A SURVEY OF WOMEN'S GOAL - EMPHASES AND SATISFACTIONS DURING THE POSTPARENTAL PERIOD

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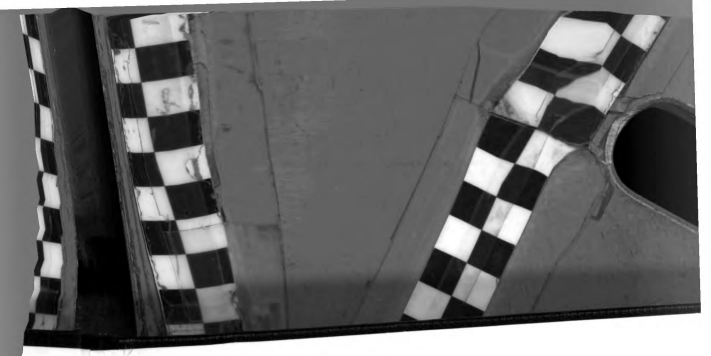

ABSTRACT

A SURVEY OF WOMEN'S GOAL-EMPHASES AND SATISFACTIONS DURING THE POSTPARENTAL PERIOD

by Lois H. Humphrey

This is an investigation of the relationships of goal-emphases of postparental women to their major activities and the satisfactions derived from them.

The postparental phase of life for women marks "retirement" from child-rearing responsibilities, a quarter of life's active years ahead and a number of options regarding expenditure of time and energy, expression of interests, and use of abilities. Their major activities may center around the full-time management of home, assuming part-time or full-time gainful employment, spending varying amounts of time in community or volunteer and organizational programs, or undertaking educational activities. Through continuing some activities and/or undertaking new activities, postparental women maintain a sense of usefulness or purpose. With different expectations, preparation and goal-emphases held there will be variations in general satisfaction and satisfaction from activities.

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The theory underlying this study is Buhler's definition of basic tendencies which predominate in varying degrees throughout life and determine its course. This theory suggests that the basic tendencies, or goal-emphases of postparental women will be reflected in their use of available time, the kinds of new incentives to which they respond, and their choice of available social roles. When these environmental factors permit activities consistent with goal-emphases held, satisfaction will result.

The population of the study consists of out-of-state mothers of last child enrolled in a western land-grant university. The final sample of 271 postparental women, representing 74 per cent of the total sample, was categorized by major activity: Home (142), Work (81), Work-Home (48) meaning part-time gainful employment, and Community (32) meaning 10 or more hours of work per week with volunteer and other community organizations.

Identifying these major activities and the predominant goal-emphases of postparental women was accomplished with Buhler's Life Goal Inventory along with a questionnaire which included self-report satisfaction scales, time spent and satisfaction rating for activities, and questions relating to independent variables.

Data were analyzed using one-way analysis of variance to determine whether a relationship existed between

the goal-emphases of postparental women, their major activities, their educational involvement and plans, and their satisfaction from life in general. A sample correlation coefficient was obtained to determine the relationship between self-ratings of activity satisfaction and general satisfaction. This value was tested for significance using a t-test.

It was proposed that certain goal-emphases were more closely related to certain activities and would, therefore, result in higher satisfaction. Specifically, postparental women with high adapting, need-gratifying goal-emphases were hypothesized as deriving higher satisfaction from home-centered activities; those with high creative expansion and integrative goal-emphases were hypothesized as deriving higher satisfaction from activities involving gainful employment, community and educational pursuits.

Postparental women do not differ significantly in the goal-emphases held when grouped according to major activities.

General satisfaction of Community women is significantly higher than all other groups. However, for the entire group of women, since they continue their homemaking responsibilities, there is a significant positive relationship between general satisfaction and Self-Limiting Adaptation goal-emphasis and their satisfaction from home activities.

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Postparental women who are presently involved in educational activities possess tendencies toward development of potentials, mastering difficulties, accomplishment, leadership and public life, having power and control (Creative Expansion) significantly more than women who are not involved in educational activities. Women who are planning to be involved in educational activities in the future possess Self-Limiting Adaptation tendencies significantly less than women who are not planning educational activities. These tendencies include accepting authorities, being cautious and avoiding hardships and hurt.

Analysis of independent variables reveals significant relationships between lower educational level and strong Need Satisfaction and Self-Limiting Adaptation goal-emphases. Lower income, non-involvement in educational activities, and non-employment outside the home are also strongly related to high Self-Limiting Adaptation goal-emphases.

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By

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CHAPTER I

THE PROBLEM

For the past two decades considerable interest and concern have been expressed regarding the changing roles and responsibilities of women in American society. Through mass media the pros and cons of employment outside the home have been debated, while research has examined the motives and the effects of such employment upon women and their families. Notables from academic, political and literary circles have discussed the challenges to and potentials of women. Related to the question of women's roles is the confusion of long standing about the kind of education needed by women, and about how and what to provide through public school, adult and higher education.

The roots of women's role dilemma are attributed to the shortened child-rearing phase for women; lengthened life expectancy; and the return-to-work revolution, particularly among women over forty where approximately half are in gainful employment outside the home. Of equal importance is the impact on women's lives of the loss of a major life role, that of parenthood. Although for many women this is an anticipated and gradual change, it requires different relationships and activities. With many previous responsibilities

gone, some fill the time available in managing the home, while others seek contacts and opportunities outside the home, either through paid employment or through volunteer and community activities or educational endeavors.

Statement of the Problem

The major concern of this study is to investigate the goal-emphases of postparental women as they are reflected in their activities, their educational involvement and plans, and to investigate their satisfactions from these major activities and life in general.

Purpose of the Study

The specific purpose of this study is to determine the predominant goal-emphases of postparental women and the relationship between their goals and the major activities in which they find themselves. Satisfaction from their activities and with life in general is assumed to be dependent upon the degree to which they permit expression of goal-emphases. The investigation is, therefore, concerned with the following questions: Why do postparental women choose certain major activities? Are they satisfied with these choices? Do certain goal-emphases account for their choices and for their levels of satisfaction? How do goal-emphases differ among post-parental women? Are women who choose certain major activities more satisfied than those who choose other major activities? What goal-emphases are

related to educational involvement or plans? Are educational involvement and plans related to satisfaction level?

Importance of the Study

There seems to be general concern regarding the post-parental phase of women's lives. Rose and Peterson compare the trend toward men's earlier occupational retirement to women's earlier completion of their child-rearing responsibilities at around forty-five years of age. They suggest that "re-engagement for many middle-class women seems to include voluntary associations and gainful employment."[1] Goldman expands the idea of the need for a meaningful occupation for any "dis-employed" worker and argues for unpaid "liberal life styles" as providing opportunities for using talents, for recognition and for commitment to socially useful work.[2] While gainful employment provides one avenue, it should not be the only choice for people who now experience the leisure time afforded by technological advancement.

The concern about working women reducing the reservoir of volunteer and community workers is shared by many

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[1]Arnold Rose and Warren Peterson, Older People and Their Social World: The Subculture of the Aging (Philadelphia: F.A. Davis Company, 1965), pp. 364-65.

[2]Freda Goldman, A Turning to Take Next: Alternative Goals in the Education of Women, Center for Study of Liberal Education for Adults, Notes and Essays on Education for Adults No. 47 (Boston University, 138 Mountfort Street, Brookline, Massachusetts 02146), 57 pages.

organizations. Among these is the Cooperative Extension Service, whose influence over its fifty-year history has been largely due to its effectiveness in training adult leaders. Faced with social and economic changes, it needs to have a better understanding of adult motives in order to maintain a large part of its program which involves many women leaders. Volunteer and community service organizations have an increasingly difficult time recruiting. And there are proportionately fewer women in leadership roles (paid or unpaid) today than thirty years ago.[3] A pertinent question is whether the satisfactions and goals of women volunteers and leaders is recognized in the operation of such organizations.

The fact that women themselves may be uncertain and reluctant to change when their activities change increases the problem of re-structuring their lives so that satisfaction and meaning may be derived from different activities. Some of the recent efforts toward continuing education programs specifically for women are evidence that adult education _is_ confronting the problem. More, however, needs to be known about why women do, or do not, seek solutions through adult education. Their orientations toward certain goals as revealed in this study should provide one explanation.

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[3]Beverly Cassarra, _American Women: The Changing Image_ (Boston: Beacon Press, 1962), p. 57.

Background and Rationale

A study of the situation confronting women who have carried out homemaking and parenthood functions for a portion of their lives and who then have the opportunity of replacing some activities must recognize both the sociological and psychological effects of the loss of their child-rearing role. Any stress experienced may be due to the necessity to re-order activities and relationships while attempting to maintain continuity and meaningfulness. Where this has not been accomplished, satisfaction will be reduced. As with men at retirement, postparental women may experience difficulties in adjustment when there are no established patterns of behavior and when social and individual expectations differ. Thus the concept of cultural continuities and discontinuities is related to the need of the individual to maintain his identity at periods of growth or change.[4]

It is through continuing established activities or undertaking new activities that the individual is able to maintain a sense of purpose. With differences in expectations and preparation as well as several options from which to choose, variations in satisfaction provided by activities during the postparental phase, as well as variations in a general sense of satisfaction are likely to result. The

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[4]Bernice L. Neugarten, "Women's Changing Roles Through the Life Cycle," Journal of National Association of Women Deans and Counselors, 24 (June, 1961), pp. 163-70.

woman who chooses one or more of the available options, of which one is the full-time management of her home, is mediating a number of factors in the present situation with her own values and expressive needs. Buhler's theory of goal determinants suggests that women who are faced with a change in their major roles will follow goal patterns consistent with those in their past lives.[5] The goals of postparental women, then, will be reflected in their use of available time, the kinds of new incentives to which they respond, and their choice of available social roles. Success in mediating these factors with their goals can be measured in satisfaction with activities and with life in general.

Many social psychologists agree that in human nature there are predispositions or potentialities which the individual self-consciously strives to reach. It is their belief that human beings are continuously goal-directed. While their concepts are often criticized as untestable, humanistic psychologists propose man as having creative, self-realizing tendencies, frequently called self-actualization.[6] Buhler terms this fulfillment which is theorized as the result of striving toward accomplishment through varying emphases as consisting of four basic tendencies: need-satisfaction, self-limiting adaptation, creative

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[5]Charlotte Buhler, "The Human Course of Life in Its Goal Aspects," Journal of Humanistic Psychology, 4, 1 (1964), pp. 1-18.

[6]C.N. Cofer and H.H. Appley, Motivation: Theory and Research (New York: John Wiley and Sons, Inc., 1963), pp. 690-92.

expansion and upholding the internal order. While all individuals possess these basic tendencies, certain of them may be emphasized more than others at different stages of life depending upon a great many factors. This theory of the structural determinants of goal-setting is based upon biographical studies, clinical observations and analysis of Life Goal Inventories.[7] From this theory Buhler describes life styles which predominate in one or more of the basic tendencies. The adapting, need-gratification life style appears to emphasize short-term goals, immediate interests; the expanding and integrating life style emphasizes long-term planning and efforts to develop abilities and to change the environment.

At the postparental period women may have several major roles or activities in addition to the management of the home. When home management does not require all their time, they may be involved in gainful work outside the home, either on a full-time or part-time basis. While recent trends suggest this as the most likely activity, many women participate in community organizations and volunteer activities, sometimes in combination with gainful employment. For purposes of identifying groups of women in the study, the above activities are called Home, Work (full-time), Work-Home (part-time work), and Community. The present involvement in, or plans to undertake, education or training is

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[7]Buhler, op. cit.

closely related to goals which emphasize self-development and productive efforts to expand or bring about change in their lives. It is recognized that a number of factors can affect the goals, activities and satisfactions of postparental women, such as age, education, health, employment, income, and location.

Hypotheses

The nature of Buhler's four basic tendencies suggests goal-emphases called need-satisfaction, self-limiting adaptation, creative expansion, and upholding the internal order. The goal-emphases and the preceding rationale support the following hypotheses, stated in broad form:

> Postparental women identifying goal-emphases consistent with their major activity will have high general satisfaction and derive high satisfaction from that activity.
>
> Postparental women involved in, or planning to pursue, educational activities will highly identify certain goal-emphases consistent with personal development and moral-social values and have high general satisfaction.

The above hypotheses are re-stated in testable form in Chapter III.

Definition of Terms

1. Postparental -- that period in the woman's life cycle when the last child is enrolled in college.
2. Goal-emphases -- groups of life goals which, in Buhler's theory, are categorized into four basic tendencies: Maintenance (Need Satisfaction, Self-limiting Adaptation) and Change or Accomplishment (Creative Expansion, Upholding the Internal Order). Through their operation the individual shapes his life and realizes his potentials.
3. Activity Status -- differentiated by major expenditure of time and effort outside and inside the home. Question No. 12 in the Questionnaire provides data for grouping respondents according to full-time efforts such as Home or Work; or Home and Work (half-time), plus efforts in volunteer groups and organizations, called Community. For purposes of this study, Community includes ten hours or more per week. These groups are:

WORK -	Fulltime	W
	Fulltime + Community	W-C
HOME -	Fulltime	H
	Fulltime + Community	H-C
WORK-HOME -	Halftime Work	WH
	Halftime Work + Community	WH-C

Overview

The statement of the problem and its importance, as well as the purpose of the study have been discussed. Hypotheses which were developed from theory were broadly stated.

Chapter II will include a more detailed explanation of theory underlying the study as well as a review of literature. The design of the study, including the description of the sample, the development and administration of the questionnaire and the analysis procedures to be used in testing the hypotheses will be included in Chapter III. An analysis of the data and discussion of results will be covered in Chapter IV. Chapter V will contain a summary of results, conclusions and implications.

CHAPTER II

REVIEW OF LITERATURE

Introduction

There are several purposes to be accomplished in this chapter. First, it is important to provide a description of postparental women as found in several studies and in Census data, and to emphasize recent trends affecting the present situation. Secondly, the major roles or activities which represent the broadened options available to postparental women today will be described against the major roles which these women have assumed prior to the postparental period. Thirdly, a theory of goal-directedness of human behavior in which four basic tendencies are seen as influencing the roles assumed and the satisfaction or feelings of worth derived from those roles forms the theoretical framework of this investigation. And finally, studies of role change and satisfaction which reveal some differences in conclusions will be reviewed.

Goals and Activities of Postparental Women

Several studies which identify life styles and the behavior associated with them provide support for the present study of behavior associated with certain goal-emphases. No studies were found which attempted to establish

a relationship between life goals and role change using satisfaction as an indicator of the degree to which activities permitted expression of goal-emphases. This study explores such a relationship and identifies the community role of postparental women as an important alternative for the expression of goal-emphases.

Many of the stages or major events in the life cycle are experienced differently by men and women. This is particularly true of the postparental period. Sometimes referred to as a "phase," Axelson defines it as "that interval in the family life cycle when the children are no longer a regular physical member of the parents' home, but the parents have not entered that poorly defined period of 'old age'."[1]

At each period in the life cycle, particularly where there is no institutional support or no previously established pattern of behavior, the maintenance or re-structuring of identity is more of a problem. Neugarten says that "somewhere near the mid-point of her life...the typical middle-class woman faces a major reorganization of role patterns, and attendant upon it, a re-examination of self and re-structuring of sex-role and ego-identity."[2] And,

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[1]Leland J. Axelson, "Personal Adjustment in the Postparental Period," Marriage and Family Living, 22, February, 1960, p. 66.

[2]Bernice L. Neugarten, "Women's Changing Roles Through the Life Cycle," Journal of National Association of Women Deans and Counselors, 24, June, 1961, p. 168.

"this transition into middle age is not yet one for which there are many orderly and well-established channels."[3]

In spite of the stresses produced by such changes in the life cycle, Buhler believes that all lives show a fairly consistent goal pattern consisting of purposes and events. This development, when viewed as a whole, follows an order and is directed toward predictable results. From her study of goal-setting throughout life, Buhler believes that even without conscious intent, people's lives reflect certain emphases, a striving toward certain ends or goals. These she describes broadly as two opposite organizing principles of life: a primary concern for self-sustenance through need-fulfillment or personal satisfactions, and a primary concern for accomplishment through self-extension or objective accomplishments. The first is considered a tendency toward maintenance and the second a tendency toward change. Maintenance consists of satisfying needs and also of being guided by beliefs and values. The tendency toward change consists of adaptation to surroundings as well as productivity or expansion. These emphases form Buhler's theory of the four basic tendencies of life: need-satisfaction, self-limiting adaptation, creative expansion and upholding the internal order. Throughout the five biological phases of life these basic tendencies are in operation, reflecting the individual's use of his potentials and

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[3] Ibid., p. 169.

factors in his environment. Individuals differ, however, in the predominance of the basic tendencies. Such evidence of the basic tendencies constitutes the goal-directedness of each individual's activities.

Within the framework of the basic tendencies, Buhler developed goal statements which contributed to the establishment of the following factors:

> Six factors indicating tendencies toward need-satisfaction centered around having the necessities of life, having pleasure and means, having sex and being liked, being attractive and glamorous, being married, having children and giving and receiving love.
>
> Four factors indicating tendencies toward self-limiting adaptation centered around accepting limitations and denials, submitting to others and accepting authorities, being cautious and concerned with survival, and avoiding hardships and hurt.
>
> Four factors indicating tendencies toward creative expansion centered around developing best potentials, mastering difficulties, and accomplishing things, being a leader and accepted, playing a role in public life and being highly regarded, and having power and things "my way."
>
> Four factors indicating tendencies toward the upholding of the internal order centered around assessing own worth and results of life, being fair, helpful, and forgetting self over others, leaving a mark and having accomplished things, and having success and "status."[4]

The above factors were reduced to twelve to form the structure of a ninety-one-item Life Goal Inventory for identifying an individual's basic goal trends (Appendix B).[5] Purposefulness or direction, according to this theory, leads

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[4]Charlotte Buhler, "The Human Course of Life in Its Goal Aspects," Journal of Humanistic Psychology, 4, 1 (1964), p. 9.

[5]Ibid., pp. 1-18.

to fulfillment, or the use of these basic tendencies toward the greatest realization of self. Buhler has found that individuals are constantly deciding between goals which are opposite or conflicting, as that of comfort and accomplishment. Each decision appears to be the result of personality structure and environmental factors. The individual's social roles, therefore, influence and are influenced by, his goals and the operation of these basic tendencies.[6]

In a recent study of college-educated women, Ginzberg developed four typologies based upon their answers to items in a questionnaire. Their responses were grouped into value orientations, called individualistic, influential, supportive and communal. The individualistic life style included women whose attitudes and preferences indicated a striving for autonomy, i.e., self-direction. The desire to influence people and events defined the influential type. A basic orientation toward helping others was the supportive life style. And the communal life style described women who subordinated personal goals to larger aims and goals, devoting time, talent and energy to causes. Half of the group were categorized as individualistic, 29 per cent supportive, 10 per cent influential and 9 per cent communal. The individualistic and influential life styles were significantly those of the full-time worker. It was

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[6]Charlotte Buhler, "The Life Cycle: Structural Determinants of Goal-setting," Journal of Humanistic Psychology, 6 (1966), pp. 37-52.

twice as likely that the full-time homemaker life style would be described as supportive than either individualistic or communal, which was also true of the combination of homemaking and employment. The relationships between life style and dominant values (goals) were supported by the evidence of major source of satisfaction. For example, self-realization provided the principal gratification for the individualistic; personal relations and social significance for the influential; and social significance and conditions of work for both the supportive and communal. The Ginzberg findings are suggestive of several groups of women in the present investigation and concur with hypotheses based on Buhler's theory of four basic tendencies.[7]

In identifying the hopes and orientation of 475 women in their middle years, Mulvey also developed typologies, some of which are similar to the goal directions theorized by Buhler. The "Fulfilled" is described as a group with a productive orientation, marked by expansion of interests through return to a career after completing home responsibilities; the "Responsive" is the typical or average woman who fulfills a role which others expect her to assume; the "Status Symbol" is relatively high on the socio-economic level of her husband's occupation, active in volunteer work, non-competitive; the "Ambitious," the "Aggressive" and the "Generalized" work at change and self-development and

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[7]Eli Ginzberg, Life Styles of Educated Women (New York: Columbia University Press, 1966).

substitute a passive role for a competitive one; the "Supportive" is similar to the "Responsive" pattern, though it has had a continuous work history. The other groups are not as clearly similar to the four goal-orientations of the present study since they appear to reflect erratic career patterns ("Confused"), frustration ("Frustrated," Utilitarian"), or negative self-concept ("Retreating").[8]

There are a number of environmental factors which affect the role changes faced by postparental women. Typically today, the average woman has her third and last child at the age of twenty-six. Within twenty years this child will leave home and his parents will live the remaining third of their lives without children. Women, at around the age of forty-five, then, relinquish their major life role at a time when they are still young enough to consider activities in voluntary associations and gainful employment. This, Rose believes to be a type of "re-engagement," similar to that of men retiring from occupations at a young enough age that, with good health, they are able to undertake an active role in different pursuits.[9]

Several other factors contribute to the consideration of activities outside the home by the postparental

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[8]Mary C. Mulvey, "Psychological and Sociological Factors in Prediction of Career Patterns of Women," (unpublished Doctoral dissertation, Harvard University, 1961).

[9]Arnold Rose and Warren Peterson, Older People and Their Social World: The Subculture of the Aging (Philadelphia: F. A. Davis Company, 1965), p. 362.

woman. Very often the husband is at the peak of his occupational career and quite fully involved so that his life does not lose its activity nor commitment to his occupation. Many of the activities in which women are involved during their child-rearing years are associated with their children. These are usually abandoned with the departure of children as noted by Markewich and Davidoff in their intensive study of fifty postparental women.[10] Nye found that maternal responsibilities were not replaced with increased activity in the community, though there were some differences in kinds of activities as noted by difference in types of organizations to which they belonged.[11]

The postparental period has been described as one marked by loss of a major life role. Activities or roles were seen as the means by which the postparental woman maintained a sense of identity and expressed her predominant goal-emphases. Several studies which had developed typologies similar to the basic tendencies in Buhler's theory of goal determinants were cited.

Some of the trends among the various activities she undertakes and the way in which she adapts her continuing home management responsibilities to the many options now

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[10]May E. Markewich and Ida F. Davidoff, "The Postparental Phase in the Life Cycle of 50 College Educated Women," (unpublished Doctoral dissertation, Teachers College, Columbia University, 1961, 2 vols).

[11]F. Ivan Nye, "Recreation and Community," The Employed Mother in America, F. Ivan Nye and Lois W. Hoffman, eds. (Chicago: Rand McNally & Co., 1963), p. 369.

available to her are presented in the discussion following. Participation in education or training activities is discussed as one of the means by which postparental women may express certain goals. Role change through assuming another central role and the importance of maintaining identity or finding satisfaction and feelings of worth from activities are theoretical bases for reviewing several pertinent studies.

Postparental Women in Employment

While there was only a 60 per cent increase in the 45-64 year age group of women in the total population between 1940 and 1965, their number more than doubled in the labor force.[12] The strong relationship between education and employment of women is shown by the 85 per cent employment of the 45-64 year old group who had 5 or more years of college. More than a third of this group are married (husbands present). Their employment decreases to 50 per cent for those with high school education and 40 per cent for those with an eighth grade education.[13] Another strong relationship between education and employment of women is in the type of job. In March, 1964, over half of the employed women who had attended college were in

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[12]U. S. Department of Labor, Handbook of Women Workers, Women's Bureau, Bulletin 290 (Washington: U. S. Government Printing Office, 1966), p. 15.

[13]Ibid., p. 195.

professional and technical occupations. But three-fourths of those with an eighth grade education were operatives or service workers.[14]

In spite of what has seemed to be a "revolution" in the return of women to the labor force in recent years, a longer view reveals that women continue to feel their central obligations to be those of wife and mother. While there has been an increase in the number and proportions of mothers of small children entering the work world, the significant increase has been among older women.[15] Nor do statistics support the fact that women are more career-minded since the proportion of degrees earned by women from 1940 to 1964 has remained almost unchanged.[16]

The study conducted by Mulvey (1961) to categorize women's career patterns contains findings with considerable relevance to this investigation. An analysis of both antecedent and current characteristics in relation to career patterns of 475 middle-aged women supported the major assumption of the study: Marriage and/or work in the validation of self is a crucial aspect of the attainment of a mature integration of personality. There were almost three times as many women of the secondary work attachment as of the primary work attachment--73 per cent as compared to 27 per cent.

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[14] Ibid., p. 196.

[15] Ibid., p. 36.

[16] Ibid., p. 184.

While the sample was obtained from Providence, Rhode Island, the proportion of working and non-working women was consistent with national labor force statistics. Level of education which was also consistent with Census reports proved to be the most important determinant of the career pattern. Those who were working were relatively well satisfied with their jobs and were generally employed in jobs of feminine orientation.[17]

Ginzberg's study (1966) of 311 college-educated women examined the changing role of work in relation to women's major interests and commitments. His was a highly select group of women of high intellectual ability who had pursued education beyond college and who faced broadened options from which to choose at the postparental period. Their age group is just below that of the present investigation with 62 per cent between 37 and 44, 11 per cent younger and 27 per cent in the 45-55 year-old age group. Of the total group 60 per cent were married and living with husband, 12 per cent widowed or divorced and 28 per cent single. Three out of four worked either full-time (65 per cent) or part-time (38 per cent). More than a third of the total group had been in the labor force over 17 years and more than one-half for at least 13 years. Location was also found to influence the roles of these women since a very high per cent living in cities and metropolitan

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[17]Mulvey, op. cit.

areas (67-82 per cent) were employed, whereas an about equal number were engaged in work or homemaking in the suburbs and small towns.

Ginzberg concludes that, while marriage and children were the focus of their activities during this phase of life, only a small minority found their homemaking and child-rearing functions completely satisfying. They were, therefore, either involved in, or planning to, return to work.[18] Similarly, the Mulvey study suggests that women have two major alternatives: work and homemaking.

Postparental Women in Home and Community

Recent labor force trends indicate a high proportion of women working, particularly among older women. Nevertheless, 61 per cent of those in the 35-44 year age group (husband present), 55 per cent of those in the 45-54 year age group, and 69 per cent of those in the 55-64 year age group are not working.[19] And all but one of the studies previously cited showed a majority of women not working in paid employment outside the home.

The employment status of older women was not related to membership in organizations, according to Nye. There appeared to be no quantitative difference in either membership

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[18]Ginzberg, op. cit.

[19]Women's Bureau, op. cit., p. 24.

or leadership of community organizations between the employed and the non-employed.[20]

Although three out of four of the women in the Ginzberg study were employed, a large proportion, or 79 per cent, were also engaged in volunteer activities. About 20 per cent reported devoting one hour or less per week, 33 per cent from two to five hours weekly, and 18 per cent more than five hours per week. This is far greater than the national average of 51 per cent who engage in work in their communities and, according to a recent national survey, for about two hours per week. One-third of the homemaking group and one-twelfth of the full-time employed group were engaged in outside activities. The volunteer activities of this group of women were generally related to a professional society, somewhat less for religious and civic or educational and youth organizations. The smallest number were involved with health and welfare activities. About half worked with more than one organization.[21] Although age levels were not used in the Bradburn and Caplovitz study, questionnaire responses showed a 70 per cent participation in one or more organizations among women and 48 per cent in two or more.[22]

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[20]Nye, op. cit., pp. 369-370.

[21]Ginzberg, op. cit., p. 66.

[22]Norman M. Bradburn and David Caplovitz, Reports on Happiness (Chicago: Aldine Publishing Company, 1965), p. 46.

Roles of Postparental Women and Satisfaction

While each social role occupied by a person calls for the performance of duties of the role, there may be great variation in the way the person sees himself in that role and in his understanding of others' expectations. This environmental concept of role suggests that a person may modify his actions in many different ways, and will do so, depending upon his personality and upon his predispositions or potentialities. Roles may change smoothly throughout life or they may involve sharp and critical redirection. Social psychological theories of Adler, Fromm and Horney emphasize self-conscious motivation, i.e., the individual knows what he wants and strives to reach his goals. At any point of change he attempts to maintain, or regain, his sense of self-worth or of identity. Thus, the postparental woman faced with loss of a major social role may experience contradictions in expectations of self and little or no preparation for changed activities from which she may derive satisfaction and by which she may maintain feelings of worth. Rose's study of middle-class women as they entered middle-age verified his hypothesis that their "life satisfaction was a function of the degree to which they were able to assume another central role to substitute for their necessarily declining role as homemakers."[23]

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[23]Arnold Rose, "Factors Associated with the Life Satisfactions of Middle-Class, Middle-Aged Persons," Marriage and Family Living (February, 1955), p. 19.

This was a small study and generalization would depend upon further replication.

Most theories of satisfaction include the relationship between what the individual desires and what he receives from his environment. Satisfaction is determined by the compatibility between the individual's views of himself and the characteristics of those activities in which he is involved. This theory of self holds that behavior is affected by the nature of the self and functions in the defense and enhancement of the self. Level of satisfaction reflects the interaction between that self-concept and the environment.[24]

In a study of the changing role of women, Gass (1959) interviewed eighty-five women between the ages of twenty-five and fifty who had one or more children. The responses of these upper middle-class women were grouped into areas of homemaking, pregnancy and childbirth, child-rearing and leisure time. Their leisure-time satisfaction had the greatest correlation with contentment; following that was satisfaction from homemaking. Gass concluded that it was not their adjustment which determined their remaining at home but rather their desire for passivity and fear of competition and failure. It is of significance to the present study to note the basis for their contentment:

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[24]A. L. Brophy, "Self, Role and Satisfaction," Genetic Psychology Monograph, 59 (1959), pp. 263-308.

(1) They were content to be women.

(2) Their role had many advantages, primarily escape from outside pressures and responsibilities.

(3) The problem most frequently identified with their role as women was the responsibility of rearing their children.

(4) The change most of them would have made was to have obtained more education.

Also of particular interest were the leisure-time reactions: More than half felt that the constructive use of leisure time was, or might become a problem; more than half would have liked part-time work; however, satisfaction from leisure time was strongly associated with their contentment. Gass suggested that mature women's problems occur in (1) their inability to supplement their role constructively when it becomes attenuated, (2) the unawareness of their own unmet needs and lack of purposefulness, and (3) the changes which occur in women's lives.[25]

Another study examined the roles of women with particular reference to their contribution to a sense of usefulness and importance. Weiss and Samuelson (1958) interviewed a national sample of 569 women concerning the social roles of housework, job, family, and informal interaction outside the home. They found that education did not

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[25]Gertrude Z. Gass, "Counseling Implications of Women's Changing Roles," Personnel and Guidance Journal, 37 (March, 1959), pp. 482-87.

move housework outside the valued activities of women and that it was closely related to the use of work for a sense of worth. The woman's situation in life with reference to age, employment, marriage, children determined her area of expression and her perception of others' expectations of her.[26] Several conclusions are of interest to the present study. For example, Weiss and Samuelson stated that, "Married women will only infrequently be motivated to seek careers because of emptiness of housework."[27] This is somewhat in contrast to opinions expressed by Friedan (1963), Mueller (1954, 1966), Hunt (1963), Mannes (1963), Henry (1966), Komarovsky (1966), and Cutler (1961), who see the modern home as lacking in self-realization potential for women.[28-33] Weiss and Samuelson, however, did find that

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[26]Robert Weiss and Nancy Samuelson, "Social Roles of American Women: Their Contribution to a Sense of Usefulness and Importance," Marriage and Family Living, 20 (November, 1958), pp. 358-66.

[27]Ibid., p. 366.

[28]Betty Friedan, The Feminine Mystique (New York: Dell Publishing Company, 1963).

[29]Kate H. Meuller, Educating Women for a Changing World (Minneapolis: University of Minnesota Press, 1954).

[30]Kate H. Mueller, "Education: The Realistic Approach," The Challenge to Women, Seymour M. Farber and Roger H. L. Wilson, eds. (New York: Basic Books, Inc., 1966), pp. 111-129.

[31]Morton M. Hunt, "The Direction of Feminine Evolution," The Potential of Woman, Seymour M. Farber and Roger H. L. Wilson, eds. (New York: McGraw-Hill Book Company, 1963), pp. 255-71.

56 per cent of their employed respondents gained a sense of worth from their jobs. They concluded their findings by saying that the emptiness of social roles available to the older woman and the loss of meaning of many daily tasks lead either to changes in role or to devaluation of self.[34]

The major conclusions of Rose's study of 416 parents of college students are related to the problem of satisfaction and maintaining a sense of worth. He found that dissatisfied women are less likely to have assumed a paying job and more likely to feel that they spend too much time on housework, that they are more desirous of change than are satisfied women. Also, earning an income and involvement in organizational activities appeared to increase life satisfaction.[35]

The Bradburn and Caplovitz study (1965) of mental health in a sample of 1,053 women substantiated Rose's findings by revealing no difference in reported happiness between the employed and the non-employed women.[36] Nye's

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[32]Marya Mannes, "The Problems of Creative Women," The Potential of Woman, Seymour M. Farber and Roger H. L. Wilson, eds. (New York: McGraw-Hill Book Company, 1963), pp. 116-130.

[33]Jules Henry, "Forty-Year Old Jitters in Married Urban Women," The Challenge to Women, Seymour M. Farber and Roger H. L. Wilson, eds. (New York: Basic Books, Inc., 1966), pp. 140-164.

[34]Weiss and Samuelson, op. cit., p. 366.

[35]Rose, op. cit., pp. 18-19.

[36]Bradburn and Caplovitz, op. cit., p. 13.

study of postparental mothers revealed that satisfaction on seven items (recreation, income, community, relationship to husband, house and furnishings, daily work, relationship to children) favored the non-employed except for the community item. Nye explained that this may have been because of the lower level of education and of occupation among the postparental mothers. However, Nye's larger study of 1,991 younger mothers supported the position that full-time employed women find more satisfaction in their work than non-employed women find in their housework.[37]

In Mulvey's study, the majority of married women devoted full-time to homemaking without outside employment, had the highest degree of satisfaction with present life style and were the best satisfied with their life patternings. When they did work, their occupations were generally of a lower level than of single women and of a socially feminine orientation. They worked for various reasons: interest, spare-time filler, human relations, income. And they more frequently participated in volunteer activities. In all of the groups, whether married or single, low morale was associated with little or no involvement in volunteer community activities. From her findings, Mulvey concluded that a high state of contentment was associated with (1) satisfaction with career pattern and

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[37]F. Ivan Nye, "Personal Satisfactions," The Employed Mother in America, F. Ivan Nye and Lois W. Hoffman, eds. (Chicago: Rand McNally & Co., 1963), p. 323.

with job, (2) working at a job of high level of the feminine professional orientation and in the field of general culture, such as teaching, and/or (3) active participation in volunteer activities.[38]

In agreement with the relationship between satisfaction and work in community was the finding of the Bradburn and Caplovitz study that a high degree of social interaction and participation in the community produced the greatest positive feelings. They also found that organizational membership had a greater positive effect on women than on men. This varied to some extent with the socio-economic level, the higher level having higher outside involvement.[39] It should be noted that there are several kinds of interaction, the formal which includes organizations, educational and volunteer activities, and the informal social life in the community. Booth reports that 60 per cent of the population does not participate in organized community activities and that this group is characterized by less-than-high-school education, low socio-economic status, non-white and rural residence.[40] Komarovsky's study of fifty-eight blue-collar marriages substantiates the predominance of social interaction among friends and family

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[38]Mulvey, op. cit., p. 137.

[39]Bradburn and Caplovitz, op. cit., p. 42.

[40]Alan Booth, "A Demographic Consideration of the Nonparticipant," Adult Education, 11 (Summer, 1961), pp. 223-229.

members, a minority of the women belonging to three or more clubs and none involved in volunteer work unless under church auspices.[41]

Several studies, however, reported a negative relationship between satisfaction and community activities. Weiss and Samuelson noted that, "A rather substantial proportion of women in the older age groups said that nothing made them feel useful and important."[42] However, self-realization seemed to reinforce satisfaction, for those who found self-realization through volunteer activities were those who devoted considerable time and energy to it.[43] There does exist, particularly among women of the upper classes, a feeling of civic and social obligation to some volunteer activities as noted in the Markowich and Davidoff study where thirty-eight of the fifty respondents participated in volunteer activities.[44]

Satisfaction for women at the postparental period necessarily requires some changes in activities since their major responsibility no longer exists. That this transition is difficult is questioned by Deutscher, who found a number of opportunities by which middle-class postparental couples were able to prepare for and adapt to the

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[41]Mirra Komarovsky, Blue-Collar Marriage (New York: Random House, 1964), pp. 323-324.

[42]Weiss and Samuelson, op. cit., p. 359.

[43]Ginzberg, op. cit., pp. 66-72.

[44]Markowich and Davidoff, op. cit.

time in life when children leave home. His findings were based on a sample of 49 postparental couples randomly selected from a group of 540 households in an urban area.[45]

Another study attempted to disprove the popular "misconception" of the adjustments necessary at the postparental period with its expected frustration and dissatisfaction. Axelson (1960) mailed questionnaires to 464 men and women in two small communities in Washington who indicated their present degree of satisfaction in the seven basic life areas involving family income, house and furniture, recreation, relationships to children, relationships to spouse, daily work, and the community as a place to live. Satisfaction for both men and women was somewhat over 60 per cent. This was slightly above the satisfaction level of two younger groups of women previously studied. Axelson concluded that this period was as satisfying as earlier periods, although, for the women there was an increase in loneliness, greater concern about health and greater need for outside contacts. The non-response of almost half the population could have resulted in bias even though the sample used was representative of Census education and occupation levels. Therefore, the findings may

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[45]Irwin Deutscher, "Socialization for Postparental Life," Human Behavior and Social Processes: An Interactionist Approach, Arnold Rose, ed. (Boston: Houghton Mifflin Co., 1962), pp. 506-525.

have reflected only the feelings of those who had been satisfied throughout most of their lives.[46]

Nevertheless, most of the studies previously cited would indicate that, while there may be adjustment to the departure of the children, the adjustment of the post-parental woman involves, in addition, a re-organization of activities from which she is able to develop a new sense of identity.

Postparental Women in Adult Education

National surveys show that both men and women beyond forty are participating progressively less in adult education programs. In their national sample survey (1965) Johnstone and Rivera reported that participation in adult education was strongly related to education, occupation and income. For each step from grade school to high school to college, rates of participation doubled for women over thirty-five years of age. However, the proportion participating from the 35-54 age group was 69 per cent, compared to 42 per cent in the 55-and-over age group. Interest in learning decreased by about 10 per cent with each 10-year span between the ages of 40 to 69. Far more adult education participation was found in the urban areas than in small towns or rural areas. Education also was a factor

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[46]Leland Axelson, "Personal Adjustment in the Postparental Period," Marriage and Family Living, 22 (February, 1960), p. 67.

in the kind of participation found among adults, for more formal education predicted greater likelihood of study in all subject areas although academic and recreational subjects were more prominent. Among college-educated women, studies were related to spare-time employment interests.[47]

Discussion and Summary

Basic tendencies, as theorized by Buhler, set the direction and influence the decisions made throughout the life cycle. At a point of change such as the post-parental phase for women, decisions regarding activities will reflect certain goal-emphases. Depending upon the individual's personality and potentials, satisfaction measures reaction to the environment as it provides for expression of goal-emphases. Certain basic tendencies suggest immediate gratification and adaptation to surroundings; others suggest self-development and the desire to assume new responsibilities.

The environment of the postparental woman today includes her own situation regarding age, health and longevity, education and the ease with which she may manage the household. It includes the status of her husband, who is at the peak of his career. Education and training

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[47]John W. C. Johnstone and Ramon J. Rivera, Volunteers for Learning (Chicago: Aldine Publishing Company, 1965), pp. 6-7, 104-106.

programs seek women who may have the time and inclination to profit by participation. Most importantly, they include many opportunities to undertake activities substituting for child-rearing. The "revolution" affecting postparental women is that of gainful employment. Many, however, find satisfaction in full-time homemaking. Still others devote a great deal of time to volunteer work and organizational activities. And there are many combinations and variations of all these activities.

Some of these activities appear to center on personal satisfaction where one's own needs and those of family members are most evident. Satisfying basic needs is important to everyone, but some individuals value immediate gratification and comfortable possessions more than others. Attractiveness and being liked are conscious motives. Happiness in the family, children and friends and the time to enjoy leisure activities--all combine to describe characteristics of the woman for whom the home and its management provide the sphere of daily life. These are the women who do not seek outside activities and who constitute more than half of the married women in this country. They are the women who, during the postparental phase, choose to continue many of their homemaking activities. They are described in several of the studies cited and are the Home women of this study, hypothesized as deriving greatest satisfaction from activities surrounding the home and family. Pursuing

the activities described above suggests that they will strongly identify need-satisfaction goal-emphasis.

Some additional goal statements in Buhler's self-limiting adaptation seem more closely associated with the kind and sphere of activities of women in the Home category. For example, avoidance of failure, being cautious and conservative, having complete security, submission to others' wishes and forgetting self over others. Belonging to groups of family and friends, never making mistakes and avoiding hurt feelings might also be more descriptive of persons who did not engage in activities outside of the home. It was therefore hypothesized that Home women would more likely identify such goal statements as these which constitute factors in self-limiting adaptation.

Some activities take women out of the home and when they reflect free choice might indicate attempts to be a leader, play a role in public life, compete successfully, accomplish things in life, master difficulties and develop best potentials. In this study, work outside of the home and efforts in the community offer opportunities for the expression of such goals as the above. Women who desire to increase knowledge and to explore new possibilities would very likely become involved in educational activities. Goal statements such as these comprise the creative expansion goal-emphasis and are hypothesized as being highly identified by women who work in gainful employment or community activities or who undertake education or training.

A number of similar goal statements are included in the goal-emphasis of upholding internal order. These are: being successful, advancing in career, gaining status, having fame, dedicating self to causes, and contributing one's share. Women who identify these goals are more likely to be employed or active in community affairs and to gain satisfaction from these activities.

The fact that studies do not agree on level of satisfaction derived from these activities may be due to the different goal-emphases held by postparental women. Ginzberg suggests these differences through his value-orientation types, as does Mulvey in the hopes-orientations of women with different career patterns. These typologies are similar to the goal-emphases of the present study which suggest that postparental women with certain goal-emphases will find satisfaction through activities permitting expression of their goal-emphases. Adding this dimension to previous studies attempting to determine satisfaction of postparental women from employment or community activities should help to clarify the problem.

CHAPTER III

DESIGN AND METHODOLOGY

This study of postparental women examines the relationship of their goal-emphases to general satisfaction and satisfaction in major activities. The theoretical framework of this study is based upon Buhler's theory of goal-determinants and satisfaction as representing the relationship between individual desires or potentials and environmental factors.

This chapter includes a discussion of the instruments used in the study, the population and sampling procedure, descriptive data regarding the sample, hypotheses to be tested, procedures used in statistical analysis of data and limitations of the study.

Instruments

Data for this study were obtained by use of two major instruments plus questions to obtain demographic data. The instruments and questionnaire development are described below.

Life Goal Inventory.--Buhler assembled a list of goals which could be categorized according to four basic tendencies: need-satisfaction (NS), self-limiting

adaptation (SLA), creative expanding (CE) and upholding the internal order (UIO). The factors in need-satisfaction (NS) and self-limiting adaptation (SLA) suggest spheres of activity and reactions to the environment characteristic of Home women, such as having the necessities of life, having pleasure and means, having sex and being liked, being attractive, being married and having children, giving and receiving love. For self-limiting adaptation (SLA), the factors are accepting limitations and denials, submitting to others and accepting authorities, being cautious and concerned with survival, avoiding hardships and hurt.

The factors for creative-expansion (CE) which suggest spheres of activity and reactions to the environment characteristic of women who work outside the home either in community activities or in gainful employment are the development of best potentials, mastering difficulties and accomplishing things, being a leader and accepted, playing a role in public life and being highly regarded, having power and things "my way." For upholding the internal order (UIO) the factors are somewhat related to creative-expansion (CE) since they include such items as leaving a mark and having accomplished things, having success and status. Upholding the internal order (UIO) includes the factors of assessing own worth and results of life, being fair, helpful, and forgetting self over others.[1]

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[1]Charlotte Buhler, "The Human Course of Life in Its Goal Aspects," Journal of Humanistic Psychology, 4, 1 (1964), p. 9.

The Life Goal Inventory used in this study consisted of ninety-one statements scored from "five" to "one" for Essential, Important, Desirable, Not My Concern and Reject, respectively. The respondent circles one category for each goal listed in accordance with his reaction to it. The Scoring Key and Tabulation Sheet is used to provide a total raw score for each of the four goal-emphases. This raw score is used in the analysis.

Although the Life Goal Inventory is a new instrument, it appears to possess a degree of content validity based on the several small studies in which it was used. Coleman conducted a pattern-analytic study of twenty well-adjusted and twenty diagnosed neurotics which proved to be useful diagnostically in identifying incompatible goal-setting. The results of Comrey's factor analysis of a sample of 152 subjects seemed to give evidence of the postulated basic tendencies and of their sub-categories.[2] Croner, McWhinney and Adelman are at present analyzing data from 500 cases though this has not yet been published.[3]

Measures of satisfaction.--In addition to determining the goal-emphases of postparental women, this study examines the relationship between these goal-emphases and satisfactions. The level of satisfaction is used as an

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[2]Charlotte Buhler and William Coleman, "Life Goals Inventory Manual," mimeographed, 14 pp., p. 5.

[3]Charlotte Buhler, "Old Age as a Phase of Human Life," in print for Geriatrics, 14 pp., p. 1.

index of the degree to which postparental women find a means to develop their potentials and express inherent basic tendencies or goal-emphases.

Self-reports of satisfaction are used in the study. The position of Bradburn and Caplovitz regarding self-reports is used to justify the investigator's decision:

> While self-reports yield different classifications of individuals from those provided by other types of measures such as psychological tests or experts' ratings of clinical interviews, there is no evidence that self-reports are any less (or for that matter more) valid than expert ratings or psychological tests for rating people on a mental health dimension. Furthermore, self-reports have the eminently practical virtues of face validity, directness and ease of use.[4]

Two measures of satisfaction are used: activity and general. Self-ratings reveal an estimate of satisfaction from five activity areas: employment, volunteer and work in organizations, leisure, educational and homemaking. The responses are rated on a five-point scale, from "A great deal of satisfaction" to "About average" to "No satisfaction."

General Satisfaction statements were developed from the twelve factors representing the goal statements of the Life Goal Inventory. Each statement rated from "one" to "five" Very Dissatisfied to Very Satisfied and the total score was used in the analysis. As an example, the

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[4]Norman M. Bradburn and David Caplovitz, Reports on Happiness (Chicago: Aldine Publishing Company, 1965), pp. 5-7.

respondent was asked, "Think about your present life and your average feelings over the past few months. How do you feel about the development of your abiliites?" or "...How do you feel about your situation as far as having pleasure and money to spend?" Each question re-phrased factors Buhler identified within each of the basic tendencies.

Questionnaire.--In addition to the instruments described previously, a questionnaire was developed to obtain information regarding location, age, income, health, education, husband's education, husband's occupation, employment, amount of previous employment, educational involvement, educational plans and one question asking for hours and satisfaction rating for five activity areas: employment, volunteer and work in organizations, leisure, education and homemaking. The first nine items above were considered pertinent to the investigation since for each factor there was a possible relationship between them as independent variables and the dependent variables examined in the study (Appendix, Table 3).

A pre-test of the instrument was conducted with ten persons by interview and with twenty-five by mail, after which several items were changed for greater clarity before the final printing of the questionnaire.

Collection of data.--The questionnaire was mailed to respondents with an enclosure letter and stamped self-addressed envelope as the second contact by the researcher,

the first contact being an introductory and explanatory letter mailed one week previously. Letterhead of the university was used and the title of the researcher was shown. A reminder follow-up letter was sent in ten days and the second follow-up letter, which included a copy of the questionnaire and self-addressed stamped envelope, was mailed three and a half weeks later (Appendix C).

Fifty per cent (136) of all questionnaires returned (271) were received within ten days after mailing. During the next three weeks 37 per cent (99) were returned. The remaining 13 per cent (35) were received during the next month. Altogether there were seventy non-responses and twenty-four incomplete or rejected questionnaires. The total return represents 80 per cent of the sample, with the usable responses representing 74 per cent of the sample.

Population and Sample

The population was chosen from student enrollment information at a western land-grant university. In the fall term of 1967 the total enrollment was 14,565. To assure as much generalization as possible, residence was to be out-of-state since, with the exception of scholarships, tuition rates would be uniform and would assure greater homogeneity of the sample. After eliminating 354 foreign and approximately 750 married students, there were an estimated 3,223 names from which to select the population. This number was reduced further by the tests of intact family

(father in the home) and last-child-in-college. A total of 730 names were obtained and, using a table of random numbers, a sample of half that size (365) was selected.

The 271 respondents live in 41 states, with highest representation from California, Illinois, New York and New Jersey (Appendix, Table 1). The tables following describe the sample with respect to location, age, health, income, education and major activities. Additional tables describe their occupation, community and educational activities.

Residence.--The sample is distributed fairly evenly in the five types of locations, although 23 and 24 per cent, respectively, reside in metropolitan areas and towns of 10,000 to 50,000 people. (Table 1) Only 15 per cent live in a town of 50,000 to 250,000 and 18 per cent reside in rural areas.

Table 1. Location of respondents.

Residence	Number	Per Cent
Country, rural area	48	18
Small town of less than 10,000 people	56	20
Town of 10,000 to 50,000 people	64	24
Town of 50,000 to 250,000 people	41	15
Metropolitan area of 250,000 or more	62	23
Total	271	100

Age.--Only 3 per cent, or 10 women, are over the age of 60 and none are under 40 (Table 2).
The largest group of 39 per cent are between 50 and 54 years of age; 30 per cent are 45 to 49 and 23 per cent are between 55 and 59 years of age. Only 5 per cent are between 40 and 44 years of age. This sample, therefore, includes women in a 20-year age span from 40 to 60.

Table 2. Age of respondents.

Age Groups	Number in Each Group	Per Cent in Each Group
Under 40 years	0	0
40 to 44 years	14	5
45 to 49 years	81	30
50 to 54 years	105	39
55 to 59 years	61	23
60 to 64 years	9	3
Over 65 years	1	-
Total	271	100

Health.--Since health is a possible factor in satisfaction, the respondents rated their health according to sentences describing health from "very good" to "very poor." As shown in Table 3, only 10 per cent indicate their health is "not very good" and 90 per cent describe their health as either "very good" or "not as good...but I can do all I want to do."

Table 3. Health of respondents.

Ratings for Health	Number	Per Cent
Very good, am able to do all I want to do, energy left over	133	49
Not as good as it might be, but I can do all I want to do	110	41
Not very good, so my health prevents me from doing some of the things I want to do	26	10
My health is so poor that I can do very few of the things I would like to do	1	--
My health is very poor, and I can do none of the things I would like to do	1	--
Total	271	100

Income.--The sample in this study represents a high income group, as shown in Table 4, for almost three-fourths have a total family income above $11,000, with one-third reporting incomes of $19,000 and over.

Table 4. Income of respondents.

Total Family Income Levels	Number	Per Cent
Less than $3,000	2	--
$3,000 to $6,999	16	6
$7,000 to $10,999	56	21
$11,000 to $14,999	59	22
$15,000 to $18,999	46	17
$19,000 and over	92	34
Total	271	100

Education.--Table 5 shows that 21 per cent of the women had completed four years of college, 10 per cent had five years or more, and 40 per cent had completed high school. Those completing from one to three years of college form 29 per cent of the total sample.

Table 5. Education of respondents.

Level of Education	Number	Per Cent
Less than high school	21	8
High school	86	32
High school and 1-3 years college	78	29
Four years college	59	21
Five years college or more	27	10
Total	271	100

Major activities.--The major activities of the postparental women in this study were identified through a question concerning hours spent and satisfaction self-rating of "Employment," "Volunteer and Work in Organizations," and "Homemaking." "Leisure" and "Educational" activities were added so that the respondent could identify and rate all areas of major expenditure of time. The size of the sample in each activity category is shown in Table 6.

Slightly more than half, or 52 per cent, of the sample is categorized as primarily involved in Home Activity,

30 per cent in Work, and 18 per cent in gainful employment for five to thirty-four hours per week, called Work-Home activity. The Community category includes those women involved in volunteer and organizational activities for ten or more hours per week. These women represent a sub-group of each of the three other major activity groups and 12 per cent of the total sample. The percentages following each sub-group of each major activity show the proportion of women in each category and their involvement, or non-involvement, in community activities. While only 27 per cent of the Home women have no community activities, 37 and 38 per cent of the Work and Work-Home women, respectively, are not involved. These represent 32 per cent of the total sample who do not participate in community activities. The sub-group of "1-9 hours Community" is considered minimal involvement, though a similar proportion of each major activity group is included -- 57 per cent of the Home women, 54 per cent of the Work women and 56 per cent of the Work-Home women -- which represents 56 per cent of the total sample.

Table 6. Participation in community activity.

	Home		Work		Work-Home		Total	
	N	%	N	%	N	%	N	%
No Community	38	27	30	37	18	38	86	32
1-9 hrs. Com.	82	57	44	54	27	56	153	56
10+ hrs. Com.	22	16	7	9	3	6	32	12
Total	142	52	81	30	48	18	271	100

Occupations.--The type of work of these postparental women is grouped according to U. S. Census categories. The proportions are shown in Table 7.

Table 7. Occupations of respondents.

Major Occupational Group	Work	Work-Home	Total Number	Per Cent	1964 Census Per Cent
Professional, technical	35	18	53	42	13
Proprietors	0	1	1	1)	7
Managers, officials	4	0	4	3)	
Clerical	26	15	41	32	24
Sales workers	5	8	13	10	9
Craftsmen, foremen	2	1	3	2	1
Operatives	5	0	5	4	16
Laborers	0	1	1	1	-
Service workers, household workers	4	2	6	5	26
Farm managers, farmers	0	0	0	-	4
Total	81	46*	127*	100	100

*(2 not categorized)

Forty-two per cent, or 53 women, are in the professional technical group. Next in size is the clerical group with 32 per cent, or 41 women. Only 10 per cent, or 13 women, are in the sales worker group. All other groups have 6 women or less with none in the farm manager, farmer group.

The column at far right shows the 1964 Census distribution by major occupational groups of employed women 45 years old and over.[5] By comparison, the women in the study are highly concentrated in the professional, technical group while women in the general population are found in greater numbers in the clerical, operative, and service and household laborer groups.

Volunteer and organization activities.--Table 8 shows the involvement of the postparental women of this study in volunteer activities and work in organizations.

Table 8. Volunteer and work in organization by hours per week.

Hours	Profes-sional	Relig-ious	Civic-Polit-ical	School and Youth	Health and Welfare	Others
1	21	34	28	12	13	4
2	11	44	14	9	11	7
3	3	17	3	2	10	2
4	2	15	2	6	4	-
5	2	3	3	4	3	1
6	-	-	1	-	4	2
7	-	-	-	-	2	-
8	-	4	1	2	-	-
9	-	-	-	-	-	1
10	-	2	1	2	1	1
12	-	2	-	-	-	-
13	-	1	-	-	-	-
15	-	-	-	2	2	-
17	-	-	-	1	-	-
20	-	-	-	1	3	1
25	-	1	-	-	-	-
Total	39	123	53	41	53	19

[5]United States Department of Labor, 1965 Handbook on Women Workers, Women's Bureau Bulletin No. 290 (Washington: Government Printing Office, 1966), p. 105.

A total of 152 women were involved in from 1 to 9 hours while 33 women devoted 10 or more hours per week to community activities. This group of 185 participated in from 1 to as many as 5 different kinds of community activities. The smallest participation shown in Table 8 is in "professional or business groups," totalling 39 women. Forty-one women were active in "school and youth" and 53 were active in both "civic and political" and "school and youth" work. The highest participation is 123 women in religious activities, with 1 woman spending 25 hours per week.

Educational involvement and plans.--In addition to their participation in community activities, respondents were asked several questions regarding their educational participation, either present involvement or future plans. Table 9 shows that about half, or 47 per cent, were involved

Table 9. Educational involvement and educational plans by major activity.

Major Activity Group		Present Involvement in Education and/or Training		Planning Involvement in Education and/or Training	
		Involved	Not Involved	Have Plans	No Plans
Home	N=142	65	77	90	52
Work	N=81	37	44	55	26
Work-Home	N=48	24	24	35	13
		126(47%)	145(53%)	180(66%)	91(34%)
Community	N=32	21	11	24	8

in some kind of educational activity, either informal or formal, while 53 per cent indicated no involvement. However, 66 per cent stated that they were planning some kind of education or training in the future and only 34 per cent indicated no intention of this kind.

Summary.--The women in this study may be described as urban, between forty-five and sixty years of age and in good health, with a high total family income, a higher than average education, approximately half in gainful employment of the professional, technical level and half involved in various kinds of community activities and in education or training of some kind.

Hypotheses

In addition to determining the goal-emphases of postparental women, this study examines the relationships between these goal-emphases and satisfaction as well as the educational involvement and plans of postparental women. The level of satisfaction represents an index of the degree to which postparental women find a means to develop their potentials and express inherent basic tendencies or goal-emphases. The several factors which compose each goal-emphasis suggest certain spheres of activity and reactions to the environment. The above rationale is the basis for the following hypotheses:

Hypothesis 1a: There will be no difference among four activity group means for NS and SLA goal-emphases.

Hypothesis 1b: There will be no difference among four activity group means for CE and UIO goal-emphases.

Hypothesis 2: There is no significant difference between mean scores of general satisfaction for each major activity group.

Hypothesis 3: There is no significant relationship between the general satisfaction and activity satisfaction mean scores of women in each major category.

Hypothesis 4a: Women who are involved in educational activities will have significantly higher mean scores in CE and UIO goal-emphases than women who are not involved.

Hypothesis 4b: Women who are not involved in educational activities will have significantly higher mean scores in NS and SLA goal-emphases than women who are not involved.

Hypothesis 5a: Women who are planning educational activities will have significantly higher mean scores in CE and UIO goal-emphases than women who are not planning educational activities.

Hypothesis 5b: Women who are not planning educational activities will have significantly higher mean scores in NS and SLA goal-emphases than women who are planning educational activities.

Hypothesis 6: Women who are involved in educational activities will have significantly higher general satisfaction mean scores than women who are not involved in educational activities.

Hypothesis 7: Women who are planning educational activities will have significantly higher general satisfaction mean scores than women who are not planning educational activities.

Analysis of Data

Analysis of variance was used to analyze the data of the study which made it possible to treat all the data at once and to test the null hypotheses of no differences among the means of the various groups. Since the population from which the sample was randomly selected is

considered to be normally distributed, assumptions of normal distribution and homogeneity of variance would apply. The relationship between self-ratings of activity satisfaction and general satisfaction were determined by obtaining a sample correlation coefficient which was t-tested for significance.

The level of significance for failing to reject or rejecting all hypotheses was set at .05 prior to analyzing results.

Summary

This chapter includes a discussion of the Life Goal Inventory and the satisfaction measures incorporated in the questionnaire, the population and sampling procedures, a description of the sample, hypotheses to be tested, and statistical techniques used in analyzing the data.

A number of tables of demographic characteristics describe the sample with respect to location, age, health, income, and education. Frequency tables of the major activities define the sub-groups as Home, Work, Work-Home, and Community. The type of work as well as the type of community activities are then described. Involvement in, or plans to be involved in, education or training is also summarized.

The predominant goal-emphases of postparental women based on mean scores and median scores are shown in a table, as well as the sub-grouping by major activity for

each goal-emphasis. Hypotheses are stated and the assumptions of the one-way analysis of variance used to test the hypotheses are described.

In the following chapter the results of the data analysis will be discussed. The last chapter will include a summary of the study, conclusions and implications.

CHAPTER IV

ANALYSIS OF THE DATA

A questionnaire which included the Life Goal Inventory and two measures of satisfaction (activity and general) was completed by 271 postparental women. The demographic, occupational and educational data were correlated with the four goal-emphases and general satisfaction using analysis of variance. Results of this analysis are shown in the Appendix, Table 2.

Findings Related to the Hypotheses

Data relating to the hypotheses and their analysis are reported in this chapter. Each hypothesis will be stated followed by data used for its rejection or failure to be rejected and statement of findings. All hypotheses were tested by one-way analysis of variance except Hypothesis 3, for which sample correlation coefficients were determined and this population estimate tested for significance using the t-test.

> Hypothesis 1a: There will be no difference among four activity group means for NS and SLA goal-emphases.
>
> Hypothesis 1b: There will be no difference among four activity group means for CE and UIO goal-emphases.

Three major activity groups of Home, Work and Work-Home constitute the total sample of 271 respondents. There are 142 women in Home, 81 in Work and 48 in Work-Home. Since the Community group was identified as those women who worked ten or more hours per week in community activities, each major activity group contributed to the Community group as follows:

Home	--	22 women
Work	--	7 women
Work-Home	--	3 women
Total		32 women

When three major activity groups are reduced by Community sub-groups to form Community group, there are 120 in Home, 74 in Work, 45 in Work-Home and 32 in Community. Tables 10.1 to 10.3 show results of analyzing goal-emphases data for four activity groups. Table 10.1 shows mean scores and standard deviations for four activity groups.

Table 10.1. Mean score and standard deviation of four goal-emphases for four activity groups.

	H (N=120)		W (N=74)		W-H (N=45)		Com. (N=32)	
GE	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
NS	47.61	6.01	46.95	6.23	47.49	6.04	46.55	6.11
SLA	78.50	9.55	75.43	10.51	74.82	10.29	74.85	10.11
CE	100.19	10.58	102.11	10.55	100.49	9.75	101.09	11.96
UIO	105.82	11.29	107.03	10.65	103.80	11.63	105.70	13.07

Tables 10.2 and 10.3 show analysis of difference between means for NS and SLA, and CE and UIO. Both hypotheses are rejected.

Table 10.2. Analysis of the difference between means of NEED-SATISFACTION and SELF-LIMITING ADAPTATION goal-emphases for four activity groups.

		NEED SATISFACTION		SELF-LIMITING ADAPTATION	
Source	d.f.	Mean Square	F	Mean Square	F
Between	3	13.75	0.37	257.34	2.57
Within	267	37.10		100.18	
Total	270				

Table 10.3. Analysis of the difference between means of CREATIVE EXPANSION and UPHOLDING INTERNAL ORDER goal-emphases for four activity groups.

		CREATIVE EXPANSION		UPHOLD. INTERNAL ORDER	
Source	d.f.	Mean Square	F	Mean Square	F
Between	3	58.69	0.52	97.28	0.75
Within	267	112.73		130.11	
Total	270				

Hypothesis 2: There is no significant difference among mean scores of general satisfaction for the four major activity groups.

Analysis of the difference among general satisfaction means of Community group and the other three major activity groups is shown in Tables 11.1 and 11.2. The mean score and standard deviation are shown in Table 11.1.

Table 11.1. Mean score and standard deviation of general satisfaction for four activity groups.

	H (N=120)	W (N=74)	W-H (N=45)	C (N=32)
Mean	87.33	86.68	83.91	91.30
S.D.	10.48	10.92	10.95	7.74

A mean of 87.33 is noted for the Home group, 86.68 for Work and 83.91 for Work-Home in Table 11.1. Community group has the highest mean score (91.30) and a significant difference in the mean scores at .05 level, as shown in Table 11.2. Therefore, the null hypothesis is rejected.

Table 11.2. Analysis of the difference between general satisfaction means of four activity groups.

Source	d.f.	Mean Square	F
Between	3	353.25	3.27*
Within	267	108.12	
Total	270		

*Significant at .05 level.

Hypothesis 3: There is no significant relationship between the general satisfaction and activity satisfaction mean scores of women in four activity groups.

For each major activity group, an estimate of the population correlation was computed. The values for each of those groups are shown in Table 12.

A t-test was used to determine whether each population correlation coefficient was significantly different

from zero. These obtained values (as shown in Table 12) did not exceed the table value for t and, therefore, the null hypothesis was confirmed.

Table 12. Correlation between general satisfaction and activity satisfaction mean scores for major activity groups.

Activity Group	N	d.f.	Correlation Coefficient	T obtained
Home	142	140	-.121	-1.430
Work	81	79	-.276	-2.540
Work-Home	48	46	-.230	-1.602
Community	32	30	.091	2.710

Hypothesis 4a: Women who are involved in educational activities will have significantly higher mean scores in CE and UIO goal-emphases than women who are not involved.

Hypothesis 4b: Women who are not involved in educational activities will have significantly higher mean scores in NS and SLA goal-emphases than women who are involved.

The mean score and standard deviation of each goal-emphasis for involved and non-involved groups of women are shown in Table 13.1.

Hypothesis 4a can be partially confirmed since the mean scores for CE goal-emphasis of women involved in educational activities is significantly higher than for women who are not involved, as shown in Tables 13.1 and 13.3. The difference between mean scores for UIO goal-emphasis for involved and non-involved women is not significant.

Table 13.1. Mean score and standard deviation on four goal-emphases for involved and non-involved women.

Goal-Emphases	Involved (N=125)		Non-involved (N=146)	
	Mean	S.D.	Mean	S.D.
Need Satisfaction	46.92	6.0	46.91	8.05
Self-Limit. Adap.	74.70	10.24	77.34	12.16
Creative Expansion	102.90	10.80	98.28	12.47
Uphold. Int. Order	106.66	11.18	103.90	15.19

Table 13.2. Analysis of the difference between means of NEED SATISFACTION and SELF-LIMITING ADAPTATION goal-emphases of women involved and not involved in educational activities.

Source	d.f.	NEED SATISFACTION		SELF-LIMITING ADAPTATION	
		Mean Sq.	F	Mean Sq.	F
Between	1	0.005	0.0001	468.81	3.66
Within	269	51.96		128.06	
Total	270				

Hypothesis 4b is rejected since there are no significant differences between scores for NS and SLA goal-emphases of women who are, and women who are not involved in educational activities, as shown in Table 13.2.

Table 13.3. Analysis of the difference between means of CREATIVE EXPANSION and UPHOLDING INTERNAL ORDER goal-emphases of women involved and not involved in educational activities.

		CREATIVE EXPANSION		UPHOLD. INTERNAL ORDER	
Source	d.f.	Mean Sq.	F	Mean Sq.	F
Between	1	1439.38	10.46*	512.95	2.82
Within	269	137.61		182.09	
Total	270				

*Significant at .05 level.

Hypothesis 5a: Women who are planning educational activities will have significantly higher mean scores in CE and UIO goal-emphases than women who are not planning educational activities.

Hypothesis 5b: Women who are not planning educational activities will have significantly higher mean scores in NS and SLA goal-emphases than women who are planning educational activities.

The mean score and standard deviation of each goal-emphasis for planning and non-planning groups of women are shown in Table 14.1.

Table 14.1. Mean score and standard deviation on four goal-emphases for women who are, and women who are not planning educational activities.

	Planning (N=180)		Not Planning (N=91)	
Goal-Emphases	Mean	S.D.	Mean	S.D.
Need Satisfaction	46.84	6.10	48.14	5.95
Self-Limit. Adap.	75.43	10.23	78.92	9.46
Creative Expansion	101.73	10.44	99.16	10.74
Uphold. Int. Order	106.31	11.01	104.79	12.11

The analysis of the difference between means for two goal-emphases of NS and SLA is shown in Table 14.2.

Table 14.2. Analysis of the difference between means of NEED SATISFACTION and SELF-LIMITING ADAPTATION goal-emphases of women planning and not planning educational activities.

		NEED SATISFACTION		SELF-LIMITING ADAPTATION	
Source	d.f.	Mean Sq.	F	Mean Sq.	F
Between	1	101.90	2.78	736.09	7.39*
Within	269	36.60		99.56	
Total	270				

*Significant at .05 level.

The analysis for CE and UIO is shown in Table 14.3.

Table 14.3. Analysis of the difference between means of CREATIVE EXPANSION and UPHOLDING INTERNAL ORDER goal-emphases of women planning and not planning educational activities.

		CREATIVE EXPANSION		UPHOLD. INTERNAL ORDER	
Source	d.f.	Mean Sq.	F	Mean Sq.	F
Between	1	400.48	3.61	139.63	1.08
Within	269	111.06		129.71	
Total	270				

Hypothesis 5a is rejected since the difference between mean scores in CE and UIO goal-emphases of women planning, and those not planning educational activities is not significant. Hypothesis 5b is partially rejected since the differences are in the hypothesized direction for Need

Hypothesis 7: Women who are planning educational activities will have significantly higher general satisfaction mean scores than women who are not planning educational activities.

The hypothesis is rejected since there is no significant difference between the general satisfaction mean scores of women who are planning some kind of educational activity and those who are not. The mean score and standard deviation of general satisfaction for each group are shown in Table 16.1.

Table 16.1. Mean score and standard deviation of general satisfaction for women who are, and women who are not planning educational activities.

	Planning (N=180)	Not Planning (N=91)
Mean	86.46	88.27
S.D.	10.94	9.61

The analysis upon which the hypothesis is rejected is shown in Table 16.2.

Table 16.2. Analysis of the difference between general satisfaction means of women who are, and women who are not planning educational activities.

Source	d.f.	Mean Square	F
Between	1	200.03	1.81
Within	269	110.52	
Total	270		

Discussion of Findings

The finding of no significant difference for goal-emphases means among the four major activity groups indicates that the Life Goal Inventory does not discriminate for these postparental women among the four basic tendencies postulated by Buhler.

One goal-emphasis, Self-Limiting Adaptation, shows significant differences when analysis is made of the relationship between independent variables and the four goal-emphases. For example, for Income less than $3,000 (highest SLA mean scores) to over $19,000 (lowest SLA mean scores) there is a difference significant at .05 level; for Respondent's Education, from less-than-high-school (highest SLA mean scores) to five-years-of-college-or-more (lowest SLA mean scores) there is a difference significant at .05 level; and the employed status of the respondent shows a mean score for the non-employed which is significantly higher than mean score for employed at .05 level (Appendix, Table 3). High mean scores for Self-Limiting Adaptation reflect strong tendencies toward accepting limitations and denials, submitting to others and accepting authority, being cautious and concerned with survival, and avoiding hardships and hurt.

Similar differences are found in one other goal-emphasis, Need Satisfaction, when related to independent variables. Lower mean scores are significantly associated

with the older age groups beyond .05 level. High Need Satisfaction scores are associated with less-than-high-school education.

The non-significant differences among categories in relation to independent variables indicate that these environmental factors are not systematically associated with major activities or with goal-emphases of post-parental women, with the exception of Self-Limiting Adaptation and, to some extent, Need Satisfaction.

When analyzed as four activity groups, the general satisfaction score is significantly higher for Community than for the other groups. Self-ratings do not show a significant difference between general satisfaction and activity satisfaction, and general satisfaction mean scores are independent of educational plans and educational involvement of postparental women.

When testing the difference between goal-emphasis mean scores of women who are involved and not involved in educational activities, present involvement is significantly related to high Creative Expansion goal-emphasis scores. There are no significant differences in mean scores of other goal-emphases for women who are involved, or not-involved, in educational activities. For women who are <u>not</u> planning to undertake educational activities, the Self-Limiting Adaptation goal-emphasis is significantly higher than for women who are. There are twice as many in the planning as the non-planning group and approximately the

same number presently involved as in the non-involved group.

When the data are examined by major activity groups, the Self-Limiting Adaptation mean score for Home women not involved in educational activities is significantly higher at .05 level than those who are involved. For the Work category, both Creative Expansion and Upholding Internal Order show significantly higher mean scores for those who are involved than those who are not involved in educational activities (Appendix, Table 4). Women in Work category with no plans for educational involvement have significantly higher Self-Limiting Adaptation mean scores than those who are planning for educational activities (Appendix, Table 5).

A summary of the findings in relation to each hypothesis tested is shown on the following page.

Summary

This chapter presented a detailed analysis of the data obtained from the administration of the questionnaire. Each major hypothesis was re-stated, followed by pertinent findings. A discussion and one-page table summarized the important findings of the study.

Chapter V will contain the summary and conclusions of the study, as well as implications for future research.

same number presumably involved as in the non-involved group.

When the data are examined [illegible] - solely by groups, the Self-Blaming abstraction seems [illegible] involved in adoncaffine [illegible] at .05 level than the [illegible] category, both [illegible] under study signifying [illegible] are involved [illegible] activities (type [illegible] with Dg plus [illegible] country rather [illegible] those who are [illegible] Table 57).

A summary [illegible] hypothesis [illegible]

This chapter [illegible] data obtained [illegible] Each major type [illegible] findings. A chapter [illegible] important findings [illegible]

Chapter V will contain the summary and conclusions of the study, as well as implications for future research.

Table 17. Summary of findings on the hypotheses tested.

Hypotheses*	Test Used	Value Obtained*	Rejected or Confirmed
Hypothesis 1a: (Null) No difference among four activity groups for NS and SLA	Anova	NS - 0.37 SLA - 2.57	Rejected
Hypothesis 1b: (Null) No difference among four activity groups for CE and UIO	Anova	CE - 0.52 UIO - 0.75	Rejected
Hypothesis 2: (Null) No significant difference between mean scores of GS for W, H, WH, and C.	Anova	3.27	Rejected
Hypothesis 3: (Null) No significant relationship between GS and AS: Home 142 Work 81 Work-Home 48 Community 32	Corr. Coeff.	H - -.121) W - -.276) WH - -.230) C - .091)	Confirmed
Hypothesis 4a: Involved will have higher CE and UIO mean scores than non-involved.	Anova	CE - 10.46 UIO - 2.82	Confirmed Rejected
Hypothesis 4b: Non-involved will have higher NS and SLA mean scores than involved.	Anova	NS - .0001 SLA - 3.66	Rejected Rejected
Hypothesis 5a: Planning group will have significantly higher CE and UIO mean scores than non-planning group.	Anova	CE - 3.61 UIO - 1.08	Rejected Rejected
Hypothesis 5b: Non-planning group will have significantly higher NS and SLA mean scores than planning group.	Anova	NS - 2.78 SLA - 7.39	Rejected Confirmed
Hypothesis 6: Involved will have significantly higher GS mean scores than non-involved.	Anova	2.83	Rejected
Hypothesis 7: Planning group will have significantly higher GS mean scores than non-planning group.	Anova	1.81	Rejected

*Abbreviations: H=Home, W=Work, WH=Work-Home, C=Community, NS=Need Satisfaction, SLA=Self Limiting Adaptation, CE=Creative Expansion, UIO=Upholding Internal Order, GE=Goal-Emphases, GS=General Satisfaction, AS=Activity Satisfaction.

CHAPTER V

SUMMARY AND CONCLUSIONS

The purpose of this study was to investigate the goal-emphases of postparental women and the relationships of these goal-emphases to their major activities. The activities included home responsibilities, gainful employment, community activities, educational involvement and/or plans to become involved in educational activities. They were assumed to provide opportunities for expression of goal-emphases. Satisfaction from these activities and from life in general was used as a measure of the degree to which postparental women were able to express their goal-emphases.

The theory underlying this study is based upon Buhler's definition of life styles which predominate in one or more of four basic tendencies or goal determinants. This theory suggests that, when faced with change in a major role, people will follow goal patterns consistent with those in their past lives. The basic theoretical proposition of this study is that the goals of postparental women will be reflected in their use of available time, the kinds of new incentives to which they respond, and their choice of available social roles. Success in mediating

these factors with their goals can be measured in satisfaction with activities and with life in general.

Data were analyzed to determine what relationships might exist among the goal-emphases of postparental women, their major activities, their educational involvement and plans, and their satisfactions from these activities and from life in general. The goal-emphases were based upon Buhler's four basic tendencies and entitled Need Satisfaction, Self Limiting Adaptation, Creative Expansion, and Upholding the Internal Order. Women's major activities were categorized as Home, Work, Work-Home (part-time employment), and Community. It was proposed that certain goal-emphases were more closely related to certain activities and would, therefore, result in higher satisfaction levels. Specifically, postparental women with high adapting, need-gratifying goal-emphases were hypothesized as deriving higher satisfaction from home-centered activities; those with high creative expansion and integrative goal-emphases were hypothesized as deriving higher satisfaction from activities involving employment, community and educational pursuits.

Methodology and Procedure

The population of the study consisted of out-of-state mothers of last child enrolled in a western land-grant university. The final sample of 271 postparental women, representing 74 per cent of total sample, were

categorized by major activity: Home (142), Work (81), Work-Home (48) meaning part-time gainful employment, and Community (32) meaning women with ten or more hours of work in community organizations. Identification of these activities and the predominant goal-emphases was accomplished with the Life Goal Inventory, which was incorporated in a questionnaire with self-report general satisfaction and activity satisfaction ratings (Appendix A).

Analysis of variance was used to test the hypotheses among the means of goal-emphases' total raw scores, satisfaction activity ratings and general satisfaction total raw scores, and educational involvement and intention, or non-involvement and non-intention. Sample correlation analysis provided a population estimate of the relationship between scores for activity satisfaction and general satisfaction. This statistic was tested for significance using a t-test.

Results

1. Hypotheses 1a and 1b predicted that there would be no significant differences among mean scores of post-parental women in the four major categories for the four goal-emphases of Need Satisfaction, Self-Limiting Adaptation, Creative Expansion and Upholding Internal Order. There were no differences among the goal-emphases means for any of the four activity groups.

2. When differences in general satisfaction mean scores were tested for each major activity group, (Hypothesis 2)

[illegible] major activity: Home (Ind), Work (SI), Work Community, meaning part-time jobful employment, and Community (Ind), meaning women with one or more hours of work outside community organizations. Identification of these participants and the predominant goal-emphases was accomplished with the life goal inventory, which was interpretated in a multivariate with half-range general satisfaction and overall satisfaction. [illegible]

Analysis of [illegible] the hypothesis [illegible] among the means [illegible] Ind, Work-Community [illegible] Location activity [illegible] Location activity [illegible] scores, and [illegible] Work Community, [illegible] involvement and [illegible] correlation analysis provided [illegible] relationship between [illegible] activity [illegible] satisfaction. This [illegible] 1-test. [illegible]

Results

Analysis [illegible] 2 and 3 indicated that there would be no significant [illegible] among groups of [illegible] parents women in the [illegible] for the four goal-emphases of Need Satisfaction, Self-Fulfilling Adaptive, Creative Expression and Spiritual Concern. [illegible] there were no differences among the goal-emphases means for any of the four activity groups.

2. When differences in general satisfaction mean scores were tested for each major activity group, (Hypothesis 2)

the null hypothesis was rejected for three of the groups. The Community group, consisting of three sub-groups of other categories, showed significantly higher mean score at .05 level and, therefore, the null hypothesis was partially confirmed.

3. It was hypothesized that there would be no significant differences between general satisfaction and activity satisfaction mean scores of women in the major categories. The null hypothesis was not rejected when mean scores of both measures, as estimates of population correlation coefficient, were tested by using a t-test.

4. Differences were hypothesized between goal-emphases mean scores of women who are involved and those not involved, and women who intend compared to those who do not intend to undertake educational activities. In these hypotheses it was predicted that the non-involved and the non-intentioned would have significantly lower mean scores in Creative Expansion and Upholding Internal Order goal-emphases and significantly higher mean scores in Need Satisfaction and Self-Limiting Adaptation goal-emphases. A significant difference for Creative Expansion and Self-Limiting Adaptation at the .05 level warranted partial rejection of one hypothesis. Women involved in educational activities had higher CE mean score; those <u>not</u> planning educational activities had a higher SLA mean score.

5. It was hypothesized that there would be significantly higher general satisfaction mean scores for women

who are involved than not involved in educational activities, and of women who intend than those who do not intend to undertake educational activities. Both hypotheses were rejected.

Conclusions

1. The postparental women in this study are described as urban, between forty-five and sixty years of age and in good health, with a high total family income, a higher than average education, approximately half in gainful employment of the professional technical level and half involved in various kinds of community activities and in education or training of some kind.

2. Postparental women do not differ significantly in the goal-emphases they hold when grouped according to major activities of home, part-time work outside the home, full-time work outside the home, and community activities.

3. General satisfaction of postparental women differs significantly among the four major activity groups. The general satisfaction self-ratings of those active in community activities are significantly higher than the other three groups.

4. Present involvement in educational activities is significantly related to creative expansion tendencies. These include the development of potentials, mastering difficulties, accomplishment, leadership and public life,

having power and control. The data revealed significantly lower mean scores in self-limiting goal-emphasis for women planning to be involved in educational activities. This includes such tendencies as accepting limitations and denials, submitting to others and accpeting authorities, being cautious and concerned with survival, and avoiding hardships.

5. General satisfaction is unrelated to present involvement in, or plans to undertake, educational activities.

6. There are some factors in the lives of these postparental women, summarized in Appendix Table 2, which appear to relate significantly to their goal-emphases and general satisfaction:

(a) Women with educational level of high school or less have significantly stronger tendencies toward satisfying needs such as having necessities of life, pleasure and means, sex and being liked, being attractive and glamorous, being married, having children and giving and receiving love.

(b) Predominant tendencies toward self-limiting adaptation which are centered around accepting limitations and denials, submitting to others and accepting authorities, being cautious and avoiding hardships are significantly associated with such factors as lower income, lower education and non-employment outside the home. This goal-emphasis is also significantly

related to non-intention to pursue educational activities in the future.

(c) High self-rating of general satisfaction is significantly related to good health.

Interpretation of Findings

This study of the goal-emphases of postparental women rests essentially upon the identification of predominant goals using Buhler's Life Goal Inventory. When postparental women are grouped according to major activities and educational activities, and differences or relationships analyzed among the variables, several goal-emphases emerge as important in their lives. Evidence in support of satisfaction as an index of the degree to which the environment permits expression of goal-emphases is not conclusive. However, some evidence and trends are relevant to existing theory and research.

A study of the factors for each basic tendency, or goal-emphasis, suggests that postparental women might be grouped as home-oriented and non-home-oriented, or those whose interests and time center around activities outside the home. This latter grouping is further divided by full-time employment, part-time employment and community activity.

Women who spend considerable time and effort in community activities are significantly more satisfied with life in general than any other categories of postparental women. This finding lends support to the theory that when

the environment permits activities consistent with goal-emphases held, a high degree of satisfaction will result. Since half the postparental women in the study have home-making as a major activity the high general satisfaction mean score for Home women adds some evidence to the proposition that pursuit of activities consistent with goal-emphases will result in a high level of satisfaction.

The basic tendency of creative expansion includes activities of leadership, personal development and accomplishment. A significant positive relationship between this tendency and educational involvement supports the delineation of this goal-emphasis. Education may be considered one means of expressing these tendencies. Similarly, though the relationship is opposite to that for educational involvement, the basic tendency of self-limiting adaptation clearly emerges as frustrating educational involvement and intention. Here we observe elements of the structure of Buhler's theory of life goal-setting: one primary concern for accomplishment through self-extension, and an opposite concern for adaptation, accepting limitations and avoiding hardships.

These preceding conclusions support the factors which constitute two of the basic tendencies included in Buhler's theory of life goal-setting, those of CE and SLA. Several independent variables with which the study was not directly concerned are of interest when their relationship with the basic tendencies (goal-emphases) is examined.

For instance, the relationship between lower educational level and high need-satisfying tendencies; and the relationship between lower income, lower education, non-employment outside the home and high self-limiting adaptation tendencies. Tentatively, these can be considered only environmental conditions which promote or restrict certain activities though limited ability and opportunity could be assumed to inhibit expression of goal-emphases which required self-development, achievement and activities outside the home.

No conclusions in the study appear to be related to the basic tendency of Upholding Internal Order. Several duplications of Life Goal Inventory items and the irrelevance of items in Upholding Internal Order goal-emphases to concrete activities as home management, gainful employment and community activities may account for its lack of importance in this study.

One explanation for the lack of significance among the goal emphases mean scores for the four categories is that the Life Goal Inventory duplicates a number of items in the basic tendencies so that raw total scores overlap to some degree. For example, Need Satisfaction has five common items with Self-Limiting Adaptation, three with Creative Expansion, and two with Upholding Internal Order; Self-Limiting Adaptation has one common item with Creative Expansion and two with Upholding Internal Order; and Upholding Internal Order has nine items common to Creative Expansion. Although these overlapping factors

may be important in a diagnostic instrument, they do prevent discrete definition of basic tendencies in a study of this kind.

In addition, several observations can be made regarding the goal emphasis mean scores of the four major activity categories. First, most of the differences in mean scores were in the hypothesized direction. Second, two analyses for SLA goal emphasis revealed F-statistics which approached significance at .054: Home women had higher mean scores than all three remaining activity groups; and women not involved in educational activities had higher mean scores than involved women.

Implications of Future Research

The Life Goal Inventory and the theory of this research may provide a basis for further inquiry as to the influence of predominant goals of postparental women and their effect upon choice of, and satisfaction from, major activities. Replication of this research with postparental women of other backgrounds should more fully answer the question posed by this study: What goal-emphases are related to choices of major activities of postparental women?

The problem posed by duplication of Inventory items, or lack of independence of the four goal-emphases would require further study of the Life Goal Inventory as a research instrument. Its design and purpose as a

diagnostic instrument in psychological analysis and counseling may limit its application in identifying discrete clusters of tendencies or goal-emphases. The fourth basic tendency, Upholding Internal Order, describes the beliefs which a person holds and which integrate and sustain the person's self. As such, these factors may differ from the expression of personality needs through the other three basic tendencies. Extensive testing of the Inventory might validate it as a valuable tool in identifying the individual's life goals.

In order to answer the question more conclusively, Why do postparental women choose certain major activities? or the question, How do goal-emphases (or the basic tendencies) differ throughout the several phases of women's lives? a chronological or a cross-sectional study might be undertaken. This might reveal differences at different stages in life as well as the continuity of certain basic tendencies for certain individuals.

Although this study focuses upon a period when the individual, faced with loss of a major role, chooses from a number of other available roles in an attempt to find meaning and satisfaction in life, other periods in life of other groups of individuals might contribute equally well to greater understanding of life goal-setting.

Instead of categorizing postparental women by major activity groups a study of more narrowly defined interests and activities might prove fruitful in gaining more knowledge

[illegible] in psychological analyses and comments
[illegible] the specification in identifying [illegible]
[illegible] or goal-commands. The fourth basic [illegible]
[illegible] Order, describes the [illegible]
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individual, faced [illegible] [illegible] [illegible], choosing from
a number of other [illegible] [illegible] [illegible] [illegible] [illegible] to find
meaning and satisfaction in life, whose periods in life or
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to greater understanding of life [illegible].

Instead of descriptive psychological women by major
activity groups a study of more narrowly defined interests
and activities might prove fruitful in relating data involved-

of the relationship of goal-emphases to what women do during this phase of life. In this study educational interests and activities revealed significant relationships with several goal-emphases. Other types of interests and activities which might be studied are specific kinds of community activities, social activities, self-development and personal interest activities.

Certain independent variables or environmental factors might be studied to determine their influence upon goal-emphases. Several of these variables were isolated in this study but their restricting or enhancing effect was not determined. The relationship of these effects to level of satisfaction as postparental women pursue certain goal-emphases might add new dimensions to the theory of satisfaction as resulting from the pursuit of activities consistent with goal-emphases.

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A

OALS AND SATISFACTIONS

isfaction

CAN be as little as half an hour. It is mostly
T IMPORTANT thing is that you answer every
about the questions asked.

dentify goals, a short middle part to get a few
ow you feel about certain things in your en-

Just as people hold different opinions, so too
o be satisfied with life. Participation in com-
nt feel that participation is absolutely necessary
Others might be indifferent to such a goal or

which are explained as:

o you, personally, if you are to have a good life.
olutely necessary to a good life.
cially important to a good life.
g to you, one way or the other.
or yours.

	Important	Desirable	Not My Concern	Rejected	
s	Imp	Des	Not My Conc	Rej	[ ]
s	Imp	Des	Not My Conc	Rej	[ ] 8
s	Imp	Des	Not My Conc	Rej	[ ]
s	Imp	Des	Not My Conc	Rej	[ ]
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s	Imp	Des	Not My Conc	Rej	[ ] 20
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s	Imp	Des	Not My Conc	Rej	[ ] 25

CH item?

20.	Find acknowledgement, praise.	Ess	Imp	Des	Not My Conc	Rej	[ ]
21.	Be resourceful, confident.	Ess	Imp	Des	Not My Conc	Rej	[ ]
22.	Have means, possessions.	Ess	Imp	Des	Not My Conc	Rej	[ ]
23.	Please people, be liked, popular.	Ess	Imp	Des	Not My Conc	Rej	[ ]
24.	Give and receive love.	Ess	Imp	Des	Not My Conc	Rej	[ ] 30
25.	Have play, sports, travel.	Ess	Imp	Des	Not My Conc	Rej	[ ]
26.	Be married.	Ess	Imp	Des	Not My Conc	Rej	[ ]
27.	Have children.	Ess	Imp	Des	Not My Conc	Rej	[ ]
28.	Do creative work.	Ess	Imp	Des	Not My Conc	Rej	[ ]
29.	Accept limitations.	Ess	Imp	Des	Not My Conc	Rej	[ ] 35
30.	Forget myself over others.	Ess	Imp	Des	Not My Conc	Rej	[ ]
31.	Be well organized.	Ess	Imp	Des	Not My Conc	Rej	[ ]
32.	Secure survival.	Ess	Imp	Des	Not My Conc	Rej	[ ]
33.	Gain status, improve my position.	Ess	Imp	Des	Not My Conc	Rej	[ ]
34.	Be attractive.	Ess	Imp	Des	Not My Conc	Rej	[ ] 40
35.	Be tolerant	Ess	Imp	Des	Not My Conc	Rej	[ ]
36.	Have much leisure time.	Ess	Imp	Des	Not My Conc	Rej	[ ]
37.	Have no duties, complete freedom.	Ess	Imp	Des	Not My Conc	Rej	[ ]
38.	Always do the best I can.	Ess	Imp	Des	Not My Conc	Rej	[ ]
39.	Contribute my share.	Ess	Imp	Des	Not My Conc	Rej	[ ] 45
40.	Leave a mark behind me.	Ess	Imp	Des	Not My Conc	Rej	[ ]
41.	Stand for fairness and justice.	Ess	Imp	Des	Not My Conc	Rej	[ ]
42.	Be adaptive, easy going.	Ess	Imp	Des	Not My Conc	Rej	[ ]
43.	Be cautious, conservative.	Ess	Imp	Des	Not My Conc	Rej	[ ]
44.	Assess my conscience (peace of mind).	Ess	Imp	Des	Not My Conc	Rej	[ ] 50
45.	Do honor to my parents.	Ess	Imp	Des	Not My Conc	Rej	[ ]
46.	Explore new possibilities, be adventurous.	Ess	Imp	Des	Not My Conc	Rej	[ ]
47.	Have comfort, luxury.	Ess	Imp	Des	Not My Conc	Rej	[ ]
48.	Accomplish things in life.	Ess	Imp	Des	Not My Conc	Rej	[ ]
49.	Accept authorities (school, church, political).	Ess	Imp	Des	Not My Conc	Rej	[ ] 55
50.	Master difficulties, overcome dangers, problems.	Ess	Imp	Des	Not My Conc	Rej	[ ]
51.	Live in God.	Ess	Imp	Des	Not My Conc	Rej	[ ]
52.	Work to convert people to right ways of thinking.	Ess	Imp	Des	Not My Conc	Rej	[ ]
53.	Have things my way.	Ess	Imp	Des	Not My Conc	Rej	[ ]
54.	Assess my worth.	Ess	Imp	Des	Not My Conc	Rej	[ ] 60
55.	Evaluate my contributions.	Ess	Imp	Des	Not My Conc	Rej	[ ]
56.	Accept the regulations of law and order.	Ess	Imp	Des	Not My Conc	Rej	[ ]
57.	Try to improve things.	Ess	Imp	Des	Not My Conc	Rej	[ ]
58.	Help my country surpass others.	Ess	Imp	Des	Not My Conc	Rej	[ ] 65

Have you circled ONCE for EACH item?

Ess	Imp	Des	Not My Conc	Rej	[ ]
Ess	Imp	Des	Not My Conc	Rej	[ ]
Ess	Imp	Des	Not My Conc	Rej	[ ]
Ess	Imp	Des	Not My Conc	Rej	[ ]
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Ess	Imp	Des	Not My Conc	Rej	[ ]
Ess	Imp	Des	Not My Conc	Rej	[ ]
Ess	Imp	Des	Not My Conc	Rej	[ ] 80
Ess	Imp	Des	Not My Conc	Rej	[ ] 8
Ess	Imp	Des	Not My Conc	Rej	[ ]
Ess	Imp	Des	Not My Conc	Rej	[ ]
Ess	Imp	Des	Not My Conc	Rej	[ ]
Ess	Imp	Des	Not My Conc	Rej	[ ]
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Ess	Imp	Des	Not My Conc	Rej	[ ]
Ess	Imp	Des	Not My Conc	Rej	[ ]
Ess	Imp	Des	Not My Conc	Rej	[ ] 25

EACH item?

HOW DO YOU FEEL ABOUT—

9—the security and ease of your life, its freedom from hurt and hardship?

1. Very Dissatisfied 2. Dissatisfied 3. Neither 4. Satisfied 5. Very Satisfied [ ] 63

10—being able to avoid problems and failures?

1. Very Dissatisfied 2. Dissatisfied 3. Neither 4. Satisfied 5. Very Satisfied [ ] 64

[ ] 65

11—the development of your abilities?

1. Very Dissatisfied 2. Dissatisfied 3. Neither 4. Satisfied 5. Very Satisfied [ ] 66

12—your resourcefulness and self-confidence?

1. Very Dissatisfied 2. Dissatisfied 3. Neither 4. Satisfied 5. Very Satisfied [ ] 67

13—the creative aspects of your life?

1. Very Dissatisfied 2. Dissatisfied 3. Neither 4. Satisfied 5. Very Satisfied [ ] 68

14—your ability to overcome difficulties and problems?

1. Very Dissatisfied 2. Dissatisfied 3. Neither 4. Satisfied 5. Very Satisfied [ ] 69

15—being a leader and/or being accepted and highly regarded in public life?

1. Very Dissatisfied 2. Dissatisfied 3. Neither 4. Satisfied 5. Very Satisfied [ ] 70

16—having things your way or having control of situations?

1. Very Dissatisfied 2. Dissatisfied 3. Neither 4. Satisfied 5. Very Satisfied [ ] 71

[ ] 72

17—your own sense of self-worth?

1. Very Dissatisfied 2. Dissatisfied 3. Neither 4. Satisfied 5. Very Satisfied [ ] 73

18—your peace of mind?

1. Very Dissatisfied 2. Dissatisfied 3. Neither 4. Satisfied 5. Very Satisfied [ ] 74

19—your contributions to the welfare of others (aside from your immediate family and friends)?

1. Very Dissatisfied 2. Dissatisfied 3. Neither 4. Satisfied 5. Very Satisfied [ ] 75

20—your tolerance of others?

1. Very Dissatisfied 2. Dissatisfied 3. Neither 4. Satisfied 5. Very Satisfied [ ] 76

21—your sensitivity to others' needs?

1. Very Dissatisfied 2. Dissatisfied 3. Neither 4. Satisfied 5. Very Satisfied [ ] 77

22—your accomplishments and rewards?

1. Very Dissatisfied 2. Dissatisfied 3. Neither 4. Satisfied 5. Very Satisfied [ ] 78

23—your success and status in life?

1. Very Dissatisfied 2. Dissatisfied 3. Neither 4. Satisfied 5. Very Satisfied [ ] 79

[ ] 80

Return to:

Mrs. Lois H. Humphrey
931 Pioneer
Fort Collins, Colorado 80521

are a homemaker, some, or even a great deal of
estimate. But if you participate in other activities,
of time you spend in each group underlined
kly," follow across to the right and rate that

	ABOUT average (Circle ONE)		No satisfaction	
2	3	4	5	[ ] 41h
				[ ] 42s
2	3	4	5	[ ] 43h
2	3	4	5	[ ] 44s
2	3	4	5	[ ] 45
2	3	4	5	[ ] 46
2	3	4	5	[ ] 47
				[ ] 48h
2	3	4	5	[ ] 49s
2	3	4	5	[ ] 50
2	3	4	5	[ ] 51h
				[ ] 52s
2	3	4	5	[ ] 53s

over the past few months. **HOW DO YOU FEEL**

4. Satisfied 5. Very Satisfied [ ] 54

nd?

4. Satisfied 5. Very Satisfied [ ] 55

?

4. Satisfied 5. Very Satisfied [ ] 56

4. Satisfied 5. Very Satisfied [ ] 57

4. Satisfied 5. Very Satisfied [ ] 58

4. Satisfied 5. Very Satisfied [ ] 59

[ ] 60

4. Satisfied 5. Very Satisfied [ ] 61

others' wishes?

4. Satisfied 5. Very Satisfied [ ] 62

2. How would you describe where you live now? (Circle ONE) [ ] 26

Country, rural area	1
Small town or less than 10,000 people	2
Town of 10,000 to 50,000 people	3
Town of 50,000 to 250,000 people	4
Metropolitan area of 250,000 or more	5

3. Will you draw a circle around the number to the right of your correct age range? (Circle ONE) [ ] 27

Under 40 years	1	55 to 59 years	5
40 to 44 years	2	60 to 64 years	6
45 to 49 years	3	Over 65 years	7
50 to 54 years	4		

4. About what was your total family income from all sources this past year for your immediate family? Draw a circle around the ONE NUMBER which follows the correct income range: [ ] 28

Less than $3,000	1	$11,000 to $14,999	4
$3,000 to $6,999	2	$15,000 to $18,999	5
$7,000 to $10,999	3	$19,000 and over	6

5. How would you rate your health at the present time? [ ] 29

Very good, am able to do all I want to do, energy left over	1
Not as good as it might be, but I can do all I want to do	2
Not very good, so my health prevents me from doing some of the things I want to do	3
My health is so poor that I can do very few of the things I would like to do	4
My health is very poor, and I can do none of the things I would like to do	5

6. Please indicate years of education you have completed by circling only ONE number:

1 2 3 4 5 6 7 8 9 10 11 12 (High School) 1 2 3 4 5 6 7 8 (College) [ ] 30

7. Please also indicate years of education your husband completed by circling only ONE number:

1 2 3 4 5 6 7 8 9 10 11 12 (High School) 1 2 3 4 5 6 7 8 (College) [ ] 31

8. What is your husband's occupation?_____ [ ] 32

9. Are you presently employed (for a salary or in self-employment)? Circle ONE: Yes No [ ] 33y [ ] 34n

If "Yes," what do you do?_____ [ ] 35

If "Yes," about how many years have you been employed since you were 16?_____ [ ] 36

10. What kind of education or training (of any kind) are you involved in? This might be formal or informal, classes, study groups, clubs, etc. If you are involved in none, please write "None." [ ] 37y [ ] 38n

_____

_____

11. What kind of education or training (of any kind) would you like to take in the next ten years? [ ] 39 [ ] 40

_____

_____

B

FILE ANALYSIS SHEET

r, Ph.D. and
man, Ph.D.

N V E N T O R Y*

Iilliam E. Coleman, Ph.D.

ONS

l on the separate answer sheet. In
your age, sex, martial status, educa-
adicate your former occupation.

er of commonly held goals of life.
too do they feel that different
fied with life. Participation in
bal. One person might feel that
another might think it to be
be indifferent to such a goal
ood life.

he separate answer sheet that has
action to each goal, assigning one
The five columns on the answer
" "DESIRABLE," "NOT MY CONCERN",
each of the life-goals by mark-
eet.

is extremely necessary
to have a good life.

is important but not
life.

s agreeable, but not
life.

which means nothing

n do not desire or

Please work alone! Do not dis-
all questions.

S TEST BOOKLET

1. Have necessities of life.
2. Be accepted in contacts.
3. Go Ahead, try things, be enterprising.
4. Have worthy beliefs, values.
5. Be aware, understanding.
6. Be a leader when I feel qualified.
7. Work for my political party.
8. Be successful, get concrete rewards.
9. Satisfy any appetites and impulses.
10. Have sex satisfaction.
11. Advance in career.
12. Be glamorous.
13. Have a good disposition.
14. Be helpful, charitable.
15. Compete successfully.
16. Belong to groups (family, friends, organizations).
17. Increase knowledge, pursue interests.
18. Have power, control.
19. Dedicate myself to causes.
20. Find acknowledgement, praise.
21. Be resourceful, confident.
22. Have means, possessions.
23. Please people, be liked, popular.
24. Give and receive love.
25. Have play, sports, travel.
26. Be married.
27. Have children.
28. Do creative work.
29. Accept limitations.
30. Forget myself over others.

.

ical).

oblems.

hinking.

62. Strive toward total fulfillment.

63. Develop best potentials (self-realization).

64. Have complete security.

65. Want to fight for political convictions.

66. Be sensitive to others' needs.

67. Submit to others' wishes.

68. Be aggressive.

69. Play role in public life.

70. Give at times free expression to my feelings.

71. See competitors fail.

72. Avoid dangers and failures.

73. Avoid getting my feelings hurt.

74. Never be unkind.

75. Keep to myself and remain uninvolved.

76. Try to resolve my problems.

77. Be highly regarded and elected to offices.

78. Develop myself as a person.

79. Take advantage of opportunities.

80. Resign myself to misfortunes.

81. Not make mistakes.

82. Evaluate success and failure.

83. Be honest with myself and others.

84. Make name for myself, have fame.

85. Determine my goals clearly.

86. Always hope for the best.

87. Give meaning to my life.

88. Live always within my means.

89. Live within the teachings of my religion.

90. Have a leisurely retirement.

91. Live with a concern for the hereafter.

NVENTORY

ls Sheet

(name)

(file no.)

25%-ile	50%-ile	75%-ile	90%-ile
17	20	23	27
16	19	21	23
16	19	23	26
17	21	25	30
23	29	34	40
20	24	30	37
54	62	69	75
24	29	35	41
11	13	16	19
24	28	32	37
34	42	46	51
27	32	37	43

LIFE GOALS INVENTORY

SCORING KEY AND TABULATION SHEET

Need Satisfaction					
A		B		C	
Item	Value	Item	Value	Item	Value
1				10	
9		16		12	
22		24		20	
25		26		23	
36		27		34	
-83		-75		47	
Total		Total		Total	

Self-Limiting Adaptation					
D		E		F	
Item	Value	Item	Value	Item	Value
		16		20	
		31		22	
29		-36		23	
30		38		61	
32		49		64	
43		51		72	
59		56		73	
80		67		74	
-84		86		81	
Total		Total		Total	

Creative Expansion					
G		H		I	
Item	Value	Item	Value	Item	Value
3					
4					
5					
21					
28					
46					
48		2			
50		6			
62		9			
63		13			
66		15		19	
76		17		68	
78		18		69	
83		20		77	
85		53		84	
Total		Total		Total	

Upholding the Internal Order					
J		K		L	
Item	Value	Item	Value	Item	Value
		13			
		14		8	
		19		11	
39		30		15	
44		35		22	
50		38		23	
54		39		28	
55		41		33	
60		57		40	
82		66		48	
85		74		84	
Total		Total		Total	

X C

SPONDENTS:

t letter, February 29, 1968

ure letter, March 8, 1968

er letter, March 19, 1968

er letter, enclosing copy of
onnaire, April 13, 1968

orking toward a doctoral degree at
mployed at Colorado State University
of the staff, I am conducting my

se children are now in college is
ckground as a homemaker and as a
nd university extension, I have
goals to satisfactions and the kinds
in life. This will be important
community and volunteer organiza-

lorado State University are included
may participate by filling out a
a few days. The questionnaire is
The women who pre-tested it for
formation is, of course, confidential.

week, take a few minutes to fill it
essed envelope. Please accept my

rely,

) Lois H. Humphrey
Economics Program Leader

e a few days ago regarding my study
m a homemaker, too (I have two sons,
in women's satisfactions and the
they are no longer as fully occupied
any factors in life may affect these,
the most important. My work in
nsion leads me to believe that the
he better we will be able to plan
tand women's participation in many
Lations.

for this study whose youngest child
The enclosed questionnaire will
mostly by circling a word or a
nswer EVERY item. Generally, your
Your answers are completely confi-
estionnaire, return in the enclosed

tudy are truly appreciated.

rely,

) Lois H. Humphrey
Economics Program Leader

ENSION SERVICE

regarding my study of goals and

enclosed in case you had not
questionnaire and stamped, addressed

only thirty minutes, for it requires
sure that you answer EVERY item.
ely confidential.

ation needed to complete the study.
e -- and for your interest in a
s.

erely,

is H. Humphrey

s.) Lois H. Humphrey
e Economics Program Leader

nt to you enlisting your participa-
ns. The study should tell us more
s and also guide the planning of

ed the questionnaire? If not, I

rty minutes to fill it out and
e which accompanied the questionnaire.
lete the study.

-- and for your interest in women's

rely,

is H. Humphrey

) Lois H. Humphrey
Economics Program Leader

IX D

TABLES

Table 1

e: Forty-One States

State	Number of Respondents	Non-Responses
Nevada	-	(1)
New Hampshire	3	-
New Jersey	18	(11)
New Mexico	8	(3)
New York	20	(8)
North Carolina	2	-
North Dakota	1	-
Oklahoma	7	-
Ohio	10	(1)
Oregon	2	-
Pennsylvania	10	(7)
Rhode Island	-	(1)
South Dakota	5	(1)
Tennessee	2	(1)
Texas	8	(1)
Utah	1	(1)
Vermont	-	(2)
Virginia	4	(1)
Washington	2	(1)
Wisconsin	7	(4)
Wyoming	9	(1)
	271	94

Table 2

tisfaction and four goal-
bles, using analysis of

NS	SLA	CE	UIO
.43	2.27	0.51	0.84
.53*	1.22	1.17	0.92
.26	3.42*	1.80	2.00
.25	0.65	0.97	0.19
.33	9.93*	0.47	1.57
.05	5.05*	0.29	0.21
.87	1.01	1.01	0.93
.01	4.92*	1.94	2.33*

el.

able 3

esis 4) showing the relation-
s and major activity group.

	SLA	CE	UIO
	79.4675	99.1428	106.1168
	75.8923	101.9076	105.9846
	4.7283*	2.3577	0.0047
	77.2272	98.7954	104.4545
	73.7567	105.9459	109.4054
	2.3275	9.6819*	4.1438*
	76.0416	99.4166	102.50
	73.1666	101.0833	104.50
	0.9727	0.3486	0.3377
	76.818	97.363	103.000
	73.238	102.428	106.476
	0.917	1.317	0.503

el.

Table 4

s 5) showing the relationship
d major activity group.

	SLA	CE	UIO
1	79.6923	98.3461	104.6538
6	76.7555	101.6000	106.8666
	2.9464	3.0686	1.2504
- - -	- - -	- - -	- - -
1	78.8846	100.6153	106.8461
4	74.1090	102.7454	106.6545
7	3.9482*	0.6780	0.0051
- - -	- - -	- - -	- - -
0	75.9230	99.5384	101.2307
2	74.1142	100.5142	104.3428
	0.2998	0.0939	0.6502
- - -	- - -	- - -	- - -
	77.125	98.250	104.250
	73.583	101.500	105.625
	0.742	0.438	0.064

vel.

1

Table 5

ent (Hypothesis 6): Rela-
eral satisfaction and
vity group.

Not Involved		
N	(Mean Score)	F
77	85.623	10.624*
44	87.545	0.294
24	85.542	0.873
11	89.727	0.530

el.

n (Hypothesis 7): Rela-
eral satisfaction and
vity group.

Not Involved		
N	(Mean Score)	F
52	88.654	0.207
26	89.769	2.796
13	83.769	0.015
8	95.625	3.881