

EXPRESSED NEEDS OF EMPLOYED HOMEMAKERS IN CREEK
COUNTY OKLAHOMA FOR COOPERATIVE EXTENSION
HOME ECONOMICS PROGRAMS

By

MARY DARLENE HOOD LEACH

Bachelor of Science

Oklahoma State University

Stillwater, Oklahoma

1960

Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
MASTER OF SCIENCE
December, 1984

Thesis
1984
L434e
Cop 2



EXPRESSED NEEDS OF EMPLOYED HOMEMAKERS IN CREEK
COUNTY OKLAHOMA FOR COOPERATIVE EXTENSION
HOME ECONOMICS PROGRAMS

Thesis Approved:

Elaine Jorgenson
Thesis Adviser

Peggy S. Merz

Margaret S. Collins

Norman N. Murham
Dean of Graduate College

ACKNOWLEDGMENTS

The writer wishes to express appreciation to the many people who were involved in this research, the completion of which would have been impossible without their cooperation. Special appreciation goes to my research committee. To Dr. Elaine Jorgenson, major adviser, thank you for your never ending time, encouragement, and ideas. To Dr. Margaret Callsen and Dr. Peggy Mesareos, members of my research committee, thank you for your assistance and encouragement. To Dr. Anna Gorman, thank you for starting me on the research project. Thank you all for the growth that the writer has experienced.

A very special thank you goes to the employed homemakers who took time to complete the questionnaires. Your willingness to become involved made this study possible. I hope some programs will be developed to meet your needs and help solve some of your problems.

Appreciation goes to my coworkers who have supported me in programming and encouraging me along the way. To the several whom have also had this experience, thank you for sharing your work and ideas.

TABLE OF CONTENTS

Chapter	Page
I. THE RESEARCH PROBLEM	1
Introduction.	1
Purposes and Objectives	2
Research Questions.	3
Assumptions	3
Limitations of Study.	4
Definition of Terms	4
II. REVIEW OF LITERATURE	6
Cooperative Extension Service	6
Women in the Labor Force.	9
Adult Learners.	14
III. RESEARCH DESIGN.	17
Type of Research.	18
Population and Sample	18
Instrumentation and Procedure	19
IV. ANALYSIS OF THE DATA	21
Introduction.	21
Sample.	21
Characteristics of Sample	22
Age.	22
Children in Families	23
Employment	24
Place of Residence	25
Home Ownership	26
Perceived Problems and Needs	27
Homemakers' Information Resources.	28
Contact with Cooperative Extension Service	29
Extension Homemaker Membership	29
Reasons for not Belonging to Extension Homemakers.	31
Age and Interest in Extension Homemaker Membership	31
Preferred Teaching Methods	32
Homemaker Activities	34
Time Preference.	35
Potential for Husband Involvement.	38
Topics of Special Interest	38

Employed Homemaker Newsletter.....	39
V. CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS.	40
Findings and Conclusions	40
Suggestions and Implications	44
Recommendations for Further Research	45
BIBLIOGRAPHY	46
APPENDIXES	48
APPENDIX A - COVER LETTERS	49
APPENDIX B - QUESTIONNAIRE	53
APPENDIX C - SPECIAL INTEREST RESPONSE	58

LIST OF TABLES

Table

I.	Age of Respondents.	22
II.	Children in Respondents Families.	23
III.	Number of Hours Worked Per Week and Type of Repondents Employment.	24
IV.	Respondents' Place of Residence and Home Ownership.	25
V.	Problems and Concerns of Respondents During the Last Six Months.	27
VI.	Homemakers' Information Sources	28
VII.	Respondents' Awareness of Extension Office and Services	29
VIII.	Age and Extension Homemaker Membership.	30
IX.	Respondents' Reasons for not Belonging to Extension Homemakers.	31
X.	Age and Interest in Extension Homemaker Membership.	31
XI.	Age and Preferred Method of Receiving Information	33
XII.	Respondents Involvement in Other Activities	34
XIII.	Time Preference of Respondents for Meetings	35
XIV.	Methods and Preferred Times for Receiving Information	37
XV.	Potential for Getting Husbands Involved in Educational Programs.	38

CHAPTER I

INTRODUCTION

A significant influence on contemporary family life is the increasing rate of female participation in the labor force. As more and more married women seek employment outside-the-home, the pattern of dual employment and its impact on family functioning is of increasing interest to many (Zimmerman, 1980).

The rise in women's labor force participation has led to much speculation about the impacts of market work on activities in the home. Early concern about the impacts of this trend has been expressed by Reid (1934). She has written that, "The fact must be recognized, however, that married women are more and more employed in gainful work... Every increase in gainful work leaves less time and energy for household tasks and leisure (p. 134).

Peck (1983) states:

In March, 1981, 1,412,687 adults in Oklahoma were in the civilian labor force giving a labor force participation rate of 63%. The female labor force participation rate was 48% and the male labor force rate was 78%. The number of married women, spouse present, in the labor force was 741,687 (64% of the female adult and 67% of the female labor force) (p. 1).

The percent of families in which both husband and wife work away from the home began increasing rapidly after the turn of the century, but it has only been in recent years that such a large percentage of married women with children still at home became involved in the world of work. The homemaker's role has been affected by changes in living

brought about by women entering the labor force.

Foster (1981, p. 192) notes "working wives still perform the majority of the family's housework." The homemaker not only assumes the role of cook, laundress, housekeeper, manager, nurse, and counselor, but also takes responsibility for earnings outside-the-home. Hers is a multiple role, all parts of which have to be coordinated.

Census data from 1980 show the population for Oklahoma to be 3,025,290, of which 1,476,705 are men, or 48.81 percent, and 1,548,585 are women, or 51.18 percent. The median ages for all individuals are 30.1 years, 28.7 years for men, and 31.6 years for women (Department of Economic and Community Affairs, 1981). Creek County has a population of 59,016 with 9,377 women 16 years of age and over employed outside the home according to the 1980 census.

Two of the main concerns of the Cooperative Extension Service are: 1) why so few of the employed homemakers are participating in the extension programs and 2) how to adjust program content and procedures so that the Cooperative Extension Service effectively serves all people. As an employee of the Cooperative Extension Service, the researcher has the responsibility to provide informal home economics education for all people in Creek County. With the increasing number of employed homemakers, program adjustments may need to be made to better serve this employed clientele group.

Purposes and Objectives

The general purpose of this study is to determine a) the educational needs and interest of employed homemakers and b) ways of increasing employed homemakers participation in Cooperative Extension Service spon-

sored programs in Creek County.

The specific objectives of this study are as follows:

1. To assess the educational needs of employed homemakers in Creek County as associated with age(s) and number(s) of children at home.
2. To assess the educational needs of employed homemakers in Creek County as associated with time(s) and program delivery desired by these homemakers.
3. To determine reasons for participating or non-participation by employed homemakers in formal Cooperative Extension Home Economics programs.

Research Questions

The research questions for this study are:

1. In what areas of Home Economics do employed homemakers identify problems?
2. Why do employed homemakers not participate in Home Economics educational programs provided by the Creek County Extension Service?
3. Is there a relationship between method of receiving information and preferred time of program delivery?

Assumptions

The following assumptions are made for this study.

1. The Home Economics programs of the Cooperative Extension Service is educational in nature and is designed to assist individuals and families in solving everyday problems in the home, family, and community living (Wampler, 1963).

2. A large potential clientele is the employed homemakers. The Extension Service is interested and has the capability to develop programs and methods to reach these employed homemakers.

3. Employed homemakers need help with their homemaking problems and will participate in extension programs if the programs are planned to meet their needs and presented at a time when they can attend.

Limitations of the Study

The following limitations of the study are acknowledged.

1. The study will be limited to a select sampling of employed homemakers in Creek County, Oklahoma.

2. This study is limited to identifying the needs of employed homemakers in home economics areas, namely: consumer education, home management, housing, family relations and child development, clothing, food and nutrition, and energy conservation.

Definition of Terms

Throughout this study, the following terminology is used.

Employed Homemaker - refers to the homemaker, male or female, who works part-time or full-time for pay, either at home or away from home (Wampler, 1963).

Cooperative Extension Service - refers to the division of the land grant institutions doing off-campus informal educational programs in agriculture, home economics, youth development, and related areas. Extension provides an informal education to clientele. The Extension Service is supported by county, state, and federal funds (Thompson, 1967).

Extension Home Economics Program - The Extension Home Economics program is the informal educational program provided to clientele by home economists employed by the Cooperative Extension Service (Thompson, 1967).

Clientele - Clientele is the term used to identify people who are served by the educational programs of the Cooperative Extension Service. The clientele participate voluntarily in educational programs (Thompson, 1967).

CHAPTER II

REVIEW OF LITERATURE

In our rapidly changing society, educational programs must constantly be changed to more nearly meet the needs of the clientele. Efforts are being made to adapt the home economics programs of the Cooperative Extension Service so that it will more nearly meet the needs of today's homemakers. This chapter will present a brief overview of the Cooperative Extension Service and a review of literature dealing with the homemaking problems of employed homemakers.

Cooperative Extension Service

The Smith-Lever Act of 1914 is the foundation upon which the entire system of cooperative extension work was established. Peterson and Peterson (1960, pp. 204-205) stated the service "was designed to facilitate education 'relating to agriculture and home economics' for persons 'not attending' college with special stress on 'practical demonstrations.'"

Various legislation enactments since 1914 expanded the scope of extension work. The Smith-Lever Act of 1953 pointed out that the instructions and practical demonstrations shall be given in agriculture, home economics and related subjects (Miller, 1958). In general, the Smith-Lever Act provided for educational work to be carried on in connection with the local people, the land-grant college, and the United

States Department of Agriculture.

The educational program of the Cooperative Extension Service is an informal and distinct type of education. It is guided by the principle of "helping people help themselves". According to the Scope Report, the organization has:

helped people to attain: 1) greater ability to maintaining more efficient farms and homes; 2) greater ability to acquire higher incomes and level of living; 3) increased competency and ability by both adults and youth to assume leadership and citizenship responsibilities; and 4) increased ability and willingness to undertake organized group action which will contribute to improving their welfare (Miller, 1958, p. 3).

In the informal education program Cooperative Extension attempts to help people identify their needs, problems and opportunities. It helps people to study their resources, to become familiar with methods to solve problems, and to analyze alternative solutions to problems and use these when possible. These people arrive at a promising course of action in light of their own desires, resources, and abilities (Miller, 1958).

The Home Economics program of the Cooperative Extension Service is concerned with the improvement of individual, family, and community living. The various phases of the program are designed to help families acquire the knowledge, understandings, attitudes, and skills that enable them to adjust to the ever-changing social and economic conditions of the world (Scott, 1959).

A major purpose of home economics is to provide opportunity for individuals and families to develop competencies fundamental to effective living. The Committee on Philosophy and Objectives of Home Economics of the American Home Economics Association (1959) identified these competencies as:

Establish values which give meaning to personal, family and community living; select goals appropriate to these values.

Create a home and community environment conducive to the healthy growth and development of all members of the family at all stages of the family cycle.

Achieve good interpersonal relationships within the home and community.

Nurture the young and foster their physical, mental, and social growth and development.

Make and carry out intelligent decisions regarding the use of personal, family and community resources.

Establish long-range goals for financial security and work toward their achievement.

Plan consumption of goods and services--including food, clothing and housing---in ways that will promote values and goals established by the family.

Purchase consumer goods and services appropriate to an overall consumption plan and wise use of economic resources.

Perform the tasks of maintaining a home in such a way that they will contribute effectively to furthering individual and family goals.

Enrich personal and family life through the arts and humanities and through refreshing and creative use of leisure.

Take an intelligent part in legislative and other social action programs which directly affect the welfare of individuals and families.

Develop mutual understanding and appreciation of differing cultures and ways of life and cooperate with people of other cultures who are striving to raise levels of living (p. 9).

Home Economics Extension work focuses its attention upon developing the individual and his potentialities. Another emphasis is strengthening family living through helping families solve their problems as they strive to improve home and community life.

The booklet "Challenges of the 80's" which was prepared by Oklahoma Cooperative Extension Service/College of Home Economics, Oklahoma State University points out many of these same areas of emphasis.

It states in the introduction, "Oklahoma Extension Home Economics programs are designed to help families improve the quality of their lives." Whatever the makeup of the family, individuals and families of all ages are encouraged to participate in Extension's programs.

Extension's educational programming relies upon the involved representation of all clientele in planning and conducting programs in order to meet individual interests and concerns.

The Home Economics program of the Oklahoma State University Cooperative Extension Service is aimed at key societal issues faced by Oklahomans. Major emphases are placed on strengthening family life, increasing economic and social stability, improving nutrition and health levels, and developing management skills for families and individuals. (Challenges of the 80's, 1980).

Women in the Labor Force

A characteristic of progress is change and the decade of the seventies will be remembered for accelerating change. Harriman (1982) states that:

American families no longer fit one major structural pattern. Technological achievements that tremendously changed and continue to change occupational trends, advances in scientific knowledge, and new challenges to social and educational values have brought about a variety of family structures and lifestyles (p. 32).

Labor force participation figures indicate that the percentage of married women in the labor force increased from 15 percent in 1940, to 24 percent in 1950, to 31 percent in 1960, and to 41 percent in 1970 (Hayge, 1976). More mothers with husbands and preschool children are employed outside the home than ever before in history.

According to Foster and Metzen (1981) in recent years the labor force participation of women whose husbands are at the highest earnings level has increased much faster than that of women whose husbands are at the lowest earning levels. Labor force participation, however, is still highest among wives of low earners. There is evidence that without the wife's earnings, the income of many families does not provide for even basic needs.

Homemakers are motivated to work for various reasons. Studies show that these are primarily economically based. Some of ten stated reasons are: to support themselves; to contribute to family living expenses; to help buy a house; or to help pay for their children's education. Some of the non-economically based reasons frequently given are: to obtain greater personal satisfaction; to get diversion in activities; to keep up in the professional field; and to have contact with people other than the family members (U. S. Department of Labor, Women's Bureau, 1962).

With both adult family members at work in the labor force, the hours permitted them to concentrate on family needs are reduced. Role overload is common among couples who are trying to meet the demands of employers and family, especially among wage-earning wives. Research indicates that an increased labor force participation by wives is not met with an equal increase in husbands' participation in household tasks. In addition to role overload, these families are subject to time pressures in other ways. Time constraints mean less time spent in social interaction with friends and relatives. These families find that quiet activities at home with their children are more relaxing. Failing to meet what others consider to be social obligations, the wage-earner

couples find their social and family ties have become strained, even broken. Harriman (1982) states:

To maintain a rich family life, provide the opportunities for children to participate in activities, and still honor commitments to a job in the work force, particularly commitments to a career, is a strenuous undertaking (p. 33).

Another equally important problem that employed homemakers deal with is pointed out by Draughn and Rutledge (1982). They ask, "Can a woman share the man's traditional role of provider without having some impact on the husband's feelings of competency?" (p. 393). Wives dramatic increase in the labor force in recent years has stirred widespread controversy over its effect on the marital relationship. Several studies have found evidence to support significant differences in marital adjustment and companionship among two-worker families compared with families when only the husband is employed.

Although the seventies brought changes in the composition of the labor force, these changes were not on the average accompanied by changes in the division of labor within two-parent, two-child households. Time data collected from this family type in 1967 and 1977, indicates that wives even when employed outside the home still spend more time in household production than other family members. Total time devoted to all household work by the total family and by husbands remained unchanged over this 10 year period. The small decrease of time that wives spent in all household work is largely a result of decreases in dishwashing and in clothing care time.

For the 10 year period, 1967-1977, no significant differences were found in the amount of time spouses spent in housework. It remained at approximately 1.7 hours per day. Forty-one percent of this (.7 hours)

was spent in house care, which included such activities as maintenance and repair, care of the lawn and outside property, and care and repair of the motor vehicles. Most husbands spent no time doing laundry or other clothing care activities (Sanik, 1981).

It is still the wife who makes the largest time commitment to household production, even when she is employed. In 1977, employed homemakers spent 6.8 hours per day in total daily household work (Sanik, 1981).

Married women, whether they work or not, have another role to fill in the household. It is the household-task role which is very time consuming. Broadly defined, it includes not only all food and house care activities but also all family care activities. Sturm (1959) stressed this when she stated:

A mother in our American culture is at the nerve center of the family, always on duty, setting the tune of daily family routine by her attitude and performance. A working mother not only has responsibility to her employer but to her family as well (p. 329).

Dunsing (1981) compared a 1926-27 study of Oregon urban homemakers with a 1967-68 study of homemakers in New York State. The findings indicate that the average amount of time spent for household work was similar. While time spent for food preparation was less in the 1967-68 study than in the 1926-27 study, time spent in selecting and buying convenience foods increased, so that, on balance, the average total time was similar for the two periods.

When husbands worked under 40 hours per week, they contributed 2.1 hours daily if their wives were not employed and 2.2 hours daily if they were. Husbands averaged some time each day on "after meal cleanup" if their wives worked, but no time on this task if their wives did not work.

The evidence presented in these studies indicates that working wives who have "dual careers" especially if their "earning career" is 40 or more hours a week, have to put in very long hours because of the limited help they receive from their husbands and children. Much has been written about the stressful situation that results, and the adaptation difficulties that arise in family life from this situation.

Because of this situation, decisions need to be made by families on how best to allocate husbands' and wives' time between work on the job and household tasks. Men with working wives have to realize that a home does not run smoothly without a manager, and women have to accept the fact that even if husbands are willing to share tasks, their standards for performance differ from those of the wife. Both spouses have to develop more realistic standards and expectations for the domestic side of their lives (Hester and Dickerson, 1981).

These decisions influence not only the size but also the composition of the labor force. Decisions also have to be made on how best to allocate family members' time within the household. These decisions influence the well-being, or if you will, the quality of living of family members.

Both spouses need skill in home management, money management, and parenting. Harriman (1982) suggested the following as educational tools to help them develop these skills. 1) training in home management; 2) courses in inter-personal communication skills that include ways to deal with stress and conflict; 3) family life courses that include examples of ways to implement various lifestyles, and 4) ways to find and evaluate community support systems, particularly those involved with day care. The task left to home economists is to provide these home-

makers with knowledge, and to develop the opportunity to gain the understandings and skills necessary to do both jobs efficiently and with personal satisfaction.

Adult Learners

In this researcher's current position as Extension Home Economist for Creek County, Oklahoma, the job description states: to provide leadership in planning, developing, conducting and evaluating educational programs in all areas of family living among adult and youths of Creek County.

To more effectively carry out the assignment, a study of the characteristics of adult learners seemed necessary. According to Cross (1981):

Lifelong learning is not a privilege or a right; it is simply a necessity for anyone, young or old, who must live with the escalating pace of change--in the family, on the job, in the community and in the world-wide society (p. IX).

Adult learners can be divided into three groups.

a. Goal-oriented learners use learning to gain specific objectives. Learning is a series of episodes for them. Such learners do not restrict their learning activities to any one method or institution but select whatever method will best achieve their purpose.

b. Activity oriented learners participate primarily for the sake of the activity itself rather than to develop a skill or learn subject matter.

c. Learning oriented learners are those who pursue learning for its own sake. They seem to possess a fundamental desire to know and to grow through learning and their activities are constant and lifelong (Cross, 1981).

Adult learners are most frequently motivated by the desire to use or apply the knowledge or skill. Most often they hope to take action, do something, produce something, or decide something.

According to Cross, (1981) some of the desires of adult learners are 1) desire to know, 2) desire to reach a personal goal, 3), desire to reach a social goal, 4) desire to reach a religious goal, 5) desire to escape, 6) desire to take part in a social activity, 7) desire to comply with formal requirements, 8) desire for personal fulfillment and 9) desire for cultural knowledge.

Some of the barriers to adult learning as pointed out by Cross (1981) are: 1) situational barriers. Lack of time can be considered one barrier due to home and job responsibilities. Others are lack of transportation, child care, or money.

2) Institutional barriers consist of all those practices and procedures that exclude or discourage working adults from participating in educational activities such as inconvenient schedules, or locations.

3) Dispositional barriers are those related to attitudes and self-perceptions about oneself as a learner. Many older citizens feel that they are too old to learn therefore lack interest in learning or lack confidence in their ability to learn. Adults with high self-evaluation are likely to participate in whatever forms of education meets their needs whereas those with low self-confidence are limited by a need to protect themselves from the threat of a failure.

The most powerful recruiting device for any form of education is word of mouth. Another very effective way to recruit learners is through membership and reference groups, but it may be necessary to build more positive attitudes toward adult learning in certain membership groups

(Cross, 1981). Not all membership groups are formed for the purpose of learning. Some are formed for social activities only and may need help in realizing that learning can be fun also.

Public relations programs may need to develop more effective methods for communicating a positive image of adult learning to under-represented groups. Information represents the critical link in bringing potential learners and providers together. It will not matter how motivated the learner is or how great the opportunities are, if accurate up-to-date information is not received by potential learners.

CHAPTER III

RESEARCH DESIGN

This chapter reviews descriptive research as the type of research to be done. The population and sample are discussed. The development of the questionnaire as the instrument is included.

Type of Research

According to Best (1981),

A descriptive study describes and interprets what is. It is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident or trends that are developing. It is primarily concerned with the present, although it often considers past events and influences as they relate to current conditions. Descriptive research sometimes known as non-experimental research deals with relationships between variables, the testing of hypotheses, and the development of generalizations, principles or theories that have universal validity (p. 93).

A survey type of needs assessment was conducted. By mailing the selected homemakers a survey to complete, they were not pressured into answering, their identity was kept anonymous, they were free to express their true feelings, but at the same time have a voice in the programs to be offered. If they feel a need for a program being offered, they will be more willing to attend.

The data gathered reflects the size of the families in the study, location, age of children and homemakers, involvement in other organizations, activities, and community programs. Needs, involvement, program

delivery, and timing was assessed in relationship to differences in programming for employed homemakers in Creek County.

Population and Sample

Creek County is located in the northeast part of Oklahoma. The north half of the county is suburban, and the south half is rural. The total county population of 59,016 is 5.2 percent black, 90 percent white, and 4.6 percent Indian. The median income was \$17,497 as of the 1980 census. A large percent of the employed people living in Creek County are employed in Tulsa County.

The sample for this study was obtained during the summer of 1984 using a simple random sampling technique to draw a sample of 400 homemakers from Creek County. The telephone directory from each town in Creek County was used as the sample source. Once the current directories were secured from each town, the preparation of a table of random numbers started.

Forman, Matern, Williams, Lauener, Siddens, and Williams (1980) states:

In order to generate the table of random numbers, the following specifications are needed from each directory.

1. the first valid page of the directory
2. the last valid page of the directory
3. the number of columns per page
4. the number of lines per column
5. the estimated number of random selections needed to acquire the desired sample size (p. 36).

The above information provides the total number of names for the county. This number was divided by 400 because this was the number of questionnaires to be mailed. The random number provided the starting point. From the starting point, every 23rd name was selected. Gorman

et al., (1980) noted, "All non-residence addresses such as commercial, community services, governmental, etc. are to be rejected from the sample and the next randomly selected respondent drawn for the sample" (p. 38).

The use of telephone directories as a source of names and addresses for this study had the following limitations.

1. There is no way to identify employed homemakers from unemployed homemakers. Sixteen percent of the surveys were returned because the person that received it did not choose to fill it out. There was no response of any form received from 61.25% of the surveys mailed.

2. Some of the addresses provided in the telephone directories are not adequate for postal delivery. Fifteen and twenty-five one hundredths percent of the surveys mailed were returned for insufficient address. Before mailing, all questionable addresses were checked against the mailing list in the County Treasurer's office at the Creek County Courthouse. This list included only those people that pay property or personal taxes in Creek County, therefore it was impossible to check all addresses. If a county directory was available which listed all the phone numbers for Creek County, this would be a better source to use than the individual directories from each town.

A survey conducted with an identified clientele would produce a larger percentage of returns, but it was the objective of this survey to identify needs of homemakers that are not being reached by the Cooperative Extension Service in Creek County.

Instrumentation and Procedure. From a review of literature and related studies, sample questionnaires, thesis, and the writer's own experience working with homemakers, a questionnaire was developed. The

questionnaire includes questions for demographic data, and information on involvement and understanding of Extension. The survey includes use of information sources, preference of time for programs and meetings, and preferences of methods to receive information.

The instrument was mailed with a letter of explanation and a stamped return envelope to the 400 names randomly selected from the telephone directories on June 23, 1984. Questionnaires were coded so those returned could be identified by location in the county. A post card reminder to the 263 not heard from was sent on July 10, 1984. Of the 400 questionnaires originally mailed, a response of some form was received from 155 or 38.75%. This included those returned for insufficient address, those returned blank, and those returned completed.

Because of the small number of completed questionnaires returned, 7.5%, an additional 48 questionnaires were personally handed out to the employees at the Creek County Courthouse on August 23, 1984. A letter of explanation was attached, stating that the questionnaire would be picked up on August 29, 1984. Twenty-two completed questionnaires were picked up for a 45.73% return. These employed homemakers reside in various areas of Creek County not just in the Sapulpa area where the courthouse is located.

An attempt to pass out the questionnaire at Quick-Set, a hardware manufacturing plant in Bristow, was made. But because of company policy that doesn't allow any thing to be passed out to the employees these plans could not be carried out.

The questionnaires were tabulated by age groups of the homemakers. Because of the low number of questionnaires returned completed, only percentages were figured.

CHAPTER IV

ANAYLSIS OF THE DATA

Introduction

The purpose of this study was to determine: 1) the perceived educational needs and interest of employed homemakers, 2) preference of time for programming and methods of receiving educational information and 3) why employed homemakers were not participating more in Cooperative Extension programs, specifically home economics. These were examined by looking at participation in groups, organizations and activities, and knowledge and use of the Extension office. Information sources homemakers used when they had a question or problem, preferred meeting times, preferred ways of receiving information, and possible spouse involvement were studied. Presented in this chapter is a description of the participants, and findings resulting from an analysis of the data.

Sample

The research sample consisted of employed homemakers in Creek County. Four hundred names were selected randomly from the telephone directories in Creek County. Forty-eight homemakers employed at the Creek County courthouse were personally handed questionnaires. Of the 448 questionnaires that were distributed, 177 of the questionnaires were returned (39.5%), 61 because of insufficient address (13.6%), 64 blank because they did not feel they should complete the questionnaire

(14.2%), and 52 completed for use in the analysis (11.6%). No response was received from 271 of those contacted (60.4%).

Characteristics of Sample

The discussion which follows gives information about the general characteristics of the respondents.

Age

The largest percentage of employed homemakers were in the 31-40 age bracket. The next largest age group was the 21-30 group. The age brackets with the smallest percentage of homemakers responding were the under 20 and 51-60 groups.

TABLE I
AGE OF RESPONDENTS

Age	Number 52	Percent
Under 20	1	1.9
21-30	11	21.1
31-40	19	34.6
41-50	9	17.3
51-60	4	7.6
over 60	7	13.4
no response	1	3.8

Children in Families

Table II indicates that 84.6% of the respondents had children. Of this 84.6%, 34.6% indicated they had children over 20 years of age, while 25% had children in the 6-10 years of age bracket and 23% had children in the 11-14 group. This corresponds with the size of the age brackets responding.

TABLE II
CHILDREN IN RESPONDENTS FAMILIES

Children	Number 52	Percent
yes	44	84.6
no	5	9.6
no response	3	5.7
<u>Age of Children*</u>		
Under 1 year	7	13.4
1-5 years	8	15.3
6-10	13	25.0
11-14	12	23.0
15-19	10	19.2
over 20	18	34.6

*Respondents had more than one child in several age groups; therefore, totals and percentages will not equal 100 percent.

Employment

Full-time employment, those working 40 hours per week, was reported by 55.7% of the homemakers as shown in Table III and 23% indicated they were employed over 40 hours per week. Clerical employment was the profession of 55.7% of the respondents. The fact that 22 of the tabulated questionnaires came from workers at the Creek County courthouse could have influenced this figure and may not be an accurate indication of the type of employment for the majority of homemakers in Creek County.

TABLE III
NUMBER OF HOURS WORKED PER WEEK AND
TYPE OF RESPONDENTS EMPLOYMENT

Employment	Number 52	Percent
<u>Employment Status</u>		
1-10 hours a week	2	3.8
11-20 hours a week	2	3.8
21-30 hours a week	2	3.8
31-40 hours a week	29	55.7
over 40 hours a week	12	23.0
no response	5	9.6
<u>Type of Employment</u>		
Clerical	29	55.7
Executive	4	7.6
Production	1	1.9

TABLE III CONTINUED

Employment	Number 52	Percent
Household or Public Service	2	3.8
Professional or Technical	12	23.0
Other	4	7.6

Place of Residence

Table IV shows that 57.6% of the survey sample lived in a town of over 2500 population. Only 5.7% of the respondents lived on a working farm, outside city limits.

TABLE IV
RESPONDENTS' PLACE OF RESIDENCE
AND HOME OWNERSHIP

Residence	Number 52	Percent
<u>Place of Residence</u>		
On working farm, outside city limits	3	5.7
In the country, not on a working farm	12	23.0
In a town of less than 1,000	1	1.9

TABLE IV CONTINUED

Residence	Number 52	Percent
<u>Place of Residence</u>		
In a town of 1,000 to 2,500	5	9.6
In a town of over 2,500	30	57.6
No response	1	1.9
<u>Type of Residence</u>		
Mobile Home	6	11.5
Duplex	0	0.
Condominium	0	0.
Apartment	0	0.
Single family house	46	88.4
Share house with another family	0	0.
<u>Home Ownership</u>		
Own	47	90.3
Rent	5	9.6

Home Ownership

Home ownership was high among all groups as shown in Table IV. There were 90.3% of the homemakers in the study who owned a home. Eighty-eight and four hundredths percent of the respondents lived in single

family houses.

Perceived Problems and Needs

One of the research questions to be answered by this study was, "In what areas of Home Economics do employed homemakers identify problems?". Data in Table V shows that homemakers major questions of concern for the past six months were in Food and Nutrition and Financial Management, both with 44.2%; Consumer Buying with 42.3%; Family Health with 32.6%; and Home Furnishings with 30.7%.

TABLE V
PROBLEMS AND CONCERNS OF RESPONDENTS
DURING THE LAST SIX MONTHS

Problem Area*	Number 52	Percent
Food-Nutrition	23	44.2
Financial Management	23	44.2
Consumer Buying	22	42.3
Family Health	17	32.6
Home Furnishings	16	30.7
Clothing and Fabric	14	26.9
Housing	13	25.0
Child Care and Development	12	23.0
Safety	10	19.2
Home Management	7	13.4

*Respondents could show more than one problem area. Therefore, numbers and percentages will equal more than 100 percent.

Homemakers' Information Resources

Information in Table VI reveals that employed homemakers of today receive much of their information from friends or family members. They also rely on magazines and newspapers as sources of information.

The employed homemakers surveyed did not rely on the Cooperative Extension Service as a source of information in any area of Home Economics. Only 7.6% of the respondents had had any contact with the Cooperative Extension Service.

TABLE VI
HOMEMAKERS' INFORMATION SOURCES

Source	Number 52	Percent
Friend	26	50.0
Magazine	24	46.1
Newspaper	23	44.2
Family Member	21	40.0
Library	8	15.3
Other	5	9.6
Cooperative Extension Service	4	7.6

Contact With Cooperative Extension Service

Table VII shows kinds of contact with the Extension office in Creek County. There were 78.8% in the survey that did not indicate any contact with the Extension office. Of those reporting some type of contact with the Extension office, 11.5% had requested or picked up literature.

TABLE VII
RESPONDENTS' AWARENESS OF EXTENSION
OFFICE AND SERVICES

Contact with Extension Office	Number 52	Percent
Requested or picked up literature	6	11.5
Attended Programs	2	3.8
Family belongs to an organized Extension Group	1	1.9
Other	5	9.6
None	41	78.8

Extension Homemaker Membership

Examination of Table VIII shows that only 5.7% of the sample had ever been Extension Homemakers, and they were only members for from 1 to 3 years.

TABLE VIII
AGE AND EXTENSION HOMEMAKER MEMBERSHIP

Past or Present Membership	Under 30		31-40		41-60		Over 60		Total	
	N	%	N	%	N	%	N	%	N	%
Member	1	8.3	1	5.2			1	12.5	3	5.7
Never a Member	11	91.6	18	94.7	13	100.	7	87.5	49	94.2
<u>Years of Membership</u>										
Less than 3 years	1	8.3	1	5.2			1	12.5	3	5.7

Reasons for Not Belonging to Extension Homemakers

The information provided in Table IX answers research question number 2. "Why do employed homemakers not participate in Home Economics educational programs provided by the Creek County Extension Service?"

TABLE IX
RESPONDENTS' REASONS FOR NOT BELONGING
TO EXTENSION HOMEMAKERS

Reason	Number	Percent
Have never been invited to attend or join	19	36.5
Lack of knowledge concerning the program	16	30.0
Went to work and group meets while I am working	6	11.5
Involvement with children's activities	5	9.6
Requires too much personal involvement	4	7.6
No club or group is easily accessible	4	7.6
Other	4	7.6
Spouse disapproved	1	1.9
Believe programs are designed for age group other than my own	1	1.9

Preferred Teaching Methods

Extension has many ways to disseminate information. A list of possible ways was given to allow a check mark for as many ways as that homemaker would like to receive information. Table XI shows that over 40% of the homemakers in the survey preferred printed material. The sample showed a preference for newsletters by 38.4%, workshops by 28.8%, newspaper articles and 800 toll-free telephone information by 23.0%.

TABLE XI
AGE AND PREFERRED METHOD OF RECEIVING INFORMATION

Method	Under 30		31-40		41-60		Over 60		Total	
	N	%	N	%	N	%	N	%	N	%
Printed Material	4	36.3	8	42.1	6	46.1	3	37.5	21	40.3
Newsletters	6	50.0	7	36.8	7	53.8			20	38.4
Workshops	3	25.0	6	31.5	3	23.0	3	37.5	15	28.8
800 toll-free number	2	16.6	6	31.5	2	15.3	2	25.0	12	23.0
Newspaper	2	16.6	4	21.0	4	30.7	2	25.0	12	23.0
Shortcourse	5	41.6	1	5.2			2	25.0	9	17.3
Special Interest Meeting	2	16.6	2	10.5			2	25.0	6	11.5
Lunch'n Learn	2	16.6	3	15.7					5	9.6
EH Lesson	1	8.5	1	5.2			2	25.0	4	7.6
Browsing	1	8.5	1	5.2			1	12.5	3	5.7
Special Correspondence			1	5.2	1	7.7			2	3.8
Study Group	1	8.5					1	12.5	2	3.8
Other	1	8.5							1	1.9

Homemaker Activities

Table XII shows that employed homemakers are involved in a variety of activities. Almost 52% of the homemakers in the survey reported that they were involved in church activities. Thirty two and six hundredths percent participated in their children's school activities. Service club or organization and education for self was listed as involvement by 21.1% of the homemakers.

TABLE XII
RESPONDENTS' INVOLVEMENT IN OTHER ACTIVITIES

Activity	Number 52	Percent
Church Activities	27	51.9
Service Club or organization	11	21.1
Education for self	11	21.1
Trade Union or work related group	2	3.8
Child's school activities	17	32.6
Other	4	7.6

As we look back to Table IX, 9.6% stated that they did not belong to Extension Homemakers because of involvement with children's activities,

and 7.6% felt that Extension Homemakers required too much personal involvement. This is not a large enough percentage to state that involvement in activities outside the home affect their participation in Cooperative Extension Service.

Time Preference

Forty and three tenths percent of the homemakers indicated that time of the year did not affect their attendance at educational meetings. Of the 19.2% that indicated there were certain times of the year they could not attend, 15.8% designated summer as the least desirable time. Only 3.8% indicated that fall and winter were not good times.

The best time of day was evening as indicated by 63.4%. Morning and afternoon were preferred by only 7.6% as indicated on Table XIII.

TABLE XIII
TIME PREFERENCE OF RESPONDENTS FOR MEETINGS

Time Preference	Number	Percent
Morning	4	7.6
Afternoon	4	7.6
Evening	33	63.4
Anytime	0	0.
Other	4	7.6
<u>Is there a time of year when you could not attend?</u>		
Fall	2	3.8
Winter	2	3.8
Spring	6	11.5
Summer	8	15.8

TABLE XIII
TIME PREFERENCE OF RESPONDENTS FOR MEETINGS

Time Preference	Number 52	Percent
Morning	4	7.6
Afternoon	4	7.6
Evening	33	63.4
Anytime	0	0.
Other	4	7.6
<u>Is there a time of year when you could not attend?</u>		
Fall	2	3.8
Winter	2	3.8
Spring	6	11.5
Summer	8	15.8
Other	1	1.9

The findings shown on Table XIV indicates that there is a relationship between method of receiving information and preferred time of program delivery. Table XI shows that 40.3% of the participants preferred to receive their information through printed material.

Table XI and XIV provide the answer to research question number 3. "Is there a relationship between method of receiving information and preferred time of program delivery?"

TABLE XIV
METHODS AND PREFERRED TIMES FOR RECEIVING INFORMATION

Method*	Morning		Afternoon		Evening		Anytime		Other		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Shortcourse	1	25.0	1	25.0	7	21.2					9	17.3
Workshops	2	50.0	1	25.0	12	36.3					15	28.8
Special Inter- est Meeting					5	15.1			1	25.0	6	11.5
EH Lesson					3	9.0			1	25.0	4	7.6
Study Group					1	3.0			1	25.0	2	2.38
Lunch'n Learn	1	25.0	1	25.0	3	9.0					5	9.6

*Some checked time, but did not check method.

Potential for Husband Involvement

"Would your spouse attend an educational meeting with you?" was the question asked the homemakers. Table XV shows that only 9.6% said yes, but 32.6% said maybe. There were 38.4% who felt their husbands would not attend a program with them.

TABLE XV
POTENTIAL FOR GETTING HUSBANDS INVOLVED
IN EDUCATIONAL PROGRAMS

Husband Involvement	Number	Percent
52		
Would your husband attend program with you?		
Yes	5	9.6
No	20	38.4
Maybe	17	32.6
Not applicable	4	7.6

Topics of Special Interest

Question 19 on the questionnaire ask the respondents to list topics of special interest. Those listed fall under the same general areas of Home Economics that have already been discussed in this paper. A detailed list of the topics listed have been prepared and included in Appendix C.

Employed Homemaker Newsletter

At the bottom of the cover letter which accompanied the questionnaires when they were distributed was a form for them to complete and return with their questionnaire. Twenty-seven of these forms were returned and their names were placed on the Employed Homemaker Newsletter mailing list. They will receive this newsletter for the next year.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

The purpose of this study was to determine the Home Economics educational needs of employed homemakers in Creek County and to determine how to involve them more in educational programs provided by the Cooperative Extension Service in Creek County. Preference of times for programming and methods of receiving educational information were also studied.

Employed homemakers in Creek County made up the population for this study. A total of 448 homemakers were contacted. Questionnaires were mailed to 400 of the homemakers and 48 were hand delivered in July and August, 1984. The questionnaire was designed to collect demographic data and information pertaining to problems of employed homemakers. Information sources homemakers utilize, preferred methods and meeting times for receiving information were analyzed.

Findings and Conclusions

The purpose of the study was to determine a) the educational needs and interests of employed homemakers and b) ways of increasing employed homemakers participation in Cooperative Extension Service sponsored programs in Creek County.

Through the review of literature, general areas of homemaking problems were identified. The information gained from the review of literature

served as a basis for the development of the questionnaire.

The objectives for the study were:

1. To assess the educational needs of employed homemakers in Creek County as associated with age(s) and number(s) of children at home.
2. To assess the educational needs of employed homemakers in Creek County as associated with time(s) and program delivery desired by these homemakers.
3. To determine reasons for participating or non-participation by employed homemakers in formal Cooperative Extension Home Economics programs.

The data obtained from the questionnaire indicated that the majority of employed homemakers are 21-50 years of age, have children, work 40 or more hours per week and own a single family home in a town of over 2500.

Food and Nutrition, Financial Management, Consumer Buying, Family Health, and Home Furnishings were the areas of greatest problems during the past six months. The homemakers surveyed had little knowledge of the Cooperative Extension Service and only 7.6% of them used it as a source of information. Friends, family members, magazines, and or newspapers were their main source for information. This indicates that the Cooperative Extension Service needs to do a better job of informing all residents of the county of their services.

Only 3 of the respondents indicated they had ever been an Extension Homemaker and they were only a member for one to three years. A variety of reasons were indicated for not being a member. "Have never been invited to attend" and "lack of knowledge of the program" were the reasons checked most often. Again, Extension must devise new, more

effective ways of informing all homemakers of the opportunities available to them. This is supported by Table X which shows that 46.1% indicated they needed more information before they could decide whether to join Extension Homemakers or not.

The data obtained in Table XI showed that the employed homemakers preferred to receive information through printed material, newsletters, and newspapers. An 800 toll-free telephone 'Dial A Tip' was another good choice for providing the homemaker's information. Instructional meetings were preferred in shortcourses, workshops, or special interest meetings, but they would have to be held during the evening. The time of year was not a significant factor in selecting time for programs. The possibility of having their spouse attend an educational meeting with them was indicated by 32.6% of the respondents.

The data is not discussed in relation to specific objectives of the study. They are as follows:

Objective 1. To assess the educational needs of employed homemakers in Creek County as associated with age(s) and number(s) of children at home.

The study showed there were needs in all areas of home economics. The needs of greatest concern were in food and nutrition, financial management, consumer buying, family health, and home furnishings. Home management was a concern for only 13.4% of the respondents.

Objective 2. To assess the educational needs of employed homemakers in Creek County as associated with time(s) and program delivery desired by these homemakers.

Data shows that 40.3% of employed homemakers prefer to receive their educational information by printed material. Newsletters were the next

most preferred method. Workshops and short courses were the most desirable form of meetings. The time preference for all meetings was evening as indicated by 63.4% of the respondents. Morning, afternoon and other received 7.6% of the respondents preference.

The study revealed there are times to avoid for scheduling programs. All seasons presented problems for a few homemakers, but spring and summer presented more problems for meetings. Well planned and well publicized programs can be successful in any season.

Homemakers go to their friends for information on problems more than any other source. Next they rely on magazines, newspapers, or family members. Why does Extension not have articles on current homemaking problems in popular magazines?

To reach the employed homemaker, programming must be altered to include evening programs and a variety of independent study materials. Newsletters, printed materials distribution, and newspaper articles are possible ways to accomplish this.

Objective 3: To determine reasons for participating or non-participation by employed homemakers in formal Cooperative Extension home economics programs.

Only 26.8% of the respondents were aware of the Creek County Extension Office and services and only 5.7% of the homemakers had been members of Extension Homemakers. Not being invited to attend or join was the most significant reason given for non-involvement in Extension Homemaker groups. Lack of knowledge concerning the program was another reason found. These two reasons were also the most significant reasons found by Rilletta Marshall in her 1982 study, "Expressed Needs of Young Families in Muskogee County". Extension must seek new ways of informing

employed homemakers of the services and information provided by the Cooperative Extension Service.

Suggestions and Implications

This study has implications for improving Extension Home Economics availability for employed homemakers in Creek County. The respondents preferred to receive their information through printed material. This provided a challenge for the Extension Service to devise new, creative methods of distributing their research based information. The questions that must be answered are: 1) Where can the printed material be placed for maximum use? 2) What kinds of evaluation can be carried out to determine changes in attitudes and or knowledge gained by the homemaker as a result of the distribution of the printed material?

Meetings need to be scheduled for evenings or weekends. This indicates that the Cooperative Extension Service should look closely at the traditional hours the office is open. Perhaps, extension offices should explore the concept of flex time, which is variable working hours, for both secretaries and professionals. The office may need to stay open late at least one night per week to provide the employed clientele who responded to this study and others in Creek County an opportunity to visit the extension office for advice, services, or literature.

Professional staff members may need to work varied hours, for example, 8 a.m. to 5 p.m., Monday, Wednesday, and Friday and 1 p.m. to 9 p.m. Tuesday and Thursday. This would lead to more educational programs scheduled in which employed homemakers could participate. Once the clientele have realized the changes in working hours, they will feel as if the Extension Service is available to them, also.

The increased circulation fo newsletters should be explored to reach a larger percentage of the population in Creek County. These newsletters should target in on the major areas of concern as expressed in the questionnaire.

Data from this study showed that some homemakers would become involved in Extension Homemaker's programs if they were aware of the program and if they were invited or asked to attend and if they were interested in the program subject matter. This implies a need for Extension homemakers to do more personal invitations in getting potential homemakers to attend or join. It also implies the need to conduct a program awareness on what the Extension Homemaker organization is.

The keys to getting employed homemakers involved appears to be a need to create an awareness of Extension programs and the variety of services and information available not just in home economics, but in all areas and to design programs that will meet their needs. For this already busy, non-traditional audience to participate, we need to develop new, creative, non-traditional methods of extending education.

Recommendations for Further Research

There is a need for further research on programming for the employed homemaker. This was a limited study of employed homemakers. Further studies are needed in other localities to test the validity of conclusions drawn from this study. Ninety and three hundredths percent of the respondents were home owners. This same type of survey should be conducted with apartment and condominium residents.

A SELECTED BIBLIOGRAPHY

- Best, J. W. Research in Education. Englewood Cliffs, N.J.: Prentice Hall, 1977.
- Challenges of the 80's. Oklahoma Cooperative Extension Service/College of Home Economics. Stillwater, Okla. Oklahoma State University, 1980.
- Cross, K. Patricia. Adults As Learners. San Francisco, CA: Jossey-Bass Publishers, 1981.
- Department of Economic and Community Affairs. Census '80. Oklahoma Population Counts by Age, Race, and Sex. Oklahoma City, Okla. Oklahoma State Data Center, December, 1981.
- Draughn, P. S., and Rutledge, C. M. Working Wives: Their impact on perceptions of role competency of middle-age husbands. Home Economics Research Journal, 1982, 10(4), 391-400.
- Dunsing, M. Changes in economic aspects of family life. Illinois Teacher, 1981, 24(4), 171-181.
- Foster, A., and Metzen, E. Wife's earnings and family new worth position. Home Economics Research Journal, December, 1981, 10(2), 192-202.
- Gorman, A., Matern, L., Williams, S., Lauener, N., Siddens, C., and Williams, J. Impact of Family Decisions on Conservation of Natural Resources. Stillwater, Ok: Family Study Center, Oklahoma State University, 1980
- Harriman, L. Families in the 1980's: Issues and concerns. Journal of Home Economics, 1982, 74(2), 31-35.
- Hayghe, H. Families and the rise of working wives - An overview. Monthly Labor Review, 1976, 99(5), 12-19.
- Hester, S., and Dickerson, K. Dual career families: The stress and the rewards. Journal of Home Economics, 1981, 73(3), 29-33.
- Marshall, R. Expressed Needs of Young Families in Muskogee County for Cooperative Extension Home Economics Programs. (Unpublished master's thesis, Oklahoma State University, 1982.)

- Miller, M. Extension Study Group Members View Their Clubs and Extension Home Economists. Agriculture and Nature Resources Education Institute. Publication No. 28, Michigan State University, October, 1973.
- Peck, C. Marital and Family Characteristics of Oklahomans in the Labor Force. Stillwater, Oklahoma: Department of Housing, Design, and Consumer Resources, College of Home Economics, Oklahoma State University, October, 1983.
- Petersen, R., and Petersen, W. University Adult Education: A Guide to Policy. New York: Harper and Brothers, 1960. 204-205.
- Reid, M. G. Economics of Household Production. New York: John Wiley and Sons, Inc., 1934.
- Sanik, M. M. Division of household work: A decade comparison 1967-1977. Home Economics Research Journal, 1981, 10(2), 175-180.
- Scott, Dorothy et al., Home Economics, New Directions, A Statement of Philosophy and Objectives. Washington, D. C.: American Home Economics Association, 1959.
- Sturm, Mary Mark. Implications for Teachers of Home Economics when mothers work. Journal of Home Economics. LI, May, 1959, p. 329.
- Thompson, A. E. Identification and evaluation of concepts for competencies of home economists in extension as a program organizer. (Unpublished doctoral dissertation, Oklahoma State University, 1967.)
- United States Department of Labor. Women's Bureau. Who are the working mothers? Washington, D.C.: U. S. Government Printing Office, 1962 (revised).
- Wampler, K. W. A comparison of the homemaking problems of employed and non-employed homemakers and members of home demonstration clubs with implications for county extension program development. (Unpublished master's thesis, Oklahoma State University, 1963.)
- Zimmerman, D., Skinner, A., and Birner, R. Career involvement and job satisfaction as related to job strain and marital satisfaction of teachers and their spouses. Home Economics Research Journal, 1980. 8(6), 421-427.

APPENDIXES

APPENDIX A

COVER LETTERS

FOLLOW-UP CARD

P. O. Box 524
Kellyville, Oklahoma 74039
June 23, 1984

Dear Homemaker,

I need your help. In my position as Extension Home Economist for Creek County, I am trying to identify the needs of employed homemakers so that I may better serve those needs.

How can you help? Please fill out and return the enclosed questionnaire by July 6. The information you will send is very important. Your response will be confidential.

If you are not an employed homemaker or feel you cannot complete the questionnaire, please return the blank questionnaire.

I really appreciate your help.

Sincerely,

Darlene Leach
Extension Home Economist

Encl.

P.S. If you would like to receive a bimonthly "Employed Homemakers Newsletter" provided by the Creek County Extension Center, please complete the form at the bottom, clip, and return with your questionnaire.

Name _____

Address _____

July 10, 1984

Dear Homemaker,

Recently I mailed you a letter and questionnaire. You were asked to complete the questionnaire and return in the enclosed envelope. This information will be very useful as I plan the Home Economics Educational Program for Creek County.

Please return the questionnaire as soon as possible. If you have misplaced your questionnaire, call 224-2192 and I'll be glad to send you another one. Thank you for this much needed information.

Sincerely,

Darlene Leach
P. O. Box 524
Kellyville, OK 74039

P. O. Box 524
Kellyville, Oklahoma 74039
August 23, 1984

Dear Homemaker,

I need your help. In my position as Extension Home Economist for Creek County, I am trying to identify the needs of employed homemakers so that I may better serve those needs.

How can you help? Please fill out the attached questionnaire and I'll come to pick it up on August 29. This information you will provide is very important. Your response will be confidential.

I really appreciate your help.

Sincerely,

Darlene Leach
Extension Home Economist

P.S. If you would like to receive a bimonthly "Employed Homemakers Newsletter" provided by the Creek County Extension Center, please complete the form at the bottom, clip and return with your questionnaire.

Name _____

Address _____

APPENDIX B

QUESTIONNAIRE

NEEDS ASSESSMENT OF EMPLOYED HOMEMAKERS

QUESTIONNAIRE

Directions: Please answer each statement by placing an X in all of the appropriate blanks so that the information most accurately reflects your situation.

1. Age:

Under 20 21-30 31-40
 41-50 51-60 Over 60

2. Do you have children?

yes no If yes, indicate number of children
 under 1 year in each age group.
 1-5 years 6-10 years 11-14
 15-19 years over 20 years years

3. How many hours are you employed for pay in or out of the home?
Check number of hours you work each week.

none 1-10 11-20
 21-30 31-40 over 40

4. Type of employment:

clerical executive production
 household or public service
 professional or technical
 other, please list type of work _____

5. Place of residence:

on a working farm, outside city limits
 in the country, not on a working farm
 in a town of less than 1,000
 in a town of 1,000 to 2,500
 in a town of over 2,500

6. Do you own or rent your home?

own rent
 other, please explain _____

7. Type of dwelling:
 mobile home condominium apartment
 duplex single family house
 share home with another family
 other, describe _____
8. Please check all of the Home Economics areas about which you have had questions in the last 6 months.
 Food and Nutrition Clothing and fabric
 Consumer buying Home management
 Housing Home furnishings
 Financial management Family relations and communications
 Child care and development Safety
 Family Health
9. Where did you go for information? Please rank with where you went first being number 1 and so on.
 Friend Library Newspaper
 Family Member Magazine Cooperative Extension Service
 other _____
10. What kind of contact have you had with the Cooperative Extension Office the past year? Check all that apply.
 Have requested or picked up literature this past year.
 Have attended one or more programs offered this year.
 Family belongs to an organized Extension group (i.e. Extension Homemakers, 4-H)
 Other, describe _____
11. Have you ever been an Extension Homemaker group member?
 yes no If yes, how long?
 less than 1 year 4 to 9 years
 1 to 3 years 10 to 15 years
 over 15 years
12. If "no" to question 11, or if you have been a member, but are no longer, why? Check as many as are appropriate.
 group or club disbanded
 went to work and group meets while I am working
 no one to take care of the children
 did not like it
 spouse disapproved
 requires too much personal involvement

- lack of transportation
 no club or group is easily accessible
 have never been invited to attend or join
 fear or dislike organization
 believe programs are designed for age groups other than my own
 lack of knowledge concerning the program
 program topics did not meet my needs
 involvement with children's activities
 other, please specify _____
13. If you are not a member, would you be interested in becoming an Extension homemaker?
- need more information
 yes, in an existing group of all ages
 yes, in a new (or existing) group of young homemakers
 yes, in a new (or existing) group of older homemakers
 at a later date
 other, please specify _____
14. In what form would you be more interested in receiving home economics information? Check all that apply.
- short courses
 workshops
 special interest meetings
 newsletters
 newspaper articles
 extension homemaker lessons
 study group
 lunch'n learn (noon brown bag program)
 printed material (fact sheets and bulletins)
 telephone conversation
 800 toll-free telephone "Dial A Tip"
 home study lessons
 public service announcements on radio or television
 special correspondence with Extension Home Economist
 browsing educational materials available in public places such as waiting rooms, laundromats, libraries, etc.
 other, please specify _____

15. In what kinds of groups, organizations or activities do you regularly participate? Check all that apply.

church activities children's school activities
 service club or organization
 education for self (Vo-Tech, Community Education, etc.)
 trade union or work related group
 other, describe _____

16. For you to participate in an educational program what time of day is best suited to your needs?

morning afternoon evening
 anytime other

17. Is there a time in the year or seasons that you could not attend meetings or receive information?

yes no If yes, when?
 fall summer winter
 spring other, specify _____

18. Would your spouse attend an educational meeting with you?

yes no maybe
 not applicable (not married)

19. List topics of special interest to you.

APPENDIX C

SPECIAL INTEREST RESPONSES

Question 19 special interest responses

Sewing - 3
Home Decoration - 2
Child Care - 1
Flower Gardening - 3
Nutrition - 1
Vegetable Gardening - 2
Quilting - 1
Canning - 3
Family Relations - 2
Child Psychology - 1
Food - 3
Cooking - 1
Consumer Education - 2
Finance - 3
Crafts - 3
Woodworking - 1
Tole Painting - 1
Holiday Foods and Decorations - 1
Freezing - 1
Home Improvement - 1
Family Safety - 1
Fashion - 1
Retirement - 1
Health - 1

2
VITA

Mary Darlene Hood Leach

Candidate for the Degree of

Master of Science

Thesis: EXPRESSED NEEDS OF EMPLOYED HOMEMAKERS IN CREEK COUNTY OKLAHOMA FOR COOPERATIVE EXTENSION HOME ECONOMICS PROGRAMS

Major Field: Home Economics Education

Biographical:

Personal Data: Born in Maderia, California, June 2, 1938, the daughter of Clarence and Zella Hood. Married Chester I. Leach on May 24, 1959. Two children: daughter, Rebecca Sue, born on December 6, 1960; son, Craig James, born on November 2, 1967.

Education: Graduated from Tryon High School, Tryon, Oklahoma, in May, 1956; received Bachelor of Science degree from Oklahoma State University, Stillwater, Oklahoma, in May, 1960; completed requirements for the Master of Science degree at Oklahoma State University in December, 1984.

Professional Experience: Home Demonstration Agent, 4-H, Creek County; Home Demonstration Agent, Texas County; Elementary School Teacher, Guthrie, Oklahoma; Elementary and Home Economics Teacher, Carney, Oklahoma; Extension Home Economist, Okfuskee County; Extension Home Economist, Creek County.

Professional Organizations: Member, National Association of Extension Home Economist, Oklahoma Association of Extension Home Economist.