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The purpose of the study was to identify the problems of single girls of Iowa on entering the world of work and to study the relationships between the kinds of problems and home town population, present residence, home economics education, living arrangements, and occupation. The 491 female participants indicated the degree of difficulty experienced on a one to nine rank scale. Six clusters of items found to be intercorrelated were: employment, clothing, social adjustment, money, food management, and food preparation. Results showed: (1) Girls living with parents considered parental acceptance of them as adults to be their greatest problem, and (2) Girls away from home reported budgeting, housing, housekeeping, and finding compatible roommates as problems. Interpersonal relationships on a social basis were of greater concern than those on the job. Nutrition created more difficulty than food preparation. Decision making about jobs created more difficulty than keeping jobs and getting along at work. As the population of the home town increased, problems in employment and food management decreased. As semesters of home economics completed increased, the problems in clothing and food preparation decreased. Clerical workers had the fewest problems with employment. Instruments, letters, statistics in graphic and tabular form and a reference list are included in this document. (FP)

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RECOGNIZED PROBLEMS OF SINGLE GIRLS IN IOWA ENTERING THE WORK WORLD FOLLOWING HIGH SCHOOL GRADUATION

Phyllis Alice Christmann

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Recognized Problems of Single Girls In Iowa Entering The Work World Following High School Graduation

by

Phyllis Alice Christmann

Directed by

Eleanore L. Kohlmann, Ph.D.
Associate Professor, Home Economics Education

Thesis conducted as part of Project No. 27, Bases for Planning Curricula in Homemaking for Junior and Senior High School Pupils in Iowa, under grant from Iowa Department of Public Instruction, Division of Vocational Education, PL88-210 Sec. 4(a).

Iowa State University
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by

Phyllis Alice Christmann

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Approved:

Eleanore L. Kohlmann
In Charge of Major Work

Alberta D. Hill
Head of Major Department

J. B. Page by E. N. Hatch
Dean of Graduate College

Iowa State University
Of Science and Technology
Ames, Iowa

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INTRODUCTION

Many young women today are in the labor force employed in the kinds of jobs that require little education beyond high school. A report from the President's Commission on the Status of Women in 1963 stated that one out of three women were working and that the largest concentration of women workers was in clerical, service and factory operative occupations (11). Current literature revealed that although 47.7 per cent of the young women in the 18-24 age group were employed in 1965, the largest percentage of unemployed women, 16.7 per cent, were in the 16-19 age group (12).

Most young girls in Iowa visualize themselves as being gainfully employed for some length of time in the future. A survey in 1965 which involved all junior and senior high school girls in Iowa revealed that only 10 per cent of the girls were planning a homemaking career without ever being employed. Six per cent were planning a lifetime career other than homemaking and the rest of the girls were planning to work at some period in their lives even though they intended to marry (3).

As the number of working women increases there is a growing concern about the inevitable problems that may arise and the role of education in dealing with these problems. Tyler emphasizes the importance of planning programs that meet the contemporary needs of students:

> . . . because contemporary life is so complex and because life is continually changing, it is very necessary to focus educational efforts upon the critical aspects of this complex life and upon those aspects that are of importance today so that we do not waste the time of students in learning things that were important fifty years ago but no longer have significance at the same time that we are neglecting areas of life that are now important and for which the schools provide no preparation (10, p. 12).

The most immediate needs of many young women are related to adjustments to the world as single working girls. Home economics educators are concerned about preparing pupils to meet the emerging needs that challenge young women as they leave high school. Lawson expressed this concern in the following way:

> We keep in mind the fact that youth in our secondary schools will be homemakers and need preparation for their responsibilities. We also recognize our responsibility for the large percentage of girls who may not be prepared for gainful employment unless we provide programs for them (6, p. 33).

The question is, What can home economics education do to best help all home economics pupils who will be entering the work world? Whereas, the long standing vocational goal of home economics has been to strengthen home and family living, the Vocational Act of 1963, PL 88-210, brought into focus the preparation for wage earning role of home economics. The uncertainty of how to combine the wage-earning aspect with that of home and family living has been expressed by Simpson:

> About two years ago, we were saying, 'What responsibilities, if any, should home economics at the secondary level assume for preparing students for wage-earning occupations as well as for the vocation of homemaking?" Recent legislation seems to

> have convinced even those who were wavering that we must 'do something' about education for employment in home economics. The questions of 'what' and 'how' appear to be the loaded ones (8, pp. 87-88).

In 1965, Larson challenged home economics educators to build effective occupational educational programs on basic homemaking courses that would successfully meet the criteria required to receive PL 88-210 funds. In the comments that followed, two sequence courses planned to prepare girls for entry into the work world were discussed. Both sequences contained a section on teaching concepts related to management for effective living in the home and on the job (6).

Studies done by Nelson (7) and Jordon (4) indicated that young working women experienced problems in areas directly related to home economics. Managing resources, planning for the future and making personal and social adjustments were recognized by the participants as being general problem areas. Havighurst had recognized that early adulthood was a period of disorganization and loneliness, filled with many personal adjustment problems. He went on to say:

> Of all the periods of life, early adulthood is the fullest of teachable moments and emptiest of efforts to teach . . . Yet the amount of educative effort expended by society on people is probably less during this period than during any other period except old age--if we make the proper exception of college and university education, which are really an extension of the schools, and seldom deal with the developmental tasks and problems of young adults. . . It makes one wonder what education is about, after all, if it is not directly concerned with helping the individual meet such problems (1, p. 72).

Because home economics has always been concerned with adjustments to living problems, it has a unique contribution to make regardless of the occupations girls choose. The present study, therefore, was designed to gather information about problems experienced by single working girls. The findings from the study will have implications for planning curricula for family living, wage earning courses or a combination of the two. The following objectives were chosen for the study:

1. To identify recognized problems of unmarried Iowa girls entering the work world following high school graduation.

2. To study the relationships between the kinds of recognized problems and size of home town, semesters enrolled in home economics and place of residence.

3. To study the differences among the kinds of recognized problems and living arrangement and type of occupation.

Five hypotheses related to the objectives were to be tested:

1. Correlations between population of home town and recognized problems of single working girls do not vary significantly from zero.

2. Correlations between semesters of home economics completed and recognized problems of single working girls do not vary significantly from zero.

3. Correlations between population of home town and recognized problems of single working girls do not vary

significantly from zero.

4. Living arrangement is independent of the recognized problems of single working girls.

5. Occupation is independent of the recognized problems of single working girls.

Adjustment problems are defined for purposes of the study as difficulties experienced by girls as they make the transition from school-dependent to work-independent situations. Problems identified by the participants as having created difficulty for them will be referred to as recognized problems.

REVIEW OF LITERATURE

The literature reviewed is presented in two sections; one involves investigations related to adjustment problems of single women and the other, methods used in conducting follow-up studies of high school graduates. Few studies have been reported that specifically identified problems of single working girls who began working directly following high school graduation. The populations included in the reported studies concerning adjustment problems varied: junior college women, working women 24-26 years of age and graduates of a post-high school vocational training program. Many follow-up studies of high school graduates have been done. The methods and problems involved in contacting high school graduates were pertinent to the present study and only those aspects of three recent studies done in Iowa will be cited.

Adjustment Problems of Single Working Girls

In 1965, Nelson (7) conducted a study to explore the contributions of home economics instruction as part of general education for Wisconsin women enrolled in post-high school occupational programs. Both married and unmarried women were involved in the study.

Two purposes of the study were relevant to the present investigation. They were to investigate the experiences and practices in personal and family living of selected graduates and to identify the importance employers attach to occupational efficiency and personal characteristics of their employees.

Three methods were used to gather data for the study: questionnaire, structured and unstructured interviews. A questionnaire was used to gather personal information on 721 women currently enrolled in eight post-high school occupational programs in Wisconsin. A schedule of questions was used when interviewing 22 selected graduates who were currently working full time. Unstructured interviews were arranged to secure information from seven employers.

Fifteen unmarried women graduates were interviewed to secure information on problems they were experiencing. All were under 26 years of age; nine were under 21. Six had taken a business education course and nine, a course in practical nursing. Twelve lived in shared apartments and three, in parental homes. The findings from the interviews identified the following problems: managing housekeeping and food preparation in shared apartments, finding compatible people with whom to live, managing breakfast and dieting problems, budgeting for food and clothing, using credit, handling door-to-door salesmen, being informed about educational services for consumer information, belonging to community organizations, planning for the future and being aware of educational opportunities open to them.

Unstructured interviews with seven employers revealed that occupational competence in obtaining and retaining a position was of primary importance. Personal qualities such as being a responsible worker, having satisfactory personal relationships, positive attitudes toward work, good health and acceptable personal appearance were also important. Supervisors noted that the girls working under their direction had problems with absenteeism, financial management, finding suitable living arrangements and choosing friends and roommates.

In a study completed in Virginia (4) in 1966, one of the objectives related to the identification of problems and practices used in homemaking by young married and unmarried women. Girls enrolled in the tenth grade in Virginia high schools in 1954-55 were used as the population for the study.

Home economics teachers in Virginia were requested to help identify and locate the participants and furnish information about the participants from high school records. The procedure and directions for helping with the study were presented to the teachers at the 1964 Annual State Home Economics Education Conference. Teachers who had participated in a tryout of the study told of the procedures to be used for sampling and assured the teachers that the requested information from high school records as well as present names and addresses of the girls could be obtained. Each school was provided the numbers to be used in drawing every fifth name from the 1954-55 class roll of girls to be used in the sample. Data sheets for each participant were sent to all home economics teachers in the state to get the information needed from high school records. The number of data sheets ranged from one in small schools to 70 in larger systems.

In spite of the information received by the teachers at the annual home economics conference, difficulties were encountered when compiling lists of names and addresses of the girls who were to participate. The mobility of the families and the change in names due to marriage made it difficult to obtain accurate names and addresses. In some schools the 1954-55 class rolls were not available or the process of consolidation of school districts had confused the file system. New teachers in a school system found it difficult to trace family connections. Despite these problems, 2,679 of the 3,832 data sheets sent to the teachers were returned. Questionnaires were sent to approximately 2,300 participants. The final number of respondents was 1,585, or 8 per cent of the approximately 20,000 girls in the population.

Of those responding, 175 were unmarried women in the 24-26 year age group. At the time of the study, 91 per cent were working; the income for 88 per cent of the women was in the $3,000 to $6,000 income bracket. Parental homes provided living arrangements for 42 per cent and rented rooms, apartments or houses provided living arrangements for 48 per cent.

The questionnaire used to collect data was based on information derived from interviews with young women in the 24-26 age group. The unmarried women were asked to mark five of the thirteen problem items they encountered in homemaking and family living. The problems identified by the largest per cents were reaching decisions about marriage, 17 per cent; marketing and meal preparation for one, 14 per cent; feeling a need for companionship, 13 per cent; finding a suitable apartment mate, 13 per cent; and meeting living costs independently, 13 per cent. When the problems on the questionnaire were clustered into three groups, 48 per cent of the problems were in the interpersonal relationship cluster, 39 per cent in the home and family cluster and 13 per cent in managing the income cluster.

> When the problems of both married and unmarried women are reviewed, it would seem that both groups have problems in homemaking and family living. This is a factor that deserves attention when planning adult education programs (4, p. 10).

Areas of homemaking in which unmarried women recognized a need for help were marked by the following percentages: managing the income, 32 per cent; feeding the family, 18 per cent; housing the family, 13 per cent; and managing the home, 10 per cent. Young women in the lowest income brackets indicated the greatest need for help in managing the income. Preparation for homemaking in addition to that provided in parental homes was recognized as a need by 94 per cent of the unmarried women.

Financial practices used in homemaking by unmarried women were also reported. In the area of managing the income, 53 per cent had a systematic method of keeping records;

67 per cent, a regular plan for savings; 81 per cent, a financial reserve for emergencies and 97 per cent, life, health and accident insurance coverage. Credit was most often used for major home improvements, home furnishings and equipment, automobiles and clothing.

The questions concerning clothing construction revealed the following information. Of the unmarried women, 87 per cent said most of their clothing were ready-mades; 49 per cent did not sew for themselves; 26 per cent did sew for themselves; and 52 per cent sometimes sewed. In the area of garment upkeep, 57 per cent would alter garments, 71 per cent would mend garments and 58 per cent would pay to have alterations done.

In 1952, Jorgensen (5) surveyed women enrolled in the Santa Ana Junior College, Santa Ana, California, to identify the recognized educational needs related to home economics. The study was initiated because of the small demand and lack of interest in home economics courses and to see how the needs of the girls could be met. Information regarding general interest and aptitude of the students in the field of home economics as well as specific interest in tentative courses in home economics was sought.

Approximately 179 of the 195 women enrolled at the college participated in the survey. Only 13 per cent lived away from their parental homes with relatives and friends. A large portion, 98 per cent, were single.

The participants were asked to rank five from a list of 28 home economics subjects that they considered to be of greatest importance. Basic Food Preparation, including meal planning and serving, was ranked first; Marriage, Its Physical, Economic, Social, Mental, Emotional, and Spiritual Aspects, second; Wardrobe Planning, including alterations, remodeling and the budget, third; Basic Clothing Construction, fourth; and The Home or Apartment, including room arrangement, cost comparisons and renting versus owning, fifth.

The participants were asked to mark the various areas of home economics in which they recognized an inadequacy of knowledge. Caring for the sick at home was marked by 53 per cent of the participants; managing a home, 47 per cent; child care, 47 per cent; choosing a house or apartment, 46 per cent; furnishing a house or apartment, 44 per cent; operation of the sewing machine, 36 per cent; marriage and family problems, 35 per cent; meal planning and serving, 35 per cent; and food preparation, 32 per cent.

The degree of inadequacy, as marked by the participants, was related to the amount of previous education in home economics. The findings revealed that 41 per cent of the students with two years or less education in home economics and 48 per cent of those who had more than two years recognized an inadequacy of knowledge. Jorgensen concluded that those who had more education were more aware of their lack of knowledge.

Tentatively planned courses were presented to the participants who were asked to designate if they would take one, two, three, four or none of the courses if they would be offered. The course, Ethic of Living, stressing character analysis, personality development, and human relations, including preparation for marriage and family life, was marked by 58 per cent of the participants; Basic Food Preparation, including simple but adequate meals using canned, packaged or frozen food, 42 per cent; Child Growth, Development and Guidance, 39 per cent; and Basic Clothing Construction including short-cuts to easy sewing, 33 per cent.

Methods of Contacting Out of School Youth

Three recent follow-up studies of high school pupils completed in Iowa will be discussed in this section. The studies involved contacting former pupils; only the contacting methods will be presented.

Howe (2) completed a study in 1963 that involved pupils from twelve north Iowa counties. Approximately 10,000 ninth grade pupils from the school years 1952-53, 1954-55 and 1956-57 were randomly sampled. Every fourth name on an alphabetized list, the starting point determined by a random number, was used for the sample.

Local schools cooperated by obtaining the current addresses of 2,440 of the 2,561 pupils chosen for the sample. Before the questionnaires were sent, local news releases were made through the newspapers, radio and television stations to help in acquainting the public with the survey.

> Previous knowledge of the forthcoming questionnaire prepared the respondent as to the purpose, need and details. The end result was reflected by the increased number of returns (2, p. 38).

The mailing of cover letters and questionnaires was done through the office of the county superintendent. One week after the initial mailing, 614, or 25 per cent, of the questionnaires had been returned; after two weeks 1,306, or 54 per cent, were returned. A follow-up letter to the non-respondents about a week after the first mailing increased the returns to 70 per cent. Some counties sent a second reminder in the form of a post card; others personally contacted a randomly selected number of non-respondents and remailed the questionnaire. The last follow-up resulted in an additional five per cent return for a total response of 75 per cent.

In [illegible], [illegible] (13) completed a study in four Iowa counties to determine the opinions of the participants regarding their high school education and their interest in post-high school vocational-technical training. Every third member was selected from the list of ninth graders of the 1952-53, 1954-55 and 1956-57 school years. The local schools were instrumental in obtaining the addresses of the 937 participants selected for the survey. At least 40 of those selected were never contacted because of difficulty encountered in determining their addresses.

The mailing of cover letters and questionnaires was done through the offices of four county superintendents of schools. Each letter was signed by the local superintendent of schools, the county superintendent and the county extension agent. After a nine-week period, approximately 84 per cent of the questionnaires had been returned.

> A vigorous follow-up campaign waged by the county superintendents and the local schools is largely responsible for the unusually high percentage of return for a survey of this nature (13, p. 11).

In 1964, Sorensen (9) completed a follow-up study of graduates at South Hamilton High School. A list of names and addresses of the 213 graduates, 1960 to 1962 inclusive, was compiled. Information concerning addresses was secured from five sources: the files of the secretaries of the alumni associations, parents and relatives of the graduates, classmates or friends of the graduates, school records and personal knowledge of the investigator. Only three correct addresses could not be located.

Of the 213 questionnaires mailed, 102 responded. A follow-up post card sent to 111 graduates resulted in 44 more returns. Personal contacts and telephone calls were also made to inform the graduates of the importance of responding. A final follow-up letter and questionnaire sent to 22 graduates produced nine returns bringing the number of returns to 155 or 72.8 per cent of the total number contacted.

METHOD OF PROCEDURE

The primary objective of the study was to identify recognized problems of unmarried Iowa girls entering the world of work following high school graduation. Two secondary objectives also gave direction to the study. One was to study the relationships between the kinds of recognized problems of the girls and the size of their home towns, the numbers of semesters they had been enrolled in home economics and place of residence. The other secondary objective involved studying the differences among kinds of recognized problems of the girls according to their living arrangements and types of occupation.

Five hypotheses related to the objectives were tested. These hypotheses were:

1. Correlations between population of home town and recognized problems of single working girls do not vary significantly from zero.
2. Correlations between semesters of home economics completed and recognized problems of single working girls do not vary significantly from zero.
3. Correlations between population of home town and recognized problems of single working girls do not vary significantly from zero.
4. Living arrangement is independent of the recognized problems of single working girls.
5. Occupation is independent of the recognized problems of single working girls.

Because the study involved a population of girls who were not concentrated in any particular institution or location but were scattered throughout the state, it was necessary to contact them individually. Two possible means that could have been used to collect data to fulfill the objectives of the study were interviewing and the use of a questionnaire. The latter was selected because it provided a means of reaching a large number of participants most efficiently in relation to use of resources. Written instructions for responding could be provided and the questionnaire allowed freedom of anonymity for the participants.

Development of the Questionnaire

Two preliminary steps were used to collect information that could be used in formulating items for the questionnaire. The first involved the development and use of a series of exploratory questions that requested written responses from the participants. The second step consisted of the use of a schedule for conducting interviews. The final questionnaire contained two forms. Form A was compiled to acquire personal information needed for analysis of the data and Form B was composed of items using the information from the interviews.

The series of exploratory questions was developed in accordance with the experiences reported by Nelson (7). The questions were related to areas concerned with the job, personal relationships and management of single girls. A copy of the questions can be found in Appendix B.

A trial use of the series of questions was made to see if the responses would be of value in the construction of items for the questionnaire. Four secretaries working at Iowa State University were asked to answer the questions. Three of the four girls were living away from home and one was living with her parents. All had training beyond high school. The responses to the questions proved to be too vague to be of use for constructing items. The information did, however, give general trends of problems that could be used as guides for the development of an interview schedule.

To identify more specific problems of working girls, an interview schedule was developed. Several sources were used as bases for item construction: responses to the series of exploratory questions; personal experiences of the investigator and members of the Home Economics Education staff and questions used by Nelson (7). The interview schedule was composed of 44 questions dealing with various aspects of getting and keeping a job, living arrangements at home, living in and sharing an apartment, use of leisure time, meeting and making new friends, time management, money management, food problems, clothing problems and future plans. A copy of the interview schedule can be found in Appendix B.

Twelve unmarried working girls were interviewed. A list of names of 1966 female graduates who were employed was received from a counselor at a local high school. The girls were contacted by phone and personal interviews were arranged. Four of the girls were living with their parents and eight away from their home town. Three of the latter group were living alone in apartments; four shared apartments with others and one lived with relatives. Eight of the girls had office jobs; two were clerks and two had jobs in small manufacturing firms.

The interview schedule was used only as a guide for the investigator. More questions were asked whenever it was necessary to identify more specific problems the girls were experiencing. The interviews not only aided in the identification of the problems of the girls, but also helped the investigator better understand and work with girls having these personal characteristics.

The information obtained from the twelve interviews provided the basic material for developing items for the questionnaire. Eighty-eight items were formulated, the major portion of which related to problems likely to be common to all participants. The items were concerned with jobs, clothes, personal friendships, use of leisure time, money management and food experiences. The remainder of the items were grouped in relation to living arrangement. One group was to be answered by those who lived with their parents; another by those who lived away from their parental home and the last by those who had a roommate. A copy of the questionnaire can be found in Appendix B.

A simple method for responding to the items was needed so that the participants could respond accurately with only written instructions. The participant was asked to rate the items on the nine-point scale according to the amount of difficulty the situation had caused or was causing her. A choice of "1" on the scale would signify that the situation was or had been no difficulty and a "9" would signify extreme difficulty. Numbers between one and nine were to be used to show degrees of difficulty.

For purposes of analyzing the data certain personal information was needed. Form A was compiled to obtain information needed about the size of home town, occupation, living arrangement and number of semesters of home economics taken. Form A was to accompany the main portion of the questionnaire which was labeled Form B. Form A can be found in Appendix B.

A cover letter was prepared to be sent to each participant along with the questionnaire. The purpose of the study was stated in the letter as well as the reason why she had been selected to participate and the source from which her name and address was obtained. A copy of the cover letter can be found in Appendix A.

A trial use of the questionnaire was made to see if the girls would respond. Other purposes were to ascertain the clarity of directions for responding and to determine the effectiveness of the nine-point scale. Copies of Form A and B and the cover letter were mailed to eight unmarried working girls, the names and addresses of whom were received from a counselor at a local high school and a YWCA director in a neighboring city. The participants were asked to return the questionnaires in five days. Two of the questionnaires were returned within a week. Follow-up phone calls to five of the six girls who did not return their questionnaires showed that the reasons for not responding were not because of lack of clarity of directions or length of the questionnaire but for reasons such as: misplacing them, not qualifying as a high school graduate or not receiving the questionnaire. Two more questionnaires were returned after the follow-up phone calls. All nine points on the scale had been used to rate the items and directions had been followed. No major changes in Form A and B of the questionnaire or cover letter appeared to be needed.

Population and Data Collection

The population involved in the study was unmarried Iowa girls who went to work immediately following high school graduation in 1966. The number of participants who contributed usable questionnaires was 491 girls. Living arrangement was the only controlled independent variable; therefore, approximately one-half of the participants lived at home with their parents and the remainder lived away from their parental homes.

Obtaining the names and locating the girls presented a major problem. The population was mobile and not concentrated in large numbers in any particular institution. Because many of the high school counselors in Iowa were doing follow-up studies of graduates, it was suggested by the Head of the Department of Education, Iowa State University, that the guidance counselors be contacted to obtain the names and addresses of qualified participants for the study. The names of all high school guidance counselors in Iowa were received from the State Department of Public Instruction.

A letter was sent to one guidance counselor in each high school explaining the purposes of the study and requesting the names and addresses of four unmarried working girls from the 1966 graduating class. Two of the girls were to be living at home with their parents and working in their home town; two were to be living away from their parental home and working away from their home town. A response form and a stamped self-addressed envelope were enclosed in each letter. A copy of the letter and response form can be found in Appendix A.

Contacts were made with 318 counselors. A follow-up post card, a copy of which can be found in Appendix A, was sent two weeks after the original request. Responses were received from 263 counselors who furnished the names and addresses of 738 girls. Three of the response forms were received too late to be used in the study.

Forms A and B of the questionnaire and the cover letter were sent to the 738 unmarried working girls. A stamped self-addressed envelope was enclosed for returning the forms. Because of insufficient addresses, ten of the letters were returned. A follow-up card, a copy of which can be found in Appendix A, was sent two weeks after the original request.

The questionnaires were returned by 535 girls. Of the total, 44 could not be used for these reasons: four of the girls were married; 14 were enrolled in school or had training beyond high school; 20 questionnaires lacked sufficient information to be of use; three were returned blank with no explanation and three were returned too late to be used. This left 491 girls as final participants in the study.

It was anticipated that the percentage of returns would be low because the participants were not obligated in any way to cooperate. However, 73 per cent of the questionnaires were returned and only eight per cent of the responses could not be used.

Analysis of Data

The responses of 491 girls were used for analysis purposes. The items on the questionnaire were coded according to the plan shown in Appendix C. The numerical values were punched on IBM cards and statistical computations were done by the Iowa State University Computation Center.

The coefficients resulting from the intercorrelation of items and an examination of the item content were used to identify clusters. Items with the highest correlations were grouped into six major clusters. Fifteen of the items did not correlate with any of the other items beyond .30, consequently they were not used for further analysis.

The following formula was used to determine the reliability of each cluster:

$$r = \frac{n\bar{r}}{1 + (n-1)\,\bar{r}}$$

where

$$\bar{r} = \frac{\Sigma r}{\frac{n\,(n-1)}{2}}$$

r = reliability of the cluster

n = number of items in a cluster

$\bar{r}$ = mean of correlations for a cluster

Σr = sum of correlations below the diagonal of the correlation matrix for a cluster.

Cluster scores and three personal variables--size of home town, number of semesters of home economics completed and place of residence--were intercorrelated. To determine whether the variables, living arrangement and occupation, would be independent of the cluster scores, a contingency table was prepared for each cluster with the variables as columns and the cluster scores as rows. When the contingency tables were examined, it was found that in most cases at least one cell had a frequency of less than five. To avoid an invalid use of chi-square technique, the variable categories as well as the cluster scores were combined. The data were then tested by computing chi-squares.

FINDINGS AND DISCUSSION

The findings of the study are presented and discussed in four sections. The personal characteristics of the participants relevant to the study are reported in the first section. Cluster composition and reliability are presented in the second section along with a discussion of the cluster mean scores and inter-cluster relationships. The acceptance or rejection of the hypotheses based on statistical analysis is discussed in the third section. The fourth section contains a discussion based on findings from individual items.

Personal Characteristics

Certain personal characteristics of the respondents were relevant as background for interpreting data. They included occupation, population of home town, number of years enrolled in home economics, place of residence, living arrangement and high school subjects thought to be helpful when starting to work.

Occupation

Participants were divided according to occupations into six categories: clerical, sales, work-in-home, work-in-institution, work-in-factory and unemployment. The clerical category included office work: secretaries, typists, filing clerks, telephone operators, receptionists and stock clerks. Sales occupations were jobs concerned with working directly with the public: clerks, waitresses, cashiers and traveling sales personnel. The work-in-home category consisted of baby-sitters and housekeepers. The work-in-institution category grouped nurses aides, kitchen helpers, teacher aides and others employed by an institution. The work-in-factory category consisted of the assembly line employees and all other except clerical workers employed in a factory. The unemployment category included participants who had been employed at one time but were unemployed at the time the data were collected.

Data in Table 1 show that clerical work was done by the largest percentage of girls. Three home economics related occupations: sales, work-in-home and work-in-institution included approximately 20 per cent of the participants.

Table 1. Number and per cent of girls according to occupations

Occupations	N	%
Clerical	343	69.86
Sales	63	12.83
Work-in-home	9	1.83
Work-in-institution	29	5.90
Work-in-factory	42	8.56
Unemployment	5	1.02
Total	491	100.00

Population of home town

The participants were classified according to population of home town into five arbitrarily defined categories. The data in Table 2 show that 55 per cent of the girls came from towns with population less than 2,500 and nearly 88 per cent, from towns less than 10,000.

Table 2. Number and per cent of girls according to population of home town

Population	N	%
1-999	147	29.94
1,000-2,499	125	25.46
2,500-4,999	79	16.09
5,000-9,999	77	15.68
Over 10,000	63	12.83
Total	491	100.00

Semesters of home economics

One of the unique characteristics of the participants was the amount of home economics education completed. Table 3 shows approximately 94 per cent of the participants had some home economics and nearly 65 per cent had two or more years. The large amount of home economics completed suggests that pupils who are not college bound are likely to enroll in home economics for more than one year.

Table 3. Number and per cent of girls according to semesters of home economics completed

Semesters	N	%
0	32	6.52
1 - 2	142	28.92
3 - 4	153	31.16
5 - 6	130	26.48
7 or more	34	6.92
Total	491	100.00

Place of residence

Table 4 shows that approximately 10 per cent more of the girls were living in than away from their home towns. When selecting participants an attempt was made to control for place of residence by requesting an equal number of girls from both categories. However, because of obstacles it was not possible to reach an equal number. Questionnaires were sent to 379 girls living in their home towns; 74.6 per cent were returned and 17 could not be used. Of the 359 girls living away from their home towns who were sent questionnaires, 69.2 per cent responded and 24 questionnaires could not be used.

Table 4. Number and per cent of girls according to place of residence

Place of residence	N	%
In home town	266	54.18
Away from home town	225	45.82
Total	491	100.00

Living arrangement

Of the five suggested living arrangements, living with parents or sharing apartments were the two most common. Approximately half of the girls, as shown on Table 5, lived at home with their parents; all but ten of the participants living in their home towns lived with their parents. Of the girls not living with parents, over 50 per cent were sharing apartments.

Table 5. Number and per cent of girls according to living arrangement

Living arrangement	N	%
With parents	256	52.14
With relatives	27	5.50
In a room	34	6.92
Alone in an apartment	28	5.70
Share apartment with others	137	27.90
Other arrangements	9	1.84
Total	491	100.00

Subjects thought to be helpful

Subjects taken in high school that were marked by the participants as being particularly helpful when they started to work are shown in Table 6. Subjects related to clerical work, such as commercial courses, English and mathematics were recognized as being helpful more often than any other. As stated above, approximately 70 per cent of the participants were employed in clerical work.

Home economics was marked as being helpful by 28.92 per cent of the participants. When the questionnaires from the group that marked home economics were divided according to occupations, 89 per cent of the girls who were working in homes, 79 per cent working in institutions, 46 per cent in sales, 29 per cent working in factories, 21 per cent in clerical occupations and 20 per cent of the unemployed marked home economics as being helpful.

Table 6. Number and per cent of girls according to subject thought to be helpful

Subjects	N	%
Commercial courses, typing, bookkeeping, secretarial	374	76.17
English and literature	340	69.25
Mathematics	296	60.49
Speech	146	29.74
Home economics	142	28.92
Science	51	10.40
History and other social sciences	30	6.11
Journalism	24	4.89

Cluster Composition

All items pertinent to all participants regardless of living arrangements were intercorrelated. Inspection of the significant correlations[1] and item content produced six major clusters. Fifteen items with low correlations were not included in the clusters and were excluded from this portion of the study. The six clusters varied in size from five to eleven items. Each cluster was named according to the content of the items and given a letter of the alphabet for identification purposes. The clusters were as follows:

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[1] In Tables 6 through 14: significance beyond the 5 per cent level is .088 when N = 491 and significance beyond the 1 per cent level is .115 when N = 491.

Cluster A, acquisition of and adjustment to employment
Cluster B, purchase and care of clothing
Cluster C, personal and social adjustment
Cluster D, use of money
Cluster E, food management
Cluster F, food preparation

Cluster A, acquisition of and adjustment to employment

The five items in Cluster A dealt with obtaining, deciding on and adjusting to desirable employment. The average correlation within the cluster was .308. The reliability of the cluster was .689 which was the lowest reliability of the six clusters. Items and intercorrelation coefficients for Cluster A are shown in Table 7.

Table 7. Intercorrelations[a] among items in Cluster A, acquisition and adjustment to employment

Items	28	30	32	33	34
28. Obtaining desirable employment in my home town	-				
30. Finding a good paying job	44	-			
32. Deciding on the type of work I want	16	28	-		
33. Getting experience in the type of work I want	22	46	41	-	
34. Avoiding monotony on the job	18	29	35	29	-

[a] The decimal point has been omitted from the correlations on this table and on all subsequent tables and figures.

Cluster B, purchase and care of clothing

Cluster B consisted of seven items related to various aspects of clothing. Three pairs of items shown in Table 8 correlated above .48. One pair dealt with sewing skills; another, with decisions made about the kinds of clothes needed and the last, with management of money. The average correlation within the cluster was .298 which was the lowest for all clusters. The reliability was .722.

Table 8. Intercorrelations among items in Cluster B, purchase and care of clothing

Items	39	40	41	42	43	45	46
39. Doing laundry	-						
40. Repairing and keeping clothes in good condition	39	-					
41. Sewing and altering clothes	21	59	-				
42. Buying clothes appropriate for work	19	29	26	-			
43. Changing high school wardrobe so it will meet my needs now	25	33	28	48	-		
45. Determining the best clothing buys	16	25	22	30	34	-	
46. Making my clothing dollar go as far as it should	10	27	20	27	32	56	-

Cluster C, personal and social adjustment

The nine items in Cluster C were related to the personal and social experiences of the participants. Five of the items shown in Table 9 intercorrelated at or above .45. The items dealt with going places, joining organizations, getting

Table 9. Intercorrelations among items in Cluster C, personal and social adjustment

Items	47	48	49	50	51	52	53	57	58
47. Meeting new people	-								
48. Going places where I can meet new friends	34	-							
49. Joining organizations where I can meet young people	25	63	-						
50. Getting involved in an active social life	25	69	68	-					
51. Meeting fellows I'd like to	22	51	48	55	-				
52. Dating as often as I'd like	25	49	45	52	71	-			
53. Doing what I really want to do during my free hours	17	37	31	36	29	36	-		
57. Doing the same old things for entertainment	18	38	33	32	34	30	32	-	
58. Entertaining people at my place	12	28	29	31	31	27	24	28	-

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involved in a social life and meeting and dating fellows. The average correlation within the cluster was .365; reliability, .838.

Cluster D, use of money

Cluster D, consisting of eleven items, was the largest of the clusters. Nine items were closely related to money management. Two items, Planning for the future and Keeping my weight where I want it, did not appear to be directly related to money management but correlated at or above .30 with three other items in the cluster. These relationships may be explained in terms of self-discipline required to achieve the desired goals involved in the situations. Within the cluster, as shown in Table 10, four of the items intercorrelated above .50; these items dealt most directly with budgeting. The average correlation within the cluster was .349; reliability, .855.

Cluster E, food management

The six items in Cluster E were related to various decision making aspects of food experiences. The highest correlation as shown in Table 11 was between items concerned with knowledge about nutrition. Two problems dealing with the management of resources correlated at .52. The average correlation within the cluster was .334; reliability, .791.

Table 10. Intercorrelations among items in Cluster D, use of money

Items	37	55	59	60	61	62	66	67	68	69	76
37. Planning for the future	-										
55. Missing out on things I'd like to do because of the lack of money	24	-									
59. Making my pay check meet all of the things I need	28	49	-								
60. Making out a workable budget	33	36	70	-							
61. Keeping myself on a budget	31	37	61	78	-						
62. Knowing where my money goes	30	32	52	57	66	-					
66. Putting money into savings regularly	22	29	41	41	48	36	-				
67. Spending too much money on clothes	15	21	39	41	47	35	36	-			
68. Spending too much money on food	17	24	35	27	33	36	30	39	-		
69. Spending too much money on entertainment	26	20	34	30	38	40	14	36	40	-	
76. Keeping my weight where I want it	24	21	30	31	35	27	20	17	36	25	-

Table 11. Intercorrelations among items in Cluster E, food management

Items	71	72	73	74	75	77
71. Eating breakfast every morning	-					
72. Getting variety in all of my meals	46	-				
73. Getting the right kinds of food for good health	39	81	-			
74. Using up the left-overs	21	44	46	-		
75. Making the grocery money stretch	21	37	38	52	-	
77. Buying and preparing food for one or two people	12	28	29	42	46	-

Cluster F, food preparation

Of the six clusters, Cluster F had the highest average correlation, .48, and the highest reliability, .88. Seven of the items were described as "knowing how to" food experiences and one as a "knowing what to" food experience. The correlations as shown in Table 12 showed that the "knowing what to" item correlated the lowest of all items.

Table 12. Intercorrelations among items in Cluster F, food preparation

Items	78	79	80	81	82	83	84	85
78. Knowing what to serve guests at parties and dinners	-							
79. Knowing how to prepare meats	34	-						
80. Knowing how to prepare vegetables	30	67	-					
81. Knowing how to prepare desserts	29	57	70	-				
82. Knowing how to prepare salads	26	51	62	68	-			
83. Knowing how to prepare breads	30	45	43	52	44	-		
85. Knowing how to prepare full meals	27	67	59	60	48	52	54	-

Cluster Mean Scores

Among all of the clusters, the adjustment problems in Cluster A presented the greatest amount of difficulty to the participants as shown by the cluster mean scores in Figure 1. The limited choice of jobs due to insufficient training and experience, the lack of exposure to a variety of occupations in rural areas and leaving home to seek employment may have been contributing factors that caused problems for single girls when they were acquiring and adjusting to employment.

Girls experienced the least amount of difficulty with the problems forming Cluster B and F. Possible explanations may be: nearly all the girls have had courses in home economics; the girls were likely to have helped with the skills of food preparation and care of clothing at home or because over half of the participants were living with parents, they were not doing these kinds of skills to any great extent.

Mean scores of Clusters C, D and E were within .10 of each other. The kinds of experiences included in the clusters were new to the girls as they entered the work world. Leaving high school friends and families made it necessary to acquire new friends and become socially involved in new situations. Decisions about what to eat, how to manage food and food expenses, budgeting a limited income for things needed most were no longer made by others. Problems created by such new experiences were recognizable to working girls.

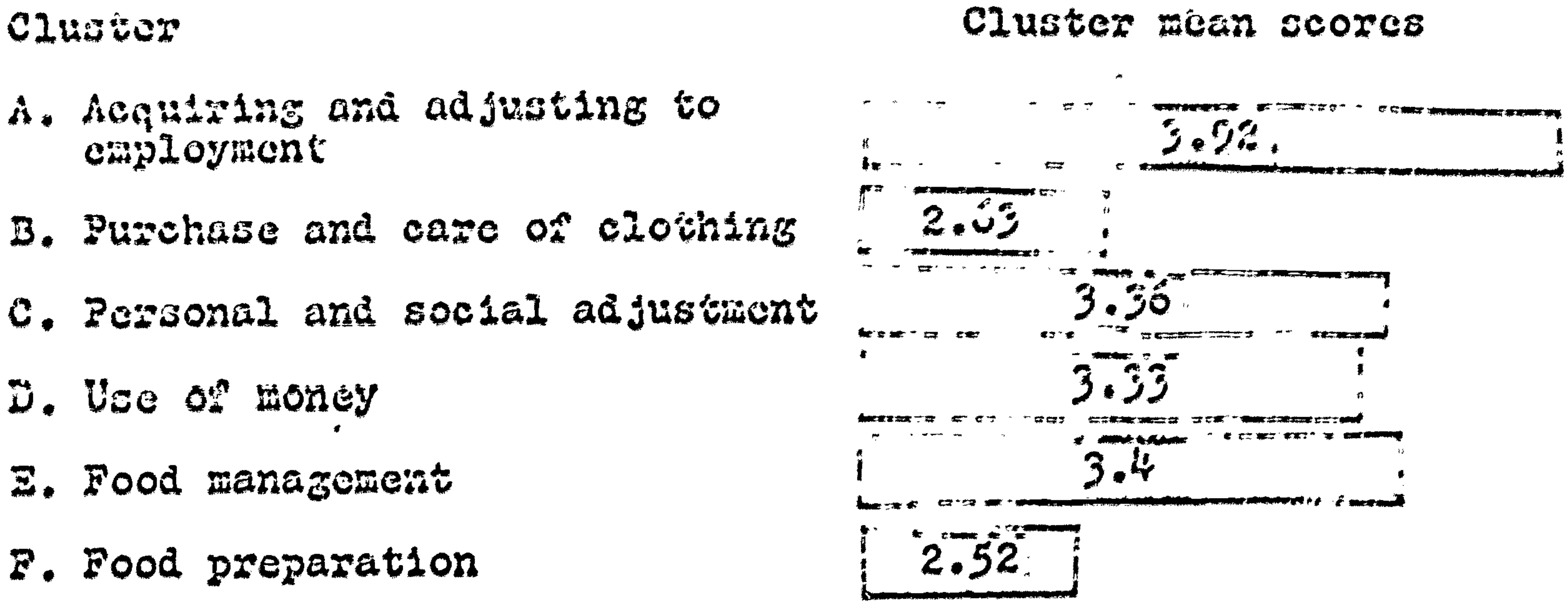

Figure 1. Cluster mean scores

Significant Correlations Among Clusters

The correlations among the six clusters in Table 13 showed that the highest correlations of Clusters A, B and E were with Cluster D. If the girls were having difficulty with the adjustment problems in Clusters A, B or E there was a tendency for them to have difficulties with the use of money. Clusters A, B and E contained at least one item related to money.

Cluster F correlated highest with Cluster B. As was stated previously, cluster mean scores for Clusters B and F were the lowest of the six clusters; therefore, if the girls tended not to have problems with food preparation they also tended not to have problems with clothing.

Cluster C correlated higher with Cluster B than with any other cluster. Feeling competent in social situations had a tendency to be associated with having appropriate clothing.

Table 13. Intercorrelations of cluster scores

Cluster	A	B	C	D	E	F
A. Acquiring and adjusting to employment	-					
B. Purchase and care of clothing	20	-				
C. Personal and social adjustment	28	34	-			
D. Use of money	39	48	32	-		
E. Food management	28	34	18	48	-	
F. Food preparation	17	39	21	22	29	-

Relationship of Personal Characteristics and Cluster Scores

Five hypotheses related to the objectives of the study were tested. Three dealt with population of home town, number of semesters of home economics completed and place of residence. Each was tested by correlating the personal characteristics with the six cluster scores. Significant correlations which resulted are shown in Table 14. Chi squares were computed to test two hypotheses related to living arrangements and occupations; results are shown in Tables 15 and 16. Frequency distributions of scores for clusters influenced by certain personal characteristics are given in Tables 21 and 22 which can be found in Appendix D.

Table 14. Significant[a] correlations between personal characteristics and cluster scores

Cluster	Population of home town 0-4 Small to large	Semesters of home economics 0-9	Place of residence 0-1 In home town-away from home town
A. Acquiring and adjusting to employment	-.11**		.10*
B. Purchase and care of clothing		-.12**	.09*
C. Personal and social adjustment			
D. Use of money			.15**
E. Food management	-.09*		.18**
F. Food preparation		-.12**	

[a] In Tables 14 through 16: *Significant at the 5 per cent level; **significant at the 1 per cent level.

Table 15. Chi squares between cluster scores and living arrangements

Cluster	d.f.	Chi square
A. Acquiring and adjusting to employment	8	12.6755
C. Personal and social adjustment	6	8.8568
D. Use of money	6	17.4130**
E. Food management	6	33.3597**
F. Food preparation	6	17.2534**

Table 16. Chi squares between cluster scores and occupations

Cluster	d.f.	Chi square
A. Acquiring and adjusting to employment	4	29.9806**
B. Purchase and care of clothing	3	3.3567
C. Personal and social adjustment	3	2.4427
D. Use of money	3	7.5008
E. Food management	3	.7124
F. Food preparation	3	2.7586

The first hypothesis was: Correlations between population of home town and recognized problems of single working girls do not vary significantly from zero. Table 14 shows significant negative correlations were found between population of home town and the adjustment problems in Clusters A and E beyond the one and five per cent levels, respectively. As the population of the town increased, the amount of difficulty recognized in various aspects of employment and food management decreased. The population of home town was not a significant source of variance on Purchase and care of clothing, Personal and social adjustment, Use of money, or Food preparation cluster scores. Because of the variance in cluster scores due to population on two of the six clusters, the first hypothesis was rejected.

The second hypothesis was: Correlations between semesters of home economics completed and recognized problems of single working girls do not vary significantly from zero. Two highly significant negative correlations shown in Table 14 indicated that the number of semesters of home economics completed was a significant source of variance on the kinds of problems found in Clusters B and F. As the number of semesters completed increased, the amount of difficulty recognized by the girls in food preparation and buying and caring for clothing had a tendency to decrease. The other four cluster scores did not vary because of the number of semesters of home economics completed; therefore, the second hypothesis was repudiated.

The third hypothesis was: Correlations between population of home town and recognized problems of single working girls do not vary significantly from zero. Significant correlations in Table 14 show that girls who lived away from home recognized greater difficulties than did girls who lived at home in four of the six areas: employment, clothing, use of money and food management. Scores for Clusters C, Personal and social adjustment, and F, Food preparation, did not vary significantly because of place of residence.

The fourth hypothesis was: Living arrangement is independent of the recognized problems of single working girls. In order to compute chi squares between scores on adjustment problems according to living arrangements, the girls were grouped into three categories: those who lived with parents; those who lived with relatives, in a room or alone in an apartment and those who shared apartments. Cluster B was not included in one of the chi square tests because of unequal distribution in the contingency table. Only the clusters that showed significant variances in scores due to living arrangements as shown in Table 15 will be discussed.

The frequency distribution profiles in Figure 2 show that the kinds of problems in Clusters D, E and F were significantly influenced by living arrangements. Girls who did not live with parents had a tendency to have more difficulty with use of money than girls who lived with parents. The participants

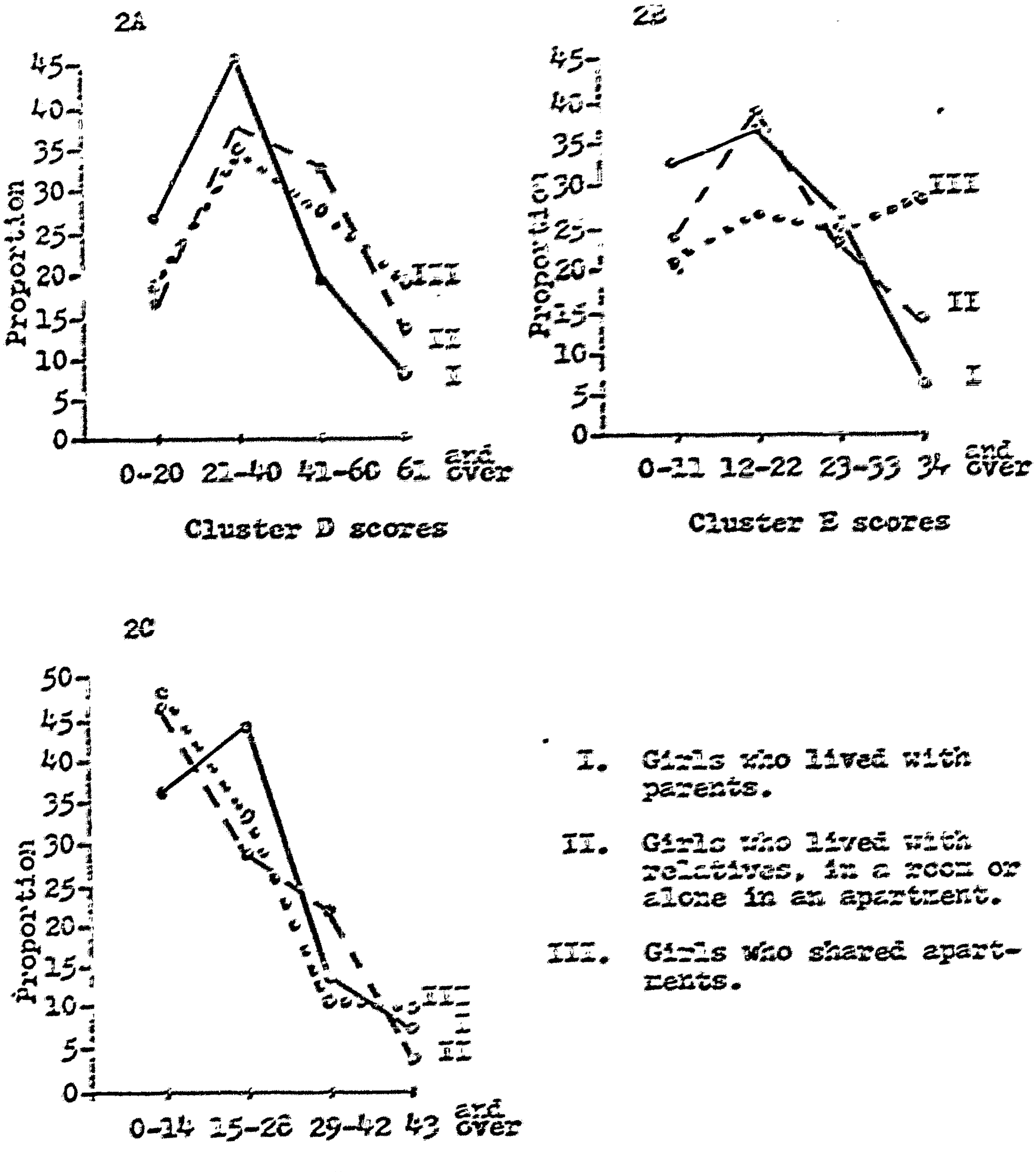

Figure 2. Profiles of frequency distributions of cluster scores according to living arrangement
2A = Cluster D, use of money
2B = Cluster E, food management
2C = Cluster F, food preparation

with scores in the 61 and over range for Cluster D in Figure 2A had a score of five or more per item on a nine-point scale. The data on the profile show that 18.9 per cent of the girls who shared apartments, 13.4 per cent of those who lived with relatives, in rooms or alone in apartments and 9.1 per cent of those who lived at home had scores higher than five on problems that dealt with the use of money.

There was also a tendency for those who shared apartments to recognize more problems in food management, Cluster E, than the other two groups. Figure 2B shows that 27 per cent of the girls who shared apartments had cluster scores in the 34 and over range which was above the middle point on the nine-point scale.

Adjustments in Cluster F, Food preparation, were not serious problems for any of the groups as seen in Figure 2C. Less than 10 per cent of any group had scores higher than five for the items. The significant chi square score for Cluster F may not have been due to the influence of living arrangements but rather to the anomalous profile curve.

Living arrangement was not independent of the problems girls recognized in three adjustment areas. The fourth hypothesis, therefore, was rejected.

To test the fifth hypothesis: Occupation is independent of the recognized problems of single working girls, the girls were grouped into two occupational categories: clerical and all other types of occupations, henceforth referred to as general occupations. Significant chi squares in Table 16 show type of occupation was not independent of Cluster A scores. Participants in general occupations recognized more problems in acquiring and adjusting to employment than did clerical workers. The highest ranges in the profile in Figure 3 show that 36.2 per cent of the girls in general occupations and 15.9 per cent of the girls in clerical occupations had scores higher than five for problems that dealt with employment. Occupation was not independent of problems recognized by girls in one area of adjustment; the fifth hypothesis was therefore rejected.

Individual Item Analysis

The questionnaire was divided into four series of items dealing with situations single girls may have experienced according to living arrangements. The first series was developed to elicit responses from girls who lived with parents; the second, from those who did not live with parents; the third, from those with roommates and the last, from all regardless of living arrangements.

Six items were concerned with difficulties that may be experienced by girls who live with their parents. The data in Table 17 indicate that the mean scores for the items became higher as the amount of acceptance needed from the family

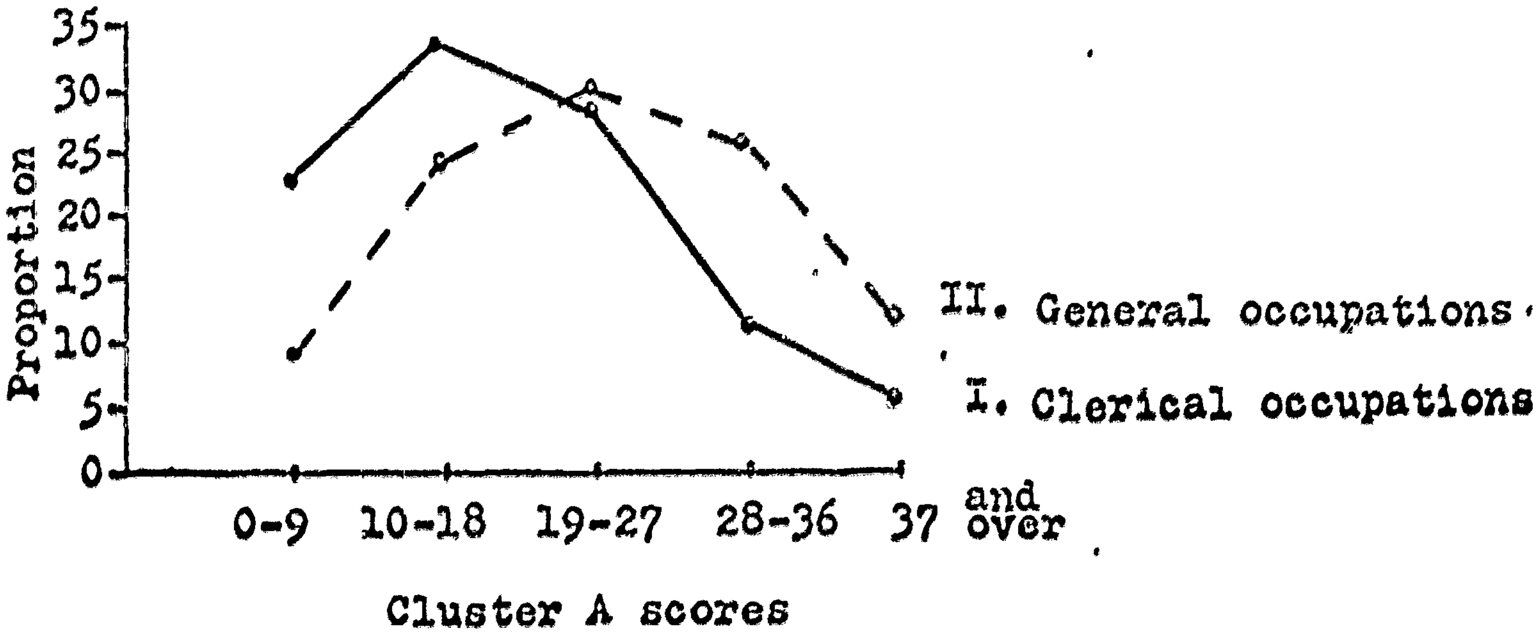

Figure 3. Profile of frequency distribution of Cluster A scores according to occupations

became greater. The routine matters of living within the family were not as great a concern as being accepted and treated like a mature adult. The wide range of variability in the scores indicated that, although being treated like an adult was a problem for some of the girls, not all recognized or had the problem. There may have been girls who had no desire to leave home, were dependent on their parents and had no inclination to be recognized as mature adults.

Girls living away from parental homes responded to the eleven items concerned with acquiring suitable living arrangements. Table 18 includes the mean scores and standard deviations of the items according to whether respondents lived

Table 17. Mean scores and standard deviations for items related to problems experienced by girls who lived with parents

Item	Mean	S.D.
Getting my family to treat me like an adult	3.06	2.51
Wanting to live away from home	2.82	2.54
Helping with decision making at home	2.46	1.99
Getting more privileges at home now that I'm working	2.45	2.25
Taking on more responsibilities at home	2.14	1.76
Paying room and board at home	1.48	1.53

with relatives, in a room, alone in an apartment or with others in an apartment.

Four of the items were more difficult for those living alone or in shared apartments than for those living with relatives or in a room; these were: Finding a place to live within my budget, Paying for rent in advance, Paying installation charges for phone and utilities, and Getting repair work done. Finding a clean, well-kept place in a desirable neighborhood was a greater difficulty for those who lived in a room and in an apartment alone than for those living with relatives or in a shared apartment.

The participants who lived with relatives and in a room had the most difficulty finding a place close to public transportation and a shopping center in a desirable neighborhood.

Table 18. Mean scores and standard deviations for items related to problems experienced by girls who lived away from parental home

Item	Living arrangements							
	Relatives		In room		Alone in apartment		Shared apartment	
	M.S.	S.D.	M.S.	S.D.	M.S.	S.D.	M.S.	S.D.
Finding a place to live close to public transportation	2.44	2.73	2.70	2.72	2.03	1.62	2.05	1.90
Finding a place to live within my budget	1.66	2.00	2.47	2.47	3.82	2.68	3.40	2.54
Finding a place to live in a desirable neighborhood	2.29	2.89	3.20	2.97	2.25	1.97	2.83	2.52
Finding a place to live that is close to a shopping center	2.70	3.07	2.76	2.64	2.17	2.07	2.17	2.19
Finding a clean, well-kept place to live	1.33	1.68	2.50	2.13	2.46	2.25	2.93	2.49
Paying installation charges for phone and utilities	1.66	2.20	1.14	.08	1.85	1.43	2.59	2.30
Paying for rent in advance	1.66	2.13	1.73	1.44	2.25	1.83	2.56	2.39
Deciding whether to sign a contract	1.14	1.40	1.41	1.49	1.92	2.22	1.83	2.04
Getting along with the landlord	1.77	2.20	1.38	1.15	1.25	.07	1.70	1.52
Getting repair work done in the place I live	1.66	2.23	1.91	1.88	2.60	2.37	2.81	2.43
Getting along with the other tenants in the building	1.85	.08	1.41	1.04	1.14	.04	1.78	1.48

Those who lived alone and in shared apartments had the greatest difficulties finding a clean, well-kept place within their budget. Those who shared apartments had difficulties with situations involved in sharing initial expenses of paying for rent, phone and utility costs in advance.

Ten items, relevant for girls who shared apartments with others, were concerned with finding and living harmoniously with a roommate. The two problems of greatest importance, as indicated by the mean scores shown in Table 19 dealt with sharing housekeeping duties and finding the right roommate. The lower mean scores on the interpersonal relationship problems suggested that the difficulty was not in getting along with a roommate but in the initial act of finding a compatible one to live with. Shared decisions dealing with money, cooking and who should be boss presented less difficulty than housekeeping decisions. Possible explanations may be that the girls enjoyed doing the other duties involved in apartment living but did not enjoy housekeeping; or it was easier to be lax with housekeeping duties than it was with cooking and deciding where the money goes since they had to eat and had only a limited amount of money to work with.

The majority of items elicited responses from all participants regardless of living arrangement. The mean scores of the items were ranked and divided into four parts. The first quartile, as shown on Table 20, contained the items with the highest mean scores, the fourth quartile, the lowest. The

Table 19. Mean scores and standard deviations for items related to problems experienced by girls who shared apartments with others

Item	Mean	S.D.
Sharing responsibilities for housekeeping duties	2.87	2.35
Finding the right roommate to live with	2.52	2.51
Deciding on how the food money will be spent	2.20	2.07
Working out a budget for apartment expenses	2.18	2.19
Getting along with my roommate	2.10	1.82
Disapproving of each other's friends	2.04	2.02
Deciding on a work schedule for cooking	2.03	2.09
Enjoying different interests and activities	1.90	1.47
Deciding on who the boss will be in the apartment	1.84	2.05
Spending too much time with my roommate	1.75	1.58

lowest. The items that fell in the second and third quartile are given in Table 21 and can be found in Appendix D.

Interrelationship problems were of two kinds and appeared both in the first and fourth quartiles. Those items with higher means: Joining organizations where I can meet young people, Getting involved in an active social life, Meeting fellows I'd like to and Going places where I can meet new friends, were concerned with social adjustment outside of the employment situation. Meeting new people at work, Getting along with my fellow workers and Getting along with my boss, had lower mean scores and were concerned with interpersonal

Table 20. Mean scores and standard deviations of items marked by all participants regardless of living arrangements ranked in first and fourth quartiles

Item	Mean	S.D.
First quartile		
Obtaining desirable employment in my home town	5.0	3.50
Eating breakfast every morning	4.85	3.54
Joining organizations where I can meet young people	4.57	2.96
Keeping my weight where I want it	4.53	3.09
Getting variety in all of my meals	4.36	3.04
Keeping myself on a budget	4.24	3.00
Getting the right kinds of food for good health	4.06	2.96
Planning for the future	3.93	2.48
Finding a good paying job	3.90	2.83
Deciding on the type of work I want	3.86	2.92
Making my clothing dollar go as far as it should	3.76	2.55
Getting involved in an active social life	3.76	2.80
Knowing how to prepare bread	3.67	2.75
Meeting fellows I'd like to	3.60	2.89
Going places where I can meet new friends	3.54	2.65
Fourth quartile		
Eating out in restaurants	2.17	1.88
Spending too much money on entertainment	2.16	1.90
Spending too much money on transportation	2.12	1.97
Knowing how to make quick meals	2.09	1.81
Knowing how to prepare vegetables	2.06	1.69
Getting satisfaction from my hobbies	2.04	1.88
Knowing how to prepare desserts	1.97	1.67
Doing laundry	1.90	1.66
Meeting new people at work	1.89	1.59
Knowing how to prepare salads	1.86	1.62
Buying things on the installment plan	1.83	1.79
Buying clothes appropriate for work	1.72	1.37
Getting along with my fellow workers	1.60	1.17
Getting along with my boss	1.58	1.47
Keeping my job	1.38	1.04
Wearing uniforms furnished by the company	1.06	.07

relationships on the job. The problem, therefore, appeared to be meeting the right kinds of people on a social basis outside of the work situation.

Inadequate knowledge about nutrition was recognized as a greater problem than was the lack of skill in food preparation. In the first quartile, four items dealt with aspects of nutrition: Eating breakfast every morning, Keeping my weight where I want it, Getting variety in all of my meals and Getting the right kinds of food for good health. Only one item concerned with skill in food preparation, Knowing how to prepare bread, appeared in the first quartile while four items concerned with food skills appeared in the fourth quartile. Nearly half of the respondents were living at home and consequently may have had little to do with food preparation.

Two aspects of employment that created varying degrees of difficulty for the girls were acquiring and adjusting to employment and interpersonal relationships on the job. The first of these produced the greater difficulty as was indicated by the mean scores for the items: Obtaining desirable employment in my home town, Finding a good paying job and Deciding on the type of work I want. The interpersonal relationship problems of employment, discussed previously, were of little difficulty to the girls.

Money management problems were divided among the four quartiles. Two items, Keeping myself on a budget and Making my clothing dollar go as far as it should appeared in the first quartile. Spending too much money on entertainment, Spending too much money on transportation and Buying things on the installment plan appeared in the fourth quartile. Some explanations for the lower mean scores for some items may be: the girls did not have cars or money to buy them so transportation expenses presented no problem; entertainment was either in the form of dating, watching television or going to house parties and did not involve large expenditures of money; it was difficult for the girls to establish a credit rating and therefore were not making installment payments; charge accounts may not have been considered installment buying.

SUMMARY AND RECOMMENDATIONS

The major objective of the study was to identify recognized problems of single girls in Iowa entering the work world following high school graduation. Two secondary objectives were to study relationships between the kinds of problems and the size of home town from which the girl came, semesters she enrolled in home economics and the location of her present residence, and to study the differences among problems due to living arrangement and type of occupation. Five hypotheses related to the objectives of the study were tested:

1. Correlations between population of home town and recognized problems of single working girls do not vary significantly from zero.

2. Correlations between semesters of home economics completed and recognized problems of single working girls do not vary significantly from zero.

3. Correlations between population of home town and recognized problems of single working girls do not vary significantly from zero.

4. Living arrangement is independent of the recognized problems of single working girls.

5. Occupation is independent of the recognized problems of single working girls.

Data were collected by questionnaire which was developed using information obtained from interviews, personal experience and previous studies. The questionnaire was composed of two forms. Form A requested certain personal data from the participants necessary for analyzing the results. Form B contained 88 items that the participants were asked to rate on a nine-point scale according to the amount of difficulty the situation had caused or was causing her.

Single girls who had begun working directly following high school graduation in 1966 were identified and located with the assistance of high school guidance counselors in Iowa who were asked to supply the names and addresses of four eligible participants. Nearly 83 per cent of the counselors responded by sending the names and addresses of 738 girls; only ten of the addresses were incorrect. Questionnaires were mailed to 738 participants, 72.2 per cent of whom returned the questionnaires. Forty-two of the returned questionnaires could not be used because of lack of information or ineligibility of the respondent. The final number of participants was 491 unmarried Iowa girls who went to work following high school graduation.

Personal characteristics elicited from the participant were population of her home town, whether she was living in her home town, her living arrangement, occupation, number of semesters of home economics completed and subjects thought to be helpful when starting to work. The majority of the participants came from small towns of less than 5,000 population.

Because place of residence was a controlled variable, nearly half of the girls remained in their home town, living with parents; the other half lived away from their home town. Of those living away from their home town, over half lived in shared apartments.

The girls were grouped into six occupational areas. Nearly 70 per cent of the participants were employed in clerical work and approximately 20 per cent were in three occupations related to home economics: sales, work-in-home and work-in-institution. Subjects related to clerical work, such as English, commercial courses and mathematics, were marked as being particularly helpful by the largest percentages of girls. Home economics was marked as being helpful when starting work by 89 per cent of the girls who worked in homes; 79 per cent in institutions; 46 per cent in sales; 29 per cent in factories and 21 per cent in clerical occupations.

Data were analyzed as clusters which resulted from intercorrelations of items. An examination of significant correlations and item content produced six major clusters: A. Acquiring and adjusting to employment, B. Purchase and care of clothing, C. Personal and social adjustment, D. Use of money, E. Food management and F. Food preparation. The number of items in the clusters ranged from five in Cluster A to eleven in Cluster D. Cluster F had the highest average correlation and reliability of all six clusters.

Cluster mean scores were computed and compared. Cluster A, Acquiring and adjusting to employment, had the highest score, 3.92; Cluster B, Purchase and care of clothing, and Cluster F, Food preparation, had the lowest mean scores, 2.63 and 2.52 respectively. Three of the clusters had mean scores between 3.3 and 3.4. These clusters were: C, Personal and social adjustment; D, Use of money and E, Food preparation.

Intercorrelations of cluster scores showed all the cluster to be significantly related. Three of the clusters: A. Acquiring and adjusting to employment, B. Purchase and care of clothing and E. Food management, were correlated highest with Cluster D, Use of money. Cluster F, Food preparation, correlated highest with Cluster B, Purchase and care of clothing and Cluster C, Personal and social adjustment, correlated highest with Cluster B, Purchase and care of clothing.

The findings caused all hypotheses related to the objectives of the study to be rejected. Correlations of cluster scores and three variables showed that size of home town and the number of semesters of home economics completed caused significant variance on two cluster scores and place of residence influenced four cluster scores. Significant chi squares were found between living arrangement and three cluster scores, and occupation and one cluster score.

Population of home town was a source of variance on the scores of Cluster A, Acquiring and adjusting to employment and Cluster E, Food management. As the population of the home town increased, the amount of difficulty recognized in various aspects of employment and food management decreased.

The number of semesters of home economics completed had a significant negative correlation with Clusters B and F. As the number of semesters of home economics increased the amount of difficulty recognized by the girls in food preparation and purchase and care of clothing decreased.

Place of residence was a source of variance in four areas. Girls living away from home recognized greater difficulties in employment, clothing, use of money and food management.

Living arrangements proved to be dependent on three of the cluster scores. The groups of girls not living with their parents had a tendency to recognize greater difficulties with problems in Cluster D, Use of money. There was also a tendency for girls sharing apartments to recognize greater difficulties in food management problems, Cluster E. Although there was a significant chi square score between living arrangements and food preparation problems, the variance seemed to be due to the anomalous profile curve rather than to living arrangement. None of the girls seemed to be having much difficulty with food preparation.

Chi squares were computed between cluster scores and two occupational categories: clerical work and general occupations. Clerical workers recognized less difficulties in problems related to Cluster A, Acquiring and adjusting to employment problems, than those girls in general occupations.

Individual items as well as cluster scores were analyzed so more specific problems would be identified. Separate groups of items were included in the questionnaire for girls who lived with parents, for those who lived away from parental home and for those who lived in shared apartments. The majority of items were included to elicit responses from all the participants regardless of living arrangements.

Girls who lived with parents had the greatest difficulties with problems that dealt with family acceptance of their newly acquired adult roles. The items that implied acceptance by family members created greater difficulty than did those items concerned with managerial situations in the family.

Acquiring suitable living arrangements created varying kinds of difficulty for those not living with parents. The participants living with relatives or in a room had the most difficulty finding a place close to public transportation and shopping centers in a desirable neighborhood. Those who lived alone or in shared apartments had the greatest difficulty finding a clean well-kept place within their budget. Those who shared apartments had more difficulties with situations involved in sharing initial expenses of paying for rent, phone and utility costs in advance.

Finding and living harmoniously with a roommate created problems in two areas: sharing housekeeping duties and finding the right roommate. Getting along with a roommate was less of a problem than the initial act of finding a compatible one.

Shared decisions that dealt with money, cooking and who would be boss presented less difficulty than decisions about housekeeping duties.

The majority of items were to have been marked by all the participants. The items were ranked according to mean scores and divided into quartiles.

Mean scores for interpersonal relationship problems on and off the job showed that greatest difficulties were recognized in joining organizations, getting socially involved, going places to meet new friends and meeting fellows. The least amount of difficulty in personal adjustment was in meeting people at work and getting along with the boss and fellow workers.

Problems that involved aspects of food were of two types. Problems related to nutritional knowledge were recognized as being of greater difficulty than food preparation problems. Eating breakfast, weight control, getting variety and the right kinds of food for good health appeared in the top quartile of items; whereas, four items that dealt with food preparation were in the bottom quartile.

Three items that dealt with employment were recognized as presenting difficulties. Obtaining desirable employment in home town, finding a good paying job and deciding on the type of work were the problems that were recognized as presenting the most concern.

Money management problems were divided among the quartiles. Keeping on a budget and making clothing money stretch were items that appeared in the top quartile. Spending too much money on entertainment and transportation and purchasing on the installment plan were not recognized as problems by the girls.

The following recommendations were made based on the findings of the study. If the study were to be repeated, it is recommended that:

1. Because of the large percentage of returns a smaller randomized sample of guidance counselors rather than the entire population be used to secure names and addresses of participants.

2. Because the present study did not involve a randomized sample, it is recommended that the study be repeated after developing a plan for drawing a randomized sample of participants.

3. Directions be included when contacting counselors explaining that if there were not four girls qualified from the high school, the names and addresses of those available were to be sent.

4. A request be made to participants to return the questionnaires with a note of explanation if they no longer qualified for the study.

5. The nine points on the rating scale be more specifically defined and tested to see if the responses could be more

meaningfully interpreted. An "0" response be added to the scale for a "doesn't apply" response.

6. The questionnaire be printed on only one side of the page to insure a more complete response.

7. The items with correlation coefficients above .50 be examined for content and combined where possible.

8. The fifteen items that did not correlate significantly be eliminated from the questionnaire.

9. A similar study be conducted using participants from an urban state.

10. A similar study be conducted with single working girls who have training beyond high school to study the influence of further education.

Implications based on the findings of the study are:

1. When developing curricula for classes in wage earning, family living or a combination of the two, special consideration be given to:

a. The integration of money management and other managerial principles in all areas of home economics.

b. The use of weight control, social adjustment and clothing selection as motivating factors to help create interest in the study of nutrition.

c. An evaluation of present curriculum to determine the extent of emphasis being placed on food preparation and clothing courses at the expense of other educational needs.

2. Area schools training young women include a unit on adjustment to the world of work based on the findings of this study.

3. Findings of the study be shared with guidance and counseling personnel with special emphasis on those problems related to acquiring and adjusting to employment.

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APPENDIX A: CORRESPONDENCE WITH GUIDANCE COUNSELORS AND PARTICIPANTS

IOWA STATE UNIVERSITY
OF SCIENCE AND TECHNOLOGY
Ames, Iowa 50010

DEPARTMENT OF HOME ECONOMICS EDUCATION

Dear

The Home Economics Education Department at Iowa State University is conducting a study to obtain information concerning problems single working girls have as they enter the world of work directly following high school graduation. The results of the study will have implications for planning home economics curricula in Iowa.

We need your assistance in this project by providing us with the names and present addresses of four girls from the 1966 graduating class of your school who have not married and have been gainfully employed following high school graduation. Two of these girls must be living at home with their parents and working in their home town, and two girls must be working away from their home town and living away from their parental home. A questionnaire will be sent to these girls so it is important that the addresses you send be as current as possible.

We would sincerely appreciate your cooperation with this study. Enclosed is a form for your reply. We hope you can provide this information for us within the next ten days. If you have any questions, please feel free to write or call collect, Dr. Eleanore L. Kohlmann, Ames, 515-294-1234, who is in charge of this research project.

Thank you for your time and cooperation.

Very truly yours,

Alberta D. Hill

Alberta D. Hill
Head, Department of
Home Economics Education

ADH:ckc

Enclosure

ERIC

Please fill out within five days and return to:

Dr. Eleanore L. [illegible]
Associate Professor
Home Economics Education
169 MacKay Hall
Iowa State University
Ames, Iowa 50010

NAMES AND ADDRESSES OF 2 UNMARRIED GIRLS WHO LIVE WITH THEIR PARENTS AND WORK IN THEIR HOME TOWN.

1. Name ____________________

Address ____________________

____

____

2. Name ____________________

Address ____________________

____

____

NAMES AND ADDRESS OF 2 UNMARRIED GIRLS WHO ARE WORKING AWAY FROM THEIR HOME TOWN AND LIVING AWAY FROM THEIR PARENTAL HOME.

1. Name ____________________

Address ____________________

____

____

2. Name ____________________

Address ____________________

____

____

IOWA STATE UNIVERSITY
OF SCIENCE AND TECHNOLOGY
Ames, Iowa 50010

DEPARTMENT OF HOME ECONOMICS EDUCATION

The Home Economics Education Department at Iowa State University is conducting a research study to identify difficulties being experienced by single working girls as they enter the work world following high school graduation.

Your former high school guidance counselor has given us your name as a possible participant in this study. Will you assist by answering the enclosed questionnaire? The information you give on the questionnaire will be kept anonymous as you need not sign your name. The total results, however, will be used in preparation of teaching materials that can be used in a class of high school girls to help them when they enter the work world. It is very important that we get 100% participation if we are to complete this study.

We realize how busy you are but the questionnaire will only take a few minutes of your time and we hope you will enjoy answering it. Please return the completed questionnaire in the enclosed stamped self-addressed envelope within the next 5 days.

Thank you so much for your time and cooperation.

Very truly yours,

Eleanore L. Kohlmann

Eleanore L. Kohlmann
Associate Professor

ELK:ckc

Enclosure

Follow-up Card to Guidance Counselor

Dear____________________

We realize you have a busy schedule and it may not have been feasible for you to return the form requesting names and addresses of working girls from your 1966 graduating class. We would like to call this request to your attention again; we are most anxious for a complete return.

Even though you may not have 4 girls who qualify, we would like as many names as you can supply or the form itself if you have no one who qualifies. We are looking forward to a 100% return.

Thank you for your time and interest.

Sincerely,

Eleanore L. Kohlmann
Associate Professor

Follow-up Card to Participant

Dear Miss____________________

Perhaps you haven't had time to complete the questionnaire we sent you concerning difficulties of single working girls, but we are still hoping to hear from you. We need responses from all of the participants if the study is to be useful to us. If you do not qualify as a single working girl, we would appreciate having the questionnaire returned with a note of explanation.

We have received wonderful cooperation thus far and are looking forward to a 100% return.

Thank you for your time and interest.

Sincerely,

Eleanore L. Kohlmann, Ph.D.
Associate Professor

APPENDIX B: INSTRUMENTS USED FOR DATA COLLECTION

ORIENTATION TO THE WORLD OF WORK

The Home Economics Department at Iowa State University is conducting a study to obtain information about problems working girls have when entering the work world. The results of this study will have implications on curriculum planning for high school girls.

We would appreciate your ideas on the following questions.

1. What factors did you consider before deciding on the job you wanted?

2. What kinds of problems did you meet when trying to get a job?

3. What characteristics do you feel are most helpful in keeping a job?

4. What kinds of problems were involved with making living arrangements when you went to work?

5. What types of personal adjustment problems, if any, did you meet when you entered the work world?

6. What kinds of advice could you have used about:

Money management:

Time management:

Other management:

7. What advice would you have to give high school senior girls who want to work away from home or in their home towns?

8. Check one of the following: I live with my parents ( ).
I live away from home ( ).

INTERVIEW SCHEDULE

1. What kind of work do you do?
2. What made you decide to do this work rather then something else?
3. Did you have any problems getting this kind of a job? If yes, what were some of these problems?
4. From what source did you learn about this job opening?
5. What things do you like most about this type of work?
6. What things do you like least about this type of work?
7. Do you plan to continue with this kind of work? If yes, why?

   If no, what are your plans?
8. How many jobs have you had since you graduated from high school? Why did you change jobs?
9. On what basis did you decide whether to work in or away from your home town?

10. What sort of living arrangements do you have?

If you live at home:

11. What do you like best about your living arrangements?

12. What changes did you make in your way of living when you started working?

If you live away from home:

13. What do you like best about the place where you are living?

14. What new experiences did you have when you were looking for a place to live?

15. What problems did you run into?

16. What made you decide to take the place you now live in?

17. Do you have an apartmentmate or roommate?

18. How did you find someone to live with you?

19. Did you have any trouble finding one? If yes, what kinds of trouble?

20. What about your living arrangements do you especially like?

21. What things do you find you and your roommate(s) disagree about?

22. What would you change about your living arrangements if you could?

23. How did you decide on ways of sharing responsibilities within your apartment?

24. How do you share the responsibilities for:
    housekeeping?
    food preparation?
    shopping?
    finances?
    use of space?

25. What kinds of things do you do during your leisure time?

26. What kinds of things would you like to do but can't during your leisure time?

27. To what organizations do you belong?

Why did you join?

28. Have you made any new friends since you started working? If yes, how have you met them?

29. Is getting acquainted with new people a problem? In what ways is it a problem?

30. What are your goals for the next two years?

31. What preparations are you making to reach these goals?

32. Do you have enough time outside of work to do the things you want to do? If not, what are some of the problems you have?

33. Do you find that time moves slowly when you are not working? Why or why not?

34. Do you follow a time schedule? If yes, what kind?

35. Do you have trouble making your paycheck stretch to meet all of the things you need?

36. Do you make out a budget for use of your money?

37. Do you know how much you spend each month for food? clothing? recreation? rent and utilities? travel or car expenses?

38. What experiences have you had with use of:

    credit?
    installment buying?
    door-to-door salesmen?
    insurance?
    loans?
    savings?
    charge accounts?
    any other financial arrangements?

39. What sort of meal arrangements do you have?

40. What aspects of this arrangement do you find most pleasant?

41. What aspects of this arrangement do you find least pleasant?

42. What difficulties do you have in planning meals? (nutrition and variety)

    grocery shopping?
    storage of food?
    preparation?
    clean-up after meals?
    weight control?
    entertaining?

43. What difficulties have you experienced in regard to:

planning your wardrobe?

selection of clothes?

co-ordination of wardrobe?

care of clothes?

storage of clothes?

cost?

44. What advice would you give to senior girls who want to go to work right after high school?

WE NEED CERTAIN INFORMATION ABOUT YOU. PLEASE FILL IN THE FOLLOWING BLANKS. DO NOT SIGN YOUR NAME.

1. What kind of work do you do? ____________________

2. What is the name of your home town? ____________________

3. How many semesters of home economics have you had? _____
(A full year of home economics is 2 semesters.)

MARK (X) ONE

4. I now live:

_____A. in my home town.

_____B. away from my home town.

5. I now live:

_____A. with my parents.

_____B. with relatives.

_____C. in a room.

_____D. alone in an apartment.

_____E. with others in an apartment.

_____F. others. (please state.) ____________________

6. THE FOLLOWING IS A LIST OF SUBJECTS YOU MAY HAVE TAKEN IN HIGH SCHOOL. MARK (X) THOSE THAT WERE PARTICUALRLY HELPFUL TO YOU WHEN YOU STARTED WORKING. YOU MAY CHECK MORE THAN ONE.

_____A. English and literature.

_____B. science.

_____C. mathematics.

_____D. commercial courses, typing, bookkeeping and secretarial.

_____E. home economics.

_____F. history and other social sciences.

_____G. speech.

_____H. journalism.

_____I. others. (Please state.) ____________________

"DIFFICULTIES OF A SINGLE WORKING GIRL"

The following are statements that describe various situations experienced by single working girls. We are interested in knowing how much of a difficulty these situations are or have been to you since finishing high school.

1) If the situation is or was an extreme difficulty for you, indicate this by marking a "9" in the blank.
2) If the situation presented no difficulty, indicate this by marking "1" in the blank.
3) Use numbers between 1 and 9 for various degrees of difficulty.

|_____|_____|_____|_____|_____|_____|_____|_____|
1 2 3 4 5 6 7 8 9

no difficulty — extreme difficulty

Your choices should describe how much of a difficulty these situations are or were to you. Be sure to read each statement carefully.

IF YOU LIVE WITH YOUR PARENTS, MARK THE NEXT 6 QUESTIONS.

_____1. Getting my family to treat me like an adult.

_____2. Getting more privileges at home now that I'm working.

_____3. Helping with decision making at home.

_____4. Taking on more responsibilities at home.

_____5. Paying room and board at home.

_____6. Wanting to live away from home.

IF YOU LIVE AWAY FROM HOME, MARK THE NEXT 11 QUESTIONS.

_____7. Finding a place to live close to public transportation.

_____8. Finding a place to live within my budget.

_____9. Finding a place to live in a desirable neighborhood.

_____10. Finding a place to live that is close to a shopping center.

_____11. Finding a clean, well-kept place to live.

(SEE REVERSE SIDE)

1 — 2 — 3 — 4 — 5 — 6 — 7 — 8 — 9

no difficulty — extreme difficulty

______37. Planning for the future.

______38. Keeping my job.

______39. Doing laundry.

______40. Repairing and keeping clothes in good condition.

______41. Sewing and altering clothes.

______42. Buying clothes appropriate for work.

______43. Changing high school wardrobe so it will meet my needs now.

______44. Wearing uniforms furnished by the company.

______45. Determining the best clothing buys.

______46. Making my clothing dollar go as far as it should.

______47. Meeting new people at work.

______48. Going places where I can meet new friends.

______49. Joining organizations where I can meet young people.

______50. Getting involved in an active social life.

______51. Meeting fellows I'd like to.

______52. Dating as often as I'd like to.

______53. Doing what I really want to do during my free hours.

______54. Having to stay home during free time because of no transportatio

______55. Missing out on things I'd like to do because of the lack of spending money.

______56. Getting satisfaction from my hobbies.

______57. Doing the same old things for entertainment.

______58. Entertaining people at my place.

______59. Making my pay check meet all of the things I need.

______60. Making out a workable budget.

______61. Keeping myself on a budget.

______62. Knowing where my money goes.

(SEE REVERSE SIDE)

APPENDIX C: CODING PLAN

Card I

Columns		
1,2,3,4	Reserved for use by statistics laboratory.	
5,6	Card number.	
7,8,9,10	Identification number. (Upper right hand corner of questionnaire).	
11 Form A	Question 1---	0. Clerical, work in office.
		1. Sales, work with public.
		2. Work in home.
		3. Work in institution.
		4. Work in factory.
		5. Unemployed.
12	Question 2---	0. Between 1 and 999 population in home town.
		1. Between 1,000 and 2,499.
		2. Between 2,500 and 4,999.
		3. Between 5,000 and 9,999.
		4. Over 10,000 population.
13	Question 3---	0. No home economics in school.
		1. 1 semester.
		2. 2 semesters.
		3. 3 semesters.
		4. 4 semesters.
		5. 5 semesters.
		6. 6 semesters.
		7. 7 semesters.
		8. 8 semesters.
		9. 9 semesters or more.
14	Question 4---	0. Live in home town.
		1. Live away from home town.
15	Question 5---	0. Live with parents.
		1. Live with relatives.
		2. Live in a room.
		3. Live alone in an apartment.
		4. Live with others in an apartment.
		5. Other arrangements.
16	Question 6A--	0. Omitted.
		1. Marked.
17	Question 6B--	0. Omitted.
		1. Marked.
18	Question 6C--	0. Omitted.
		1. Marked.

Columns		
19	Question 6D--	0. Omitted. 1. Marked.
20	Question 6E--	0. Omitted. 1. Marked.
21	Question 6F--	0. Omitted. 1. Marked.
22	Question 6G--	0. Omitted. 1. Marked.
23	Question 6H--	0. Omitted. Marked.
24-80	Form B Questions 1-57---	0. Not applicable. 1. No difficulty. 2. 3. 4. 5. 6. 7. 8. 9. An extreme difficulty.

Card II

Columns		
1-15	Same as for Card I	
16-46 Cont. Form B	Questions 58-88---	0. Not applicable. 1. No difficulty. 2. 3. 4. 5. 6. 7. 8. 9. An extreme difficulty.

APPENDIX D: DATA NOT DISCUSSED IN TEXT

Table 21. Frequency distribution of scores on Clusters D, E and F according to three living arrangements

	Living arrangements					
	I[a]		II[a]		III[a]	
	N	%	N	%	N	%
Cluster D scores						
0-20	67	26.1	15	16.8	25	18.2
21-40	116	45.3	23	37.0	48	35.0
41-60	49	19.1	21	32.5	38	27.7
61 and over	24	9.1	12	13.4	26	18.9
Cluster E scores						
0-11	82	32.0	22	24.7	30	21.8
12-22	92	35.9	33	37.0	36	26.2
23-33	65	25.3	21	23.5	34	24.8
34 and over	17	6.6	13	14.6	37	27.0
Cluster F scores						
0-14	93	36.3	42	47.1	66	48.1
15-28	114	44.5	25	28.0	44	32.1
29-42	34	13.2	19	21.3	15	10.9
43 and over	15	5.8	3	3.3	12	8.7

[a] I = girls who lived with parents; II = girls who lived with relatives, in a room or alone in an apartment; III = girls who shared apartments.

Table 22. Frequency distribution of scores on Cluster A according to occupation

Cluster A scores	Occupations			
	I[a]		II[a]	
	N	%	N	%
0-9	77	22.4	14	9.7
10-18	113	32.9	35	24.4
19-27	98	28.5	42	29.3
28-36	38	11.0	36	25.1
37 and over	17	4.9	16	11.[illegible]

[a] I = clerical workers; II = all other occupations.

Table 23. Mean scores and standard deviations of items marked by all participants regardless of living arrangements ranked in second and third quartiles

Item	Mean	S.D.
Second quartile		
Spending too much money on clothes	3.52	2.65
Putting money into savings accounts regularly	3.48	2.97
Sewing and altering clothes	3.45	2.76
Avoiding monotony on the job	3.44	2.73
Making my pay check meet all of the things I need	3.41	2.75
Making out a workable budget	3.39	2.69
Getting experience in the type of work I want	3.38	2.80
Dating as often as I'd like to	3.36	2.95
Doing the same old things for entertainment	3.35	2.53
Leaving my high school friends	3.35	2.55
Knowing where my money goes	3.31	2.79
Moving away from my family	3.26	2.61
Entertaining people at my place	3.16	2.75
Doing what I really want to do during my free hours	3.07	2.51
Getting rid of door-to-door salesmen	2.97	2.65
Third quartile		
Deciding on what kinds of insurances to buy	2.88	2.43
Knowing how to prepare meats	2.87	2.39
Knowing what to serve guests at parties and dinners	2.83	2.27
Knowing how to prepare full meals	2.79	2.33
Having to stay home during free time because of no transportation	2.76	2.73
Determining the best clothing buys	2.68	1.89
Using up the left-overs	2.67	2.46
Repairing and keeping clothes in good condition	2.49	1.93
Changing high school wardrobe so it will meet my needs now	2.44	2.09
Spending too much money on food	2.40	2.04
Disliking to cook	2.30	2.31
Making the grocery money stretch	2.29	2.14
Missing out on things I'd like to do because of the lack of spending money	2.28	2.06
Adjusting my food likes and dislikes to those with whom I live	2.25	2.03
Buying and preparing food for one or two people	2.19	1.97