

PERSON-CENTERED AND TASK-CENTERED
STYLES OF ORGANIZATION

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This is to certify that the
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ABSTRACT

PERSON-CENTERED AND TASK-CENTERED

STYLES OF ORGANIZATION

By

Addreen Nichols

Three levels of task organization in the home were conceptualized on the basis of the number of tasks and persons involved. The research dealt only with one level defined as one person, the manager, arranging the efforts of others for the performance of one or more tasks. Six components of this organizational process were deduced and included assigning, authorizing, actuating, supervising, co-ordinating, and evaluating. From the literature polar organizational styles exhibited by managers were identified: a task-centered style is one in which the manager's concern is primarily with the product and a person-centered style is one in which emphasis is on the person performing the task. The hypothesis tested was: The more person-centered is the manager's organizational style the more help she will receive with home tasks from family members.

Statements were collected for each component of organization from homemakers with school age children by means of open-ended questions and were categorized as person-centered or task-centered by a panel of five doctoral candidates in home management. Two sets of statements thus collected

were paired for each organizational component, making a total of twelve paired statements. These paired statements constituted the inventory used to derive organizational style scores. Twenty common home tasks, including laundry, house care, and food preparation, were listed and accompanied by a five-point scale to assess the amount of help the wife-mother received from family members with each task.

These data, in addition to personal and family characteristics, were collected by mailed questionnaires from 125 women, employed full-time as manufacturing operatives in an automobile plant. The responses were coded and machine punched on cards for processing.

Although the respondents worked an average of 43.3 hours per week at their place of employment, they received little help with the home tasks investigated as revealed by a mean score of 2.15 on a scale in which help equalled five. They were, on the other hand, highly person-centered, as shown by the mean score for the inventory of nine person-centered statements from the twelve. Using product moment correlation to compare help and style scores, the investigator found no correlation between the two. The hypothesis, therefore, was not supported. However, certain personal and family characteristics were found to be associated with the amount of help received ($P = .05$). Those respondents receiving most help with the tasks studied were those who had two or more adults in the household in addition to themselves; three or more children; husbands with twelve or more

years of schooling; and themselves worked outside their homes full-time for 10 to 12 years. The only characteristic associated with style scores of these women was length of employment; those who had worked from 10 to 12 years were more task-centered in their responses than were those who had worked longer.

Some personal and family characteristics also influenced responses to certain style inventory statements. Task-centered responses were associated with the respondent (1) having girls 6 to 14 years of age for one pair of statements each for assigning and evaluating; (2) having four or more children for one pair of supervising statements; (3) being under 40 years of age for one pair of assigning statements.

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TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	ii
LIST OF TABLES	iv
Chapter	
I. THE PROBLEM: RATIONALE AND CONCEPTUALIZATION	1
II. REVIEW OF LITERATURE	10
III. PROCEDURE	18
IV. DESCRIPTION OF SAMPLE	30
V. FINDINGS	45
VI. CONCLUSIONS AND DISCUSSION	64
LITERATURE CITED	71
APPENDIX	73

LIST OF TABLES

Table	Page
1. Women's Age at Last Birthday	31
2. Women's Schooling	32
3. Women's Age at First Marriage	33
4. Women's Marital Status	34
5. Women's Religion	35
6. Women's Residence	36
7. Women's Length of Full-time Employment	37
8. Length of Women's Work Week	38
9. Husband's Schooling	39
10. Husband's Occupation	40
11. Family Income Earners	41
12a. Children Living at Home	42
12b. Children's Age and Sex	43
13. Additional Adults in Household	44
14a. Responses to Individual Style Inventory	
Statements, Set A	46
14b. Responses to Individual Style Inventory	
Statements, Set B	47
15. Distribution of Style Scores	49
16. Distribution Among Style Categories	49
17. Responses to Help Values for Twenty Tasks . .	52
18. Distribution of Help Scores	54
19. Help and Number of Adults in Household	56

Table	Page
20. Help and Number of Children	56
21. Help and Husbands' Schooling	57
22. Help and Womens' Full-time Employment	57
23. Style and Womens' Full-time Employment	59
24. Supervising (Pair 41) and Number of Children	60
25. Assigning (Pair 44) and Respondents' Age	60
26. Assigning (Pair 44) and Number of Girls 6 to 14 Years	61
27. Evaluating (Pair 49) and Number of Girls Age 6 to 14	61

CHAPTER I

THE PROBLEM: RATIONALE AND CONCEPTUALIZATION

Introduction

Home management is concerned with value mediation and goal achievement in the family. In helping home managers attain these objectives in their management, home economists, need to be able to explain and predict managerial behavior that brings about anticipated results. The study reported here aimed to explore one aspect of managerial behavior and its relation to the contribution of family members to selected tasks of the household. Specifically, the general objective of the study was to compare organizational styles of a selected sample of employed homemakers with the amount of help they received from family members with twenty home tasks.

Two concepts that seem to be central to home management are decision-making and organization. One of these, decision-making in the family, has received considerable attention during recent years. Organization, however, was identified only recently as one of the major concepts in the field of management in homes (1). Consequently, it has received little attention in the home management literature. Research is needed to gain an understanding of its nature and function in management of the home.

It is the concept of organization with which this investigation was concerned. A necessary first step in the research was a conceptualization of the nature of organization and its role in home management, particularly its relation to the decision-making concept.

Organization in home management

Organization is broadly defined as "the act or process of organizing" which requires "arranging in interdependent parts, each having a special function with respect to the whole."¹ The definition implies an actor or "organizer" and a "whole" or task toward which efforts are organized. In home management, both decision-making and organization contribute toward a unified whole, i.e., task completion. Decision-making with values as the criterion by which goals are chosen results in a decision, a choice, which sets the goal. A goal is a commitment to action toward which efforts are organized. To maintain control over the outcome and thus to achieve the goal, efforts of the individual(s) performing the task need to be organized to prevent unexpected results from interfering with task completion. Efforts of individuals are, of course, human resources; material resources need to be assessed and allocated also if goals are to be achieved. The present study was concerned only with the human resources of family members. Thus, decision-

¹Webster's New Collegiate Dictionary.

making and organization as two concepts in home management are related. Decision-making sets the task goal and organization brings about the expected results. From this relationship the definition of home management which emerges is: Home management is a system of control for goal achievement resulting from the interaction of organization and decision-making.

Levels of organization

In order to arrive at an operational definition of organization, categorization of the forms in which it manifests itself was needed. The complexity of task organization depends on the combination of elements involved. The elements are:

- 1) the parts of a task, given its beginning and end
- 2) the number of tasks
- 3) the number of persons performing the task(s).

Using these elements as indicators of complexity, three levels of organization of home tasks are observable. The least complex level consists of one person and one task; the next level consists of one person and X number of tasks; the third level, the most complex, consists of X persons and X tasks.

Level I involves one person arranging the parts of one task which he is to perform into a sequence or pattern. Once the parts have been identified as relevant to the whole they can be arranged in a variety of ways, timed, and stand-

ardized, if desired. Work simplification studies are illustrative of this type of organization.

Level II involves one person arranging his efforts for the completion of several tasks he is to perform into a sequence or pattern. This level is one aspect of discovering the similarities among tasks so that they may be fitted together.

Level III requires one person, the manager, arranging the efforts of other persons, the performers, into a pattern for the completion of one or several tasks. Thus multi-person organization requires the organizing of group efforts. In home management, the group involved is family members and the manager is the one, usually the wife-mother, who is responsible for household tasks. The home manager may or may not be a member of the work group depending upon the amount of work she delegates to others.

It was the multi-person level of organization, Level III, with which this investigation was concerned and which had not been previously investigated in home management. The term organization in the remainder of the report will refer only to this level.

Home tasks

Home tasks are many and varied among families and may include decision-making and affective tasks. Home tasks also include the work of the home which produces tangible goods and services for use of family members. These were

the tasks under consideration. While they serve the practical and utilitarian purpose of maintaining the home, caring for clothing, and preparing food, they can also serve, less tangibly, as a means of role learning, sharing and cooperative endeavor among family members. Traditionally in many cultures including our own, these are the responsibility of the wife-mother whether she does them herself or assigns them to others.

Productivity in the home is clearly not as important economically for today's family as it was formerly, since mass production has reduced the cost of goods and services for the family. Its social value, however, its value in human terms of contributing and participating, may have increased because of the mechanistic nature of much of work outside the home. It doubtless continues to have economic value also for the full-time working mother who is employed eight or more hours a day and 40 or more hours a week. By replacing her labor at home through the utilization of family members she can reduce her own work load while at the same time adding social value to the family situation. Thus, the manner in which she manages home tasks can contribute to both social and economic values.

CONCEPTUAL FRAMEWORK

The organization of home tasks is conceived as a process. A process is defined as "operations conducing to an

end"² and, hence, implies movement from a beginning to an end. The operations conducing to organizing home tasks, thus, would appear to begin with selecting someone among those available to do the task and to end with some evaluation of the performance. Six operations performed by the manager in the process of organizing home tasks were reduced:

Assigning--designating the member of the group to do the task;

Authorizing--designating the degree of responsibility to be given the performer;

Actuating--utilizing incentives to motivate the performer;

Supervising--exercising critical surveillance during the performance;

Co-ordinating--designating the relationship of one task to others;

Evaluating--comparing results with expectations and applying corrective measures.

These six operations constitute the components of the organization process.

Organizational style

For each of the six components, the organizer can select among a wide range of mental, verbal, and, often, gestural, activities for communication and motivation. The

²Webster's New Collegiate Dictionary.

selection made by an organizer depends on her attitudes and expectations about the outcome. Because this selection is individual and behavioristic, it was defined as organizational style. Two polar organizational styles were posited: at one extreme, the organizer is concerned with the tangible results of the task itself; the emphasis is on the visible outcome without consideration for the affective qualities of the task for the performer. At the other end of the continuum, the organizer is concerned with the task as a means for the growth and development of the performer. The concern for the individual, however, need not exclude concern also for the quality of the performance; rather, the task is seen in a different perspective, as an instrument for development of the individual. The organizer's concern primarily for tangible results is defined as task-centered style and concern primarily with human development is defined as person-centered style.

Hypothesis

That organizational style is reflected in the performance of the small face-to-face work group is demonstrated by investigations in industry; both productivity and morale of the workers are higher under the manager with the person-centered style (2). Small group theory explains the relationship: the dignity and worth of the person perceived by himself as "reward" is a strong motivator of positive response, i.e., of assistance (3). In the home, the

two organizational styles, or combinations of them, are probable. One home manager may be concerned primarily with appearance, waste, breakage, etc., while another stresses the development of family members performing the tasks. It follows from the theory that the assistance or help given by the family members will reflect the organizational style of the home manager. The hypothesis thus formulated for the investigation was: The more person-centered is the organizational style of the home manager the greater will be the amount of help she received with home tasks from family members.

Objectives

To test the hypothesis three objectives were set for the study:

1. To classify home managers by organizational styles.
2. To identify personal and family characteristics associated with organizational styles and with receiving help.
3. To compare organizational styles and amount of help received with home tasks.

Assumptions

Several assumptions are inherent in the study, namely:

1. Homemakers differ in the amount of help they receive from family members with home tasks.

2. Full-time employed women "need" help more than do those who are full-time homemakers, and thus will have developed methods of obtaining it.



CHAPTER II

REVIEW OF LITERATURE

Managerial operations

Management is generally defined as a process which involves a series of operations performed by the manager so goals can be achieved. According to various conceptualizations, these operations include "planning, controlling, and evaluating" (4); "goal-defining, planning, decision-making, expediting, actuating, and controlling" (5); "planning, organizing, actuating, and controlling" (6); and "organizing, planning, leading, and controlling" (7). Although each of these listings of managerial operations differ from the other, all aim toward reaching the objectives of the managerial unit, be it family or business. Probable explanations to account for the differences in the selection of operations for inclusion in the listings are 1) similar operations have been called by different names; 2) in some cases, several operations have been subsumed under one name; or, 3) some authorities view the task of management more broadly than others. In any case, it is evident that there is little agreement among authors about the specific operations necessary to reach objectives.

The organizing operation

Organizing, as a managerial operation, appears explic-

itly in only two of the above listings; it does not appear in any of the home management definitions of managerial process. The possibility, however, of the inclusion of organization as a subprocess has been considered at recent conferences. The tentative definition of the subprocess submitted was:

Organization is the arranging of strategies and resources into patterns appropriate to the family's value system. In order to achieve organization one employs such strategies as: planning, information gathering, goal setting, checking, appraising, facilitating, motivating, and adjusting (adapting) (1).

Such a definition could be interpreted as the whole of the managerial process including, as it does, so many strategies or components. However, what the constituents--the components--of organizing are has not been established.

Newman and Summers state that there are two:

Two elements are invariably present in organizing: dividing up the work into jobs and, at the same time, making sure that these separate bundles of work are knit together into a total team effort (7).

Terry, on the other hand, is more specific and suggests that organizing consists of at least four components:

Organizing is the determining, grouping, and arranging of the various activities deemed necessary for the attainment of the objectives, the assigning of people to these activities, the providing of suitable physical factors of environment, and the indicating of the relative authority delegated to each individual charged with the execution of each respective activity (6).

Little research has been conducted to determine the components of organizing or organization as a part of the managerial process. In a study by Tasker, the definition

of organization identified two components: "Organization is the orderly design a homemaker creates by planning and co-ordinating the activities of the home" (8).

In comparing the Tasker and Terry formulations, one finds that Tasker considered only the organizing of activities or tasks while Terry provides for the organizing of both the tasks--the work--and the efforts of the persons performing the tasks. He goes on to say, "The work, for which the organizing is being done, is set forth as a result of planning. From this work, the necessary activities are derived and form the foundation for the organizing efforts" (6). In summary, the one position does not concern itself with situations in which work is delegated and the other does; in one, planning is part of organizing and in the other, planning precedes organizing.

Purposes of management

Most definitions of management delineate the purposes of management, i.e., the ends toward which the managerial process is directed, as goal achievement. The goals of families are many and varied; some goals are prescribed by society; others are goals of individual choice. One of the prescribed goals, if the family is to fulfill its role in society, is task performance. Task performance, as one of the internal activities of the family, is described by family sociologists thus:

The goods obtained from the external systems are never completely ready for consumption when they come into

the nuclear family, and some must be cared for if they are to continue to be used by the family. At a minimum, nuclear family members participate in the care and maintenance of family possessions, although in the extreme case this may merely mean seeing that no damage comes to these possessions. Typically, however, maintaining equipment requires a variety of other services such as cleaning, repairing, or improving the family's possessions. In addition to maintaining equipment, the nuclear family performs a variety of tasks which may be referred to as "finishing". Additional preparation making goods ready to use to their value (9).

In achieving goals, management brings about change (4). These changes may be in the product, as is indicated in the above quotation. That home management may also bring about changes in the character or personality of the members of the family, i.e., in persons, is implied in the two statements about home management which follow:

Management is, by definition, the conscious mediation of a value system (10).

Home management may be defined as . . . the use of human and material resources for the optimal development of the individual members . . . (11).

The changes which result from management as suggested by these two statements include the realization or experience of value for the "good" of the individual. The achievement of goals for the individual in the family are goals set by choice rather than necessity, i.e., they are goals set consciously.

Since the same managerial activity may result in achieving more than one goal, goals set by necessity and goals set by choice may be achieved simultaneously. For example, that achieving the goal of task performance may result in the goal of experiencing value--be "value-laden"--for

individuals performing the tasks has been observed by anthropologists. Lee analyzes the social value of work within one's primary group as a feeling of significance--"of joy"--for the performer. Work is an experience of social value because one is acting out his social role. These acts are "a social definition of the self" and a means of relating oneself to others (12). Mead states that a creative life for children includes participation in home tasks as a medium of experiencing significance:

One of the great dangers which we face today is the individual's feeling that he is not significant . . . Yet it is possible to forge a series of links between the life of the small child and the freedom and dignity of the adult . . . Daily tasks, too, can be divided up as one child takes in the paper, feeds the cat, empties the ashtrays, turns the TV knob for the program everyone wants to hear, and another smooths the pillows, straightens the towels, sets the table, sees that messages get where they will be read. Right within the family, a child can learn the basic feeling for a democratic society--that every individual has dignity and matters . . . (13).

If management is making things happen, i.e., bringing about change through goal achievement, the goal of experiencing-through-performance will have had to be set; thus, it appears that changes in the product through task performance can also bring about changes for the individual only if the individual is given opportunities to perform the task.

Managerial practices

One clue to the experiencing of value on the part of potential participants would be "the motivational commitment of the family members for the performance of the tasks"

as reflected in the amount of help actually given (or received) by family members (9). Yet, several studies of managerial practices demonstrate that individual family members, particularly children, contribute little help to the performance of home tasks. A conclusion in a recent study of 175 employed mothers was "as a group, these working mothers were not using the manpower of the family members, especially the children" (14). A study, in Great Britian, of working-class employed homemakers drew a similar conclusion, adding that husbands were more likely to be utilized in helping with home tasks than children because "the husbands could be depended upon when needed" (15). Diaries of the time spent in performing home tasks which were kept by 85 Wisconsin farm women in 1953 revealed some variation in the contribution of household members between large and small families; yet, in those families with seven or more persons, where the contribution was larger than in small families, the amount of help the homemaker received averaged only slightly more than one hour a day, or about one-eighth of the total homemaking time (16).

These studies would appear to support the position that conscious goal setting--conscious awareness of the ends toward which management is directed, including the experiencing of value as evidenced by the delegation of task performance--is essential if these goals are to be achieved.

That managers set different goals for their management as reflected in their supervisory role has been noted by

several authors. In research conducted in industry, the existence of the two contrasting goals was observed by Likert and his associates; the first, they called employee-centered supervision and the second, job-centered supervision. They also observed a relationship between the goal of the manager and behavior of the worker in relation to the goals:

Those supervisors whose units have a relatively poor production record tend to concentrate on keeping their subordinates busily engaged in going through a specified work cycle in a prescribed way and at a satisfactory rate as determined by time standards . . . Supervisors with the best records of performance focus their primary attention on the human aspects of their subordinates' problems and on endeavoring to build effective work groups with high performance goals (2).

In their textbook, Gross and Crandall designate the delegation to others of "carrying out of plans" as supervision and state that it takes one of two forms, namely: directing or guiding. Directing is defined as the technical aspects of the job where the resulting end product is uppermost in the mind of the manager; in guiding, on the other hand, "the effect of supervision on the person's development is uppermost" (4). Malone and Malone make a similar distinction between the material or technical and human ends of home management in describing "two concepts" held by managers, which they call the broad and narrow concepts. They define each thus:

In the /narrow/ concept, greater importance is placed on skills in "doing"; tangible resources and results are stressed. In the /broad/, intangibles are the

keynote, with the usual products of homemaking--meals, well-kept house, clean, attractive clothing--as intermediary to the real products sought--happy, healthy people enjoying a full life (17).

CHAPTER III

PROCEDURE

This chapter deals with the selection of the sample, methodology including the development and preparation of the questionnaire, and the coding and analysis of data.

Selection of sample

To achieve some degree of homogeneity in the sample, a population of women who were employed full-time in one occupation and one industry was sought. With the help of the School of Labor and Industrial Relations, a population meeting these specifications was found in a Lansing, Michigan automobile plant. Investigation revealed that all were members of United Automotive Workers' Local 652. An appointment with the Local's President was made to gain his cooperation and to obtain information about these workers. He was very cooperative and offered to provide a list of names and addresses of the women workers with the provision that he be permitted to review the materials to be sent them before relinquishing the list. The researcher agreed to this proviso. In addition, he supplied the following information from his knowledge of them:

The women's average length of employment with this company is eight or nine years; few are still working who would have been employed in the 1940's during World War II.

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They are both white and non-white, although the proportionate number of each is not available. At the time of the interview in early 1963, they earned \$2.85 to \$2.87 an hour, the higher pay going to those in a supervisory capacity. They, as women, are limited to a ten-hour day and a 54-hour week; the length of the working day and week varies with the plant's production schedule. They do not have regularly scheduled vacations, but since the plant is shut down from two to four weeks each summer for model change-over, most are off work at this time. They are employed in five different departments and work on the production line, in the paint shop, etc.; thus, their occupation can be classified as manufacturing operatives. A small number of them work on around-the-clock shifts which are changed once a month. Most, however, work the day shift. This population has not been sampled previously, indicating relatively inexperienced subjects as far as research is concerned.

At the time of the interview, the investigator was promised a list which included only those women employees with dependent children. Apparently this was impossible because the final list included all women employees regardless of marital status or dependents, a total of 617 names and addresses. A large number of the addresses indicated residence in or near Lansing, Michigan; the remainder were widely distributed over an area within a 30-mile radius of Lansing. The list contained only the woman's given and

Page 1

Page 2

Page 3

Page 4

Page 5

Page 6

Page 7

Page 8

last name without reference to marital status or dependents, making a selection among them with respect to these two factors impossible. Since, however, the letter addressed to them carried the salutation Dear Homemaker of Local 652 (See Appendix) and the contents included references about working mothers, many no doubt disqualified themselves and did not respond.

Research design and development of instruments

The research was designed to identify and compare the relationships among three variables: organizational style, help received from family members with home tasks, and selected personal and family characteristics.

A style inventory for assessing organizational style was developed as follows:

General statements describing the content of task-centered style and person-centered style were developed for each of the six organizational components. In the following schema, the task-centered statement is first and the person-centered statement is second for each organizational component.

I. Assigning

1. Assigns to the one who is best qualified.
2. Assigns on a varied, flexible basis.

II. Authorizing

1. Gives detailed instructions and directions; expects little judgment by the performer.

2. After consultation with the performer, expects him to use own judgment.

III. Actuating

1. Offers pay, material incentives.
2. Uses ego motives--high expectations, assistance if needed, trust.

IV. Supervising

1. Close with frequent checks on performance.
2. General--offers encouragement.

V. Co-ordinating

1. Static; sees the task as always having the same relationship to the whole.
2. Dynamic; adjusts to daily situations.

VI. Evaluating

1. Inspects the results and applies corrective measures.
2. Questions the performer, listens to difficulties encountered, offers advice for the future.

Using these statements as a basis, open-ended questions were formulated for the purpose of collecting statements from homemakers in their own words about each organizational component (See Appendix). Twelve interviews were conducted mostly among homemakers with school-age children. Their replies were recorded as nearly as possible in their own words. The investigator made a list of the statements for each component and arranged them into two groups as they appeared

to correspond to the two styles. Thus a total of forty-two statements (seven for each component) was assembled, including both task-centered and person-centered items. These were presented to a panel of five judges comprised of five doctoral candidates in home management. The panel members, working independently, were given the list of statements and instructed to designate the statements as task-centered or person-centered, as shown in Appendix.

The criterion decided upon for inclusion of a statement in the style inventory was the agreement of four of the five judges. Agreement was high with all five judges agreeing in a number of cases; four judges agreed on at least four of the statements out of each seven, two of which were rated as task-centered items and two, person-centered items.

In developing the style inventory a task-centered item was paired with a person-centered item for each component resulting in a set of six pairs; this process was repeated for a second set of six pairs. The statements selected are shown on pages 23 and 24. The pairs were arranged by components with the task-centered versus person-centered items scrambled within components. The instructions were to place a check before the one statement in each pair with which "you most nearly agree." In the questionnaire, pages 2 and 3, (Appendix), pairs 38 through 43 constitute the first set and pairs 44 through 49, the second set.

Organizational Component	Set	Task-centered Statements
Assigning	A	The family member who does the job best is the one who should do it.
	B	The one who can be depended upon to get the job done is the one who should do it.
Authorizing	A	Directions need to be given so the job will be done right.
	B	It is necessary to give directions every time to have the job done the way mother wants it done.
Actuating	A	The best way to get them to do their jobs is to pay them.
	B	They need to know they will be punished if they don't help with the work.
Supervising	A	It is important to check often to see if they are following instructions.
	B	It is best to oversee the work pretty closely in order to have the job done right.
Co-ordinating	A	Children should have a set schedule for doing their chores and stick with it.
	B	They should be expected to do the same amount of work every day.
Evaluating	A	It is necessary to inspect the job each time to see how well they have done.
	B	If the job isn't done right they should do it over until it is.

Organizational Component	Set	Person-centered Statements
Assigning	A	Jobs should be changed around often so family members will enjoy what they do.
	B	It is best to shift jobs among family members to keep up enthusiasm.
Authorizing	A	They should be able to use their own ideas as to how they will do the job.
	B	The helper should be able to do the job in a way that makes it interesting for him.
Actuating	A	Knowing they are contributing to the family is the best way to get them to help.
	B	The way to get them to do jobs is praise them, and let them know you trust them.
Supervising	A	It is best if the mother doesn't stand over the helper while he is working.
	B	Asking an occasional question about how they are getting along should be all that is needed in the way of overseeing the job.
Co-ordinating	A	They should expect to get some help with their chores on days when they are busy.
	B	They need to know the family schedule so they can choose their own time for doing their chores without inconveniencing others.
Evaluating	A	Expecting them to do the job as well as mother might discourages them from doing it another time.
	B	It is necessary to do some checking on children's work when they are finished so they know you care.

To measure the amount of help the homemaker received with home tasks from family members, twenty tasks for which the wife-mother is traditionally responsible were selected. They included food buying, preparation, and clean-up; care of children; and clothing and house care. A five-point scale accompanied each task for checking the frequency with which the homemaker herself did each task without help from family members. At one extreme of the scale was "Practically every time" for a score of 1; at the other extreme, "Rarely or never", for a score of 5. The numerical weighting assigned to each response did not appear in the questionnaire, as will be seen on page 2 of the questionnaire, Appendix.

Preparation of Schedule and Pre-test

For this sample of busy homemakers of unknown educational attainment, the criteria for the questionnaire of brevity, simplicity in recording answers, and clarity of both questions and instructions were particularly desirable. In the interests of brevity, a total of 60 items was finally decided upon; this number fit onto four pages with adequate space for instructions, and type large enough to be easily read.

The questions about family and personal characteristics were separated into two groups. Those about family characteristics included age, schooling, occupation and employment status of husband; number, age, and sex of children

living at home; number of income earners; and other adult members of the household. Since experience indicates that women willingly talk about their families, these were placed at the beginning of the questionnaire. To collect data about the homemaker herself, questions were asked about her schooling, age, marital status, religion, length of full-time employment outside her home, and number of hours worked the previous week. These were placed at the end of the questionnaire. Questions about race were not permissible; questions about family income were not asked directly since an approximation could be made from three previous questions, namely: hours worked last week (given the hourly rate), employment status of husband, and number of income earners in the family.

An optional open-ended question, "What do you like best and what do you like least about working outside your home?", was asked. This question was included to give the respondents an opportunity to express themselves if they so desired rather than for purposes of data collection; it served also to assess the ability of these women to verbalize.

In an effort to increase the response to a mailed questionnaire a Cooperative Extension bulletin entitled, "Managing Your Family's Credit", was offered as an incentive. In order to receive the bulletin it was necessary for the respondents to give their names and addresses; however,

complete anonymity was possible if the bulletin was not requested.

A pre-test of the questionnaire was conducted to ascertain the clarity of instructions, the order of presentation, and to observe the distribution of responses to the style inventory items. Twenty working mothers who were employed as waitresses, housekeepers, and food service workers for one employer were selected for the pre-test. An interview with their supervisor revealed that they included both Negroes and whites of limited schooling which made them comparable in some respects to the sample selected for the study. Eleven questionnaires were returned. Few changes were indicated except in statements for the actuating component of the style inventory. Here, distribution of choices between the task-centered statement and the person-centered statement was skewed. Most of the respondents had chosen the person-centered statement, indicating either a very high preference for the person-centered statement or an aversion to the task-centered one. In any event, the person-centered statement was exchanged for another from the pool for inclusion in the inventory's final form.

Mailing

Two mailings were made to the list supplied by the Local's President. The first mailing went to 617 women and consisted of a cover letter, the questionnaire, and a self-addressed, stamped envelope. After a lapse of two weeks,

500 postal cards were mailed as a reminder. The card included the investigator's telephone number in the event the addressee had lost the original letter or wished to ask questions. In all, 160 questionnaires were returned. Of these, 16 were returned by the Post Office as undeliverable, and 19 were either incomplete or blank; the remaining 125 were usable and constituted the sample.

Coding and analysis

On the assumption that the more data are transferred, the greater is the chance for error, the questionnaire was so designed that the coded responses were recorded on it in a form that could be punched directly onto cards. While the method of coding is readily apparent for most of the questions as can be observed by examining the Key in Appendix, three questions need explanation:

Responses to the question about occupation of husband did not appear to fit conventional categories of professional men; a large number were automotive operatives like their wives or were employed in other industrial, blue-collar jobs. A few were realtors, small resort owners, or farmers, and still others were disabled or retired. The first group was coded as employees; the second, as entrepreneurs; and the third, as disabled/retired.

The open-ended question about what they liked best and least about working outside their homes, was coded on the basis of the completeness of the response rather than for

its content, i.e., whether answered fully, answered partially, or not answered at all.

The space provided for requesting the Cooperative Extension bulletin was numbered and coded as "requested" or "did not request."

In the analysis, data were machine-punched, tabulated, and sorted for comparative analysis. The two variables, help received and organizational style, were compared for product moment correlation; the other statistical procedure used was the Chi square test for independence between two or more variables.

CHAPTER IV

DESCRIPTION OF SAMPLE

The 125 respondents who constituted the sample were all in one occupational group, that of automotive manufacturing operative. Since occupation is one index of social class, certain similarities in characteristics of personal background were expected. A summary of the predominant characteristics which describe the sample is given below:

Seventy-two per cent had children living at home;

Seventy-eight per cent were living with husbands;

Fifty-four per cent had been married between ages 17 and 19;

Sixty per cent had been full-time employees 13 years or more;

Fifty-nine per cent were one of two family income earners;

Seventy-one per cent were 40 years of age or older;

Fifty-one per cent had less than 12 years of schooling;

Sixty-three per cent lived in a town or city;

Ninety per cent were Protestants.

The distribution of responses among the various personal and family characteristics examined is reported on the following pages.

TABLE 1.--Women's age at last birthday

Years	Number	Per Cent
20 or under	0	0.0
20 - 29	2)	28.8
30 - 39	34)	
40 - 49	57	45.6
50 or over	32	25.6
No response	0	0.0
Total	125	100.0

Almost three-fourths of the respondents were over 40 years of age, 71 per cent reporting this age. Only two were under 30. The number of those in the 40 to 49 age group was almost twice as large as any other group. It is interesting to note that none refused to designate her age.

TABLE 2.--Women's schooling

Years ^a	Number	Per Cent
Elementary School		
7 or less	4	3.2
8	10	8.0
High School		
9 - 11	50	40.0
12	53	42.4
Technical Training ^b	4	3.2
College		
1 - 3	4	3.2
4	0	0.0
No response	0	0.0
Total	125	100.0

^aCompleted years

^bTraining beyond high school

The respondents were divided about equally between those with at least a high school education and those who had not completed high school; slightly more (51.2 per cent) were in the latter group. The mode was 12 years of schooling. More had completed only eight years or less than had schooling beyond high school.

TABLE 3.--Women's age at first marriage

Years	Number	Per Cent
16 or under	16	12.8
17 - 19	67	53.6
20 - 22	27	21.6
23 or over	15	12.0
No response	0	0.0
Total	125	100.0

Two-thirds of the respondents had been married before age 20. As many had married at 16 or younger as had married at 23 or older. The age at marriage for over half of them (53.6 per cent) was 17 to 19 years.

TABLE 4.--Women's marital status

Marital Status	Number	Per Cent
Married living		
with husband	97	77.6
Separated	0	0.0
Widowed	10	8.0
Divorced	17	13.6
No response	1	0.8
Total	125	100.0

Ninety-seven respondents, over three-fourths of them, were married women living with their husbands. Twenty-two per cent were members of families broken by death or divorce.

TABLE 5.--Women's religion

Religion	Number	Per Cent
Catholic	11	8.8
Jewish	0	0.0
Protestant	112	89.6
No response or none	2	1.6
Total	125	100.0

In an area with a relatively high proportion of Catholics, the predominately Protestant nature of the sample was unexpected. This cannot be explained unless choosing "Protestant" was preferable to choosing "None" on the questionnaire. Since few designated denomination, no distribution among Protestants could be made. The amount of participation in religious activities was not asked; therefore, no other data were available to test the validity of the responses to this question.

TABLE 6.--Women's residence

Place of Residence	Number	Per Cent
Farm	7	5.6
Town or city	79	63.2
Country, non-farm	38	30.4
No response	1	0.8
Total	125	100.0

As was indicated by their addresses, the respondents were mostly urban women, two-thirds of them reporting residence in the town or city; by contrast, less than six per cent lived on farms. The remaining 30 per cent lived in the country but not on a farm and thus included those living on the fringes of the city.

TABLE 7.--Women's length of full-time employment

Years ^a	Number	Per Cent
1 - 5	0	0.0
6 - 9	0	0.0
10 - 12	50	40.0
13 or more	75	60.0
No response	0	0.0
Total	125	100.0

^aYears of full-time employment

As had been reported by their Union President, these women were permanent members of the labor force, none having been full-time workers outside their homes for less than 10 years. More than half had been full-time workers for 13 years or more, not necessarily, however, for one employer.

TABLE 8.--Length of women's work week

Hours ^a	Number	Per Cent
None	5	4.0
35 - 39	4	3.2
40 - 44	25	20.0
45 - 49	82	65.6
50 - 54	9	7.2
Total	125	100.0

^aHours worked "last week"

During the period of late May and early June, 1963, when the study was conducted, production was high in the automotive industry. This is reflected in the respondents' work week. Five stated that they had been on sick leave during the previous week. For the rest, the work week ranged from a low of 35 to a high of 54 hours, the maximum permitted them; nine reported working between 50 and 54 hours. Both the mode and median were 45 hours; the mean work week for all respondents was 43.3 hours. Translated into pay at \$2.85 an hour, the average week's earnings for the sample was about \$123.00

TABLE 9.--Husbands' schooling

Years ^a	Number	Per Cent
Elementary School		
7 or less	5	4.0
8	21	16.8
High School		
9 - 11	40	32.0
12	21	16.8
Technical Training ^b	6	4.8
College		
1 - 3	3	2.4
4	1	0.8
No response	28	22.4
Total	125	100.0

^aCompleted years

^bTraining beyond high school

The number of years of schooling completed by husbands as reported by their wives was more broadly distributed and slightly lower than that of the wives. The per cent of husbands who had completed 12 years of schooling was 16.8 in contrast to 42.4 per cent of the respondents.

TABLE 10.--Husbands' occupation (N=97)

Occupational Status	Number	Per Cent
Employee	81	83.5
Entrepreneur	10	10.3
Retired, disabled	6	6.2
Total	97	100.0

Not much variation was found in the husbands' occupations. Most of the respondents' husbands were blue-collar industrial or service workers.

TABLE 11.--Family income earners

Number of earners	Number	Per Cent
One	33	26.4
Two	74	59.2
Three	15	12.0
Four	2	1.6
Five or more	0	0.0
No response	1	0.8
Total	125	100.0

The respondent was to include herself among those who were employed 20 hours or more a week "at the present time." Only slightly more than one-fourth of the respondents, by this definition, were sole income earners for their families. The majority of the respondents were members of families with two or more income earners.



TABLE 12a.--Children living at home

Number of children	Number	Per Cent
One	40	32.0
Two	22	17.6
Three	16	12.8
Four	8)	9.6
Five	2)	
Six	2)	
None	35	28.0
Total	125	100.0

As would be expected with the age distribution of the respondents almost as many women reported no children living at home as reported one child (28 and 32 per cent, respectively). Nevertheless, ninety or 72 per cent of the respondents were mothers with one or more children still living at home. The ages and sexes of their children were distributed as shown in Table 12b:

TABLE 12b.--Children's age and sex

Age ^a (years)	Number of Children				
	one	two	three	four	none
BOYS					
Under 6	8	2	0	0	115
6 - 14	18	7	1	1	98
15 - 18	28	2	0	0	95
19 or over	19	1	0	0	105
GIRLS					
Under 6	6	2	0	0	117
6 - 14	22	2	1	0	100
15 - 18	24	2	0	0	99
19 or over	15	0	0	0	110

^aAge at last birthday

The respondents who reported having children living at home were somewhat more likely to be mothers of boys than of girls.

Slightly more of their children were ages 15 to 18 years than were other ages; few reported having children under six years of age.

TABLE 13.--Additional adults in household

Number of adults	Number	Per Cent
One	81	64.8
Two	18	14.4
Three	4	3.2
None	22	17.6
Total	125	100.0

One adult in the household in addition to herself was reported by 65 per cent of the respondents. Seventeen per cent reported two or more adults in the household in addition to themselves. These included husband, parents, in-laws, and other adults over 18 years of age, but not grown children, who are shown in Table 12b.

CHAPTER V

FINDINGS

Introduction

The two variables of organizational style and amount of help received were compared with each other and each, in turn, with selected personal and family characteristics of the respondents. The results of this analysis follow and are presented in relation to each of the three objectives of the study.

OBJECTIVE I

The first objective was to categorize the respondents both as to their organizational style and the amount of help they received from family members with 20 home tasks. To achieve this objective responses were tabulated, scores for both help and style were derived, and categorizations made.

Organizational style

Five respondents had not answered at least ten of the twelve style inventory paired statements; their questionnaires were removed leaving a total of 120 respondents.

The number of task-centered and person-centered statements chosen by the respondents for each organizational component in each set is shown in Table 14a and Table 14b.

TABLE 14a.--Responses to individual style inventory statements, set A (N = 120)

Organizational Components	:	Responses to Statements in Set A		
	:	Pair ^a	Task-centered	Person-
	:	Number	Responses	centered
	:			Responses
	:		Number of Responses	
	:			
Assigning	:	38	21	99
Authorizing	:	39	67	53
Actuating	:	40	13	107
Supervising	:	41	23	97
Co-ordinating	:	42	50	69
Evaluating	:	43	42	77
	:			
	:	Total	216	502
	:			2

^aQuestionnaire, Appendix

TABLE 14b.--Responses to individual style inventory statements, set B (N = 120)

Organizational Components	Responses to Statements in Set B			
	Pair Number	Task-centered Responses	Person- Centered Responses	No Re- sponses
	Number of Responses			
Assigning	44	25	93	2
Authorizing	45	20	99	1
Actuating	46	2	117	1
Supervising	47	13	107	0
Co-ordinating	48	16	104	0
Evaluating	49	30	88	2
	Total	106	608	6

An examination of responses to individual style components reveals that in only one pair, number 39 in Set A for authorizing, did more respondents choose the task-centered than the person-centered statement, 67 to 53 responses, respectively. This distribution was not true, however, of the alternate pair for authorizing. A relatively higher proportion of task-centered statements were selected also for coordinating and evaluating pairs in Set A and for the evaluating pair in Set B than for the other components. On the other hand, responses to pair number 46 in Set B for actuating were highly person-centered; only two respondents selected the task-centered statement in preference to the person-centered statement.

Organizational style scores

An organizational style score (hereafter referred to as style score) was obtained for each respondent from responses to the inventory in the following manner. The total number of person-centered statements selected for the 12 pairs by each respondent was counted and divided by 12 to obtain the percentage of person-centered responses the respondent gave to the style inventory as a whole. This resulted in possible style scores of zero (no person-centered responses) to 100 (all person-centered responses).

The style scores thus obtained, as shown in Table 15, ranged from a low of 8 to a high of 100 with a mean of 77.07 and standard deviation of 15.99. None of the

TABLE 15 .--Distribution of style scores

Style Scores	Number of Respondents
8	5
50	6
58	7
66	19
75	25
83	23
91	23
100	12
Total	120

TABLE 16 .--Distribution among style categories

Style Category	Style Scores	Respondents	
		Number	Per Cent
I	8 - 66	37	30.8
II	75 - 83	48	40.0
III	91 - 100	35	29.2
Total		120	100.0

respondents selected all task-centered statements in contrast to the 12 who chose all person-centered statements; the mode was 9 person-centered statements selected from among the 12 pairs.

Style categories

After making an ordinal ranking of the style scores, the respondents were arbitrarily assigned to three style categories, selected on the basis of percentage of respondents in each category. The first category, Style I, includes those who chose fewest person-centered responses, i.e., were most task-centered; they constitute 30.8 per cent of the sample. Their style scores ranged from 8 to 66. The Style II category consists of those with scores ranging from 75 to 83 and include 40.0 per cent of the sample; they were moderately person-centered in their responses. Those assigned to Style III, representing 29.2 per cent of the sample, were highly person-centered as revealed by style scores ranging from 90 to 100. The distribution of scores within the style categories is shown in Table 16.

Help received with home tasks

In the questionnaire six choices were given the respondents for each of the twenty tasks presented. Five choices dealt with how often they did the task by themselves and the sixth choice was to leave the space blank if the task was "not done at all in your home by family members." Their responses were coded with the following help values:

<u>Help values</u>	<u>How often do you do this task by yourself?</u>
1	Practically every time
2	Usually
3	Half the time
4	Sometimes
5	Rarely or never
0	Not done by family members

Thus, a value of one represents very little help, a value of five represents much help, and a value of zero indicates the task was not done in that home by family members.

Table 17 presents the number of responses for each of the above help values for each task. The three tasks least frequently done in these homes were "Look after children," "Hang up the wash," and "Make clothes." Since 35 of the respondents did not have children living at home and few had pre-school age children, the 50 per cent reporting no one looking after children was not surprising. Over one-third of the women did not "Make clothes." Approximately 22 per cent of the respondents reported that "Hang up the wash" was not done. The task most frequently done by the respondents without help from others was "Take laundry to be done or do wash." One hundred and two (81.6 per cent) of the respondents reported doing this task "practically every time" without help. Seventy or more women reported receiving little help with ironing, preparing food for supper, grocery shopping, scrubbing floors and

TABLE 17.--Responses to help values for twenty tasks
(N = 125)

Task	Help Values					Task not done 0
	Little help--		Much help			
	1	2	3	4	5	
	Number of Responses					
Look after children	23	12	18	8	1	63
Do mending	68	17	6	9	9	16
Wash dishes	41	17	31	23	6	7
Dry dishes & put away	37	16	30	25	6	11
Take laundry to be done or do wash	102	7	5	2	3	6
Iron clothing	72	8	13	13	10	9
Prepare food for supper	71	21	20	8	1	4
Sweep floors	60	22	25	10	4	4
Dust	58	22	20	14	8	3
Wash windows	69	17	12	12	10	5
Do the grocery shopping	87	10	16	2	6	4
Take out garbage or trash	22	12	23	28	34	6
Make other beds than own	21	17	12	29	31	15
Prepare breakfast	44	15	18	23	15	9
Pack lunches	60	7	14	8	16	20
Hang up the wash	65	5	9	1	18	27
Scrub the floors	76	9	12	10	12	6
Vacuum	60	21	16	15	6	7
Make clothes	23	2	5	18	30	47
Pay bills	76	12	11	11	7	8

paying bills. Thirty or more women reported three tasks which they "rarely or never" did without help. These were "Take out garbage or trash," "Make beds other than your own," and "Make clothes."

Help scores

Five respondents indicated the help received but did not complete the style inventory; their questionnaires were removed. Help scores for each of the remaining 120 respondents were obtained as follows:

Two tasks, "Look after children" and "Make clothes," which were not done in many of these homes (Table 17) were eliminated for all, so as not to weight the results toward zero. For the remaining 18 tasks, a value of 1, 2, 3, 4, 5, or 0 was given for each task, as indicated by the coding, page 51. These values were totaled for each respondent and divided by the number of tasks each reported being done by family members. The help score with a possible range of 1.00 to 5.00, reflected the average amount of help each received for all the tasks that were done, with a score of 1.00 indicating very little help and a score of 5.00, much help.

The help scores, as revealed in Table 18, were generally low indicating that these women did not receive a great deal of help with the tasks selected for study. Their help scores ranged from 1.00 to 3.76 with a mean score of 2.13

(2.00 = "Usually" do it myself without help) and standard deviation of .78.

Help categories

Help scores were distributed among only three of the five help values, as shown in Table 18. The three groups were arbitrarily categorized as low, moderate, and high help.

TABLE 18.--Distribution of help scores

Help Category	Help Scores	Respondents	
		Number	Per Cent
1.00 - 1.49	Low	24	20.0
1.50 - 2.49	Moderate	63	52.5
2.50 - 3.76	High	33	27.5
Total		120	100.0

OBJECTIVE II

The second objective aimed to investigate relationships among variables by comparing certain personal and family characteristics with both help and style categories. The

Chi square test was the statistical procedure utilized, with independence being rejected at the 5 per cent level of significance.

The data were sorted and comparisons made among variables where sufficient numbers existed in cells for analysis. Fourteen personal and family characteristics of the respondents were thus compared with style and help categories, a total of 28 tests. The characteristics analyzed were husband's schooling, number, age, and sex of children, number of adults in household, place of residence, respondent's age, schooling, age at first marriage, and length of full-time employment.

In addition, these characteristics were compared with each pair of statements in the inventory to investigate the influence of a particular characteristic on responses to the statements.

Associations with help scores

Four characteristics were found to be associated with help. These were number of adults, number of children, husband's schooling, and length of full-time employment of the respondent. The results are shown in Tables 19-22.

As shown in Table 19, help was associated with the number of adults in the household, which did not include children over 18 years of age. Women in the high help category were from households with two or more adults in addition to themselves; those in the low help category were from households with no adults in addition to themselves.

TABLE 19.--Help and number of adults in household

Adults in	Help			
Household	Low	Medium	High	
(Number)	Number of Respondents			Total
one	13	44	20	77
two or more	2	10	9	21
none	9	9	4	22
Total	24	63	33	120

$$\chi^2 = 9.87; P = .05$$

TABLE 20.--Help and number of children

Children	Help			
at Home	Low	Medium	High	
(Number)	Number of Respondents			Total
one	9	19	11	39
two	3	12	7	22
three or more	1	15	12	28
none	11	17	3	31
Total	24	63	33	120

$$\chi^2 = 14.44; P = .05$$

TABLE 21.--Help and husbands' schooling

Husbands' Schooling (years completed)	Help			Total
	Low	Medium	High	
	Number of Respondents			
5 to 7	2	1	2	5
8	1	11	6	18
9 to 11	7	25	7	39
12 or more	3	16	11	30
no husband	11	10	7	28
Total	24	63	33	120

$$\chi^2 = 16.21; P = .05$$

TABLE 22.--Help and women's full-time employment

Full-time Employment (years)	Help			Total
	Low	Medium	High	
	Number of Respondents			
10 to 12	6	24	19	49
13 or more	18	39	14	71
Total	24	63	33	120

$$\chi^2 = 6.51; P = .05$$

The number of children influenced help; high help was associated with having three or more children (Table 20). No relationship was found between help and age or sex of children.

As shown in Table 21, help and the husband's schooling were related. In general, the higher the husband's educational level, the more help the wife received from family members.

The only personal characteristic of the respondent associated with help was the length of her full-time employment. If she had worked 12 years or less, she was more likely to be in the high help group than if she had been employed outside her home for 13 or more years (Table 22).

Associations with style scores

The length of the full-time employment of the respondent was also associated with her style score, and was the only characteristic so related. The results are shown in Table 23. Low person-centered scores were associated with the respondent who had worked the fewer number of years and moderate person-centered style scores with the respondent who had worked longer. As indicated above, high help was related to the fewer years of employment as, in this case, is the low person-centered style.

No relationship was found between the respondent's schooling, age, age at first marriage, or place of residence,

TABLE 23.--Style and women's full-time employment

Full-time Employment (years)	Style			Total
	I	II	III	
	Number of Respondents			
10 to 12	20	13	16	49
13 or more	17	35	19	71
Total	37	48	35	120

$$\chi^2 = 6.76; P = .05$$

and her style scores. Nor was there an association between style scores, age and number of children, or other family characteristics.

Associations with individual inventory pairs

Possible relations between responses to the 11 individual style pairs (left after the elimination of pair number 46 because of its skewed distribution) and these personal and family characteristics were also investigated. Four such associations were found. They involved one pair of statements each for assigning, supervising, and evaluating, as shown in Tables 24-27.

As shown in Table 24, responses for one pair of statements for supervising were associated with the number of children. Women with one child selected person-centered

TABLE 24.--Supervising (pair 41) and number of children

	Pair 41		
Number of	Task Statement ^a	Person Statement ^b	
Children	Number of Responses		Total
one	3	36	39
two	4	18	22
three	3	13	16
four or more	6	6	12
none	7	24	31
Total	23	97	120

$$\chi^2 = 10.92; P = .05$$

^aIt is important to check often to see if they are following instructions

^bIt is best if the mother doesn't stand over the helper while he is working

TABLE 25.--Assigning (pair 44) and respondents' age

	:	:	:
	:	Pair 44	:
	:	:	:
Respondents'	:	Task Statement ^a Person Statement ^b	:
	:	:	:
Age	:	Number of Responses	Total
	:	:	:
39 years or less	:	12 22	34
	:	:	:
40 years or more	:	13 71	84
	:	:	:
Total	:	25 93	118

$$\chi^2 = 4.57; P = .05$$

^aThe one who can be depended upon to get the job done is the one who should do it

^bIt is best to shift jobs among family members to keep up enthusiasm

TABLE 26.--Assigning (pair 44) and number of girls 6 to 14 years

Number of	Pair 44		
Girls 6 to	Task Statement ^a	Person Statement ^b	
14 years	Number of Responses		Total
one or more	10	15	25
none	15	78	93
Total	25	93	118

$$X^2 = 5.37; P = .025$$

^aThe one who can be depended upon to get the job done is the one who should do it

^bIt is best to shift jobs among family members to keep up enthusiasm

TABLE 27.--Evaluating (pair 49) and number of girls age 6 to 14

Number of	Evaluating, Pair 49		
Girls 6 to	Task Statement ^a	Person Statement ^b	
14 years	Number of Responses		Total
one or more	12	13	25
none	18	75	93
Total	30	88	118

$$X^2 = 6.63; P = .01$$

^aIf the job isn't done right they should do it over until it is

^bIt is necessary to do some checking on children's work when they are finished so they know you care

responses and women with four or more children selected task-centered responses; there was little relationship between task- and person-centered choices and having two or three children.

The respondent's age was associated with her responses to one pair of assigning statements, as shown in Table 25. Respondents 39 years of age or younger chose task-centered responses; those 40 years of age or over chose person-centered statements.

Responses to assigning were also associated with having girls ages 6 to 14. Those women with girls this age were more task-centered in their responses than were respondents without girls this age. The same association was found also for evaluating (Tables 26, 27).

OBJECTIVE III

The last objective was concerned with the relationship between style scores and help scores. This objective aimed to test the hypothesis that the more person-centered was the respondent's organizational style the more help she would receive from family members. To test this relationship the product moment correlation procedure was used to make the comparison between the two variables of style scores and help scores for each respondent. No relationship between the two variables was found by this method.

In order to investigate further, Chi square tests were made in which responses to each individual style inventory

pair, excepting pair number 46 with its skewed distribution, was compared with help categories. Independence could not be rejected at the 5 per cent level of significance for any of the pairs; however, responses to pairs 38 and 40 for assigning and actuating, respectively, came close. In these pairs, the association tended to be with a task-centered choice more help was received, although the results were inconclusive.

The hypothesis, therefore, was not supported. The instrument used to assess style may explain, in part, this result. The inventory may have measured degree of permissiveness or some other quality of the respondent rather than concern with the growth and development of the individual family member through task performance. Also, the form in which statements were framed may not have reflected what the women actually did but rather what they thought was desirable to do.

CHAPTER VI

CONCLUSIONS AND DISCUSSION

The findings raise more questions than they answer but do point the way for further research into the organizational process in the home management of working women. Some of these questions and implications for further study, as well as limited conclusions, will be presented in this chapter.

Help with home tasks

This group of women employed as manufacturing operatives in the automotive industry worked an average of 43.3 hours during the week about which they were asked exclusive of commuting time; yet, the help they received from family members with the home tasks investigated was limited. With due consideration to the methods employed in this study, the small amount of help they received cannot be explained by a task-centered organizational style, as was hypothesized; rather, they were highly person-centered in most of their responses to the style inventory statements.

In the analysis, it was found that some personal and family characteristics were associated with these working women receiving help. Those who received most help with the tasks studied were those who had two or more adults in the household in addition to themselves; three or more

children; husbands with 12 or more years of schooling; and themselves had worked outside their homes full-time from 10 to 12 years.

Number of family members

The number of family members, both adults and children, was a significant factor in the amount of help these women received: the more family members, both adults and children, the more help that was received. The size of the household, however, did not influence the organizational style of these women. Do these findings imply that the availability (and willingness?) of other family members to do home tasks may influence the working woman's decision to seek employment? Additional studies would be needed to establish the relationship between numbers of family members, help received by the working woman, and her decision to go to work.

Women with four or more children were found to be task-centered in supervising, as indicated by their choice of the statement, "It is important to check often to see if they are following instructions," significantly more often than women with only one child. To better understand the significance of this finding in relation to the supervising component of organization, further research would be needed to explore such questions as the following:

Do people working together require more checking than those working separately? Is the need for checking

associated with reducing frictions, equitable distribution of efforts, etc., as well as with "following instructions"?

Age and sex of children

Although children included those 18 years of age and over still living at home, neither age nor sex of children affected the amount of help that was received. The presence of daughters 6 to 14 years of age, however, was associated with two of the organizational components. Those women with girls this age were more task-centered in their responses to one each of the statements for assigning and evaluating than were women without daughters this age. Since these two components begin and end the organizing process, this finding raises interesting questions for further study of organization of home tasks: Is this the age period at which girls are trained by mothers in performance of home tasks? Does this finding indicate that only the beginning and end of the process are emphasized by these women? And, if so, would more help result if all components were of equal concern?

Age of homemakers

The age of these women was not associated with either the help they received or their organizational style, except for one style component. Those under 40 chose the task-centered statement for one pair of assigning statements, which dealt with assigning to the one who can be

depended upon. This finding apparently reflects a different organizational pattern for the younger woman. If the task is assigned to the one that can be depended upon, does this mean she is freed from following through the rest of the organizational process and not only does not do the task herself but does not coordinate, supervise, evaluate, etc., as well? Is the husband most likely to be this "dependable" worker? If so, does this deny children opportunities to learn their social roles and thus they do not become potential helpers? Does she choose this course because she lacks the competence and experience of the older woman? These and related questions would appear to provide fruitful areas for further study.

Husband's schooling

Those women whose husbands had at least a high school education were found to receive more help than women whose husbands had less education. This finding appears to raise fruitful questions for further investigation: Does the husband with a high school education have a greater appreciation of his wife's financial contribution in relation to her dual role as homemaker and worker and, consequently, contributes more help himself and encourages children to do so? If the husband with limited education earns less than his wife because of few employment skills, or frequent unemployment, does he feel his authority in the family diminishing or threatened and visualizes concern for helping with home tasks as further threat to his position?

Length of employment

The literature had not revealed the possibility of length of employment being a characteristic of particular interest in research dealing with employed women; therefore, limited data were collected. From the findings in this study, however, length of employment appears to merit further study as an independent variable in investigations of the management of employed women.

Length of employment was the only characteristic which differentiated these women both as to help received and organizational style; women who had been employed full-time for 13 or more years received less help and were more person-centered in their responses than were those who had worked fewer years. Further research would be needed to determine if length of employment differentiates women employed in other occupations in relation to these variables and more precisely at what point in a woman's working life this difference occurs; since it is not known if this change occurred at 13 years of employment or, instead at 15, 18, etc. years.

Further research would also be needed to explain why length of employment had a significant influence on both variables. The difference cannot be explained by differences in age of these women nor ages of their children since these were not significant factors. Rather, does the difference among length-of-employment groups reflect differ-

ences in the patterns which are established in families early in the life cycle and which in turn reflect attitudes about managerial role? Women who had worked fewer years would be less likely to have been employed early in the family's life cycle and would have had an opportunity to instill values and to provide training necessary to enable family members to contribute. Women at home, thus, would be in a position to exercise more control through training, discipline, and supervision if they desired or felt it appropriate than women who were away from home at work. The findings also raise related questions: Is there a relationship between being highly person-centered, as were those receiving little help and working longest, and the kind and/or amount of control which is exercised? Also, is there a point at which person-centeredness in the organization of home tasks becomes dysfunctional for the family because it reflects a laissez-faire system of management where "no control is exercised" (2) or dysfunctional for the individual family member because it reflects the absence of opportunities to experience the social value of participating?

To answer these questions about management of working women, further research is needed to investigate attitudes about the managerial role, including a study of values which underlie decisions to delegate or not to delegate the performance of home tasks and the amount of control "appropriate" to exercise in the organization of these tasks.

More study of the organizational process itself is also indicated, particularly regarding attitudes and competence women have in each of the six components: Are they as competent in supervising and coordinating, for example, as in assigning and evaluating? And, more basically, what constitutes competence in each of these areas? More knowledge is needed about the constituents of each component before home managers can be trained to utilize them effectively.

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APPENDIX

OPEN-ENDED QUESTIONS TO COLLECT STATEMENTS

No. of children: Boys_____years; Girls_____years

Do you work?_____Hrs. per week; Job_____

Do you think children should help with household jobs?_____

With what jobs do your children help?_____

Is it different for boys and girls?_____ Why?_____

I. a. Do you have (other) feelings about how jobs should be divided among family members? What are they? (Watch for general tasks.)

b. Do you think it is better for the same person to do the same job all the time or to change jobs around often? Why is this?

II. How many and what kind of directions do you feel you need to give the performer before he or she starts the job? Why is this?

How much freedom should the worker have in doing the job in his or her own way? Why?

III. What means should be used in getting family members to do the job to which they have been assigned? Do you offer pay or other rewards? What other inducements do you use?

IV. How much overseeing is needed for the job to be done the way you want it done? What kind of overseeing might you do while the job is going on? (Watch for telephoning as well as direct.) Is this about the same for all?

V. What things might affect how well or at what time the job is done from day to day? How much difference do you permit? What kind of adjustments are made?

VI. What kind of checking up afterwards do you think is necessary, i.e. after the job is finished? (inspect, question, re-do, etc.) Why?

If the job has not been done properly what would you do?

What should the mother not do in regard to children helping?

STATEMENTS PRESENTED TO PANEL

INSTRUCTIONS: Below is a list of statements divided into six groupings plus descriptions of two hypothetical homemakers. You are to place an A before those statements that describe Homemaker A, a B before those statements that describe Homemaker B, and an X before those statements that describe neither Homemaker A nor B. In addition, encircle one A and one B statement for each grouping that you think best describes Mrs. A. and Mrs. B. (Please remember that you are not being asked to agree or disagree with these statements; rather, you are to select them as they appear to fit the descriptions of Mrs. A. and Mrs. B.)

Homemaker A is primarily concerned with the quality and quantity of home tasks performed by family members; the job is viewed as an end in itself; she emphasizes tangible resources and results.

Homemaker B is primarily concerned with the morale and development of family members doing the tasks; she stresses human relations; participation in home tasks is viewed as a means to these ends.

Group I

- ___ The family member who does the job best is the one who should do it.
- ___ Jobs should be changed around often so family members will enjoy what they do.
- ___ Boys as well as girls can learn to do all kinds of jobs.
- ___ It is best to give the same person the job to do so that one learns to do it well enough.
- ___ The one who can be depended upon to get the job done is the one who should do it.
- ___ Men and boys can't do all sorts of household jobs because they don't know how.
- ___ It is best to shift jobs among family members to keep up enthusiasm.

Group II

- ___ They should be able to use their own ideas as to how they will do the job.
- ___ It is necessary to give directions every time to have the job done the way the mother wants it done.

- ___ Directions need to be given so the job will be done right.
- ___ The helper should be able to do the job in a way that makes it interesting for him.
- ___ Instead of giving directions, it is better for them to go ahead in their own way.
- ___ The mother needs to give enough directions so the helper will do a good job.
- ___ Helpers should be let to do the job pretty much in their own way.

Group III

- ___ Knowing they are contributing to the family is the best way to get them to help.
- ___ The best way to get them to do their jobs is to pay them.
- ___ They need to know that they will get a special treat if they help.
- ___ The best way to get them to do jobs is to praise them, and let them know you trust them.
- ___ Their good feeling about work is all that is needed to get them to help.
- ___ They need to know they will be punished if they don't help with the work.
- ___ Personal satisfaction of the family members in helping to keep the home running is enough to make them willing workers.

Group IV

- ___ It is important to check often to see if they are following instructions.
- ___ It is best if the mother doesn't stand over the helper while he is working.
- ___ Asking an occasional question about how they are getting along should be all that is needed in the way of overseeing the job.
- ___ It is best to oversee the work pretty closely in order to have the job done right.
- ___ Mothers need to watch pretty closely to get the job done right.
- ___ It depends on how capable the helper is as to whether or not it is necessary to oversee the work.
- ___ They should be expected to do the job without being checked up on.

Group V

- ___ Children should have a set schedule for doing their chores and stick with it.
- ___ They should expect to get some help with their chores on days they are busy.

- The only excuse for not helping with household jobs should be if they have a paid job.
- They need to know the family schedule so they can choose their own time for doing their chores without inconveniencing others.
- They should be expected to do the same amount of work every day.
- They shouldn't be expected to do their chores as well on days they are busy.
- They should expect to leave their chores undone on days they are particularly busy with their own activities.

Group VI

- If the job isn't done right they should do it over until it is.
- Expecting them to do the job as well as mother might discourage them from doing it another time.
- If the job isn't done right, the mother should do it over without saying anything.
- It is necessary to do some checking on children's work when they are finished so they know you care.
- If the job wasn't finished, they should be asked to come right then to finish it.
- If the job isn't completed, the mother should find out the reason why.
- It is necessary to inspect the job each time to see how well they have done.

Thank you.

IF YOU WISH TO MAKE ANY COMMENTS, PLACE THEM HERE:

Dear Homemaker of Local 652,

Your Union President has given us your name because he thought you would be interested and willing to help us by answering some questions. We know very little about management of the homes of full-time working mothers. Your name has been selected as a typical working mother.

The enclosed sheet of questions takes only a few minutes to answer. Your answers will be treated as confidential and your privacy respected. When placed all together, the answers should be helpful to other women thinking about taking a job.

In return for answering the questions we will be happy to send you the Extension bulletin, "Managing Your Family's Credit." If you wish this bulletin, sign your name and address on the back page of the questionnaire. It is not necessary to sign your name if you don't want the bulletin.

We will greatly appreciate your completing the questionnaire very soon and returning it in the self-addressed, stamped envelope.

Sincerely yours,

A handwritten signature in cursive script that reads "Addreen Nichols".

Addreen Nichols
Research Director

Home Economics Study

INSTRUCTIONS: The following questions are to be answered only by the homemaker whose name is on the envelope. Please read the questions and the instructions carefully before answering. When finished place in the addressed, stamped envelope and return promptly. Do not write in space at right side.

THESE QUESTIONS ARE ABOUT FAMILY MEMBERS WHO SHARE YOUR HOME WITH YOU.

If you live with your husband, how many years of schooling has he finished? Check one.

☐ 4 years or less
☐ 5 - 7 years
☐ 8 years
☐ 9 - 11 years
☐ 12 years

☐ Technical training after high school (mechanics, barbering, etc.)
☐ 1 - 3 years of college
☐ 4 years of college

Is your husband employed at the present time?

☐ Yes
☐ No

What kind of work does your husband do? Describe his job briefly in the space at the right; for example, he is a factory press operator; he sells cars; he is a building custodian, etc.

How many boys and girls live at home with you? Write in the number opposite their ages for both boys and girls. Use age at their last birthday.

BOYS

Under 6 years old
Between 6 and 14
Between 15 and 18
Over 18 years old

How many?

GIRLS

Under 6 years old
Between 6 and 14
Between 15 and 18
Over 18 years old

Do you have any boys or girls in your home who are not in school and not working?

☐ Yes
☐ No

If yes, state whether boy(s) or girl(s) and age(s):

Besides your children, who else lives at home with you? Check all that apply.

☐ Husband
☐ Mother-in-law
☐ Father-in-law
☐ Your mother

☐ Your father
☐ Other male, over 18
☐ Other female, over 18

Counting yourself, how many of your family members are employed at least 20 hours a week at the present time?

Circle the correct number:
1 2 3 4 5 6

PLEASE GO ON TO THE NEXT PAGE

THESE QUESTIONS ARE ABOUT HOUSEHOLD TASKS.

In the columns at the right of each task, CHECK how often YOU do each task by yourself without help from another family member. Since not all families do all of these tasks, leave blank only those tasks that are not done at all in your home by family members.

HOW OFTEN DO YOU DO THIS BY YOURSELF?

	Practically every time	Usually	Half the time	Some-times	Rarely or never	
Look after the children						18
Do mending						19
Wash dishes						20
Dry dishes and put away						21
Take laundry to be done or do wash						22
Iron clothing						23
Prepare foods for supper						24
Sweep floors						25
Dust						26
Wash windows						27
Do the grocery buying						28
Take out garbage or trash						29
Make other beds than your own						30
Prepare breakfast						31
Pack lunches						32
Hang up the wash						33
Scrub the floors						34
Vacuum						35
Make clothes						36
Pay bills						37

THESE STATEMENTS ARE ABOUT FAMILY MEMBERS HELPING WITH HOUSEHOLD CHORES.

INSTRUCTIONS: Below are 12 pairs of statements. Place a check before the one statement in each pair with which you most nearly agree. It is important that you give an answer for each pair.

— The family member who does the job best is the one who should do it. -or-		38
— Jobs should be changed around often so family members will enjoy what they do. (Check only one statement.)		
— They should be able to use their own ideas as to how they will do the job. -or-		39
— Directions need to be given so the job will be done right. (Check only one statement.)		

_____ The best way to get them to do their jobs is to pay them. -or- _____ Knowing they are contributing to the family is the best way to get them to help. (Check only one statement.)	40 _____
_____ It is important to check often to see if they are following instructions. -or- _____ It is best if the mother doesn't stand over the helper while he is working. (Check only one statement.)	41 _____
_____ They should expect to get some help with their chores on days when they are busy. -or- _____ Children should have a set schedule for doing their chores and stick with it. (Check only one statement.)	42 _____
_____ It is necessary to inspect the job each time to see how well they have done. -or- _____ Expecting them to do the job as well as mother might discourages them from doing it another time. (Check only one statement.)	43 _____
_____ It is best to shift jobs among family members to keep up enthusiasm. -or- _____ The one who can be depended upon to get the job done is the one who should do it. (Check only one statement.)	44 _____
_____ It is necessary to give directions every time to have the job done the way mother wants it done. -or- _____ The helper should be able to do the job in a way that makes it interesting for him. (Check only one statement.)	45 _____
_____ The way to get them to do jobs is praise them, and let them know you trust them. -or- _____ They need to know they will be punished if they don't help with the work. (Check only one statement.)	46 _____
_____ Asking an occasional question about how they are getting along should be all that is needed in the way of overseeing the job. -or- _____ It is best to oversee the work pretty closely in order to have the job done right. (Check only one statement.)	47 _____
_____ They should be expected to do the same amount of work every day. -or- _____ They need to know the family schedule so they can choose their own time for doing their chores without inconveniencing others. (Check only one statement.)	48 _____
_____ It is necessary to do some checking on children's work when they are finished so they know you care. -or- _____ If the job isn't done right they should do it over until it is. (Check only one statement.)	49 _____

THESE QUESTIONS ARE ABOUT YOURSELF.

What was your age on your last birthday?	☐ Under 20 years	☐ 40 - 49 years	50__
	☐ 20 - 29 years	☐ 50 or over	
	☐ 30 - 39 years		

How many years of schooling have you completed?	☐ 4 years or less	☐ 12 years	51__
	☐ 5 - 7 years	☐ Technical training beyond high school, stenography, beauty school, etc.	
	☐ 8 years	☐ 1 - 3 years of college	
	☐ 9 - 11 years	☐ 4 years of college	

How old were you when you married?	☐ 16 or under	52__
If you have been married more than once give age at <u>first</u> marriage.	☐ 17 - 19 years	
	☐ 20 - 22 years	
	☐ 23 years or over	

How many years have you been a full-time worker outside your home?	☐ One year or less	☐ 8 - 9 years	53__
	☐ 2 - 3 years	☐ 10 - 12 years	
	☐ 4 - 5 years	☐ 13 years or more	
	☐ 6 - 7 years		

Are you living with your husband at the present time?	☐ Yes	If <u>No</u> , are you ☐ separated? ☐ widowed? ☐ divorced?	54__
	☐ No		

What is your religion?	☐ Catholic	55__
	☐ Jewish	
	☐ Protestant _____ denomination	
	☐ None	

How many hours did you put in at your place of employment last week?	_____	56__
	Hours worked last week	57__

Where do you live?	☐ On a farm	58__
	☐ In town or city	
	☐ In country, not farm	

What do you like best and what do you like least about working outside your home?	59__
You do not have to answer this unless you want to.	

-----		60__
If you would like the extension bulletin "Managing Your Family's Credit" give your name and address.	Name _____	
	Address _____	

THANK YOU FOR YOUR HELP

Home Economics Study

KEY TO CODING

INSTRUCTIONS: The following questions are to be answered only by the homemaker whose name is on the envelope. Please read the questions and the instructions carefully before answering. When finished place in the addressed, stamped envelope and return promptly. Do not write in space at right side.

THESE QUESTIONS ARE ABOUT FAMILY MEMBERS WHO SHARE YOUR HOME WITH YOU.

If you live with your husband, how many years of schooling has he finished? Check one.

- 1 4 years or less
2 5 - 7 years
3 8 years
4 9 - 11 years
5 12 years

- 6 Technical training after high school (mechanics, barbering, etc.)
7 1 - 3 years of college
8 4 years of college

Is your husband employed at the present time?

- 1 Yes
2 No

What kind of work does your husband do? Describe his job briefly in the space at the right; for example, he is a factory press operator; he sells cars; he is a building custodian, etc.

- 1 Employee
 2 Entrepreneur
 3 Retired, disabled

How many boys and girls live at home with you? Write in the number opposite their ages for both boys and girls. Use age at their last birthday.

BOYS

- Under 6 years old
 Between 6 and 14
 Between 15 and 18
 Over 18 years old

How many?

Actual number

GIRLS

- Under 6 years old
 Between 6 and 14
 Between 15 and 18
 Over 18 years old

Do you have any boys or girls in your home who are not in school and not working?

- 1 Yes
2 No

If yes, state whether boy(s) or girl(s) and age(s):
3 Preschool 4 Other

Besides your children, who else lives at home with you? Check all that apply.

- 1 Husband
2 Mother-in-law
3 Father-in-law
4 Your mother

- 5 Your father
6 Other male, over 18
7 Other female, over 18

Counting yourself, how many of your family members are employed at least 20 hours a week at the present time?

Circle the correct number:
 1 2 3 4 5 6

PLEASE GO ON TO THE NEXT PAGE

THESE QUESTIONS ARE ABOUT HOUSEHOLD TASKS.

In the columns at the right of each task, CHECK how often YOU do each task by yourself without help from another family member. Since not all families do all of these tasks, leave blank only those tasks that are not done at all in your home by family members.

	HOW OFTEN DO YOU DO THIS BY YOURSELF?					
	Practically every time	Usually	Half the time	Some- times	Rarely or never	
Look after the children	1	2	3	4	5	18
Do mending						19
Wash dishes						20
Dry dishes and put away						21
Take laundry to be done or do wash						22
Iron clothing						23
Prepare foods for supper						24
Sweep floors						25
Dust						26
Wash windows						27
Do the grocery buying						28
Take out garbage or trash						29
Make other beds than your own						30
Prepare breakfast						31
Pack lunches						32
Hang up the wash						33
Scrub the floors						34
Vacuum						35
Make clothes						36
Pay bills						37

THESE STATEMENTS ARE ABOUT FAMILY MEMBERS HELPING WITH HOUSEHOLD CHORES.

INSTRUCTIONS: Below are 12 pairs of statements. Place a check before the one statement in each pair with which you most nearly agree. It is important that you give an answer for each pair.

1 = task-centered 2 = person-centered

- | | |
|---|----|
| <p><u>1</u> The family member who does the job best is the one who should do it.
-or-
<u>2</u> Jobs should be changed around often so family members will enjoy what they do.
(Check only one statement.)</p> | 38 |
| <p><u>2</u> They should be able to use their own ideas as to how they will do the job.
-or-
<u>1</u> Directions need to be given so the job will be done right.
(Check only one statement.)</p> | 39 |

-
- 1 The best way to get them to do their jobs is to pay them.
-or-
2 Knowing they are contributing to the family is the best way to get them to help.
(Check only one statement.)
-

40 _____

-
- 1 It is important to check often to see if they are following instructions.
-or-
2 It is best if the mother doesn't stand over the helper while he is working.
(Check only one statement.)
-

41 _____

-
- 2 They should expect to get some help with their chores on days when they are busy.
-or-
1 Children should have a set schedule for doing their chores and stick with it.
(Check only one statement.)
-

42 _____

-
- 1 It is necessary to inspect the job each time to see how well they have done.
-or-
2 Expecting them to do the job as well as mother might discourages them from doing it another time.
(Check only one statement.)
-

43 _____

-
- 2 It is best to shift jobs among family members to keep up enthusiasm.
-or-
1 The one who can be depended upon to get the job done is the one who should do it.
(Check only one statement.)
-

44 _____

-
- 1 It is necessary to give directions every time to have the job done the way mother wants it done.
-or-
2 The helper should be able to do the job in a way that makes it interesting for him.
(Check only one statement.)
-

45 _____

-
- 2 The way to get them to do jobs is praise them, and let them know you trust them.
-or-
1 They need to know they will be punished if they don't help with the work.
(Check only one statement.)
-

46 _____

-
- 2 Asking an occasional question about how they are getting along should be all that is needed in the way of overseeing the job.
-or-
1 It is best to oversee the work pretty closely in order to have the job done right.
(Check only one statement.)
-

47 _____

-
- 1 They should be expected to do the same amount of work every day.
-or-
2 They need to know the family schedule so they can choose their own time for doing their chores without inconveniencing others.
(Check only one statement.)
-

48 _____

-
- 2 It is necessary to do some checking on children's work when they are finished so they know you care.
-or-
1 If the job isn't done right they should do it over until it is.
(Check only one statement.)
-

49 _____

THESE QUESTIONS ARE ABOUT YOURSELF.

What was your age on your last birthday? 1 Under 20 years 4 40 - 49 years
2 20 - 29 years 5 50 or over
3 30 - 39 years

50

How many years of schooling have you completed? 1 4 years or less 5 12 years
2 5 - 7 years 6 Technical training beyond high school, stenography, beauty school, etc.
3 8 years 7 1 - 3 years of college
4 9 - 11 years 8 4 years of college

51

How old were you when you married? 1 16 or under
 If you have been married more than 2 17 - 19 years
 once give age at first marriage. 3 20 - 22 years
4 23 years or over

52

How many years have you been a full-time worker outside your home? 1 One year or less 5 8 - 9 years
2 2 - 3 years 6 10 - 12 years
3 4 - 5 years 7 13 years or more
4 6 - 7 years

53

Are you living with your husband at the present time? 1 Yes
2 No If No, are you 3 separated?
4 widowed?
5 divorced?

54

What is your religion? 1 Catholic
2 Jewish
3 Protestant _____ denomination
4 None

55

How many hours did you put in at your place of employment last week? Actual hours
Hours worked last week

56

57

Where do you live? 1 On a farm
2 In town or city
3 In country, not farm

58

What do you like best and what do you like least about working outside your home?
 You do not have to answer this unless you want to.

59

- 1 - Answered fully
 2 - Answered partially
 3 - Not answered

If you would like the extension bulletin "Managing Your Family's Credit" give your name and address. Name _____
 Address _____

60

THANK YOU FOR YOUR HELP

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~~K 170~~

~~JUL 21 1976 48~~

~~Q 209~~

~~JUL 21 1966~~

~~AUG 2 1966~~

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