

VALUES RELATED TO HOME MANAGEMENT, RECOGNIZED
BY SELECTED HOME ECONOMICS MAJORS AT
OKLAHOMA STATE UNIVERSITY

By

MARY NELL BOWMAN

Bachelor of Science

Oklahoma State University

Stillwater, Oklahoma

1958

Submitted to the faculty of the Graduate School of
the Oklahoma State University
in partial fulfillment of the requirements
for the degree of
MASTER OF SCIENCE
August, 1964

JAN 8 1965

VALUES RELATED TO HOME MANAGEMENT RECOGNIZED
BY SELECTED HOME ECONOMICS MAJORS AT
OKLAHOMA STATE UNIVERSITY

Thesis Approved:

Alan H. Wolf

Thesis Adviser

Gertrude McAllister

J. H. Boyer

Dean of the Graduate School

570129

PREFACE

A review of studies concerned with values related to home management revealed few in which the opinions of college students were presented. It was believed that a study with students in higher education as respondents would provide information of importance to the teacher of home economics, especially at the college level in the area of Family Economics-Home Management. After an analysis of instruments used in other studies, an instrument was developed, tried, and used. It is hoped the instrument and the findings of this study can be of use in future research and the teaching of Family Economics-Home Management.

The writer wishes to express her gratitude and appreciation to Dr. Ilse H. Wolf, Professor and Head of the Home Management, Equipment and Family Economics Department, for her continuous and valuable guidance. An expression of indebtedness is extended to Dr. Franz Frederick for his willing assistance with the analysis of data. Sincere appreciation is expressed to Miss Gertrude McAllister for reading the thesis and to the instructors and students of the three courses who participated in the study.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Statement of the Problem	4
II. REVIEW OF LITERATURE	7
Summary of Values Related to Home Management	13
Summary of Methodological Techniques	15
III. PROCEDURE	18
IV. PRESENTATION OF DATA AND ANALYSIS OF FINDINGS	24
Presentation of Open End Response	25
Analysis of Data for Home Economics 113	26
Analysis of Data for Home Management 213	28
Analysis of Data for Home Management 420	30
Responses to Projective Paragraphs	31
Comparison of Findings Among Courses	33
Summary of Findings	40
V. CONCLUSIONS AND RECOMMENDATIONS	42
BIBLIOGRAPHY	46
APPENDIX A	49
APPENDIX B	61

LIST OF TABLES

Table	Page
I. Summary of Values Related to Home Management in Thirteen Home Economics Research Studies	14
II. Summary of Methodological Techniques Utilized in Thirteen Home Economics Research Studies	17
III. Number and Percentage of Value Choices Related to Home Management Through Paired Comparison by Students in Each of Three Courses	27
IV. Number and Percentage of First, Second, and Last Choice Values Related to Home Management Through Free Choice by Students in Each of Three Courses	29
V. Number and Percentage of First, Second, and Last Choice Values Related to Home Management Through Projective Paragraphs by Students in Each of Three Courses	32
VI. Comparison of Ranking in Descending Order of Nine Values Related to Home Management Through Paired Comparison by Students in Each of Three Courses	34
VII. Comparison of Ranking in Descending Order of Nine Values Related to Home Management Through Free Choice by Students in Each of Three Courses	35
VIII. Comparison of Ranking in Descending Order of Nine Values Related to Home Management Through Projective Paragraphs by Students in Each of Three Courses	36
IX. Mean Number of Value Choices by Students in Three Courses for the Three Structured Sections of the Instrument	38
X. Comparison of Ranking in Descending Order of Mean Number of Value Choices by Students in Three Combined Courses for the Three Structured Sections of the Instrument	39
XI. Summary of Responses to Open End Statements by Students in Each of Three Courses	62

CHAPTER I

INTRODUCTION

The twentieth century is widely recognized as the century of change. Especially in the western world scientific developments and technology have caused changes in all areas of life. In this country industrialization and urbanization have replaced the rural, agricultural society of the past. Technological developments have increased the economic potential and enabled millions of people in the United States to enjoy a wealth of goods and services. Advances in transportation and communication enable the individual to circle the world with ideas in minutes and in person within hours. Thus the peoples of the world have become neighbors; their well-being is closely interrelated.

A composite of these changes has had both positive and negative effects on society. One of these major effects is the revolution in values. Beliefs which formerly guided the attitudes, thinking, and actions of individuals and society in this country are now questioned and often discarded before a new, functioning philosophy has replaced them.

Once the concern chiefly of philosophy, values now claim the attention of various other disciplines--sociology, economics, farm management, and home economics among them, and of people in general. (6)

No area of life is more strongly affected by change than is the family, both in its relationships and in its physical environment.

Confusion and uncertainty about what is important and conflicts among wants present a variety of problems to individuals and families. As conditions change values may actually tend to cause conflict rather than help resolve conflict.

No member of the family is influenced more by these changes than the woman--particularly in her role in both the family group and in society. Today's homemaker is freed of much of the time and energy consuming manual labor that was formerly required for production of the goods and services needed by the family. Now her responsibilities often include a dual role, homemaker and income earner. Added responsibilities to church, school, and community claim time and energy previously devoted to home and family. Today she is faced with making new decisions concerning family resources. It is not possible to meet contemporary family needs or goals with yesterday's solutions.

Alert educators realize the need for new information, understandings, attitudes, and skills required by members of society. One educator expressed this idea with these words:

We must adjust our educational methods and redefine our educational objectives to conform to the realities of this time... (8)

If changes are to serve mankind, educators should not only be aware of them, but also help to direct them. The faculty of every subject matter field must be cognizant of changes, particularly those most closely related to its field. All teachers have responsibility for helping students prepare for living in the present and in the future. Because of their leadership role teachers in higher education have a special opportunity to set educational goals and standards in harmony with the current needs of society.

The American Home Economics Association, in recognition of the many changes in the lives and the homes of families, completed a study in 1959 which resulted in a more realistic approach to the field of home economics. The conclusions of this study were summarized in the publication, Home Economics NEW DIRECTIONS. (10) The following opinions related to the role of home economics in change were expressed.

In our survey of the present, we have considered the social changes growing out of the educational, scientific, and technological advances of the past fifty years; advances which have brought about profound changes in the home and in familiar patterns of family life--calling for a new order of emphasis on meeting family needs and wants...

We believe that the clearest new direction for home economics is to help people identify and develop certain fundamental competences that will be effective in personal and family living regardless of the particular circumstances of the individual or family.

Among these competences are several which relate directly to the area of family economics--home management:

- make and carry out intelligent decisions regarding the use of personal, family and community resources
- establish long-range goals for financial security and work toward their achievement
- plan consumption of goods and services--including food, clothing, and housing--in ways that will promote values and goals established by the family
- purchase consumer goods and services appropriate to an over-all consumption plan and wise use of economic resources
- perform the tasks of maintaining a home in such a way that they will contribute effectively to furthering individual and family goals.

In 1955 at a home management conference McKee (21) made the statement that "**there** is no area of life in which values are not operative."

A clear understanding of the role of values in resource management and a positive attitude toward home management are needed by the homemaker.

More effective management can be realized when families are aware of their values at the time goals are determined.

In today's world home economists recognize the need for individuals and families to do critical thinking with regard to what is important to them in their own lives and in society, what is to be accomplished, what resources are available, and how they may best be used to attain desired goals. All of these factors demand an understanding of how the value structure is related to the choices made by individuals and by families, as well as by society in general.

In consideration of these factors it seems logical that home economists need an understanding of the values of individuals with whom they work as well as to encourage these individuals to be more cognizant of their own values and the force they exert on the individual and group. This is particularly true in home management as shown by the fact that the more recent college textbooks in management give special emphasis to the close relation between values and home management.

Statement of the Problem

Due to the limited research in the area of values related to the study of home management and the importance of values to the area, this exploratory study was undertaken. The central problem was to determine values related to home management as recognized by selected university students majoring in home economics. In the development of this problem the following purposes or sub-problems were identified:

1. To analyze research designed to ascertain values related to home management by different groups of individuals in order to determine the methods and instruments that proved functional.

2. To determine and summarize values related to home management by authorities in the area and as derived from research.
3. To determine the values students on three different levels related to home management.

The study was limited to the students majoring in home economics who were enrolled in three different home economics courses in which home management was taught during the spring semester of the 1963-64 school year. These courses were the freshman course, Home Economics for Contemporary Living; the sophomore level course, Resource Management for the Individual and the Family; and the senior level course, Home Management House Residence. Since 24 students were enrolled in the sophomore level course, the same number of students was selected through random sampling from the freshman course and the senior level course. The selection of the instrument used also limited the study.

This statement by Gross (5) in 1959, "Home management research has been and remains one of the less developed areas in home economics research..." indicated the need for more investigations in this area. A review of research revealed several studies concerned with values homemakers relate to home management and family economics. Information is more limited, however, with regard to values related directly to home management by students, particularly at the college level.

Jacob (11) has clearly expressed a widespread belief among educators in the United States in the study "Changing Values in College."

...values are both caught and taught. In this area, the teacher cannot dodge responsibility for the communication of values--civic, intellectual, ethical and, in church-related colleges, religious. He should therefore become more self-conscious about his value role, clarify his goals, and evaluate realistically the outcomes of his teaching in terms of changes of belief and behavior on the part of his students.

It is possible to raise the level of living of the family and society through an emphasis on certain values at different levels of education. Teachers in general believe that an understanding of values is important because these values underlie student motivation for study, student attitudes toward education and the subject matter areas, and student actions. They may aid or hinder the teaching-learning process. Home economists are particularly concerned because values determine to a major extent the development of the individual and the quality of life toward which he will strive. For individuals working in home management values have special significance because management is directed toward the attainment of goals which are sparked by the values underlying them. The purposes for management recognized by the student are likely to be determined by the values held by the student and those which he relates to home management.

The responsibility of education in this regard has been defined by Lehman (18):

Helping students to be aware of and to reconstruct their values is a function of education. Hence, it is important that the student and teacher together examine these values and value patterns, and to understand them and their implications. This by no means is to say that values shall be imposed upon the student. But it does say that values shall be intellectualized to some extent; that students and teachers shall be more aware of the values they hold, and realize the extent to which these values determine their reactions and actions.

CHAPTER II

REVIEW OF LITERATURE

A general review of the literature of the past 25-30 years revealed a limited number of studies of values related to home economics--- particularly in the area of family economics-home management. Although several studies were carried out in subject matter areas such as housing, foods, family finance and home management, they are directed largely toward families, homemakers and high school students. Few explored values related to home and family life, especially family economics-home management, by students in higher education.

Due to the fact that value research in home economics seems to be largely in the developmental stage, emphasis in background reading was placed on the methods and techniques used as well as on the findings and recommendations of the research reviewed. Moreover a study of literature in the social sciences set the foundation for an understanding of the meaning of values, values held inherent in the United States culture, and their significance in the world today, as well as how the values emerge from the society in which an individual lives, the experiences he has, his associations with other people, and conditions in his immediate environment.

Kluckhohn (15) has described a value as a "conception, explicit or implicit, distinctive of an individual or characteristic of a group, of

the desirable which influences the selection from available modes, means and ends of action." Values are an individual's most sincere statement to himself of what is ultimately worth striving for. (25)

Values then may serve as criteria for decision-making, determinants of action, and standards for goals to be set. Trow (31) viewed values as means when they imply immediate goals and as ends when they lead toward more universal or ultimate goals.

Social scientists lean toward the view that values are somewhat unstable and always in a process of change.

For healthy, integrated adjustment one must constantly be evaluating his experiences to see whether they require a change in the value structure. Any fixed set of values will tend to prevent the person from reacting effectively to new experiences. One must be flexible in order to adjust appropriately to the changing conditions of life." (7)

One important way to help the individual adapt to a world of change, according to Lee (17), is to help the person become aware of the value content of everyday life, recognize values and their operation, and become aware of the values at the base of choices and decisions.

The importance of understanding student values in any subject matter field has been recognized by many educational leaders. The following statement by Selby (28) in a study at Iowa State College that dealt with values high school students considered important in home management supports the idea that students and teachers need to recognize the role of values in living.

Since it has seemed helpful to discover specific values of individuals in the areas of family living, choice of foods and choice of a home, it would seem worthwhile to discover specific values held important in the area of management related to home and personal activities. The discovery of these values would facilitate the clarification of an individual's value pattern, help to bring about greater understanding of that individual,

and also to provide a means for better motivation of study in this particular area.

The instrument used by Selby was based on two tests developed by Price (26) which considered the high school girl's impression of herself as a manager and of homemakers as managers. Selby included nine values related to home management in the test she prepared which was administered to ninth- and tenth-grade homemaking pupils in classes of reimbursed vocational home economics departments in 26 schools in Iowa. From a series of statements the student chose the one she believed most important and the one least important.

No appreciable difference between responses of ninth- and tenth-grade students was found. The opinions of these girls seemed to reflect some difference in the values they considered important for homemakers as managers and those for themselves as managers. Family life and economy appeared to be more important values for the homemaker whereas education and pleasure appeared to be more important for the high school girl. Selby suggested that certain values expressed by the pupils, when emphasized in the study of management, would serve to motivate them.

Selby presented several possibilities and needs for future study. A longitudinal study in which the same group of girls would be tested at intervals for changes in values accompanying their growth toward maturity would be of interest to the teacher of home economics. Other suggestions included a comparison of girls in homemaking classes with those who have not taken homemaking, with their mothers, or with young married women who have studied homemaking in high school.

The instrument made by Selby was administered to the delegates attending the 1961 national conventions of Future Homemakers of America and New Homemakers of America. A study of these data by Lindsey (19)

revealed significant differences between these two organizations on only three of the nine values. The Future Homemakers of America valued family life in relation to good management significantly higher than did the New Homemakers of America, whereas the New Homemakers of America rated economy and concern for others as more important than did the Future Homemakers of America.

Although Kohlmann (16) also experimented with the instrument used by Selby and Lindsey in a study to determine values held by homemakers, she developed a new instrument for her research. Because her research emphasized the development of an instrument which would ascertain values considered important by homemakers her conclusions related to the validity of the instrument.

The resources most commonly considered in management decisions serve as the basis for much research in the area of family economics-home management. The next two studies reviewed are based on values as they relate to resource management. The studies carried out at Michigan State University considered values inherent in decisions of homemakers regarding personal and family activities.

During January of 1961 Ketchum (13) interviewed 50 selected homemakers concerning their reasons for doing daily activities. In her instrument she included the same values Kimball (14) had included in an earlier study which was a doctoral dissertation. The three methods used to determine the values reflected in their activities and their verbalized reasons for doing them were: (1) a personal interview in the home of each family based on three open end questions which required the homemaker to list reasons for all her daily activities, (2) a forced choice test of 66 pairs of statements, and (3) a rank order test.

The three values which ranked highest on the two tests were family life, helpfulness, and security. The value, wealth, was not selected as important by any of the homemakers. The result of these tests supported the hypothesis that family life would be ranked as the most important and wealth as the least important value.

Ketchum recommended further research in order to understand more fully the relationship between values, goals and the value content of activities through the use of tests administered to the husband, homemaker, and other family members in order to determine the congruency of values within the family and the degree to which the homemakers' activities reflected these. Teachers of home economics may help homemakers analyze their use of time through similar studies that determine the value content of activity choices.

Dyer (3) explored the values related to day-to-day decisions of the wives of students at Michigan State University. Fifty homemakers with children in the home were interviewed. Techniques used included a rank order test, projective stories, and the opportunity to list reasons for activities carried out on a specified day. Family centrism and health appeared as the values in the top three ranks of all tests while religion, education and friendship were also among the top three in some of the tests. All fifty homemakers ranked the health value either first or second in the reasons they categorized. Lowest in rank in this order were freedom, prestige, and aesthetics.

Spearman Rank Order Correlation was used to determine the relationship between the three ranking tests. These correlation coefficients indicated that the more projective the instrument the more likely it is to reveal the values underlying the actual behavioral situation.

A study by Phelan (24) with the title "Values Expressed and Realized in Family Financial Plans" at Pennsylvania State University in 1961 utilized the Q-technique. Both husband and wife were interviewed simultaneously with 93 couples participating. With a card sort each individual sorted the statements into three piles, one descriptive of "me most of the time," a second "me half of the time," and the third "me not at all."

The study considered five values: (1) cooperation, (2) sharing, (3) planning, (4) protection, and (5) saving and was designed to discover the relative importance of these values to wives and husbands, their satisfaction with the ways in which they were able to achieve these values in their financial plans, and the characteristics of the family that may be related to these values and the achievement of one value instead of another. The ranking of values resulted as follows: cooperation and sharing high, planning and protection not as high, and savings lowest.

Three techniques were used by Johnson (12) at Iowa State University in 1962 as part of a regional cooperative project, "NC-9 Utilization of Management to Meet Housing Needs of Rural Families." Seven values associated with a choice of floor covering for kitchen and living room were measured by a ranking of desirable features for floor coverings. Paired comparison and intensity of agreement were also used. In the ranking process specific values did not appear, but clusters of most important and least important characteristics of floor coverings were apparent. Intensity of agreement showed groups of values, but this technique was not sensitive enough to distinguish accurately individual values. The results of paired comparison choices differed by family

characteristics, by whether or not the home had smooth or soft floor coverings, and by the room considered.

A study at Kansas State University in 1963 by Fortenberry (4) was planned to determine the values related to kitchen design by 239 Home Demonstration Club leaders in the state of Mississippi. A comparison of the first place ranking of values by the respondents showed the dominant value to be physical convenience. The forced choice technique with 36 pairs of statements proved to be more discriminating among values than the intensity of agreement technique. Many respondents ranked two or more values equally in the intensity of agreement method.

Both Johnson (12) and Fortenberry (4) recommended that values be emphasized by teachers of management. They believed that further interpretation of the role of values in decision making can aid families in effective home management. Each of the researchers recommended further study of values related to home management decisions and indicated that no one study can completely satisfy the need for information.

Summary of Values Related to Home Management

A summary of values related to home management in the research reviewed for this study is presented in Table I. An analysis of the table indicates that certain values in these thirteen research reports were related to home management by a larger number of the investigators than were other values.

Three studies used a similar list of values. The instrument developed by Price was revised and used by Selby (18) who selected nine of the fourteen values included by Price. (26) Lindsey (19) used the same instrument as Selby. Likewise, Kohlmann (16) included the same nine

values that were the basis for the instruments used by Selby and Lindsey but developed a new instrument. Ketchum (13) considered the same ten values included by Kimball (14) in an earlier study.

The values which were included most frequently were family centrism, friendship, and health (included in eight studies). In descending number of times ranging from seven through five were economy, concern for others, education, freedom, and religion.

Summary of Methodological Techniques

From the field of social science comes the view that values may be studied and measured. Quantitative measurement is still elusive but expressions such as "much more," "more," and "less," or forcing choices between paired values tend toward the quantitative. (6) The forced choice or paired comparison technique was used most often in the studies reviewed.

Dyer (3) found a correlation between projective stories and categorized reasons that would indicate the projective stories are more likely to reveal values underlying the actual behaviors of homemakers. She has recommended that the projective stories be tested in further research.

Both Fortenberry (4) and Johnson (12) found the forced choice technique, also known as paired comparison, more useful in identifying values than the rank order or intensity of agreement methods where it is possible to rank two or more values equally.

Strauss (29) found the forced choice format arouses less resistance than the attitude inventory format and seems to provide a more valid measurement with less actual test time involved. The use of the forced

choice technique requires selection from alternatives, beliefs or modes of behavior. Values can be inferred from the choices made. (30)

A summary of the different techniques used by the thirteen investigators is presented in Table II.

TABLE II
SUMMARY OF METHODOLOGICAL TECHNIQUES UTILIZED IN THIRTEEN HOME ECONOMICS RESEARCH STUDIES

Investigator	Techniques										
	Forced Choice or Paired Comparison	Rank Order	Projective Stories	Intensity of Agreement	Reasons for Activities	Q-Technique	Scale Analysis	Free Response Open End Statements	First and Last Choice Statement	Case Situation	
Cutler	x	x			x			x	x		
Price									x		
Selby									x		
Beyer							x				
Kimball	x	x									
Phelan						x					
Ketchum	x	x									
Kohlmann	x	x									
Johnson	x			x					x		
Dyer											
Fortenberry		x	x	x	x						
Lindsey	x								x		
Harder										x	

CHAPTER III

PROCEDURE

In order to determine the values selected university students related to home management, this study was begun with the review of a number of research reports to determine values related to home management by different groups of individuals. Special attention was given to the values considered, the instruments used, and the recommendations made by the researchers.

This analysis of research revealed that the forced choice technique, used by Ketchum (13) and Johnson (12), was found to be preferable to the intensity of agreement method where several values may be ranked equally. Dyer (3) recommended further use of projective stories in research for identifying family values. Strauss (29) found that the forced choice format arouses less resistance than the attitude inventory and seems to be a more valid measurement. Following the study of methods by which to determine values individuals related to certain areas of homemaking, the following techniques were used to develop an instrument for this study: open end statements, paired comparison, intensity of agreement, and rank order. Because the study was exploratory several techniques were to be tried and later compared with regard to their relative results.

The philosophy and purposes of the Department of Home Management, Equipment and Family Economics and the values listed by several research

studies were considered in choosing the values to be included in the present study. In cooperation with the departmental staff a number of values was selected, analyzed, and reduced in number by the staff to make the research manageable. The values which were most widely selected by other investigators as being important to home management were included. In addition such values as leisure, workmanship, challenge, and status were added in this study because they were considered important by the individuals concerned with the study.

Leisure was a value felt to be related to home management due to the fact that effective use of time and energy would help to provide time to pursue personal interests and leisure activities. The value, workmanship, was interpreted as meaning skill (efficiency) as well as satisfaction in the performance of a task and pride in a job well done. For this reason efficiency was not listed as a separate value.

According to McKee (21) it is not enough to explore what values are, but it is a part of the role of the teacher to consider what should be or might be. Because of the opinions expressed in such publications as The Feminine Mystique, in which homemaking is not considered stimulating, the value, challenge, was included to determine if students recognize the intellectual challenge of effective home management. Status, as a value, was included to determine whether the students related a feeling of respect (respectable standing or recognition in the community) to a woman who was an effective home manager.

Although a number of other researchers had related the value, friendship, to home management, it was believed that home management may well be directed to the well-being of all people, both inside and outside the family. Consequently the value, Concern for Others, instead of

friendship was included.

This listing of values implies no hierarchy of importance nor does it distinguish between means, or instrumental, and end, or ultimate values. Moreover no negative values were included. Nevertheless the researchers recognize that there may be need for study in each of the foregoing three aspects of values related to home management.

Dictionary definitions of values were considered for the study; these were interpreted through statements related to managerial activities used in the instrument. The explanations of the nine values included in the study are presented here:

- | | |
|-----------------------|---|
| Health | -emphasis given to satisfactions gained from the physical and mental well-being of an individual (the homemaker and members of the family) through observation of recommended health practices and effective management of homemaking procedures. |
| Economy | -desire for satisfactions from maintaining reasonable financial security through effective use of human and material resources, both private and public. |
| Aesthetics | -appreciation for and enjoyment of the beautiful in all areas of family living and in the home and its environment; orderliness is considered as contributing to the appearance of the physical facilities. |
| Family
Centrism | -satisfactions from the close, intimate relationship that engenders a feeling of security and belonging in the family group; sense of being loved and sharing experiences with family members. |
| Concern for
Others | -concern for the well-being of <u>all</u> people and satisfaction gained from service to others. |
| Leisure | -satisfaction and well-being resulting from constructive use of leisure (solitary and social), with effective management providing free time. |
| Workmanship | -satisfaction from use of effective methods or skills, and from achievement in any job; a feeling of success in homemaking activities. |

- Challenge -exhilaration derived from mastering a variety of new, as well as routine and difficult responsibilities with an accompanying sense of personal growth and achievement; emphasis on the mental or intellectual character of management.
- Status -feeling that a position of respect and a personal sense of worth can be attained from being an effective manager, homemaker and citizen.

The research was not intended to ascertain specific changes in basic values held by the students through participating in the courses considered. The amount of study in the total number of courses in higher education combined with other experiences may be enough to broaden the viewpoint of students with regard to the purpose of home management and its relationship to family well-being. The instrument was designed to see if the students, through maturing and additional study, had gained any deeper insight into the values related to home management. Because of this purpose, the study included students in courses at the three different levels at which home economics majors study home management in this institution.

Statements to be used in the instrument were constructed and organized in sections to include (1) intensity of agreement, (2) forced choice, and (3) rank order methods. The staff of the Department of Home Management, Equipment and Family Economics reviewed the values to be considered, methods selected for carrying on the research, and the statements to be used in the instrument. As a result some revisions were made. Open end statements to allow free response were added and the rank order section was revised to allow a choice of first, second, and least preferred paragraphs, each one somewhat projective in that it described a homemaker whose attitudes and actions illustrated a certain value (Appendix A).

The questionnaire was tested by a group of graduate students in the same department. The students were asked to react to the content, the wording, the instructions, and the answer sheet. As a result of the student evaluation all instructions were made a part of the answer sheet. The intensity of agreement section was omitted due to the negative reaction of the students participating in the pilot study, and the recommendations of other researchers.

The sample was limited to freshmen in Home Economics 113, sophomores and juniors in Home Management 213 (planned for the sophomore level rather than the junior level), and seniors in Home Management 420 at Oklahoma State University during the spring semester of 1964. These were the only courses in which students were studying values and home management. A statistician was consulted with regard to methods of collecting and handling the data from the study. In order to make the data from the three different courses comparable, the same number of respondents from each course and only data from completely answered instruments were included. This reduced the total number of respondents to the number in the 213 course, the smallest enrollment with only twenty eligible when non-majors, seniors, and incomplete answer sheets were omitted. Due to a major change in the curriculum the enrollment in Home Management 213 was lower than usual so that the number of students participating was smaller than planned. The number of respondents from the two courses with larger enrollments was also reduced to twenty through the use of a table of random numbers. As a result all data were based on responses from twenty students in each of the three courses.

The answers to the instrument were tabulated separately for each of the three courses. From this tabulation the ranking of each value was

determined for students on each course level, freshman, sophomore, and senior, by the number of times each value was related to effective home management. Each of the three sections of the instrument was compared with its counterpart for each of the three courses to determine possible similarities and/or differences in values students on different levels related to home management. For each course data derived from each of the three sections of the instrument were compared to determine the consistency in identifying values the same students related to home management. A general comparison was made with findings from the open end or free response statements (Part I) with the data obtained from the other three sections of the instrument. Data were tabulated both in numbers and in percentages in order to make these comparisons. In addition the mean for each part of the instrument was figured for the combined three courses and this combined ranking of values was compared with comparable rankings from each of the three courses.

CHAPTER IV

PRESENTATION OF DATA AND ANALYSIS OF FINDINGS

This was an exploratory study to determine not only what values students majoring in home economics at one institution of higher education related to home management, but also whether these values may differ for freshmen who had not studied home management, for sophomores and juniors who had some study, and for seniors who had more study of management. Moreover the study included exploring different instruments and techniques utilized in research relating values to home economics.

An instrument was devised to record student opinions regarding values important to home management which was felt to be appropriate for students at the advanced levels of the study of home economics and home management in particular.

The instrument included these techniques: (1) open end statements, (2) paired comparison, (3) free choice, and (4) projective paragraphs.

Due to the fact that the groups were unequal in number and some parts of the instrument were not answered, a random sample was taken from the courses to provide data from three groups of equal number following the elimination of the papers that did not have complete answers. All analyses and tables were developed on the basis of twenty responses for each course.

Presentation of Open End Responses

In Part I the open end statements were devised to provide an opportunity for each individual to express in her own words her beliefs about (1) the areas of home economics which should be emphasized in preparing to become an effective homemaker, (2) the values important to the effective home manager, and (3) the goals motivating an effective home manager. Although it was recognized that the analysis of this part of the instrument would be entirely subjective, it was designed to show the ability and effectiveness with which students could verbalize their beliefs.

Due to the different ways in which students expressed their opinions on Part I, direct tabulations were not possible but statements could be categorized under different headings. A summary of these for each course is given in Appendix B. This summary shows that there is some consistency in the listing of values related to home management by the student with those determined by the other three sections of the instrument. Family Centrism and Economy appeared in the top four ranks in every section of the instrument for the three courses and were included in Part I by many of the students. The values not emphasized in the structured sections of the instrument received little recognition on Part I. Status, Challenge, and Aesthetics appeared only a few times in Part I and were among the lower ranks on Parts II and III. One value that was not included in the instrument but was added by some students for the open end question in each of the three courses was Religion. Several members of the senior course also listed Personal Satisfaction and Education as values related to home management.

In spite of the fact that through the free response students did not reveal values related to home management to the same extent that

they did through the three structured parts, this section did show that students appeared somewhat uncertain and had some difficulty verbalizing clearly about their beliefs with regard to the three open end statements. This seems to indicate that students need to be given more opportunities for clarifying their beliefs about home management and expressing them clearly.

Analysis of Data for Home Economics 113 - The course for Freshmen

The paired comparison technique utilized in Part II required making a choice between two statements and included thirty-six pairs of statements wherein each of the nine values included in the study was paired with every other value.

Data obtained from Part II of the instrument revealed the figures shown in Table III. This information was obtained by computing the number of choices and percentage of choices possible for the nine values considered. A total of 720 answers was possible for each course on this part of the instrument. The values related to home management in the four top positions in descending order were Concern for Others, Health, Economy, and Family Centrism. These four values combined account for 57.8% of the answers possible on this section of the instrument for Home Economics 113.

The values in the lower five positions were, in descending order, Workmanship, Leisure, Aesthetics, Challenge, and Status. A combination of the last three values received only 20.1% of the choices made. Status received 5.8% as the last choice value related to home management.

On Part III each respondent was asked to indicate a first, a second, and a ninth or last choice statement related to home management from

TABLE III

NUMBER AND PERCENTAGE OF VALUE CHOICES RELATED TO HOME MANAGEMENT
THROUGH PAIRED COMPARISON BY STUDENTS IN EACH OF THREE COURSES

Values	Home Economics 113		Home Management 213		Home Management 420	
	No.	%	No.	%	No.	%
Health	100	13.8	106	14.7	82	11.4
Economy	98	13.6	98	13.6	111	15.4
Aesthetics	49	6.8	43	6.0	70	9.7
Family Centrism	96	13.3	123	17.1	124	17.2
Concern For Others	123	17.1	103	14.3	88	12.2
Leisure	77	10.7	81	11.3	81	11.3
Workmanship	81	11.3	74	10.3	51	7.5
Challenge	54	7.5	51	7.1	70	9.7
Status	42	5.8	41	5.7	40	5.5

three series of nine statements each. The freshman students selected the following first choice values in descending order: Economy, Health, Family Centrism, Leisure, Concern for Others, Workmanship, Challenge, Aesthetics, and Status. This is shown in Table IV. The values in the first four positions received a total of 69.9% of the possible choices. The lower ranks received 29.9% of the possible choices with Status accounting for 1.6%.

The values listed as second choice (Table IV) were Concern for Others, Economy, Leisure, Family Centrism, Workmanship, Aesthetics, Challenge, Health, and Status. Both Aesthetics and Workmanship received 10.0% of the possible choices; therefore the top four rankings together totaled 64.8% of a possible 100% while the lower five value rankings received 34.9%. The value Status was not chosen as a second choice by any respondent in Home Economics 113.

The third choice to be made in Part III (Table IV) was the value least related to effective home management by the freshman respondents. The value, Status, received 48.3% of the total possible answers as being least significant to effective home management. Economy received 15.0% and Aesthetics 11.6%, followed by Challenge, Family Centrism, Health, Concern for Others, Workmanship, and Leisure. The latter two received a total of 1.6% each to be those least often considered a last choice.

Analysis of Data for Home Management 213 - The Sophomore Level Course

The values related to home management by the respondents in Home Management 213 on Part II are shown in Table III. The students ranked these four values highest in descending order: Family Centrism, Health, Concern for Others, and Economy. A total of 59.7% of possible choices

TABLE IV

NUMBER AND PERCENTAGE OF FIRST, SECOND, AND LAST CHOICE VALUES RELATED TO HOME MANAGEMENT THROUGH FREE CHOICE BY STUDENTS IN EACH OF THREE COURSES

Courses	Values																	
	Health		Economy		Aesthetics		Family Centrism		Concern For Others		Leisure		Workmanship		Challenge		Status	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
<u>First Choice Values</u>																		
113	11	18.3	12	20.0	3	5.0	10	16.6	6	10.0	9	15.0	5	8.3	3	5.0	1	1.6
213	10	16.6	9	15.0	3	5.0	26	43.3	5	8.3	3	5.0	2	3.3	2	3.3	-	0
420	6	10.0	12	20.0	1	1.6	20	33.3	5	8.3	3	5.0	6	10.0	4	6.6	3	5.0
<u>Second Choice Values</u>																		
113	4	6.6	10	16.6	6	10.0	7	11.6	14	23.3	8	13.3	6	10.0	5	8.3	-	0
213	10	16.6	10	16.6	-	0	9	15.0	12	20.0	7	11.6	8	13.3	3	5.0	1	1.6
420	4	6.6	6	10.0	5	8.3	15	25.0	8	13.3	8	13.3	3	5.0	8	13.3	3	5.0
<u>Last Choice Values</u>																		
113	2	3.3	9	15.0	7	11.6	4	6.6	2	3.3	1	1.6	1	1.6	5	8.3	29	48.3
213	3	5.0	7	11.6	8	13.3	4	6.6	1	1.6	3	5.0	8	13.3	6	10.0	20	33.3
420	9	15.0	9	15.0	8	13.3	-	0	4	6.6	2	3.3	6	10.0	2	3.3	20	33.3

is found in a combination of these top four values. Also in descending order but with much lower percentages were these five values, Leisure, Workmanship, Challenge, Aesthetics, and Status. These last five values account for 40.4% of the possible choices, whereas Status and Aesthetics received only 5.7% each.

The answers for Part III of the instrument are shown in Table IV. The table reveals the same four values are to be found in the top rankings for first choice value related to effective home management as were chosen in Part II, Paired Comparison. Family Centrism, Health, Economy, and Concern for Others received a total of 83.2% of the possible answers. Leisure, Aesthetics, Workmanship, Challenge, and Status follow in descending order with Status not selected as first choice by a single student.

The second choice values (Table IV) related to effective home management were Concern for Others, Health, Economy, Family Centrism, Workmanship, Leisure, Challenge, Status, and Aesthetics. A combination of the top four ranks totaled 68.2% and the lower four 31.5% with Status receiving only 1.6%.

The values that the students of this sophomore course selected as least significant to home management were, in descending order, Status, Aesthetics, Workmanship, Economy, Challenge, Family Centrism, Health, Leisure, and Concern for Others (Table IV). The latter four of the nine values received 18.2% of the total possible selections as a value least closely related to home management.

Analysis of Data for Home Management 420 - The Senior Level Course

The students in Home Management 420 listed the same values in the

top four ranks on the paired comparison section of the instrument as did those in the two lower level courses, but the order was changed (Table III). The four values in descending order by percentage of the total possible choices were Family Centrism, Economy, Concern for Others, and Health. These four values totaled 56.2% of the answers for this section of the instrument. The lower five values were Leisure, Aesthetics, Challenge, Workmanship, and Status. The value Status received a total of 5.5% of possible choices to make it the lowest ranking value related to home management. The same was true for both the freshman and the sophomore courses.

Part III of the instrument presented in Table IV revealed the following values, Family Centrism, Economy, Workmanship, and Health in descending order, to be the four receiving the greatest percentages of first choices by Home Management 420 students. Following these were Concern for Others, Challenge, Status, Leisure, and Aesthetics.

Second choice values as revealed in the data for Part III in descending order were Family Centrism, Concern for Others, Leisure, Challenge, Economy, Aesthetics, Health, Status, and Workmanship.

The value indicated as last choice by these senior students was Status, 33.3% of the total answers possible. With lesser percentages were Economy, Health, Aesthetics, Workmanship, Concern for Others, Challenge, and Leisure, while Family Centrism was not selected as a last choice value related to home management.

Responses to Projective Paragraphs

The responses to Part IV are reported in Table V for each of the three courses. As in Part III the students were to select the

TABLE V

NUMBER AND PERCENTAGE OF FIRST, SECOND, AND LAST CHOICE VALUES RELATED TO HOME MANAGEMENT THROUGH PROJECTIVE PARAGRAPHS BY STUDENTS IN EACH OF THREE COURSES

Courses	Values																	
	Health		Economy		Aesthetics		Family Centrism		Concern For Others		Leisure		Workmanship		Challenge		Status	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
<u>First Choice Values</u>																		
113	1	5.0	5	25.0	2	10.0	10	50.0	-	-	-	-	-	-	1	5.0	1	5.0
213	1	5.0	4	20.0	3	15.0	12	60.0	-	-	-	-	-	-	-	-	-	-
420	-	-	4	20.0	1	5.0	9	45.0	-	-	2	10.0	1	5.0	3	15.0	-	-
<u>Second Choice Values</u>																		
113	3	15.0	4	20.0	3	15.0	2	10.0	2	10.0	2	10.0	2	10.0	1	5.0	1	5.0
213	3	15.0	5	25.0	1	5.0	1	5.0	4	20.0	1	5.0	3	15.0	2	10.0	-	-
420	-	-	4	20.0	6	30.0	4	20.0	2	10.0	1	5.0	1	5.0	2	10.0	-	-
<u>Last Choice Values</u>																		
113	-	-	1	5.0	5	25.0	-	-	1	5.0	-	-	1	5.0	3	15.0	9	45.0
213	2	10.0	-	-	1	5.0	-	-	1	5.0	1	5.0	2	10.0	2	10.0	11	55.0
420	2	10.0	-	-	-	-	-	-	2	10.0	1	5.0	3	15.0	1	5.0	11	55.0

description of a homemaker that they considered most important to effective home management, the one they considered second in importance, and third the one they considered least important.

The findings for Part IV were similar to those of the other sections of the instrument. The same two values received high percentages of the first choices. Family Centrism accounted for 50.0% of the answers in Home Economics 113, 60.0% in Home Management 213, and 45.0% in Home Management 420. Economy received 25.0%, 20.0%, and 20.0% of the choices for each of the respective groups. The highest percentage in each second choice was given to Economy.

The value, Status, received no more than 5.0% on the first choice and second choice answers and received the highest percentage for the last choice value.

Comparison of Findings Among Courses

The value Family Centrism was more frequently rated important to home management by the home economics students in the courses Home Management 213 and Home Management 420 as compared with the freshman students in Home Economics 113. Family Centrism was raised from the fourth highest rank in 113 to the highest rank in 213 and 420. Although it is not known why the students in the more advanced courses related Family Centrism to home management more often than those in the beginning course, it may be the result of a better understanding of home management through study, increased maturity, and additional experience.

Within the lower five rankings on Part II it is interesting to note that the value Challenge increases one rank in importance from the two lower level courses to the senior course while the value Workmanship

TABLE VI

COMPARISON OF RANKING IN DESCENDING ORDER OF NINE VALUES
RELATED TO HOME MANAGEMENT THROUGH PAIRED COMPARISON
BY STUDENTS IN EACH OF THREE COURSES

Home Economics 113	Home Management 213	Home Management 420
Concern for Others	Family Centrism	Family Centrism
Health	Health	Economy
Economy	Concern for Others	Concern for Others
Family Centrism	Economy	Health
Workmanship	Leisure	Leisure
Leisure	Workmanship	Challenge
Challenge	Challenge	Aesthetics
Aesthetics	Aesthetics	Workmanship
Status	Status	Status

decreases three ranks from 113 to 420 (Table VI). This may be influenced by the fact that home management is taught as a mental process which should be challenging to the homemaker who strives to be an effective manager while meeting the needs, interests, and wants of her family and herself. Moreover, Workmanship is generally considered as a means toward an end rather than an ultimate value toward which home management is directed, in spite of the fact that satisfaction may be obtained from achievement or success in doing any job.

Similarities among the values least often related to home management as a result of the paired comparison section of the instrument can be recognized in the study of Table VI. Aesthetics, Challenge, and Status are in the lower four ranks for all three courses and in Home Economics 113 and Home Management 213 are the lowest three ranks. Status is the last of the nine values to be related to home management in every course.

TABLE VII

COMPARISON OF RANKING IN DESCENDING ORDER OF NINE VALUES
RELATED TO HOME MANAGEMENT THROUGH FREE CHOICE BY
STUDENTS IN EACH OF THREE COURSES

Home Economics 113	Home Management 213	Home Management 420
<u>First Choice Values</u>		
Economy	Family Centrism	Family Centrism
Health	Health	Economy
Family Centrism	Economy	Health
Leisure	Concern for Others	Workmanship
Concern for Others	Leisure	Concern for Others
Workmanship	Aesthetics	Challenge
Challenge	Workmanship	Status
Aesthetics	Challenge	Leisure
Status	Status	Aesthetics
<u>Second Choice Values</u>		
Concern for Others	Concern for Others	Family Centrism
Economy	Health	Concern for Others
Leisure	Economy	Leisure
Family Centrism	Family Centrism	Challenge
Workmanship	Workmanship	Economy
Aesthetics	Leisure	Aesthetics
Challenge	Challenge	Health
Health	Status	Status
Status	Aesthetics	Workmanship
<u>Last Choice Values</u>		
Status	Status	Status
Economy	Aesthetics	Economy
Aesthetics	Workmanship	Health
Challenge	Economy	Aesthetics
Family Centrism	Challenge	Workmanship
Health	Family Centrism	Concern for Others
Concern for Others	Health	Challenge
Workmanship	Leisure	Leisure
Leisure	Concern for Others	Family Centrism

TABLE VIII

COMPARISON OF RANKING IN DESCENDING ORDER OF NINE VALUES
RELATED TO HOME MANAGEMENT THROUGH PROJECTIVE PARAGRAPHS
BY STUDENTS IN EACH OF THREE COURSES

Home Economics 113	Home Management 213	Home Management 420
<u>First Choice Values</u>		
Family Centrism	Family Centrism	Family Centrism
Economy	Economy	Economy
Aesthetics	Aesthetics	Challenge
Health	Health	Leisure
Challenge	Concern for Others	Aesthetics
Status	Leisure	Workmanship
Concern for Others	Workmanship	Health
Leisure	Challenge	Concern for Others
Workmanship	Status	Status
<u>Second Choice Values</u>		
Economy	Economy	Aesthetics
Health	Concern for Others	Economy
Aesthetics	Health	Family Centrism
Family Centrism	Workmanship	Challenge
Leisure	Challenge	Concern for Others
Concern for Others	Family Centrism	Leisure
Workmanship	Leisure	Workmanship
Status	Aesthetics	Health
Challenge	Status	Status
<u>Last Choice Values</u>		
Status	Status	Status
Aesthetics	Health	Workmanship
Challenge	Workmanship	Aesthetics
Workmanship	Challenge	Concern for Others
Concern for Others	Leisure	Health
Economy	Aesthetics	Leisure
Health	Concern for Others	Challenge
Family Centrism	Economy	Economy
Leisure	Family Centrism	Family Centrism

An analysis of the mathematical interpretations as the values are ranked in Tables VII and VIII re-emphasizes the similarities among the students in the three courses in the values they relate to home management. This is true for those values more frequently and less frequently related to home management, and for the three more structured parts of the instrument for each course as well as for all three courses. This may be a result of the influence of the similar backgrounds of the majority of the students.

To further clarify the findings of the three major parts of the instrument, the mean was figured for the combined three courses (Table IX). The rankings of values for Parts II and III are very similar. However, there is a definite difference between these two parts and Part IV. The values, Aesthetics and Workmanship, show the two most evident changes in rank.

Both the number and percentage of combined choices for courses and values are shown in Table IX and the combined rankings are listed in Table X. The apparent inconsistency is evident when one compares the summary of rankings in Table X with those in Tables VI and VII, Paired Comparison and Free Choice. It is not known whether the method using Projective Paragraphs may be a less effective technique, may be ineffectively prepared, or whether the statements did not have the same meaning for the students.

TABLE IX

MEAN NUMBER OF VALUE CHOICES BY STUDENTS IN THREE COURSES
FOR THE THREE STRUCTURED SECTIONS OF THE INSTRUMENT

Values	Mean Number of Choices						
	Paired Comparison	Free Choice			Projective Paragraphs		
		First Choice	Second Choice	Last Choice	First Choice	Second Choice	Last Choice
Health	96.0	9.0	6.0	4.6	0.6	2.0	1.3
Economy	102.3	11.0	8.6	8.6	4.3	4.3	0.3
Aesthetics	54.0	2.3	3.6	7.6	2.0	3.3	2.0
Family Centrism	114.3	18.6	10.3	3.6	10.3	2.3	-
Concern for Others	104.7	5.3	11.3	2.6	-	3.6	1.3
Leisure	79.7	5.0	7.6	2.0	0.6	1.3	0.6
Workmanship	69.7	4.3	5.6	5.0	0.3	2.0	2.0
Challenge	58.3	3.0	5.3	4.3	1.3	1.6	2.0
Status	41.0	1.3	1.3	22.6	0.3	0.3	10.3

TABLE X

COMPARISON OF RANKING IN DESCENDING ORDER OF MEAN NUMBER OF VALUE CHOICES BY STUDENTS IN THREE COMBINED COURSES FOR THE THREE STRUCTURED SECTIONS OF THE INSTRUMENT

Part II - Paired Comparison

Family Centrism
 Concern for Others
 Economy
 Health
 Leisure
 Workmanship
 Challenge
 Aesthetics
 Status

Part III - Free Choice

First Choice	Second Choice	Last Choice
Family Centrism	Concern for Others	Status
Economy	Family Centrism	Economy
Health	Economy	Aesthetics
Concern for Others	Leisure	Workmanship
Leisure	Health	Health
Workmanship	Workmanship	Challenge
Challenge	Challenge	Family Centrism
Aesthetics	Aesthetics	Concern for Others
Status	Status	Leisure

Part IV - Projective Paragraphs

First Choice	Second Choice	Last Choice
Family Centrism	Economy	Status
Economy	Concern for Others	Aesthetics
Aesthetics	Aesthetics	Workmanship
Challenge	Family Centrism	Challenge
Health	Health	Health
Leisure	Workmanship	Concern for Others
Workmanship	Challenge	Leisure
Status	Leisure	Economy
Concern for Others	Status	Family Centrism

Summary of Findings

The major ideas were selected from the preceding analyses of data:

1. A few of the nine values included in the instrument appeared consistently in the list of values verbalized by students in answering the free response questions. Someone in each of the three courses added one or both of the two values, Religion or Personal Satisfaction, as important in home management.
2. The freshmen placed the two values, Family Centrism and Economy, among the upper four rankings for every part of the instrument. In contrast they considered Challenge, Aesthetics, and Status among the lower four ranks of the structured parts of the instrument.
3. The same four values appeared in the top four ranks for sophomores as for freshmen but in this sophomore course Family Centrism was selected for every first choice value throughout the three structured sections of the instrument. Status is consistently the last choice value for sophomores.
4. Family Centrism is the top ranking value for seniors. In addition Challenge is ranked consistently higher by seniors on every part of the instrument. At the same time there is more difference among the three parts of the instrument with regard to the values considered less significant to effective home management by the seniors. Nevertheless these three, Aesthetics, Challenge, and Status, rank among the lower five in each of the three sections of the instrument.

5. The differences among the values related to home management by the students in the three courses are minor in spite of the fact that the students have attained different levels of education in college.
6. Upper ranking and lower ranking values tend to remain the same with the most evident change in position for the middle rankings. The first and last choice values of Part II appear to be supported by the first, second, and last choice values on Parts III and IV.
7. There appears to be high consistency in the relating of values to home management in Parts II and III by the students in each of the three courses, but Part IV, Projective Paragraphs, shows considerable inconsistency in comparison with Parts II and III.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Due to the limitations of time, the number of students, and the number of times the instrument had been used and evaluated, it was not possible to draw any definite conclusions with regard to the values home economics majors at Oklahoma State University related to home management. Nor was it possible to predict whether students in the future would relate the same values to home management as did the sixty respondents in the present study.

Not only did students on all three levels relate almost the same values to home management but they appeared to relate the value, Family Centrism, to management more strongly at the sophomore than the freshman level, and the senior more so than the sophomore. Gross and Crandall (6) have expressed a widely held view of the purpose of home management. "Home management is a means to an end and, therefore, cannot be as important as the people themselves." It is widely recognized by leaders in home economics and family life education that the total of home management teaching is directed toward the well-being of the family. McKee (21) supported this view with his statement of the major purpose of home management.

Consequently, I would conclude that as a central goal value home management is interested in developing the kind of atmosphere or setting in a home which enables all the people in that home, old and young, to grow into mature and healthy persons - physically, emotionally, intellectually, socially, spiritually.

From freshman to senior level there appears to be a definite increase in importance for the value, Challenge, coupled with a decrease in the value, Workmanship, which includes efficiency. It would appear seniors, through additional learning and experience, may have a better understanding of home management and are concerned with the more ultimate, or end values and goals.

In order to determine the extent of change from the freshman to the senior level, it is recommended that a longitudinal study begin with freshmen and repeat the administration of the same instrument periodically, perhaps after each course in which the students study home management and values. It would be desirable that control groups who do not participate in the study of home management be included. In this way the study would be more likely to determine the contributions made by the teaching of home management and the related study of values.

Because of the apparent difficulty in self-expression, it is recommended that students be given more opportunity and encouragement to think about their basic values and those related to the area of home management. Verbalizing, both orally and in writing, may indicate the degree of understanding and knowledge of home management.

The answers for the majority of students were the same for each part of the instrument. This seems to show that each of the sections of the instrument contributes to determining the values related to home management by this group of students, but Part IV appears less likely to do so because data obtained from this part differs from that of Parts II and III.

It is recommended that the different parts of the instrument be tried by undergraduate students as previously mentioned and analyzed by

individuals who are knowledgeable in value research and statistics. It would appear that a student by student comparison would show whether a student relates the same values to home management on each part of the instrument.

In order to begin the teaching of home management in college with the students at the level they have attained, it is recommended that a pre-test would be helpful. This same idea is expressed by McQuesten (22).

We need to find and devise ways that will help us know what attitudes and values individuals hold when they begin with us as students. Without such understanding we probably will find it difficult to measure progress toward goals that involve changed behavior. This is not an easy task. It is a pioneer field in evaluation in education.

A study with home economics majors and non-majors as respondents to determine value differences which may contribute to interest in and attitude toward home economics, as well as home management, would also benefit the teacher of home economics.

Because home management functions in the home, which in turn is set in a community and is part of the larger culture, it may be reasonable to expect that research dealing with basic values of students and how these relate to the values they see in home management would contribute information meaningful to the teacher of home management.

It is interesting to note that these same students, as part of a larger group, participated in a study with the Allport-Vernon-Lindzey, "Study of Values." Apparently the students related some of the same values to management as those in which they rated high as a value type in the "Study of Values," namely Social (related to home management as Family Centrism and Concern for Others) and Economy. They rated relatively low on the basic value type, Aesthetic, and they show little

relation between management and aesthetics. These data were obtained from a class project in which the Allport-Vernon-Lindzey test was administered to all of the students studying home management in the spring, 1964.

Progress toward the goal of improving family life through the study of home economics and home management may be measured by the changed behavior resulting from such study. Since no learning takes place unless there is changed behavior and changed behavior is dependent upon values, it is recommended that more exploratory studies be carried on to see not only how students can become aware of what they value, but also how the values relate to their lives. This study gives no information about possible negative values related to home management which may influence students' attitudes, learning, and application of principles and procedures of effective home management. Perhaps future studies need to consider both positive and negative values related to home management. It is suggested that home economists contribute to this over-all value research and keep up to date with knowledge and developments in value research and the teaching of values, particularly in their subject matter areas.

A SELECTED BIBLIOGRAPHY

1. Beyer, Glenn H. Housing and Personal Values. Ithaca, New York: Cornell University Agricultural Experiment Station, Memoir 364 (July, 1959).
2. Cutler, Virginia F. Personal and Family Values in the Choice of a Home. Ithaca, New York: Cornell University Agricultural Experiment Station Bulletin 840 (November, 1947).
3. Dyer, Doris Montgomery. "Students' Wives Values as Reflected in Personal and Family Activities." Unpublished Master's thesis, Michigan State University, 1962.
4. Fortenberry, Frances E. "Measurement of Values Relating to Kitchen Design." Unpublished Master's thesis, Kansas State University, 1963.
5. Gross, Irma H. "Research in Home Management," Journal of Home Economics, 51 (April, 1959), pp. 260-263.
6. Gross, Irma H., and Elizabeth W. Crandall. Management for Modern Families. New York: Appleton-Century-Crofts, 1963, pp. 20-29.
7. Hall, Calvin S., and Gardner Lindzey. Theories of Personality. New York: John Wiley & Sons, 1957.
8. Hanna, John A. "Education for the Jet Age." Journal of Home Economics, 55 (December, 1963), pp. 745-749.
9. Harder, Virginia Hougaard. "A Values Inventory for Freshman College Women." Unpublished Master's thesis, Iowa State College, 1956.
10. Home Economics NEW DIRECTIONS. Committee on Philosophy and Objectives of Home Economics of the American Home Economics Association, June, 1959.
11. Jacob, Philip E. Changing Values in College. New York: Harper & Brothers Publishers, 1957.
12. Johnson, Billie Reed. "Association of Seven Values with Choice of Floor Covering." Unpublished Master's thesis, Iowa State University, 1962.

13. Ketchum, Frances Nettie. "A study of Homemaker's Values as Reflected in Time Used for Family and Personal Activities." Unpublished Master's thesis, Michigan State University, 1961.
14. Kimball, William James. "The Relationship Between Personal Values and the Adoption of Recommended Farm and Home Practices." Unpublished Ph.D. dissertation, Department of Education, University of Chicago, 1960.
15. Kluckhohn, Clyde. "Values and Value-Orientations in the Theory of Action," Toward a General Theory of Action. Edited by Talcott Parsons and Edward A. Shils. Cambridge: Harvard University Press, 1951.
16. Kohlmann, **Eleanore** Louise. "Development of an Instrument to Determine Values of Homemakers." Unpublished Ph.D. dissertation, Iowa State University, 1961.
17. Lee, Dorothy. "The Individual in a Changing Society." Journal of Home Economics, 52 (February, 1960), pp. 79-82.
18. Lehman, Ruth T. Appraising the College Program in Home Economics. Washington, D. C.: American Home Economics Association, 1950.
19. Lindsey, LaVerne Young. "Values of Homemaking Pupils Attending Two National Conventions." Unpublished Master's thesis, Iowa State University, 1963.
20. Malone, Carl C. and Lucile Holaday Malone. Decision Making and Management for Farm and Home. Ames, Iowa: The Iowa State College Press, 1958.
21. McKee, William W. "Values in Home Management." Proceedings of Conference on Values and Decision-Making in Home Management. Department of Home Management and Child Development, Michigan State University, July, 1955, pp. 8-15.
22. McQuesten, Isabella. "Appraising Values and Attitudes in Child Development, Family Relations, and Home Management." Practical Home Economics, 31 (December, 1952), pp. 8-9 and 38.
23. Paolucci, Beatrice, and Carol B. O'Brien. "Management: The Importance of Values." Forecast for Home Economists, 78, (June, 1960), pp. 43-44.
24. Phelan, Jean McStea. "Values Expressed and Realized in Family Financial Plans." Unpublished Master's thesis, Pennsylvania State University, 1961.
25. Prescott, Daniel A. The Child in the Education Process. New York: McGraw-Hill Book Company, 1957.

26. Price, Hazel H. "Ohio Answers a Question." American Vocational Journal, 28 (March, 1953), pp. 23-24.
27. Ridley, Agnes Fenster. "An Investigation of Intergenerational Differences of Value-Attitudes Related to Food Among the Matrilineal Members of Selected Families." Unpublished Doctoral dissertation, Oklahoma State University, 1959.
28. Selby, Emma Jean. "Acceptance by Pupils in Vocational Homemaking Departments in Iowa of Values Relating to Management." Unpublished Master's thesis, Iowa State College, 1955.
29. Strauss, Murray A. Direct, Indirect, and Disguised Measurement in Rural Sociology. Pullman, Washington: Washington Agricultural Experiment Station, Technical Bulletin 26, August, 1957. ✓
30. _____. A Technique for Measuring Values in Rural Life. Pullman, Washington: Washington Agricultural Experiment Station, Technical Bulletin 29, August, 1959. ✓
31. Trow, William Clark. "The Value Concept in Educational Psychology." Journal of Psychology, 44 (December, 1953), pp. 449-462.

APPENDIX A

To: Selected Students in Home Economics

From: Mary Nell Bowman, Graduate Student
Department of Home Management, Equipment and Family Economics

RE: A Study of Student Thinking About Home Management

Would you please answer the attached check list which is part of a research study designed to get student reaction to home management. It will be used to improve courses in this department. Since this is not a test there are no right or wrong answers. You need not sign your name since the reactions will not be related to you. Please follow the directions exactly so that your opinion will not be omitted. Complete each section in the order listed before you go to the next section. After a section is completed, do not change your answers.

This check list will satisfy one of the requirements for a master's degree in the Department of Home Management. Thank you sincerely for your cooperation and the time spent in giving your answers.

Part I. OPEN END STATEMENTS

Directions are on the answer sheet, page 1.

- (1) When a young woman is preparing to become an effective homemaker, I think she should emphasize these areas in home economics-
- (2) When a woman is an effective home manager, I think she will consider these values of major importance-
- (3) When a woman is an effective manager, I think she will be strongly motivated to reach these goals-

Part II. PAIRED COMPARISON

Directions are on the answer sheet, page 1.

- I.
 1. She takes pride in doing a job well whether it be a cleaned kitchen or a formal party.
 2. She gains a feeling of self-esteem through her role of homemaker.

- II.
 1. She sees that opportunities are provided for family planning and group decisions.
 2. She finds mental stimulation in study and striving for growth as a homemaker.

- III.
 1. She strives for competence in housekeeping to provide opportunity for leisure and recreation.
 2. She gains a feeling of self-esteem through her role of homemaker.

- IV.
 1. She will take time, energy and money to emphasize beauty in the home.
 2. She will teach her children respect and concern for all people.

- V.
 1. She makes an effort to guide her family in following health and safety rules.
 2. She develops skill in the selection, use and care of household equipment and furnishings for optimum return for money invested by the family.

- VI. 1. She will teach her children respect and concern for all people.
2. She strives for competence in housekeeping to provide opportunity for leisure and recreation.
-
- VII. 1. She strives for competence in housekeeping to provide opportunity for leisure and recreation.
2. She finds mental stimulation in study and striving for growth as a homemaker.
-
- VIII. 1. She sees that opportunities are provided for family planning and group decisions.
2. She takes pride in doing a job well, whether it be a cleaned kitchen or a formal party.
-
- IX. 1. She makes an effort to guide her family in following health and safety rules.
2. She will teach her children respect and concern for all people.
-
- X. 1. She will take time, energy and money to emphasize beauty in the home.
2. She takes pride in doing a job well, whether it be a cleaned kitchen or a formal party.
-
- XI. 1. She makes an effort to guide her family in following health and safety rules.
2. She sees that opportunities are provided for family planning and group decisions.
-
- XII. 1. She develops skill in the selection, use, and care of household equipment and furnishings for optimum return for money invested by the family.
2. She gains a feeling of self-esteem through her role of homemaker.
-
- XIII. 1. She takes pride in doing a job well whether it be a cleaned kitchen or a formal party.
2. She finds mental stimulation in study and striving for growth as a homemaker.

- XIV. 1. She will teach her children respect and concern for all people.
2. She finds mental stimulation in study and striving for growth as a homemaker.
-
- XV. 1. She will take time, energy and money to emphasize beauty in the home.
2. She finds mental stimulation in study and striving for growth as a homemaker.
-
- XVI. 1. She makes an effort to guide her family in following health and safety rules.
2. She strives for competence in housekeeping to provide opportunity for leisure and recreation.
-
- XVII. 1. She develops skill in the selection, use and care of household equipment and furnishings for optimum return for money invested by the family.
2. She will teach her children respect and concern for all people.
-
- XVIII. 1. She makes an effort to guide her family in following health and safety rules.
2. She finds mental stimulation in study and striving for growth as a homemaker.
-
- XIX. 1. She strives for competence in housekeeping to provide opportunity for leisure and recreation.
2. She takes pride in doing a job well whether it be a cleaned kitchen or a formal party.
-
- XX. 1. She sees that opportunities are provided for family planning and group decisions.
2. She strives for competence in housekeeping to provide opportunity for leisure and recreation.

- XXI. 1. She will take time, energy and money to emphasize beauty in the home.
2. She gains a feeling of self-esteem through her role of homemaker.
-
- XXII. 1. She develops skill in the selection, use and care of household equipment and furnishings for optimum return for money invested by the family.
2. She finds mental stimulation in study and striving for growth as a homemaker.
-
- XXIII. 1. She finds mental stimulation in study and striving for growth as a homemaker.
2. She gains a feeling of self-esteem through her role of homemaker.
-
- XXIV. 1. She will take time, energy and money to emphasize beauty in the home.
2. She sees that opportunities are provided for family planning and group decisions.
-
- XXV. 1. She sees that opportunities are provided for family planning and group decisions.
2. She will teach her children respect and concern for all people.
-
- XXVI. 1. She will take time, energy and money to emphasize beauty in the home.
2. She strives for competence in housekeeping to provide opportunity for leisure and recreation.
-
- XXVII. 1. She makes an effort to guide her family in following health and safety rules.
2. She will take time, energy and money to emphasize beauty in the home.

- XXVIII. 1. She develops skill in the selection, use and care of household equipment and furnishings for optimum return for money invested by the family.
2. She will take time, energy and money to emphasize beauty in the home.
-
- XXIX. 1. She sees that opportunities are provided for family planning and group decisions.
2. She gains a feeling of self-esteem through her role of homemaker.
-
- XXX. 1. She develops skill in the selection, use and care of household equipment and furnishings for optimum return for money invested by the family.
2. She takes pride in doing a job well whether it be a cleaned kitchen or a formal party.
-
- XXXI. 1. She makes an effort to guide her family in following health and safety rules.
2. She gains a feeling of self-esteem through her role of homemaker.
-
- XXXII. 1. She develops skill in the selection, use and care of household equipment and furnishings for optimum return for money invested by the family.
2. She strives for competence in housekeeping to provide opportunity for leisure and recreation.
-
- XXXIII. 1. She will teach her children respect and concern for all people.
2. She takes pride in doing a job well whether it be a cleaned kitchen or a formal party.
-
- XXXIV. 1. She will teach her children respect and concern for all people.
2. She gains a feeling of self-esteem through her role of homemaker.

- XXXV. 1. She develops skill in the selection, use and care of household equipment and furnishings for optimum return for money invested by the family.
2. She sees that opportunities are provided for family planning and group decisions.
-
- XXXVI. 1. She makes an effort to guide her family in following health and safety rules.
2. She takes pride in doing a job well whether it be a cleaned kitchen or a formal party.
-

Part III. FREE CHOICE

Directions are on the answer sheet, page 2.

1. When a homemaker provides for the needs of her family -
- A. She gives children the opportunity to grow up as individuals.
 - B. She practices economy so that her family can attain their goals.
 - C. She plans to provide for cultural activities for the family.
 - D. She sees that opportunities are provided for the family planning and group decisions.
 - E. She teaches her children to respect all people.
 - F. Individual and family fun are regular activities in the home.
 - G. Her skill in workmanship adds satisfaction to her role as homemaker.
 - H. She finds mental stimulation in striving for growth as a homemaker.
 - I. She gains a feeling of self-esteem through her role of homemaker.
2. When a homemaker uses effective work procedures -
- A. She makes an effort to guide her family in following health and safety rules.
 - B. She develops skill in the selection, use and care of household equipment and furnishings for optimum return for money invested by the family.

- C. She stresses attractiveness in clothing and home furnishings through careful planning.
- D. She uses work simplification to have time with her children and husband.
- E. She guides her family to consider the well-being of others in their planning for the use of time, energy and money.
- F. She strives for competence in housekeeping to provide opportunity for leisure and recreation.
- G. She takes pride in doing a job well whether it be a cleaned kitchen or a formal party.
- H. She makes a special effort to find ways to keep menial and repetitious tasks from becoming boring and stultifying.
- I. Her self-esteem increases as she gains competence as a person and as a homemaker.

3. When a homemaker uses resources effectively -

- A. She uses her money so she can provide nutritious meals for the family.
- B. She supports conservation programs in the community.
- C. She will take time, energy and money to emphasize beauty in the home.
- D. She doesn't mind having her time schedule and household routine interrupted by her family.
- E. She appreciates labor-saving equipment because it frees time for community service.
- F. She believes everyone should manage so that he includes some free time in the daily routine.
- G. She respects efficiency in the performance of homemaking tasks.
- H. Difficult tasks and decisions stimulate her desire to master them.
- I. She thinks that achievement in housekeeping earns her respect and recognition among her associates.

Part IV. PROJECTIVE PARAGRAPHS

Directions are on the answer sheet, page 2.

- A. She protects the family through orderliness and sanitation in the home. Family members are encouraged to follow sound health practices and safety procedures. Through planning the home is reasonably free of confusion and frustrations.
- B. She is very aware of resources and their limitations, and strives to receive maximum benefit from family income. Waste is held to a minimum. She is careful in the selection, use and care of equipment and furnishings in the home.
- C. She is a homemaker who spends time, energy and money to provide a home environment that is pleasant and attractive, comfortable and orderly - her family is surrounded by beauty in decor, arrangement and furnishings. They are attractively and appropriately dressed.
- D. Her primary interest is her family. She strives to promote understanding and unity among family members. Her home is a center for family activities and all members participate in family decisions.
- E. She is a woman who is concerned about people, who will plan for time and money to contribute to the welfare of others. This concern for others prompts her to teach her children to respect all people. She manages to be active in community affairs.
- F. Her planning includes time for individual and group leisure activities. Family fun and recreation are a regular part of their schedule. Opportunity is provided for creative experiences during leisure time.
- G. Ability in doing a job gives her a favorable attitude toward it and satisfaction in achievement even in routine, repetitious housekeeping tasks. She enjoys competence in doing a job as much as its successful conclusion. Efficiency and skill in workmanship are important to her.
- H. She likes mental stimulation. Sameness and routine bore her. Problems and difficult situations challenge rather than discourage her. She seeks opportunities for new experiences and greater achievement in the home as elsewhere and works at learning new and better methods in all areas of homemaking.
- I. Being recognized as a "good" homemaker by her associates gives her a feeling of having status in the community. Through the well being of her family and the achievements of its members she believes she is making a worthy contribution to society.

ANSWER SHEET

Part I.

Tell what you really believe.

1.

2.

3.

Part II.

Indicate the statement which best describes the homemaker you consider an effective manager by placing a ✓ beside the number of your choice. Check only one statement from each pair.

I.	1. ___ 2. ___	X.	1. ___ 2. ___	XIX.	1. ___ 2. ___	XXVIII.	1. ___ 2. ___
II.	1. ___ 2. ___	XI.	1. ___ 2. ___	XX.	1. ___ 2. ___	XXIX.	1. ___ 2. ___
III.	1. ___ 2. ___	XII.	1. ___ 2. ___	XXI.	1. ___ 2. ___	XXX.	1. ___ 2. ___
IV.	1. ___ 2. ___	XIII.	1. ___ 2. ___	XXII.	1. ___ 2. ___	XXXI.	1. ___ 2. ___
V.	1. ___ 2. ___	XIV.	1. ___ 2. ___	XXIII.	1. ___ 2. ___	XXXII.	1. ___ 2. ___
VI.	1. ___ 2. ___	XV.	1. ___ 2. ___	XXIV.	1. ___ 2. ___	XXXIII.	1. ___ 2. ___
VII.	1. ___ 2. ___	XVI.	1. ___ 2. ___	XXV.	1. ___ 2. ___	XXXIV.	1. ___ 2. ___
VIII.	1. ___ 2. ___	XVII.	1. ___ 2. ___	XXVI.	1. ___ 2. ___	XXXV.	1. ___ 2. ___
IX.	1. ___ 2. ___	XVIII.	1. ___ 2. ___	XXVII.	1. ___ 2. ___	XXXVI.	1. ___ 2. ___

Part III.

Indicate your choices by placing the appropriate capital letter in the blank.

1.

- _____ 1. This statement best expresses the way I would describe an effective home manager.
- _____ 2. This statement is my second choice.
- _____ 3. I consider this statement as having the least significance for effective home management.

2.

- _____ 1. This statement best expresses the way I would describe an effective home manager.
- _____ 2. This statement is my second choice.
- _____ 3. I consider this statement as having the least significance for effective home management.

3.

- _____ 1. This statement best expresses the way I would describe an effective home manager.
- _____ 2. This statement is my second choice.
- _____ 3. I consider this statement as having the least significance for effective home management.

Part IV.

Indicate your choices by placing the appropriate capital letter in the blank.

- _____ 1. This paragraph best expresses the way I would describe an effective home manager.
- _____ 2. This paragraph is my second choice.
- _____ 3. I consider this paragraph as having the least significance for effective home management.

A P P E N D I X B

TABLE XI

SUMMARY OF RESPONSES TO OPEN END STATEMENTS BY STUDENTS IN EACH OF THREE COURSES

Courses	Number	Values	Number	Goals	Number
<u>Home Economics 113</u>					
Family Relations-Child Development	-21	Family Centristm	-16	Family Unity & Satisfactory Relationships	-17
Food-Nutrition	-20	Economy	-14	Good Management	-9
Home Management- Family Economics	-17	Workmanship	-9	Efficiency	-5
Clothing	-8	Health	-4	Nice Home	-3
Housing & Equipment	-7	Leisure	-1	Mental Stimulation	-2
Psychology	-4	Religion	-1	Status	-1
General Home Economics	-2	Management	-1	Meal Planning	-1
Sociology	-1				
Biology	-1				
Economics	-1				
<u>Home Management 213</u>					
Home Management-Family Economics	-20	Economy	-15	Economy	-11
Food-Nutrition	-15	Family Centristm	-12	Satisfactory Family & Personal Relationships	-9
Family Relations-Child Development	-13	Workmanship	-11	Good Management	-8
General Home Economics	-5	Health	-5	Efficiency & Workmanship	-7
Clothing-Textiles	-3	Management	-5	Nice Home	-3
Housing-Equipment	-3	Concern for Others	-3	Self Satisfaction & Development	-3
Art	-1	Religion	-2	Concern for Others	-2
Home Nursing	-1	Happiness	-2	Meet Family Goals	-2
		Leisure	-1	Health	-2
		Challenge	-1	Education	-1
				Challenge	-1
				Meet Clothing Needs	-1

TABLE XI (Continued)

Courses	Number	Values	Number	Goals	Number
<u>Home Management 420</u>					
Home Management -		Workmanship-Efficiency	-21	Satisfactory Family Rela-	
Family Economy	-22	Family Centrism	-18	tionships & Unity	-14
Food-Nutrition	-14	Economics	-9	Efficiency & Workmanship	-9
Family Relations-Child		Health	-5	Economy	-7
Development	-11	Personal Satisfaction-		Meet Family & Personal Goals	-4
Clothing-Textiles	-6	Interests	-3	Uphold Standards	-2
Housing-Equipment	-6	Leisure	-3	Personal Interests	-2
Art	-1	Education	-2	Self Satisfaction	-1
General Home Economics	-1	Aesthetics	-1	Nice Home	-1
		Concern for Others	-1	Good Health	-1
		Religion	-1	Meet Challenge of Homemaker	-1
				Social Status	-1
				Community Betterment	-1

TABLE XII

SUMMARY OF VALUE CHOICES* RELATED TO HOME MANAGEMENT THROUGH
 PAIRED COMPARISON BY STUDENTS IN EACH OF THREE COURSES

Courses	Health	Economy	Aesthetics	Family Centrism	Concern For Others	Leisure	Workmanship	Challenge	Status
113	100	98	49	96	123	77	81	54	42
213	106	98	43	123	102	81	74	51	41
420	82	111	71	124	88	81	54	70	40

* Total of 20 students selected per course after elimination of incomplete papers through random sampling to equalize groups.

Total possible answers - 720 per course.

TABLE XIII

SUMMARY OF CHOICES* OF FIRST, SECOND, AND LAST VALUES RELATED TO HOME MANAGEMENT THROUGH FREE CHOICE BY STUDENTS IN EACH OF THREE COURSES

Courses	Values								
	Health	Economy	Aesthetics	Family Centrism	Concern For Others	Leisure	Workmanship	Challenge	Status
<u>First Choice Values</u>									
113	11	12	3	10	6	9	5	3	1
213	10	9	3	26	5	3	2	2	-
420	6	12	1	20	5	3	6	4	3
<u>Second Choice Values</u>									
113	4	10	6	7	14	8	6	5	-
213	10	10	-	9	12	7	8	3	1
420	4	6	5	15	8	8	3	8	3
<u>Last Choice Values</u>									
113	2	9	7	4	2	1	1	5	29
213	3	7	8	4	1	3	8	6	20
420	9	9	8	-	4	2	6	2	20

*Total answers possible - 60 answers for each course.

TABLE XIV

THE FIRST, SECOND, AND LAST CHOICE VALUES RELATED TO HOME MANAGEMENT THROUGH FREE CHOICE BY HOME ECONOMICS 113 STUDENTS

Students	Values																										
	Health			Economy			Aesthetics			Family Centrism			Concern For Others			Leisure			Workmanship			Challenge			Status		
	1.	2.	3.	1.	2.	3.	1.	2.	3.	1.	2.	3.	1.	2.	3.	1.	2.	3.	1.	2.	3.	1.	2.	3.	1.	2.	3.
1	1	2							2	1		1				2							9	9	9		
2*				2					1			2	2	1	2	1					9			9	9		
3		1	1	1	2	9		9			2	2											9				
4*	1				2	9		9	2	2					1	9								1			
5	1			2				9				2				1		9	2	1				9			
6				2					1			2	1	2	1					9			9	9			
7*	2		1	1	2		9			2						1				9					9		
8*	1			1						1	2	2			2	9				9					9		
9		9		1	1	9			2			2	1					2					9				
10	9				1		2	1		2				2		1								9	9		
11*				1			9			2		1	2	9		2	1							9			
12*	2			1	2	9				1					1	9	2							9			
13				2	2		1	9				1		9			2			1					9		
14	1						9	2		1			1	2					2				9		9		
15				2						1			2	1	2	1					9		9	9			
16	1	1		2			2	2		9	9									1			9				

*Eliminated by random sampling or incomplete answers.

TABLE XIV (Continued)

Students	Values																													
	Health			Economy			Aesthetics			Family Centrism			Concern For Others			Leisure			Workmanship			Challenge			Status					
	1.	2.	3.	1.	2.	3.	1.	2.	3.	1.	2.	3.	1.	2.	3.	1.	2.	3.	1.	2.	3.	1.	2.	3.	1.	2.	3.			
17	1			9			9						2	1					2	1					2					9
18	2			1	1	9	9							2	2					1					9					
19				1	2	9		1		2	1	2													9	9				
20	2		1	1	1	9	9						9	2	2															
21						9				1		1		1			2	2				2	9		9					
22				2	2	9				1							2			1					9	9	1			
23			1								1	2	2	2		1									9	9	9			
24	1				1	9							2	2			1		9	2			9							
25	2						2	2				1				1	1								9	9	9			
26				1	1					9	9		9			2	1		2			2				2				

*Eliminated by random sampling or incomplete answers.

TABLE XV

THE FIRST, SECOND, AND LAST CHOICE VALUES RELATED TO HOME MANAGEMENT THROUGH FREE CHOICE BY HOME MANAGEMENT 213 STUDENTS

Students	Values																										
	Health			Economy			Aesthetics			Family Centrism			Concern For Others			Leisure			Workmanship			Challenge			Status		
	1.	2.	3.	1.	2.	3.	1.	2.	3.	1.	2.	3.	1.	2.	3.	1.	2.	3.	1.	2.	3.	1.	2.	3.	1.	2.	3.
1			1	2					9		1	1			2					9	9			2			
2	2		2	1	2	9					1	1						9						9			
3*	2	9		1		9	9				1	1		2										2			
4	1										1	1	2	2				9			2	9					9
5*	1	9	1					2			1	9	2			9	2										
6	9	9		1	1	9				2	2						2				1						
7	1	2	2			9	9				9		2	1							1						
8	1	1	1							2				2							2				9	9	9
9	1				2	9	9			2	1					9	1				2						
10	1									9	1	1		2			2	2	9								9
11	2			1	2		9	1			9	9		1							2						
12	9			2				1		1	1	2		1	9	9					2						
13				2						1	1	1				2							2		9	9	9
14						9	9			2	1	1					2		9			1				2	
15		1	2			9		9		1		1	2					2			9						
16			2	1	2					2		1										1			9	9	9

*Eliminated seniors, non-majors, and incomplete answers.

TABLE XV (Continued)

Students	Values																										
	Health			Economy			Aesthetics			Family Centrism			Concern For Others			Leisure			Workmanship			Challenge			Status		
	1.	2.	3.	1.	2.	3.	1.	2.	3.	1.	2.	3.	1.	2.	3.	1.	2.	3.	1.	2.	3.	1.	2.	3.	1.	2.	3.
17		1						9		2	1		1	2	2					9							9
18	2			1	1						2	1			2						9				9	9	
19	2			1		9		9			1	1		2			2			9							
20*	1										1	2		2		2	1								9		
21				1	2			1								1	2		2				9			9	9
22			2	2						1	1	1		2											9	9	9
23*	1	1	1			9				2	2	2							9	9							
24*	1							2						1		2									9		9
25				2				1						1		2	1		9			9	2			9	9
26*		1					2				2		1	1		2							9		9	9	

*Eliminated seniors, non-majors, and incomplete answers.

TABLE XVI

THE FIRST, SECOND, AND LAST CHOICE VALUES RELATED TO HOME MANAGEMENT
THROUGH FREE CHOICE BY HOME MANAGEMENT 420 STUDENTS

Students	Values																										
	Health			Economy			Aesthetics			Family Centrism			Concern For Others			Leisure			Workmanship			Challenge			Status		
	1.	2.	3.	1.	2.	3.	1.	2.	3.	1.	2.	3.	1.	2.	3.	1.	2.	3.	1.	2.	3.	1.	2.	3.	1.	2.	3.
1*											1		9					2			9	1					2
2*	9	9												2					1			2	2		1	1	
3				2	9		9	9	2	1	2	1		1													
4	9									1	2	1	2	1	2												9
5*	2			9								9	1	1	2		2	1						9			
6*					2				9	2	1	2				9				9	1	1					
7									9		2	1					2		1			2	1				9
8*	1			9			9			2	2	1		1							2						9
9		9	9	2						1			1	2		9									2	1	
10*	1											1	1			2	2	2	9					9			9
11	1	9		9	1				2			1		2									2	9			
12*			1	1	2					2	2		1							9					9		9
13	1	1					9	9			2		1	2		2											9
14*				1	1					2	2	2	9	1						9				9			
15*	2			1						1	1		2				2		9	9	9						
16	2			1			9				1		2				9				2				1	9	
17	9			1						2	1	2					2	1							9	9	
18*	2	1		1	9					1	2		2			9							9				

*Eliminated by random sampling or incomplete answers.

TABLE XVI (Continued)

Students	Values																										
	Health			Economy			Aesthetics			Family Centrism			Concern For Others			Leisure			Workmanship			Challenge			Status		
	1.	2.	3.	1.	2.	3.	1.	2.	3.	1.	2.	3.	1.	2.	3.	1.	2.	3.	1.	2.	3.	1.	2.	3.	1.	2.	3.
19			2	1	1	9			1	2	2		9													9	
20		9		1	1	9						2	9		2			1	2								
21*	2			1			9					1		2				9			1	2			9		
22	9	9	1			9			2		1				1						2			2		9	
23			2	1	1	9				2	2	1	9					9									
24					2				2	1	1	1	9								2				9	9	
25	2							2			1	1	1	2										9	9	9	
26	1	9									1	1			2	2	2				9				9	9	
27*		9	2	1						2	2	1						9			1				9	9	
28			1	2		9	9				2				2			9			1	1					
29*	1	2		2		9						1		1				2	9		9						
30*	9									1					2			2	9	1		2		1	9		
31				1	1	9	9			2	2									2	1				9		
32				2						1								9	1	1		2	2		9	9	
33*		2			2					2	1		9							1				1	9	9	
34					2							2						9	9	1		1		2	1	9	
35				1		9				1				2				1	9	2		2			9		

*Eliminated by random sampling or incomplete answers.

TABLE XVII

SUMMARY OF CHOICES* OF FIRST, SECOND, AND LAST VALUES RELATED TO HOME MANAGEMENT THROUGH PROJECTIVE PARAGRAPHS BY STUDENTS IN EACH OF THREE COURSES

Courses	Values								
	Health	Economy	Aesthetics	Family Centrism	Concern For Others	Leisure	Workmanship	Challenge	Status
<u>First Choice Values</u>									
113	1	5	2	10	-	-	-	1	1
213	1	4	3	12	-	-	-	-	-
420	-	4	1	9	-	2	1	3	-
<u>Second Choice Values</u>									
113	3	4	3	2	2	2	2	1	1
213	3	5	1	1	4	1	3	2	-
420	-	4	6	4	2	1	1	2	-
<u>Last Choice Values</u>									
113	-	1	5	-	1	-	1	3	9
213	2	-	1	-	1	1	2	2	11
420	2	-	-	-	2	1	3	1	11

*Total answers possible - 20 answers for each course.

TABLE XVIII

THE FIRST, SECOND, AND LAST CHOICE VALUES RELATED TO HOME MANAGEMENT
THROUGH PROJECTIVE PARAGRAPHS BY HOME ECONOMICS 113 STUDENTS

Students	Values								
	Health	Economy	Aesthetics	Family Centrism	Concern For Others	Leisure	Workmanship	Challenge	Status
1				1			2	9	
2*		2		1				9	
3	2			1					9
4*		1		2					9
5			9	1					2
6			2	1				9	
7*		1		2			9		
8*	1					2	9		
9		1					2		9
10*	2	1							9
11		2		1					9
12*		2		1				9	
13					2			1	9
14		2	9	1					
15		1	2						9
16	2	1	9						

*Eliminated by random sampling or incomplete answers.

TABLE XVIII (Continued)

Students	Values								
	Health	Economy	Aesthetics	Family Centrism	Concern For Others	Leisure	Workmanship	Challenge	Status
17				1				2	9
18		1	2		9				
19		2		1			9		
20	2	1							9
21		9	1	2					
22			9	2					1
23			2	1					9
24		1	9		2				
25			1			2			9
26				1		2		9	

TABLE XIX

THE FIRST, SECOND, AND LAST CHOICE VALUES RELATED TO HOME MANAGEMENT
THROUGH PROJECTIVE PARAGRAPHS BY HOME MANAGEMENT 213 STUDENTS

Students	Values								
	Health	Economy	Aesthetics	Family Centrism	Concern For Others	Leisure	Workmanship	Challenge	Status
1		1				9	2		
2		2		1					9
3*				1			2		9
4	2			1				9	
5*	1			2		9			
6	9	1						2	
7		2	1				9		
8	2			1					9
9	9			1			2		
10		2		1					9
11			1	2					9
12				1	2				9
13		2		1					9
14			9	1				2	
15	2			1			9		
16		2		1					9

*Eliminated seniors, non-majors, and incomplete answers.

TABLE XIX (Continued)

Students	Values								
	Health	Economy	Aesthetics	Family Centrism	Concern For Others	Leisure	Workmanship	Challenge	Status
17	1				2				9
18		1	2		9				
19				1		2			9
20*				1		2			9
21			1		2			9	
22				1	2				9
23*	2			1					9
24*	2			1					9
25		1					2		9
26*		2		1					9

*Eliminated seniors, non-majors, and incomplete answers.

TABLE XX

THE FIRST, SECOND, AND LAST CHOICE VALUES RELATED TO HOME MANAGEMENT
THROUGH PROJECTIVE PARAGRAPHS BY HOME MANAGEMENT 420 STUDENTS

Students	Values								
	Health	Economy	Aesthetics	Family Centrism	Concern For Others	Leisure	Workmanship	Challenge	Status
1*		2	9					1	
2*							1	2	
3		2		1			9		
4				1	2			9	
5*			2	1		9			
6*			9	1	2				
7			2	1					9
8*				1		2			9
9		2		1					9
10*				1		2	9		
11	9		1			2			
12*			2	1					9
13				1	2				9
14*		1	2					9	
15*				1	2		9		
16			2	1			9		
17						1		2	9
18*	2			1					9

*Eliminated by random sampling or incomplete answers.

TABLE XX (Continued)

Students	Values								
	Health	Economy	Aesthetics	Family Centrism	Concern For Others	Leisure	Workmanship	Challenge	Status
19		1	2						9
20	9	1						2	
21*		2		1					9
22			2			1			9
23		2		1		9			
24		1		2					9
25			2	1					9
26			2	1			9		
27*		1	9	2					
28		2			9			1	
29*	2			1					9
30*		1			9		2		
31		1		2					9
32				2			1		9
33*	1		9					2	
34				2				1	9
35					9		2	1	

*Eliminated by random sampling or incomplete answers.

VITA

Mary Nell Bowman

Candidate for the Degree of

Master of Science

Thesis: VALUES RELATED TO HOME MANAGEMENT RECOGNIZED BY SELECTED HOME ECONOMICS MAJORS AT OKLAHOMA STATE UNIVERSITY

Major Field: Home Management and Family Economics

Biographical:

Personal Data: Born at Vinita, Oklahoma, February 17, 1936, the daughter of Fred C. and Alta Mae Randall Bowman.

Education: Attended public schools in Vinita, Oklahoma; graduated from Vinita High School in 1954; received the Associate of Arts Degree from Northeastern Oklahoma A & M College, Miami, Oklahoma in May, 1956; received the Bachelor of Science Degree from Oklahoma State University with a major in Home Economics Education, in May, 1958; completed requirements for the Master of Science Degree in August, 1964.

Professional experience: Employed as a vocational homemaking teacher by the Blackwell, Oklahoma Board of Education, 1959-1962; as a junior high school homemaking teacher by the Jefferson County, Colorado schools, 1962. Served as a Graduate Teaching Assistant, the Department of Home Management, Equipment and Family Economics, Oklahoma State University, 1963-1964.

Professional organizations: Oklahoma Home Economics Association, American Home Economics Association, Phi Upsilon Omicron.