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FACILITATORS AND CONSTRAINTS IN HOME MANAGEMENT
OF THE PART-TIME PROFESSIONALLY EMPLOYED
WIFE AND MOTHER

By

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CHAPTER I

INTRODUCTION

Since women have entered the labor force in ever increasing numbers, family roles and resource allocation have been debated and researched as the labor market interfaces with the family. The gainfully employed wife and mother frequently has not followed the typical work production pattern of other adult workers, thus, the wife and mother has been singled out for study. One variation from the typical worker's work schedule that the wife and mother has followed has been a part-time work arrangement.

According to Hayghe (1976), nearly half of all husband-wife families has two workers or more and about two-fifths of all children under 18 are in such families. "Over the 25-year period, of 1950 to 1975, the proportion of employed wives continued rapid growth, advancing from 36 out of 100 to 49 out of 100 in 1975" (Hayghe, 1976, p. 13). According to Greenwald (1972) the part-time employment of adult women has grown almost twice as fast as full-time employment of women since 1966.

Writing about gainful employment of women, Reid (1934) suggested that the gainful employment of the wife might have resulted in a greater spirit of cooperation and mutual help within the family. Walker (1973), however, found that the housework time of husbands, in families where the wife is employed outside the home, is not greater than that of husbands in families where the wife is not employed. Walker (1969) found that

homemakers who are employed outside the home for more than 30 hours per week spend about five hours per day in housework. With time demands this great at home, one might question how the working wife has managed her time and energy in this demanding schedule.

For professional women, careers are also very time demanding. Gould (1971) related that only those women with exceptional capacities can be heavily committed to two time consuming jobs at one time. For some wives, who are also mothers, an alternative to the demands of full-time professional employment has been part-time professional employment.

Until recently the idea of hiring anyone as part-time professionals has been avoided as being too disruptive to work routine and simply causing administrative headaches (Bronson, 1974). In 1968, the Massachusetts welfare department hired 50 women to work half-time in what had been 25 full-time social worker positions (Gallese, 1974). Bronson (1974) reported that the Boston social workers, employed half-time, had more face-to-face contact with the people they were aiding than did regular employees. This study also showed that the half-time workers carried slightly more than half the case load of full-time workers and had significantly lower turnover rate. Bronson (1974) relates that a nationwide woman's educational organization, Catalyst, received grants totaling \$300,000 from private foundations to draw up programs for less than full-time employment of well-educated women. In response to this trend, the United Publishing Corporation of Washington hired 54 women as part-time writers and researchers among a staff of 200 to put together its New American Encyclopedia (Bronson, 1974). College administrators have used job-sharing as a way of recruiting more female faculty members (Gallese, 1974). University departments have been

sharing full-time faculty members with each other for quite some time. These same departments' sharing of a half-time faculty member with a full-time "appointment" at home with young children and full home management responsibilities has been a fairly new development.

Even as long ago as 1949, after studying trends in part-time employment by professional women, Hansl (1949, p. 53) has suggested that "research was needed to find out how the part-time professional female worker a) manages her housework, b) makes use of her time and c) finds satisfaction in family life."

Statement of Problem

Home management practices of women who are gainfully employed on a full-time basis have been studied (Hall, 1969; Henderson, 1972; Sampson, 1972; and Spurrier, 1973). Home management practices by women who are wives and mothers and employed on a part-time basis may differ from those full-time employed women or full-time homemakers. The problem examined in this research is: What facilitators and constraints exist for the wife and mother in home management who is employed in a professional position on a part-time basis? That is, what elements help or hinder the part-time professionally employed wife and mother in her role as home manager?

Objectives of the Research

The objectives of this research are to examine the following areas with respect to the stated problem:

1. To summarize some demographic characteristics of the part-time professionally employed wife and mother.

2. To determine home management patterns in delegation of responsibility for household tasks of the part-time professionally employed wife and mother.
3. To determine time-use patterns in home management tasks by the part-time professionally employed wife and mother.
4. To determine use of financial resources by the part-time professionally employed wife and mother and its influences on home management practices.
5. To identify facilitators and constraints in home management for the part-time professionally employed wife and mother.

Definition of Terms

The following terms are defined for this study. Other terms or phrases were considered to be self-explanatory.

1. Part-time employment is defined as employment for less than 35 hours per week. This employment is different than part-year employment which is from one to 49 weeks per year (United States Department of Labor, 1966).
2. Wife and mother is defined as a married woman with at least one child at home age 15 or younger. The age of 15 was set as an upper limit as it was assumed that many adolescents begin driving at 16 and thus relieve the wife and mother from some of the chauffeuring responsibilities.
3. Facilitators are defined as those areas of life or patterns of home management which assists or makes easier the professional involvement of the part-time employed wife and mother.

4. Constraints are defined as those areas of life or patterns of home management which hinders or restricts the professional involvement of the part-time employed wife and mother.
5. Professional employment is defined as employment that requires a bachelor's degree from an accredited college or university or the Registered Nurse certificate.
6. Home management "consists of purposeful behavior involved in the creation and use of resources to family goals" (Gross, Crandall and Knoll, 1973, p. 3).
7. Household tasks includes housecleaning, food preparation, laundry, household shopping, managerial tasks and child care.

Assumptions

Research in this study is based on the following assumptions:

1. All respondents in the study will willingly participate in this study. It is assumed no coercion is present.
2. It is assumed that all responses will be voluntarily made by the respondents and that each respondent is capable of making, and will make, an honest and unbiased response to the interview.

Limitations

The method of this research is, in and of itself, a limitation acknowledged by the researcher. The case study method was chosen in spite of its inability to find specific answers about the population studied. Since the population has not been specifically identified, the use of larger scale survey research did not seem to be appropriate. The advantage of being able to probe more deeply into the attitudes about

the part-time professionally employed wife and mother in order to suggest hypothesis for further research was thought to outweigh the disadvantages.

Conceptual Framework

One of the initial interests in directing this study was to learn what binds families together and how home management responsibilities were handled in families where the wife and mother is employed professionally on a part-time basis. One of the theories that relates to this interest is the social theory. The social (exchange) theory has been developed as a sociological approach or conceptual framework predicated on the attraction of one person for another. The attraction is sustained on the basis of rewards offered to one another. The kinds of rewards may vary from economic security to a sense of being understood and appreciated. Both material and emotional rewards are exchanged, but the bonds formed also involve costs. It takes time and energy and often financial expenditures to keep a relationship going and growing. If costs appear to outweigh benefits, or if the margin of profit (in economic terms--rewards less costs) is extremely minimal, the value of the relationship may not be considered profitable and may be terminated (Blau, 1964; Scanzoni and Scanzoni, 1976).

Marriage may be analyzed with respect to the social exchange theory. A man and woman choose one another and remain together, sharing their lives, because they perceive this situation to be rewarding. If it is profitable, they gain something from it. The process of marriage involves expenditure and profit. In economic terms each person wants to "get his/her money's worth" out of the relationship--in terms of rewards,

both tangible and intangible. Gaining rewards involve costs and investments, which means there is going on in marriage a constant assessment of the reward/cost ratio to make sure the individual and the marital unit are experiencing profit.

The parent/child interactions can also be analyzed by the social exchange theory--with rewards, costs and sanctions. Parents reward their children for certain behaviors in order to encourage or reinforce their children in such behaviors. In exchange, the parents receive rewards from their children--not only the rewards of affection and gratitude, but also the reward of sex role identification. Children who take on their sex role corresponding to the role of that sex, reward their parents with the gratification that they role they held was the "right" one. Some child development theorists have carried the social exchange theory to the extent of suggesting financial exchange by the parents in reward for desired behavior on the part of the child.

Marriage exists when two (or more) persons maintain ongoing instrumental and expressive exchanges. The expressive (or person-oriented) dimension includes sexual gratification, companionship, and empathy. The instrumental (or task-oriented) dimension includes economic behavior or earning and spending income and the performance of necessary household tasks.

Scanzoni and Scanzoni (1975) picture the exchange theory working in a traditional marriage as a two story house.

One story is the instrumental realm of marriage, and various exchanges go on between husband and wife on this level. The other floor of the house, the expressive realm, is also the site of husband-wife exchange. But there is, in addition, a considerable amount of running up and down stairs between the two stories, with exchanges of rights and duties going on between the instrumental and expressive realms (p. 259).

In the traditional marriage in which the husband has the provider role, the husband supplies his wife and any children with economic and status rewards. This supposedly motivates the wife to perform her instrumental role as homemaker. On the other level the wife performs her expressive duties in exchange for the economic and status benefits from the husband. These expressive behaviors from the wife motivates the husband to perform his expressive duties as well as motivates him to perform his instrumental duties. Social sciences have, in the past at least, often reinforced this kind of model by assigning social status in relation to the husband and his instrumental behavior in this model, of occupation and income, according to Acker (1973).

For some people the traditional model represented exploitation within the social exchange system (Ekeh, 1974). A model which reflects commitment to careers by husband and wife would reflect two persons fulfilling each of the processes within the original model. Here both partners are equally committed to careers and involved directly in the economic-opportunity system, thus the husband-wife role reciprocity is based upon equal-partner status and provider-role interchangeability. The instrumental duties of the household tasks and economic and status rewards are equally shared by husband and wife. The rights of both husband and wife are met by these exchanges and this motivates them to continue to perform instrumental duties as well as expressive duties. If both rights are fulfilled the husband and wife will continue performing both expressive and instrumental duties, according to Scanzoni and Scanzoni (1976).

Children may contribute in the instrumental realm with their performance of household duties which would free their parents to more

easily pursue careers. Preschool children may not be capable, however, of making significant contributions in this realm. Most parents would perceive of children, however, as certainly making significant contributions in the expressive realm.

Generally the exchange theory is derived from economic theory, but not totally. A very real part of the economic system, of exchange of goods and services for income, is the grants economy. A grant, in the economic sense, is a one-way transfer. According to Boulding (1973, p. 1) "grants economics contends that grants must not be regarded as something exotic, outside the economic system proper, but must be integrated into both the theory and the empirical study of the economy." Boulding (1973) goes on to say:

It would be disastrous, however, if the social sciences unified themselves solely around the concept of exchange--even as generalized by Homans in sociological exchange--without recognizing that exchange, even in its most general form, is only one of the social organizers, and that the grant as an organizer becomes even more important as we move away from economics toward sociology and political science (p. 11).

Some home management duties are parallel to a grant--which cannot be accounted for in a strict social exchange theory. Although Scanzoni and Scanzoni (1976) have included affection as part of the expressive realm, for families involving children, love and nurturance may be more accurately pictured as a grant.

Thus, the social exchange theory has broad applications within family sociology. The focus of this research was the intact family as it specifically related to the wife and mother employed professionally in the labor market on less than a full-time basis. The application of this approach to this research would appear feasible.

Need for Study

Uniqueness to Home Economics

This study was uniquely suited to home economics education as it addressed the specific problem of home management responsibilities of the part-time professionally employed wife and mother. Home economics, which is concerned with career education and specifically home management as a discipline, was an appropriate setting for this research. Home economics educators have been concerned with helping families reckon with more equitable and satisfying ways of managing homes. This research should be especially helpful for educators working with professionally educated parents who may wish to choose a part-time working arrangement.

CHAPTER II

REVIEW OF LITERATURE

Wives who are mothers and who are also professionally employed have been characterized in the literature in unique ways. Factors have been studied that can help one predict the degree of participation in the labor force by the wife and mother (Sampson, Dunsing and Hafstrom, 1975). Professional women who are mothers have time and energy management practices that have differed from non-employed homemakers, as well as other facilitators and constraints.

Extent of Part-Time Employment

Empirical References

According to Hayghe (1976) nearly half of all husband-wife families have two workers or more and about two-fifths of all children under 18 are in such families. Waldman and Whitmore (1974) found that 30 percent of all working wives were working part-time. The Department of Labor (1975, p. 28) reports that "about 37 percent of the working mothers with children six to 17 and of children three to five worked part-time.

The proportion of women in the professions, which in terms of educational requirements and income, constitutes the upper rungs of the career ladder which reached a peak in 1930 and thereafter declined. The proportion of all women workers who were professionals had only slightly

recovered in the 1960's decade to 13.3 percent. Three professions, nursing, elementary school teaching and library science, have remained highly dominated by women or have become more so (Blitz, 1974). In 1973, about 43 percent of the women employed in professional occupations were noncollege teachers. Professional women employed as health workers made up one-fourth of all women professional workers (United States Department of Labor, 1975).

Hansl (1949) studied part-time employment of college-trained women over 25 years ago. She found that some professionally trained women who did not want full-time employment did volunteer work. Demands for volunteers are great in most communities, but opportunities for part-time professional employment may be scarce. "Still volunteer work does not utilize the specific skills and knowledge for which the college woman was trained" (Hansl, 1949, p. 17). It is entirely possible that this situation may be different today.

Sampson, Bagley and Anderson (1965) studied the part-time assignments of women in teaching. Of the 714 school districts surveyed, 42 percent employed part-time teachers. Part-time teachers have been found to be as positively oriented to their institution, academic subjects and research as their full-time counterparts (Seitz, 1971). Teachers of adult education are often part-time employees (Williams, 1972; Draper and Smith, 1973).

Opportunities exist for professional women for part-time employment in areas other than teaching, such as computer programming (Business Week, 1963). Morse (1969) found part-time work for women was also prevalent in the medical and management fields.

Sampson, Bagley and Anderson, 1965; and Groner and Brall (1970) found in surveys that some administrators would not hire part-time employees. Holmstrom (1973), in a small sample, did not find this arrangement unusual. She reports that:

In actual fact employers and educational institutions do make special arrangements for part-time work and leaves of absences. The catch is that they do it for individuals with socially acceptable reasons. And domestic responsibilities have not been one of these reasons. A man, if he divides his time between two part-time jobs may be perceived as working full-time. A woman, if she divides her time between work and family may be perceived as working only part-time (p. 321).

Theodore (1971) reports a survey conducted by the Woman's Bureau and the National Vocational Guidance Association of 5,846 college graduates in 1964 centering on the interrelated influences on college women of their undergraduate education, postgraduate specializations, family and community activities, and work careers. A short workweek was considered as a satisfactory solution for dual responsibilities at home and in the marketplace.

About one-third of the employed married graduates had a part-time job; the majority worked no more than 16 hours per week. Of the employed married women with children under six, about half were working on a part-time basis (Theodore, 1971, p. 480).

The United States Department of Labor (1966), in studying women's part-time employment patterns found considerable variation in reasons given for part-time work. "Half of the women stated that taking care of their homes was the principal reason, while 18 percent said attendance at school was their principal reason" (United States Department of Labor, 1966, p. 1).

Theoretical References

Another problem arises if women would like to interrupt their career to take a part-time assignment while their children are small. Part-time work is successful only when it suits both employer and employee better than full-time work. Employers' perceptions of the acceptability of part-time work may extend only to men and not to women.

Men often interrupt their careers for military service. Women often interrupt their career for child rearing. And these interruptions have, at least up to now, been perceived very differently by employers and school officials. In a curious paradox of human values men have been criticized only slightly for interruptions in which their task was to kill off other members of the human race; but women have been severely criticized for taking time away from their profession in order to raise the next generation (Holmstrom, 1973, p. 521).

Thus, the perception of part-time work by employers and society in general may have a great deal to do with whether or not it is an accepted practice.

As Fogarty, Rapoport and Rapoport (1971, p. 436) report, "part-time is an unfortunate phrase. It conveys an impression of half-heartedness and of sharply limited time commitment which is far from reality shown by material collected in their inquiry." In England specific provisions are made for women medical doctors with family responsibilities (Fogarty, Rapoport and Rapoport, 1971). They suggest that part-time work helps maintain the continuity of women's work experiences during the time they have small children. Tobias and Rumbarger (1974) make some suggestions regarding the woman professional in part-time work. First, they recommend that professional persons with heavy responsibilities should have the opportunity to assume a temporary load reduction and be able to return to full-time status when schedules permit. Secondly, they suggest

that provisions should be made for those who wish to continue on a part-time basis to enjoy many of the rewards and benefits which accrue to regular faculty status.

For some professional women, part-time work has been desired but may not be available because of certain constraints. Women with pre-school children would appear to be the group that would especially benefit from part-time working arrangements. Bailyn (1973) in studying Massachusetts Institute of Technology's women graduates also found that half of these graduates with preschool children were working part-time.

Thus, part-time work has existed in our economy for the professional woman. According to Darling (1973, p. 74) "neither part-time employment nor pressure to extend its operations are new." In recent years there has been more emphasis on the importance of part-time work arrangements, particularly in relation to married women workers who comprise an ever increasing proportion of the labor force. "Part-time employment's easy compatibility with family time demands and schedules has been a powerful inducement to re-enter the labor force" (Darling, 1973, p. 74). The obvious benefits have been that women could supplement the family income, pursue vocational interests and keep up skills without detracting too much from the performance of those home tasks still expected of her.

Management Tasks of Wives Who

Are Also Mothers

Theoretical References

Nickell and Dorsey (1967, p. 80) define home management as the

"administrative side of family living," that activates homemaking and keeps it going. "The management of resources is one of the most challenging aspects of home management," according to Oppenheim (1972, p. 95). The management tasks of wives, who are also mothers, become more inclusive.

Kent (1962) points out that if a mother is to perform a dual role, organization of her home schedule necessitates using short cuts whenever possible. Riebel (1960) feels the dual role necessitates making use of work simplification techniques.

Empirical References

With the added demands of employment, part-time or full-time, it would seem that management might have a tiring effect on these homemakers. Field (1963), however, found that this is not the case. "Working mothers are less likely than housewives to complain of pains and ailments in different parts of her body or of not feeling healthy enough to do the things they would like to do" (Field, 1963, p. 344). Nye concludes that the health of employed mothers does not appear to suffer from their two roles and that the illusion of the exhausted employed mother should be discarded along with many other myths (Nye and Hoffman, 1963).

Hoffman (1960) found the husband helps more with household tasks in households where both husband and wife are employed outside the home than in families with wives who are not employed outside the home. Blood (1963) reported that the husband's median share of housework was 15 percent when the wife was not employed and 25 percent when the wife was employed. Henderson (1972) studied home management practices of

employed homemakers in families of married college students. She found that "since the wife was employed, the husband helped with household tasks: 85 percent emptied trash, 69 percent helped with dishwashing, 52 percent helped with laundry and 45 percent helped with food preparation" (Henderson, 1972, p. 40). All of these above mentioned studies were what respondents reported and were not taken from actual time budgets.

Walker (1976), in a more recent and larger study than those previously cited, found that the husband's contribution to household work was about the same in families where the homemaker was gainfully employed as in families with a full-time homemaker. In this study actual time budgets were kept by the respondents.

Mullins (1970) found that time was the most difficult management area for both employed and nonemployed homemakers. She also found that both groups reported difficulties with energy and money management. Henderson (1972, p. 40) found in a study of management practices of employed homemakers that "because the women were working, they tended to feel there were certain household tasks they did not perform or spend as much time on as they would if they were full-time homemakers."

Walker (1976, p. 259), in studying time use of homemakers, found that "employment was strongly correlated with wives' household work time." "When women were employed for 15 or more hours per week, their total work time was about 10 hours per day" (Walker, 1976, p. 44).

Astin (1969) studied women doctorates who reported spending an average of 18 hours per week as household tasks such as cooking, cleaning and marketing. "Forty-seven percent of the women with preschool children reported household help at least once or twice a week" (Astin, 1969, p. 147).

It has been found that employed homemakers employ more outside help with household work. Two studies in Georgia (Holmes, 1962) and North Carolina (Holmes, 1967) found that more employed homemakers than non-employed reported paid services for household tasks such as laundry work, child care, general housework and sewing. Job-holding mothers of pre-school children used more paid help than those with older children, mostly for child care (Holmes, 1962, 1967).

Part-Time Employment and Its Effect on Families

Orden (1969) believes a woman's freedom to choose among alternative life styles is an important predictor of happiness in marriage. In choosing to be employed or not to be employed, Sampson (1972) found that the husband's feelings about the wife working was the most important determinant of the wife's employment status. Orden (1969) found that, in studying 781 husbands and 957 wives:

Women making the part-time choice are more likely to report that they are happy in marriage than are women making either the full-time or the home choice. The husband whose wife chooses part-time employment is higher in companionship rating than are other husbands. In the comparisons on the five marriage adjustment measures, part-time employment is more favorable than the home choice (p. 402).

Gannon (1974) found that husbands are generally supportive of their wives when they seek temporary work, but they frequently do not approve of full-time employment. These tendencies suggest that part-time employment may indeed be the way for a woman to combine the labor market with homemaking responsibilities "to achieve optimum adjustment in the marriage relationship for herself and for her husband" (Orden, 1969, p. 403).

Nye and Hoffman (1963) interpret studies concerning part-time employment and its effects on children. They feel that part-time employment reflects choice for the mother, rather than economic coercion. It is possible, as suggested by Nye and Hoffman (1963) and Harbeson (1967), that part-time employment is less conducive to guilt feelings than full-time employment simply because it interferes with the mothering role less. Blood (1965) theorized about the long range causes and consequences of employment of women. He also believed that part-time jobs were more socially advantageous, especially for adolescent daughters.

The Case Study Method as a Method of Research

It is not always clear what is intended by a case study. According to Gopal (1970, p. 184) this research tool "has been regarded as best suited for tracing the evolution and growth of a social problem in its different aspects." "Usually the term refers to a rather intensive examination of some single unit" (Helmstadter, 1970, p. 48). According to Van Dalen (1973):

. . . in a case study, an educator makes an intensive investigation of a social unit. He gathers pertinent data about the present status, past experiences, and environmental forces that contribute to the individuality and behavior of the unit. After analyzing the sequences and interrelationships of these factors, he constructs a comprehensive, integrated picture of the social unit as it functions in society (p. 207).

Van Dalen contrasts the case study to the survey method.

A case study is similar to a survey, but instead of gathering data concerning a few factors from a large number of social units, the investigator makes an intensive study of a limited number of representative cases. A case study is narrower in scope but more exhaustive and more qualitative in nature than a survey (p. 209).

Thus, the case study is a technique which studies all aspects of a situation and intensely investigates it.

Purpose of Case Study

Kerlinger (1973, p. 406) says "the exploratory field study seeks what is, rather than predicts relations to be found." The three purposes of such studies according to Kerlinger (1973, p. 406) are to "discover significant variables, and to lay the groundwork for later, more systematic and rigorous testing of hypotheses." According to Foreman (1947) there are at least four types of situations where the utility of case studies may be evident. These are:

1. Where the immediate problem is to open a field for research.
2. Where the problem demands further conceptualization of factors or functions affecting a given activity.
3. Where the problem demands emphasis on the pattern of interpretation given by subjects or functionaries.
4. Where the problem is to determine the particular pattern of factors significant in a given case (p. 419).

According to Barr, Davis and Johnson (1953, p. 143) one purpose of the case study is "to collect individually and personally oriented data useful in the development of generalizations about groups of individuals alike in some vital aspect." Sax (1968) states:

. . . the case study is said to be idographic; that is it attempts to understand the behavior and attitudes of the individual without attempting to generalize these findings to other persons or groups (p. 289).

He further states the purposes of case studies are "to provide the investigator with hypotheses that might be difficult to obtain in other contexts and to provide the investigator with unique situations which can be used to test hypotheses" (p. 247).

Steps in Conducting the Case Study

The case study, in gathering and processing data, is in three phases: choosing cases, recording data, and interpreting data from cases drawn (Gopal, 1973). According to Gopal (1973) there are two essential elements in the choice of cases. The case or unit should be representative or typical, as far as possible. As Gopal (1973, p. 188) relates, "the case is studied, not as a definite entity in its own right, but as a specimen in a culture series, whose actions are socially relevant." The second element, according to Gopal (1973, p. 188) is that "the case study has an overall outlook, a well-defined and carefully selected problem is presumed and a social situation in concrete is being studied."

Completeness and validity of data with confidential and correct recording is most important (Barr, Davis and Johnson, 1953; Gopal, 1973). The method of recording, according to Gopal (1973, p. 189) "should be easy of reference, uniform and up-to-date." Gopal suggests that remarks or criticism of data while fresh in the investigator's mind should be recorded.

Advantages of the Case Study Method

According to Stouffer (1962) the case study has extreme flexibility available to the researcher as contrasted with the rigidity of the statistical framework. The case study is strong in realism and heuristic quality (Kerlinger, 1973). According to Helmstader (1970, pp. 52-53), "the greatest advantage of the case study approach, as far as adding to our body of knowledge is concerned, is that it is a tremendous producer of ideas, suggestions and hypotheses about behavior."

According to Gopal (1973, p. 191) "the varied usefulness of the case study technique outweighs its limitations." It would appear that the case study is valuable as a developer of ideas to lead to hypotheses needing testing by experimental or other techniques. Gopal (1973, p. 191) believes "the most important theoretical advantage is that it gives a wider and greater depth of experience valuable in interpreting the data and furthering the inquiry." He further states that:

. . . if the cases are chosen objectively, wherever possible by utilizing statistical devices, and investigated intensively, it should be possible to formulate generalizations whose validity would, of course, depend on how representative the cases are (p. 192).

Limitation of Case Study Method

The greatest weakness of the traditional case study approach, according to Helmstader (1970, p. 53) is "its great inefficiency in situations which are already well structured and where the important variables have already been identified." Kerlinger (1973, p. 408) believes "the most serious weakness is its ex post facto character. Thus, statements of relations are weaker than they are in experimental research."

According to Sax (1968) the limiting factor of the case study method is its difficulty to determine which factor, historical or contemporary, is relevant to the phenomenon under investigation. There has also been a tendency in research using the case study approach to select convenient cases rather than those which can either yield or test hypotheses.

Helmstader (1970) feels there are also minor disadvantages:

1. The case study assumes all past experiences of the individual or past happenings in the situation have contributed to the final results.

2. The traditional case study seems dependent, more than other approaches, upon the recall of others as to what has happened.
3. The case worker is likely to become frustrated with the incompleteness of the data he can obtain, and if more than one case is involved, with the variation in information from one situation to the next (p. 53).

Gopal (1973, p. 190) believes the greatest limitation may be the investigator himself. "The investigator's bias is a danger in all techniques, but the danger increases in case studies, where he is in closer contact for a longer period with a smaller number of units." As Cottrell (1941, p. 365) says, "the study of a case involves the use of the observer's personality as an instrument of observation of an ongoing series of interacts." Gopal (1973, p. 191) suggests ways to counter this failing. "To neutralize the feeling of false certainty, one can develop a research design, . . . an adequate sampling pattern for instance."

Comparison of the Case Study and Statistical Approach

Sometimes the case study and the statistical approach to research have been considered as opposing factors. According to Stouffer (1941), Gopal (1970), and Good (1972), the two techniques are complementary. The statistician uses a quantitative micro-approach. "He studies individual traits in a large number of separate units and takes a horizontal view of society across a vast area of data" (Gopal, 1970, p. 185). The reliability of a statistical study is enhanced by the increase in total number, but the study is concerned with the nature of common denominators and "can, at best, correlate a few factors" (Gopal, 1970, p. 185).

Some social problems need a developmental, macro-approach such as the case study technique may offer. Gopal (1970, p. 185) refers to this as "a kind of qualitative analysis." According to Gopal (1970) in the statistical technique the person disappears from the analysis and the traits become important. That one trait or traits is cross-tabulated. The individual representing the "wholeness" of these traits may be overlooked.

"The 'wholeness', however, is preserved in the case study. Every trait and every variable are linked with another" (Gopal, 1970, p. 185). Thus, the emphasis of the two techniques are different but can be complementary. Because the case study frequently precludes a statistical study the two techniques may both be used in the same project. When prediction must be made rapidly, statistical techniques would replace the case study. Case studies frequently supply the raw data for a later statistical study. The case study may use statistical techniques in order to choose case units. In the analysis and processing of material, the case study may employ statistical techniques to reveal frequencies, types and trends. "The case study, in a way, stresses that research techniques are necessarily complementary if continuity and comprehensiveness in study, diagnosis and solution are to be ensured" (Gopal, 1970, p. 187).

The Interview as a Research Tool

A face-to-face interview is an important part of the case study method of research. According to Adams (1958, p. 10) "the key concept in interviewing is communication. The interviewer must be able to communicate without distorting the questions designed by the researcher."

The interviewer must be able to communicate with an atmosphere of permissiveness and establish an atmosphere which will maximize the communicativeness of the respondent (Adams, 1958; Garrett, 1942).

Interviewer bias must be guarded against, although this is difficult to do. According to Hyman (1954):

The demonstration of error in the interview must not only be weighed against the prevalence of error in other scientific methods for collection of data. In addition, whatever crudities and disadvantages characterize the method must be weighed in relation to the gains to be derived through its employment. Some crudity may be the price willingly paid in order to obtain essential information (p. 14).

One source of bias may be the recording of the respondent's answers to the questionnaire in a short period of time. One method of compensating for this bias has been the use of audio-tapes. Kopperund (1969, p. 33) studied the effects of tape recording on the interviewee's rate of speech and amount of speech disturbance. He concluded that the results of the study were in general agreement with previous investigators who concluded that "the presence of a tape recorder does not affect the interviewing situation."

According to Adams (1958) principles of sound interviewing include establishment of rapport, making the respondent feel that the interview situation is important as well as the respondent's answers are important, and the establishment of a physical setting for the interview that offers privacy and a comfortable, relaxed atmosphere. It is important that the interviewer's approach be flexible but the questions must be asked precisely as specified on the questionnaire.

CHAPTER III

METHOD AND PROCEDURE

Introduction

This study was designed to obtain comprehensive information regarding facilitators and constraints of the wife and mother in home management who is professionally employed on a part-time basis. The specific objectives were:

1. To summarize some characteristics of the part-time professionally employed wife and mother.
2. To determine home management patterns in delegation of responsibility for household tasks of the part-time professionally employed wife and mother.
3. To determine time-use patterns in home management tasks by the part-time professionally employed wife and mother.
4. To determine use of financial resources by the part-time professionally employed wife and mother and its influence on home management practices.
5. To identify facilitators and constraints in home management for the part-time professionally employed wife and mother.

From a total pool of 115 part-time professionally employed wives and mothers supplied by employers, 20 cases were randomly selected for interviews.

Methodology

The case study method was chosen as the research method for the study. Reasons for selecting the case study were:

1. A case study can provide insight into the present and past experiences that can identify facilitators and constraints for the part-time professionally employed wife and mother.
2. The case study can provide further information regarding part-time professional employment for women who are wives and mothers.
3. A case study can develop ideas that could lead to conclusions or hypotheses needing testing by a statistical method.
4. Qualifiable data obtained from the case study method should give greater understanding into home management practices of families of professional women who are employed part-time.

A face-to-face interaction between interviewer and respondent was deemed necessary to comprehend the behavior in this complex situation. The most suitable research method was judged to be the case study.

Interview Schedule

Interview and observation methods were used in collecting data for this study. From the literature search and the objectives for the study, various questions were developed by the researcher to meet the study's objectives. The interview schedule included factors related to demographic data, reasons for working part-time, time-use patterns, delegation of home management responsibilities, personal job commitment, and perception of employers and peers. The interviews were audio-taped.

As soon as possible after each interview, the audio tapes were replayed and pertinent observations about the interview were written down.

The interview schedule was developed during the spring and summer of 1977. The interview was pretested with five interviews with part-time professionally employed wives and mothers at Oklahoma State University during the spring and summer of 1977. After each pretest interview, the interviewees were asked for suggestions to improve clarity of the questions. After the first two pretest interviews, the interview schedule was grammatically changed to increase clarity. After these minor changes, the interview was pretested with the remaining three pretest interviewees (see Appendix D for interview schedule).

Sample and Data Collection

According to Gopal (1970, p. 188), "the typicalness of the cases is important; for the individual case is studied as a specimen in a culture series, whose actions are socially relevant." Residence of the respondents was thought to give some typicalness to the cases. Five of the 10 Standard Metropolitan Statistical Areas (SMSA) in Illinois were chosen from which the cases were drawn. Two of the SMSA's extend into other states, Iowa and Missouri, thus these two were eliminated. Three SMSA's make up Cook County, the Chicago metropolitan area. This is a major industrial area with little agrarian influence. Since the major geographical areas of Illinois are influenced by agrarian interests, it was thought that these SMSA's would not be typical of the total state of Illinois. The remaining SMSA's are surrounded by farmlands, but each contains a city of at least 50,000 inhabitants. The five SMSA regions included the following counties: Peoria, Woodford, Tazewell,

McLean, Champaign, Macon and Sangamon.

The target population was the wife and mother professionally employed less than 35 hours per week in the five SMSA's of Illinois during 1977. The provisional estimate of working women in Illinois in 1975 was 2,785,135 (United States Department of Census, 1976). Since 30 percent of women working are employed part-time (United States Women's Bureau, 1975) and 13.3 percent of women working are employed at professional jobs (Blitz, 1974), an estimate of the part-time professionally employed women in Illinois was 183,918.

According to the Women's Bureau (1975), 43 percent of the women employed in professional occupations were noncollege teachers, and 20 percent were employed as professional nurses. The remaining 37 percent fall in a variety of categories including college teachers, librarians, and other professions. The cases were selected to represent this distribution within a reasonable realm.

A sample of 20 part-time professionally employed wives and mothers was studied who had the following characteristics:

1. employed less than 35 hours per week in professional employment as defined in Chapter I.
2. married, with husband present in the home, and the mother of at least one child, age 15 or under.

From available county's association of commerce and industry directories, and yellow pages of metropolitan telephone books of the specified SMSA's, names of employers which might employ professional women were identified. Included in these identified employers were libraries, hospitals and medical clinics, secondary schools, colleges and universities. These employers were sent a written request for names

of professional women employed part-time (see Appendix A). Names of professional women employed part-time in their institutions were requested from private colleges and universities, public and private junior colleges and public community colleges and elementary and high schools located in the counties identified for the sample and listed in the named sources. Substitute teachers who can exercise more options over days and hours of their employment were specifically asked to be eliminated from any lists of names sent to the researcher. A total of 115 potential interviewees were received from this process.

Since 43 percent of the women employed in professional occupations was noncollege teachers, according to the Women's Bureau (1976), the maximum number of 13 was randomly selected from lists identifying non-college teachers. The maximum number for the strata of registered nurses was seven, as 20 percent of the professional women were employed as professional nurses according to the Women's Bureau (1976). To represent the 37 percent falling into a variety of categories, the maximum number of nine was randomly selected from remaining lists identifying professional women employed on a part-time basis. Using a random number table, the maximum number to fill each strata of professional categories was selected to represent the total population.

From this stratified random sample, those names identified were sent a letter explaining the research with an enclosed post card to return to the researcher to identify the potential participant's marital status, age of children, professional position, and willingness to participate in the research (see Appendix C). The first 20 willing participants who met the criteria and the necessary professional position strata became the sample for the research. Of the 20 cases, not fewer than

three nor more than seven were professional nurses; not fewer than eight or more than 13 were noncollege teachers; and not fewer than five or more than nine fell in the "other" category. If the sample could not be filled, a second random sampling of the remaining names from the available lists was used to meet the sample requirements.

CHAPTER IV

FINDINGS

Introduction

During September, October and November, 1977, 20 part-time professionally employed wives and mothers were interviewed. One hundred twenty employers were contacted to supply names of women employees employed on a part-time basis in a professional position. Forty-five employers responded supplying 115 potential interviewees. A letter describing the study and requesting assistance was sent, with a post card, to randomly selected women (see Appendixes B and C). Because of non-response, and some potential interviewees did not meet the criterion, three random selections were needed to fill the needs of the study. Fifteen respondents were not eligible for the study and nine women did not respond to the letter sent them. Although each of the five SMSA's were represented in the available names and the random selections, the Bloomington-Normal SMSA was not represented in the 20 interviews done. The women who responded from this SMSA did not meet the criterion for the study.

The interviews were conducted in a variety of settings. Three interviews were conducted in the interviewee's office, one in a hotel lobby, one in the researcher's office, and 15 interviews were in the interviewee's home. In all but one case, the interviews were conducted

without other adults present. In four interviews, small children interrupted the interview at times. However, this did not seem to distract from the interviewee's responses. During the last half of an interview with a registered nurse with three small children, the respondent's family all came into the room where the interview was being conducted.

Characteristics of Sample

Women employed in elementary schools as a speech therapist, kindergarten teachers, and a remedial reading teacher were interviewed. A health education and an art teacher were interviewed on the middle school or sixth, seventh, and eighth grade level. Two English teachers, two physical education teachers, a home economics teacher, and a coordinator of a work program were interviewed on the high school level. Three registered nurses were interviewed. One of these registered nurses was a coordinator of in-service education and the other two were staff nurses. The other six part-time professionally employed wives and mothers interviewed held the following positions: an assistant professor of physical education in modern dance at a land-grant university, a university instructor in occupational therapy at a land-grant university, a university instructor in community health nursing at a private university, a criminal justice legal researcher for a land-grant university, an extension specialist in child development and a library cataloger at a land grant university.

Hours and Days Worked

The least number of hours worked by the women was 10 hours per

week, five days per week, and the most number of hours was 32 hours per week (Table I).

TABLE I
NUMBER OF HOURS PER WEEK WORKED BY INTERVIEWEES

Hours Worked per Week	Number of Women	Percent
10	1	5
15-20	8	40
21-25	4	20
26-30	2	10
31-35	1	5
Flexible, varying from 20-30	<u>4</u>	<u>20</u>
TOTAL	20	100

These hours did not include preparation time for teachers spent at home, but only number of hours worked in the classroom. The respondents worked a varied number of days per week (Table II).

Employment History

Half of the sample had never been a full-time homemaker. The other 10 had been a homemaker from a range of 2 to 12 years (Table III). The range of years of full-time employment was from 0 to 12 years. One

interviewee had been working part-time for two months, while one had been working part-time for 10 years (Table III).

TABLE II
NUMBER OF DAYS PER WEEK WORKED BY INTERVIEWEES

Days per Week Worked	Number of Women	Percent
2	4	20
3	3	15
5	11	55
Flexible	<u>2</u>	<u>10</u>
TOTAL	20	100

Education

Two of the sample had a three-year registered nurse certificate, eight had bachelor's degrees, eight had master's degrees, one had all course work completed toward a doctorate, and one had two law degrees plus a master's degree (Table IV). Husbands of the women had a range of degrees from none (four) to Ph.D.'s (two) (Table V).

Age

The age of the respondents was determined by adding the age of the oldest child to the age of the respondent when the first child was born. The age range of the women interviewed was from 27 to 48, with a mean

TABLE III
PAST JOB AND HOMEMAKING EXPERIENCES

Number of Years	Number of Women	Percent
<u>Full-Time Employed (Years):</u>		
Never	2	10
1-3	10	50
4-6	6	30
7-9	1	5
10-12	<u>1</u>	<u>5</u>
TOTAL	20	100
<u>Full-Time Homemaker (Years):</u>		
Never	10	50
1-5	3	15
6-10	6	30
11-15	<u>1</u>	<u>5</u>
TOTAL	20	100
<u>Part-Time Employed (Years):</u>		
Less than 1	1	5
1-3	8	40
4-6	6	30
7-9	4	20
10-12	<u>1</u>	<u>5</u>
TOTAL	20	100

TABLE IV
DEGREES HELD BY 20 INTERVIEWEES

Degrees Held	Number of Women
Registered nurse certificate	2
Bachelor's degree	8
Master's degree	7
Master's degree plus eight hours	1
Master's degree plus all work completed toward doctorate	1
Two law degrees (Sweden and U.S.) plus master's degree	1

TABLE V
DEGREES HELD BY HUSBANDS OF 20 INTERVIEWEES

Husband's Degree	Number in Sample
None	4
Associate degree	1
Bachelor's degree	6
Master's degree	6
Master's degree plus all course work toward doctorate	1
Ph.D.	2

age of 35.7. Nine of the women had no preschool children, eight had one preschool child and three had two preschool children. The age range of preschool children was from four months to age five (four of respondents). Ten of the women had no elementary school children, six had one elementary school child, three had two elementary school children, and one had four elementary school age children. Fourteen of the women interviewed had no high school children, three had one high school age child, and three had two high school age children. The number of children in the 20 families ranged from one (five families) to seven (one family). The youngest child's age when the wife and mother started working part-time ranged from four weeks to 10 years old; the mean age was 2.93 and the modes were four months and one year (Table VI).

TABLE VI
AGE OF YOUNGEST CHILD WHEN WIFE AND MOTHER
BEGAN WORKING PART-TIME

Age of Child	Number in Sample	Percent
Less than six months	5	25
6 months to 1 year	6	30
2-4 years	4	20
5-6 years	2	10
7-8 years	0	0
9-10 years	<u>3</u>	<u>15</u>
TOTAL	20	100

Motivation and Preference for Working

Ten of the interviewees responded to the question, "Why are you employed part-time?", and as to their preference to full-time homemaking or full-time employment over their part-time job with answers that were job related. A speech therapist who worked two and one-half days per week, with children ages two and seven, responded, "If I was not employed, I would lose what I had learned. If I stayed at home I would just let everything drift. I couldn't handle a full-time job. I would miss too much. I enjoy my children."

A kindergarten teacher who taught kindergarten every other day for full days, or two days one week and three days the next week, replied, "I love teaching kindergarten. If the position were full-time I would teach full-time, but I'm not sure I would prefer it. Part-time allows me the free time at home."

A registered nurse who worked two to three days a week felt she was working to keep up with her profession first but the money was also helpful. Her response to her preference of working was, "I don't want full-time employment. I might like full-time homemaking for a while, but I would get bored. My job gives me a sense of what's going on, like I'm not being left out of it all."

A home economics teacher with four children, ranging in age from 8 to 12, was employed because, "I have to be around people. I have to be busy to be organized." She emphatically preferred part-time employment, "I don't mind being a homemaker and domestic chores, but that's not very stimulating. Full-time employment would be too much and I would have to have someone come in. I don't want someone else to take my place in the home."

Six interviewees mentioned money as the primary reason for being employed part-time. A black assistant professor in modern dance, with a two and five year old, said they were saving for a house. Her income, thus, allowed her to "help her husband." Even though the goal of a house was mentioned, she apparently perceived her income as necessary for their standard of living as she also said she was employed "so we can eat like we'd like to eat." In response to the question of preferences of employment, she replied, "Under the present circumstances, I prefer part-time employment. If we had enough money to do what we wanted to do I'd like to be a full-time homemaker."

A registered nurse employed as coordinator of in-service education responded to the question regarding motivation for working part-time, "I am employed because we need the money. I am employed part-time because of home responsibilities." With children ages two and one-half and six, she preferred part-time employment over full-time employment and full-time homemaking.

Two of the interviewees were working to finance older children's college education, but preferred part-time employment to manage home responsibilities. Two professional women with one child under a year old mentioned their investment in their career as motivating factors as well as "we need the money." However, the high school English teacher with a four month old child was one of these two who preferred full-time homemaking, but felt she had to work in order to maintain their standard of living. The legal researcher, however, preferred part-time employment with her nearly one year old child. "Full-time is impossible with small children, if you want to see them."

A high school physical education teacher stated her part-time job

. . . started out as a financial need to buy our first house, but now I enjoy it. It wasn't intended as a full-time part-time job, but I enjoy it so I am still teaching. I prefer my part-time job over full-time employment or full-time homemaking.

Only two of the participants preferred full-time employment but was only able to obtain part-time employment. Full-time employment was preferable for the health education middle school teacher in order to increase her interest in the teacher's pension fund. She was the mother of two children, ages 15 and 18.

An extension specialist, mother of two children ages two and five, with a three-fourth time appointment felt part-time was all she was able to handle as she was also finishing her doctorate. After the degree was completed she planned to be full-time employed.

A high school English teacher was part-time employed, rather than full-time, because of her two year old child. With the expected arrival of her second child she will become a full-time homemaker although she enjoyed the part-time arrangement.

In summary, half of the women who were interviewed, who worked part-time on a professional basis, were motivated by job-related factors. Financial reasons were given by 30 percent of the respondents. Ninety percent of the respondents preferred part-time employment to full-time homemaking or employment.

Respondent's Perception of Effect of
Part-Time Employment of
Family Members

In response to the question "How does your husband feel about your

job?", 17 of the 20 women replied with positive answers. Some of these positive answers were: "He likes me to work part-time." "He urged me to take the job." "He sees it as important to me and our family." "He's very supportive." And, "He wants me to do what I want to do."

Two of the women mentioned that their husbands were somewhat resentful of the time their job took away from the family. The registered nurse who was coordinator of in-service education said her husband "likes it, as long as I don't work too many hours." The coordinator of a work program in a high school also indicated her husband was sometimes resentful of so many outside activities.

A modern dance university assistant professor stated, "In our present situation, and for what we want to do, he feels fine about it. Like other men, he would rather me stay home, but not under our present circumstances." She gave as her primary reason for working so "we could eat the way we'd like to eat" and mentioned that they were using her salary for savings for a house.

Twelve of the women felt that their employment enhanced their children's independence and responsibility. A librarian with children ages 15 and 18 stated:

My children have become considerably more resourceful. They are better able to take care of themselves. They have become more helpful. They are more fun. I'm not as likely to nag. They have said they feel much freer at home--to bring their friends home, to leave their dirty clothes on the floor. I had a tendency to be a perfectionist. The house and the kids had to be company clean all the time. They are so much happier since I am not there so much. I hate to admit it but it's true. I would like to think that I would have been the perfect mother, but I was probably over-mothering.

A registered nurse, with three children ages 5, 8 and 10, working two to three days per week said her children sometimes disliked going to

a babysitter. "They realize, however, because mother works, they have gotten a few extra things they wouldn't have gotten. I come home tired some days and crabby."

A physical education teacher with seven children ages 5 through 20 felt her job had helped make her children independent. Because she was working with high school children, her job had "made me more tolerant of my own children and appreciate my own."

Mothers with younger children usually felt positive with respect to their jobs' effects on their children. A university community nursing instructor said, "It's been positive. The day care center had been good for my children's relationship with other children." Her children were ages two and nine.

A registered nurse, coordinator of in-service education, felt her employment had enhanced chances for her children's socialization, especially since they lived in the country. Sometimes, however, she stated, "I wish I could stay home. I do have some guilt feelings." Her children's ages were two and six.

A university instructor in occupational therapy with children ages 13 and 17 had always worked part-time. She felt that part-time work had no detrimental effects on her children and that it had enhanced their independence. Although when her children were first in nursery school, she had some guilt feelings for a brief time.

An extension specialist in child development and her husband who had both completed all course work toward a doctorate had two children ages two and five. Because they both had flexible schedules, she felt positive about the effect her employment had on their children. "The kids are with one of us most of the time." This same sort of feeling

was expressed by a remedial reading teacher with children ages one and three. Her husband kept the children during most of her working hours as his teaching schedule at a community college was flexible to allow him to do this. She felt her three year old son was better disciplined because he was with his father more because of her employment. A speech therapist with children ages two and seven also found her work arrangement good for her children. Her husband was engaged in farming and took care of the children during her working time from October to the end of March.

Fifteen of the interviewees felt their employment had some sort of positive effect on their marriage. Four mentioned that their job contributed to their standard of living, or helped financially and thus helped their marriage. Four women suggested that their marriage was better because they were more contented. Six felt that their jobs improved communication with their spouses and thus helped their marriage.

A librarian married to a Ph.D. felt her employment had had all positive effects on their marriage.

We both work on campus. Most days we have lunch together. I am no longer at him constantly to do something with me. Why can't we do this or that? I now realize some of the pressures he is under in his work and some of the reasons he wished to stay home. We've always been each other's best friend from the beginning. We are much more relaxed. He is not fulfilling my need for another adult in the house all the time. I'm not constantly at him to tell me who said what to whom. I was home all day with the children and the TV set. He is my best adviser with respect to my job.

An art teacher also felt her job had had positive effects on her marriage.

I'm quite independent. I never thought my husband would let me work because he was not for that before we were married. His mother never worked as his father wouldn't allow it. My employment has helped us. I think I would have felt trapped.

Five of the women found some negative effects of their employment on their marriage. Four of these referred to the time restriction and it being difficult to spend time together or spending less time because of the employment. The modern dance assistant professor stated, "My husband likes that I like what I'm doing. He hates it, though, when I come home dead tired."

In summary, the majority of the respondents felt their part-time professional employment had positive effects on their marriage and for their children. The constraint of time was mentioned by 20 percent as a possible negative effect for their family.

Difficulties of Part-Time Employment

Child care arrangement was the most frequently (nine) mentioned difficulty of working part-time by the interviewees. For three women, transportation of children to school and after-school activities was the most difficult arrangement. Scheduling of family activities was mentioned by three women as the most difficult arrangement. Six women, however, could think of no difficulties involved in their working part-time.

Other difficulties were also mentioned by the interviewees. A legal researcher with a one year old said, "I would like to switch careers. As a part-time person this would be too difficult unless I would go full-time, which I will not." An extension specialist mentioned scheduling of family, especially when travelling, as being difficult. She observed, "Things would be more stable or routine if I were full-time."

A health education teacher who had been a full-time homemaker, then a full-time teacher and had been working part-time for two years observed:

Part-time presents this problem: My family expects me to do what I did when I was a full-time homemaker such as favors, errands, etc., and they do not tend to help around the house as much with my being part-time. So I have less time being part-time employed than full-time employed. When I was working full-time they did many of the things they ask me to do themselves.

In summary, difficulties were encountered by professional women employed on a part-time basis. The most frequently mentioned difficulty was child-care arrangements. A change in career direction, scheduling of family activities and family demands of the wife and mother were also difficulties mentioned by interviewees.

Facilitators of Part-Time Employment

Half of the interviewees (10) said that their husband's and/or family's willingness to share household responsibilities was a factor in helping to be part-time employed. These comments were similar to the extension specialist in child development who answered, "my husband's cooperation and his willingness to take his share of responsibility."

Two women whose children were older and did not require a babysitter felt this was a factor contributing to their ease of being part-time employed. Two women with small children mentioned their child care arrangements as being a contributing factor. The college instructor in community nursing said, "The community support systems, that is because of day care centers, are very helpful. Back home in New York, where I also worked part-time, my support systems were in terms of family (my mother and sister)." The legal researcher who first mentioned that her

husband helps with everything also added, "the babysitter can come any-time."

The location of the job was observed as being a positive factor in being part-time employed. An occupational therapy university instructor first stated her family as a positive factor and then "location of our home to the university, the flatness of the land getting to and from work (compared to New York) is easy." A physical education high school teacher felt an interstate highway was a contributing factor as it allowed her to get to the high school with ease.

The job itself was a positive factor named by three women. A high school English teacher mentioned first her past teaching experience allowed her to work a reduced load with her four month old son. The university librarian felt her immediate supervisor and employer who allowed her great flexibility in working her 30 hours per week cataloging was a contributing factor. The modern dance assistant professor also referred to her job as a contributing factor in answer to this question:

. . . the fact that I have enough status with my degree to work at a job that I make enough money working two days a week for eight months. I make as much as my sister who works every day. I am just thankful I have the education so that I can work part-time.

In summary, 50 percent of the respondents felt their husband's and/or family's willingness to share responsibilities was a factor in helping to be part-time employed. The age of children, child care arrangements, location of job and the job itself were also mentioned as being facilitators in the respondents' part-time professional employment.

Home Management and Time Use Patterns

The first question in this section of the interview schedule was a general one inquiring as to how the interviewees felt about the organization of household tasks in their homes. Seven answered in general terms that they felt "good" or "good management or organization is necessary." Three replied that their husbands split household work and/or child care responsibilities equally. Three also replied that their husband and/or family helped very little. Six replied that housework did not bother them and trivial things were less important than they once were. One was looking for paid help and felt this would help her organization. Another mentioned conveniences as making things easy for her. Some more specific comments follow.

From a high school English teacher with a four month old son came:

I have never minded housework. I don't have the cleanest house in the world. With working, I don't have time to do all I would like to do. We tried to share jobs, which doesn't work. Liberated women are only liberated so far. Career women still do 90 percent of the housework. My priorities are set differently. Making my husband happy and having clean clothes for my son is more important than a clean house.

From a high school physical education teacher who works 30 hours per week came these comments:

It would be better organized if I were not working, but it's more livable. I can wash late at night. While some husbands are home they don't want washing machines going (they want it done while they're at work), but mine is in the basement and doesn't bother anyone. My family pitches in and helps clean and cook. I don't have to do it all.

A kindergarten teacher with children ages 10 and 13 who teaches every other day stated:

I am not as organized as I would like to be. Responsibilities are given to the children with job lists. By working part-time I feel justified in asking the children to help. I'm

exhausted from all day kindergarten, but I'd rather teach kindergarten than clean my house.

A teacher coordinator who worked 32 hours per week with a 12 year old daughter answered:

I do most of it. My family is willing to help if I asked them. My personal problem is I resent having to ask; but I do understand my husband's background and that it's difficult for him to know what needs to be done. I like to play the martyr bit, so I just do it because you don't understand. Everyone stays out of the way for a while and we work it out.

A registered nurse who works two days per week said she felt good about her organization of household tasks. "The time spent at work takes up my free time that I would sit doing nothing, reading magazines or shopping."

A high school girls' physical education teacher who teaches five days per week, two hours per day with seven children stated, "We have to be organized around here. We usually have job lists. I overlook a lot of things that I would see if I were here all the time."

An art teacher with a three year old does not find housework as drudgery. "Things go easily. Laundry is my biggest problem, but it doesn't bother me. My husband doesn't help. I do all the outside work also, such as mowing and carrying out the garbage."

In response to the question, half of the interviewees had a special way of doing housework and standards they felt they had to meet. Seven did not have a special way of doing housework. As the kindergarten teacher put it, "I'm not willing to put in the time needed to keep my standards." A high school English teacher with a child age two felt she had standards, but they were less than if she were a full-time homemaker. "Other things are more important than housework." Two felt that their standards had changed over the years. A librarian who had been a

full-time homemaker for six years, felt her standard were the hardest to give up when she went to work, "I used to have unrealistic standards. I gave up. Now it just gets done." A modern dance assistant professor said she used to try to do everything, "Now I cook everyday, but I don't wash dishes everyday. I straighten everyday but I just clean once a week. I do things when it's necessary. I have conveniences to make it easy for me, such as a washer and dryer."

The interviewees were divided equally between whether or not it was important to keep to certain standards or not. Among the reasons for the 10 answering yes were: "Messy things bother me, I can't relax until things are straightened." "I don't want to live in filth." "My mother is meticulous. If I were killed, I wouldn't want her to see my house in such a mess." "It's important to keep on a schedule." And, "My family is used to living in a clean, organized house."

The negative responses offered some of these reasons for not trying to keep a standard: "Other things are more important." "People clean house for other people, my marriage is more important." "Home only needs to be comfortable." "Other things are more important than housework." "I'm not a slave to my house."

The next section dealt with specific tasks which were done on a routine basis. Table VII shows the wife as the most frequently mentioned person doing household tasks. Before the list was given, the modern dance assistant professor stated: "My husband has only one job, to take out the garbage." A physical education teacher with children ages 14 and 16, responded to the question regarding washing dishes, "We have a dishwasher but we don't use it. That's the time I spend talking

TABLE VII

TWENTY INTERVIEWEES' RESPONSES TO PERSONS WHO DO HOUSEHOLD
TASKS IN INTERVIEWEES' HOUSEHOLDS

Task	Person Doing Task						No One	Paid Help	Not Applicable
	Wife	Husband	Children	Wife and Husband	Wife and Children	Everyone			
1. Daily Cleaning	7			3	9	1			
2. Weekly Cleaning	13			3	2	1	1		
3. Food Preparation	14			5	1				
4. Dishes	13	2		2	3				
5. Food Shopping	13	1		6					
6. Meal Planning	20								
7. Washing and Drying Clothes	15			5					
8. Ironing	9		1	1			8	1	
9. Mending/Making Clothes	17				2		1		
10. Shopping/Buying Clothes	12		1		1	6			

TABLE VII (Continued)

Task	Person Doing Task						No One	Paid Help	Not Applicable
	Wife	Husband	Children	Wife and Husband	Wife and Children	Everyone			
11. Buying Household Purchases	9	2		9					
12. Buying Major Household Purchases	2	1		17					
13. Paying Bills	3	14		3					
14. Physical Care of Children	6			14					
15. Supervision of Children	4			16					
16. Playing with Children	1	3		16					
17. Getting Up at Night with Children	5			7				8	

to my children, while we're doing dishes together." Table VII shows the answers of the respondents to specific household task delegations.

Table VIII shows which tasks had the highest priority. Each respondent answered affirmatively as to whether or not there was a task which had highest priority.

TABLE VIII
HOUSEHOLD TASKS THAT HAVE HIGH PRIORITY
AS IDENTIFIED BY 20 INTERVIEWEES

Tasks	Number of Responses
House Straightened	11
Dishes Done	8
Laundry	7
Beds Made	6
Meals	5
Bathroom Cleaned	5
Kitchen Cleaned	5
Vacuuming Done	3
Living Room Cleaned	1

The most frequent response to the question regarding kinds of household tasks that are not done because of employment was thorough cleaning. This general answer was given by seven interviewees. Others specified more specific kinds of thorough cleaning tasks (Table IX).

TABLE IX
HOUSEHOLD TASKS IDENTIFIED AS NOT DONE BECAUSE OF PART-TIME
EMPLOYMENT BY 20 RESPONDENTS

Tasks	Number of Responses
Thorough Cleaning	7
Window Washing	4
Sewing	4
Nothing	4
Things Get Done Less Often	3
Closet Cleaning	2
Major Household Projects	2
Cabinets Cleaned	2
Carpets Shampooed	2
Flower Beds Weeded	1
Attic Cleaned	1
Basement Cleaned	1
Entertaining	1
Canning	1
Baking	1
Get More Done When Working Than When Not Working	1

Most of the interviewees (14) responded that their housework load did differ on days they went to their jobs. A middle school health education teacher responded, "I spend one day cleaning per week, laundry

twice a week. I must schedule everything I do." A legal researcher also schedules housework as she answered that she and her husband did housework together on Saturday. Six interviewees responded that their housework load did not differ on the day they went to their job. They indicated that the housework load was evenly spread throughout the week.

The wives and mothers interviewed were equally divided as to whether or not their husbands helped in home tasks because of the wife's employment. Among the 10 who felt their husbands did help in home tasks were varying perceptions of amounts of help. The health education middle school teacher replied, "Anything he does is because I'm employed. If I were not employed he wouldn't help at all. He's not much help. He does very little." A physical education teacher also responded positively to this question, but with somewhat different perception, "Yes, I think he would be likely to say, 'What have you been doing all day?', if I were not employed, rather than help me as he does now."

Ten interviewees responded that their husbands did not help because they were employed. These respondents had varying perceptions of this phenomenon. A high school home economics teacher felt her husband did not help only because she was employed.

He has always helped. He was brought up in a home where the dad helped. I told him, 'you make me feel guilty,' but he said, 'I help because I want to.' I wanted him to get out on a bowling team but he is too family oriented. No matter whether I was employed or not, he would help, because he enjoys helping.

A registered nurse did not feel her husband helped because of her employment, either, "No, but on the night I am tired, he might help, but routinely no." A registered nurse, who was coordinator of

in-service education, also felt her husband did not help because she was employed. The degree to which he helped, however, was because she was employed. In other words, he helped slightly more with household tasks because she was employed, but not with any certain task because of her employment.

When asked if children helped because of employment, 16 women answered no. However, seven of these had children, the oldest of whom was preschool age, age five or less. Two of these with younger children did mention that they did expect their children to keep toys picked up. Five of the negative responses indicated that the home tasks done by their children would be expected of them regardless of whether or not the wife and mother was employed.

The four women who responded that their children did help with home tasks because of their employment had children age 11 and above. A registered nurse who worked three days per week, with four children, replied, "Probably they do when I'm working, but they help as little as possible." An occupational therapy university instructor also felt her children helped because of her employment, with ironing and picking up their rooms more.

The next question was designed to see if a change of helping with household tasks occurred when a part-time job was taken by the wife and mother. Because of the young ages of some of the children of the interviewees, this was difficult for some respondents to answer. Some respondents pointed out that before they had children they worked full-time and had smaller living spaces, so they did not know how to respond. Eight felt that they did receive help from either husband or child before they were employed part-time and 10 did not feel they received help

before part-time employment. Two did not feel the question applied to them at all. A teacher coordinator in a high school work program replied, "No, inside the house is just not his area. He is great at a man's job, such as mowing, keeping cars in order, and cleaning the garage." It is the opinion of the researcher that this was an invalid question, and did not get at the information needed. Questions to examine the change of household work participation when part-time employment was taken by the wife and mother could have been designed to fit the varying situations of the respondents. For many of these interviewees, however, the question was just not relevant to their situation.

In summary, most of the respondents were not very concerned with household tasks or felt that their management of these tasks was adequate. Although not all the women perceived the household tasks as being principally their own responsibility, when specific tasks were given, the wife was the most frequently mentioned person doing the given task.

Use of Financial Resources

When asked how the family income was divided, the most frequently chosen answer ($n = 12$) was that income was shared according to how much was needed from week to week. These 12, who chose this answer, indicated that there were no quarrels over money.

Seven respondents did not feel that any of the choices in the interview schedule adequately described their family's income arrangement. A legal researcher indicated they have separate checking accounts. "My salary is used to pay the babysitter and to buy groceries. My husband's salary takes care of all our other needs." A modern

dance assistant professor indicated, "My check goes into the bank and savings account. He takes his check to the bank and keeps the odd amount, say if his check is \$239, he will deposit \$200 and keep the \$39. He lets me spend whatever I want." A registered nurse with three children gave this alternative management, "We put it all in a pot and pay the bills we feel are necessary. Whatever is left we pay as what we can." A health education middle school teacher uses one-half of her income for groceries, household expenses, and whatever her personal needs are. The other half of her check goes into savings for their daughter's college expenses. All other expenses come from her husband's check. She said, "My husband manages it, but we make major decisions together." A remedial elementary teacher also rejected the three alternatives offered. "My husband takes the money and when I need it I can get it as I need it." A college librarian indicated that all went into the same common pot. Her husband's salary and part of her salary paid the major bills. The other part of her salary was then used for their oldest son's college tuition. An envelope system was used as their budgeting system. None of these seven quarrelled over money.

The occupational therapy college instructor chose alternative "b" as to how their family income was divided; that is, her husband gave her a fixed allowance every month. The allowance was mutually agreed upon and they did not quarrel about money.

Seven of the interviewees indicated the money they earned was for a certain goal. These goals were for a house, Christmas, a second home, vacations (two), and children's college expenses (two). Fifteen indicated that at least part of their salary went into a general fund, although one said that her salary allowed for more spending money. A

high school English teacher with a four month old son indicated that, "My income is saved for trips and other special things, but every month we have to dig into it to pay bills." A registered nurse also said that part of her salary went into the family's general fund, "I wish I could say it all went to savings, but it doesn't." Another high school English teacher with a two year old indicated that her salary went for some special projects, such as extra house payments or purchases of large household appliances, but, "We have to have it to keep the standard of living we now have."

Seventeen of the interviewees stated that they and their husbands did not have separate allowances. The modern dance assistant professor had previously indicated her husband took the odd amount from his check and used that as his allowance or pocket money. She did not have an allowance, but felt free to spend to buy whatever she wanted to buy. A health education middle school teacher was the second interviewee who said she and her husband had separate allowances. "My husband allows himself a certain amount; I use one-half of my salary for groceries and the rest of it is my allowance. We set our own allowances." A registered nurse who worked three days per week indicated that she and her husband did have separate allowances and did not usually tell each other how it was spent.

Thirteen women said it was important to them to have money that was their own or that they had earned. A high school English teacher with a two year old replied, "It is (important) but I don't really have any." A middle school health education teacher also thought it was important, "Yes, that's what keeps me working. My mother was unhappily married and

felt trapped. She passed this feeling on to me. My own money gives me a feeling of independence."

Seven women did not feel that having their own money was important. The kindergarten teacher replied, "not greatly (important), but since I am working I spend more. Because I am making money I don't ask myself when shopping, 'do I really need this?'" The child development extension specialist also replied, "No, but it's important that we have enough to meet our needs, to save, and have extras."

The next section of the interview period probed the amount of additional expenses incurred because of the woman's employment. The amounts given were all recall and estimated on the part of the interviewees. One replied with respect to transportation that she saved by working as she would be driving more if she were not working. The kindergarten teacher who noted this, called her husband into the room from another part of the house to confirm this. He agreed with her as he asked her to go to a large city where he worked to run errands for him when she was not employed outside the home. Now he runs those errands himself on his way home from work. After this comment, he then left the room to return to another part of the house. All who replied affirmatively with respect to personal care indicated that this amount was for hair appointments (Table X).

In summary, the majority of the respondents share income with their husbands according to how much they each needed from week-to-week. Thirty-five percent were saving for a certain goal. The majority of the respondents did not have separate allowances for either them or their husbands. Most of these professionally employed women felt it was important to have money of their own. The amount of additional expense

TABLE X
EXPENSES INDICATED DUE TO EMPLOYMENT

Expense	Number of Respondents	Percent
<u>Child Care:</u>		
None	8	40
Less than \$200	2	10
\$200-500	3	15
\$501-1,000	3	15
Over \$1,000	<u>4</u>	<u>20</u>
TOTAL	20	100
<u>Transportation:</u>		
I Use Less Gas	1	5
None (Walk or Reimbursed)	5	25
Less than \$99/year	4	20
\$100-299/year	6	30
\$300-499/year	2	10
\$500-699/year	1	5
\$1,400-1,599/year	<u>1</u>	<u>5</u>
TOTAL	20	100
<u>Personal Care:</u>		
Nothing	17	85
Less than \$50/year	1	5
\$51-70/year	1	5
\$200-299/year	<u>1</u>	<u>5</u>
TOTAL	20	100

TABLE X (Continued)

Expense	Number of Respondents	Percent
<u>Paid Help for Household Work:</u>		
Nothing	19	95
\$600/year	<u>1</u>	<u>5</u>
TOTAL	20	100
<u>Clothing:</u>		
Nothing More than if Not Working	3	15
Less than \$99/year	2	10
\$100-299/year	5	25
\$300-499/year	4	20
\$500-699/year	3	15
\$700-899/year	3	15
30-40 Percent More Because of Working	<u>1</u>	<u>5</u>
TOTAL	20	100

incurred because of their part-time employment was an estimated amount for child care, transportation, personal care, paid help for household work, and clothing. Child care would appear to be the most expensive item for the part-time professionally employed wife and mother.

Professional Commitment

The next section of the interview examined professional commitment with regard to future professional plans and expenses for professional

activities. The stage in the family life cycle apparently affected the answer to this question of future plans within five years. A modern dance assistant professor with children ages two and five indicated her answer would be different if the question was for 10 years from now, "In five years I will still be part-time, because my main priority is my children. In 10 years I would like to begin work on my doctorate." A legal researcher with one child, age one, also indicated she would be working part-time in five years as she wanted to have two more children in that time period. "In 10 years I want to be full-time and probably have a full-time housekeeper." Both high school English teachers indicated they would not be working at all in five years because they planned to have more children. A remedial reading teacher with children ages one and three also wanted to be part-time.

When I first started working part-time, it was only going to be until the children were both in school. Now I want to keep part-time. I like having the best of two worlds. I can still play mother, play bridge some afternoons and maintain a professional career.

A university teacher in community nursing indicated she would like to go for further education, a doctorate, if possible. "I would like to take on more responsibility. Being part-time or not depends on the children and their adjustment. If I can be full-time, I will." A teacher coordinator was undecided about future plans, "It's questionable right now, I may move into a different area. I am vacillating between part-time and considering a full-time administrative position." Table XI gives the interviewees' responses as to their future plans within five years.

Expenses for professional items were sometimes paid for by employers. Other respondents indicated that they had intended to join a professional organization but had not yet this year, or that they had

in past years. Professional publications were included in the professional dues by three respondents. The professional expenses identified by the respondents are shown in Table XII.

TABLE XI
RESPONDENTS' PLANS IN FIVE YEARS

Response	Number of Respondents	Percent
Not Working At All	2	10
Working Full-Time	4	20
Working Part-Time	8	40
No Definite Plans	2	10
Further Education and Working	<u>4</u>	<u>20</u>
TOTAL	20	100

Professional commitment may also be indicated by comments other than direct answers to the interview. The legal researcher indicated she read professional journals at home rather than on the job as did her colleagues who did their professional reading in their office during work time. The librarian, who was on a tenure track, indicated she spent some of her free time on a research project, which may also indicate some degree of professional commitment.

In summary, professional commitment was difficult to measure from this interview schedule. It appeared, however, that some of these women did have a degree of professional commitment.

TABLE XII
PROFESSIONAL EXPENSES IDENTIFIED BY 20 RESPONDENTS

Expenses	Number of Responses
<u>Professional or Business Dues:</u>	
0	6
Less than \$10	3
\$11-30	2
\$31-50	2
\$51-70	3
\$71-90	2
\$91-110	2
<u>Professional Publications:</u>	
0	12
Less than \$10	1
\$11-30	6
\$31-50	1
<u>Professional or Business Meetings:</u>	
0	9
Less than \$10	1
\$11-30	1
\$31-50	1
\$71-90	2
\$200	3
Employer Reimburses Most of Expense	5

TABLE XII (Continued)

Expenses	Number of Responses
<u>Educational Expense:</u>	
0	10
Less than \$30	1
\$31-50	1
\$71-90	1
\$91-110	1
\$111-200	2
\$250	1
Employer Reimburses Most of Expense	4
<u>Expenses for Books or Materials:</u>	
0	4
Less than \$10	5
\$11-30	4
\$31-50	2
\$51-70	1
\$91-110	3
Over \$110	1

The next section of the interview dealt with the wife and mother's perception of her job in relation to her employer, her peers, her family, and herself. Most respondents did not feel as though they were treated differently than full-time employes by either their employers or their

peers. All except the legal researcher, university instructor in community health nursing, middle school health education teacher and a registered nurse felt they were being fairly paid. The university community health instructor also felt some discrimination on her job because she was on a half-time contract.

Well, for instance, at our last departmental meeting we were discussing curricular changes. The proposed by-laws stated that only full-time people could suggest curriculum changes and vote. A comment was made at that meeting that really drove me crazy. It was, that part-time people do their thing and then just go home, versus full-time people. They knew I was mad when they said it. It is so untrue, when I asked the reason for this proposed by-law. I'm sure I work more overtime than full-time persons. The proposed by-laws were written by peers, but most peers are understanding when they ask me to do something extra, and I say that will be my fifth full day at school this week; they understand.

The results of this section of the interview can be found in Table XIII.

Six interviewees felt they had adequate fringe benefits, whereas 14 felt they did not receive enough benefits. At a land-grant university where some of the interviewees were employed, employees were given full-time fringe benefits if they were employed three-fourth time (Table XIV).

Most and Least Satisfying

Aspects of Job

The most and least satisfying aspects of the job was for almost all respondents job-related. The legal researcher found "teamwork with other professionals and contact with other professionals" is most interesting. "I enjoy working on complex problems you try to solve. People at home tend to magnify things which are not important. Full-time homemakers seem obsessed with cleaning, school and organizations." The least

TABLE XIII
 PERCEPTION OF TREATMENT ON THE JOB BY
 PART-TIME PROFESSIONALS

Answer	Number of Responses	Percent
<u>Perception of Administrator's Treatment</u>		
1. No different than full-time	16	80
2. Expect part-time to do as much as full-time	2	10
3. Treated as if I am not as professional	1	5
4. Feel that full-time gives more on the job	<u>1</u>	<u>5</u>
TOTAL	20	100
<u>Perception of Peer Treatment</u>		
1. No different than full-time	14	70
2. Am consulted less	2	10
3. Resentment because I work more than expected	1	5
4. Some antagonism	<u>3</u>	<u>15</u>
TOTAL	20	100
<u>Perception of Adequate Salary</u>		
1. Yes	16	80
2. No	<u>4</u>	<u>20</u>
TOTAL	20	100

satisfying to her was the ". . . routine. When I sit at a boring meeting which wastes a whole day when I could have been working or at home with my child." Ten of teachers interviewed felt that working with students was most satisfying. The satisfying and dissatisfying aspects of the interviewees' jobs are presented in Table XV.

TABLE XIV
BENEFITS RECEIVED BY 20 RESPONDENTS

Fringe Benefits	Yes	No	Not Applicable	Unsure
Hospitalization Insurance	9	10		1
Disability Insurance	8	10		2
Life Insurance	7	12		1
Retirement	13	5		1
Tenure	6	11	3	
Paid Leave	10	10		
Sick Leave	13	2		5

Most of the wives and mothers (16) felt their husbands thought their work was interesting (Table XVI). Five felt their children were not old enough to respond to part of the question regarding children's interest.

The interviewees were almost equally divided as to whether or not they would have done anything differently. Nine would not have changed

TABLE XV
 SOURCES OF SATISFACTION AND DISSATISFACTION AS
 PERCEIVED BY 20 RESPONDENTS FROM JOB

Answer	Number of Responses
<u>Most Satisfying Aspect of Job</u>	
Working with students	10
Keeping in touch with people	2
Intellectual challenge	3
Team work with other professionals	1
Helping others	3
I like myself	1
I no longer have a trapped feeling	1
<u>Least Satisfying Aspect of Job</u>	
Friction of administration and teachers	2
Friction of working with others	1
Judgmental part of work (grading papers)	2
Finding time to do all the reading to keep up with my field	1
Being on a schedule	1
Work load comes in spurts	2
Clerical knitpicking	3
Time spent away from family	1
Excessive work load	5
Lack of funds for proper materials on my job	2

TABLE XVI
 PERCEPTION OF FAMILY'S INTEREST IN JOB
 BY 20 RESPONDENTS

	Number of Responses
<u>Perception of Whether or Not Family Members Are Interested in Interviewee's Job or Not</u>	
<u>Husband:</u>	
Yes	16
No	4
<u>Children:</u>	
Yes	13
No	2
Not old enough	5
<u>How Family Members Show Interest in Job</u>	
Husband offers to babysit	1
Husband is proud of my work	2
Share work problems with husband	7
Children think I'm a cool teacher	2
Improves communication with children	5
Children and husband ask questions about job	5

anything over the last 10 years. The 11 who would have changed something referred to either their spacing of children, returning to school, or something about their job. A registered nurse said she might have enjoyed working in a doctor's office rather than a hospital. A librarian said, "I would have gone to school sooner, finished earlier, would have started working sooner, and would have gotten tenure when it was easier to get." A health education teacher commented, "I wouldn't have gone back to work. We became financially dependent on two incomes and now we can't get along without it." The legal researcher would have "taken fewer degrees so more of my professional career would have been behind me before my first child. It is hectic to have a late start in both career and child rearing." A modern dance instructor would have "married later so that the things I look forward to doing in 10 years, I would have gotten over before I was married." An English teacher would not have gotten her master's degree: "I would have had children sooner if we had more money." A home economics teacher with children ages five, twins age six and a nine year old said, "I would spread my children out further. I wish I would have gotten out of the house a little more when the children were small." A physical education teacher with children age 14 and 16 stated, "I wonder if I should have continued working or not. I still wonder if I should work or not, but it's almost too late. I'm happy with my job, sometimes I feel guilty about my religious upbringings so strong against it."

All except two interviewees felt they were happier now as a wife and mother than before. Two felt they were very happy before being married and were still very happy now, so they chose the option of about the same. These two, a high school English teacher and remedial reading

teacher, said they were very happy, too, before they were married.

The college librarian felt she was much happier now:

I am much happier. My husband has given me greater self-confidence. It has increased 200%. I traded my freedom for self-confidence. The time before marriage is very dim. We are now involved with each other's work. I can't survive without my husband. He's my best friend. I would never have gone to graduate school without him. We've had an extraordinary good marriage.

The interviewees were then asked for additional comments about part-time work or other comments about the interview. The librarian had additional comments regarding part-time employment:

I wish more employers could see women as people. My employer values half-time professional women more than full-time professional women. Half timers are more whole-heartedly at work, she thinks. Other things can be taken care of during her other time. Full-time wives and mothers take part of work time to go pick up an order at Sears, run errands for family, or have her hair done. She gets more productive work out of part-timers. If there were more employers like her, there would be more part-time women employed.

A health education teacher with children ages 15 and 18 who wanted full-time employment at this time, but had been cut back to part-time for the last four years commented:

Part-time would have been ideal when the children were younger. The children couldn't get used to my working full-time. I am now part-time when financially I need full-time. I do like part-time so I can do some things I enjoy doing.

The kindergarten teacher who taught every other day commented:

I did substitute teaching before but it was not satisfying or have the rewards as my part-time job. I can do other things for my children with my part-time job. The only negative thing is, you do so much as a teacher, such as bulletin board, and decorating the room, that I put in more than half time, with preparation for class time. Going full-time would not double my work load.

The legal researcher noted:

Employers with the high pressure job of professionals, could get more efficiency with part-time employees. Part-timers

bring home professional journals and books to read rather than reading on the job so employers are really getting more than their money's worth. I have not had the raises I would have had if I had been full-time. The men in full-time can fraternize and get inside positions. They can go have a beer and scheme. I can't do that because I have to run home to the sitter. I would like to work full-time and my husband work part-time, so he would be under less pressure. In my home in Sweden, women have seven months fully paid maternity leave, but do not have the choice of working full-time or part-time. Women who work full-time don't see their children and don't take care of their house. I work part-time for myself, not for my child.

The modern dance instructor said her children have made her happy. "The children have taught me patience and appreciation for small things. As a professional I was always looking for the spectacular."

The teacher coordinator of work programs in a high school felt part-time work was a frustration sometimes.

Part-timers are expected to put full force into something even though part-time, but I set those standards for myself. Part-time can be a good cop out. I would prefer to do more than what's expected of me. I like feeling not obligated to stay as long as full-time, because I am part-time. I think there is a lot of wasted talent because of the pressure for women to take full-time jobs.

The remedial reading teacher felt part-time is fantastic.

I think all married women should do it, especially mothers, so they won't feel like education is wasted, and as educators we want to spend time with our children. I enjoy my children more and enjoy being home more than I did as a full-time homemaker.

A high school English teacher with a two year old child commented:

Part-time is a thing of the future. A woman is not fulfilled with only a house and children. Part-time work is the answer. I personally find part-time work frustrating at times, because there's not time available to do things I want to do. Children come first, food next. Ten years from now I would like to be back part-time when my youngest child is in kindergarten. If my husband suddenly became a millionaire, I might never work again. I've never been at home full-time. I might find it so boring, I would want to work full-time. I hope more employers will find it possible and society as a whole will not look down on part-time work. Some people are amazed I like

part-time. They think it can't go on forever, but for me I would like it to.

A home economics teacher believed, "I am the type if I didn't have a part-time job, I might do more crafts, but I might have done too much for my children. This forces them to take more responsibilities."

A registered nurse commented:

Someone who works full-time is a person who is really career oriented. I do it because I want to keep up with nursing, but my family does come first. Some work full-time and their career takes priority. I can't be that way, I want to be a big part of my children's lives. I get tired and crabby too easily to work five days per week.

A physical education high school teacher with seven children ages 5 through 20 had been working part-time for 10 years.

My salary goes up with each step, but the school doesn't pay insurance benefits so they get more benefits with part-time, and they get less absenteeism from part-time teachers. I make an effort to go for two hours every day even when feeling ill. I wouldn't go if I had to go all day. My mother taught and I hated it when she left so early, and was never there when I came home from school. I never wanted my children coming home to an empty house. Part-time employment allows me this privilege.

Another physical education teacher with children ages 14 and 16 worked 33 hours per week.

Part-time is ideal for me. I hate to see child care centers springing up with mothers just home from the hospital and dropping them off at only six weeks old. I don't know what the outcome of this will be. When I was at home for those six years I cried. I had gone four years to college and I was on fire to use what I had learned. I had no idea I could ever go part-time, and have the time to spend with family and the house.

An art teacher, teaching four hours per day in a middle school, with a four year old also had favorable comments about part-time work.

Part-time gives me more time to enjoy my family. I do hope to work full-time sometime in the future. Working inspires and motivates you to get into life again. You can contribute something, I found, even though you are a wife and a mother.

A speech therapist who worked two and one-half days per week had children ages two and seven.

Part-time is the greatest thing. It is the answer for women with families. People have to get tired by Thursday. Part-timers are fresh more of the time so the administration wins. I know of a situation where a part-time speech therapist was paid full-time because they didn't know how to deal with it (part-time).

A high school English teacher working three hours per day had only worked part-time for two months.

If administrators are smart, they will begin to look at part-time positively instead of negatively. They should not force women into a choice. I had to make a choice six months before the baby was born as to what I was going to do the rest of my life. They make it difficult for you when you are pregnant. They expect you to go on maternity leave. Part-time is ideal. I'm enjoying my family and my career. A full-time career became my life. Now I feel my first priority is my family and I like it that way. There are some things unfair about it. All part-time teachers are fired every year as they do not have tenure. Then they are hired back as schedules are made.

Summary

During the fall of 1977, 20 interviews were conducted with wives and mothers who were professionally employed on a part-time basis. Characteristics of these women were studied as well as their motivation for working. The interviewees' perceptions of the effects of their employment on their marriage and their children revealed a range of differences among the interviewees. Family responsibilities was the most frequently mentioned factor which was most difficult for part-time employed professionals. Willingness of family members, as perceived by the interviewees, was the most frequently mentioned facilitator for part-time employment. In looking at home management responsibilities, it would appear that the wife maintained most of the responsibilities

for home tasks. From the interviews conducted, working for money first and then fulfillment appeared to be the pattern that developed from this case study. These case studies appeared to be professionally committed and did not feel discriminated against; usually, because they were part-time employed. Most of the women interviewed felt very positive about part-time employment and its ease of combination with a family.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

Introduction

During the fall of 1977, 20 cases of wives and mothers who were employed on a part-time basis in a professional position were studied. The study was designed to enable the researcher to obtain information regarding facilitators and constraints in home management of the wife and mother who is professionally employed on a part-time basis. The specific objectives were:

1. To summarize demographic characteristics of the part-time professionally employed wife and mother.
2. To determine home management patterns in delegation of responsibility for household tasks of the part-time professionally employed wife and mother.
3. To determine time-use patterns in home management tasks by the part-time professionally employed wife and mother.
4. To determine use of financial resources by the part-time professionally employed wife and mother and its influences on home management practices.
5. To identify facilitators and constraints in home management for the part-time professionally employed wife and mother.

A summary in the light of these objectives follows.

Demographic Characteristics

Twenty cases of wives and mothers who were professionally employed on a part-time basis were studied. Each wife and mother had at least one child age 15 or less, was married and was living with her husband. Eleven public school teachers were interviewed, as well as three registered nurses. An assistant professor of physical education in modern dance, instructor of occupational therapy, community health nursing instructor, legal researcher, extension specialist in child development, and a library cataloger were other positions held by the women studied. Thus, 15 of the 20 women studied were employed in some form of teaching. This apparently is a profession that is well suited for women desiring part-time employment.

A variety of working arrangements were used by the wives and mothers in their part-time positions. The least number of hours worked was 10 hours per week, not including class preparation time. The most number of hours worked was 32 hours per week by a teacher coordinator of a work program in a high school; she was considered four-fifths of a full-time teacher. The majority of the cases worked five days per week, but three worked as few as two days per week. Half of the sample had attained a master's degree or more education. Fifteen of the interviewees' husbands had a bachelor's degree or more education.

Perhaps, because of the establishment of a career pattern and beginning of a family, the sample studied was older (mean age 35.7) than one might have surmised with over half (11) having preschool children. It would appear that part-time professionally employed wives and mothers may be career oriented in relation to establishment of a

career before starting a family. This career establishment would appear to be a facilitator in their being attractive to employers as a part-time employee. Over half (11) of the cases studied began working part-time when their child was one year or less. It would appear that part-time employment is attractive to professional women with small children. Fulfillment and financial need were identified to be the motivating factors for most of the women studied to seek employment.

Delegation of Responsibilities and Time Use Patterns

The wife and mother's perception of difficulties of her part-time employment would appear to be a factor in the pattern of home management and delegation of those responsibilities. For example, the health education teacher perceived that her family did not help as much with household tasks as when she was a full-time employee. She appeared, through her comments, to be frustrated with her home management and organization of household tasks. On the other hand, an art teacher, whose husband did not help with household tasks, did not perceive that as her husband's job, and felt organized with regard to her home management and organization of household tasks.

The age of children which affects the onset of part-time employment, probably affects home management also. Child care arrangements and scheduling of family activities seemed to add to the frustration of some wives and mothers in their part-time employment. Eleven of the cases studied had at least one preschool child. Nine of the interviewees mentioned child care or babysitters as their most difficult arrangement in order to continue working part-time.

Having the house straightened was the most frequently mentioned high priority household task. Thorough cleaning was most frequently mentioned as the household task not done because of employment. Being able to give up or decrease standards of housework apparently was characteristic of one-half of the interviewees. Regardless of age of children, or standards held, the wife and mother apparently retained responsibility for most of the household tasks. The only task which was done more frequently by the husband alone was paying the bills.

Whether or not the husband shared home management responsibilities just because of employment was an equally divided answer in the affirmative and negative side of that question. The answer did, however, reveal a difference again of the wife and mother's perception of how much the husband should help. Thus, age of children and the wife and mother's perception of how much of the household responsibilities should be assumed by others may be important factors in home management of part-time professionally employed wives and mothers.

Use of Financial Resources

Although 12 of the respondents chose a given answer that described an equal sharing of income according to needs, the seven alternatives given more or less described this same response. The salary of the part-time professionally employed wife and mother apparently added to the family's financial resources and was perceived as necessary in most of these cases studied. Being able to raise the family's standard of living and having money of her own would seem to also be important to the part-time professionally employed wife and mother.

Because the amount given for job related expenses was an estimate and not a result of record-keeping, their accuracy may be questioned in some instances. This may be especially true in clothing purchases which is not done with the regularity of purchase of child care services. Child care and transportation are apparently the greatest expense incurred by the part-time professionally employed wife and mother.

Professional Commitment

Most (18) of the interviewees indicated they would like to continue in their career, either as part-time or full-time five years from now. Twenty percent (four) intended to go back to school for another degree in five years and two more would like to return to school for advanced degrees in 10 years.

Except for professional publications, at least one-half of the respondents incurred out-of-the-pocket expenses for professional dues, professional meeting expense, and expenses for books and materials. Since most of these expenses are not required for keeping a certain job, these expenses may indicate a certain amount of professional commitment on the part of these women.

Most of the respondents perceived that they received fair treatment and respect by their administrators and peers. However, fringe benefits were not of a satisfactory arrangement for most (14) of the cases studied.

Apparently, fulfillment from the job came from the job's challenges for most of the interviewees. Job related annoyances provided the least satisfying aspect of employment for most of the respondents.

Facilitators and Constraints

Part-time employment apparently has much to offer for the professionally employed woman who is also a wife and mother. If this is the choice of the professional, then a great deal of satisfaction apparently is gleaned from being able to hold a part-time position.

There were several facilitators for the women studied in this research in keeping a part-time job and managing a home. Establishment of a career before children may enable the professional woman to be part-time employed. A personal perception of being able to handle home responsibilities would also appear to be a facilitator to make the part-time choice. Women who perceive that their husbands are helpful, even though the wife still carried the bulk of the responsibilities for household tasks, can apparently hold a part-time position, do most of the jobs traditionally done by full-time homemakers, and feel comfortable about their part-time job. Feeling a need to contribute financially to the family's income and feeling comfortable about doing so may also aid in the perception of the wife and mother's ability to handle home management tasks.

If the woman, who is employed part-time, perceives she is receiving little help in household tasks, then this perception may be a constraint to her home management. Inadequate child care arrangements may be a constraint for some women who are professionally employed on a part-time basis. A feeling of unhappiness about the fairness of fringe benefits received from a job may be a constraint for the part-time professionally employed wife and mother.

Conclusions

Teaching, a profession chosen by many women, may be especially attractive to the wife and mother who desires employment on a part-time basis. In the cases studied, 15 of the 20 were employed in some form of teaching. This high number of teachers may be related to the sampling technique. Because of the nature of the instruction, elementary, middle school, and high school teachers (who teach part-time) usually teach a portion of every day school is in session. College teachers and nursing instructors are more likely to have a more flexible arrangement and work fewer days per week, but more hours per day than other teachers.

Wives and mothers with preschool children were especially enthusiastic about being able to work part-time. All but one of the wives and mothers interviewed with school age children also preferred part-time employment. Apparently the freedom to make choices about employment contributes to the woman's satisfaction with part-time employment.

The age of children and the wife and mother's perception of how the household should be managed apparently affects greatly the delegation of home management responsibilities. Even though the part-time employment may be very time consuming, the wife and mother, in these cases studied, was responsible for most of the household tasks.

The salary of the part-time professionally employed wife and mother was perceived as being important, in most cases, to the family's financial well-being. Financial responsibilities was an area of responsibility that was more equally shared by husband and wife than other household duties in these cases studied.

It is difficult to make a definitive statement about job commitment, without a comparison of these part-time professionally employed women with full-time professionally employed women. Thirty percent did have plans for further education, which may indicate professional commitment. Fifty percent spent their own money for professional items, and this, too, may indicate professional commitment. Fringe benefits were a source of annoyance for the majority of the women interviewed. This is an area that needs to be addressed more fairly by employers of these professionals. Women who are employed part-time should be allowed a more fair arrangement of all fringe benefits. Even though the part-time work arrangement is a choice for most professionals working in this arrangement, they still perform professional services equal to full-time professionals and should receive a proportional share of benefits.

The home economics educator should be aware of the findings in this research and apply these to the classroom situation. Students who will become part of families should be aware of the part-time arrangement choice for both men and women. Home management in families should become a more equally shared responsibility. Home economics, concerned with increasing the quality of family life, should make employers and parents aware of the alternatives of professional part-time work for mothers or fathers who wish to have more time for their family than full-time employment allows. Home management, however, should not become the responsibility of the part-time employed parent, but should be fairly shared according to the resources of time, energy and abilities of the parents.

Conceptual Framework

As outlined in Chapter I the social exchange theory, including sociological grants, has been used to explain behavior within families. For the part-time professionally employed wife and mother, her contribution in the instrumental realm involves economic and status rewards for the family. The self-fulfillment is a profit for the wife and mother and may persuade her to continue to perform instrumental duties as a homemaker in the strictly traditional family. Social conditioning has convinced the wife and mother that this is her duty. For some women this exchange is not perceived as being very profitable, however, and in some cases in this research, the wife and mother was beginning to feel a net loss from these exchanges.

The part-time professionally employed wife and mother may have more time to devote to home management responsibilities than a full-time employed wife and mother. The part-time employed wife and mother does not have the resource of time as the full-time homemaker and needs a compromise in the instrumental realm. The frustration of adding to the family system, time, money, and energy through part-time work without an exchange of household work performed by either children or husband would appear unfair and unprofitable for these wives and mothers. However, the profit of self-fulfillment in the expressive realm is considered very large for many of these wives and mothers and they apparently were content to continue in a very traditional exchange. For many of them, the home management responsibilities may indeed be a grant as they have been conditioned into believing this is their duty.

Recommendations for Further Study

Realizing that a case study is designed to "lay the groundwork for later, more systematic and rigorous testing of hypothesis," (Kerlinger, 1973, p. 406), definitive statements cannot be made from this research. This research does, however, raise some interesting questions which need further research. The following questions, directly related to facilitators and constraints in home management, could be studied:

1. Does the part-time professionally employed wife and mother spend the same number of hours in household tasks as the full-time homemaker or the full-time employed wife and mother?
2. Does the wife and mother who is professionally employed part-time receive a proportion of salary equal to the proportion of time spent on the job compared with full-time employees?

Other questions, related to the part-time professionally employed wife and mother, which should be studied are:

3. How do administrators-employers perceive the value of part-time professional employees?
4. How do husbands of part-time professionally employed wives and mothers perceive the value of their wives' jobs as compared with the husbands' perception of the value of jobs of the full-time professionally employed wife and mother?
5. How do children of part-time professionally employed wives and mothers perceive their mother's employment as compared with children of mothers professionally employed full-time and with children of women who are full-time homemakers?
6. Is the part-time professionally employed wife and mother more

likely to have younger children and fewer children than the full-time professionally employed wife and mother?

7. Is the part-time professionally employed wife and mother more likely to have older children and fewer children than the full-time homemaker who is professionally educated?
8. How does the perception of home management responsibilities of the part-time professionally employed wife and mother differ from the full-time homemaker and full-time employed wife and mother?

Recommendations for Program

Implementations

This study would indicate that home economics educators, at all levels, should be making families more aware of the inequities in home management tasks in many households. Home management should be taught, in both formal and informal programs, as a family relationship and not a sex-related duty. Women in this study were apparently happy to continue to do most of the home management responsibilities in the very traditional sense and also contribute a great deal of their time in the labor market to add to the family's financial base.

At the elementary level, children should be aware--through programs such as career education--that home management is a family's job. This should be re-emphasized at the secondary level to students who will soon form family units. At the college and university level and the adult level, people should be aware of the part-time choice in their given profession. The family unit needs to realistically and objectively look

at their resources and capabilities in case that one parent may want to make the part-time choice.

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APPENDIXES

APPENDIX A

LETTER TO EMPLOYERS

June 22, 1977

Dear

I am a doctoral student in home economics education on leave of absence from Bradley University until August of 1977. My research deals with home management practices of women who are wives and mothers employed professionally part-time. Your school district has been identified as a potential employer of teachers regularly employed on a part-time basis, or teaching for only a part of every school day. This would not include substitute teachers.

Could you please identify the women teachers you employ on less than a full-time basis and send their names and addresses to me? Their names will be used in a random selection and their privacy will be, of course, protected in the study. Names will be drawn from the random selection process to be contacted for their willingness to participate in the study. Your cooperation is greatly appreciated. Please send the names and addresses of women teachers you employ on less than a full-time basis by July 15, 1977 to:

Mrs. Nina Collins
104-3 North University Place
Stillwater, Oklahoma 74074

Thank you for your time and consideration.

Sincerely,

Nina Collins

Dr. Elaine Jorgenson
Chairman, doctoral committee

APPENDIX B

LETTER TO POTENTIAL INTERVIEWEES

July 30, 1977

Dear

This is to request your assistance in a project in which I am involved. First let me introduce myself. I am a doctoral student in home economics education and share something in common with you. I, too, am employed on a part-time basis, teaching at Bradley University. For my doctoral research project, I am studying facilitators and constraints of the professional wife and mother who is employed part-time. That is, I am especially interested in what makes it easy and what makes it difficult for women to be part-time employed, especially in their management of family resources.

Your name has been randomly selected from a list given to me by your employer as a potential participant in this research. A participant in the research will need to be willing to be interviewed by me for approximately one hour at her convenience. Persons interviewed will remain anonymous in the study and their privacy, of course, will be protected. To let me know of your willingness and your eligibility to be included in this study, would you please return the enclosed post card by August 20? Thank you for your cooperation.

Sincerely,

Nina Collins, Instructor
Home Economics Department
Bradley University

APPENDIX C

RETURN POST CARD

The following information was printed on the post card which was to be returned by the potential interviewees.

Please check (✓) the appropriate column.

	Yes	No
1. I am employed less than 35 hours per week.	_____	_____
2. I hold at least a bachelor's degree <u>or</u> a R. N. certificate.	_____	_____
3. I am married and live with my husband.	_____	_____
4. My youngest child is age 15 or less.	_____	_____
5. I would be willing to be a part of this research.	_____	_____

The best time to reach me is _____.

Business Address:

Name: _____

St. or Box No. _____

Town or City _____

Telephone _____

Home Address:

St. or Box No. _____

Town or City _____

Telephone _____

APPENDIX D

INTERVIEW SCHEDULE

DIRECTIONS FOR INTERVIEW: (Read to interviewee before beginning the interview.) This study is concerned with home management practices of women who are professionally employed on a part-time basis. Its particular focus is the study of elements which help or hinder the home management of the part-time professionally employed wife and mother. I appreciate your taking your valuable time to answer these questions. Please answer each question as completely and honestly as you can.

Interview

1. Please give me a description of your job and the hours/days that you work.
2. Please describe your past job and homemaking experiences. (Including years at each status.)
3. What degree(s) do you hold? How many years of postsecondary education do you have?
4. What degree(s) does your husband have? How many years of postsecondary education does he have?
5. What was the age of your husband at his last birthday?
6. How many preschool children do you have? What are their ages?
7. How many elementary (first to grade eight) school children do you have? What are their ages?
8. How many high school children do you have? What are their ages?
9. How old were you when your first child was born?

10. How old were your children when you started working part-time?
11. Why are you employed part-time?
12. Would you prefer full-time employment or full-time homemaking to your part-time job?
13. How does your husband feel about your job?
14. What do you see as the effect of your employment on your children?
15. What do you see as the effect of your employment on your marriage?
16. What is the most difficult arrangement for you to make in order to continue working part-time?
17. What factors make it easy for you to be part-time employed?
18. How do you feel about the organization of household tasks in your home? By household tasks I mean cleaning the house, food preparation (including washing dishes), household shopping, laundry (including washing and drying clothes, and ironing) and childcare.
19. Do you have a special way of doing housework or standards which you feel you must meet?
20. Is it important to you to keep to these standards? Why or why not?

21. Which person(s) do the following household tasks (you, husband, children or paid help) routinely?
- ___ 1. daily cleaning, such as straightening, making beds, etc.
 - ___ 2. weekly cleaning, such as vacuuming, polishing, dusting, etc.
 - ___ 3. preparing food
 - ___ 4. washing dishes
 - ___ 5. food shopping
 - ___ 6. meal planning
 - ___ 7. washing and drying clothes
 - ___ 8. ironing
 - ___ 9. mending/making clothes
 - ___ 10. shopping/buying clothes
 - ___ 11. shopping/buying household goods
 - ___ 12. shopping/buying major household purchases
 - ___ 13. paying household bills
 - ___ 14. physical care of children (if needed)
 - ___ 15. general supervision of children
 - ___ 16. playing with children
 - ___ 17. getting up at night with children
22. Do certain household tasks have high priority to be done? Which ones, if yes?
23. What kinds of household tasks are not done in your home because you are employed?
24. Does your housework load differ on the days you are going to your job?

25. Does your husband help in any area of home tasks just because you are employed?
26. Do your children help in any area of home tasks because you are employed?
27. Did your children or your husband help in any area of household tasks before you were employed part-time?
28. How do you divide your family income?
- Do you take it all and give your husband pocket money? If so, who decides how much he should have?
 - Does your husband give you a fixed allowance? If so, who decides you much you should have?
 - Do you share it, according to how much each of you needs from week to week? If so, do you quarrel over how much each of you should have?
29. Is the money you earned earmarked for a certain goal or does it become part of your family's general fund?
30. Do you and your husband each have an allowance separate from household bills and other bills? Do you tell each other how you spend it?
31. Is it important to you to have some money you know is your own--that you have earned?
32. Do you incur additional expense for any of the following items because you are employed?
- | | Estimated value/year |
|-------------------|----------------------|
| a. child care | _____ |
| b. transportation | _____ |
| c. personal care | _____ |

(continued on next page)

Estimated value/year

- d. paid help for household work _____
- e. clothing _____
33. Where do you see yourself in relationship to your professional career five years from now?
34. Do you incur expense for any of the following items?
- Estimated value/year
- a. professional or business organizational dues _____
- b. professional or business publications _____
- c. professional or business meeting or convention expense _____
- d. educational expenses related to your employment _____
- e. expenses for materials or books related to your employment _____
35. How do your administrators-superiors treat you on your job as compared to persons employed full-time in your position?
36. How do peers treat you on the job, as compared to full-time employed professional peers?
37. Do you think you are being fairly paid for the amount of effort you do on your job?
38. Do you think you receive adequate fringe benefits from your job? (By fringe benefits, I mean hospitalization, disability, or life insurance; retirement; tenure; paid leave, etc.)
39. What do you find most satisfying about your work?

40. What do you find least satisfying about your work?

41. Does your family (husband and children) think your work is interesting? How?

42. If you could have the last 10 years to live over again, would you do anything differently?

43. If you compare your life now with what it was like before you became a wife and mother, would you say you are happier now, less happy, or about the same?

APPENDIX E

LETTER TO INELIGIBLE PARTICIPANTS

November 30, 1977

Dear

Sometime ago you responded on a post card that you would participate in my doctoral study. However, because you indicated you were not employed part-time; did not have a child 15 or under; or were not married and living with your husband, you were ineligible for this research. I did want to take this opportunity, however, to thank you for your willingness to participate in research of this type. Should you have another opportunity to take part in research I would hope you will be able to do so.

Sincerely,

Nina Collins

VITA²

Nina Reid Collins

Candidate for the Degree of

Doctor of Education

Thesis: FACILITATORS AND CONSTRAINTS OF THE PART-TIME PROFESSIONALLY
EMPLOYED WIFE AND MOTHER

Major Field: Home Economics Education

Biographical:

Personal Data: Born in Olney, Illinois, August 28, 1945, the
daughter of Mr. and Mrs. Walter W. Reid.

Education: Graduated from Edwards Senior High School, Albion,
Illinois, in May, 1963; received Bachelor of Science degree
in Home Economics Education from Southern Illinois University,
Carbondale, in 1967; received Master of Science degree in
Family Economics, Home Management from Southern Illinois
University, Carbondale, in 1968; completed the requirements
for the Doctor of Education degree at Oklahoma State Univer-
sity in July, 1978.

Professional Experience: Food Researcher, United States Department
of Agriculture, 1967; Instructor of Home Economics at Bradley
University, 1968-1978.