

THE REACTIONS AND EXPERIENCES
OF A
GROUP OF YOUNG WOMEN
EMPLOYED FOR THE FIRST TIME

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CHAPTER I
INTRODUCTION

In this changing society, in which girls find themselves today, the task of solving problems has become more complex. The problems which they face appear to be more confusing and it seems there are more of them.

Schools have not found it easy to provide young people with the knowledge, experience, and training which will enable them to solve their problems readily.

During adolescence young people are endeavoring to achieve maturity in several directions. Luella Cole lists eight main areas of problems that adolescents face. They are:

1. The establishment of heterosexual interests.
2. The establishment of independence from home supervision.
3. The development of emotional maturity.
4. The development of social maturity.
5. The development of intellectual maturity.
6. The development of wise use of leisure time.
7. The development of a philosophy of life.
8. The making of an intelligent vocational choice.¹

It would be difficult to say which of these areas is the most important. Perhaps it is not even possible to do so. However it is generally recognized that people are not happy unless the work which they are doing

¹Luella Cole, Psychology of Adolescence (New York, 1949), pp. 6-13.

is enjoyable and satisfying. It therefore seems important that the schools do what they can to help young people select, and prepare for, vocations in which they are interested and which are within their capabilities. It also seems important that the school help them to develop those personal characteristics which will enable them to work harmoniously with others.

At any economic level, the young person is limited in his choosing by occupational trends. This condition may baffle many adolescents who will readily give up the effort to understand it.

Without guidance American adolescents may easily follow their youthful fellows abroad into fantastic movements which make promises of bread at the cost of democracy and provide young people with an early sense of their own crucial importance in the adult world.²

Therefore, if young people are to be helped to deal with these new situations effectively, it would appear to be important for their teachers to know what common problems they face on their first jobs.

Several investigators have attempted to find out what these problems are. Hancock³ administered an opinionaire to 254 men ranging in age from 18 to 54. They were asked to rank the three items out of a list of 22 which they believed were most important as causes of insecurity and resentment among workers. When the choices were summarized, the following four items tied for highest rank; "uncertainty whether one's progress is good", "criticized before others", "promises not made good", and "others advanced on seniority."

Some morale surveys have been made indirectly. The General Motors⁴

²V.T. Thayer, Caroline B. Zachry, and Ruth Kotinsky, Reorganizing Secondary Education (New York, 1939), p. 244.

³John W. Hancock, "Why Workers Feel Insecure," Personnel Journal, XXVIII (October, 1949), pp. 178-179.

⁴Donald A. Laird, "What do your Workers Think?" Personnel Journal, XXVIII (February, 1950), p. 322.

contest for employees on "Why I Like My Job" is an example. In this contest 175,000 letters were submitted for contest prizes. The average letter mentioned approximately seven reasons for liking the job, and the most frequently mentioned reason was the boss. At the bottom of the list were company parties, which are the only means many firms intentionally use toward building morale.

In a survey made by Fortune,⁵ findings which were compiled by Robert Hoppock, revealed that 93 percent of the young workers sampled found their work enjoyable all or some of the time. In a survey of workers conducted in 1947, without regard to age, 77 percent thought their jobs interesting or interesting most of the time. Hurst⁶ found that a desire for more knowledge was the factor checked first in preference by his employees when they were asked what they wanted from their work in addition to improved wages, hours, and working conditions.

Jorgensen⁷ found that female applicants for jobs in a Minneapolis Gas and Light Company stressed the type of work as a prime factor in job preference while males thought of security and advancement possibilities. A study of factors which influence job preferences made by this Company⁸ requested all applicants between September 1, 1945 and August 31, 1946 to fill in a copy of the job preference questionnaire. A total of 1360 applicants did so. Twenty-one cases were discarded for failure to follow instructions. The usable questionnaires consisted of 150 answered by women and 1189 by men.

⁵Robert Hoppock and H. Alan Robinson, "Job Satisfaction Researches of 1948", Occupations, XXVIII (December, 1949), p. 153.

⁶Ibid., p. 153.

⁷Clifford E. Jorgensen, "Selected Factors Which Influence Job Preferences." Journal of Applied Psychology, XXXI (December, 1947), pp. 553-563.

⁸Ibid., p. 553-563.

It was assumed that employees' motivations have an important effect on personnel relations, production indices, employee turnover, and other such factors which play an important part in determining the over all well-being of any business or industrial concern.

It was found that men were more interested than women in security, advancement, and benefits: and women were relatively more interested in type of work, co-workers, supervisor, hours, and working conditions.

Marital status had relatively little effect on job preferences. As the number of dependents increased, greater relative importance was attached to security, company, co-workers, supervisor, and benefits; and less importance was given to type of work, pay, hours, and working conditions.

Contrary to popular opinion, security did not increase in importance with advancing age and advancement did not decrease.

Job preferences were affected more by extent of education than by working conditions. As the amount of education increased employees became more selective in the choice of a job; and security, company worked for, co-workers, supervisors, hours, and benefits became less important.

It seems that both management and unions have been guilty of emphasizing factors which are considered relatively unimportant by applicants, and have failed to give sufficient consideration to factors considered of most importance by applicants. This failure would seem to provide an opportunity to devise principles and procedures which will result in greater job satisfaction on the part of employees.

In the nineteenth century most young people achieved adult status between the ages of fourteen and eighteen by gradually taking on adult economic responsibilities. The boys earned a part of their living and girls worked in the household with their mothers. In our generation few

sons follow their fathers to work in order to learn trades by participation. Few daughters find themselves fully occupied with the tasks in the home. Modern conveniences have cut down on time consuming tasks. Because adolescents share but little of the work of their elders, they have few opportunities to gain either a sense of identity with them and their interests, or an understanding of adult economic activity through firsthand experience. Thus they fail to achieve a sense of increasing adult status. In this present, complex society, many adolescents do not look for their first jobs until they are about eighteen. They are then without reassuring experiences of past success in adult affairs. With the advantage of a secondary-school education, they have been denied an advantage that many of their parents or grandparents had as adolescents, that of passing through a "school of hard knocks".

Despite the physical drudgery that thwarted the development of many young workers in the past, this experience was often less damaging to the spirit than the uncertainties and sense of inadequacy besetting the youth of today. They had some measure of economic security and surety of adult status that made them emotionally more stable and better adjusted socially than many young people who are now idle at home or remain in school only because they cannot find jobs.⁹

It is toward satisfactions such as these in vocational responsibilities that the adolescent may well develop if he is to make a constructive occupational adjustment. Such previous experiences influence his attitudes toward work, success, and responsibility, his relationships with those who are in authority, those on a par, and those who are weaker. With this developmental experience he comes in middle and later adolescence to attempt to adjust himself toward a future occupational life. He is confronted with present cultural factors that influence the nature of the adaptation

⁹Progressive Education Association, Science in General Education (New York, 1938), p. 238.

required.

Society expects men and many women to work for their living even when there are not enough jobs to go around. The presence of young people in the labor market sometimes constitutes a threat to the vested interests of those who are employed but are none too secure. Experience is demanded for most employment. This means that the kinds of employment open to young people just out of high school are restricted. It therefore follows that obtaining a job and making a good adjustment on that job are critical problems for youth. Caroline B. Zachry points out that:

One-third of the unemployed workers in the nation are young people 15 to 24 years of age. The rate of unemployment is higher among youth between 20 and 24 than in any older age group and highest of all for young people between 15 and 20 who are out of school and seeking work.¹⁰

It would seem that youth who must seek employment upon the completion of high school, are not getting an even break. In a study made by Ralph C. Wenrich¹¹ it was discovered that, "...annually over 20,000 Michigan youth find it necessary to buy training from private trade schools after leaving the public school."

Evidence of inadequate or incomplete schooling is the fact that nearly a million people in the United States are enrolled in correspondence courses. A survey reported by Wenrich and made by Doctor J. S. Noffsinger, director of the National Home Study Council, has estimated that no less than 95 percent of these students are enrolled in trade or vocational subjects.¹²

Secondary schools are not meeting the needs of youth, as evidenced by the high rate of drop-outs. "This army of early school leavers is created

¹⁰Caroline B. Zachry, Emotion and Conduct in Adolescence (New York, 1940), p. 49.

¹¹Ralph C. Wenrich, "Are We Preparing Youth for Life Work?" The School Executive, LXVIII (March, 1949), p. 49.

¹²Ibid., p. 49.

to a large degree by the fact that our secondary school programs are predominantly college preparatory in nature and therefore do not meet the needs of the vast majority of youth of school age", is the belief of Wenrich.¹³

It would therefore seem that the school not only has a responsibility for meeting the needs of youth to the extent that they can be interested in remaining in school with profit to themselves, but also for preparing them to meet many of their future problems successfully.

Because many girls work, at least for a short time, before marriage (and many for a considerable length of time) education directed toward helping them to obtain employment and to adjust successfully to it, would seem to merit inclusion in their education during their high school years.

In this connection it is believed the experiences of graduates on their first jobs have important implications for curriculum improvement and the school may be able to develop a unit of study which would help pupils better understand their responsibilities as a wage earner and their relationships with their employers and co-workers.

Such a unit of study would probably be of value to all students. However, until such study becomes a part of the general educational programs it might well be included in the home making program. It is assumed that the attitudes, skills, habits and general behaviour conducive to good adjustment in an employment situation are very similar to those conducive to good adjustment in a family life situation, and can therefore be correlated profitably in classes in family relationships.

¹³Ibid., p. 504.

CHAPTER II

DESCRIPTION OF THE STUDY

Haileyville High School is located in a coal mining region. Many people are employed in the mines but it is also a center of railroad work. There are three grocery stores, three restaurants, a bank, post office, drug store, furniture store and two filling stations. Many people work on cattle ranches, small farms, and dairies. Others trap mink and work in, or run, lumber mills.

The town had a population of 1500, and during the year of 1948-1949, 167 students were enrolled in the high school. The school runs four school busses. The grade school, junior high and high school are located in one building. There are three other buildings: a gymnasium, a shop building and a garage.

In the graduating class of 1949 there were twenty girls. Out of this number, 18 became employed a short while after graduation. These 18 are the subjects which have been studied in order to locate their needs as a basis for planning a unit of study designed to help others like them make a good adjustment on their first jobs.

In planning such a unit of study it becomes expedient to select the skills, understandings, appreciations and attitudes that will encourage students, who are now living in homes with their parents but who will soon become wage-earners, to develop themselves in the direction of becoming satisfied, efficient, acceptable workers, whether in their own homes or in the employment of others.

Purpose of the Study

As a step in this direction it would seem advisable to find out from some of those, who have recently graduated from high school and entered employment, something of what their living and working situations have been like, and what their experiences have been. More specifically this study has two purposes:

1. To obtain from a selected group of 18 high school girl graduates information about the following:
 - The kind of employment engaged in
 - The physical and social living arrangements experienced
 - The practices, relating to money, engaged in
 - The personal and social adjustments made
 - Feelings experienced in relation to their experiences
2. To make suggestions for a short unit of study for inclusion in the homemaking program, based on this information; with the view to helping girls make good adjustments in their homes and on their jobs.

Limitations of the Study

The scope of the study will be limited to the kinds of information which can be obtained by questionnaires and personal interviews from employed graduates regarding problems they now face, activities in which they engage, and responsibilities which they hold.

The number of contacts will be limited to the girls who took home economics and graduated from the High School at Haileyville, Oklahoma in the year of 1949.

Although the study was not expected to answer all questions about nor provide the solution for every problem in the field of job dissatisfaction, it was hoped that it would be useful to both the faculty and future graduating students of Haileyville High School.

Procedure

In making the study the following four steps were taken in an effort to achieve the purposes set up.

1. A questionnaire was designed to obtain the needed information from the students.
2. Eighteen students were interviewed, using the questionnaire.
3. The information yielded by the questionnaires was summarized.
4. Suggestions were made for homemaking education in high schools in the light of the findings.

Preparation of the Questionnaire:

Many varieties of questionnaires have been developed by research workers; for example the self-appraisal questionnaire used by teachers in service, the signed and unsigned questionnaires, the mail questionnaires, the expressionnaire, the opinionnaire, the check-list, and the questionnaire wherein the answers are obtained through interviews.

Preliminary to preparing the questionnaire a limited survey of the literature was made with the view to finding out what factors have been found to make "good" questionnaires in the opinions of those who have studied, and worked with them, extensively. A number of questionnaires which have been used by research workers were also studied.

The Science Research Association¹ in 1949 developed a youth inventory check list of 298 questions. This inventory was an outgrowth of an investigation conducted by the Purdue Opinion Panel for Young People on the problems of high school youth. More than 100 participating schools had their students write anonymous essays about their problems. The hundreds of

¹Science Research Associates: Examiner Manual, Form A (Chicago 1949), p. 11.

essays received by the Purdue Panel were examined by trained psychologists and checked against the results of previous youth surveys. These ideas were sifted and the questions were prepared, using the terminology of the young people themselves, to cover as wide a range of problems as possible. The items selected were placed in eight categories which, in the opinion of the judges, were sufficiently comprehensive to encompass most of the problems. These eight categories were those used in the published version of the Inventory.

The Mooney Problem Check Lists was originated by Ross L. Mooney² in order to systematize his methods of discovering the problems of young people. Check lists used in making surveys of students in school, and young people in communities, were explored. Selection and phrasing of the items used in the check lists were based on the following criteria:

1. In the language of the students
2. Short enough for rapid reading
3. Self-sufficient as individual phrases
4. Common enough to be checked frequently in large groups of students, or serious enough to be important in an individual case
5. Graduated in seriousness from relatively minor difficulties to major concerns
6. Vague enough in "touchy" spots to enable the student to check the item and still feel that he can hide this specific problems in later conferences if he chooses to do so
7. Centered within the student's own personal orientation rather than in general social orientation.

"An additional aim was to select items which would secure a naive, rapid "feeling" response from the student. Spontaneous rather than

²Ross L. Mooney and Leonard V. Gordon, The Mooney Problem Check Lists: Manual (New York, 1950), p. 11.

deliberate reaction was sought."³

In 1941 and 1942 three forms, College, High School and Junior High School were published. Two other forms for "Students in Schools of Nursing" and for "Rural Youth" were published in 1945 and 1946.

There are certain procedures not of themselves fundamental research methods but which rather serve as devices in collecting or analyzing data. The use of the questionnaire is one of these. Good, Barr and Scates⁴ have this to say concerning them.

The questionnaire is a useful, if overworked and abused, device for securing educational data. The interview is in part an oral questionnaire technique. Check-lists, rating scales, and score cards may be forms of the questionnaire.

Good, Barr and Scates,⁵ also, suggest that when framing a questionnaire one should bear in mind the demands which he is making upon another person's time. These authors make the following suggestions:

1. Weed out every trivial question.
2. Make the responses simple.
3. Study the questions to see that no unnecessary details are included.
4. Do not ask for information which is obtainable from documentary sources available.
5. Be sure that questions apply to the respondent's situation.
6. Have a clear purpose of the study in mind with definite limitations.
7. Be sure that each question is absolutely clear not only to the maker but to the receiver.
8. Seek responses of such character that they can be summarized in some form.
9. Refrain from asking questions of opinion unless certain that opinion is what is being sought, and that it will be worth getting.

³Ibid., p. 11.

⁴Carter V. Good, A. S. Barr, and Douglas E. Scates, The Methodology of Educational Research (New York, 1941), p. 228.

⁵Ibid., pp. 337-343.

10. Consider the desirability of pre-coding the questionnaire.
11. Get assistance from others in criticizing the questionnaire before it is sent out finally.
12. Send out a few copies of the questionnaire to some members of the group and examine the returns from these before the questionnaire is used on a large scale.
13. Try tabulating or summarizing the data received from a preliminary trial of the blank, before sending the questionnaire out in quantity.
14. Select carefully the group to whom the questionnaire is to be sent. The Encyclopedia of Educational Research⁶ gives the following principles relative to the construction and distribution of questionnaires.
 - a. The wording of the questions should be such that they will be clearly understood by all respondents.
 - b. It is well to include "cross-check questions." By this means the investigator obtains information which enables him to check the consistency of replies.
 - c. There may be "allowable" answers as a voting list. Irregular replies such as "Information not available" or "Have not decided" should be included.
 - d. Some question forms yield more accurate data than others. For example the third form of the following questions would obtain the most accurate data: (1) How old were you at your last birthday? (2) How old will you be on your next birthday? (3) How old are you to your nearest birthday?
 - e. In judgment, attitude, or opinion determination, the questions should give no hint as to the "expected" answer; in fact, the investigator must have no desired answer.
 - f. It is better to ask two or three short, easily understood questions than a long involved one. The questions should not include subjective clauses and should make little or no use of relative terms such as "little," "much," "skilled," and "efficient." They should not involve negations, such as "not," "never," and the like.
 - g. Since we do not yet have "standard" definitions for many

⁶Herbert S. Tooes, Encyclopedia of Educational Research (New York, 1950), pp. 948-951.

technical terms used in questionnaires, a definition should always be included with each question when a contained term may be given more than one interpretation.

- h. Interest, ease of answering, and willingness to answer, rather than length, are the chief considerations in determining the number of replies which will be received. A questionnaire should not be circulated unless the investigation can be made to appeal to the respondents. If this cannot be done, employ a different method, perhaps the interview.

S. A. Romine⁷ has developed criteria to be considered in preparing questionnaires. They are as follows:

1. Directions should be complete and clearly stated, with illustrations if necessary. They should be placed as close to the point of application as is possible and should be repeated occasionally if they apply to a long series of questions.
2. Questions should not be so complicated as to require elaborate or long drawn out directions. Two simple questions may serve a single purpose better than one complex question.
3. Similar questions, or those to be answered in a like fashion, should be grouped so as to reduce the need for repetition of directions and the possibility of confusion on the part of respondents.
4. Each question should be evaluated carefully in terms of the purposes to be served; irrelevancies should be eliminated.
5. Questions selected should be stated in such terms as will permit inter-relating and grouping which will afford a more comprehensive and unitary picture of the whole or larger problem under consideration.
6. No question should require a higher degree of expertness, or a greater amount of detailed information, than can reasonably be expected of respondents.
7. Each question should be stated in such terms as will promote uniformity of interpretation in agreement with that intended by the researcher.
8. Each question should afford a sufficient number of alternatives as will avoid undue or invalid channeling of responses and should be stated in such terms as will give the respondent ample opportunity

⁷S. A. Romine, "Criteria for a Better Questionnaires," Journal of Educational Research, XLII (September, 1948), pp. 69-71.

to express himself without excess qualification.

9. Each question should be stated in such terms as will secure a usable concentration of responses.
10. Each question should be arranged and worded so as to promote ease and accuracy in the tabulation of data and its presentation in discussion or in pictorial fashion.
11. Multiple-choice responses should be shuffled to permit random ordering in the final draft, thereby reducing the likelihood of systematic errors.
12. The complete questionnaire or check-list should carefully be studied, tried out several times on a number of persons, and revised several times before the final draft is made.

The following principles have been extracted from a study of the questionnaire made by Koos.⁸

1. Questionnaire studies should be undertaken only when there is need for them.
 - a. Project must be worthwhile.
 - b. No other information at hand.
2. The questionnaire should be used only when there is no other feasible way of obtaining the information.
3. Whenever possible, it is preferable to use the oral questionnaire, that is, the interview, to the written questionnaire.
4. The three uses to which the questionnaire may be put are:
 - a. To ascertain the state of practice in some field of activity.
 - b. To obtain basic data to be used in ways more fundamental than to afford a mere description of practice.
 - c. To obtain opinions, judgments, or expressions of attitudes of respondents from which tentative measures or evaluations may be derived.
5. The divisions or fields in which it is more generally useful are administration, broadly conceived, and curriculum.

⁸Leonard V. Koos, The Questionnaire (New York, 1928), pp. 159-167.

6. Great care should be used in the preparation of the questionnaire form itself.
7. The responses or entries requested should be of the simplest possible types.
8. The questionnaire should be mechanically adequate, i.e., the copies should be clear, well spaced, and accurate.
9. It is vital to be solicitous concerning what has been referred to as the "approach."
10. The questionnaire should be kept as short as possible.
11. The prospective respondents to whom the questionnaires go should, in so far as possible, be those in the best position to make reliable answers and willing to do so.
12. One need strive for a full count or practically full count of responses only when there is danger that a failure to respond is prompted by some factor of selection.
13. It would be highly beneficial to the use of the questionnaire as an instrument of research if all those who use it would assume some responsibility for its validation.

Harry Huffman⁹ has studied to improve the questionnaire as a tool of research. He states that:

Suggested ways for improving the questionnaire so that it will attain its optimum usefulness as a tool of research are: finding its weaknesses and strengths, studying the principles of language which make a question answerable, and following a scientific procedure in the development of the questionnaire itself.

In Huffman's opinion the questionnaire should be used only when there is no other feasible means of securing the desired information. He also believes that it should be excellent in formation, that it should possibly include cross-checking questions, and the purpose of the investigation should be stated or otherwise made apparent to the respondent. The following five-step procedure is suggested by him to help persons construct a

⁹Harry Huffman, "Improving the Questionnaire as a Tool of Research," The National Business Education Quarterly, XVII (October, 1948), p. 15.

questionnaire that will be scientifically useful.

1. Survey the field and related fields in order to secure all available data which will be useful in developing objective and answerable questions so that additional data may be secured. Reading should be a search for new ideas and insights. It should be guided by the following purposes:
 - a. To include all or a sampling of early writings
 - b. To survey all intermediate and current writings
 - c. To locate changes, trends, and new ideas
 - d. To gain new insights into the problem at hand by reading in related fields; psychology, semantics, philosophy, and sociology
 - e. To continue the search until further reading results in little added information
2. Develop the scope, organization, and design of the questionnaire by using sample respondents whose qualifications are similar to those of the prospective respondents.
 - a. Tentatively arrange the topics or ideas secured from various documents, such as reports, diaries, articles, notes, books.
 - b. Conduct group discussions concerning these individual topics as classified in the above tentative organization, following carefully established principles. These discussions should continue until the full significance of each topic is probed or until further discussion is of no value. Different topics may be discussed with different groups.
3. Whenever possible, it is preferable to use the oral questionnaire to the written questionnaire.
4. The wording of the questions should be such that they will be clearly understood by all respondents.
5. Similar questions or those to be answered in a like fashion, should be grouped so as to reduce the need for repetition of direction.
6. Each question should be evaluated carefully in terms of the purposes to be served.
7. No question should require a higher degree of expertness or a greater amount of detailed information than can reasonably be expected of respondents.
8. Each question should be stated in such terms as will promote uniformity of interpretation in agreement with that intended by the researcher.

9. Each question should afford a sufficient number of alternatives as will avoid undue or invalid channeling or responses and should be stated in such terms as will give respondent ample opportunity to express himself without excess qualification.
10. Each question should be arranged and worded so as to promote ease and accuracy in tabulation of data.
11. The questionnaire should be kept as short as possible.
12. The complete questionnaire should be carefully studied, tried out several times on a number of persons, and revised several times before the final draft is made.

The questionnaire was devised to seek information relating to employment, physical living arrangements, personal adjustment, and social relationships of the girls plus personal observations made by the interviewer at the time of the interview. Table I shows these sections graphically, with the major subdivisions under each section. A brief explanation of each section will help clarify the interpretation given by the interviewer. Employment designates the kind of employment and practices engaged in, in handling money. Physical Living Arrangements designates with whom the worker lives and types of living quarters. Personal Adjustment refers to how well the worker liked her job, the type of place in which she worked, and things which troubled her. Items included under Social Relationships show how the worker got along with her supervisor, the people with whom she worked, the people with whom she lived and show how she was accepted. Personal Observations made by Interviewer related to the kind of speaking voice, the kind of English used, how well the girl interviewed remembered her experiences, how well she listened to the interviewer, the type of clothing worn, the care of her hair, and whether or not she were well groomed.

Table I. Major Areas of Need Included Under Each Area Within the Checklist.

EMPLOYMENT	LIVING ARRANGEMENTS	PERSONAL ADJUSTMENT
A. Kind of Employment	A. Physical Living Arrangements	A. How Well Did You Like the Kind of Work You Were Doing?
B. If You Live at Home What Are Some of the Practices Which You Engage In?	B. Social Living Arrangements	B. What Were Some of the Things Which Troubled You on Your First Job?
		C. How Do You Feel About Your Job Situation?

Table I. (con't)

SOCIAL RELATIONSHIPS	PERSONAL OBSERVATION
A. Relationships with the Boss or Supervisor	A. Observations Made by the Interviewer.
B. Relationships With the Other People You Work With	
C. Relationships with the People You Live With	

Interviewing the Subjects:

The names and addresses of the girls used in the present study were obtained from the Haileyville High School records, after which a personal interview was held with each of the 18 girls who had graduated from the Haileyville High School in the year of 1949 and who had had work experience following graduation.

The class of 1949 was chosen because those girls had had time to get a job and have the experience of working for a short time. They had had the opportunity of facing problems which are common to most young people. Because only a short time had elapsed between the time they started working and the interview the girls were able to remember most of their experiences. Only girls were chosen for study because boys in the Haileyville High School had not studied homemaking.

Each subject was interviewed personally using the oral questionnaire. During each interview the examiner guided the discussion by leading the conversation into each division of the questionnaire. The following approach was used in an informal manner:

Almost all people have adjustment problems of some kind when they start out on their first jobs. These problems come about for many reasons. They may be due to lack of skill in doing the required work, and they may result from unsatisfactory relationships with the people with whom they live.

Perhaps knowing what experiences you had on your first job will be of value to students who are now in school and will go to work after graduation. Since these problems are common to most girls the teachers of home economics need to discover them in order to be able to help the present day student.

If the teachers of home economics can locate these difficulties the present day students can be better taught and thus be better prepared for their future jobs.

There are many things which makes our work pleasant and easy, or unpleasant and difficult. If you remember these things, although they may seem little or insignificant in your understanding today, please explain them. Although some of the questions may seem personal your answers will be held confidential.

Even though they may seem to be of little importance to you they may have a great bearing on the adjustment you have made on your job. If you are willing to tell us about your feelings and experiences related to your first job you may be able to help us to help future students make a better adjustment. Your name will not be used in making use of the information you give to us.

As a continuation of the informal approach described above the following questions were used as a basis for leading the conversation in a direction calculated to obtain the desired answers to the questionnaire.

1. First of all, are you working? If so, let us now talk about your first job.
2. What was your first job?
3. Have you been employed outside your own home?
4. Did you live at home while working on your first job?
5. What were some of the practices which you engaged in in management of your money while living at home?
6. What were your living arrangements?
7. There is always a personal adjustment to make. Did you like and enjoy your work?
8. What were some of the things which troubled you, for example, did you have enough confidence in yourself?
9. What type of situations did you work under? For example, did you have rest periods?
10. There may be pleasant and unpleasant relationships with the boss. How did you feel toward your boss? Did you feel that he was fair in his treatment of you?
11. How did the boss behave toward you?
12. Were there any difficulties with the boss?
13. You worked with other people. What were your feelings toward your co-workers?
14. What were some of the behaviors that your co-workers displayed toward you? For example, did they respect your judgement?
15. While working on this first job did you live at home? If so, were you willing to help with the work of the household?

16. Did you accept the people with whom you lived as friends?
17. Did the people with whom you lived accept you as a friend?
18. Did the people with whom you lived respect your job and private life?

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STRATFORD

CHAPTER III

FINDINGS, INTERPRETATIONS, AND IMPLICATIONS

The girls reacted favorably when asked for an appointment to be interviewed. Three of them came to the homemaking room at different times and each of these girls talked freely. In visiting in the homes of other girls they were congenial, interested in the questionnaire, curious as to its use and expressed opinion that because they had felt a need of being better prepared for their first jobs they hoped this would be of help to future students. In most of the interviews the conversation followed the questionnaire easily. In one case the girl was willing to answer questions but talked very little. The responses as a whole were plainly, freely and enthusiastically given.

The information yielded by the questionnaires has been summarized and reported in table form. These tables show the types of work engaged in; the extent, and manner in which girls acquire money to handle; the practices engaged in relating to money; the types of dwelling places lived in; the people with whom they lived; how they felt about their work and boss; the conditions under which they worked; their evaluation of their own behavior toward their co-workers and vice versa; and personal observations made by the interviewer.

An analysis of the different kinds of work the girls did on their first job is presented in Table II.

From this table it can be seen that the 18 girls engaged in 10 specific kinds of jobs; but that when the four jobs relating to clerical, secretarial and office work were combined, seven kinds of jobs were engaged in.

Table II. Types of Work Engaged in by the 18 Girls.

Kind of Work	Married		Single		Total	
	N	%	N	%	N	%
* General office work	1	5.55	2	11.11	3	16.66
Clerk in drug and grocery store	1	5.55	1	5.55	2	11.11
Dental assistant	2	11.11	0	.0	2	11.11
Housework	3	16.66	0	.0	3	16.66
* Filing clerk	0	.0	1	5.55	1	5.55
* Bank clerk	0	.0	1	5.55	1	5.55
Work in Stockroom	0	.0	1	5.55	1	5.55
Cashier	0	.0	2	11.11	2	11.55
* Secretary	0	.0	2	11.11	2	11.55
Telephone operator	0	.0	1	5.55	1	5.55
Four types of office work combined	1	5.55	6	33.33	7	38.88

*The types of work marked with an asterisk are the ones combined under "Four types of office work combined."

Almost two-fifths of the girls engaged in different types of office work. Housework, in which one-sixth of the girls engaged, ranked second. Over three-fourths of the girls engaged in work other than housework. The many different types of jobs done by the girls imply that girls need to be prepared for not only housework but for other types of work as well.

Table III gives the marital status of the girls and the extent and manner in which they acquired money to handle.

Table III. The Extent of, and Manner in Which, Girls Acquire Money to Handle.

Marital Status	Total		Neither Pay nor Allowance		Receives an Allowance at Home		Employed Outside of Home	
	N	%	N	%	N	%	N	%
Married	7	38.88	2	11.11	1	5.55	4	22.22
Unmarried	11	61.11	0	.0	0	.0	11	61.11
Total	18	100	2	11.11	1	5.55	15	83.33

All of the unmarried girls had money to handle, which they earned outside the home. Over half of the married girls earned money outside the home. One of this married group received an allowance, but two reported having no regular amount of money to spend.

These findings show that most of the girls do handle money, and this knowledge implies that they should learn the value of money and develop skill in using it.

Table IV shows that well over three-fourths of the girls discussed the management of their money with their families. About two-thirds of the girls did have obligations to meet in the use of their money, one-third of them paying board and room. Only one-third of the girls could use their money freely without obligations toward anyone. This implies that in educating girls, consideration might well be given to the ways and means of using the family income.

Table IV. Some Practices Relating to Money Engaged in by the Six Single Girls Who Worked Outside the Home and Lived at Home.

Practices Engaged in:	N	%
Discussed how to manage their money with their families.	5	83.33
Turned their wages over to their families and received back what they needed.	1	16.66
Used part of their wages to help support some one else.	1	16.66
Paid board and room.	2	33.33

The types of dwelling places in which the girls lived are revealed in Table V, page 26. Over half of the married girls lived in apartments, but less than one-fifth of the single girls did so. This indicates that girls should be taught how to adjust to different situations in physical living arrangements.

Table V. Types of Dwelling Places in Which the 18 Graduates Lived.

Marital Status	Total		Number of Girls Living in:								
	N	N	Apartments			Duplexes	Houses			Hotels	
			% of the Married Group	% of the Single Group	% of the Total Group	No %	N	% of the Married Group	% of the Single Group	% of the Total Group	No %
Married	7	4	57.15			None	3	42.85			None
Unmarried	11	2		18.18			9		81.81		
Total	18	6			33.33	None	12			66.66	None

Table VI. People With Whom the 18 Graduates Lived.

Marital Status	Lived Alone	Total		Lived in Home of Other People			Lived With: Own Parents			Lived With: Husbands Parents			
	No	%	N	N	% of the Married Group	% of the Single Group	% of the Total Group	N	% of the Married Group	% of the Single Group	% of the Total Group	N	% of the Married Group
	Married	None		7	3	42.85			1	14.28			1
Un-married	None		11	11		100.00		6		54.54			
Total	None		18	14			78.88	7			38.88	1	

Table VI. (con't)

Lived With:	Lived With: Husbands Only			Lived With: Aunt			Lived With: Friend		
	Husbands Only			Aunt			Friend		
	% of the Single Group	% of the Married Group	% of the Total Group	% of the Married Group	% of the Single Group	% of the Total Group	% of the Married Group	% of the Single Group	% of the Total Group
Husbands	5	71.42							
Parents				2	18.18		1	9.09	
	14.28	5	71.42	2		18.18	1		9.09

Table VI. (con't)

Lived With:			Lived With:			Others Lived in Your Home		
Grandmother			Uncle					
N	% of the Married Group	% of the Single Group	% of the Total Group	N	% of the Married Group	% of the Single Group	% of the Total Group	No %
								None
1		9.09		1		9.09		None
1			9.09	1			0.09	None

Table VI, page 27 reveals that none of the girls lived alone. Almost half the married group lived in the homes of other people, while all of the single girls lived in the homes of other people. Of the married group less than one-third lived with their own parents or with their husband's parents. Out of the single girls studied over half of them lived with their parents, the remainder living with aunts, friends, grandmothers, and uncles. This implies that one of the functions of homemaking education is to help girls not only to get along with their own families but how to get along with relatives and other people.

Table VII shows by number and percent the opinions concerning the conditions under which the 15 girls worked.

Table VII. Opinions Concerning the Conditions Under Which the 15 Girls Worked.

	Yes		No	
	N	%	N	%
1. Variety in their work	9	60.00	6	40.00
2. Suitable rest periods	9	60.00	6	40.00
3. Suitable hour worked	13	86.66	2	13.33
4. Place of work was clean and orderly	12	80.00	3	20.00
5. Good tools and equipment to work with	13	86.66	2	13.33
6. Lighting system good	12	80.00	3	20.00
7. Comfortable place for work	11	73.33	4	26.66
8. Other situations (none reported)				

Over four-fifths of the girls felt they had suitable working hours, good tools and equipment to work with, a clean and orderly place in which to work, and a good lighting system to work under. Almost three-fourths felt they had a comfortable place in which to work, three-fifths felt that the rest periods were suitable, and that for the majority of them their work was of sufficient variety.

These statements imply that girls were reasonably content with the

conditions under which they worked. Perhaps it might be well to help students to develop an appreciation of the conditions under which many young people work today as compared with earlier years, and an appreciation of good tools and equipment; to develop respect for public property; to develop habits of carefulness in the use and care of equipment; to consider ways of adding variety to so-called "routine" jobs, and use rest periods to advantage.

In the subsequent tables, Tables VIII through XIV, the feelings these young women experienced in relation to their work, to themselves, to their co-workers, their bosses and the people with whom they lived; and selected practices in which the girls and their co-workers engaged, are reported. Because these feelings vary in strength it became necessary to assign different values to the different strengths or degrees of feelings. Thus, in Table VIII, items checked "never" were scored zero and those checked "sometimes", "frequently" and "always" were given a score of one, two and three respectively. Items in Tables X, XI, XII, XIII, and XIV were scored similarly. In Table IX, the adequate judgment of "enough" was given a score of one, "not enough" was given a negative score of one, and "too much" a positive score of one. In Table XV, items judged poor were given a zero score, while those judged "fair" and "good" were given scores of one and two respectively.

Table VIII describes some of the feelings of the 15 girls who worked outside their home toward their work.

Table VIII. Feelings of Girls Who Worked Outside the Home, Toward Their Work.

Practices Judged	Always	Frequently	Sometimes	Never	Total
	3 N	2 N	1 N	0 N	Weighted Score
Felt work was dull and monotonous	0	0	5	10	5
Felt they were a part of the company	10	1	3	1	35
Felt too many restrictions	0	0	1	14	1
Felt pride in their work	10	2	3	0	37
Felt enjoyment in their work	11	2	2	0	39
Felt interested in work	10	3	2	0	38
Felt cheerful about work	7	3	5	0	32
Felt working conditions were pleasant	11	1	2	1	37
Felt work was inspiring	8	2	2	3	30
Felt they were given hard jobs because they were dependable	2	0	5	8	11
Felt ashamed of their jobs	0	0	0	15	0
Other ways which showed how they liked their jobs.					

In as much as the total group score for any one practice could not be more than 45 it would seem that the scores of 35 and higher are relatively "good". These scores indicate that, on a whole, these young women felt they were a part of the company, took pride in their work, felt the working conditions were pleasant, took an interest in their work, and felt enjoyment in their work much oftener than "frequently." A score of 32 and lower would seem to be relatively "fair," which means that these young women felt cheerful about their work, and felt frequently that their work was inspiring. Some felt that they were given hard jobs because they were dependable while others did not. Only one girl ever felt too many restrictions and at no time were they ashamed of their jobs. These statements imply that these girls were reasonably content with their work.

Other feelings expressed by the girls in relation to their jobs concerned satisfaction and dissatisfaction. These feelings are reported in Table IX.

Table IX. Expressions of Satisfactions and Dissatisfactions of the 15 Girls in Relation to Their Jobs.

Practices Judged	Too	Enough	Not	Total	% of Students
	Much		Enough		
	-1	1	-1	Weighted	Satisfaction With
	N	N	N	Score	Their Jobs
Had confidence in self	0	7	8	-1	46.66
Had knowledge sufficient of work	0	5	10	-5	33.33
Had skill needed for job	0	10	5	5	63.33
Believed they were considerate of others	0	14	1	13	93.33
Was understood by others	0	13	2	11	86.66
Understood other people	0	13	2	11	86.66
Had too much work	5	8	2	6	53.33
Had too little recreation	0	11	4	7	73.33
Paid wages equal to worth	1	9	5	4	60.00
Felt a sense of individual responsibility	0	14	1	13	93.33
Felt there was enough advancement	1	7	7	-	46.66
Received personal credit for work	2	13	0	11	86.66
Felt too much responsibility	0	14	1	13	93.33
Other things which troubled them					

These scores would seem to indicate a rather high degree of satisfaction in relation to the responsibility they felt and were expected to assume; in relation to the extent to which they were understood by others, and to which they understood others and were considerate of them; and in relation to the amount of personal credit received. Dissatisfaction was expressed in connection with the advancement they had received, the wages they had been paid and the amount of work they had to do. The majority of the girls did not feel sufficiently self confident; two-thirds of them expressed a need for more knowledge and one-third of them expressed a need for more skill for handling their jobs. Three-fourths of the girls felt they had too little recreation.

These dissatisfactions imply that girls need to be taught to understand

why advancements are given and who should receive them; to be able to fit their needs to the amount of wages received, and understand the amount of work done will appear to diminish as they gain more knowledge and skill concerning their work. Girls need to realize that self confidence will increase as they develop more knowledge and skill concerning their job, and that it is their responsibility to develop their own recreation to the best of their advantage in relation to the amount of leisure time they have.

These dissatisfactions imply that the girls might profit by discussions of the factors which operate in advancement on the job, in acquiring in-service training and skill and in the achievement of self-confidence; and by discussions of recreational pursuits which can be enjoyed at small cost.

The social behavior of the co-workers have been evaluated by the young women in Table X.

Table X. An Evaluation of the Social Behaviors of Co-workers as Judged by 15 Young Women.

Practices Judged	Always	Frequently	Sometimes	Never	Total
	N	N	N	N	Weighted Score
Co-workers cooperated with them	7	5	3	0	34
Accepted them as one of the gang	10	2	3	0	37
Respected their judgement	8	3	4	0	34
Were willing to help them	8	3	4	0	34
Criticized their work unjustly	1	0	3	11	6
Encouraged them	5	4	6	0	24
Circulated rumors contrary to their well being	1	0	1	13	4
Other behaviors shown by co-workers					

As in Table VIII the total group score for any one practice could not be more than 45 therefore it would seem that the scores of 34 and higher

are relatively good. These scores indicate that the co-workers of these young women cooperated with them, accepted them as "one of the gang", respected their judgment, and were willing to help them much oftener than "frequently"; and in no case did they refuse to accept, help or encourage them, or fail to respect their judgment. A score of six indicates that their work was criticized unjustly much less than "frequently", and a score of four indicates that rumors contrary to their well being were circulated much less than "frequently".

From these scores it would seem that these girls "got along" very well with their co-workers.

Some of the feelings experienced by the young women toward their first boss are expressed in Table XI.

Table XI. Feelings Experienced by the 15 Girls Toward Their First Boss or Supervisor.

Practices Judged	Always	Frequently	Sometimes	Never	Total
	3 N	2 N	1 N	0 N	Weighted Score
Felt their superiors fair in their treatment of them	10	1	4	0	36
Felt free to carry troubles about work to their boss	5	1	7	2	23
Felt at ease when the boss was around	10	1	4	0	36
Felt afraid of the boss	1	0	1	13	4
Felt they received help from their boss	6	0	7	2	25
Appreciated help from the boss	9	1	5	0	34
Accepted standards set up by the boss	13	0	2	0	41
Ways in which they got along well with the boss (none reported)					
Ways in which they did not get along with the boss					
One girl said the boss was cross.					

These scores indicate a rather good adjustment between the girls and their "bosses". These young women appreciated help from their boss, felt at ease when the boss was around, felt that their superiors were fair in their treatment of them much oftener than "frequently", and almost always accepted the standards set up by the boss. A score of 25 and 23 implies that they felt that they received help from their boss, felt free to carry their troubles to their boss about their work less than "frequently". As a group they were not afraid of the boss, although one girl stated she always was.

Table XII shows how the young women evaluated their own social behavior toward the people with whom they worked.

Table XII. Evaluation of the 15 Girls Own Social Behavior Toward Others.

Practices Judged	Always	Frequently	Sometimes	Never	Total Weighted Score
	3 N	2 N	1 N	0 N	
Was a good team worker	11	1	3	0	38
Accepted co-workers as friends	14	0	1	0	43
Manners were considerate of others	12	1	2	0	40
Was understood by co-workers	8	4	3	0	35
Saw the other person's point of view	6	4	5	0	31
Avoided arguments	11	0	4	0	36
Kept out of other people's business	11	3	1	0	40
Avoided finding fault	7	3	3	2	30
Sought advice from others	2	1	11	1	19
Was able to work pleasantly with others	8	5	2	0	36
Know how to meet people	10	1	4	0	36
Know how to talk with people	10	2	2	0	36

These scores would seem to indicate that in the girls own judgment their behavior toward others was commendable, indicating an almost

complete acceptance of their co-workers as friends. They were almost always considerate of others and minded their own business. They felt they were understood by their co-workers, that they did avoid being involved in arguments, that they were able to work pleasantly with others, that they knew how to meet people, that they knew how to talk with people, and that they were good team workers much oftener than "frequently". Their scores indicate that they made considerable effort to see the other person's point of view and to avoid finding fault. They sometimes sought the advice of others.

These scores suggest that discussions about how to talk things over, even disagree, without arguing emotionally in an offensive manner, and about what factors are involved in teamwork, might be profitable; and that discussions and practice in the areas of talking and meeting people might be of value.

Some of the feelings and practices of the 11 unmarried young women are revealed by them concerning the relationships of the people with whom they lived.

Table XIII. Some Feelings and Practices of the 11 Unmarried Young People in Relation to the People They Lived With.

Practices Judged	Always	Frequently	Sometimes	Never	Total
	3 N	2 N	1 N	0 N	Weighted Score
Helped with work and play of the household	9	1	1	0	30
Considerate of other members of the household	10	1	0	0	32
Assumed responsibility for meeting social obligations	7	1	3	0	26
Accepted them as friends	10	1	0	0	32
Enjoyed their company	9	0	2	0	29
Felt they were apart of the household	10	1	0	0	32

Other feelings shown by the girl:
One girl said that she felt secure and could ask these people for advice on personal matters.

Apparently these young people enjoyed the company of the people with whom they lived, helped with the work and play of the household, were considerate of other members of the household, accepted the people of the household as friends, felt they were apart of the household and assumed responsibilities for meeting social obligations much oftener than "frequently". One girl reported that she felt secure and could ask these people with whom she lived for advice on personal matters.

In Table XIV the 11 unmarried girls have evaluated some of the behaviors of the people with whom they lived as directed toward them.

Table XIV. Evaluation of the Behavior Toward Them of Those With Whom the 11 Unmarried Working Girls Lived.

Practices Judged	Always	Frequently	Sometimes	Never	Total
	3 N	2 N	1 N	0 N	Weighted Score
Accepted them as friends	11	0	0	0	33
Congenial toward them	10	1	0	0	32
Respected their jobs	10	0	1	0	31
Was interested in their work	10	1	0	0	32
Respected their private life	11	0	0	0	33
Other behaviors shown by their co-workers					

This table shows that the 11 unmarried girls rated the people with whom they lived highly. If all girls could get along as well it seems there would be fewer problems to cope with in other relationships outside the home.

Table XV was checked by the interviewer immediately following each interview.

Table XV. Personal Observations of the 18 Young Women Made by Interviewer.

Practices Judged	Good 2 N	Fair 1 N	Poor 0 N	Total Weighted Scores
Speaking voice	9	9	0	27
Kind of English	7	10	1	24
Memory of experiences	18	0	0	36
Kind of listener	18	0	0	36
Properly dressed	3	15	0	21
Hair style	16	0	2	32
Well groomed	15	0	3	30

In as much as the total group score for any one practice could not be more than 36 it would seem that the score of 32 and above would be relatively good. At no time did the young women seem to forget their experiences or neglect to listen to the interviewer. Their hair style and grooming was, for the most part, good. Their speaking voice, kind of English used was "fair" to "good". The suitability of their dress was only fair.

These statements imply there is a need to help girls to acquire habits of suitable dress. The need for help in learning to use correct English, and to develop a pleasing voice is also indicated.

Summary of Findings

An attempt has been made to summarize the findings in the following statements:

1. The 18 girls interviewed in this study engaged in 10 specific kinds of jobs, four of which related to office work.
2. Over three-fourths of the girls engaged in work other than housework.
3. Over one-third of the girls were married.
4. All of the unmarried girls had money to handle which they earned outside of the home.
5. Over one-half of the married girls earned money outside the home.

6. Five-sixths of the girls discussed the management of their money with their families.
7. One-third of the girls paid board and room.
8. Over half of the married girls lived in apartments, and almost half lived in the homes of other people. Less than one-third lived with "in-laws".
9. Over half of the single girls lived with their parents, the remainder with other relatives. No girl lived alone.
10. The conditions under which these girls worked were, in general, acceptable to the girls.
11. These girls appeared to be reasonably content with their work.
12. They appeared to get along well with their co-workers and their bosses; and with the people with whom they lived.
13. No one of the girls felt ashamed of her job.
14. Less than half of the girls felt that they had enough self-confidence.
15. Only one-third of the girls felt they had sufficient knowledge about the work they were doing.
16. Only two-thirds of the group felt they had the skill needed for their jobs.
17. Three-fifths of the girls were satisfied with the wages paid them.
18. Less than half of the group felt there was enough advancement.
19. Over half of the girls thought they had too much work to do.
20. The relationships between the girls and their "bosses" were relatively good.
21. The suitability of the dress worn by the girls at the time of interview was only fair in the judgment of the investigator.

CHAPTER IV

RECOMMENDATIONS

On the basis of the findings the following recommendations are made:

1. That girls be educated in respect to appreciating, sharing, budgeting and spending money.
2. That the study of relationships be broad enough in scope to include relationships with those outside their own immediate families.
3. That appreciations of present day working conditions, as compared with those of earlier days, be developed.
4. That ways of adding variety to routine jobs, and ways of making the most of rest periods be considered.
5. That educational programs provide:
 - a. Opportunities for students to acquire knowledge and skills pertaining to specific jobs in which students are interested.
 - b. Opportunities to discuss such topics as:
 - Factors which operate in advancement on the job
 - Factors which lead to self-confidence (or the lack of it) and how self-confidence can be acquired.
 - How one can "make" one's own recreation at small cost
 - Employee-employer relationships
 - How to discuss controversial questions without hard feelings
 - How to cooperate with fairness to all concerned
 - How to meet and converse with strangers with ease
 - Clothing appropriate for different occasions, especially business
6. That home economics teachers search for ways to make use of these recommendations whenever possible in the teaching of their home-making classes.
7. That home economics teachers use problems for class discussion which include some of the difficulties which these girls experienced on their first jobs.

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APPENDIX

CHECK LIST FOR LOCATING STUDENT NEEDS

Part I. Employment

- A. Kind of Employment: Yes No
1. Are you employed?
2. Are you employed outside your own home?
- If so check the kind of employment:
- a. Housework
- b. Babysitter
- c. Waitress.
- d. Nursing
- e. Beauty shop operator
- f. Department store clerk
- g. Grocery store clerk
- h. Bakery
- i. Telephone
- j. Secretary
- k. Typist
- l. General office work
- m. Bank work
- n. Sells tickets at show
- o. Other types of work:

-
-
3. If you are not employed outside your own home do you
receive money for the work you do in your home?
4. Is money in the form of an allowance?
5. If so what does it cover?
- a. Food
- b. Clothing
- c. Drugs
- d. Medical bills
- e. Recreation
- f. Up keep of car
- g. Up keep of house
- h. List other items which
are not mentioned above:
-
-

B. If You Work and Live at Home What Are Some of the Yes No
Practices Which You Engage In?

1. Do you discuss how you will manage your money with your family?
2. Do you turn your wages over to your family and receive back only what you need?
3. Do you use part of your wages to help support some one else?
4. Do you pay board and room?

Part II. Living Arrangement

A. Physical Living Arrangements:

1. Do you live in an apartment?
2. Do you live in a duplex?
3. Do you live in a house?
4. Do you live in a hotel?

B. Special Living Arrangements:

1. Do you live alone?
2. Do you live in the home of other people?
3. If so with whom?
 - a. Lives with husband?
 - b. Lives with own parents?
 - c. Lives with husband's parents?
 - d. Lives with own grandmother?
 - e. Lives with husband's grandparents?
 - f. Lives with own brother or sister?
 - g. Lives with husband's brother or sister?
 - h. Lives with other relatives?
 - i. Shares room with:
 - Sister
 - Friend
 - Others

- | | | |
|--|-----|----|
| | Yes | No |
| 4. Do others live with you in your home? | | |
| a. Own parents? | | |
| b. Husband's parents? | | |
| c. Own grandparents? | | |
| d. Husband's grandparents? | | |
| e. Own brothers or sisters? | | |
| f. Husband's brothers or sisters? | | |
| g. Own children? | | |

Part III. Personal Adjustment

- | | |
|---|---|
| A. <u>How Well Did You Like the Kind of Work You Were Doing?</u> | Always
Frequently
Sometime
Never |
| 1. Was your work dull and monotonous? | |
| 2. Were you always on time? | |
| 3. Did you begin working promptly? | |
| 4. Did you feel that you were really a part of the company? | |
| 5. Were there too many restrictions? | |
| 6. Did you take pride in your work? | |
| 7. Did you enjoy that type of work? | |
| 8. Did you show interest in your work? | |
| 9. Were you cheerful about your work? | |
| 10. Were the working conditions pleasant? | |
| 11. Was the work hard enough to be inspiring? | |
| 12. Were you given the hard jobs because you could be depended on to do them? | |
| 13. Were you ashamed of your job? | |
| 14. Other ways which show how you like your job? | |

B. What Were Some of the Things Which Troubled

- | <u>You on Your First Job?</u> | Too
Much | Enough | Not
Enough |
|--|-------------|--------|---------------|
| 1. Did you have enough confidence in yourself? | | | |
| 2. Did you have enough knowledge about your work? | | | |
| 3. Did you have enough skill?. | | | |
| 4. Were your manners considerate of others? | | | |
| 5. Did you feel that people understood you? | | | |
| 6. Did you understand other people? | | | |
| 7. Did you feel there was too much work? | | | |
| 8. Did you feel there was not enough recreation? | | | |
| 9. Were you paid as much money as you thought you
were worth? | | | |
| 10. Did you have a sense of individual
responsibility? | | | |
| 11. Did you feel there was enough advancement?. | | | |
| 12. Did you feel there was too much responsibility? | | | |
| 13. Did you receive enough credit for your work?. | | | |
| 14. Other things which troubled you on your first
job: | | | |

C. How Do You Feel About Your Job Situation?

- | | Yes | No |
|--|-----|----|
| 1. Was there variety in your work? | | |
| 2. Were the rest periods suitable? | | |
| 3. Were the hours you worked suitable to you? | | |
| 4. Was the place of work clean and orderly? | | |
| 5. Were there good tools and equipment to work with? | | |
| 6. Was the lighting system good? | | |

- | | | |
|--|-----|----|
| | Yes | No |
|--|-----|----|
7. Was the place comfortable for work?
 8. Other situations?

Part IV. Social Relationships

A. Relationships with the Boss or Supervisor.

Always
 Frequently
 Sometimes
 Never

a. As shown by your feelings and behavior:

1. Did you feel your immediate superiors fair in their treatment of you?
2. Did you feel free to carry your troubles about your work to your boss?
3. Did you receive help from the boss?
4. Did you appreciate help from the boss?
5. Did you accept standards set up by the boss?
6. Were you at ease when the boss was around?
7. Were you afraid of your boss?
8. Other ways in which you got along well with the boss:

9. Other ways in which you had difficulties with the boss:

b. As shown by his behavior:

1. Did he criticize your work unfairly?
2. Did he attempt to direct your personal life?

- | | Always | Frequently | Sometimes | Never |
|--|--------|------------|-----------|-------|
| 3. Did he give instructions which were not clear? | | | | |
| 4. Did he criticize you before others? | | | | |
| 5. Did he change his mind about instructions? | | | | |
| 6. Could he be depended upon to keep his promise? | | | | |
| 7. Did he make you feel important and do it sincerely? | | | | |
| 8. Did the boss appreciate your good work?. | | | | |
| 9. Was he interested in your work and welfare?. | | | | |
| 10. Was he cheerful? | | | | |
| 11. Did he have confidence in your opinion? | | | | |
| 12. Did he seek advice from you? | | | | |
| 13. Did he take credit for your idea or deed? | | | | |
| 14. Did he have too many restrictions? | | | | |
| 15. Other behaviors of the boss: | | | | |

B. Relationships with the Other People You Work with.

a. As shown by your feelings and behavior:

1. Were you a good team worker?
2. Did you accept your co-workers as friends?
3. Were your manners considerate of others?
4. Did people understand you?
5. Did you see the other person's point of view?.
6. Did you avoid arguments?
7. Did you keep out of other people's business?
8. Did you avoid finding fault with other people?
9. Did you seek advice from others?

Always
Frequently
Sometimes
Never

- 10. Were you able to work pleasantly with others?
- 11. Did you know how to meet people?
- 12. Did you know how to talk with people?.
- 13. Other feelings and behaviors shown by you:

b. As shown by their behavior:

- 1. Did your co-workers cooperate with you?
- 2. Did they accept you as one of the gang?
- 3. Did they respect your judgement?
- 4. Were they willing to help you?
- 5. Did they criticize your work unjustly?
- 6. Did they encourage you?.
- 7. Were rumors circulated which were contrary to your well being?.
- 8. Other behaviors shown by your co-workers?

C. Relationships with the People You Live with.

a. As shown by your feelings and behavior:

- 1. Were you willing to help with the work and play of the household?
- 2. Were you considerate of other members of the household?
- 3. Did you assume responsibility for meeting social obligations?

Always
Frequently
Sometimes
Never

- 4. Did you accept them as friends?
- 5. Did you enjoy their company?
- 6. Did you feel you were apart of the household?
- 7. Other feelings and behaviors as shown by you:

b. As shown by their behavior:

- 1. Did they accept you as a friend?
- 2. Were they congenial toward you?
- 3. Did they respect your job?
- 4. Were they interested in your work?
- 5. Did they respect your private life?
- 6. Other behaviors as shown by your co-workers:

Part V. Personal Observation Made by Interviewer

1. What kind of speaking voice does she have?

Examples _____

2. What kind of English does she use?

Examples _____

3. How well did she remember her experiences and feelings on the job?

Examples _____

4. Did she listen attentively to the interviewer?

Examples _____

5. Were her clothes appropriate for the locality and type of work?

Examples _____

6. Was her hair appropriately styled?

Examples _____

7. Was she well groomed?

Examples _____

8. Other observations made by the interviewer:

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Thesis: THE REACTIONS AND EXPERIENCES OF A GROUP OF YOUNG WOMEN
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