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A COMPARATIVE STUDY OF THE GOALS
OF MIDDLE-AGED STUDENT AND
NON-STUDENT HOMEMAKERS

by

Ann Buttars

A thesis submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF SCIENCE

in

Home Economics and Consumer Education

Approved:

Major Professor

Committee Member

Committee Member

Dean of Graduate School

UTAH STATE UNIVERSITY
Logan, Utah

1977

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Ann Buttars

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ABSTRACT

A Comparative Study of the Goals of Middle-aged
Student and Non-student Homemakers

by

Ann Buttars, Master of Science

Utah State University, 1978

Major Professor: Jane Lott McCullough
Department: Home Economics and Consumer Education

This study compared the goals of middle-aged student and non-student homemakers. Achieved, current and future goals were investigated.

The student sample was composed of twenty-five married, female, full-time students between the ages of thirty and fifty enrolled at Utah State University and was matched with a non-student sample as closely as possible. At least one full year of college had been attained by all subjects before marriage.

Data were collected through interviews conducted by the researcher during fall quarter, 1973. A non-directional t test was used to analyze the differences between the number of goals identified by both samples. Three hypotheses were tested. Analysis of the results failed to prove their validity, therefore, they could not be accepted.

When the goals of the two groups of women were compared, few differences were found. Family goals were unanimously ranked as most important by both samples for all areas studied. Throughout this study the non-student sample seemed to have more goals, although not a significant

difference, and to hold more conventional attitudes regarding the goals and roles of women than the student sample.

(78 pages)

CHAPTER I

INTRODUCTION

Home management is "using what you have to get what you want" (Gross and Crandall, 1963, p. 3). Its importance lies in the fact that it is a way of achieving "what you want," goals, and it challenges people to use their resources, "what you have," for purposes considered important to them.

Goals are conditions not yet attained which an individual is trying or could try to attain (Thomas and Paolucci, 1966). Goals are not static, but change with situations, time and experience. Throughout life, individuals are constantly weighing values and changing their attitudes about attainments and acquisitions. As a result, activities are directed toward seeking new goals or new methods of attaining goals (Nickell and Dorsey, 1950).

Each individual in a family will have his or her personal goals. There will also be family goals, or those shared in common by the group. Thomas and Paolucci (1966) stated that how and toward what ends a family manages depends upon the homemaker's personal goals as well as her family goals.

Findings from time studies suggest that most homemakers do have and/or will have time for other than homemaking pursuits once they reach middle age and family responsibilities are lightened (Walker, 1970). Those who have accepted the traditional definition of the feminine role

and subordinated their own goals while children are young and time demands heavy, often find themselves with time for their personal goals at middle age (Cook, 1970). Working, taking advanced education or trade school courses, engaging in church, club, community or charity work are some of the options women are pursuing (Bernard, 1975).

Research on middle-aged women has concentrated on those in the labor market or on comparisons between those who remain in the home full time and those in the labor market. Knudsen (1969) stated that since World War II probably no aspect of feminine behavior has received the attention that has been focused upon the employment of women, especially mothers of young children. Although completing a college degree is a goal pursued by an increasing number of women, research has almost ignored this group of women.

Some women choose to return to school, some do not. How do these two divergent groups compare, specifically with regards to their goals? Are the goals of those who remain at home entirely or almost entirely centered around the family and homemaking or do they also have goals for non-homemaking activities? Do student or non-student homemakers have a wider range of goals? Which group is pursuing interests in more areas and in what areas?

The Problem

There is a need for research to investigate and compare the goals of middle-aged student and non-student homemakers. Lopata (1971) pointed out that middle-aged women are one of the segments of the population neglected by social scientists and one of the fields in which research is lacking. Thomas (1965) stressed the need for more information on goals

of homemakers by home management professionals in order to document the speculative information about their goals and to lead toward better understanding of managerial problems and aims. Doty (1966) stated that little information is available on goals, interests and personality patterns of mature student homemakers and even less about mature non-student homemakers. Wiegand (1954) indicated that the kind and number of activities in which homemakers were engaged needed to be known. Such a list of activities could help teachers, research and extension workers, business people, and others to understand what values and goals and emphasis women place on homemaking and non-homemaking activities. A better understanding of the goals of both groups of women would be valuable in educational planning for the mature woman undergraduate. If the goals of middle-aged student and non-student homemakers were known, managerial information could be provided to help them solve home management problems and achieve their goals more effectively.

The major questions of this study are "What are the goals of student and non-student homemakers?" and "How do they compare?"

Purpose and Objectives

The purpose of this study was to identify and compare the goals of female student and non-student homemakers. The specific objectives were: 1) to assess the goals of student and non-student homemakers in the areas of family, volunteer work, future paid employment, individual interests and interpersonal activities and 2) to compare the goals of these two groups of women.

Hypotheses

Three hypotheses were investigated:

1. Student homemakers have achieved more goals than non-student homemakers.
2. Student homemakers have more free-time activities, indicative of current goals, than non-student homemakers.
3. Student homemakers have more future goals than non-student homemakers.

Assumptions

In this study, it was assumed that statements of preferred use of time, particularly free time, are an adequate measurement of goals.

Definition of Terms

1. Home management: using what you have, resources, to get what you want, goals (Gross and Crandall, 1963, p. 3).
2. Goals: conditions not yet attained which an individual is trying or could try to attain (Thomas and Paolucci, 1966, p. 720).
3. Free time: time away from homemaking pursuits that is neither work-related nor subsistence time and is used for personal desires and inclinations (goals).
4. Non-student homemaker: married, female, full-time homemaker who has a family, and an employed husband and who attended at least one year of college before marriage but did not graduate and is not currently a college student.
5. Student homemaker: married, female homemaker who has a family, and an employed husband and who attended at least one year of college

before marriage but did not graduate and is currently a full-time undergraduate college student.

6. Full-time student: one taking twelve or more college credit hours per quarter.

7. Middle age: ages thirty to fifty.

8. Homemaking pursuits: household tasks including marketing, household management, household record keeping, food preparation, after meal cleanup, house care, house maintenance, yard care, car care, washing, ironing, special care of clothing, physical and other care of family members (Walker, 1973, p. 8).

CHAPTER II

REVIEW OF LITERATURE

Goals

Life is characterized by the striving for goals (Goodyear and Klohr, 1965). They act as stimuli to human behavior, motivating and conditioning the life of the individual (Nickell and Dorsey, 1950). Goals are interrelated, interdependent and are a part of daily living. In all planning and management, one must set goals and priorities (Lakein, 1973). Goals make planning purposeful and are the basis of sound planning (Nickell, Rice and Tucker, 1976).

Setting goals for self development is an essential part of developing personal resources. Goals guide the person in deciding what and how work or activities should be done and provide direction for utilizing resources.

Mager (1972) stated, "Goals come in all sorts of shapes and sizes and are wrapped in all sorts of words" (p. 10). However, he contended they all have one thing in common--they are important. Goals can be categorized in many different ways. Thomas (1965) in her study of goals of young wives, separated them into five categories:

1. Volunteer work, such as church and community.
2. Paid employment, which included part-time and full-time jobs.
3. Individually oriented, such as school and creative activities.
4. Interpersonally oriented, such as sports and social life.

5. Family life, which included increase in family and improved performance as a housewife.

Traditional Goals of Women

The lives that most women lead reflect the values and goals of the individual bounded by the constraints of their culture. Women traditionally have been brought up to be less aggressive than men. They were prepared to be housewives and were not expected to set "high goals" (Bruemmer, 1969). Women in their "traditional" roles performed as full-time homemakers and mothers and were not linked to the economic and political world (Freeman, 1975). In the "good old days," women's place was in the home (Hammond, 1976). However, both Jessie Bernard and Betty Friedan, after reviewing the literature on feminine happiness and fulfillment, concluded that most women were not content with their traditional role (Freeman, 1975). "Her acceptance of the traditional definition of the good feminine life has led her to subordinate or extinguish her own goals and purposes for the sake of others" (Cook, 1970, p. 25).

Women were viewed as nurturant objects, wives and mothers who lived to serve, to please and to submit to the wishes and the will of the husband and children (Hammond, 1976). After becoming a wife--a basic component of the feminine role--women became the center of the home, crowned with the virtue of faithfulness and responsible for harmonious coordination of house and family. In American society, women were expected to have attributes of personal warmth and empathy, sensitivity and emotionalism, grace, charm, compliance, dependence and deference (Epstein, 1970; Hammond, 1976). They were socialized to express emotions, to be self-disclosing and to care about personal relationships (Freeman, 1975).

In all of the literature reviewed, one idea that prevailed was that "American women define successful motherhood as their major goal in life" (Angrist and Almquist, 1975, p. 21). A large percentage of women reported that they have no career goals other than that of housewife (Hammond, 1976). The home is their first concern, loyalty and interest--and it is, they agree, their place (Epstein, 1970). Recent studies of women college student, college graduates and middle-aged mothers show that increasingly large numbers of women want to combine marriage, motherhood and work outside the home. Yet motherhood is placed above career aspirations. Women often tailor their work and activities to mesh with the demands of the family (Bardwick, 1973). Bruemmer (1969), in studying the conditions of women, found that careers and work were rated sixth after domestic and family goals. Here again the family was of prime importance to the majority of women.

Some women strive to fulfill themselves directly by realizing their own potentialities and seeking fulfillment through their own accomplishments. Women also realize themselves indirectly by fostering the development of husbands and children. Full-time homemaking is still the career choice of the majority of American women (Shields, 1976).

New Options for Women

This decade of the 20th century is an exciting and stimulating time to be a woman. There have been tremendous changes in women's roles, especially in the roles of wives and mothers (Lopata, 1971). The options open to women have expanded. While marriage and motherhood have traditionally been the goals of femininity, a career is the goal to which many modern women are shifting (Oakley, 1974). Women themselves have had to

change their attitudes and give up the old cherished stereotype of the so-called "ideal woman" (Spain, 1973). Quite a few women, now middle-aged, believe that the traditional role of women is the proper one. Once they take this stand it is hard for them to break away, yet many are doing so (Janeway, 1973).

Once content to restrict their activities primarily to the home and family, many women are moving beyond these boundaries in search of ways to make life more meaningful (Lewis, 1969). Their goals are set higher and are more extensive today. They are looking more outside the home as well as in (Bernard and Chilman, 1970). The choice of alternatives is often complex and difficult for women because they face a veritable explosion of new options (Lakein, 1973).

The road ahead for women is moving toward a dual one of family and career, which is challenging but often divergent and contradictory (Fredrickson, 1960). In the past, the old "marriage vs. career" option had been one in which the choice once made was permanent. Now it is a continuing one, never finally sealed (Bernard, 1975). Studies show that combining motherhood and career when children are in school is now acceptable. It is not "motherhood or career" but "motherhood and career." Not "a career just in case" but "a career whether or not" (Bernard, 1974).

Middle-Age Options

Women are now free earlier from the responsibilities of small children; they are more outgoing in their undertakings, and they live longer (University of Utah, 1962; Hammond, 1976). With an earlier release from their mothering functions, they need to discover new avenues of self expression (Bernard and Chilman, 1970). Women in their middle years can begin to look around, for the first time in several years, and see what's going on

around them. For the first time in many years, it begins to dawn on them that they are still human beings with at least a potential identity of their own (Bernard, 1975). Increasing experimentation with a variety of roles and life patterns is clearly discernable in all statistical accounts of American women in their thirties and forties (Lopata, 1971). Many are assuming more and more leadership activities in their communities. Many are achieving "consciousness" (Bernard, 1975).

Typical of the twentieth century is the confrontation between the domestic role and the individual woman's aspiration (Oakley, 1974). In spite of the overwhelming pressures to conform to the traditional feminine role, many women do aspire to intellectual and professional success (Freeman, 1975). Of those who decide to seek their aspirations, some resume careers interrupted by marriage. Others find themselves back in jobs that are below their actual potential. Some are back in school. Some are just trying to get back on the track after being temporarily derailed by marriage and motherhood (Bernard, 1975).

Returning to School

Adult women in increasing numbers are becoming students (Lopata, 1971; Bernard, 1974). Middle-aged women who have returned to college now make up six percent of the student population (McCall's, 1977). One fourth of all married women at Utah State University in 1960 were in the thirty-five to fifty-four age group (Fredrickson, 1969). It has been shown that no matter how well women had performed in college when eighteen to twenty-one years of age, they did better when they returned to formal study after the age of thirty (Freeman, 1975). Anyone who has a family to take care of and yet returns to college at the age of forty has to have goals and be motivated (Morris, 1972).

Research on Goals of Homemakers

As homemakers' activities are usually circumscribed by the needs of others, there often tends to be an absence of long-range, high-priority goals and commitments (Cook, 1970). With the changes in feminine roles and more and more women participating in activities outside the home, interest in the goals of women has increased.

Goals Achieved

Research dealing with the goals women felt they had achieved in the past could not be located at the time of this study. All of the research dealt with current and future goals of women.

Current Goals

Free-time activities are a good indication of goals currently being pursued. As Lakein (1973) stated,

You cannot do a goal. Long-term planning and goal-setting must therefore be complemented by short-term planning. This kind of planning requires specifying activities. You can do an activity. Activities are steps along the way to a goal. ...

When you have planned well on both long-term and short-term levels, then goals and activities fit together like well meshed gears. Most if not all of the activities specified in short-term plans will contribute to the realization of the goals specified in long-term plans. (p. 37)

Women are using free time to develop their own goals, interests and capacities (Postelle, 1968). Findings suggest that most homemakers do have and/or will have time for other than homemaking responsibilities. Doty (1966) found that student homemakers were more active outside the home and felt they had more time than non-student homemakers. How individuals use their free time reflects their goals.

Angrist (1967), using as her subjects mothers of a variety of ages and in various stages of life, studied their free time activities and how the women prioritized them. The women she studied listed an average of eighty free time activities each. Community activities, such as church and school-related activities, tended to occupy most of the women. The mothers who had preschool and school-age children ranked personal activities first, community second, social third and educational activities fourth. They had few activities related to volunteer work. The women became more active in organizations after all their children were in school.

Angrist and Almquist (1975) stated that women exploit various opportunities to pursue personal interests or goals. Housewives with young children carve out in-home activities, such as art, music or writing; women with school-age children spend more time on community activities, including civic, religious and educational groups.

Morgan, Sirageldin and Baerwaldt (1966) found that fifty-one percent of the women they studied did volunteer work in their free time. The higher the education level of the women the more volunteer work they did. The researchers concluded that middle-aged, better educated women would be more likely than other women to spend time in volunteer work.

The women studied by Helena Lopata (1971) ranked family as their most important activity and felt that all else should be secondary. Only two to four percent of her subjects ranked such things as community and religious organizations or friendships among their more important activities (Ryan, 1975). Lopata (1971) found that interest in societal goals, which included community activities, friendship relations and group participation, was highest for women in their thirties and forties. A very

high percentage of the women she studied devalued most social activities outside the family, especially community and church.

Doty (1966), in making a comparison between mature women attending college and those not attending college, found that students were more likely to have social goals they were currently pursuing than were the non-students. The non-students had more family oriented goals currently being pursued than the students. Student homemakers had different characteristics and goals than non-student homemakers.

In 1964, Komarovsky (1964) conducted a study of "blue collar marriages." She discovered that the major contrast was between women of different educational levels in characteristics and goals.

Fredrickson (1961) studied all married women attending Utah State University in 1960. Two in every three were working for a teaching certificate. Half were in the College of Education. One in four was in the University College, one in six in the College of Family Life, and one in eleven in the College of Business and Social Science. She found that the women had broad areas of interest. The interests included family, school, community and church. Community activities were regarded as more important than college activities. More than half of the women were active in church. Nine in ten participated in at least one recreational activity.

Latham, Robertson and Sorensen (1972), in a study of goals and free-time activities of mature college women, found that student homemakers ranked personal, community and family activities as their top choices for free-time activities. The non-student homemakers listed personal activities as both first and second choice activities and community activities as their third choice.

Future Goals

Thomas (1965), in her study of the goals of young wives, found that more wives chose individually oriented future goals than any other. Going to school was the specific goal listed most often. Volunteer work goals and family goals ranked equally as second. Paid employment goals were ranked third and interpersonal goals last. Continuing their education was the top choice of these homemakers and a more active social life their last choice. The homemakers who were attending school had the most interest in family goals while the homemakers who were staying at home had the most interest in interpersonal goals. Thomas indicated that homemakers who had completed more years of education had a greater range of goals than those who had completed fewer years of education.

Postelle (1968) indicated that homemakers with all their children in school had as many future non-homemaking goals, such as schooling, part-time work and volunteer work, as future homemaking goals centered around home and family. In her study of the goals of modern mothers, family ranked first, education second, part-time work third and volunteer work fourth. She stated that women do feel a strong desire to use their free time in pursuing some personal achievement goals.

Bart (Freeman, 1975), in a study of women past childbearing age, asked them to rank possible roles and future goals. The subjects ranked family first, church, club and community second and paid work third. Homemaking activities were considered very important in comparison to job, church, club and community activities.

Smee, Stettler and Murdock (1970), in a study of the future goals and free-time activities of mature student and non-student women, found that student homemakers ranked education as their first choice goal,

church as second, family third and self-improvement fourth. Even though family goals were not ranked first, statements made by the respondents indicated that family was first. The non-student homemakers ranked family first and had no desire to return to school. Latham, Robertson and Sorensen (1972), in a similar study, found that non-student homemakers ranked family goals as most important while the student homemakers ranked personal goals as most important. The non-student homemakers ranked personal goals as second and work goals as third. The student homemakers ranked work goals as second and family goals as third. Both of these studies found that the goals of student homemakers varied distinctly from those of non-student homemakers.

The studies reviewed (Bernard, 1975; Bruemmer, 1969; Cook, 1970; Doty, 1966; Freeman, 1975; Latham, Robertson and Sorensen, 1972; Postelle, 1968; Smee, Stettler and Murdock, 1970; Thomas, 1965) indicated that all of the women who had returned to school or who wanted to return to school wanted to do so in order to do some kind of paid work. In all these studies education was considered a means to an end, paid work, rather than an end in itself.

Summary

Among women, an increasingly important issue is whether to go the traditional route or to compete in education and a career. While these are enormously difficult problems, at least women can specify the alternatives, solutions, goals and strategies (Bardwick, 1973). Education is seen as a primary resource in achieving goals. Today's women are thinking about the education of themselves as well as their daughters (Loring, 1969). At a time when the nation and the world are faced with many serious problems,

we can no longer afford to bury the talents of so sizable a segment of the population, women (Morris, 1972). Whatever the goal, the development of a flexible system which will let each woman find herself in her own way needs to be encouraged (Glenn and Walter, 1966).

A review of the literature revealed little research specifically comparing the goals of student and non-student homemakers. The research has generally dealt with the goals of full-time homemakers or working homemakers or student homemakers with little actual comparison having seldom been made. A comparison of the goals of student and non-student homemakers is the focus of this study.

CHAPTER III

METHODS AND PROCEDURES

Study Instrument

Two interview guides were developed to elicit information from mature, female student and non-student homemakers about their goals. They were adapted from an instrument used by Thomas (1965) in her study of the goals of young wives. Two guides were necessary because of the difference in educational activities of the two samples. (see Appendix)

Pretest

A pretest was conducted by administering interview guides to three student and three non-student homemakers who were similar to the individuals to be used in the research. As a result of the pretest several questions were added to obtain additional information and one question was dropped because it was repetitious.

Sample

To conduct a comparative study, two samples, student and non-student homemakers, were selected from two separate populations. Because of the nature of the criteria used for determining the two samples and the limited number of persons available, random sampling was not possible.

The sample of student homemakers was comprised of twenty-five married, female, full-time students between the ages of thirty and fifty. At least

one full year of college had been attained by these women before marriage. Their husbands were present and currently employed and there was at least one child still at home. The women used in this sample were drawn from all student enrolled fall quarter, 1973, at Utah State University. The researcher contacted the University Registrar and obtained permission to use the University registration forms to identify the student homemakers. The registration forms furnished information about age, class rank, credit hours, marital status and address and telephone number. A list was made of all who met the criteria.

The sample of non-student homemakers was comprised of twenty-five married, full-time homemakers between the ages of thirty and fifty who were not currently enrolled at a university. These women had attended at least one year of college before marriage but had not completed requirements for a college degree. Their husbands were present and currently employed and there was at least one child at home. The women used in this sample were selected from referrals elicited from the student sample. The researcher asked the student sample for the names of friends or acquaintances who fit the non-student criteria. A list of the referrals was compiled. A random sample was not possible.

Procedure

Each woman who qualified as a respondent for this study was contacted by telephone to ascertain if she met the criteria for the desired sample. She was then informed of the purpose and scope of the study and asked for her cooperation and participation. The majority of the women contacted were interested, considerate and willing to participate. Of the thirty-five student homemakers listed, two could not be reached and six stated

that they did not have the time to participate. Twenty-seven women who fit the student homemaker criteria agreed to participate. Two of the original twenty-seven student homemakers were dropped from the study. One was separated from her husband and the other's husband was not employed.

Of the forty-two non-student homemakers recommended by the student sample, six could not be reached and ten did not wish to participate. Twenty-eight women who met the non-student homemaker criteria were chosen and agreed to participate. Three of the original twenty-eight non-student homemakers were dropped from the study because they did not meet the requirements. One was too old, another had not attended college and the third did not have any children at home. An appointment for an interview to be held in the subject's home at her convenience was made with those women willing to participate.

Student homemakers were visited during the first half of fall quarter, 1973. Non-student homemakers were visited during the second half of fall quarter, 1973. The interview was administered personally to all subjects by the researcher. The questions on the guide were read aloud and the answers recorded by the researcher. To expedite the interview and to give the respondent an opportunity to see as well as hear the multiple choice questions, the respondent was given cards with the questions printed on them. The respondent was asked to refer to a particular card at the appropriate time. A set format was followed in presenting the questions in each interview. Many of the questions were repeated with further explanation to ascertain more complete answers. Each interview took approximately forty-five minutes. After the interview, student

respondents were asked to refer the researcher to any friends or acquaintances who would fit the non-student criteria. The interview guides were identified by number only and all respondents were kept anonymous.

Analysis of Data

The mean, mode and range of the descriptive information were computed. Tables and a description of each sample were prepared from these statistics.

The responses to the open-ended questions about goals were coded into five categories by a team of three professionals in home management who were not involved in this study. The team members decided individually the categories in which to place each goal listed by the homemakers. The coding was then compared and disagreements were resolved by the third person on the team. An adaptation of the goal categories established by Thomas (1965) was used. The categories were:

1. volunteer work
 - a) church (women's society, teach Sunday school, etc.)
 - b) community (PTA, Girls' Scouts, hospital work, etc.)
2. paid employment
 - a) full time (at least 40 hours/week)
 - b) part time (less than 40 hours/week)
3. individually oriented
 - a) go to school
 - b) creative activities (hobbies, etc.)
4. interpersonally oriented
 - a) sports
 - b) social life (parties, etc.)

5. family oriented
 - a) increase family
 - b) achievements desired for children
 - c) better performance as housewife

The responses to the open-ended questions concerning free-time activities were sorted into ten categories. The number of categories in which free-time activities were listed was tabulated and the number of free-time activities in each category was counted. The categories used were:

1. church
2. community (civic and political activity and responsibility)
3. social
4. professional
5. family
6. personal
7. educational
8. paid work (Included as a free-time activity because respondents considered it as such.)
9. volunteer work
10. other

Means, modes and frequency distributions for goals and free-time activity responses were calculated. Data were arranged into tables to enable comparisons to be made.

Statistical analysis was used in comparing the number of goals identified by both groups of women. A non-directional t test was used to analyze the differences between the number of goals identified. The .05 level of significance which had the tabular value of 1.678 was used.

CHAPTER IV

RESULTS AND DISCUSSION

The purpose of this study was to compare the goals of student and non-student homemakers. Data were collected on goals achieved, free-time activities as a measure of current goals, and goals the respondents hoped to achieve in the future.

Description of Samples

The sample of student homemakers (S) consisted of twenty-five women selected from the students attending Utah State University fall quarter, 1973. The non-student homemaker (NS) sample consisted of twenty-five women selected from a list of referrals given the researcher by the student homemakers.

The student homemakers were compared with the non-student homemakers according to age, level of education, present occupation, family income, number of children, number and age of children at home, source of family income and husband's occupation.

Age of Subjects

The age range of the NS sample was thirty to fifty and of the S sample thirty to forty-eight (see Table 1). The students were slightly younger than the non-students. The largest percentage of both groups, however, fell in the thirty to thirty-four age group.

TABLE 1
AGE OF SUBJECTS

Age	NS	Percent of NS	S	Percent of S
30-34	11	44	13	52
35-39	6	24	5	20
40-44	3	12	5	20
45-50	5	20	2	8
Range	30-50		30-48	
Mean	37.6		35.8	
Mode	34		31	

Number of Children

The non-students had from one to twelve children and the students had from one to nine (see Table 2). The mean for the NS sample, 5.4, was higher than for the S sample, 3.8. The mode for both groups was the same.

TABLE 2
NUMBER OF CHILDREN

Number	NS	S
1	1	2
2	1	7
3	6	8
4	5	0
5	5	2
6	3	4
7	1	1
8	0	0
9	0	1
10	0	0
11	0	0
12	1	0
Range	1-12	1-9
Mean	5.4	3.8
Mode	3	3

Number of Children at Home

The number of children at home for the NS sample varied from one to eight and for the S sample from one to seven (see Table 3). The mean for the NS sample, 3.6, was slightly higher than for the S sample, 3.4. The women in the NS sample had more children than those in the S sample; however, when comparing the number of children at home, the difference between the two groups was much smaller.

TABLE 3
NUMBER OF CHILDREN AT HOME

Number	NS	S
1	3	2
2	1	7
3	6	9
4	6	1
5	3	1
6	3	3
7	1	2
8	1	0
Range	1-8	1-7
Mean	3.6	3.4
Mode	3 & 4	3

Ages of Children at Home

In addition to having slightly more children at home, the NS sample also had younger children at home than did those in the S sample. There were twenty-seven children under the age of six in the NS sample while only thirteen were under the age of six in the S sample (see Table 4). It is interesting, however, to note that the difference of the mean age of children at home was similar for the two groups.

TABLE 4
AGES OF CHILDREN AT HOME

Ages	Number of Children (NS)	Percent of Children (NS)	Number of Children (S)	Percent of Children (S)
under 1	3	3	0	0
1-5	24	25	13	15
6-10	30	31	28	34
11-15	27	28	27	32
16-20	9	10	13	15
21-25	3	3	3	4
Range	3 mo.-23 years		1-22 years	
Mean	10.1		10.8	
Mode	8		11	

Level of Education

The women in both samples had attained some college education before marriage, but had not completed requirements for a degree (see Table 5).

The women in the S sample had attained a higher level of education at the time of this study than those in the NS sample.

TABLE 5
LEVEL OF EDUCATION OF TIME OF STUDY

Class Standing	NS	S
College freshman	9	3
College sophomore	9	11
College junior	7	11
College senior	0	0

Present Occupation

The respondents were asked to check all the occupations that pertained to them. No definitions were given by the researcher. Therefore, each respondent defined the terms herself. All twenty-five NS indicated that they were full-time homemakers and nothing else (see Table 6). One indicated that she was an over-time homemaker. All twenty-five S indicated they were full-time students (see Table 6). Nineteen S stated that they were also full-time homemakers with five indicating they were part-time homemakers. Three of the twenty-five women in the S sample indicated they did volunteer work. Two worked part time.

TABLE 6
PRESENT OCCUPATION

Occupation	NS	S
Full-time homemaker	25	19
Part-time homemaker	0	5
Full-time student	0	25
Part-time student	0	0
Full-time paid work	0	0
Part-time paid work	0	2
Volunteer work	0	2
Other	0	1

Family Income

The range of family incomes was the same for both groups (see Table 7). However, the mode for the NS sample was over \$15,000 while the mode for the S sample was \$10,000 to \$12,000. The mean for the NS sample was \$12,650 while the mean for the S sample was \$10,160. This was a major income difference between the two groups. Two subjects in the NS sample

refused to answer the question. One simply did not want to state her income while the other's husband interrupted and asked her not to answer the question.

TABLE 7
FAMILY INCOME

Income	NS	S
under \$5,000	1	2
\$5,000-\$7,000	1	4
\$7,000-\$10,000	3	3
\$10,000-\$12,000	6	10
\$12,000-\$15,000	2	3
over \$15,000	10	3

Source of Family Income

All subjects in both samples indicated that their husbands were the only source of family income. This is interesting in light of the fact that two of the women also indicated that they were doing part-time work. They stated that the money they earned was not used for the family and family needs. This money was their money.

Husband's Occupation

All of the husbands in both groups were employed (see Table 8). Some of the non-professional occupations listed by the S sample were rancher and store owner and craftsman; while the NS sample listed such occupations as fireman, salesman, and factory employee. The most common occupation of the husbands, in both groups, was that of college professor.

TABLE 8
HUSBAND'S OCCUPATION

Occupation	NS	S
Non-professional	10	10
Professional*	15	15

*Occupation requiring a college education.

Plans for the Coming Year

When asked what they expected to be doing in the coming year, the answers given by both groups were often the same as the answers given for their present occupation (see Table 9). All of the women in the NS sample stated that they would be full-time homemakers. One hoped she could become a part-time student. Seventeen of the twenty-five S sample stated they expected to be full-time homemakers in the coming year. Twenty of the twenty-five S sample stated they would be full-time students with the remaining five planning to be part-time students.

TABLE 9
PLANS FOR THE COMING YEAR

Occupation	NS	S
Full-time homemaker	25	17
Part-time homemaker	0	5
Full-time student	0	20
Part-time student	1	5
Full-time paid work	0	1
Part-time paid work	0	2
Volunteer work	0	3
Other	0	1

Plans for College Education

When asked if they planned to finish college all but one of the S sample said yes. Seventeen of the twenty-five NS sample said they planned to and eight said they did not (see Table 10).

TABLE 10

PLANS FOR FINISHING COLLEGE EDUCATION

Time	NS	S
current year	0	1
1 year	0	11
5 years	2	7
10 years	4	0
15 years	2	0
indefinite	9	5
never	8	1

The majority of the women in the S sample had definite plans for college graduation. Nineteen had set specific dates; while six were indefinite about graduation and made such statements as "It's hard to say" or "Before 1999." While most of the women in the S sample were definite about their college graduation, the majority of the women in the NS sample were indefinite. Those who did indicate a time for college graduation always prefaced it with the word "maybe" and none indicated a specific date. The NS sample also indicated that college graduation would only be possible after their children were well taken care of. In other words, the children came first.

The women in both samples were asked to give as many reasons as possible why they wanted to finish college (see Table 11). Women in the S sample were interested in finishing college mainly for gainful employment

and self improvement. The women in the NS sample who indicated they wanted to finish college wanted to do so for self improvement and insurance for themselves and their families. Many of the women in the NS sample planned to go back to school to take classes but not to graduate. Others felt they had no need for a college education. Some had other interests of more importance to them than graduation from college.

TABLE 11
REASONS FOR FINISHING COLLEGE

Reason	NS	S
Self improvement	13	9
Employment	2	13
Financial	2	4
Insurance	6	3
Opportunity	3	5

When asked why they (S) had returned to college, the majority of the women indicated they had been given the opportunity, which included such things as living near a university, children gone, more time available, financing available and had decided to take advantage of the situation (see Table 12). Self improvement was also given as a major reason for returning to college. It is interesting to note that all those who indicated that they were bored at home also indicated they were returning to college for self improvement. Only one of the women indicated that she had returned to college because her husband had encouraged it.

TABLE 12
REASONS FOR STUDENT HOMEMAKERS RETURNING TO COLLEGE

Reason	S
Self improvement	12
Bored at home	5
Opportunity	12
Financial	6
Employment	7

The students' majors were dispersed throughout the fields of study available at Utah State University (see Table 13). The majority of the women were pursuing degrees in education with elementary education and home economics education being the most popular fields. The woman in agriculture was working toward a degree in horticulture, and the one in social science was working toward a degree in psychology.

TABLE 13
MAJOR FIELDS OF STUDY

Field	S
Education	6
Family Life	6
Business	5
Humanities	6
Agriculture	1
Social Science	1

Results of the study indicate that a typical non-student homemaker was a full-time homemaker, about 37.6 years of age. She had 5.4 children; 3.6 of which were at home and were an average age of 10.1 years. She

managed on an annual family income of \$12,650. Her husband, who was present and currently employed in a professional occupation, was the sole source of this income. She planned in the coming year to occupy herself as a full-time homemaker. She had attained 1.5 years of college education at the time of this study, but her plans for any further college education were very indefinite. She would like to return to college to take classes for self improvement but not to graduate. College graduation for herself was not important.

A typical student homemaker was a full-time student as well as a homemaker and was about 35.8 years of age. She had 3.8 children; 3.4 of which were still at home and were an average age of 10.8 years old. She managed on an annual family income of \$10,160. Her husband, who was present and currently employed in a professional occupation, was the major source of the family income. She planned in the coming year to be a full-time student and homemaker. She had attained 2.32 years of college education at the time of this study and her plans for college graduation were definite. She planned to graduate within one to two years. She was pursuing a degree in education. She returned to college for self improvement, because the opportunity was made available to her and because she wanted to graduate and obtain employment. College graduation was very important to her.

Goals

Goals Achieved

The goals listed by the respondents were categorized and tabulated. The goals were sorted into five categories; family, individual, volunteer work, paid employment and interpersonal. Comparisons were made between the student and non-student homemakers (see Table 14).

TABLE 14
NUMBER OF WOMEN LISTING GOALS ACHIEVED

Category	S	Percent of S	NS	Percent of NS
Family	25	100	25	100
Individual	21	84	15	60
Volunteer work	2	8	8	32
Paid employment	1	4	1	4
Interpersonal	1	4	1	4

All of the student homemakers felt they had accomplished at least one family goal. The individual category had the second highest number of goals accomplished, and the volunteer work category was third. Only one student homemaker had accomplished a paid employment and an interpersonal goal.

All of the non-student homemakers also felt they had accomplished at least one family goal. The individual category had the second highest number of goals accomplished with fifteen out of the twenty-five women having one goal that fell in this category. The category having the third highest number of goals accomplished for the non-student homemakers was the volunteer work category. The goals accomplished by the two groups were very similar.

When all the goals the women had accomplished in the past ten years were totaled, family goals received the highest number of responses from both groups (see Table 15). The women in both groups indicated that the family always came first. Individual goals ranked second with both samples.

TABLE 15
NUMBER OF GOALS ACHIEVED

Category	S	NS
Family	62	79
Individual	36	32
Volunteer work	2	15
Paid employment	4	1
Interpersonal	4	1
Total	108	128
Mean	4.32	5.12

t value = .190

Hypothesis one, which stated that student homemakers have achieved more goals than non-student homemakers could not be accepted. The NS sample listed more goals than the S sample. However, the highest number listed by any respondent was eleven. The total number of goals listed by the S sample as accomplished in the past ten years was 108 with a mean of 4.32 goals per person. The NS sample listed 128 goals with a mean of 5.12 goals per person. The t value for the difference between the means was .190 which was not significant at the .05 level. Statements made by the women indicated that they looked at goals as "large" accomplishments and that their lives had been mainly routine with few goals consciously and thoughtfully set.

After listing their goals, the women were asked which three of the goals they had accomplished were the most important to them and to rank them in order of importance (see Table 16).

TABLE 16
 MOST IMPORTANT GOALS ACHIEVED

Category	First Choice		Second Choice		Third Choice		Total Number	
	S	NS	S	NS	S	NS	S	NS
Family	19	23	13	16	11	8	43	47
Individual	6	2	11	6	8	6	25	14
Volunteer work	0	0	0	2	0	6	0	8
Paid employment	0	0	1	0	1	1	2	1
Interpersonal	0	0	0	0	1	0	1	0
None	0	0	0	1	2	3	2	4
Other	0	0	0	0	2	1	2	1
	—	—	—	—	—	—	—	—
Total	25	25	25	25	25	25	75	75

Family goals were first, second and third for both samples. The care and well being of their children was the most important goal accomplished by the S sample. Well raised children was the primary goal accomplished by the NS sample. Neither group of women mentioned the well being of their husbands, his health, or helping him with his career. After family goals the most important goal listed as having been accomplished by the S sample was returning to school. Having traveled to various places in the world was the main goal, after family goals, listed by the NS sample. When first, second and third choices were totaled, family goals ranked first and individual goals second for both samples. Individual goals were ranked in the top three almost twice as many times by students than by non-students. Volunteer work goals were ranked over all as third by the non-students and not ranked at all by the students. Bernard (1975) and Morgan, Sirageldin and Baerwaldt (1966) found that middle-aged and better educated women were more likely to spend time in volunteer work and have volunteer

work aspirations than less educated and younger women. This was not so in this study. The non-students had less education and had accomplished more volunteer work goals. This could be because the non-students were more involved in church work.

Of the goals achieved, family goals were overwhelmingly first and most important to the respondents. They had achieved more goals in the family category and ranked family goals achieved as the most important.

Current Goals

Questions to determine the free-time activities of the women were asked as indicators of their current goals. Free-time activities were used since all the women needed and used uncommitted or free time to pursue their goals. Lakein (1973, p. 39-40) indicated that "you cannot do a goal," but must identify the activities that lead to accomplishing the goal. When asked "Do you have time for other than homemaking pursuits (housekeeping, cleaning, cooking, shopping and taking care of the children)?", seventy-two percent of the S sample and eighty-eight percent of the NS sample said yes (see Table 17). Many of the women stated that they had "very little," they had to "make free time," or they were "overworked." It was interesting to note that twenty-eight percent of the S sample seemed to be saying that they had no time to go to school, yet they were.

TABLE 17

DO YOU HAVE TIME FOR OTHER THAN HOMEMAKING PURSUITS?

Response	S	Percent of S	NS	Percent of NS
Yes	18	72	22	88
No	7	28	3	12
Total	25	100	25	100

Although not all of the women felt that they had free time, when asked how they used their free time all of them responded. The subjects were asked to list all free-time activities and to place their responses in ten different categories listed on the interview schedule (see Table 18). Activities listed in the various categories were tabulated and comparisons were made between the student and non-student homemakers.

TABLE 18
NUMBER OF WOMEN LISTING FREE-TIME ACTIVITIES

Category	S	Percent of S	NS	Percent of NS
Family	24	96	25	100
Individual				
Education	17	68	9	36
Personal	19	76	24	96
Professional*	8	32	5	20
Volunteer work				
Church	20	80	24	96
Community	5	20	16	64
Other volunteer work	8	32	9	36
Paid employment	3	12	6	24
Interpersonal				
Social	12	48	9	26
Other	2	8	3	12

*Included in individual activities because the activities listed were self satisfying, unpaid activities.

Once again the family category was the most popular category for all respondents. Twenty-four out of the twenty-five students had at least one free-time activity in this category while all twenty-five non-students had at least one free-time activity in the family category. The personal and church categories were the second most popular for both groups. The category listed by the fewest students was paid employment and for the non-students it was the professional category. Paid employment activities were those where money was earned in the labor market either in or out of the home. Such activities as sewing, piano teaching, substitute bank telling, or illustrating were listed. Professional activities were related to their husband's occupation. Such activities as professional wives clubs and entertaining husband's associates were listed. The rankings, though not identical, were very similar for the two groups.

Hypothesis two stated that student homemakers have more free-time activities than non-student homemakers. It could not be accepted. The NS sample listed more free-time activities than the S sample (see Table 19). The twenty-five student respondents listed a total of 233 free-time activities with an average of 9.32 activities per person. The non-student respondents had a total of 272 free-time activities with an average of 10.88 activities per person. The t value for the difference between the means was .304 which was not significant at the .05 level. The tabular value of significance was 1.678.

TABLE 19
NUMBER OF FREE-TIME ACTIVITIES

Category	S	NS
Family	66	80
Individual		
Education	23	10
Personal	47	70
Professional	11	7
Volunteer work		
Church	38	46
Community	6	26
Other volunteer work	11	12
Paid employment*	4	7
Interpersonal		
Social	25	11
Other	2	3
Total	233	272
Mean	9.32	10.88

t value = .304

*Work inside and outside of the home.

The two categories with the most activities listed were the same for the two respondent groups. The family category again had the highest number of activities. The S sample listed sixty-six family activities while the NS sample listed eighty. Family outings and togetherness were the main family activities given by both samples. The personal category had the second highest number of activities listed by both groups. Forty-seven activities were listed by the S sample and seventy by the NS sample. Hobbies such as sewing and handicrafts were listed most often. The volunteer category held the third highest number of activities for both samples. Church attendance was the main activity here with school-related activities such as PTA being listed next. The S sample had more activities than the NS sample in education, professional and social categories. The NS sample had more in the family, personal, church, community, other volunteer work and paid employment categories.

After listing all their activities, the homemakers were asked to indicate three activities which were the most important to them and to rank them in order of importance (see Table 20).

TABLE 20
 MOST IMPORTANT FREE-TIME ACTIVITIES

Goal Category Indicated by Activity	First Choice		Second Choice		Third Choice		Total Number	
	S	NS	S	NS	S	NS	S	NS
Family	22	24	2	0	0	1	24	25
Individual								
Education	1	0	5	0	5	2	11	2
Personal	1	0	2	2	9	10	12	12
Professional	0	0	0	0	1	1	1	1
Volunteer work								
Church	0	1	13	22	4	2	17	25
Community	0	0	0	1	0	6	0	7
Other volunteer work	0	0	0	0	2	2	2	2
Paid employment	0	0	1	0	1	0	2	0
Interpersonal								
Social	1	0	1	0	3	1	5	1
Other	0	0	1	0	0	0	1	0
	---	---	---	---	---	---	---	---
Total	25	25	25	25	25	25	75	75

The family activities category again was ranked first by both samples. Being able to spend a lot of free time with the family was considered very important by both groups. The greatest differences in the choices of the two samples seemed to be in their second choices. Twenty-two non-student homemakers compared to twelve student homemakers listed church activities as their second choice. The student sample chose activities in more categories as their second choice than did the non-student sample. The student sample did not have any choices in the community category and the non-student sample had none in the paid employment category.

When comparing the first, second and third choice rankings of these women with the categories having the three highest number of activities listed in them, the results are the same, family first, church second and personal third. Looking at the three categories with the most activities listed, family activities ranked first, personal second and church third. It is interesting to note that in comparing these with the first, second and third choice ranking of these women (family first, church second, personal third) church and personal change places. The categories listed by both samples as being most important were also the ones in which they had the most activities.

The findings of Angrist and Almquist (1975) are similar to those of this study. The women they surveyed were mothers with an average age of 36.5 years. They spent more time on community, religious, civic and educational activities than anything else, except for family activities which always came first. Lopata (1971) found that only two to four percent of the women she studied ranked community or church activities as important. This was not in agreement with the findings of the current research. Volunteer work, particularly church activities, were important to most of the respondents.

Angrist (1967) found that women in the thirty to fifty age range ranked self enrichment and individual interest activities high. Reading was considered the main educational activity by the women in the Angrist (1967) study. Postelle (1968) indicated that women are using their free time to develop their own interests. The women in the current research were using their free time to develop their own interests, but their personal interests always came after family interests.

Future Goals

The main emphasis of this study was placed on the future goals of the women. The respondents were asked what goals they hoped to achieve in the next ten years. The responses were categorized into the five goal categories (see Table 21).

TABLE 21
NUMBER OF WOMEN LISTING FUTURE GOALS

Category	S	Percent of S	NS	Percent of NS
Family	22	88	23	92
Individual	22	88	22	88
Volunteer work	6	24	10	40
Paid employment	13	52	2	8
Interpersonal	2	8	1	4

The most popular future goal categories for the student homemakers were the family category and the individual category, with twenty-two of the twenty-five respondents having at least one goal in each category. The paid employment category was also indicated by over half of the women.

The most popular future goal category for the non-student homemakers was the family category. The individual category was a close second with twenty-two of the twenty-five women listing future goals in this category. The volunteer work category was third for the non-student homemakers.

Family goals again received the highest number of responses for both groups and individual goals ranked second for both. Interpersonal goals received the fewest number of responses by the two samples.

Hypothesis three stated that student homemakers have more future goals than non-student homemakers. It could not be accepted (see Table 22). The total number of future goals listed by the S sample was 119 with a mean of 4.76 goals per person. The NS sample listed 156 goals with a mean of 6.24 goals per person. The t value for the difference between the means was .353 was not significant at the .05 level.

TABLE 22
NUMBER OF FUTURE GOALS

Category	S	NS
Family	43	73
Individual	42	60
Volunteer work	13	13
Paid employment	18	6
Interpersonal	1	2
Other	2	2
Total	119	156
Mean	4.76	6.24

t value = .353

When inquiries were made about future goals, many of the women in both groups became very hesitant and uneasy about responding. They would inquire as to the religion of the researcher before making any responses. The predominant religion in the geographical location of this study was The Church of Jesus Christ of Latter-day Saints. The church had just held a semi-annual conference in which one of the top general authorities of the church had stressed that a woman's place was in the home. The church leader stated that, "Satan and his cohorts are using scientific arguments

and nefarious propaganda to lure women away from their primary responsibilities as wives, mothers and homemakers" (Salt Lake Tribune, 1973, p. 6). He indicated that emancipation, independence and other "insidious propaganda" were belittling the role of motherhood. This statement by the church authority probably had an influence on how the women responded to the questions about their future goals. Many of the women indicated they felt guilty for having some of the goals they had listed while others would give excuses for wanting to do things outside the home. One stated, "This is what I want to do, but I know my place is in the home." It was not planned to include religion as a factor in this study, but because of the timing, it may have had a strong influence on the results.

The women in both samples listed more future family goals than any other. The non-student homemakers listed more family goals than the student homemakers, the opposite of what Thomas (1965) found in her study. The major family goal given by both samples was making sure their children were well raised and successful in life. All the women indicated again that the family, particularly their children, always came first no matter where they were or how old they were. Bernard (1975) stated that women today have more goals outside the home. This did not seem to be the case in this study. The home was still clearly the center of interest for the women in this study.

The respondents were asked to list in rank order their three most important future goals (see Table 23).

TABLE 23
MOST IMPORTANT FUTURE GOALS

Category	First Choice		Second Choice		Third Choice		Total Number	
	S	NS	S	NS	S	NS	S	NS
Family	19	21	9	8	5	5	33	33
Individual	4	4	11	11	10	17	25	32
Volunteer work	1	0	0	4	2	1	3	5
Paid employment	1	0	5	2	8	0	14	2
Interpersonal	0	0	0	0	0	0	0	0
None	0	0	0	0	0	3	0	3
Total	25	25	25	25	25	25	75	75

Family goals were once again ranked first by both samples. As the statement by The Church of Jesus Christ of Latter-day Saints leaders stressed a woman's first responsibility was to her family, it was probably more than a coincidence that family goals far out ranked all other categories. Individual goals were ranked as second and third in importance by both groups of women. Many of the women stated that these goals were for self-improvement in order to become a better wife and mother.

With the exception of the Thomas study (1965), education was ranked higher and given more importance in this study than in any research reviewed. Education of some type was the activity most often listed in the individual goal category of this study. Many of the studies reviewed (Bernard, 1975; Doty, 1966; Freeman, 1975) concluded that women wanted to go to school to gain skills and expertise in order to work. Although more of the student homemakers than non-student homemakers in this study indicated they wanted to return to school in order to work, the majority

of the students indicated they wanted to go to school for self satisfaction. Many of the women indicated that they felt that it was all right to go to school but not to work. Many wanted to return to school under the idea that ". . . it is much more socially acceptable for a woman to be well educated than for her to earn money with that education" (Freeman, 1975, P. 201). The question arises here of whether the urge to complete education is more related to self fulfillment, or is it a security hedge should they have to be self-supporting or have to help support the family?

The third choice was considered the most difficult choice by the respondents. Some could not identify a goal that was third choice and therefore did not give an answer to the question. The greatest diversity in future goals was in paid employment goals. The S sample had more future paid employment goals than the NS sample and ranked them higher. Yet it was surprising how many non-student homemakers planned to work sometime. In all the studies reviewed, paid employment goals were ranked higher than in this study. Thomas (1965) found that women with more education had a greater desire to work which was indeed the case in this study. Here is where the statement of The Church of Jesus Christ of Latter-day Saints may also have had a big influence. Although the majority of the women in both samples indicated they wanted to work, many of them accompanied the positive response with excuses and justifications. Many indicated that they knew it was not the right thing to do, yet they wanted to do it. Volunteer work goals other than their church obligations were considered to be of little importance compared to their family and personal goals.

Future Employment

When asked if they planned to work outside the home sometime during their lifetime, the majority of the women in both samples said yes. Twenty, or eighty percent of the S sample and eighteen, or seventy-two percent of the NS sample, replied affirmatively (see Table 24). There was no important difference here.

TABLE 24

DO YOU PLAN TO WORK OUTSIDE YOUR HOME SOMETIME DURING YOUR LIFETIME?

Response	S	Percent of S	NS	Percent of NS
Yes	20	80	18	72
No	5	20	7	28
Total	25	100	25	100

The reason for wanting to work given by the majority of the S sample was for the money (see Table 25). This may have been because the S sample had an average income of approximately \$2,500 lower than the NS sample. The majority of those in the NS sample who wanted to work gave personal satisfaction as their reason. It is interesting to note that only three of the S sample had working as a goal, but twenty thought they probably would work.

TABLE 25
REASONS FOR WANTING TO WORK

Reason	S	NS
Money	11	5
A goal	3	0
Bored at home	3	1
Personal satisfaction	6	10
Use education	1	0
Independence	2	0
Enjoy people	0	4
Keep busy	0	7
Total	26*	27*

*Some respondents gave more than one reason.

The majority of those in the NS sample who did not want to work felt that there was no need for them to do so while the women in the S sample who did not want to work indicated they were content at home and that their desire to work would depend upon the situation (see Table 26). Bernard (1975), in a study of women in middle-motherhood, found that women did not want to work because they felt their children needed them at home. This did not seem to be a major reason for the women in the current study. In this study, many other reasons, such as no need to work or content to stay home were given before family obligations and responsibilities. Also, many indicated that working was "not the right thing to do according to the church." Bernard (1975) also indicated that some women did not work because they felt that volunteer work filled the need to work. This agrees with the findings of the current research. Comments made by the respondents during the interviews indicated that the women in the NS sample would not even consider working, but those in the S sample felt that if the need arose they would be willing and able to work.

TABLE 26
REASONS FOR NOT WANTING TO WORK

Reason	S	NS
Happy at home	3	2
Depends on situation	2	0
Don't want to	1	1
Family	1	2
No need	0	4
Too much pressure	0	1
	—	—
Total	7*	10*

*Some respondents gave more than one reason.

When asked what kind of work they would like to do, all of the women responded, even though some of them had stated that they did not intend to work (see Table 27). Education was selected by more respondents in both groups than any other occupation. The choices of the NS sample were more diverse than those of the S sample which could be related to the fact that the women in the S sample were involved in getting a degree and most of them were in education. Comments made during the interviews by the women indicated that they wanted to do some type of work that would not take them out of the home for extended periods of time.

TABLE 27
KIND OF WORK PREFERRED

Type of Work	S	Percent of S	NS	Percent of NS
Education	16	64	7	28
Secretarial	2	8	6	24
Day care	2	8	1	4
Social work	2	8	0	0
Business	1	4	4	16
Medical	1	0	4	16
Other	1	4	1	4
Unknown	1	4	2	8

Summary

Family goals were unanimously ranked first by both groups for all areas studied: goals achieved, current goals and future goals (see Table 28). The non-student homemakers listed more family goals than the student homemakers.

TABLE 28
GOALS RANKED AS MOST IMPORTANT

Sample	Goals Achieved	Current Goals	Future Goals
S	1. family 2. family 3. family	1. family 2. individual 3. individual	1. family 2. volunteer work 3. individual
NS	1. family 2. family 3. family	1. family 2. individual 3. individual	1. family 2. volunteer work 3. individual

Overall, both groups ranked individual goals, especially personal goals, as second. Much importance was given to education. The third choice of both groups of women was volunteer work goals. Paid employment goals were ranked fourth by both samples in all areas studied. Student homemakers had more paid employment goals than non-student homemakers and had a tendency to rank them higher. Interpersonal goals were ranked the lowest by both groups in all situations studied. The student homemakers had more interest than non-student homemakers in interpersonal goals and the non-student homemakers seemed to avoid social contacts. Both samples, particularly the non-student sample, devalued interpersonal activities outside the family. The ranking of goals in this study was illustrated by one of the women when she said, "My family comes first, then myself and then the rest of the world." This seemed to be the general consensus of all the women in this study.

CHAPTER V

SUMMARY AND CONCLUSIONS

This study was designed to compare the goals of middle-aged student and non-student homemakers. Achieved, current and future goals were investigated.

The student sample was composed of twenty-five married, female, full-time students between the ages of thirty and fifty enrolled at Utah State University and was matched with a non-student sample as closely as possible. At least one full year of college had been attained by all subjects before marriage.

The objectives of this study were: 1) to assess the goals of student and non-student homemakers in the areas of family, volunteer work, future paid employment, individual interests, and interpersonal activities and 2) to compare the goals of these two groups of women. Their goals were assessed and compared in three areas: 1) goals achieved, 2) free-time activities as indicators of current goals and 3) future goals.

Data were collected through interviews conducted by the researcher during fall quarter, 1973. The data collected were then tabulated and compared. A non-directional t test was used to analyze the differences between the number of goals identified by both samples.

The following hypotheses were tested:

Hypothesis 1: Student homemakers have achieved more goals than non-student homemakers.

Hypothesis 2: Student homemakers have more free-time activities indicative of current goals than non-student homemakers.

Hypothesis 3: Student homemakers have more future goals than non-student homemakers.

Analysis of the results failed to prove the validity of these statements when tested at the .05 level of significance. Therefore, the three hypotheses were not accepted.

When the goals of the two groups of women were compared, few differences were found. Statements made by the women indicated that they looked at goals as "large" accomplishments and that their lives had been mainly routine with few goals consciously and thoughtfully set.

Family goals were unanimously ranked first by both samples for all areas studied. The women in both samples listed more family goals than any other. The fact that family goals were ranked so highly by these women could have been due to the age of the sample and the family centered stage of the family life cycle they have just been in. Also, as the statement by The Church of Jesus Christ of Latter-day Saints leaders stressed a woman's first responsibility was to her family, it was probably more than a coincidence that family goals far out ranked all other categories.

Both samples ranked individual goals as second in importance. It is interesting to note that almost as many individual goals as family goals were listed by both samples. The fact that "once content to restrict her activities primarily to her home and family, she is moving beyond these boundaries in search of ways to make her life more meaningful" (Lewis, 1969, p. 18) seemed to be supported by this study. There seemed to be a few slight indications throughout that the student homemakers were

a little more oriented toward individual goals than the non-student homemakers. Personal education seemed to be of prime importance to both samples. The question arises here of whether the urge to complete education was more related to self fulfillment or viewed as a security hedge should they need to become self-supporting or to aid in supporting their families.

The third choice of both groups of women, which they indicated was the hardest choice to make and usually the most diversified choice, was volunteer work goals. Church work was the main activity for both samples in the volunteer work category, but more so for the non-student sample than for the student sample. Student homemakers had more paid employment goals than non-student homemakers and had a tendency to rank them higher. More of the student homemakers than the non-student homemakers wanted to work for money and felt a need to work. This may have been affected by the lower average income of the student sample.

Both samples, but particularly the non-student sample, devalued interpersonal goals and activities outside the family. Throughout this study the non-student sample seemed to have more goals and to hold more conventional attitudes regarding the goals and roles of women than the student sample.

There are probably several reasons for the similarity in the goals of these two groups. The first reason could have been that these women had just been in the family centered stage of the family life cycle. In this stage their lives probably had been almost completely family oriented. They may have had little time to consider anything but the family, particularly the children. A second reason might have been that the majority of women in this study belonged to the same religion and had the same basic

philosophy of life and concept of the proper roles for women. It was assumed that most of the women had been influenced by a recent statement of The Church of Jesus Christ of Latter-day Saints leaders concerning women and their place in the home. Thirdly, the two samples lived in the same general locale with similar influences and opportunities.

Recommendations

A similar study could be conducted using much more diverse and larger samples. In conducting a similar study it would be important to take into account the religion of the subjects. A study could be conducted comparing the goals of Latter-day Saint women and non-member women. Also, one could be done using samples of women who were less likely to emphasize traditional roles and motherhood, although women of this nature may be hard to identify before hand.

At a time when the world is faced with so many problems, the talents of women can no longer be buried and undeveloped. The goals and desires of women need to be understood. Goals make planning purposeful and if understood by those involved in home management, are the basis of sound planning. It is hoped that this study may be of some help in understanding women, their roles in today's society, their motivations, their managerial aims and in educational planning for the mature, married woman undergraduate. By knowing the goals of these women, managerial information can be established to help them solve home management problems and achieve their goals more effectively. A list of such activities and goals can help teachers, research and extension workers, business people and others to understand what emphasis women place on homemaking and non-homemaking activities and goals.

Some women find that further education improves home life and their lives. Some are content to stay at home and find great satisfaction and reward in doing so. What are the needs of these women and society; ought we to be educating toward careers, work skills, volunteer work, personal satisfactions and accomplishment, or to help them be better wives and mothers? Maybe it ought to be suggested that colleges and universities grant female students, who have returned to school after raising a family, credit for the experiences they have had managing families, raising and tutoring their children, budgeting expenses and serving the community. Whatever their goals, we need to encourage the development of a flexible system which will let each woman find herself in her own way.

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APPENDIX

STUDENT INTERVIEW SCHEDULE

1. What is your age? _____
2. How many children do you have? _____
3. How many of your children are still at home? _____ What are their ages? _____
4. What is your approximate total yearly family income? Check the range that applies to your family.
 - _____ under \$5000
 - _____ \$5000 to \$7000
 - _____ \$7000 to \$10,000
 - _____ \$10,000 to \$12,000
 - _____ \$12,000 to \$15,000
 - _____ over \$15,000
5. What is the major source(s) of your family income? _____
6. What is your husband's occupation? _____
7. What is your present occupation? Check all that apply to you.
 - _____ full-time homemaker
 - _____ part-time homemaker
 - _____ full-time student
 - _____ part-time student
 - _____ full-time paid worker
 - _____ part-time paid worker
 - _____ volunteer worker
 - _____ other, specify _____
8. What was the last year of education you completed? _____
9. Do you plan to finish college? _____ Why or why not?

When? _____
10. Why did you go back to school? _____
11. What is your major field of study? _____

12. What do you expect to be doing this coming year? Check all that apply to you.

full-time homemaking

part-time homemaking

full-time student

part-time student

full-time paid work

part-time paid work

volunteer work

other, specify _____

13. Do you have time for other than homemaking pursuits (housekeeping, cleaning, cooking, shopping, and taking care of the children) and attending and preparing for school? _____

14. How do you use this available time? List your activities under the appropriate categories.

Church

Community

Social

Professional

Family

Personal (hobbies, etc.)

Education

Paid work

Volunteer work

Other

15. Which three activities listed above are the most important to you?
List in rank order.
1st _____
2nd _____
3rd _____
16. Do you intend to work for pay outside your home some time during your
lifetime? _____ Why or why not?
17. If you work for pay outside your home later on, what kind of work
would you hope to do? _____
18. What do you expect to be doing ten years from now? Check all that
apply to you.
_____ full-time homemaking
_____ part-time homemaking
_____ full-time student
_____ part-time student
_____ full-time paid work
_____ part-time paid work
_____ volunteer work
_____ other, specify _____
19. What goals have you accomplished in the past ten years?

20. Which three goals listed above were the most important to you? List in rank order.

1st _____
2nd _____
3rd _____

21. What goals do you want to accomplish in the next ten years?
-

22. Which three goals listed above are the most important to you? List in rank order.

1st _____
2nd _____
3rd _____

NON-STUDENT INTERVIEW SCHEDULE

1. What is your age? _____
2. How many children do you have? _____
3. How many of your children are still at home? _____ What are their ages? _____
4. What is your approximate total yearly family income? Check the range that applies to your family.
 - under \$5000
 - \$5000 to \$7000
 - \$7000 to \$10,000
 - \$10,000 to \$12,000
 - \$12,000 to \$15,000
 - over \$15,000
5. What is the major source(s) of your family income? _____
6. What is your husband's occupation? _____
7. What is your present occupation? Check all that apply to you.
 - full-time homemaker
 - part-time homemaker
 - full-time student
 - part-time student
 - full-time paid worker
 - part-time paid worker
 - volunteer worker
 - other, specify _____
8. What was the last year of education you completed? _____
9. Do you plan to finish college? _____ Why or why not?

When? _____
10. What do you expect to be doing this coming year? Check all that apply to you.
 - full-time homemaking
 - part-time homemaking
 - full-time student
 - part-time student
 - full-time paid work
 - part-time paid work
 - volunteer work
 - other, specify _____

11. Do you have time for other than homemaking pursuits (housekeeping, cleaning, cooking, shopping, and taking care of children)? _____
12. How do you use this available time? List your activities under the appropriate categories.

Church

Community

Social

Professional

Family

Personal (hobbies, etc.)

Education

Paid work

Volunteer work

Other

13. Which three activities listed above are the most important to you?
List in rank order.
- 1st _____
2nd _____
3rd _____

14. Do you intend to work for pay outside your home some time during your lifetime? _____ Why or why not?

15. If you work for pay outside your home later on, what kind of work would you hope to do? _____

16. What do you expect to be doing ten years from now? Check all that apply to you.

_____ full-time homemaking

_____ part-time homemaking

_____ full-time student

_____ part-time student

_____ full-time paid work

_____ part-time paid work

_____ volunteer work

_____ other, specify _____

17. What goals have you accomplished in the past ten years?

18. Which three goals listed above were the most important to you? List in rank order.

1st _____

2nd _____

3rd _____

19. What goals do you want to accomplish in the next ten years?

20. Which three goals listed above are the most important to you? List in rank order.

1st _____
2nd _____
3rd _____

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