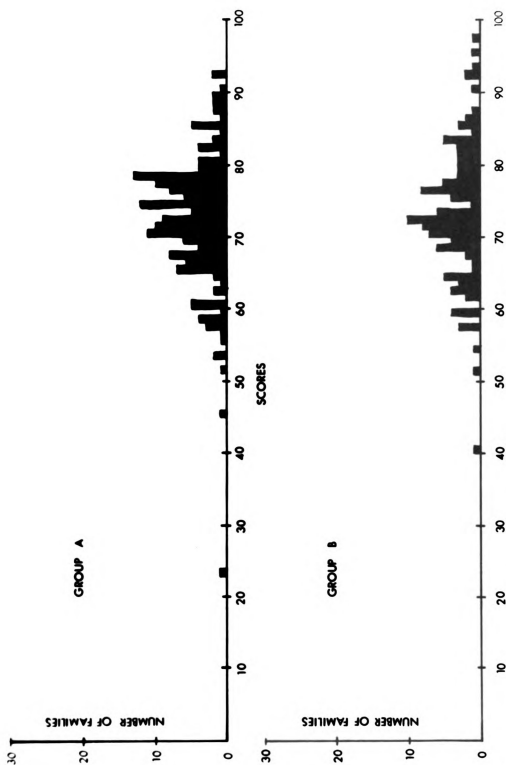


FIGURE 2. FAMILY PARTICIPATION SCORES IN HOUSEHOLD TASKS

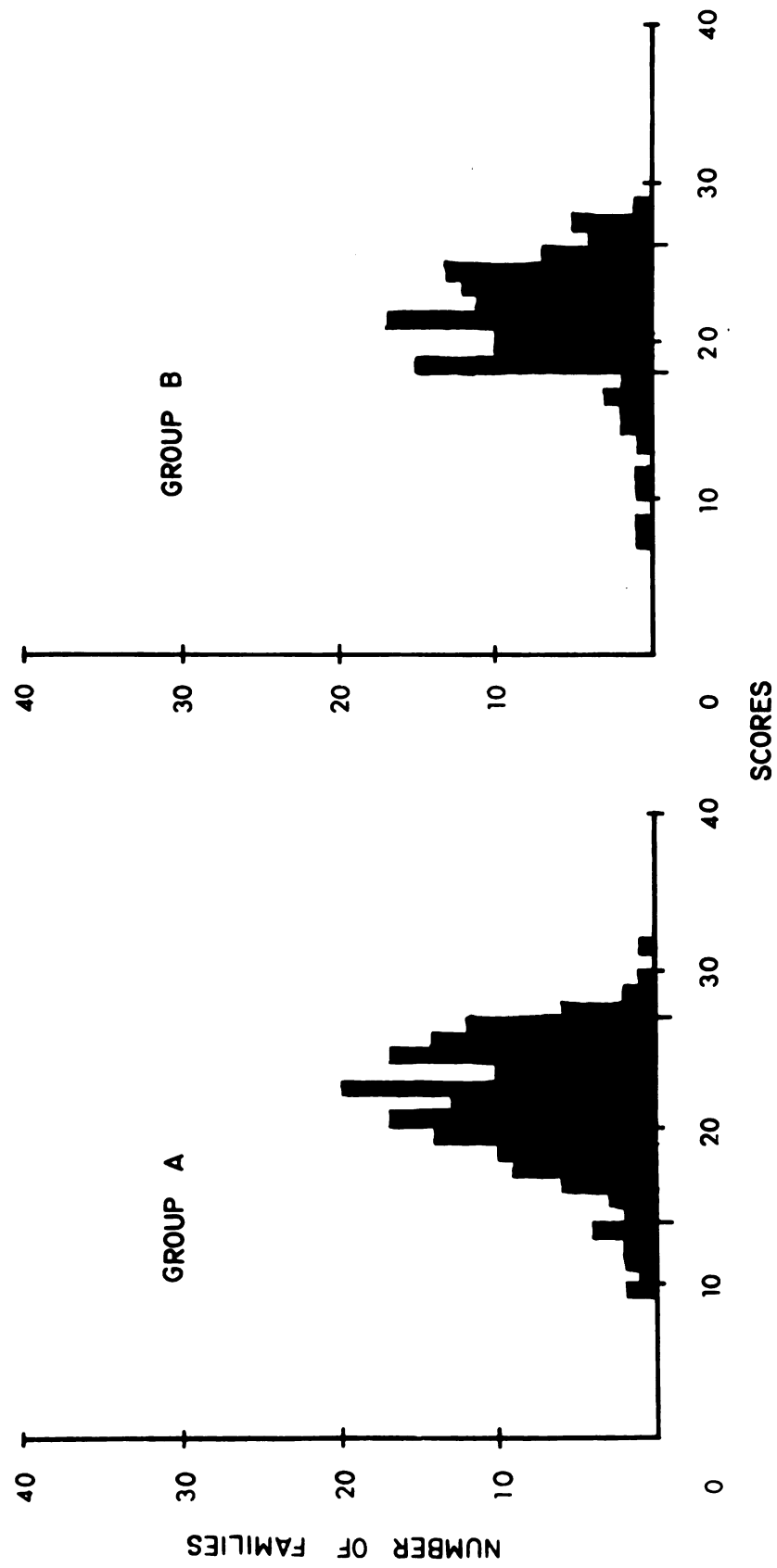


FIGURE 3. FAMILY PARTICIPATION SCORES IN CARE AND CONTROL ACTIVITIES

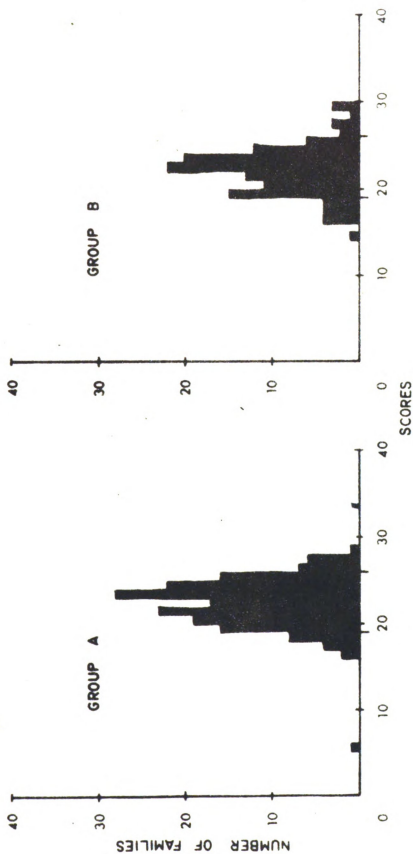


FIGURE 4. FAMILY PARTICIPATION SCORES IN ECONOMIC ACTIVITIES

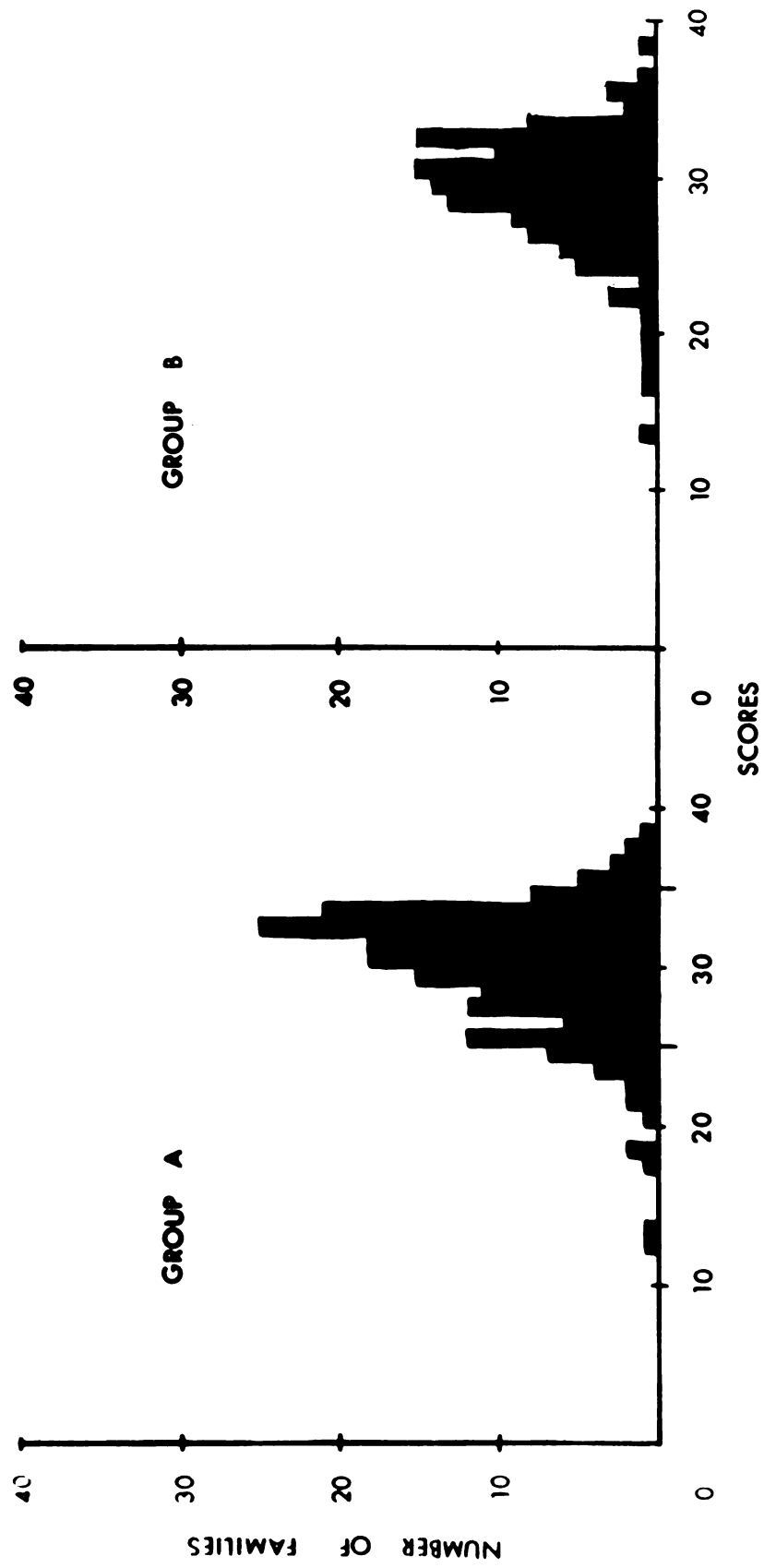


FIGURE 5. FAMILY PARTICIPATION SCORES IN SOCIAL ACTIVITIES

The specific activities that were performed similarly by over half the families are listed in Tables 6, 7, and 8.

Table 6. Family activities which the home manager performed alone in over half the families

Family activity	Family group	
	Group A	Group B
Household tasks		
cooking breakfast	x	
doing breakfast dishes	x	
cooking main meal	x	x
mending or sewing the family's clothes	x	
cleaning the bathroom	x	
doing the family wash	x	x
taking care of drying clothes	x	
making school lunches	x	x
putting up curtains and draperies	x	x
Care and control activities		
seeing that family members wear the right clothes		
each day	x	x
caring for family members when they are sick	x	x
seeing that family members get washed and dressed		x
Economic activities		
buying mother's clothes	x	x

Table 7. Family activities which the home manager and others performed in over half the families

Family activity	Family group	
	Group A	Group B
Household tasks		
making beds	x	x
cleaning the living room	x	x
cleaning the bedrooms	x	x
doing the family ironing	x	x
picking up and putting away clothes	x	x
painting and redecorating inside the house	x	x
arranging the furniture in the home	x	x
cleaning the kitchen		x
washing the windows inside the house		x
helping with heavier cleaning inside the home		x
collecting and sorting the mail		x
regulating the heating system		x
Care and control activities		
seeing that children and teenagers practice good manners	x	x
correcting the children and teenagers when they do something wrong	x	x
helping the teenager choose what he or she will do after finishing high school	x	x
giving the children and teenagers advice	x	x
helping the children and teenagers with their homework		x
Economic activities		
selecting large household equipment	x	x
going to the store for groceries	x	x
shopping for furniture and other home furnishings	x	x
shopping for clothes for family members	x	x
planning the savings for the family	x	x
shopping for the family's new car	x	x
buying father's clothes	x	x
buying teenagers' clothes	x	x
providing the children and teenagers' spending money		x
Social activities		
going together to visit father's friends and relatives	x	x
going together to visit mother's friends and relatives	x	x

Table 7. Continued

Family activity	Family group	
	Group A	Group B
Social activities (continued)		
going together on vacation	x	x
using the living room television set	x	x
using the family car	x	x
entertaining guests in the home	x	x
going together on outings, picnics, cookouts	x	x
going together on beach trips	x	x
going together on camping trips	x	
going together on Sunday drives or drives in the country	x	x
playing cards in the home	x	x
belonging to church organizations	x	x
belonging to community organizations		x

Table 8. Family activities performed by someone other than the home manager in over half the families

Family activity	Family group	
	Group A	Group B
Household tasks		
setting the table for the main meal	x	x
clearing the table after the main meal	x	
taking care of garbage and trash	x	x
locking up at night	x	
fixing broken things	x	x
taking care of the yard	x	
taking care of the garage	x	x
taking care of the cellar	x	x
painting and redecorating outside the house	x	x
washing the family car	x	x
changing storm windows and screens	x	
doing the carpentry work around the house	x	x
regulating the heating system	x	

A complete accounting of how all the families participated in all activities is found in the appendix.

Family participation scores were analyzed for the effect of three vari-

ables--social position, size of family, and employment status of the home manager.

Social Position and Family Participation Scores

Social position had some, although not consistent, relationship to some family activity participation scores. There were significant statistical relationships, of .05 level when tested by Chi square, between social position and family participation scores in three of the four divisions of activities, but not always in a significant relationship to both groups of families. Social position was significantly related to economic activities for both groups; to household tasks for Group A; and to care and control activities for Group B. Participation in social activities was not significantly related to social position in either group. Table 9 gives the scores when analyzed by social position.

Employment Status of Home Manager and Family Participation Scores

That employment of the home manager changes family participation in home activities has been indicated by a number of studies, but clear-cut relationships of the total effects have yet to be established. In this study, there was an increase in family participation in household tasks with the home manager's employment. Scores increased progressively from non-employment, to part-time employment, to full employment, for both groups; but the increase was statistically significant at the .05 level only for Group B. There were no revealed relationships between family participation scores and the employment status of the home manager in the other classes of family activities. The analysis of the effect of home manager's employment on family participation is

summarized in Table 10.

Table 9. Mean scores of family participation in four areas of family activities by social position

Social position		Mean scores for family participation in			
		Household tasks	Care & control activities	Economic activities	Social activities
I.					
	Group A	72.1*	22.1	25.0*	26.0
	Group B	70.9	25.0*	25.0*	30.9
II.					
	Group A	76.2*	23.4	22.4*	30.2
	Group B	75.0	25.0*	25.0*	31.0
III.					
	Group A	70.8*	23.2	23.8*	26.5
	Group B	70.6	23.0*	24.0*	30.0
IV.					
	Group A	75.1*	23.0	23.9*	30.3
	Group B	75.2	18.9*	23.9*	30.7
V.					
	Group A	71.0*	21.6	21.7*	25.0
	Group B	71.0	18.0*	26.0*	27.0
Mean for all positions					
	Group A	73.1	22.7	24.1	27.7
	Group B	83.1	22.4	24.2	30.4
*Significant at .05					

Table 10. Mean scores for family participation in four areas of family activities by employment status of home manager

Employment status of home manager	Household tasks	Care & control activities	Economic activities	Social activities
Home manager not employed				
Group A	71.2	22.6	24.3	31.7
Group B	72.2*	21.8	24.7	29.4
Home manager employed				
Group A	74.6	22.4	23.8	30.9
Group B	75.8*	23.0	23.0	31.5
Home manager employed full time				
Group A	75.6	23.5	24.1	29.7
Group B	82.6*	23.0	24.2	30.2
Mean for all employment status				
Group A	73.1	22.7	24.1	31.0
Group B	75.4	24.1	24.2	30.3
*Significant at .05				

Number in Family and Family Participation Scores

The number of family members was significantly related at the .01 level to economic activity participation, but not for Group B. In none of the other activities did the number of family members show relationships. The distribution of mean scores for family activities by number of persons in the family is described in Table 11.

Table 11. Mean scores for family participation in four classes of family activities by number of persons in the family.

Number of persons in family	Mean scores for family participation in			
	Household tasks	Care & control activities	Economic activities	Social activities
3 persons				
Group A	72.1	22.1	22.1**	30.8
Group B	72.5	20.0	25.0	27.5
4 persons				
Group A	71.4	21.9	24.8**	31.0
Group B	73.8	23.4	25.0	30.6
5 persons				
Group A	69.1	23.2	23.9**	30.2
Group B	73.1	22.1	23.4	29.2
6 persons				
Group A	71.2	21.9	23.8**	31.2
Group B	75.0	22.5	23.8	32.5
7 persons				
Group A	73.5	23.5	24.0**	32.5
Group B	75.0	20.3	23.2	32.1
8 persons				
Group A	75.0	22.5	22.5**	30.0
Group B	81.4	23.6	25.7	30.0
9 persons				
Group A	77.8	23.6	26.4**	30.7
Group B	67.0	25.0	25.0	25.0
10 persons				
Group A	81.7	25.0	21.7**	28.3
Group B	--	--	--	--
11 persons				
Group A	--	--	--	--
Group B	--	--	--	--
12 persons				
Group A	80.0	25.0	20.0**	35.0
Group B	--	--	--	--
13 persons				
Group A	--	--	--	--
Group B	75.0	25.0	25.0**	25.0
Total				
Group A	72.9	22.1	24.0**	31.0
Group B	74.5	22.2	24.0	30.4

**Significant at .01

Self-Actualization Scores

Of the 108 women who were tested with the POI, the range of scores was from a high of 309 to a low of 135. Using information from the POI's Profile Sheet¹ which indicates levels for the "more self-actualized," "normal range," and "non-self-actualized," the scores were divided into three groups, as indicated in Table 12.

Table 12. Self-actualization scores of home managers
(N = 108)

Level of self-actualization	Number and percentage of home managers					
	Group A		Group B		Total	
	No.	%	No.	%	No.	%
Non self-actualized (scoring 207 and below)	9	16	10	19	19	18
Normal (scoring 208-251)	29	52	35	67	64	59
More self-actualized (scoring 252 and above)	18	32	7	14	25	23

When the mean scores of the POI scales for the two groups were compared, Group A had consistently higher scores for all scales. The total mean score for Group B was 16 points lower than for Group A. Details are shown in Table 13.

¹ Educational and Industrial Testing Service, "Profile Sheet for the Personal Orientation Inventory," (San Diego, California: Educational and Industrial Testing Service, 1963).

Table 13. Self-actualization mean scores for Group A and Group B

POI scales	Mean scores for	
	Group A (N = 56)	Group B (N = 52)
1. Time Competent	17.2	16.3
2. Inner Directed	80.7	75.3
3. Self-Actualizing Value	19.4	19.1
4. Existentiality	19.6	16.5
5. Feeling Reactivity	13.9	13.5
6. Spontaneity	11.6	10.3
7. Self Regard	12.2	11.4
8. Self Acceptance	16.1	15.0
9. Nature of Man	12.4	11.9
10. Synergy	6.8	6.4
11. Acceptance of Aggression	15.5	15.0
12. Capacity for Intimate Contact	16.4	14.9
Totals	241.8	225.7

Self-Actualization Scores and Family Participation Scores

To test the relationship of the self-actualization scores of the home managers with the family participation scores, the two scores were correlated. The only significant relationship, at the .05 level, was the relationship between self-actualization scores for the Group B home managers and the family participation scores of their families in economic activities. There were no other significant relationships in either group. The correlation coefficients

are shown in Table 14.

Table 14. Simple correlation coefficients of participation scores and POI scores

Participation scores for activities	Simple correlation coefficients for	
	Group A	Group B
Household Tasks	.15	.07
Care and Control	.37	.04
Economic	.25	.55*
Social	.14	-.11
*Significant at .05		

Demographic Indicators as Related to Self-Actualization Scores and Family Participation Scores

To further test the hypotheses, the family participation scores of Groups A and B were combined, and the self-actualization scores of the home managers from both groups were also combined. The two sets of scores were then used for testing, by partial and multiple correlations, what effect the demographic indicators of social position, size of family, and home managers' employment had upon the relationship of POI scores to family participation.

It was found that the three variables did have an effect on the relationships.

Social position was significant at the .05 level in the relationship of POI scores to family participation scores in economic activity, but had no effect in the relationships to family participation scores in other areas of

activity.

Both the number in the family and the home managers' employment were influential in the relationship of POI scores and household tasks participation scores. The relationship of each of these variables was at the .01 level of significance.

The number in the family was significantly related at the .01 level and employment status at the .05 level to correlations of self-actualization scores and family participation in care and control of family member activities.

None of the demographic variables had any significant effect on the correlations of self-actualization scores to family participation in social activities.

The influences of the variables point out some of the complexities of the relationships of a home manager's personality to participation in home activities by family members. Details of the relationships of the self-actualization scores, the family participation scores and the three demographic indicators are found in Table 15.

Table 15. Relation of POI scale scores and demographic indicators to family participation scores

Partial correlations	Family member participation scores in			
	Household tasks	Care and control activities	Economic activities	Social activities
Home managers' POI subscale scores				
Time competent	-.16	-.04	.04	.02
Inner directed	-.19	-.12	.04	-.01
Self-actualizing value	.18	.06	.00	-.02
Existentiality	.22*	.07	-.06	-.03
Feeling reactivity	.13	.03	.03	.10
Spontaneity	-.02	.11	.06	.13
Self-regard	-.01	-.06	-.05	.00
Self acceptance	.07	.00	.03	-.06
Nature of man	.28**	.21*	.07	.06
Synergy	-.09	-.04	-.04	.00
Acceptance of aggression	.11	.15	.01	-.12
Capacity for intimate contact	.06	.10	-.02	.02
Family demographic indicators				
Number of persons in family	.36**	.30**	.07	.09
Social position	.01	.04	.20*	.16
Home managers' employment	.36**	.24*	-.08	-.01
Multiple correlation (R^2)	.33***	.20	.15	.09

* significant at .05 level

** significant at .01 level

*** significant at .001 level

Self-Actualization Scores and Social Position

When analyzed by social position, significant differences occurred in family participation scores in three of the four areas of family activity. Therefore, it seemed pertinent to explore the possible relationship of the self-actualization scores of the home managers to their social position. When these two scores were analyzed by multiple correlation, the result was an R^2 of .19, with significance of .03. This finding seemed to provide one key for explaining similar activity scores for Groups A and B and the lack of pattern in the correlations with POI scores. Perhaps family participation has different meanings for different social positions. Table 16 gives the details of the relationship of POI scores to social position.

Life Goal Orientations of Home Managers

Since it is assumed that the attainment of self-actualization may be pursued through many avenues, the life goals of the home managers might have some clue to the conditions sought by them that could presumably lead to a higher level of self-actualization. The answers to the open-ended sentence were analyzed to find out if there was a pattern in life goals that might be reflected in the degree of self-actualization of the home managers.

Nearly a third of the answers could not be classified into any of the twelve categories of love and family; sex and attractiveness; accept limitations; submissiveness; avoidance of hardships; self development; leader, fame, power; role in public life; moral values; social values; and having success. However, approximately one-third of the remaining answers could be classified under

Table 16. Correlation of self-actualization sub-scale scores to social position (N = 108)

Sub-scales of POI	Correlation to social position
Time competent	.16
Inner directed	.29**
Self-actualizing value	.20*
Existentiality	.29**
Feeling reactivity	.19
Spontaneity	.27**
Self-regard	.21*
Self-acceptance	.10
Nature of man	.08
Synergy	.25**
Acceptance of aggression	.29**
Capacity for intimate contact	.31**
Multiple correlation: $R^2 = .19$	

* Significant at .05

** Significant at .01

love and family. The proportion of home managers making statements that could be put in this category was about the same in all levels of self-actualization attainment.

When the goals were analyzed by degree of self-actualization of the home managers, two differences became apparent. Home managers who would rate as non-self-actualized listed more goals in the self-development area, and home managers who were more self-actualized listed more goals in the area of social values. Table 17 gives the distribution of the goals in relation to self-actualization.

When the life goal orientations of the home managers were analyzed by degree of family participation in household tasks, the home managers of high participating families differed from the home managers of low participating families in having a larger number of goals in the categories of necessities of life and love and family. The differences are itemized in Table 18.

In contrast, home managers of families who had low participation in care and control activities indicated more orientations with necessities of life (13% of high participating families, 23% of low participating families). Likewise, home managers of low participating families in economic activities showed more goal orientations toward necessities of life (32%) than the home managers of high participating families (6%). Tables 19 and 20 give the details.

Table 17. Life goal orientation and self-actualization of home managers

Life goal orientation	Self-actualization of home managers					
	Non self-actualized (N = 19)		Normal (N = 64)		More self-actualized (N = 25)	
	No.	%	No.	%	No.	%
Necessities of life	4	21	16	25	5	20
Love and family	7	31	25	38	8	32
Sex and attractiveness	-	-	-	-	-	-
Accept limitations	1	5	1	2	1	4
Submissiveness	1	5	-	-	1	4
Avoidance of hardships	1	5	-	-	1	4
Self development	4	21	4	6	2	8
Leader, fame, power	-	-	1	2	1	4
Role in public life	-	-	1	2	-	-
Moral values	-	-	4	6	-	-
Social values	2	10	7	11	6	24
Having success	-	-	1	2	1	4
Not classified	5	26	24	38	4	16

Cells do not add to number of home managers or to 100% since home managers may have made more than one answer.

In social activities, the main differences appeared to be that home managers of high participating families showed more interest in goals of love and family (56%) than did lower participating family home managers (30%), and in self development (19% for managers of high participating families, 6% for managers of low participating families).

Table 18. Life goal orientation of home managers of families with high and low participation in household tasks

Life goal orientation	Number and percentage of home managers			
	Families with high participation in household tasks (N = 20)		Families with low participation in household tasks (N = 17)	
	No.	%	No.	%
Necessities of life	5	25	2	12
Love and family	8	40	5	30
Sex and attractiveness	-	-	-	-
Accept limitations	2	10	-	-
Submissiveness	1	5	-	-
Avoidance of hardships	-	-	-	-
Self development	2	10	1	6
Leader, fame, power	2	10	-	-
Role in public life	-	-	-	-
Moral values	2	10	1	6
Social values	2	10	1	6
Having success	-	-	-	-
Not classified	4	20	8	47

Cells do not add to number of home managers or to 100% since home managers may have made more than one answer.

Table 19. Life goal orientations of home managers of families with high and low participation in care and control activities

Life goal orientation	Number and percentage of home managers			
	High participation in care and control activities		Low participation in care and control activities	
	(N = 16)		(N = 22)	
	No.	%	No.	%
Necessities of life	2	13	5	23
Love and family	6	37	9	41
Sex and attractiveness	-	-	-	-
Accept limitations	1	6	1	5
Submissiveness	-	-	-	-
Avoidance of hardships	1	6	1	5
Self development	1	6	1	5
Leader, fame, power	-	6	-	-
Role in public life	-	-	-	-
Moral values	1	6	1	5
Social values	3	19	3	14
Having success	-	-	-	-
Not classified	4	25	7	32

Cells do not add to number of home managers or to 100% since home managers may have made more than one answer.

Table 20. Life goal orientations of home managers of families with high and low participation in economic activities

Life goal orientations	Number and percentage of home managers			
	High family participation in economic activities (N = 16)		Low family participation in economic activities (N = 22)	
	No.	%	No.	%
Necessities of life	1	6	7	32
Love and family	6	37	8	36
Sex and attractiveness	-	-	-	-
Accept limitations	1	6	1	4
Submissiveness	1	6	-	-
Avoidance of hardships	-	-	-	-
Self development	-	-	-	-
Leader, fame, power	-	-	-	-
Role in public life	-	-	-	-
Moral values	-	-	-	-
Social values	4	25	2	9
Having success	-	-	-	-
Not classified	7	44	7	32

Cells do not add to number of home managers or to 100% since home managers may have made more than one answer.

Table 21. Life goal orientations of home managers of families with high and low participation in social activities

Life goal orientations	Number and percentage of home managers			
	High family participation in social activities (N = 16)		Low family participation in social activities (N = 17)	
	No.	%	No.	%
Necessities of life	3	19	5	30
Love and family	9	56	5	30
Sex and attractiveness	-	-	-	-
Accept limitations	-	-	1	6
Submissiveness	-	-	1	6
Avoidance of hardships	-	-	2	12
Self development	3	19	1	6
Leader, fame, power	-	-	-	-
Role in public life	1	6	-	-
Moral values	-	-	-	-
Social values	-	-	1	6
Having success	-	-	-	-
Not classified	5	31	5	30

Cells do not add to number of home managers or to 100% since home managers may have made more than one answer.

Chapter VII SUMMARY AND CONCLUSIONS

The basic research question investigated was: Is there a relationship between the personality of the home manager and her management outcome? Personality was measured by degree of self-actualization, and management practices were confined to family participation in four different areas of family activities. The findings suggest that there are some relationships between personality and managerial outcomes, but there were no clear cut answers from this study, and many more questions were raised than answered.

When the relationships of the POI scores of the home managers and the participation scores of their families were analyzed by simple correlations, there seemed to be no relationships in the areas of household tasks, care and control of family members, and social activities. There appeared to be some relationship in the area of economic activities. Analysis by partial and multiple correlations brought forth additional relationships.

Hypothesis I - A negative relationship exists between the self-actualization scores of home managers and the participation of family members in household tasks.

The hypothesis was not supported. The simple correlation coefficient of POI scores to participation scores in household tasks was only .15 for Group A and .07 for Group B, and the .05 level of significance was .48 and .44, respectively. However, when scores for the two groups were treated as one, and the variables of social position, number in the family, and employment status

of the home manager were introduced, analysis by partial and multiple correlation revealed some rather interesting connections. Partial correlations indicated that two subscales of the POI--Existentiality (flexible in application of values) and Nature of Man (views man as essentially good)--were related significantly at the .05 and .01 levels, respectively, and the variables of number in the family and employment status of the home manager were each significantly related at the .01 level. The total relationship as measured by multiple correlation was significant at $< .0005$. The occurrence of the subscales of Existentiality and Nature of Man as significant correlations would indicate that these characteristics should be examined more closely. The presence of these two characteristics would suggest that the home manager who had positive feelings about the worth of others, and who would be willing to accept different standards of work from other members of the family, could expect more participation of family members in household tasks. Such an association would support the participative management theory. The relationship to number in the family may indicate that sheer numbers within the family made it feasible and necessary that more members participate in the work of the household. This appears to support Blood and Wolfe's¹ findings that availability of a worker is a prime determinant of who shall do the job. The positive correlation with employment suggests that employment of these home managers probably provided some self-actualizing experiences.

¹Robert O. Blood, Jr. and Donald M. Wolfe, Husbands and Wives: The Dynamics of Married Living (Glencoe, Illinois: The Free Press of Glencoe, 1960), p. 73.

Hypothesis II - A positive relationship exists between the self-actualization scores of home managers and the participation of family members in care and control activities.

The hypothesis was not supported, since the correlation coefficients of the POI scores and the family participation scores was .37 for Group A and .41 for Group B, and the .05 level of significance was .46 and .43, respectively. Again, the sub-scale of Nature of Man appeared as a significant partial correlation at the .05 level when the relationship of POI scores and participation scores together with the demographic indicators was examined. Perhaps this means that when the home managers believe that members of the family will do a conscientious and helpful job of caring for and helping each other and be self-directive, family members will so behave. The variables of the home managers' employment and the number of members in the family were also significantly related at the .05 and .01 levels respectively. Again, this suggests that with more members in the family, the more feasible it is for members to participate more in care and control activities, and that employment of the home manager not only fosters family participation in looking after themselves, but may give the home manager some self-actualizing experiences.

Hypothesis III - A positive relationship exists between the self-actualization scores of home manager and the participation of family members in economic activities.

This hypothesis was partially supported in that there was a significant correlation at the .05 level of self-actualization scores to family economic

participation with Group B, but not with Group A. Social position appears to be associated rather closely to this relationship, and raises a number of questions. Partial correlations revealed a .05 level of significance relationship of social position to the allover relationship of POI scores, family participation scores in economic activities, and the variables of social position, number in the family, and employment status of the home managers. Group B, which had a significant relationship of a .05 level between POI scores and family participation scores in economic activities, was made up of families with a lower social position than was Group A. Does economic participation by family members relate to self-actualization of the home manager only if there are more, rather than less, economic resources? Does economic activity represent power, regardless of social position, or is economic activity viewed differently by persons of different social positions? Is the more self-actualized manager more willing to forego power in regard to economic activities and to permit others to share in the power? Or does the self-actualized manager see economic activities in terms other than power? Since social position was measured in terms of the husband's education and occupation, a higher social position could indicate different beliefs due to education as well as increased resources due to income.

Hypothesis IV - A positive relationship exists between the self-actualization scores of home managers and the participation of family members in social activities.

The hypothesis was not supported, since no significant relationships ap-

peared in any of the analyses. The area of social activity participation remains an enigma as this study revealed nothing about influences on family participation or relationships to the self-actualization of home managers.

On the basis of the above findings, the researcher concluded that there are positive relationships between some aspects of the home manager personality and family participation in some kinds of family activities, but more investigation is necessary to more clearly define the specific elements of personality and the specific types of family activity. Numerous questions were raised by the results of this study.

One possible insight into explaining some of the inconclusive results is found in Goldfarb's idea of socialization that leads to the nondependent and the dependent personality.² Goldfarb contends that the dependent individual, because of the kind of socialization he has received, may do what he has to do, but does not do it because he wants to, but because he feels pressed or forced to do so. The non-dependent personality performs a task with a sense of purpose that, based on an internalized desire for self-realization, augments his self-esteem and self confidence by his achievements, and takes pleasure in his efforts. Since the FPI used in this study made no differentiations in the activities performed for the joy of participation or those which were forced upon the individual, the psychological motivations of those participating in the activi-

²Alvin I. Goldfarb, "Psychodynamics and the Three-Generation Family," in Social Structure and the Family: Generational Relations, ed. by Ethel Shanas and Gordon F. Strib (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1965), pp. 15-21.

ties were not revealed. Such an analysis of the motivations for family member participation might disclose a relationship to the home manager personality.

The limited investigations made of the home managers' life goal orientations suggests that there are measurable differences in life goal orientations of those who have reached different levels of self-actualization, or whose families had different participation patterns. Since about one fourth of the self-actualized home managers indicated life goal orientations that were associated with social values, perhaps this means that the more self-actualized home manager is more apt to find her fulfillment in a larger setting than the home. Further investigation is needed to define more clearly both the different orientations of home managers and the relationships to managerial outcomes.

In this study a persistent correlation existed between self-actualization and social position. This raises several questions. Is the POI a good tool for measuring across several social positions, or is the POI biased toward the better educated? Or does the instrument honestly indicate that, with higher social position as measured by education and occupation, an individual has a more favorable climate for becoming more self-actualized? The researcher found some support for the latter position in work by Friedlander.³ Friedlander found that lower social status groups experienced fewer intrinsic values in their work than did higher status groups, and therefore he questioned whether the need for self-actualization is a universal motivation. The idea of intrinsic values in work

³Frank Friedlander, "Importance of Work Versus Nonwork Among Socially and Occupationally Stratified Groups," Journal of Applied Psychology, Vol. 50 (December, 1966), pp. 437-41.

has been associated conceptually with self-actualization; Margolies⁴ found empirical evidence of such a relationship in his study. Therefore, it would appear that self-actualization and social position are associated.

The implications for home management theory found in this study seem to be related to the following questions, none of which are answerable at this point.

What aspects of personality are related to managerial ability?

What are the indicants of managerial ability?

Are certain beliefs such as Existentiality or Nature of Man, rather than the degree of self-actualization, a better index and predicting basis for investigating managerial outcomes?

Are social and physical organizations, such as size of family and employment of the home manager, more powerful determinants than the personality of the home manager for family participation?

Does lack of participation by family members place a serious limitation on cohesiveness of the family unit?

What kinds of participation in family activities are the most meaningful for healthy development of the individual?

Finding the answers to these questions will not be easy. The complex relationships of the many variables that influence family interaction and management outcomes each have their effect. The theoretical and social significance of the answers to these questions would make the effort well worth while.

⁴ Newton Margolies, "A Study of Organizational Culture and the Self-Actualizing Process" (Unpublished Ph.D. Dissertation, University of California, Los Angeles, 1965), p. 185.

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APPENDIX A

MEASURES OF FAMILY PARTICIPATION AND SELF-ACTUALIZATION

THIS IS CONFIDENTIAL

HERE IS A LIST OF HOME ACTIVITIES. IN THE BOXES BELOW, PLACE A CHECK MARK (✓) BELOW EACH PERSON WHO USUALLY DOES EACH ACTIVITY. YOU MAY MAKE MORE THAN ONE CHECK MARK FOR EACH ACTIVITY IF MORE THAN ONE PERSON DOES IT. PLEASE READ OVER THE LIST OF PERSONS BEFORE YOU START TO CHECK THE BOXES. DISREGARD THE NUMBERS IN EACH BOX AS THEY ARE FOR CODING ANSWERS FOR THE COMPUTER.

ALL CARDS Column: (71-74) DALE (75-76) Card Number (78-80) _____	No one or does not apply	Father	Mother	Teenage boy	Teenage girl	Other boy(s) in family	Other girl(s) in family	Other adult in family	Someone other than family	
ACTIVITY										
1. Who sets the table for breakfast?		1	2	3	4	5	6	7	8	
2. Who cooks breakfast?		9	10	11	12	13	14	15	16	C
3. Who clears the breakfast table?		17	18	19	20	21	22	23	24	A
4. Who does the breakfast dishes?		25	26	27	28	29	30	31	32	R
5. Who sets the table for the main meal?		33	34	35	36	37	38	39	40	D
6. Who cooks the main meal?		41	42	43	44	45	46	47	48	O
7. Who clears the table after the main meal?		49	50	51	52	53	54	55	56	
8. Who does the dishes after the main meal?		57	58	59	60	61	62	63	64	
9. Who takes care of garbage and trash?		1	2	3	4	5	6	7	8	
10. Who makes the beds?		9	10	11	12	13	14	15	16	C
11. Who locks up at night?		17	18	19	20	21	22	23	24	A
12. Who mends or sews the family's clothes?		25	26	27	28	29	30	31	32	R
13. Who fixes broken things; such as electrical appliances, furniture, toys?		33	34	35	36	37	38	39	40	D
14. Who takes care of the yard?		41	42	43	44	45	46	47	48	1
15. Who takes care of the garage?		49	50	51	52	53	54	55	56	
16. Who takes care of the cellar?		57	58	59	60	61	62	63	64	

ACTIVITY	No one or does not apply	Father	Mother	Teenage boy	Teenage girl	Other boy(s) in family	Other girl(s) in family	Other adult in family	Someone other than family	
17. Who cleans the living room?		1	2	3	4	5	6	7	8	
18. Who cleans the kitchen?		9	10	11	12	13	14	15	16	C
19. Who cleans the bedroom(s)?		17	18	19	20	21	22	23	24	A
20. Who cleans the bathroom?		25	26	27	28	29	30	31	32	R
21. Who does the family wash?		33	34	35	36	37	38	39	40	D
22. Who does the family ironing?		41	42	43	44	45	46	47	48	2
23. Who picks up or puts away clothes?		49	50	51	52	53	54	55	56	
24. Who takes care of drying the family's clothes?		57	58	59	60	61	62	63	64	
25. Who does the painting and re-decorating inside the home?		1	2	3	4	5	6	7	8	
26. Who does the painting and re-decorating outside the home?		9	10	11	12	13	14	15	16	C
27. Who takes care of pets?		17	18	19	20	21	22	23	24	A
28. Who washes the family car?		25	26	27	28	29	30	31	32	R
29. Who repairs the family car?		33	34	35	36	37	38	39	40	D
30. Who washes windows inside the house?		41	42	43	44	45	46	47	48	3
31. Who washes windows outside the house?		49	50	51	52	53	54	55	56	
32. Who makes the school lunches or work lunches?		57	58	59	60	61	62	63	64	
33. Who helps with heavier cleaning inside the home?		1	2	3	4	5	6	7	8	C
34. Who collects and sorts the mail?		9	10	11	12	13	14	15	16	A
35. Who arranges the furniture in the home?		17	18	19	20	21	22	23	24	R
										D

ACTIVITY	No one or does not apply	Father	Mother	Teenage boy	Teenage girl	Other boy(s) in family	Other girl(s) in family	Other adult in family	Someone other than family
36. Who puts up curtains and draperies?		25	26	27	28	29	30	31	32
37. Who finds the service man to make repairs?		33	34	35	36	37	38	39	40
38. Who changes storm windows and screens?		41	42	43	44	45	46	47	48
39. Who does the carpentry work around the house?		49	50	51	52	53	54	55	56
40. Who regulates the heating system?		57	58	59	60	61	62	63	64
41. Who gets the family members up on time in the morning?		1	2	3	4	5	6	7	8
42. Who sees that the family members get washed and dressed?		9	10	11	12	13	14	15	16
43. Who sees that family members wear the right clothes each day?		17	18	19	20	21	22	23	24
44. Who sees that the children and teenagers practice good manners?		25	26	27	28	29	30	31	32
45. Who sees that children and teenagers get to school on time?		33	34	35	36	37	38	39	40
46. Who tells the children and teenagers what time to come in at night?		41	42	43	44	45	46	47	48
47. Who cares for family members when they are sick?		49	50	51	52	53	54	55	56
48. Who corrects the children and teenagers when they do something wrong?		57	58	59	60	61	62	63	64
49. Who teaches the children and teenagers right from wrong and how the family expects them to behave?		1	2	3	4	5	6	7	8
50. Who helps the children and teenagers with their homework?		9	10	11	12	13	14	15	16

C

A

R

D

4

C

A

R

D

5

C

A

R

D

6

ACTIVITY	No one or does not apply	Father	Mother	Teenage boy	Teenage girl	Other boy(s) in family	Other girl(s) in family	Other adult in family	Someone other than family
51. Who sees that the children and teenagers do their homework?		17	18	19	20	21	22	23	24
52. Who helps the teenager choose what he or she will do after finishing high school?		25	26	27	28	29	30	31	32
53. Who gives the children and teenagers advice?		33	34	35	36	37	38	39	40
54. Who cares for the children and teenagers when the parents are not at home?		41	42	43	44	45	46	47	48
55. Who washes and irons the teenagers clothes?		49	50	51	52	53	54	55	56
56. Who earns money for the family?		57	58	59	60	61	62	63	64
57. Who selects large household equipment; such as, stove, TV, refrigerator, vacuum?		1	2	3	4	5	6	7	8
58. Who goes to the store for groceries?		9	10	11	12	13	14	15	16
59. Who shops for furniture and other home furnishings?		17	18	19	20	21	22	23	24
60. Who pays the bills?		25	26	27	28	29	30	31	32
61. Who provides the children and teenager's spending money?		33	34	35	36	37	38	39	40
62. Who shops for clothes for family members?		41	42	43	44	45	46	47	48
63. Who plans the savings for the family?		49	50	51	52	53	54	55	56
64. Who shops for the family's new car?		57	58	59	60	61	62	63	64
65. Who buys the household cleaning supplies?		1	2	3	4	5	6	7	8
66. Who buys father's clothes?		9	10	11	12	13	14	15	16

C
A
R
D
6

C
A
R
D
7

C
A
R
D

ACTIVITY	No one or does not apply	Father	Mother	Teenage boy	Teenage girl	Other boy(s) in family	Other girl(s) in family	Other adult in family	Someone other than family
67. Who buys mother's clothes?		17	18	19	20	21	22	23	24
68. Who buys teenager's clothes?		25	26	27	28	29	30	31	32
69. Who buys the grooming supplies?		33	34	35	36	37	38	39	40
70. Who goes together to visit father's friends and relatives?		41	42	43	44	45	46	47	48
71. Who goes together to visit mother's friends and relatives?		49	50	51	52	53	54	55	56
72. Who goes together to visit the teenager's friends?		57	58	59	60	61	62	63	64
73. Who goes together on vacations?		1	2	3	4	5	6	7	8
74. Who uses the living room TV?		9	10	11	12	13	14	15	16
75. Who uses the family car?		17	18	19	20	21	22	23	24
76. Who entertains guests in your home?		25	26	27	28	29	30	31	32
77. Who goes together on outings, picnics, cookouts?		33	34	35	36	37	38	39	40
78. Who goes together on beach trips?		41	42	43	44	45	46	47	48
79. Who goes together on camping trips?		49	50	51	52	53	54	55	56
80. Who goes together on Sunday drives or drives in the country?		57	58	59	60	61	62	63	64
81. Who plays cards in your home?		1	2	3	4	5	6	7	8
82. Who belongs to church organizations?		9	10	11	12	13	14	15	16
83. Who belongs to school organizations?		17	18	19	20	21	22	23	24
84. Who belongs to community organizations?		25	26	27	28	29	30	31	32
85. Who belongs to sports leagues or teams?		33	34	35	36	37	38	39	40

C

A

R

D

8

C

A

R

D

9

C

A

R

D

10

My name is _____

My age last birthday was _____ years. (41-42) _____

The total number of people now living in our home is _____ (43-44) _____

They are: (please check those that apply)

Father _____

Mother _____

Other boys (please give ages) _____

Other girls (please give ages) _____

Others (please give relationship, such as father's mother, mother's brother, etc)

My father's occupation is (please describe fully) _____

_____ (45) _____

My father completed _____ years of schooling (46) _____

My mother _____ 0 is not employed (47) _____

_____ 1 is employed part time

_____ 2 is employed full time

My address is _____

My telephone number is _____

CARD 11

Measuring self-actualization was performed by administering the

Personal Orientation Inventory

by

Everett L. Shostrom

This instrument is copyrighted and is available through the Educational
and Industrial Testing Service, San Diego, California

INFORMATION SENT TO SCHOOL SUPERINTENDENTS

Request: I request that the entire class of either the seventh, eighth, or ninth grade be permitted to participate in a research project.

Intent of Research: The research is designed to find out the degree of participation by different family members in a selected group of home activities. There is little concrete information as to what patterns of family participation and responsibility do exist. The results of the research will form the base for additional investigation and will contribute to improvement of Home Economics teaching.

Number of Children Involved: It is hoped to get several hundred records from children in different schools. Schools selected will be on the basis of a relatively homogeneous student body, preferably with a middle class orientation. The junior high grades were selected because children of this age are old enough to participate in a number of home activities, yet not ready for independent living.

Time Involved: The research instrument (a tentative copy is attached) is a five page, 85 item, checksheet, and a page of demographic information. Time estimated to complete the checksheet, based on pre-tests, is approximately 15 or 20 minutes.

Results: All information will be held highly confidential, and no individual will be identified in any of the findings. The results will be available, probably in the summer of 1967. The researcher will be pleased to discuss the preliminary work or the findings with any school official or parent who desires information.

Verda M. Dale
Home Management and Family Economics
School of Home Economics
University of Massachusetts

APPENDIX B

FAMILY PARTICIPATION IN INDIVIDUAL ACTIVITIES

Table A-1. Family participation in household tasks
Group A (N = 171)

Activity	Number of families reporting activity done by			
	No one	Home manager alone	Home manager and other(s)	Someone other than home manager
1. Who sets the table for breakfast?	31	59	41	40
2. Who cooks breakfast?	13	102	43	13
3. Who clears the breakfast table?	12	81	43	35
4. Who does the breakfast dishes?	30	101	25	15
5. Who sets the table for the main meal?	2	35	40	94
6. Who cooks the main meal?	3	132	32	4
7. Who clears the table after the main meal?	2	23	58	88
8. Who does the dishes after the main meal?	31	45	46	49
9. Who takes care of garbage and trash?	13	5	21	132
10. Who makes the beds?	4	40	116	11
11. Who locks up at night?	25	11	49	86
12. Who mends or sews the family's clothes?	1	115	49	6
13. Who fixes broken things such as electrical appliances, furniture, toys?	4	4	14	149
14. Who takes care of the yard?	4	0	61	106
15. Who takes care of the garage?	31	1	19	120

Table A-1. Continued.

Activity	Number of families reporting activity done by			
	No one	Home manager alone	Home manager and other(s)	Someone other than home manager
16. Who takes care of the cellar?	25	2	40	104
17. Who cleans the living room?	3	63	91	14
18. Who cleans the kitchen?	2	84	75	10
19. Who cleans the bedroom(s)?	5	27	122	17
20. Who cleans the bathroom?	5	85	57	24
21. Who does the family wash?	6	133	30	2
22. Who does the family ironing?	5	71	86	9
23. Who picks up or puts away clothes?	6	36	119	10
24. Who takes care of drying the family's clothes?	20	104	41	6
25. Who does the painting and redecorating inside the house?	12	12	89	58
26. Who does the painting and redecorating outside the house?	8	1	42	120
27. Who takes care of pets?	27	4	58	82
28. Who washes the family car?	9	3	33	126
30. Who washes windows inside the house?	2	59	81	29
31. Who washes windows outside the house?	6	30	56	79
32. Who makes the school lunches or work lunches?	27	94	38	12

Table A-1. Continued.

Activity	Number of families reporting activity done by			
	No one	Home manager alone	Home manager and other(s)	Someone other than home manager
33. Who helps with heavier cleaning inside the home?	4	12	83	72
34. Who collects and sorts the mail?	19	50	70	32
35. Who arranges the furniture in the home?	3	69	89	10
36. Who puts up curtains and draperies?	0	100	66	5
38. Who changes storm windows and screens?	5	5	29	132
39. Who does the carpentry work around the house?	8	4	5	154
40. Who regulates the heating system?	10	7	68	86

Table A-2. Family participation in household tasks
Group B (N = 121)

Activity	Number of families reporting activity done by			
	No one	Home manager alone	Home manager and other(s)	Someone other than home manager
1. Who sets the table for breakfast?	15	39	52	15
2. Who cooks breakfast?	9	45	52	15
3. Who clears the breakfast table?	6	46	48	21
4. Who does the breakfast dishes?	13	59	34	15
5. Who sets the table for the main meal?	4	18	36	63
6. Who cooks the main meal?	2	76	38	5
7. Who clears the table after the main meal?	1	18	49	53
8. Who does the dishes after the main meal?	8	28	56	33
9. Who takes care of garbage and trash?	7	6	27	81
10. Who makes the beds?	2	18	84	17
11. Who locks up at night?	29	10	60	22
12. Who mends or sews the family's clothes?	2	53	60	6
13. Who fixes broken things such as electrical appliances, furniture, toys?	1	5	18	97
14. Who takes care of pets?	4	3	55	59
15. Who takes care of the garage?	33	5	17	66
16. Who takes care of the cellar?	10	6	41	64

Table A-2. Continued.

Activity	Number of families reporting activity done by			
	No one	Home manager alone	Home manager and other(s)	Someone other than home manager
17. Who cleans the living room?	1	22	86	12
18. Who cleans the kitchen?	0	34	75	12
19. Who cleans the bedroom(s)?	1	10	99	11
20. Who cleans the bathroom?	1	51	58	11
21. Who does the family wash?	0	84	34	3
22. Who does the family ironing?	0	35	77	9
23. Who picks up or puts away clothes?	1	20	89	11
24. Who takes care of drying the family's clothes?	9	59	48	5
25. Who does the painting and redecorating inside the house?	2	15	73	31
26. Who does the painting and redecorating outside the house?	4	0	40	77
27. Who takes care of pets?	12	4	51	54
28. Who washes the family car?	6	3	37	75
30. Who washes windows inside the house?	0	47	66	8
31. Who washes windows outside the house?	2	29	56	34
32. Who makes the school lunches or work lunches?	23	69	20	9
33. Who helps with heavier cleaning inside the home?	1	17	69	34

Table A-2. Continued.

Activity	Number of families reporting activity done by			
	No one	Home manager alone	Home manager and other(s)	Someone other than home manager
34. Who collects and sorts the mail?	3	15	75	28
35. Who arranges the furniture in the home?	2	50	63	6
36. Who puts up curtains and draperies?	0	78	40	3
38. Who changes storm windows and screens?	2	12	48	59
39. Who does the carpentry work around the house?	3	0	14	104
40. Who regulates the heating system?				

Table A-3. Family participation in care and control activities
Group A (N = 171)

Activity	Number of families reporting activity done by			
	No one	Home manager alone	Home manager and other(s)	Someone other than home manager
41. Who gets the family members up on time in the morning?	21	61	50	39
42. Who sees that family members get washed and dressed?	26	78	60	7
43. Who sees that family members wear the right clothes each day?	25	89	51	6
44. Who sees that children and teenagers practice good manners?	8	41	115	7
45. Who sees that children and teenagers get to school on time?	21	73	64	13
47. Who cares for family members when they are sick?	3	87	76	5
48. Who corrects the children and teenagers when they do wrong?	5	13	139	14
50. Who helps the children and teenagers with their homework?	29	14	83	45
51. Who sees that the children and teenagers do their homework?	28	40	79	24
52. Who helps the teenager choose what he or she will do after finishing high school?	24	5	119	23

Table A-3. Continued

Activity	Number of families reporting activity done by			
	No one	Home manager alone	Home manager and other(s)	Someone other than home manager
53. Who gives the children and teenagers advice?	5	10	141	15
54. Who cares for the children and teenagers when the parents are not home?	26	1	2	142
55. Who washes and irons the teenagers' clothes?	3	77	71	20

Table A-4. Family participation in care and control activities
Group B (N = 121)

Activity	Number of families reporting activity done by			
	No one	Home manager alone	Home manager and other(s)	Someone other than home manager
41. Who gets the family members up on time in the morning?	12	41	42	26
42. Who sees that family members get washed and dressed?	14	67	37	3
43. Who sees that family members wear the right clothes each day?	14	74	31	2
44. Who sees that children and teenagers practice good manners?	4	30	85	2
45. Who sees that children and teenagers go to school on time?	2	60	47	12
47. Who cares for family members when they are sick?	0	62	58	1
48. Who corrects the children and teenagers when they do something wrong?	1	10	107	3
50. Who helps the children and teenagers with their homework?	24	16	69	12
51. Who sees that the children and teenagers do their homework?	11	38	67	5
52. Who helps the teenager choose what he or she will do after finishing high school?	19	8	83	11

Table A-4. Continued

Activity	Number of families reporting activity done by			
	No one	Home manager alone	Home manager and other(s)	Someone other than home manager
53. Who gives the children and teenagers advice?	1	9	107	4
54. Who cares for the children and teenagers when the parents are not home?	12	0	1	108
55. Who washes and irons the teenagers' clothes?	6	49	59	7

Table A-5. Family participation in economic activities
Group A (N = 171)

Activity	Number of families reporting activity done by			
	No one	Home manager alone	Home manager and other(s)	Someone other than home manager
56. Who earns money for the family?	5	1	63	102
57. Who selects large household equipment, such as stove, TV, refrigerator, vacuum?	2	17	133	19
58. Who goes to the store for groceries?	1	82	83	5
59. Who shops for furniture and other home furnishings?	2	28	135	6
61. Who provides the children and teenagers' spending money?	13	21	83	54
62. Who shops for clothes for family members?	2	64	103	2
63. Who plans the savings for the family?	5	19	94	53
64. Who shops for the family's car?	2	0	123	46
66. Who buys father's clothes?	2	23	90	56
67. Who buys mother's clothes?	0	133	34	4
68. Who buys teenagers' clothes?	1	28	102	40
69. Who buys the grooming supplies?	4	72	82	13

Table A-6. Family participation in economic activities
Group B (N = 121)

Activity	Number of families reporting activity done by			
	No one	Home manager alone	Home manager and other(s)	Someone other than home manager
56. Who earns money for the family?	2	0	57	62
57. Who selects large household equipment such as stove, TV, refrigerator, vacuum?	0	7	98	16
58. Who goes to the store for groceries?	0	37	77	7
59. Who shops for furniture and other home furnishings?	1	10	107	3
61. Who provides the children and teenagers' spending money?	9	14	73	25
62. Who shops for clothes for family members?	1	36	83	1
63. Who plans the savings for the family?	3	13	80	25
64. Who shops for the family's new car?	2	2	93	24
66. Who buys father's clothes?	0	23	78	20
67. Who buys mother's clothes?	0	76	41	4
68. Who buys teenagers' clothes?	10	25	74	12
69. Who buys the grooming supplies?	4	55	56	6

Table A-7. Family participation in social activities
Group A (N = 171)

Activity	Number of families reporting activity done by			
	No one	Home manager alone	Home manager and other(s)	Someone other than home manager
70. Who goes together to visit father's friends and relatives?	6	5	155	5
71. Who goes together to visit mother's friends and relatives?	4	0	160	7
72. Who goes together to visit the teenager's friends?	14	0	9	148
73. Who goes together on vacation?	6	0	165	0
74. Who uses the living room TV?	14	0	144	13
75. Who uses the family car?	4	3	146	18
76. Who entertains guest in your home?	4	5	158	4
77. Who goes together on outings, picnics, cook-outs?	5	1	161	4
78. Who goes together on beach trips?	19	0	150	2
79. Who goes together on camping trips?	56	0	87	28
80. Who goes together on Sunday drives or drives in the country?	24	0	146	1
81. Who plays cards in your home?	16	2	121	32
82. Who belongs to church organizations?	39	7	106	19

Table A-7. Continued.

Activity	Number of families reporting activity done by			
	No one	Home manager alone	Home manager and other(s)	Someone other than home manager
83. Who belongs to school organizations?	41	9	39	82
84. Who belongs to community organizations?	57	20	68	26
85. Who belongs to sports leagues or teams?	63	2	4	102

Table A-8. Family participation in social activities
Group B (N = 121)

Activity	Number of families reporting activity done by			
	No one	Home manager alone	Home manager and other(s)	Someone other than home manager
70. Who goes together to visit father's friends and relatives?	1	1	118	1
71. Who goes together to visit mother's friends and relatives?	2	0	112	7
72. Who goes together to visit the teenager's friends?	29	0	14	78
73. Who goes together on vacation?	8	0	111	2
74. Who uses the living room TV?	3	0	111	7
75. Who uses the family car?	1	3	106	11
76. Who entertains guests in your home?	2	7	112	0
77. Who goes together on outings, picnics, cookouts?	3	0	118	0
78. Who goes together on beach trips?	18	0	100	3
79. Who goes together on camping trips?	56	0	56	9
80. Who goes together on Sunday drives or drives in the country?	12	0	109	0
81. Who plays cards in your home?	15	3	88	15
82. Who belongs to church organizations?	27	7	69	18

Table A-8. Continued.

Activity	Number of families reporting activity done by			
	No one	Home manager alone	Home manager and other(s)	Someone other than home manager
83. Who belongs to school organizations?	37	14	25	45
84. Who belongs to community organizations?	23	5	64	29
85. Who belongs to sports leagues or teams?	41	0	5	75



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