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PERSONAL VALUES OF HOMEMAKERS.**

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REFINEMENT OF AN INVENTORY TO MEASURE
PERSONAL VALUES OF HOMEMAKERS

by

Frances Marie Smith

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TABLE OF CONTENTS

	Page
INTRODUCTION	1
REVIEW OF LITERATURE	5
Issues Involved in the Development of an Inventory to Measure Values	5
Clustering of items	5
Type of indicator	6
Arrangement of individual values	7
Social desirability	8
Construction of Instruments to Measure Values	25
Osborn inventory	26
Personal choices of homemaking teachers	34
Poe inventory of values	39
My portrait of a homemaker	41
REFINEMENT OF THE KOHLMANN INVENTORY OF VALUES	47
Determination of Social Desirability of Items	47
Construction of the Inventory	64
Use of the Inventory	76
RECOMMENDATION FOR FURTHER STUDY OF THE INVENTORY	85
SUMMARY	87
LITERATURE CITED	92
ACKNOWLEDGEMENTS	95
APPENDIX A: A HOMEMAKER'S SELF IMAGE: WHAT IS IT?	96
APPENDIX B: MEDIAN DIFFERENCES IN SOCIAL DESIRABILITY INDICES FOR TWO GROUPS	124
APPENDIX C: IMAGE OF A HOMEMAKER	134

	Page
APPENDIX D: HOMEMAKER'S IMAGE	161
APPENDIX E: ITEMS INCLUDED IN FACTOR I	177
APPENDIX F: ITEMS INCLUDED IN FACTOR II	180
APPENDIX G: PREFERENCES OF A HOMEMAKER	188

LIST OF TABLES

	Page
Table 1. Social desirability indices of all items for each value ranked from lowest to highest on the basis of degree of ambiguity	55
Table 2. Social desirability indices for additional status items ranked from lowest to highest on the basis of degree of ambiguity	59
Table 3. Distribution of means for values for 312 items based on 30 responses	61
Table 4. Distribution of standard deviations for 312 items based on 30 responses	63
Table 5. Groups responding to the inventory	67
Table 6. Individual respondents classified according to states	68
Table 7. Correlation matrix for Factor I	70
Table 8. Correlation matrix for 18 items in Factor II	72
Table 9. Number of items in Factor II classified by value content	74
Table 10. Means and standard deviations of items in the two scales	79

INTRODUCTION

In a scientifically oriented culture the transmission of values and their relation to behavior pose important problems for research. Each person has a system of values and the importance of understanding his value system as a basis for predicting behavior in relation to educational motivation, success as a person, a family member, a citizen and a worker needs to be explored more fully. Social scientists, including educators, are attempting to develop general theories and means of determining and predicting the behavior of individuals and groups.

The need for research concerning values, especially those related to the family, was recognized by the American Home Economics Association (23) as most important in its recommendations for research in the area of family relations. This area is of considerable significance since home economists strive to strengthen and reinforce family life. One of the groups which they have been serving is the homemaker. Doubtless homemakers will continue to receive considerable attention now that education is seen as a lifetime process in contrast to one that ends at age 16, 18 or 22. The prediction of individual or group reaction in relation to participating in educational programs and to the adoption of beliefs and practices would be enhanced by a knowledge of the value systems of homemakers.

Not only are their value systems important in predicting behavior, but homemakers are also influential in the establishment of value systems by their children. In addition their value systems play a prominent role in their employment outside the home. A knowledge of the value system could enhance prediction in job selection and in success on the job. Some theorists believe that their systems are related to the job success of husbands.

In research conducted by Kohlman (20) work on an instrument to measure the values of homemakers was begun, but she recommended further study and refinement. The purpose of the present research is to refine her instrument.

To facilitate research clarification of the term value is necessary and a review of some recent pertinent definitions was made.

A definition of value used frequently by Kohlmann (20) and other social scientists is that of the anthropologist, Kluckhohn.

A value is a conception, explicit or implicit, distinctive of an individual or characteristic of a group, of the desirable which influences the selection from available modes and ends of action. (20, p. 105)

This definition, although widely used, requires clarification of such crucial terms as conception, explicit and implicit.

In research designed to discover and analyze the meanings assigned to the term value in psychological value theory, Tisdale (31) arranges research and theory into tentative clusters

or categories, each emphasizing a particular variable critical to the definition of value. The categories are those that:

1. Define values as needs or satisfactions.
2. Grant the biological basis of values but stress the motivational nature of value determinants which operate prior to behavior.
3. State that values arise only when problem situations demand behavioral choices.
4. Equate values with intellectually held concepts or beliefs.
5. See values as different kinds of situational relationships.

He concludes that there is no agreement on any single meaning of the term value by psychologists but he makes this summary statement that relates theory to research:

Values are inferred motivational constructs associated with perceived differences in goal-directed behavior and indicated by the selection of action alternatives within social situations. (31, p. 1245)

Another definition of value is proposed by Barton (1) after a review of current concepts of value. He uses a series of distinctions and concludes by restricting the term to:

...relatively general and enduring preferences, normative rules, or tendencies of choice which underlie the myriad specific preferences, rules and decisions which occur in daily life. (1, p. 72)

He believes this definition distinguishes basic values from specific wants, preferences and norms. The assumption is made that there are a relatively small number of general tendencies

which underlie the specific verbal or behaviorial indicators and that these are relatively stable. If human behavior is to be understood, it is necessary to search for relatively general, stable sources of regularity rather than to determine a multitude of specific preferences.

Using the definition by Barton as the major basis for this research, the term value is defined as an enduring preference characteristic of an individual which influences the actions, decisions and desires in his daily life.

REVIEW OF LITERATURE

Issues Involved in the Development of an Inventory to Measure Values

The development of an instrument to measure personal values of homemakers involves the consideration of many issues and problems related to personality measurement in general and value measurement specifically. Several researchers have attempted to measure values; educators, psychologists, sociologists, and anthropologists continue to work in this area. The measurement of values necessitates the clarification of certain concepts and assumptions. The rationale used for this type of research involves the exploration of such theoretical concepts as clustering of items, type of indicator used for measurement, arrangement of values for an individual and social desirability. In preparation for the refinement of an instrument to measure values, research relating to social desirability was reviewed. Four instruments to measure adult values are reported. These supplement those reviewed by Kohlmann (20) in addition to her inventory.

Clustering of items

Not every value act is unique or specific. Individuals tend to cluster their evaluation of ideas and actions they perceive as related. It can be assumed that value acts can then be classified in meaningful categories, that these categories

of responses can be arranged into dimensions, and that scales can be developed which are measures of these dimensions. This type of rationale of measurement was used by Shartle, et al. (29) in the identification of value dimensions within an organization and will be the basis of the present research. The rationale is then applied to a particular area of concern for the individual. It is assumed that decisions and actions of homemakers in regard to families would involve the affective dimension, thereby entailing value actions. The researcher hypothesizes the value dimensions that appear to be related to family life, writes specific items for each of these dimensions to denote value acts or decisions made by homemakers and develops scales for measurement. The hypothesized dimensions are varified or disproved by the clusters of items that appear from the analysis of responses by a group of homemakers.

Type of indicator

The type of indicator to use in the measurement of values is another problem encountered by researchers. The types were classified by Barton (1) in terms of form:

1. Explicit abstract elements of standards, criteria or goals.
2. Specific evaluative statements about particular objects.
3. Statements of probable behavior in hypothetical situations.

4. Reported or observed behavior.

Since the present research is based on a definition of values which involves actions, decisions, and desires of the individual, the first of these is of primary interest here. The definition relates values to the verbalization of values as explicit standards, criteria and goals. This type of indicator, depending on wording, can involve either obligatory or preferential values or a combination, depending on whether subjects are asked what standards they like or prefer, what standards they believe are right and wrong, or what standards are important to them.

Arrangement of individual values

Tisdale (31), in trying to discover and analyze the meanings assigned to the term value in modern psychological value theory and research, arranged into tentative clusters or categories those theories tending to emphasize a particular variable which is critical to the defining of values. The seven issues or dimensions pointed out include one termed hierarchical arrangement which is based on the assumption of a hierarchy of values for each individual.

Since values are considered to be closely associated with needs, the hierarchy of needs as proposed by Maslow may have some implications for a hierarchy of values. It may be a basis for understanding why it is common for certain values to be high while others are relatively low in the hierarchy of values for individuals. (20, p. 23)

This concept of arrangement is used by Krech and Crutchfield (21) in a discussion of beliefs and attitudes. They as-

sume that not all of man's beliefs are of equal importance for his daily living. Generally those that are functionally related to the more central characteristics of the individual's personality structure, are well organized and generalized, and are based on needs to identify with other persons or the group will likely be the more important. Attitudes, beliefs and values, then, are seen as arranged in a hierarchy in relation to their importance to the individual. Only to the extent that this hierarchy remains consistent for an individual can it be used for prediction.

Social desirability

Recently a dimension of personality assessment, first referred to by Edwards in 1951 as social desirability, has been recognized clearly as a problem in the development of means of determining values. The problem is one of determining how much the socially desirable behavior affects a person's choice of behavior to ascribe to himself. Edwards (8) defines social desirability as the tendency of subjects to see themselves described by personality statements with socially desirable scale values and to fail to attribute to themselves statements with socially undesirable scale values.

Five important issues need to be raised in relation to social desirability. 1) Is there a relationship between the judged desirability of a value and the probability that it will be endorsed by the subject? 2) What means can be used to

measure social desirability? 3) What is the relationship of social desirability and acquiescence as a response set in value measurement? 4) What is the most effective means of minimizing the influence of social desirability during the construction of a value inventory? 5) Is social desirability related to age, sex and educational level?

The first issue arises in the construction of an inventory to determine values because of the possibility that the subject will respond favorably to value statements, not because he holds the particular value high, but because he considers it a value he should hold. Some researchers have made provisions for this by a separate scale for faking rather than to select items with a view to social desirability. The "F" scale of the Minnesota Multiphasic Personality Inventory (MMPI) and the validity scale of the Minnesota Counseling Inventory (MCI) are examples of faking scales.

Edwards (8) first investigated the relationship between the social desirability of an item and the probability of its being endorsed by a subject. He asked 152 judges to estimate the social desirability of 140 personality statements and derived scale values for the statements by the method of successive intervals. When they were administered to 140 students, it was found that the probability of endorsement was linearly related to the social desirability value; the correlation between the social desirability scale value and the probability of endorsement was .87.

A formula was derived by Hand (13) to obtain an estimate of social desirability:

$$SD = Z_d - Z_u$$

SD = measure of social desirability

Z_d = standard score on series of socially desirable items
measuring factor X

Z_u = standard score on series of socially undesirable
items measuring factor X

He hypothesized that if instruments were administered to one group of subjects under "research" conditions and a comparable group under "appraisal" conditions that the "appraisal" group would score higher X_d than X_u . Pairs of items to constitute d, desirable, and u, undesirable, scales were selected from each of the Guildford-Zimmerman Temperament Survey scales. During the first week of duty 373 U.S. Air Force basic trainees were divided into "Research" and "Appraisal" groups, 183 and 190 subjects respectively. Instructions, administered by a person in civilian clothes, for the Research group were, "I am studying personality tests and need your help. This work has no connection with the Air Force. Please do not put any identifying marks on your answer sheets." The Appraisal group, administered by an Air Force Captain in full uniform, was told, "As you know, personality characteristics are related to success in the Air Force. The tests you are about to take will be a matter of record." As expected, the mean scores for the Appraisal group were higher on desirable items and lower

on undesirable ones.

Also in several unpublished studies Hand correlated social desirability (SD) scores with both inventory and non-inventory variables. These correlations led him to "suggest that SD scores are measuring a characteristic which has important effects in both test and non-test behavior" (13, p. 911).

In a study at the University of Nebraska, Brassard (4) sought to answer the question of the importance of the social desirability variable in individual self-description. Believing that the extent to which this variable operates depends on the particular instrument and upon the subjects studied, she hypothesized that to find those particular subjects who respond to a specific inventory in the socially desirable manner may require the investigation of each subject's responses in terms of his own view of a socially desirable person instead of in terms of the judging groups' views. To test this, groups of 20 males and 20 females were asked to describe both themselves and a socially desirable person on the Tennessee Department of Mental Health Self-Concept Scale (TDMH). Each subject was his own control for social desirability. Twenty-five of the 40 subjects made significantly different descriptions for the self and the socially desirable person, thereby showing differences at the group level; however, the magnitude of the TDMH did not furnish information about the significance of the difference of a single subject's two descriptions.

The relation of individual differences in conceptions of

the desirable to individual differences in self-concepts and overt actions was also studied by Scott (28). He believes this parallelism was varified among college students by the significant correlations obtained when a random sample of 218 students at the University of Colorado were assessed on three psychological processes: behaviors, self-concepts and conceptions of the desirable. He administered a value inventory to these subjects as well as 208 students enrolled in general psychology classes. The latter were asked to respond under three different instructional sets: (1) traits they admire in other people, (2) traits they consider right and wrong, and (3) traits which other people ought to admire. The high correlations among these indicated that the subjects did not distinguish between the three traits. In other words the subjects tended to externalize values and treat them as absolutes.

The question Brassard and Scott raise seems to be related to the derivation of the judged desirability of a trait. Scott (28, p. 597) says " ...so, there is no reason to conclude that social desirability judgments are less variable than self-ratings of the same items." He recognizes, however, that subjects in test situations do tend to respond according to their notions of what constitutes appropriate behavior or belief.

Although the data are not conclusive, the findings in three of these four studies support the belief that there is a considerable tendency for the individual to respond in a way

which he conceives as socially desirable. This, then, makes imperative the second issue, how to measure social desirability. Several researchers have attempted to develop measures for this purpose. The Edwards Social Desirability Scale (SDS) was devised by drawing 150 items from the Anxiety, F, K and L scales of the MMPI and asking ten judges to categorize the items as either socially desirable or undesirable. The 79 items, on which agreement by all judges was obtained, are varied in content and are located on a psychological continuum ranging from highly undesirable, through neutral, to highly desirable. The scale was later shortened to include only the 39 items which showed the greatest ability to discriminate between a group of high and low scorers. Some sample items are:

1. I am never happier than when alone.
2. It makes me nervous to have people ask my advice or otherwise interrupt me when I am working on something important.
3. I usually expect to succeed in things I do.

Contending that items drawn from the MMPI might have pathological implications in their content, Crowne and Marlowe (6) studied a number of personality inventories and selected items involving behaviors which are culturally sanctioned and approved but have minimal pathological or abnormal implication. A set of 50 items was submitted to ten judges to obtain social desirability ratings. Unanimous agreement was obtained on 36 items and 90 per cent agreement on 11 additional items. These 47 were then administered to 76 students in two intro-

ductory psychology courses. An item analysis revealed that 33 items discriminated between high and low scorers at the .05 level; 18 were keyed true or socially desirable and 15 false or socially undesirable. These constitute the Marlowe-Crowne Social Desirability Scale (M-C SDS). The probability of a subject being able to respond in a socially desirable manner to these items is unlikely since the items are so extreme, either highly socially desirable or undesirable, and so do not lie on a continuum as do the SDS items. Examples follow:

1. I have never intensely disliked anyone.
2. I always try to practice what I preach.
3. I am sometimes irritated by people who ask favors of me.
4. I like to gossip at times.

Crowne and Marlow administered the M-C SDS, the SDS and 17 MMPI validity, clinical and derived scales to 37 subjects and found uniformly higher correlations between the SDS and the various MMPI scales than between the M-C SDS and the MMPI variables. This intuitively follows since the SDS was derived from several MMPI scales whereas the major objective of the M-C SDS was to eliminate pathologically relevant items and to use items which are culturally sanctioned and approved but not likely to occur since they are extreme.

Crandall et al. (5) developed the Children's Social Desirability Scale (CSD) using the technique developed by Crowne and Marlowe in their scale for adults. The 48 true-false items of the CSD were stated so that the subject can rarely answer

them in a socially desirable manner:

...some of the items, ask a child if he always behaves in some particular fashion which is prescribed by middle-class American mores or always holds such attitudes and beliefs, e.g., "I am always respectful of older people." Other items ask him if he never does, or thinks of doing, those things which are disapproved in his culture, "I have never felt like saying unkind things to a person." is representative of this kind of item. Still other items pose an unacceptable behavior or attitude and ask whether he sometimes acts or thinks in this fashion, e.g., "I sometimes feel angry when I don't get my way." If the subject wishes to appear socially acceptable on this latter kind of item, he must maintain that he never acts in this unacceptable manner. (5, p. 28)

The CSD items consist of 20 from the Crowne-Marlowe scale for adults rephrased in simpler language and 26 especially constructed to sample a wide range of social experiences common to school-age children. Twenty-six of the items are socially desirable and 22 socially undesirable.

Seven different SD scores were derived by Boe and Kogan (3) using the responses of 65 college students and 105 male psychiatric patients to the revised Interpersonal Checklist (R-ICL) and the Sd, SD, Cof, L and K scales of the MMPI:

- A Score. The A Score was the number of items endorsed with SD scale values greater than five. These items are socially desirable.
- B Score. The B Score was the number of items rejected with SD scale values less than five. These items are socially undesirable.
- C Score. The C Score was the sum of the A and B scores, and therefore included both socially desirable and socially undesirable items.
- D Score. The D Score was the number of items endorsed with SD scale values greater than seven plus the number of items rejected with SD scale

values less than three. There were 24 eligible items for this score--12 high SD and 12 low SD.

- E Score. The E Score was the sum of the SD scale values of endorsed items with SD scale values greater than five. Like the A Score, only socially desirable items were included here.
- F Score. The F Score was the E Score plus the sum of, 10 - SD scale value, for rejected items with SD scale values less than five. Like the C Score, all the socially desirable and socially undesirable items were included. Unlike the C Score, the F Score weights an SD response in proportion to the SD scale value of each item.
- G Score. The G Score was the point-biserial correlation between the self descriptions, true or false and the SD scale values of the 64 R-ICL items for each individual S. The G Score is like the C and F Scores in that all the socially desirable and socially undesirable items were included. By conversion to the coefficient of determination, this score has the advantage of lending itself to an interpretation in terms of the per cent of variance in responses to the group of items which is associated with variance in SD scale values. The G Score, like the F Score, also weights an SD response in proportion to the SD scale value of the item. (3, p. 25).

The investigators did not find an empirical basis for determining the preferred method of deriving an SD score; however, the G score probably gives the most information about the tendency to give socially desirable responses in individual self-descriptions. Unfortunately the G score is laborious to obtain and if the criterion is ease of scoring, the D score is to be preferred.

The third issue involves the degree of dependence or the interrelationship of social desirability and acquiescence, the tendency to respond true regardless of the content of the

item, as part of the response to personality inventories.

The susceptibility to acquiescence of the SDS and the M-C SDS as indexed by their true-false reliabilities was investigated by Ford (10). He cites earlier studies as yielding inconsistent results in this area. These scales were administered to 124 male and 68 female undergraduate psychology students at the University of Buffalo and to 62 male and 62 female junior and senior students at a suburban high school near Buffalo, New York. The corrected true-false reliabilities indicate that acquiescence is a minor rather than a major source of variance in the SDS and the M-C SDS. If an acquiescence-free SD scale is desirable, a forced-choice format is recommended.

Boe (2) when computing separate scores for set and content from self-descriptive responses to personality items found a higher probability of false responses to low SD items than the probability of true responses to high SD items, thus overshadowing the effect of acquiescence in these self-descriptive items.

On the other hand, Webster (33) reviewed research and concluded:

...that responding false to personality inventory items, and response in a socially desirable direction, are positively correlated aspects of personality and similarly, that endorsing such items and response in socially undesirable direction are also positively related. (33, p. 790)

He further states that "it has long been obvious that these

two dimensions, SD and acquiescence, are functionally integrated into a larger syndrom within personality."

In replying to Webster, Hand (12) refutes the above contention of positive correlation or dependence and suggests an almost complete independence of SD and acquiescence; however, no detailed report of his research is available.

On the basis of the evidence cited here it appears that acquiescence is a minor source of variance in responses to personality inventories and could be controlled through the same measures used to control for social desirability.

The fourth issue in relation to social desirability deals with the most effective means of eliminating its effects during the construction of value inventories. In three studies, Heilizer and Gerdine (15), Heineman (16) and Jackson and Minton (18), social desirability was reduced by the use of the forced-choice technique. In these the forced-choice format of test construction was compared with the free-response. The forced-choice consists of pairs or triads of items from which the respondent must choose the one of the pair that best describes himself or the one from the triad that most and least describes himself.

Heilizer and Gerdine (15) administered the EPPS and the TF-EPPS to college students and adults primarily to compare SD content with certain demographic dimensions, but they also examined the data relative to inventory construction. The forced-choice format of the EPPS was found to effect a reduc-

tion in the differential impact of the SD content of the test as compared to the true-false format of the TF-EPPS, but these authors do not believe that SD response style is as major a factor in true-false types of test as Edwards (9) and others have concluded. They contend that the increased sensitivity to variables of sex, age and education is probably the more important result of the special format of the EPPS. In a second study Heilizer and Gerdine (14) compared the effect of the two types of test construction on social desirability as it relates to each of the 15 different scales of the EPPS. Again they conclude that the special format of the EPPS reduces, although it does not completely eliminate, the SD content of the EPPS.

A different personality inventory, the Taylor Anxiety Scale (TAS), was used by Heineman (16) to determine effects of SD on the two forms of inventory construction: forced-choice and free-response. The TAS is a self-rating, free response scale; therefore, a special construction of a forced-choice anxiety scale was necessary for comparison. Two sets of anxiety items were used; 50 items from the A scale and 50 items from the MMPI scale were combined in a set of forced-choice items, consisting of a triad: an anxiety statement, a non-anxiety statement matched with it for social desirability and a second non-anxiety statement differing in social desirability from the two matched statements. Two hundred and nine subjects in introductory psychology courses who had responded

to the A scale 10 weeks earlier responded to the forced-choice scale. Heineman concluded that the influence of social desirability may not have been entirely eliminated by the forced-choice form; however, its influence on test scores was drastically reduced.

With the aim of investigating a forced-choice format for studying selected personality check-list variables and thereby overcoming response set variance encountered in adjective check lists, Jackson and Minton (18) devised the Adjective Preference Scale. It consists of 17 bipolar dimensions of 20 adjectives, 10 defining each end of the dimension selected for inclusion on the basis of clarity and applicability. Examples of these are: indifferent-curious, passive-active and rigid-flexible. The adjectives were paired at random in the forced-choice form. This scale was administered to two different samples, 52 male and 60 female students in group one and 77 male students in group two, to afford an opportunity to evaluate stability of results. All subjects were enrolled in introductory psychology courses at a state university. Results showed low inter-correlations in relation to scale reliability. The authors conclude that the forced-choice format enhances content reliability and eliminates massive response set to check many or few items; therefore, combining items into paired-comparison context is the better method of choice in constructing adjective check-lists for personality assessment.

The findings in three studies challenge those which point toward the use of the forced-choice format. Merenda and Clarke (22) administered two forms of a self-rating adjective checklist, the Activity Vector Analysis (AVA), to 44 students in a course in psychological measurement. Subjects responded to the free-response form of the AVA first, followed immediately by the forced-choice version. The comments made by subjects in terms of their reaction to and evaluation of free-response versus forced-choice method were summarized as follows: (1) an overwhelming majority favored the free-response technique and believed that it would yield a more accurate description of their self-concepts and personality structure; (2) there was general consensus that the forced-choice instruction led to frustration, increased irritability, and decreased motivation, and yielded less valid profiles, while the free-response instrument was more relaxing and even enjoyable to take. On the basis of these findings, the authors suggest that the forced-choice method is likely to be inappropriate for use with adjective check lists in self-concept assessment and analysis.

In research conducted by Scott (28) a standard forced-choice measure of personality needs administered to college students did not correlate as well with self-reports of their own relevant behaviors as did the free-response form of the same instrument. He contends that there is such a wide predictable difference among individual's conceptions of the de-

sirable that the term social desirability could have little common meaning; therefore the forced-choice technique which assumes common conceptions for pairing cannot control for SD response set.

When administering 18 sets of three forced-choice questions to two groups of students responding to different directions, one group of 49 males and 35 females was directed to select statements most and least true, another group of 40 males and 38 females to choose statements in each item they would be most and least willing to admit to other people. Goldman (11) found a non-significant correlation between frequencies of endorsement of forced-choice items under two sets of directions. He, therefore, asserts that awareness of social desirability differences may be magnified under special instruction; but in the usual testing situation this does not occur to any pronounced extent for statements which are closely matched.

In conclusion it appears that the effect of social desirability is minimized to some extent by the use of the forced-choice. The final decision as to form to be used will also involve consideration of the use and purpose of the inventory. If the free-response is to be used then a special attempt will need to be made to build rapport between examiner and the respondent to obtain a true picture. Social desirability is an important variable to be considered in value inventory construction in order that the relationship of an individual's

desires and obligations are taken into consideration in the measurement of his values.

A final issue concerning social desirability involves its relationship to such variables as sex, age and educational level. The differences between men and women on SD scales have been reported by Ford (10) and Noguchi (24). Ford (10) designed his own 40-item scale called the Ford Social Desirability (FSD) Scale. Using a sample of 50 male and 96 female undergraduates, he obtained a mean score of 14.26 with a variance of 6.68 for males and 17.71 with a variance of 7.09 for females. The mean sex difference was significant at the .01 level. For another sample of 34 male and 93 female undergraduates the mean FSD scores were 15.97 with variance of 7.19 for males and 19.51 with a variance of 8.63 for females. The mean sex difference was significant at the .05 level. Somewhat similar are the findings of Noguchi (24) using the Yatabe-Guildford Personality Inventory (YGPI) with a sample of students in Japan. The 170 items were administered to 74 male and 50 female students and the SD scale values ranged from 2.0 to 7.7 for males and from 1.7 to 8.6 for females. These data show females to be more variable than males.

In three studies, the associations among several demographic variables were examined in relation to the number of socially desirable responses given. Crandall, et al. (5) administered the Children's Social Desirability (CSD) questionnaire to 956 subjects in grades 3, 4, 5, 6, 8, 9, 10 and 12.

Social desirability responses were more frequently given by younger than by older, by "dull" than by "bright", by female than by male, and by Negro than by white subjects. Social class, size of family and ordinal position, however, were not associated with CSD responses.

Cruse (7) in an attempt to investigate the generality of the social desirability variable administered tests from 3 to 6 days apart to 280 subjects in grades 1, 3, 5, 7, 9, 11 and college. The responses were scored separately on 20 undesirable items (U-SD) and 20 desirable items (D-SD). Inspection of the means for the two periods by sex and grade interaction indicated that females increased in the mean score from first to second period for all grade levels. The male mean scores decreased in the first grade and also tended to vary more from grade to grade relative to female scores. Significant SD by sex interaction was also found; means indicated that female subjects tended to give fewer socially desirable responses to undesirable items but more socially desirable responses to desirable items in comparison to male subjects. As grade level increases there was a decrease in the number of yes responses given to desirable items and an increase in the number of no responses given to undesirable items. The high degree of correlation found between probability of endorsement and adult defined social desirability scale values indicates that there is a tendency to give socially desirable responses from the first grade to the college level.

The EPPS and a true-false version (TF-EPPS) were compared by Heilizer and Gerdine (15) on three subject dimensions: sex, age-education, and high-low SD. The subjects were 70 college students and 70 adults who were public utility employees; the former averaged 18.6 years of age with a range of 17 - 21; the latter 46.6 with a range of 28 to 61. Ninety per cent of the adults had finished high school and only one had additional formal education. A significant difference was found for the age-education dimension on the TF-EPPS; the college students obtained a higher average score on all of the 15 scales than did the adults. The difference between profiles was greatest between the college students and adults, next greatest was that between males and females and smallest between high and low SD respondents.

Construction of Instruments to Measure Values

Four instruments developed to identify personal values of adults and the methods of construction used are reviewed: 1) two to determine values of high school homemaking teachers and prospective teachers; 2) one to be used with college students or adults; 3) one to measure personal values of adult homemakers. Two other inventories for adults, The Schedule, developed by Kluckhohn and Strodtbeck (19) and the MSU Work Checklist used by Watts (32) will not be reported since the present study is not primarily concerned with cross-cultural

measures.

Osborn inventory

In a study designed to measure the personal values of two specific groups, Osborn (26) constructed an instrument to determine the values of high school homemaking teachers and of prospective teachers. Six of her beliefs concerning values are also basic to the present study.

1. A person may have a verbalized value pattern and a functional value pattern. That is, if he is asked to name or rank his values he may respond as he thinks he feels, but in his behavior he may act differently.
2. Goals are selected according to a person's values. These values influence the goals which will be chosen as well as the method for reaching these goals. Values are also a factor in the choice between short-term and long-term goals.
3. Values do not change quickly. As a person matures, values within a pattern may shift but the actual values tend to remain fairly constant. As a person matures, his value pattern becomes more clearly established. Each time the person operates successfully within his value pattern, it becomes more firmly established.
4. Values have a cultural and social basis. Habits, customs, and mores reflect the values of culture. Society places approval and disapproval on kinds of behavior according to the values held in esteem.
5. It is difficult to measure intensity of any one value, but the relationship of one value to another can be determined. Thus, a value pattern can be identified.
6. Values are interrelated and it is sometimes difficult to identify any one value which is the determining force. Rather, values operate as a pattern with clusters of values which seem to function together. (26, pp. 15-16)

She assumed then that specific values can be defined in terms of behavior in relation to specific situations and that related values may operate together as clusters. She selected three clusters of values and subdivided them:

- 1) People-oriented values which represent behavior toward others.
 - A. Importance of people
 - B. Work with people
 - C. Helpful to others
- 2) Self-oriented values which represent behavior intended to benefit the person himself.
 - D. Achievement
 - E. Independence
 - F. Creativity
- 3) Other-oriented values which represent behavior directed toward material rewards and standards set by some group outside the person but to which he might belong.
 - G. Security
 - H. Prestige
 - I. Conformity

In constructing the inventory to measure these values, she listed situations in which homemaking teachers engage that involve decision making. Then for each decision making situation, several statements were developed, each involving a particular value. Each value is compared with every other value three times using the paired-comparison method but each time the value is used it is represented by a different behavior situation.

The test is in two parts, one representing preferences related to teaching and the second representing personal preferences. Each pair of values appears once in Part I and twice in Part II. In Part I the subject is asked to select the

alternative most acceptable to him. He has four possible ways to treat the pairs of statements. If he agrees with the alternative (a) and disagrees with (b), he writes 3 on the line beside (a) and 0 on the line beside (b); if he agrees with (b) and disagrees with (a) he writes 0 and 3 in the respective blanks; if he has a slight preference for (a) over (b), he writes 2 and 1; or if he has a slight preference for (b) over (a), he writes 1 and 2 respectively. A sample pair is:

When choosing patterns for a class sewing project it is more important that:

- _____ a. each pupil have a chance to experiment with new ideas.
- _____ b. pupils be able to complete the project successfully.

In the items in Part II there are three choices. The subject is asked to indicate his preference by numbering from 1 to 3, 3 being the answer most preferred. An example follows:

If you are asking people to work with you on a committee would you prefer those who:

- _____ think each member of the group has worthwhile ideas he should have the opportunity to present.
- _____ feel that several people working together can reach a better decision than one person alone.
- _____ are eager to help in any way they can.

Scoring of the inventory involves counting the number of times each value was preferred regardless of the degree of preference indicated. Scores were then used to obtain a ranking of the nine values for an individual.

Responses on the original form were obtained from 14 sub-

jects; they were graduate students, 4-H club agents, home economics teachers, secretaries and homemakers. After completing the first form, nine subjects were given a second copy and a list of values on which the test was based and asked to identify which value each alternative represented. In an attempt to locate possible sources of ambiguity the responses were analyzed in these four contexts: 1) consistency; 2) identification of values; 3) ties in rank; and 4) range in rank.

The analysis for consistency involves the assumption that values influence choices and lead to consistency in behavior. Consistency was defined as the selection of the same value each time it appears in a value pair. Consistency of choice between value pairs ranged from seven to ten. Seven of the 36 value pairs were responded to consistently at least half the time, 17 consistently less than one-fourth of the time and two had no consistent responses.

The nine subjects correctly identified two values, achievement and creativity, three-fourths of the time; independence and conformity two-thirds of the time; helpful to others and prestige one-half; security slightly less than one-half and importance of people one-third of the possible times.

It was assumed that ties in ranking would be due to lack of clarity of statements. This analysis was based on 20 respondents but no information was reported about the nature of this population. There were ties in ranks; a higher percentage

was found in Part I than in Part II for all values except conformity.

Range of ranks of each value was studied on the assumption that if a value ranges from first to last by different respondents, this would indicate an acceptability of the items representing each value. Using the rankings for 20 respondents, it was found that all values were ranked from first to last place with the exception of achievement and creativity, which ranked from first to eighth place. This range of ranking led Osborn to assume the acceptability of importance of each of the values.

Changes in the instrument involved the rewording or re-writing of some items and discarding and replacing others. The revised form was administered to a new group, six homemaking teachers and one graduate student, and the responses were analyzed in the same manner as the original form. Comparisons between forms were made to see if improvements had been made. The final revision was then administered to three groups of home economists:

- 1) 106 home economics teachers in New York state, exclusive of New York City.
- 2) 87 home economics seniors in 3 New York state teachers colleges.
- 3) 29 home economists in business in upstate New York.

Two types of reliability were determined: test-retest and internal consistency. The former was based on a self-selected sample in that all those home economists who returned

the instrument early were asked to complete a second copy mailed to them after the first copy was received. The internal consistency reliability coefficients were obtained by rank correlations between the scores on Part I and Part II for each respondent. A summary of reliability data reported by Osborn (26, p. 79) for the final form of the instrument follows:

Group, Test and Part	No. in sample	Median reliability coefficient
TEACHERS		
Test-Retest		
Part I	75	.85
Part II	73	.83
Internal Consistency		
Part I-Part II, Administration 1	106	.50
Part I-Part II, Administration 2	72	.62
STUDENT TEACHERS		
School X		
Internal Consistency		
Part I-Part II, Administration 1	19	.63
School Y		
Test-Retest		
Part I	24	.78
Part II	25	.78
Internal Consistency		
Part I-Part II, Administration 1	32	.55
Part I-Part II, Administration 2	25	.65
School Z		
Test-Retest		
Part I	33	.83
Part II	29	.80

Group, Test and Part	No. in sample	Median reliability coefficient
Internal Consistency		
Part I-Part II, Administration 1	35	.53
Part I-Part II, Administration 2	31	.50
HOME ECONOMISTS IN BUSINESS		
Test-Retest		
Part I	25	.91
Part II	24	.85
Internal Consistency		
Part I-Part II, Administration 1	29	.63
Part I-Part II, Administration 2	23	.60

In all samples the coefficients between the two parts are lower than for test-retest, which suggests that many of the subjects responded differently when indicating preferences directly related to teaching and when indicating preferences not directly related to the job.

Data to determine content validity consisted of responses of 17 homemaking teachers who were considered a special validity sample. They were asked to identify which of the nine values was represented by each of the alternatives. Seventy-five per cent of the time for six values and more than half the time for the other three values agreement was found between the respondents and Osborn's identity. Determining construct validity involved devising a form used by pupils to indicate the bases on which they thought their teachers made certain decisions. Pupils of the six homemaking teachers in the pretest group were asked to respond to this inventory; the number of

pupils responding is not reported. Before relationship between pupil responses and teachers responses could be studied, it was necessary to determine the amount of agreement among pupils in each of the six schools. Because the agreement was low, the responses for two schools are eliminated. Responses from pupils of four teachers were used to obtain the following correlations between estimates of teacher's value patterns by teachers themselves and their pupils.

School	Rank coefficients	
	Part I	Part II
A	.60	.51
B	.52	.64
B	.59	.72
C	.34	.75

These data led Osborn to claim some measure of validity of the instrument.

Among the conclusions which Osborn draws are:

1. The values test as constructed and revised will determine value patterns of homemaking teachers and of prospective teachers.
2. The values test is highly reliable over time as determined by test-retest reliability.
3. The values test reveals two value patterns as determined by a measure of internal consistency with part one indicating preferences related to teaching and part two indicating personal preferences.
4. An empirical test of validity employing the use of pupil responses to validate teacher responses was sufficiently positive to provide a small measure of support to the validity of the test.
5. The test exhibits content validity through agreement on identification of values by the writer and the

validity sample of homemaking teachers. (25, p. 3679)

Personal choices of homemaking teachers

A second inventory for use with teachers and prospective teachers, Personal Choice of Homemaking Teachers, was designed by Hill (17). It was constructed to help respondents understand their own values and to provide an instrument that could be used in individual and group guidance. She chose the forced-choice type of response, believing it to be more subtle and presumably a more valid measure of rank order of values than a self-ranking device.

In the selection of values to measure she deliberately attempted to select values which are equally acceptable in a democratic society and in the teaching profession; although no specific technique other than personal judgment was used to determine acceptability. The bases for the selection of values important to the behavior of homemaking teachers involved collecting the following kinds of data: 1) statements made during discussion conferences with teachers; 2) practices observed by the investigator during supervisory visits; 3) lists of traits which students enrolled in observation courses at the University of Connecticut and the University of Illinois believed would affect their success and satisfaction as a teacher of homemaking; 4) lists of characteristics of student teachers which might affect their success as homemaking teachers as judged by supervisory teachers in Connecticut; and 5) ques-

tionnaires involving responses indicating possible values and attitudes of teachers given to graduate students at the University of Illinois and a few teachers representative of different regions of the country. The eight values Hill (17, p. 7) selected were:

1. Prestige and status: seeks approval and prestige; values the gains she believes come to herself and others from status positions.
2. Intellectual activity: values the investigation of truth; is interested in learning the facts and principles and in the processes needed to solve problems of all kinds.
3. Social service: considers worth-while those activities which involve service and help to others; places importance upon improving conditions of living for all people.
4. Social relationships: enjoys and perceives as important the fellowship of informal, personal contacts with students, co-workers, community members and friends.
5. Aesthetic appreciation: favors objects and situations in which she can see beauty; values harmony, balance, and pleasing color.
6. Family life: values the family membership of others; places emphasis on inter-personal relationships within the home; wants to be part of a family organization and plans so that she can spend time with her own family members.
7. Ease and convenience: has high regard for physical well-being and for rest and relaxation; follows established routines; seeks energy-saving methods of work.
8. Standards: prizes good quality; works toward raising standards of social conduct, housing, meal service, clothing, etc.; interested in developing home-making skills.

The observation notes, lists of characteristics and traits, and the questionnaire responses that were used in se-

lecting the values to be measured were also a source of suggestions for item content. Additional statements came from papers obtained in a graduate course in supervision. The list included 20 to 25 statements for each of four categories: 1) those concerning teaching positions; 2) those related to teacher qualification; 3) those involving teaching goals; and 4) those pertaining to the homemaking department, that is, classroom. Each category contained at least two statements for each of the eight values. A panel of five judges was asked to assign to each statement the value they believed it involved; any statement which was not classified in the same manner by all judges was eliminated. The statements agreed upon by the judges were then re-evaluated in terms of their acceptability in our society and the teaching profession by the investigator and one state supervisor. One statement related to each of the eight values in the three different categories was selected for the inventory. Each statement in each context, or part, was paired with every other statement in that context, making a total of 28 pairs of statements in each part. Some sample pairs are:

Part I: Teaching Positions

The teacher will have an opportunity to serve community members.

Many routine jobs will be done by others.

Part II: Homemaking Departments

Provides for intellectual development of students.

Is attractive.

Part III: Teaching Goals

Increases ability in applying principles of art.

Develops appreciation of own home and family.

It became apparent that statements in the category of teaching qualifications would not be equally acceptable; therefore, this category was eliminated from the inventory.

The score for each of the eight values is derived by determining the number of times it is chosen in each of the three parts. From this a rank score can be obtained since the number-of-choices score has a possible range of zero to seven in each context.

The instrument was mailed to teachers in Illinois and Connecticut and 262 were returned. Editorial suggestions for revision were taken from the respondents comments.

Correlations of value items designed to measure the same value in three different parts were low, in fact, some items had higher correlation with items designed to measure other values than with the corresponding value item in the other two parts. A factor analysis of each of 10 factors was performed and eight "rather definite" factors were revealed: Standards or Qualities; Personal Ease and Convenience; three social factors distinguished as Social Leadership, Personal Relationships and Pleasant Sociability; two Prestige and Status factors which differed in that one seemed more related to home economics and the other to general professional prestige and one Intellectual factor. Two values defined for this study which

did not appear as definite factors were aesthetic appreciation and family life.

Her conclusions were:

1. The instrument was probably a better measure of intellectual activity, ease and convenience and standards than of other values.
2. A more clear-cut definition needs to be made for prestige and status.
3. The social value items probably do not measure values as defined.
4. The difference revealed between the Family Life item in the context of teaching positions, which was related to the teacher's own family, and the Family Life items in the other two contexts raised the question as to whether the rank order of a value might not be different in different contexts.
5. Aesthetic appreciation items appeared to be a very poor measure of this value.

Using the responses of nine subjects, comparison of scores from this instrument and the Allport-Vernon-Lindsey Study of Values made possible correlations between total scores on various values. Two comparisons that were significantly different from zero were:

Theoretical and Intellectual Activity	.721
Standards and Economics	.838

Hill (17) concluded that with some editorial changes the

present form of Personal Choices of Homemaking Teachers can be used to help teachers and prospective teachers gain a better insight into their own values, but the fact that the test may not be a measure of true values should be emphasized.

Poe inventory of values

The third inventory reviewed here was designed by Poe (27) to investigate the differences in personal values of college students. He believed that existing instruments which purported to measure values were not adequate in terms of the criteria imposed by the design of the study.

The designation of value categories was the first step in the development of the inventory. It was thought that the areas should be such that each individual would place some emphasis on each value represented, although in varying degrees, and that the categories should consist of generalized and pervasive values. The areas, resulting from the writer's formulations and findings of other studies, involve the following values:

1. The Aesthetic. In this area, the emphasis is on beauty, form and sensory patterns of an artistic nature.
2. The Intellectual. Intellectual activity places emphasis on knowledge, facts, theories and cognition.
3. The Material. This area refers to the emphasis on monetary gain, property and objects with utility.
4. Power. The emphasis here is on authority, influence and control over others.

5. Social Contact. In this area is found an emphasis on sociability, gregariousness and affiliation.
6. The Religious. Religious values involve emphasis on worship, reverence and spiritual aspects of life.
7. Prestige. This area involves the desire for social position, distinction and status.
8. The Humanitarian. The emphasis in this area is on altruism, helpfulness and working for the welfare of others. (27, pp. 36-37)

The second step in the construction of the inventory was to design items to elicit a response for a specific value area. Statements or items were constructed so the subject would respond either strongly agree, agree, undecided, disagree or strongly disagree. The scoring plan involved assigning weights of 4, 3, 2, 1, 0 respectively to the categories, if the statement demanded a positive response. All 200 items, 25 keyed to each of the eight value areas, were constructed. In order to reduce the number of items and select those valid, an item analysis was undertaken. A total of 349 upperclass students in various colleges of the University of Nebraska responded to the items. Nearly all of the 150 items which were selected had a correlation between .40 and .85 with other items in their respective areas.

An analysis was then made to determine whether the areas were significantly dissimilar to warrant obtaining separate scores. To test homogeneity of items in an area and to determine if each of the areas was non-homogeneous with respect to the others, each area was compared with every other area.

All of the F-values resulting from these 28 tests were highly significant statistically indicating that each of the eight was sufficiently non-homogeneous with respect to the others to warrant obtaining a separate score.

Reliability coefficients were found to range from .84 to .93 for the areas included. The magnitude of the coefficients "would seem to be very satisfactory", particularly in view of the small number of items, between 14 and 21, included in each area. Content validity of the scale was established originally by logical construction of the items in the areas involved. Empirical validity was established by comparing responses of groups of college students whose value patterns were assumed to differ.

Intercorrelations of the instrument with two inventories, the Strong Vocational Interest Blank and the Allport-Vernon Study of Values, demonstrated that at least four of the eight value areas, intellectual, power, social contact and prestige, were not being measured to a high degree by these other instruments.

My portrait of a homemaker

The fourth inventory reported was designed to be used specially with homemakers and involved values dealing with family life. Kohlmann (20) believed that "a major focus of home economics education today is on the development of personal values" (20, p. 101); therefore, it was her aim to construct

an inventory to measure personal values of homemakers that would be not only valid and reliable but also as objective as possible. The instrument is in a form that could be checked easily by the homemaker in a short period of time, and appropriate for use by those working with homemakers, homemaking teachers, extension workers, and adult study group leaders. She considered the following assumptions basic to her study:

1. Value systems are not innate or fixed, but are acquired through a process of learning.
2. Values motivate the individual according to the degree that they contribute to his well-being.
3. Education in home economics involved modification of values and value patterns.
4. Values included in the present study are directly related to the objectives of home economics education.
5. An educator, who knows the value systems of the adults within his educational group, can do more effective program planning.
6. There is a set of values universal enough to be applicable to life in general and which can be incorporated in an instrument.
7. The way an individual responds to an item in a values instrument will be affected by the social desirability of the idea incorporated in the item.
(20, pp. 103-104)

The criteria for selection of values to explore were: 1) that they be values believed to be closely related to the objectives for home economics education, and 2) that they be consistent with the definition of value as accepted by Kohlmann. She reviewed 18 studies and found a total of 109 different terms used to refer to specific values. From this list eight

were chosen for measurement:

1. Concern for others: consideration for the well-being of others outside of family and immediate circle of friends.
2. Economy: use of money, goods, and services to get the greatest amount of return from the resources used.
3. Education: purposeful self-improvement involving some form of learning for herself or family.
4. Family life: sharing of common goods and experiences by a group of individuals, related by blood or marriage and living together in an established home.
5. Friendship: relationship between two persons that is characterized by mutual attraction.
6. Health: state of physical and mental well-being.
7. Status: holding a position equal to or better than other people with whom a person is associated.
8. Work efficiency: accomplishing a task or producing a product to meet a desired standard in the shortest time with the least possible expenditure of energy. (20, pp. 113-114).

Items for the instrument were written from behavior descriptions of homemakers that were believed to reflect the eight values. The ideas for items were collected from both professional and non-professional literature, from observation of homemakers in various situations in their homes and in the community, and from suggestions of colleagues and others who work closely with homemakers. They were to deal with various areas of a homemaker's activities: house, clothing including laundry, food, money management, physical and mental well-being, relationships, recreation and leisure time activities. Three judges and the investigator classified the 301 items

according to the eight values; when three of the four judges agreed on the value reflected in the item, the item remained in the study. Twenty-six items were discarded leaving a total of 275 items.

In order to obtain a rating for social desirability, the items were divided into two groups with approximately an equal number of items for each value and placed in one of two forms. Thirty college students, both male and female, responded to Form I and 32 to Form II by marking the degree they thought a homemaker would like to be described by each item: like strongly, like mildly, indifferent, dislike mildly or dislike strongly. In order to summarize responses, numbers from one to five were assigned to this five-point scale, with five assigned to the strongly like end. The median and an index of ambiguity, as a measure of dispersion, were computed for each item. Pairs were obtained by matching statements of two different values with equal social desirability indices, or as nearly equal indices as possible.

The forced-choice instrument was administered to 146 homemakers for the purpose of determining how well homemakers were able to respond to it and if it discriminated among groups of homemakers. The comments of the homemakers indicated that responding was a satisfying and enjoyable experience. The mean scores for each value were compared for homemakers in the three groups: Rural I, Rural II and Town. It was found that the descending order of magnitude of the scores was similar for all

groups. Mean scores were also computed using the 146 sets of responses according to age and amount of formal education of the homemakers. Only small differences were found in values considered important by homemakers of different ages and different educational backgrounds.

To safeguard validity several means were used in the construction of the instrument: 1) each item was written to represent one value; 2) the items represented many phases of a homemaker's behavior as related to each value; 3) all of the items were sorted independently by four judges and only when there was agreement among three of the four judges was the item retained; 4) when combining the items into pairs, they were matched on social desirability indices. One specific test of validity, the relation of the amount of education to the scores for the value, education, indicated that the homemakers with greater amounts of education also had higher scores for education.

The reliability coefficients of the instrument determined by the split-half method and corrected by the Spearman-Brown prophecy formula, ranged from .57 for the value, concern for others, to .22 for the value, friendship; there was a mean coefficient of .47 for all values combined.

A study of the responses to individual items disclosed that 12 of the 84 pairs had unsatisfactory splits, one item within a pair had been rejected by a majority of homemakers.

Kohlmann (20) concluded that the value inventory, "My

Portrait of a Homemaker": 1) is a valid and reasonably reliable instrument; 2) was well received by homemakers; and 3) can be checked in a reasonable length of time. She did, however, make recommendations for further refinement; these were used as the basis of the present study.

REFINEMENT OF THE KOHLMANN INVENTORY OF VALUES

The purpose of this research was to refine the inventory to measure personal values of homemakers developed by Kohlmann (20). The study progressed in three stages: 1) determination of the social desirability of items; 2) construction of the inventory and 3) use of the inventory.

Determination of Social Desirability of Items

The present research began with one of the basic assumptions made by Kohlmann (20, p. 104): "The way an individual responds to an item in a values instrument will be affected by the social desirability of the idea incorporated in the item." She recommended that the check-list, "The Homemaker's Self-Image: What Is It?", be administered to a random group of homemakers to determine to what degree the social desirability indices obtained from such a group might differ from those she collected from a group of college students, both men and women, enrolled in a summer school class at Iowa State University.

Theoretically what is considered socially desirable or undesirable is culturally defined according to Edwards (8). Different scale values for the same set of statements using the same instructions could be obtained when responses are collected from males or females, from different socio-economic groups or from different age groups. In obtaining judgments

of social desirability, therefore, it is assumed that the judging group is representative of some defined population and furthermore that the scaling should be based on subjects like the ones for whom the instrument is designed. If the assumption of difference is a valid one, the measure of social desirability obtained from the college group would be different from that obtained from a group of homemakers; hence the first step in the refinement of Kohlmann's inventory was to obtain responses to determine social desirability indices from a group of homemakers similar to the ones that would be responding to the completed inventory.

To obtain the responses of homemakers the 275 items on the inventory were divided equally, as nearly as possible, and made into three forms instead of the two by Kohlmann, since length of time needed in responding might be a deciding factor in obtaining co-operation. The directions and method of responding remained the same. Each respondent was asked to indicate how well she thought a homemaker would like to be described by the statement. A five-response continuum was provided: like strongly, like mildly, indifferent, dislike mildly or dislike strongly. (See a copy of Form I, II and III in Appendix A.)

The three forms were administered to homemakers in four areas of Ames and in Boone County, Iowa. The areas in Ames were chosen in an attempt to obtain homemakers representing different ages and socio-economic groups. The particular rural area was selected because it was easily accessible. Two-thirds

of the responses were from Ames and one-third from Boone County. A copy of a form was given the homemaker in her home and collected at a pre-arranged time. A total of 178 homemakers responded; 57 to form one, 56 to form two, and 55 homemakers to form three.

To quantify the data for analysis the following numerical values were assigned to the responses:

Like strongly	5
Like mildly	4
Indifferent	3
Dislike mildly	2
Dislike strongly	1

The number of responses at each level was determined to secure quartile scores for each item. An index of ambiguity, a measure of disagreement, was determined for each item by computing the semi-quartile range between the median and the third quartile depending on whether the responses tended to be toward one rather than the other end of the continuum. This index is hereafter referred to as the differential score. The median was used as the index of social desirability and was to be the basis for the pairing of items.

When the responses of the two groups, the homemakers and the students used in the Kohlmann study were compared, it was found that the social desirability indices differed. There was a median difference of .50 and above for one-third of the items and included the following number of items for each value:

Work efficiency	22
Economy	17
Health	16
Status	14
Education	11
Concern for others	7
Friendship	5
Family life	<u>1</u>
Total	93

A median difference of 1.00 or more was obtained for 12 items. The greatest difference was -1.64 for one item relating to the value Status. The median ratings for the items relating to three values, Family Life, Friendship and Concern for Others, were more similar in the two groups than were the items from the other five values. Of 14 items relating to Status which differed greatly in social desirability rating, a median of .50 or above, 13 had lower median ratings by the homemakers than the college students whereas all items except one dealing with Concern for Others received a higher median rating by homemakers. (For more complete information concerning median difference for the two groups in social desirability indices of the 93 items see Appendix B.)

Three approaches to the control of social desirability in inventory construction can be used. One is to attempt to develop inventories in which the statements are primarily of the subtle or neutral type with respect to social desirability.

Another involves developing a special scale such as the social desirability scale which can be used to correct the scores obtained by inventories for this tendency. The third involves pairing statements on the basis of their social desirability scale value for use in the forced-choice format.

In this third approach it is assumed that each individual has a hierarchy of values. The forced-choice format requires the respondent to choose between a pair or a triad of items and makes it possible to obtain rank order of values of the individual. At no time does his response to this type of instrument indicate how intensely he values one above the other.

Kohlmann selected the forced-choice format in order to obtain a hierarchy of values. She was primarily interested in the individual's hierarchy of values related to family life or those values most closely related to the objectives of home economics education. Her inventory involved pairs of items of different value content with the same social desirability index. She had identified the items according to value content using a panel of judges and any items on which agreement was not obtained had been eliminated.

In the present study the pairs for the forced-choice format were obtained using the value content of items as determined by Kohlmann and the social desirability indices for the homemaker group. An attempt was made to pair each value with every other value three times; items of a pair were to be of different value content and have the same median but as low a

differential score as possible. Difficulty arose, however, in pairing Status items with others because the medians for many of the items for Status were less socially desirable or low, between 1.5 and 3.0; whereas, the medians for the items of the other values were more socially desirable or higher, between 4.0 and 4.8. In the best pairing possible eight involving Status had a median difference of more than 1.1. This in addition to a high differential score for at least one of the two items made these pairs unsatisfactory.

If the forced-choice format was to be used, a greater similarity in medians was necessary for all values; hence 79 new items were written in an attempt to obtain more socially desirable items for Status and less socially desirable items for the other values. After all items were evaluated for clarity and the new items for value content, there was a pool of items distributed among the values as follows:

Concern for Others	50
Economy	47
Education	44
Friendship	44
Health	44
Status	44
Work efficiency	42
Family life	<u>39</u>
Total	354

A new form and directions for responding were developed

in order to use a more statistically refined technique of analysis involving a mean and standard deviation instead of median and semi-quartile range. Directions for responding involved the certainty scale which is composed of intervals with a range from one to ninety-nine. (See Appendix C: Image of a Homemaker.) The respondent was asked to indicate how certain she was that a homemaker would be liked or disliked if she were described by the statement. Placing a number in the range from one to forty-nine in the blank to the right of the statements indicated the degree of dislike; a response in the range from fifty-one to ninety-nine indicated the degree of like, and a fifty response indicated that the respondent had no opinion about the statement at this time.

Five homemakers, two graduate students, one instructor and two office personnel were asked to evaluate the directions for clarity by responding to the first page of items and listing any questions or suggestions they might have. These were used to review the directions.

No special attempt was made to obtain subjects of different socio-economic classes to respond to the inventory. The length of the instrument and a method of responding unfamiliar to most subjects limited the group. The subjects were either contacted directly by the researcher or through friends of the researcher and were believed to be members of the middle socio-economic class. Formerly different women had responded to different groups of items, now all items were responded to by each

subject. Thirty women responded to the 354 items: 7 were homemakers in Ames, 7 in other Iowa communities, 8 in Oklahoma, 5 in Kansas, 2 in Minnesota and one in Kentucky. The age distribution of these respondents was:

20 - 29	8
30 - 39	7
40 - 49	8
50 - 59	3
60 or over	<u>4</u>
Total	30

The responses were analyzed by the method for computing scale values with equal appearing intervals. In this method 50 is subtracted from the number selected by the respondent, the remainder is divided by 50, and this quotient is referred to a table of the normal curve to obtain the normal deviate of that response. The arithmetic mean and the standard deviation of these normal deviates are obtained for each item; the former was used as the social desirability index and the latter as an indication of the ambiguity of the item.

The means and standard deviations for all items are shown in Table 1; the items for each value are ranked from the lowest to highest on the basis of standard deviation. In examining the means it was found that those relating to Status with low standard deviation had large negative means. Arbitrarily selecting .85 standard deviation as a basis for identifying ambiguous items, 54 items were discarded. Of the remaining

Table 1. Social desirability indices of all items for each value ranked from lowest to highest on the basis of degree of ambiguity

Concern for others		Economy		Education		Family life	
Mean	Sd	Mean	Sd	Mean	Sd	Mean	Sd
1.65	.36	1.57	.48	1.61	.42	1.63	.33
1.55	.43	1.50	.49	1.59	.44	1.46	.42
1.52	.47	1.28	.55	1.52	.45	1.49	.43
1.47	.49	1.60	.57	1.38	.48	1.41	.43
1.59	.50	1.37	.58	1.34	.51	1.39	.44
1.47	.51	1.32	.59	1.46	.52	1.65	.45
1.46	.53	.92	.60	1.49	.54	1.55	.46
1.34	.53	.15	.62	1.31	.54	1.43	.49
1.19	.53	1.01	.62	1.56	.55	1.42	.50
1.54	.54	1.49	.62	1.31	.57	1.31	.51
1.35	.55	-.23	.64	1.43	.58	1.44	.51
1.52	.55	1.52	.64	1.08	.58	1.34	.53
1.29	.55	.81	.65	1.17	.61	1.34	.53
1.30	.56	.90	.66	1.30	.61	1.49	.54
1.29	.58	.81	.67	1.37	.62	.92	.54
1.19	.58	.97	.67	1.21	.62	1.18	.55
1.12	.58	1.39	.68	1.50	.62	1.21	.55
1.41	.58	.71	.68	1.23	.63	1.36	.55
1.09	.58	.89	.69	.35	.64	1.64	.57
1.57	.58	.70	.69	1.27	.64	1.45	.57
1.27	.60	-.04	.69	1.20	.66	1.33	.59
1.31	.61	1.02	.69	1.18	.68	-1.41	.59
1.24	.66	.80	.69	.96	.68	1.22	.62
1.13	.67	1.20	.70	1.31	.68	1.09	.62
.64	.69	.84	.70	1.29	.69	1.10	.63
1.18	.70	1.02	.70	1.13	.69	1.16	.64
1.13	.71	.91	.71	1.33	.70	1.21	.65
1.02	.72	.71	.71	1.03	.70	1.02	.69
.90	.72	-.39	.73	.98	.71	1.51	.70
.44	.72	.52	.73	1.11	.71	1.15	.71
1.33	.73	.99	.73	1.06	.73	.98	.73
1.08	.74	1.13	.74	.85	.74	1.13	.73
1.12	.74	1.24	.75	.76	.75	1.30	.74
1.35	.74	.83	.76	1.18	.78	-.95	.74
-.44	.77	.38	.79	1.20	.79	1.53	.80

Table 1. (continued)

Concern for others		Economy		Education		Family life	
Mean	Sd	Mean	Sd	Mean	Sd	Mean	Sd
.79	.78	1.02	.80	.89	.80	-.29	.91
.79	.78	1.02	.81	.82	.80	.05	.92
.88	.80	-.01	.82	.59	.81	-.46	1.07
.78	.82	1.02	.82	.71	.83	.56	1.11
.84	.82	.27	.83	1.15	.86		
.99	.84	.55	.86	-.48	.91		
-.84	.84	-.26	.88	1.00	.96		
.74	.88	.71	.89	.82	.98		
1.00	.88	.13	.89	.55	1.00		
.81	.89	.10	.92				
1.08	.90	.56	.92				
.46	.92	-.04	.92				
.54	.95						
.56	1.10						
.73	1.20						

Table 1. (continued)

Friendship		Health		Status		Work efficiency	
Mean	Sd	Mean	Sd	Mean	Sd	Mean	Sd
1.34	.48	1.54	.38	-1.51	.56	1.38	.49
1.40	.52	1.68	.41	-1.48	.57	1.56	.49
1.45	.52	1.44	.42	-1.52	.58	1.37	.49
1.46	.53	1.54	.44	-1.38	.59	1.38	.50
1.20	.55	1.34	.48	-1.04	.61	1.42	.52
1.32	.56	1.43	.50	-1.30	.61	1.38	.53
.10	.58	1.70	.50	-1.46	.63	1.29	.55
1.07	.61	1.50	.53	1.14	.63	1.31	.56
1.31	.62	1.32	.55	-1.56	.64	1.36	.56
1.16	.67	.49	.56	-1.25	.65	1.23	.56
.90	.69	1.44	.57	-1.14	.67	.02	.56
1.12	.69	1.58	.57	1.38	.69	.73	.59

Table 1. (continued)

Friendship		Health		Status		Work efficiency	
Mean	Sd	Mean	Sd	Mean	Sd	Mean	Sd
.75	.70	1.53	.57	-.61	.70	1.29	.59
.71	.71	1.43	.58	-1.25	.71	1.28	.61
.21	.71	1.53	.59	-1.16	.72	1.11	.62
.74	.73	1.24	.59	-.99	.72	1.26	.63
1.02	.73	1.08	.60	-.61	.74	1.34	.64
1.04	.73	1.44	.60	-1.18	.76	1.04	.65
1.07	.73	1.18	.61	-1.15	.76	1.24	.65
.18	.77	1.01	.63	.48	.76	1.16	.66
.75	.77	1.32	.64	-.97	.77	1.33	.66
.89	.77	1.10	.67	-1.02	.78	1.39	.67
.68	.77	1.11	.68	-.73	.78	.65	.68
.40	.77	1.33	.68	.16	.79	.67	.68
.62	.78	.92	.69	-.15	.79	1.15	.68
1.06	.78	1.17	.70	.31	.79	.96	.69
.84	.80	1.29	.70	-.59	.80	.91	.70
.18	.80	1.18	.74	.06	.81	-.68	.71
.92	.81	.51	.76	-.05	.81	1.11	.72
.54	.81	1.01	.76	-.49	.81	1.03	.72
.82	.82	1.12	.77	.29	.82	1.18	.73
.24	.82	1.44	.78	-.15	.83	.68	.73
.76	.82	-1.34	.79	-.33	.84	1.27	.74
.59	.85	.57	.79	.18	.89	-1.05	.76
.87	.86	.98	.80	-.47	.92	1.18	.77
.58	.86	.97	.81	.19	.94	.90	.79
1.19	.86	-1.18	.84	.61	.94	1.01	.80
-.01	.87	1.03	.84	.41	.97	.82	.82
-.54	.89	.72	.86	-.05	.97	.54	.84
.07	.89	-.96	.98	-.31	1.00	.11	.85
.67	.90	.76	.98	-.07	1.06	.32	1.02
-.56	.90	-.26	1.01	-.03	1.06	.29	1.13
-.64	.91	-.56	1.14	.11	1.11		
-.42	.94	-.77	1.16	.23	1.12		

items 36 had negative means, 24 of which related to Status. These 24 items contained 18 which had means larger than -1.01 ; of the other 12 means only four were this large. Again it was evident that pairing these 18 items with items for other values having equal means was impossible.

In an attempt to obtain additional Status items with a positive mean, 38 new items were written and placed on a form using the same directions and the certainty scale. (See Appendix C, Part II.) Responses were obtained by contacting 12 women in a local laundry and 20 in a bus station and the airport in Des Moines. After obtaining arithmetic means and standard deviations for these, they were ranked from lowest to highest on the basis of standard deviation, Table 2. Thirty-one had positive means, but their index of ambiguity was somewhat higher. Since the cutting point of $.85$ appeared almost impossible to achieve for Status items, 1.14 was selected for this set of items to allow the inclusion of more items with a positive mean. This would involve all 44 Status items from Table 1 and 21 from Table 2. Of these 65 items 32 had a negative mean whereas only 12 items from all other values had a negative mean. The 12 items with negative means from other values were matched as nearly as possible with 12 items of Status with comparable means, and all other Status items with negative means were eliminated. Of the total 392 items the 312 now remaining were distributed among the values as follows:

Table 2. Social desirability indices for additional status items ranked from lowest to highest on the basis of degree of ambiguity

Status	
Mean	Standard deviation
.68	.75
.68	.81
1.33	.83
.98	.89
1.30	.94
1.17	.96
1.03	1.01
.55	1.01
.02	1.01
1.16	1.02
.38	1.03
1.44	1.05
.76	1.05
1.28	1.06
.29	1.07
-.38	1.09
.54	1.11
.17	1.11
.21	1.12
1.39	1.13
.70	1.14
-1.10	1.17
.74	1.18
.81	1.19
.33	1.20
.20	1.20
.13	1.20
.10	1.20
.95	1.23
-.48	1.25
.32	1.26
.11	1.31
-.29	1.32
.95	1.34
.34	1.34
.11	1.35
.57	1.41

Concern for others	42
Economy	40
Education	39
Family life	35
Friendship	34
Health	38
Status	45
Work efficiency	<u>39</u>
Total	312

The range of the social desirability indices for these 312 items is shown in Table 3. The range is from 1.70 mean, one item for Health, to -1.41 mean, a Family Life item. Although the means of items for Status are lower than for other values, the number of items with positive means for all values range about equally, from 33 to 40 items for each value. The items with negative means are distributed among all values except Education, 12 for Status and 17 for all other values.

The distribution on the basis of the degree of ambiguity of 312 items classified according to value is shown in Table 4. The ranking is from lowest to highest and it follows intuitively that distribution of standard deviations for items relating to Status will be higher than for other values. This would seem to indicate that there is less agreement among homemakers concerning what is socially desirable behavior related to Status than to the other values. It was noted that for all values except Status the items at the beginning of the instru-

Table 3. Distribution of means for values for 312 items based on 30 responses

Social desir- ability index	Concern for others	Economy	Education	Family life	Friend- ship	Health	Status	Work effic.
1.79 to 1.70						1		
1.69 to 1.60	1	1	1	3		1		
1.59 to 1.50	6	3	4	3		6		1
1.49 to 1.40	4	1	3	8	3	6	1	1
1.39 to 1.30	6	3	8	7	3	4	4	9
1.29 to 1.20	4	3	6	3	1	2	1	7
1.19 to 1.10	7	1	5	5	2	6	3	6
1.09 to 1.00	3	6	3	2	5	4	1	3
.99 to .90	2	5	2	2	2	3	1	3
.89 to .80	2	6	3		3			1
.79 to .70	3	2	2		5		2	1
.69 to .60	1				2		3	3
.59 to .50		1	1		2	2	2	1
.49 to .40	1				1	1	2	
.39 to .30		1	1				2	
.29 to .20		1			2		4	
.19 to .10					1		5	
.09 to .00							2	1
.00 to - .10		2					2	
- .11 to - .20		1			2		1	
- .21 to - .30		1						
- .31 to - .40		1					2	
- .41 to - .50	1	1					1	
- .51 to - .60								
- .61 to - .70		1						1
- .71 to - .80							1	
- .81 to - .90	1							

Table 3. (continued)

Social desir- ability index	Concern for others	Economy	Education	Family life	Friend- ship	Health	Status	Work effic.
- .91 to -1.00				1			1	
-1.01 to -1.10							1	1
-1.11 to -1.20						1	1	
-1.21 to -1.30								
-1.31 to -1.40						1	2	
-1.41 to -1.50				1				

Table 4. Distribution of standard deviations for 312 items based on 30 responses

Index of ambiguity	Concern for others	Economy	Education	Family life	Friend- ship	Health	Status	Work effic.
.30 to .39	1			1		1		
.40 to .49	3	2	4	7	1	5		3
.50 to .59	16	4	8	14	6	10	1	10
.60 to .69	5	17	14	6	5	9	5	13
.70 to .79	12	12	9	6	14	9	6	10
.80 to .89	5	5	4	1	8	4	8	3
.90 to .99							7	
1.00 to 1.09							11	
1.10 to 1.19							7	

ment had lower standard deviations and the standard deviations became progressively higher if the item was located nearer the end than the beginning of the instrument. No logical explanation for this has been found.

Construction of the Inventory

The present research was designed to test the hypothesis that homemakers have a hierarchy of values involving such values as Concern for Others, Family Life, Friendship, Status, Health, Work Efficiency, Economy and Education; and that this hierarchy differs among homemakers.

The second hypothesis, involved in the construction of any inventory to measure values, is that each item is a measure of the value content indicated. Two methods are available for determining item content: 1) the judgmental method used by Kohlmann for the original inventory and 2) an empirical method involving intercorrelations of clusters of items identified for factor loadings. The latter was used in the present study since it is considered a more refined method and computer facilities are now available for its computation.

To test the hypothesis of a hierarchy of the eight values and the value content of items the 312 items selected to meet the best criteria of social desirability were placed in a new form. To avoid a tendency for responses in a certain direction due to the position of the items in the instrument, the subjects responded to each item but in seven different orders.

The items were divided into seven parts, A through G; each part was printed on the back and front side of one page. The items for each value were then randomly assigned to the parts. In the trial instrument the pages were combined in such a way that some homemakers would respond first to part A, others to part B and so on through part G.

The cover sheet contained directions for using the certainty scale as the method of response. It was believed that the respondents could make finer discriminations than by the true-false or the four-equal appearing intervals method, and that the transformed responses would be additive. The respondent was asked for her opinion on how well she would like to be described in the capacity of homemaker and mother. A response of 99 indicated that she definitely would like to be described in this manner; 1 that she definitely would not; 50 that she was uncertain or she would neither like or dislike to be described by the statement. Other numbers between 1 and 99 indicated various degrees of like and dislike. In order to insure that all statements were applicable to all respondents it was emphasized that it was not a matter of what the respondent did or did not do but rather her opinion of how well she might like being described by the statement regardless of whether it was applicable at the time. To aid the subject the scale indicating possible responses appeared at the top of each page. A copy of the instrument, A Homemaker's Image, appears in Appendix D.

The plan was to administer the inventory to a representative group. It was hoped to obtain responses from homemakers who represented different age groups, different socio-economic levels and who had one or more children. The length of the instrument and the method of response made it easier to obtain more respondents who were younger and from the middle socio-economic level with some advanced education than from other groups. No personal data were secured from the respondents but judgment based on observations made by the administrators of the inventories supported this estimate.

It was believed that better cooperation would be obtained if homemakers were contacted in groups. Since a short explanation of the inventory and the method of response was needed, the groups to be contacted were limited to those in or near Ames. The organization or group was paid fifty cents for each inventory completed. The chairman or president was asked if her organization would be interested in this project both as a service to the community and as a method of making money for the organization. Following a favorable reply, the researcher attended the next meeting, presented the inventories to those present and answered questions the homemakers had as they responded to the first page of items. Each homemaker interested in completing the inventory was given a self-addressed stamped envelope and asked to return the inventory by a deadline set at this time. The only identification required of the respondent was the name of the organization on the return address of

Table 5. Groups responding to the inventory

Kind of group	No. of persons participating
PTA	11
Church womens' groups	236
YWCA groups	30
Extension homemakers' clubs	124
Adult education class	23
Opt-Mrs. club	<u>39</u>
Total	463

the envelope so that the organization could be credited with the completed inventory. The kinds of organizations and the number of respondents from each are listed in Table 5.

Since this procedure did not provide the number of respondents needed, a second method of contacting homemakers was initiated. Each person in the Home Economics Education Department at Iowa State University was given a brief explanation of the inventory and the method of responding and asked to contact homemakers during the Christmas holidays. Responses obtained in this manner are classified as nearly as possible by states in Table 6.

The data from the 650 completed inventories were then punched on IBM cards for machine processing and correlations

Table 6. Individual respondents classified according to states

State	No. of respondents
Idaho	2
Illinois	12
Iowa	40
Kansas	31
Kentucky	9
Minnesota	15
Missouri	10
Nebraska	11
Oklahoma	13
South Dakota	9
Tennessee	5
Unidentified	<u>30</u>
Total	187

among all possible pairs of the 312 items were computed. An examination of the correlation matrix was made to identify clusters of between 3 to 10 items that intercorrelated highly but had a low correlation with items from other clusters. Only two such factors instead of the originally hypothesized eight were found to exist in these items. It seems that if homemakers discriminate between the values, Concern for Others,

Economy, Education, Family Life, Status, Health, Friendship and Work Efficiency, the present method of measurement was successful only in identifying two of them. The next step was to identify the items in each factor.

One cluster, Factor I, consisted of 19 items which were highly correlated with each other but not with other items. The correlation matrix for these items appears in Table 7. For a listing of items in Factor I see Appendix E.

Two methods available for evaluating the items in a factor are: 1) to identify those items which contribute to the reliability of the factor and eliminate those which do not and 2) to judge the items according to the best content possible, making sure each item contributes a new idea or behavior to the factor. The formula for computing the internal consistency reliability coefficient for step one is as follows:

$$N = \frac{n(n-1)}{2}; \quad \bar{r}_j = \frac{S}{N}; \quad r_c = \frac{n (\bar{r}_j)}{1 + (n - 1) \bar{r}_j}$$

n = number of items in the factor

N = number of pairs of items in the factor

S = sum of correlation coefficients of all pairs

\bar{r}_j = mean reliability of items

r_c = reliability of the factor

The reliability coefficient for Factor I computed by this method is .839. The reliability coefficient remained the same when it was computed without item 294. Since it did not contribute to the reliability of the factor it was eliminated.

Table 7. Correlation^a matrix for Factor I

	11	24	26	33	36	49	58	61	89	109	112	146	168	178	186	246	259	292	294
11																			
24	42																		
26	55	47																	
33	52	40	55																
36	44	30	44	47															
49	24	16	21	18	30														
58	21	14	17	12	23	24													
61	17	09	14	13	25	28	31												
89	08	11	00	06	17	21	31	27											
109	21	07	11	10	27	27	29	25	31										
112	18	18	15	13	26	59	25	20	27	41									
146	14	07	10	12	19	33	31	21	31	34	42								
168	14	16	06	08	12	27	24	15	30	29	36	30							
178	23	20	15	22	16	12	10	14	10	14	12	09	16						
186	43	34	42	43	30	15	10	18	05	15	11	08	11	27					
246	33	28	29	34	35	18	12	17	13	13	19	11	12	32	29				
259	17	24	19	22	27	18	17	17	20	22	25	13	21	22	17	35			
292	33	24	39	37	36	21	12	13	05	11	16	12	03	07	28	22	14		
294	06	06	04	01	07	26	14	11	25	21	33	31	22	08	-01	07	09	10	

^aDecimal points have been omitted.

In evaluating the 18 items for content it seemed that the pair of items 49 and 112 were duplicate ideas. These items are:

49. Wears only the latest styles in clothing.

112. Wears latest styles in clothing.

Since these items represented identical behaviors item 49 was dropped leaving 17 items. The internal consistency reliability coefficient for these is .824. Thorndike (30) in quoting Kelley reports .50 as the minimum coefficient for group differentiation, thus indicating this factor to be highly reliable for this purpose.

A second factor with high intercorrelations but low or negative correlations with the items in Factor I involved 101 items. The other 182 items did not intercorrelate highly to form a factor and also did not correlate highly with the items in either of the two factors; hence these were eliminated from the inventory. The 101 items in this cluster are listed in Appendix F according to the originally judged value content. The number before each statement represents its original number in the inventory. The range of intercorrelation is from +.22 to +.70; the majority fall between +.40 and +.50.

In identifying a smaller group of items from the 101 which would have the highest reliability coefficient, pairs of items were selected that correlated .50 and above whenever possible. The correlation matrix of 18 items meeting this criteria appear in Table 8. The reliability coefficient for Factor II is .960 and all items contribute to the reliability thereby meeting

Table 8. Correlation^a matrix for 18 items in Factor II

Item no.	2	3	4	5	6	7	10	12	13	14	17	18	19	20	21	22	23	39
2																		
3	54																	
4	56	55																
5	59	54	67															
6	55	52	61	70														
7	56	60	59	64	65													
10	56	53	60	58	58	65												
12	48	70	51	52	47	57	61											
13	53	56	55	54	63	58	59	61										
14	55	54	56	64	55	59	55	57	64									
17	60	55	59	58	56	60	62	54	55	60								
18	53	48	53	60	58	52	52	52	54	62	65							
19	56	55	66	62	62	59	62	55	63	61	66	67						
20	48	60	56	54	58	58	60	60	62	58	62	55	68					
21	59	54	54	58	60	57	56	55	58	61	61	61	63	63				
22	54	53	48	53	58	54	50	50	56	55	52	54	56	59	70			
23	43	55	51	48	50	52	51	57	51	52	53	51	59	62	61	60		
39	51	52	49	55	56	52	52	55	53	57	53	56	58	51	61	61	56	

^aDecimal points have been omitted.

criteria one for evaluation of items for the factor.

In evaluating item content for Factor II three criteria were used: 1) duplication of idea, 2) item distribution judged value content and 3) representation in areas of home economics. Three pairs of items were identified for duplication:

- | | | |
|-----|-----|---|
| | 6. | Helps her children to develop qualities which make them more friendly. |
| I | 13. | Helps her children see the value of having friends. |
| | 7. | Takes precautions for safety measures that will prevent injuries. |
| II | 10. | Sees to it that her children have a safe play space. |
| | 3. | Makes a point of taking care of minor repairs to avoid more extensive expense later. |
| III | 12. | Makes a point of repairing minor damages around the house in order to save time and energy required for a major repair job later. |

The item distribution according to value content was compared with that of the distribution of the 18 items chosen from the 101 items by high intercorrelations. These distributions are shown in Table 9.

It was decided to replace item 13 of pair I which was labeled Friendship in value content with item 25 relating to the value Work Efficiency so that the proportions in the two distributions in Table 9 would be more similar. Friendship and

Table 9. Number of items in Factor II classified by value content

Value	101 items	18 items
Concern for others	15	3
Economy	9	2
Education	16	2
Family life	18	4
Health	16	3
Friendship	6	3
Work efficiency	18	1
Status	3	0

Work Efficiency would now contain 2 items each instead of 3 and 1 respectively. Item 25 reads:

25. Strives to do a task right in the first place to avoid having to take time to do it over.

In pairs II and III items 3 and 10 were replaced by items of the same value content, Economy and Health, which also correlated highly with other items in the factor, 41 and 69 respectively:

41. Takes care to avoid waste in the use of household supplies such as soaps, cleaning powders, etc.

69. Sees that the temperature and ventilation of the house are correct for health.

The 18 items were also examined with reference to the six areas of home economics: foods and nutrition, textiles and clothing, housing and equipment, child development, family relations and management. It was found that a greater proportion of the items were related to the last three areas. This is not surprising since the items in the inventory placed more emphasis on relationships and management than on specific subject matter areas such as foods, clothing or housing. Factor II contains 18 items and its reliability coefficient is .954. Thorndike (30, p. 609) reports that .94 is minimum correlation for individual differentiation signifying this factor is reliable for this purpose.

The plan of the instrument construction involved the use of the forced-choice format with pairs of items having equal social desirability indices but different value content. The items from the two factors or scales as they will be referred to in the inventory representing different value content showed disparity in social desirability. Since the range for all items for Scale I was from -1.41 to +.679, while Scale II ranged from +1.28 to +1.65, it was impossible to pair items from the two scales, therefore a free-response format was developed for the inventory. The method of responding is a revision of the certainty scale involving fewer choices since it is believed this would be easier for homemakers to respond to and still give the discriminations necessary. The respondent is asked to indicate how well each statement describes what

she does or would do if she had the opportunity. A response of 11 indicates that the statement describes her very well and 1 that the statement describes her very poorly. Numbers between 1 and 11 indicate varying degrees of description. The scale indicating all possible responses appears at the top of each page to help the respondent keep the directions clearly in mind. An effort was made on the direction sheet to insure the respondent that there were no correct answers and that her choices should involve a true picture of what she does at the present time and should in no way involve what she thinks she should do.

The items from each scale were then changed from third person to first person so they would be in keeping with the directions. All items were randomly assigned to a numbered order on the inventory. See Appendix G for a copy of the inventory, Preferences of a Homemaker.

Use of the Inventory

In an attempt to obtain an inventory to measure personal values of homemakers, of the eight values hypothesized, scales for only two values were obtained. These two are well defined statistically since they correlate almost zero with each other; however, in viewing the items from a judgmental standpoint it appears that the two scales may have a common element. There is reason to believe that in our western culture there are two methods by which an individual may obtain status: 1) copying

or imitating the behaviors of persons in higher social positions or status aspiration, 2) doing what is expected or conforming to the norms of the group to which one already belongs. These two types of status are defined as prestige and conformity by Osborn (26, pp. 31-32).

Prestige: This person is not as concerned with what an activity is or in what goals are selected as he is with knowing what is considered important by people who are in a position to make judgments. The opinions of people in authority are important to the person who places high emphasis on this value and this person seeks recognition for himself as well as for groups to which he belongs. He is concerned about maintaining high status in this community, in his job, and among his friends and acquaintances, and seeks approval from those who he feels are able to add to this status.

Conformity: Not only is it important to know what is expected but the quickest way to success is found by following suggestions made by others and by accepting responsibilities expected of you. The person whose value pattern shows this value in a high degree believes it important to follow the rules and is a very agreeable person who willingly participates in the activities as they are planned. This is a person who seeks the opinions of others and places importance on ability to follow directions.

Although these definitions could apply to Scales I and II of Preferences of a Homemaker they are much broader in nature than the items in these scales which relate largely to the home and family. The labels for Scale I and II need to be defined within that limit. Scale I is entitled Status since the items are consistent with the original definition: holding a position equal to or better than other people with whom a person is associated. Scale II is entitled Family Life, not as

originally defined but in a broader sense, indicating behaviors of a homemaker in her home and with her family. Twelve of the 18 items relate specifically to home and family environment; the other six could relate to this environment and also to behaviors outside the family. Conscientiously considers the rights of others is one such item.

Since the Status scale involves social aspiration and the Family Life scale conformity, then homemakers who wish to attain a higher socio-economic level would tend to score higher on the Status scale than those not having such aspirations. Conversely the latter type of homemaker would tend to score higher on the Family Life scale than the former type. Data to support this are presented in Table 10. It will be recalled that the social desirability indices for the items lie on a continuum from -2.236 to +2.236 and that the high positive score is the more socially desirable one. As would be expected social aspiration or Status is not considered as socially desirable as conforming or Family Life by the homemakers who compose the group on which these social desirability indices are based. The social desirability indices for the items of the Status scale have a wide range, -1.41 to +.68, from very undesirable to somewhat desirable. The standard deviation range is from .58 to 1.11 indicating that the homemakers tended to vary greatly in their responses to the Status scale. On the other hand the responses to the items in the Family Life scale range from +1.28 to +1.65 indicating a much higher degree of

Table 10. Means and standard deviations of items in the two scales

Items	Mean	Standard deviation
Status scale		
1. Chooses to buy a home in a neighborhood where important families live even though it means going heavily in debt.	-1.38	.59
2. Joins in activities that are "the things to do" in her crowd whether she is interested in doing them or not.	-1.30	.61
3. Spends more money than she can afford to join her friends in doing things that they are interested in doing.	-1.14	.67
4. Neglects her home responsibilities to work in an organization so she will be eligible for office.	-1.04	.61
5. Is known in the neighborhood for the elaborate parties she gives.	-.97	.77
6. Buys beauty aids without hesitation if they will improve her looks.	-.31	1.00
7. Manages her food budget so she can afford to serve expensive foods when she entertains.	-.15	.83
8. Controls her weight by constantly restricting her diet so that she has an attractive figure that will be admired.	.16	.79
9. Subscribes to several women's magazines to keep up to date with the latest fashions.	.06	.81
10. Wears the latest styles in clothing.	.68	.81
11. Has her hair cut and set regularly according to the latest styles.	.19	.94

Table 10. (continued)

Items	Mean	Standard deviation
Status scale		
12. Strives to look as young as possible.	.41	.97
13. Gives her child rewards as an incentive to work for high grades.	.55	1.01
14. Provides children with everything they want because she wants to be good to them.	-1.41	.59
15. Works hard in an organization so she will be eligible for an office.	.17	1.11
16. Practices making a baked product many times in order to gain enough skill to make one that she hopes will get a blue ribbon at the fair.	.11	1.11
17. Buys shoes according to style rather than fit.	-1.18	.84
Family life scale		
1. Conscientiously considers the rights of others.	1.65	.36
2. Helps her children realize the importance of education in the world today.	1.61	.42
3. Makes a home a place where family members enjoy doing things together.	1.63	.33
4. Helps her children develop qualities which make them more friendly.	1.34	.48
5. Takes precautions for safety measures that will prevent injuries.	1.54	.38

Table 10. (continued)

Items	Mean	Standard deviation
Family life scale		
6. Makes a point of repairing minor damages around the house in order to save time and energy required for a major repair job later.	1.56	.49
7. Arranges her time so she can do things with other family members.	1.46	.42
8. Always treats public property as well as she does her own.	1.55	.43
9. Encourages family projects, outings and activities.	1.49	.43
10. Encourages her child to hunt for information that will help him learn.	1.52	.45
11. Sees to it that her children take good care of their own clothing to make them last longer.	1.28	.55
12. Takes into account the wishes and feelings of others when making a decision involving a group.	1.52	.47
13. Goes out of her way to help a friend who is alone.	1.45	.52
14. Finds ways to encourage children to like foods which make up a balanced diet.	1.44	.42
15. Strives to do a task right in the first place to avoid having to take time to do it over.	1.37	.49
16. Adjusts her ways of living as the needs of the family change.	1.39	.44

Table 10. (continued)

Items	Mean	Standard deviation
Family life scale		
17. Takes care to avoid waste in the use of household supplies such as soaps, cleaning powders, etc.	1.37	.58
18. Sees that temperature and ventilation of the house are correct for health.	1.32	.55

social desirability. There is also closer agreement, a standard deviation range of .33 to .55, among the homemakers.

Scoring of the inventory involves obtaining a score on each scale. In this free-response type of inventory the intensity of the value for an individual would be indicated by the magnitude of the total score; a score of 187 for Status and 198 for Family Life is possible since each item has a maximum score of 11. Intuitively the scores will be higher on Family Life than on Status since the items on the former are seen by homemakers as much more socially desirable than the items of the latter. It would appear, therefore, that the most valuable information from this inventory would be the differences between the scores on the two scales.

It is assumed that the scales would identify two distinct types of homemakers. One would tend to have lower Status and higher Family Life scores which would result in a

greater difference between the two scores. This would indicate that they are more interested in relating to the members of the group to which they belong than in achieving a higher social status. If the group believes that continuing their education is important then they will be motivated to participate in adult education programs with little special effort on the part of the educator.

The second type of homemakers would tend to have higher Status and lower Family Life scores which would result in less variation between the scores on the two scales. This small difference would indicate that the group would be interested in social aspirations. To obtain the cooperation or participation of this group in educational pursuits would involve pointing out that persons in higher social positions continue their education and that if they participate in an educational program it will influence their status in the community.

Frequently educational programs will be planned to serve the needs of both types of homemakers. For example, one of the objectives of such a program might be:

Obtaining basic essential satisfaction with the expenditure of available money. (34, p. 96)

The teacher would need to recognize that the generalizations relating to this objective would involve the value orientations of both types. To the first type money is important to buy the necessities of life: food, shelter, and clothing, so these homemakers would be interested in what to look for in

purchasing various items, how to buy at sales and how to get more quality for less money. The second type of homemaker would believe money is not only important to buy necessities but it is also necessary to buy approval and acceptance into the group to which they aspire to belong. Generalizations to meet the objective for this type would involve not only the purchasing power of money but also the importance of money to them.

Preferences of a Homemaker could be used in research projects in which data on the value orientations of homemakers are desired. These studies might investigate the relationship of homemakers' value orientations and such factors as: 1) employment outside the home, 2) participation in community activities and organizations, 3) utilization of various educational media and 4) success of husbands on the job.

If the teacher or the researcher is interested in a total picture of the values of the homemaker, Preference of a Homemaker will need to be supplemented with data related to other values.

RECOMMENDATION FOR FURTHER STUDY
OF THE INVENTORY

It is recommended that a validation study be made of the scales of Preferences of a Homemaker by relating the scores on the two scales to socio-economic level. The hypothesis to be tested states that the scales will correlate with socio-economic level; the Family Life scale will correlate positively whereas the Status scale will correlate negatively with socio-economic status. The assumption is made that homemakers in the lower class will tend to score higher on the Status scale and lower on the Family Life scale whereas the converse will be true for the middle class. This is believed to be true since the lower class does not have the firm social structure of the middle class. Lacking the resources to do otherwise, they attempt to build a facade in order to present a good picture to society which will be indicated by a higher Status score. On the other hand the middle class homemaker will have a high personal investment in the value orientation of that group. This investment will be represented by a high score on the Family Life scale.

Another recommendation involves determining norms for the two scales of the inventory and for the difference between the two scales. Separate norms might be needed for homemakers of different ages and socio-economic levels, working or non-working homemakers and, if working, for those from different

occupational groups.

Determining whether the two scales of Preferences of a Homemaker vary independently or are separate from such values as Theoretical, Economic, Aesthetic, Social, Political or Religious as measured by the Allport-Vernon-Lindsey Study of Values is also recommended. This would involve placing all the items from the two inventories in a free-response form and administering them to a representative group of homemakers. Intercorrelations of the responses to the items would be obtained and clusters analyzed for factor loadings to determine if the data reveal the eight scales hypothesized. If it is found that eight separate scales do exist, it would be possible to determine where in the hierarchy of values of an individual homemaker the values of Family Life and Status fall.

SUMMARY

The prediction of homemakers' actions would be enhanced by a knowledge of their value systems. Prediction concerning participation in educational programs and adoption of beliefs and practices as well as prediction of success as a person, family member, citizen and worker could be facilitated. Kohlmann constructed an instrument designed to measure values of homemakers; however, she recommended further study and refinement which led to the present research.

Values were defined as enduring preferences characteristic of an individual which influence the actions, decisions and desires in his daily life. Two assumptions were made: 1) the way an individual responds to an item in a value inventory will be affected by the social desirability of the idea incorporated in the item and 2) the forced-choice format of inventory construction minimizes the effects of social desirability. The plan was to construct an instrument that would determine the hierarchy of eight values for each homemaker. Items in the forced-choice format were to be paired on the basis of equal social desirability indices but to involve two different values. Kohlmann had selected eight values, Concern for Others, Economy, Education, Family Life, Friendship, Health, Status and Work Efficiency as those involving home and family life as it relates to the objectives of home economics programs.

For the refinement of the inventory social desirability indices, means and standard deviations of each item derived from the responses of 30 homemakers, were obtained for 392 items. This involved using 275 items from the Kohlmann inventory and adding 117 new items in an attempt to obtain more socially desirable items for Status and less socially desirable items for the other values. Ambiguous items, determined by their high standard deviations, as well as Status items with means that would not pair with items of the other values were eliminated. The remaining 312 items were placed in a trial inventory, Image of a Homemaker. A total of 650 homemakers contacted individually or in groups through womens' organizations responded to each item indicating the degree to which they would like to be described by the statement.

To determine whether each item is a measure of the value content indicated, data from these responses were punched on IBM cards and correlations among all possible pairs of the 312 items were computed. Two clusters of items that correlated highly within the cluster but zero or negatively with items in the other cluster were identified. Those in each cluster were evaluated on two bases: 1) they must contribute to the reliability of the factor and 2) their content differs from other items in the factor. Seventeen items for Factor I and 18 for Factor II met these criteria. The internal consistency reliability coefficients for these two factors are .824 and .954 respectively indicating highly satisfactory reliability for

group differentiation for Factor I and for the individual for Factor II.

These two factors were entitled Status and Family Life and became the two scales of the final inventory, Preferences of a Homemaker. Status is defined as holding a position equal to or better than other people with whom a person is associated. Family Life primarily involves behaviors of a homemaker in her home and with her family. Twelve of the 18 items of the Family Life scale relate specifically to the home and family environment, whereas the other six could relate to this environment and also to behaviors outside the family.

The plan to employ a forced-choice format of construction was not followed since the items from the two scales could not be paired on the basis of equal social desirability indices. The range of indices for the Status scale is -1.14 to +.68, whereas the range for the Family Life scale is +1.28 to +1.65. In Preferences of a Homemaker a free-response format is used and the respondent is asked to indicate how well the statement describes what she does or would do if she had the opportunity.

Intuitively a homemaker's score will be higher on the Family Life scale than on the Status scale since the items of the former are much more socially desirable than those of the latter. It is believed that the most important information which can be obtained from the inventory is the difference in the scores of the respondent on the two scales. The assump-

tion is made that homemakers with wide differences in the scores would have different value orientations than those whose scores on the two scales are similar. The teacher of adult education classes would need to be aware of these value orientations and plan program content in relation to them.

The hypothesis that homemakers would have eight values related to home and family and these would be arranged in a hierarchy for each individual was tested. Since only two scales were obtained it is possible that homemakers do not make discriminations between the values of Concern for Others, Education, Economy, Health, Family Life, Work Efficiency and Friendship but that all of these have a common element which underlies the Family Life scale. On the other hand it is possible that the instrument did not reveal discriminations made by homemakers. Although the two scales of Preferences of a Homemaker can reveal valuable information for the educator or the researcher it will not present a total picture of a homemaker's values, therefore it will need to be supplemented with inventories which measure other values.

The recommendation is made that the inventory be administered to homemakers of different socio-economic levels to validate its ability to discriminate among groups of homemakers. Norms for the two scales and the differences between the two scales will need to be established. It is further recommended that the items of this inventory be administered along with the items of the Allport-Vernon-Lindsey Study of

Values to determine if these two scales vary separately from the six scales of the Allport-Vernon-Lindsey Study of Values. If eight separate scales are found to exist, then it would be possible to determine where in the hierarchy for an individual Family Life and Status fall.

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APPENDIX A: A HOMEMAKER'S SELF

IMAGE: WHAT IS IT?

A Homemaker's Self-Image: What is it?Form I
9-15-64

We are interested in your opinion concerning how you think women today would like to be described in the capacities of mothers and homemakers.

How would a homemaker you know well like to be described? Listed below to the left are statements which describe some homemakers. To the right are five columns which give you an opportunity to check if she would like strongly to be described in this way? Like mildly? Be indifferent? Dislike mildly? Or dislike strongly?

Descriptive statements	Like strongly	Like mildly	Indif- ferent	Dislike mildly	Dislike strongly
1. Makes gifts herself from materials at hand instead of purchasing a gift.					
2. Actively promotes community health projects					
3. Pays tuition for children in order to have them enrolled in a good school					
4. Makes sure she eats a well-balanced diet in order to save on possible medical bills					
5. Makes situations comfortable for those she is with					
6. Looks constantly for ideas to help her do her household work better					
7. Spends more money than she can afford in order to join her friends in doing things that they are interested in doing					
8. Is very careful not to expose others to her colds					
9. Makes musical training possible for her gifted child even though it means sacrifices for herself					

Descriptive statements	Like strongly	Like mildly	Indif- ferent	Dislike mildly	Dislike strongly
10. Makes a point of taking care of minor repairs so as to avoid more extensive expense later					
11. Does not let prejudices keep her from being friendly					
12. Manages to set aside an amount in the household budget to purchase equipment that will simplify her housekeeping duties					
13. Reads extensively to keep up on current issues so she can impress people with her knowledge and intellect					
14. Supports a movement for city garbage collection so that sanitation in the community can be improved					
15. Listens to discussions or reads to be better informed about world happenings					
16. Plans a menu which includes more than one baked food when she is using the oven					
17. Takes an active part in promoting educational projects in the community such as improving the library					
18. Shows her children ways to do their household work in less time without sacrificing quality					
19. Controls her weight by constantly restricting her diet so that she has an attractive figure that will be admired					
20. Isolates a family member who has a cold from other members of the family					

Description statements	Like strongly	Like mildly	Indif- ferent	Dislike mildly	Dislike strongly
21. Encourages her children to develop an inquiring mind as they are growing up					
22. Pays more than she really can afford for a piece of furniture if it is well constructed and is expected to last for a long period of time					
23. Extends the same courtesies in everyday encounters to people of other races as she does to people of her own race					
24. When preparing a special meal for guests, plans a menu with foods that can be prepared in advance to eliminate some of the last minute preparation					
25. Maintains a standard of house-keeping a bit higher than that of her neighbors so they will consider her an example					
26. Sees to it that the means she uses for disposing of garbage is not injurious to her health or that of others					
27. Makes it possible for family friends to be entertained frequently					
28. Makes a practice of giving her children books as gifts to encourage them to read more					
29. Buys her groceries from a planned list so as to avoid purchasing unnecessary items					
30. Frequently spends an afternoon at a hospital to cheer forgotten patients					

Description statements	Like strongly	Like mildly	Indif- ferent	Dislike mildly	Dislike strongly
31. Consistently follows a systematic order for doing household tasks such as dusting all furniture first and then cleaning floors and carpets to get the job done most efficiently					
32. Makes a point, when describing a newly-purchased garment to her friends, to call attention to the trade-name on the label					
33. Sees that the children in her family have adequate rest					
34. Arranges her work so she has some time each day for reading or telling stories to her children					
35. Takes time out of her daily routine to do some reading every day					
36. Takes her children with her rather than paying money for a baby-sitter					
37. Helps a less fortunate friend to obtain a needed article by paying the expenses involved					
38. Tries new products that are advertised as making household tasks simpler					
39. Chooses to buy a home in a neighborhood that will give the family prestige even though it means going heavily in debt					
40. Sees to it that her children have safe play space					
41. Contributes regularly to a foreign child adoption agency					

Description statements	Like strongly	Like mildly	Indif- ferent	Dislike mildly	Dislike strongly
42. Does not let her standards of housekeeping interfere with her family's happiness					
43. Makes it a practice to look up background information on topics of the day or articles of special interest to her					
44. Entertains very little to avoid the expense involved					
45. Helps a family of another race find satisfactory housing in her neighborhood					
46. Allows tasks of one kind to accumulate before doing any of them in order to save time getting out supplies and equipment					
47. Manages her food budget so she can afford to serve expensive foods when she entertains					
48. Makes a practice of avoiding rich desserts in her diet					
49. Continues to be loyal to a friend even though what she had done is not approved by others					
50. Helps children realize and work together toward family goals					
51. Manages to take her children to visit an art gallery in a city to increase their appreciation of the work of the masters					
52. Makes a point of buying clothing for the family that is washable to cut down on dry cleaning bills					

Descriptive statements	Like strongly	Like mildly	Indif- ferent	Dislike mildly	Dislike strongly
53. Never consciously hurts the feelings of others					
54. Makes a point of listing the jobs to be done as she thinks of them so she can work them in as time and situation permits					
55. Joins an organization to increase her social standing in the community					
56. Seeks medical advice before taking vitamins and mineral supplements					
57. Encourages her husband to spend some time regularly with his friends					
58. Makes home a place where family members enjoy doing things together					
59. Encourages her husband to attend evening school to broaden his interests, to increase his general knowledge, or to improve some skill					
60. Gives her children haircuts rather than sending them to the barber					
61. Improves playgrounds for all the children in the neighborhood even though her children are beyond the age					
62. Combines household tasks that can be done at the same time to save time and energy					
63. Encourages her teen-ager to invite schoolmates from important families in town to her party even though she usually doesn't pal with them					

Descriptive statements	Like strongly	Like mildly	Indif- ferent	Dislike mildly	Dislike strongly
64. Encourages her children to participate in outdoor sport activities throughout the year					
65. Comes to the assistance of a friend in order to make a situation easier for her					
66. Helps family members settle differences so all concerned will be satisfied					
67. Attends regularly the meeting of the parent-teachers association to become better informed about educational issues					
68. Rides a bus downtown instead of driving her car and paying parking fees					
69. Shares in community or national projects to supply clothing to those in special needs					
70. Makes a point of assembling all needed supplies and equipment before beginning to work so time and energy won't be wasted when doing the job					
71. Works hard to have what she does recognized as worthwhile by her family					
72. Makes sure that all dishes and silverware are rinsed with boiling water					
73. Broadens her interests so more people will enjoy having her as a friend					
74. Makes home a place where family members can share their troubles as well as their joys					

Descriptive statements	Like strongly	Like mildly	Indif- ferent	Dislike mildly	Dislike strongly
75. Encourages the purchase of a set of encyclopedias instead of a badly-needed new chair for the living room					
76. Purchases needed items where discount is given for cash payments					
77. Gives freely of her time and energy in emergencies such as flood or fire					
78. Is alert for ideas of ways to do jobs well in the shortest amount of time					
79. Strongly urges children to prepare themselves to hold white collar positions when they grow up					
80. For sanitary reasons, always scalds dishes and lets them dry rather than drying them with a towel					
81. Works on improving her personality since she sees this as a way of making more friends					
82. Makes an effort to find reliable sources of help for marriage counseling to overcome marital discord					
83. Makes an effort to help her children develop an appreciation of good music and fine arts					
84. Does without rather than use an installment plan for buying					
85. Takes into account the wishes and feelings of others when making a decision involving a group					

Descriptive statements	Like strongly	Like mildly	Indif- ferent	Dislike mildly	Dislike strongly
86. When shopping, plans the order in which she will make her purchases to avoid retracing her steps					
87. Associates, whenever opportunity presents itself, with others of position or rank higher than herself in preference to those of her own group					
88. Chooses to work on the health committee of an organization to which she belongs					
89. Chooses her leisure-time activities according to what her friends' activities are					
90. Denies herself personal pleasures so that there is money for the family to take excursions together					
91. Is a strong supporter of the local school program even though she does not have children in school					
92. Before buying compares the cost of prepared foods with the cost of making them herself					

"Big" things are possible only through the co-operation of "many fine" people. Thank you for taking time to help us in this research project.

A Homemaker's Self-Image: What is it?Form 2
9-15-64

We are interested in your opinion concerning how you think women today would like to be described in the capacities of mothers and homemakers.

How would a homemaker you know well like to be described? Listed below to the left are statements which describe some homemakers. To the right are five columns which give you an opportunity to check if she would like strongly to be described in this way? Like mildly? Be indifferent? Dislike strongly?

Descriptive statements	Like strongly	Like mildly	Indif- ferent	Dislike mildly	Dislike strongly
1. Plans to read magazines at the library instead of purchasing copies for herself.					
2. Always has time to be nice to people whenever they meet.					
3. Sends her child to a nursery school to provide experience she believes is important for his growth.					
4. Carefully stores woolen clothing over the summer to avoid moth damage.					
5. Gives more than she gets from an association.					
6. Checks to make sure she has all the supplies on hand before beginning to prepare a meal.					
7. Transfers her church membership to the church which many of the prominent people in the community attend.					

Descriptive statements	Like strongly	Like mildly	Indif- ferent	Dislike mildly	Dislike strongly
8. Takes precautions for safety measures that will prevent injuries to others					
9. Belongs to a club or organization because of the exchange of ideas it provides					
10. Pays utility bills by the designated date in order to take advantage of the discount rate					
11. Takes the initiative in becoming acquainted with a family who has just moved into the neighborhood					
12. Works out ways of doing household tasks that are easiest for herself					
13. Does without new clothing for herself so that her children might be dressed better than their friends					
14. Always treats minor cuts with an antiseptic					
15. Encourages her child to hunt for information that will help him solve his problem					
16. Makes a point of turning the lights out in a room which is not being used					
17. Tells the salesperson of an error in making change so that the clerk will not have to make up the loss from his paycheck					
18. Makes a point of thinking through her next task before she begins to work					

Descriptive statements	Like strongly	Like mildly	Indif- ferent	Dislike mildly	Dislike strongly
19. Encourages her husband to take a job which permits him to be dressed up when working even though his pay would be less than if he took a job requiring him to wear laboring man's clothing					
20. Protects her eyes by having good lighting when sewing and reading					
21. Encourages children to entertain their friends at home					
22. Makes a practice of exploring the various viewpoints of a controversial issue					
23. Makes the family's clothing budget reach by making most of her own dresses					
24. Occasionally takes care of the children of a widow in the neighborhood so the mother can have some relief from family responsibilities					
25. Plans meals that are simple to prepare on days when she is doing a difficult and involved household job					
26. Practices making a baked product many times in order to gain skill to make one that she hopes will get a blue ribbon at the fair					
27. Makes financial sacrifices, if necessary, to provide sanitary bathing and toilet facilities in the home					
28. Encourages family members to make a number of friends within their own age groups					

Descriptive statements	Like strongly	Like mildly	Indif- ferent	Dislike mildly	Dislike strongly
29. Obtains bulletins from state extension services or U.S. Superintendent of Documents that provide helps for solving her household problems					
30. Studies the grocery ads in the newspaper to locate the bargains at the various stores before going to buy					
31. Cleans the home of an invalid regularly without accepting pay					
32. Limits the amount of small accessories around the house to simplify dusting and cleaning					
33. Insists that a cleaning lady be hired weekly since most of her friends have help with their work					
34. Adjusts her rest and relaxation to the physical demands placed upon her					
35. Is considerate of the needs and feelings of an elderly person living with her family					
36. Provides a place in the home where family members can read without distractions and interruptions					
37. Contributes to those causes where she believes the money is handled wisely					
38. Always treats public property as her own					
39. Makes a point of repairing minor damages around the house in order to save time and energy required for a major repair job later.					

Descriptive statements	Like strongly	Like mildly	Indif- ferent	Dislike mildly	Dislike strongly
40. Chooses home furnishings that are of latest style without concern for wearing quality					
41. Refuses to buy milk that is not pasteurized					
42. Shares a cherished personal recipe with a friend who needs to prepare a successful meal for an important occasion					
43. Encourages cooperation and responsibility among family members that contribute to family unity					
44. Takes a job outside the home so that a reserve fund can be built up for the children's college educations					
45. Bakes all her own bread to save on the grocery bill					
46. Conscientiously considers the rights of others					
47. Lets dishes dry in a rack after rinsing to save time and energy					
48. Gives her child cash rewards as an incentive to work for high grades so his name will appear on the published honor roll					
49. Is careful to prepare foods in ways that will save vitamins and minerals					
50. Is sincere in her social relationships					
51. Has her children assume home responsibilities so they will feel a part of the family group					

Descriptive statements	Like strongly	Like mildly	Indif- ferent	Dislike mildly	Dislike strongly
52. Makes an effort to take her children to visit a museum so historical events will mean more to them					
53. Saves money by giving her neighbor home permanents who in turn gives her permanents					
54. Makes a point of always being polite and courteous to others less fortunate than herself					
55. Saves her darning and mending to do when visiting with others to make good use of her time					
56. Is quick to drop a friendship with someone whose social standing has not increased at the same rate as her own					
57. Makes a point of buying foods that are enriched in vitamins and minerals					
58. Makes her home a meeting place for her friends					
59. Adjusts her ways of living in accordance with the changing needs of the family					
60. Makes any vacation travels an educational experience for herself					
61. Invests her savings where there is little risk involved even though she may not draw as high an interest rate as she would otherwise					
62. Supports plans that provide for better housing for poor families					

Descriptive statements	Like strongly	Like mildly	Indif- ferent	Dislike mildly	Dislike strongly
63. Lists seldom-used food items as the supply is used up so she will remember to purchase them and have them on hand the next time she needs them					
64. Lets the society editor of the local paper know whenever she plans to entertain so that an account of the event can appear in the paper					
65. Insists that food dropped on the floor be washed before it is eaten					
66. Watches for opportunities to do little things for friends that they would not expect					
67. Keeps situations from occurring that might create jealousy among family members					
68. Points out examples to help her children realize the importance of education in the world today					
69. Walks instead of driving her car to save cost when her errand is within walking distance					
70. Helps provide summer camp experience for underprivileged children					
71. Makes a special effort to learn how to make use of each household appliance most effectively					
72. Works to be a recognized authority in some area of homemaking					
73. Uses disinfectants when she cleans her bathroom					

Descriptive statements	Like strongly	Like mildly	Indif- ferent	Dislike mildly	Dislike strongly
74. Suggests activities that she and her friends can do together					
75. Is alert for ways to help children develop wholesome attitudes toward sex as she believes this leads to happier family life					
76. Encourages her children to watch educational television programs when ever possible					
77. Avoids buying on impulse without previous planning					
78. Takes a child from a broken home into her family group, even though it means her own children would have to give up things they might have had otherwise					
79. Sees to it that she had adequate storage space in her home with everything kept in its place so household tasks can be done quickly and easily					
80. Does anything to prevent a scene from occurring among family members when guests are present in the home so her family will be thought of as a happy family					
81. Is conscientious about sanitation in all parts of her housekeeping					
82. Helps her children see the value in having friends of all age groups					
83. Makes real effort to keep the family together even under adverse circumstances					

Descriptive statements	Like strongly	Like mildly	Indif- ferent	Dislike mildly	Dislike strongly
84. Moves to a new community to take advantage of their good school program					
85. Takes care to avoid waste in the use of household supplies, such as soaps, cleaning powders, etc.					
86. Encourages her son to invite a lonely, less well-liked neighborhood child to his party					
87. Strives to do a task right in the first place so as to avoid having to take time to do it over					
88. Joins in activities that are "the things to do" in her crowd whether she is interested in doing them or not					
89. Manages the family's budget so that all members have necessary clothing to protect them from all kinds of weather					
90. Looks for reasons why a friend acts as she does so she can understand her better					
91. Considers thoughtfully family welfare every time she makes decisions about the use of money					

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A Homemaker's Self-Image: What is it?Form 3
9-15-64

We are interested in your opinion concerning how you think women today would like to be described in the capacities of mothers and homemakers.

How would a homemaker you know well like to be described? Listed below to the left are statements which describe some homemakers. To the right are five columns which give you an opportunity to check if she would like strongly to be described in this way? Like mildly? Be indifferent? Dislike mildly? Or dislike strongly?

Descriptive statements	Like strongly	Like mildly	Indif- ferent	Dislike mildly	Dislike strongly
1. Invites individuals living alone to join her family for Sunday dinner even though it makes extra work for her					
2. Always is on the look-out for new kinds of equipment that will streamline her work					
3. Does much sewing for herself and her children so they can afford to dress as fashionably as their friends					
4. Watches to see that temperature and ventilation of the house are right for health					
5. Spends her vacation time visiting friends in their homes					
6. Does not enter into fun activities unless other family members can also					
7. Manages financially to employ a baby-sitter so she can attend an extension program or an adult education class planned for homemakers					

Descriptive statements	Like strongly	Like mildly	Indif- ferent	Dislike mildly	Dislike strongly
8. Finds ways to use left-over foods so nothing is thrown away					
9. Donates Christmas gifts for orphans who might otherwise have none					
10. Usually plans in advance what tasks she will do so she can get the most accomplished					
11. Makes personal sacrifices so that her children can enter into more activities than their friends					
12. Sees that she is protected from polio					
13. Helps her children to develop qualities which one expects to find in a friend					
14. Encourages family members to arrange their schedules so they are all home together sometime during the day					
15. Takes a job outside the home so that the children can remain in school					
16. Sees to it that her children take good care of their clothing to make them last longer					
17. Sends flowers or a basket of fruit to an acquaintance in ill health even though it is a strain on her budget					
18. Uses many short cuts and time savers in doing her work					
19. Buys a more expensive car than the family can afford so they will have one like those driven by friends and business associates					

Descriptive statements	Like strongly	Like mildly	Indif- ferent	Dislike mildly	Dislike strongly
20. Consults a doctor only when she is in need of medical help					
21. Prefers to spend her free time with friends rather than in activities that she can do by herself					
22. Saves her energy for activities she and her family enjoy doing together					
23. Arranges her schedule of household work so she can watch educational television programs					
24. Restyles clothing when she could well afford to buy new garments					
25. Gives clothing now in use to a family with an emergency need					
26. Takes time for several short rest periods during the day to increase her effectiveness in later work					
27. Encourages her children to strive for leadership positions in school organizations even though it means they will have less time to help at home					
28. Plans her schedule of activities so that she gets some outdoor exercise daily					
29. Lowers her standards of housekeeping in order to have time to do things with her friends					
30. Uses her leisure time for community activities that contribute to good family life					

Descriptive statements	Like strongly	Like mildly	Indif- ferent	Dislike mildly	Dislike strongly
31. Accepts herself as a teacher who can provide many learning experiences for her children					
32. Always buys clothing of conservative style that will look well for several seasons					
33. Gives considerable time to working with youth organizations which she thinks provide wholesome activities for youth in the community					
34. Pays special attention to storing supplies and equipment near to where she uses them					
35. Works hard to keep the yard attractive so it is the show place of the neighborhood					
36. Takes care to see that special dietary needs of individual family members are met					
37. Gives up personal interests so that her children can be with their friends					
38. Arranges her time so she can do things with other family members					
39. Manages the family's budget so that the children can take advantage of educational opportunities in the community					
40. Makes a practice of watching for bargains on most of the things which she buys					
41. Contributes to a welfare fund even though it means a financial sacrifice					

Descriptive statements	Like strongly	Like mildly	Indif- ferent	Dislike mildly	Dislike strongly
42. Tries to find the most efficient way of doing the routine tasks					
43. Rearr her children in such a way that the family will be well accepted in the community					
44. Sees to it that the foods she eats every day make up a well-balanced diet					
45. Takes time for letter writing to keep closely in touch with friends who live elsewhere					
46. Encourages family members to work and play together as a group on projects of interest to all					
47. Gains the cooperation of other family members so she can return to school to add to her formal education					
48. Takes measures to protect home furnishings that get hard use to avoid having to replace them					
49. Allows criticism to be directed toward herself to save another person embarrassment					
50. Tries out doing a task in more than one way to find out which way is quickest with the best results					
51. Teaches her children to respect people of authority and of high positions					
52. Sees to it that family members are protected from polio					

Descriptive statements	Like strongly	Like mildly	Indif- ferent	Dislike mildly	Dislike strongly
53. Makes an effort to learn a new activity popular with her friends so she isn't left out of the group					
54. Makes a point of entertaining friends all family members enjoy					
55. Skimps in the household budget to build a fund for the children's college educations					
56. Waits to the end of the season to buy clothing to take advantage of markdowns					
57. Volunteers to care, free of charge, for the children of a neighbor who needs to work to support her family					
58. Spaces her activities carefully to make best use of her energy					
59. Insists that her son go on to college even though his high school grades have not been good					
60. Sees to it that she has chest x-rays at intervals if facilities are available					
61. Makes a point of remembering birthdays and anniversaries of friends					
62. Arranges special celebrations for birthdays and anniversaries of family members to encourage family unity					
63. Encourages her children to try to find out what their special talents are and then to improve on them					

Descriptive statements	Like strongly	Like mildly	Indif- ferent	Dislike mildly	Dislike strongly
64. Mends and patches clothing when she could afford to buy new articles					
65. Spends an afternoon each week driving an elderly neighbor to the shopping center					
66. Sees to it that all household appliances are kept in good operating condition so they will work efficiently					
67. Moves to another city in order that her husband may accept a position of higher rank even though it offers little increase in pay					
68. Has a medical check-up at least once a year					
69. Is active in community activities as she considers this a good way to make more friends					
70. Prefers to take her vacations with members of her family					
71. Sets aside time each day for doing something which she believes will improve herself as a person					
72. Has as her first concern when buying clothing for the children whether the article can be made larger to allow for longer wear					
73. Temporarily neglects her housework to help a neighbor who has met with an unfortunate experience					
74. Sees to it that means are planned well ahead to be sure everything needed will be on hand so no time will be wasted					

Descriptive statements	Like strongly	Like mildly	Indif- ferent	Dislike mildly	Dislike strongly
75. Neglects her home responsibilities to work hard in an organization so she will be eligible for office					
76. Finds ways to encourage children to like foods which makes up a balanced diet					
77. Gives time and thought to ways to make more friends					
78. Takes time out to do things with her family even if it means neglecting personal interests					
79. Makes personal sacrifices to attend concerts so she can develop her appreciation of classical music					
80. Makes sacrifices in some areas of her budget so she can build up a supply of regularly-used items at times when the price is lowest					
81. Is always looking for ways of bringing a bit of happiness to a less fortunate one					
82. Usually makes out a shopping list or grocery order before going to town					
83. Chooses clothing that will be admired by others					
84. Is sure that any between-meal snack fits into a good diet for the day					
85. Gives of her time to keep closely in touch with friends in the community					
86. Encourages each family member to make contributions toward the welfare of the family					
87. Arranges her work so she can attend a study group regularly					

Descriptive statements	Like strongly	Like mildly	Indif- ferent	Dislike mildly	Dislike strongly
88. Operates the household ac- cording to a plan for spending that conserves every dollar					
89. Makes a special effort to visit a shut-in regularly					
90. Finds ways and means to have good books and magazines available for reading in the home					
91. Is more conservative in the use of money than she needs to be					
92. Gives freely of her time to assist with a community wel- fare project					

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"many fine" people. Thank you for taking time to help us in
this research project.

APPENDIX B: MEDIAN DIFFERENCES IN SOCIAL
DESIRABILITY INDICES FOR TWO GROUPS

Median Difference in Social Desirability

Indices for Two Groups

Group 1 - 32 students enrolled in summer session Iowa State University

Group 2 - average of 53 homemakers from a sample of Ames and Boone county

Value Involved	Item	Median Group 1	Difference
A Concern for others	1. Allows criticism to be directed toward herself to save another person embarrassment.	3.00	+.94
	2. Volunteers to care, free of charge, for the children of a neighbor who needs to work to support her family.	4.00	-.90
	3. Supports plans that provide for better housing for poor families.	4.04	+.67
	4. Extends the same courtesies in everyday encounters to people of other races as she does to people of her own race.	4.25	+.55
	5. Helps a family of another race find satisfactory housing in her neighborhood.	2.86	+.97
	6. Shares in community or national projects to supply clothing to those in special needs.	3.94	+.59
	7. Takes into account the wishes and feelings of others when making a decision involving a group.	4.56	+.56
B Economy	1. Finds ways to use left-over foods so nothing is thrown away.	4.11	+.69

2.	Always buys clothing of conservative style that will look well for several seasons.	3.90	+ .84
3.	Takes measures to protect home furnishings that get hard use to avoid having to replace them.	4.19	+ .51
4.	Waits to the end of the season to buy clothing to take advantage of markdown.	3.59	+ .96
5.	Mends and patches clothing when she could afford to buy new articles.	3.00	+1.20
6.	Makes sacrifices in some areas of her budget so she can build up a supply of regularly-used items at times when the price is lowest.	3.83	+ .83
7.	Is more conservative in the use of money than she needs to be.	2.20	+1.39
8.	Pays utility bills by the designated date in order to take advantage of the discount rate.	4.40	+ .50
9.	Makes a point of turning the lights out in a room which is not being used.	3.31	+1.29
10.	Bakes all her own bread to save on the grocery bill.	2.50	+ .54
11.	Invests her savings where there is little risk involved even though she may not draw as high an interest rate as she would otherwise.	3.45	+ .89
12.	Walks instead of driving her car to save cost when her errand is within walking distance.	3.47	+ .95
13.	Takes care to avoid waste in the use of household supplies, such as soaps, cleaning powders, etc.	3.73	+ .93

	14.	Makes sure she eats a well-balanced diet in order to save on possible medical bills.	4.25	+.51
	15.	Makes a point of taking care of minor repairs so as to avoid more extensive expenses later.	4.11	+.71
	16.	Plans a menu which includes more than one baked food when she is using the oven.	3.67	+.88
	17.	Buys her groceries from a planned list so as to avoid purchasing unnecessary items.	4.20	+.52
	18.	Purchases needed items where discount is given for cash payment.	3.95	+.66
	19.	Does without rather than use an installment plan for buying.	3.20	+.62
C	1.	Skimps in the household budget to build a fund for the children's college education.	3.50	+.75
Education	2.	Finds ways and means to have good books and magazines available for reading in the home.	4.21	+.64
	3.	Makes a practice of exploring the various viewpoints of a controversial issue.	4.09	+.57
	4.	Obtains bulletins from state extension services or U.S. Superintendent of Documents that provide helps for solving her household problems.	3.50	+.60
	5.	Provides a place in the home where family members can read without distractions and interruptions.	4.23	+.55
	6.	Makes an effort to take her children to visit a museum so historical events will mean more to them.	4.33	+.55

	7.	Makes any vacation travel an educational experience for herself.	3.93	+.63
	8.	Moves to a new community to take advantage of their good school program.	3.54	+1.07
	9.	Takes time out of her daily routine to do some reading every day.	4.00	+.72
	10.	Makes it a practice to look up background information on topics of the day or articles of special interest to her.	3.42	+.72
	11.	Encourages the purchase of a set of encyclopedias instead of a badly-needed new chair for the living room.	3.60	+.53
D Family life	1.	Makes an effort to find reliable sources of help for marriage counseling to overcome marital discord.	3.81	+.72
E Friends	1.	Lowers her standards of house-keeping in order to have time to do things with her friends.	2.07	+.93
	2.	Takes time for letter writing to keep closely in touch with friends who live elsewhere.	4.09	+.55
	3.	Makes an effort to learn a new activity popular with her friends so she isn't left out of the group.	3.29	+.53
	4.	Looks for reasons why a friend acts as she does so she can understand her better.	4.29	+.54
	5.	Continues to be loyal to a friend even though what she had done is not approved by others.	3.69	+.68

F Health	1.	Watches to see that temperature and ventilation of the house are right for health.	3.97	+.81
	2.	Consults a doctor only when she is in need of medical help.	3.10	+.50
	3.	Plans her schedule of activities so that she gets some outdoor exercise daily.	3.87	+.70
	4.	Sees to it that she has chest-x-rays at intervals if facilities are available.	4.20	+.57
	5.	Has a medical check-up at least once a year.	4.32	+.50
	6.	Is sure that any between-meal snack fits into a good diet for the day.	3.58	+.67
	7.	Always treats minor cuts with an antiseptic.	3.90	+.60
	8.	Makes financial sacrifices, if necessary, to provide sanitary bathing and toilet facilities in the home.	4.75	+.69
	9.	Adjusts her rest and relaxation to the physical demands placed upon her.	3.83	+.80
	10.	Is careful to prepare foods in ways that will save vitamins and minerals.	4.27	+.53
	11.	Is conscientious about sanitation in all parts of her house-keeping.	4.36	+.54
	12.	Is careful not to expose others to her colds.	3.85	+.81
	13.	Sees to it that the means she use for disposing of garbage is not injurious to her health or that of others.	4.03	+.78

	14.	Sees that the children in her family have adequate rest.	4.29	+.63
	15.	Seeks medical advice before taking vitamins and mineral supplements.	3.71	+.94
	16.	Makes sure that all dishes and silverware are rinsed with boiling water.	3.63	+.97
G	1.	Makes personal sacrifices so that her children can enter into more activities than their friends.	3.50	-1.77
Status	2.	Encourages her children to strive for leadership positions in school organizations even though it means they will have less time to help at home.	4.00	-.77
	3.	Moves to another city in order that her husband may accept a position of higher rank even though it offers little increase in pay.	3.62	+.74
	4.	Does without new clothing for herself so that her children might be dressed better than their friends.	2.42	-.94
	5.	Gives her child cash rewards as an incentive to work for high grades so his name will appear on the published honor roll.	2.50	-1.16
	6.	Lets the society editor of the local paper know whenever she plans to entertain so that an account of the event can appear in the paper.	2.21	-.56
	7.	Does anything to prevent a scene from occurring among family members when guests are present in the house so her family will be thought of as a happy family.	3.50	-.50

	8.	Reads extensively to keep up on current issues so she can impress people with her knowledge and intellect.	3.72	-1.43
	9.	Maintains a standard of house-keeping a bit higher than that of her neighbors so they will consider her an example.	4.08	-1.45
	10.	Makes a point, when describing a newly-purchased garment to her friends, to call attention to the trade-name on the label.	1.94	-.64
	11.	Chooses to buy a home in a neighborhood that will give the family prestige even though it means going heavily in debt.	2.00	-1.19
	12.	Joins an organization to increase her social standing in the community.	3.56	-1.64
	13.	Encourages her teen-ager to invite schoolmates from important families in town to her party even though she usually doesn't pal with them.	1.97	-.73
	14.	Associates, whenever opportunity presents itself, with others of position or rank higher than herself in preference to those of her own group.	2.32	-.88
H	1.	Usually plans in advance what tasks she will do so she can get the most accomplished.	4.06	+.80
Work efficiency	2.	Takes time for several short rest periods during the day to increase her effectiveness in later work.	3.50	+.91
	3.	Pays special attention to storing supplies and equipment near to where she uses them.	3.87	+.97

4.	Trys to find the most efficient way of doing the routine tasks.	4.21	+.70
5.	Tries out doing a task in more than one way to find out which way is quickest with the best results.	3.97	+.74
6.	Spaces her activities carefully to make best use of her energy.	4.11	+.59
7.	Usually makes out a shopping list or grocery order before going to town.	4.12	+.69
8.	Makes a point of thinking through her next task before she begins to work.	4.21	+.64
9.	Plans meals that are simple to prepare on days when she is doing a difficult and involved household job.	4.16	+.70
10.	Limits the amount of small accessories around the house to simplify dusting and cleaning.	2.63	+1.16
11.	Makes a point of repairing minor damages around the house in order to save time and energy required for a major repair job later.	4.17	+.61
12.	Lets dishes dry in a rack after rinsing to save time and energy.	3.00	+1.52
13.	Lists seldom-used food items as the supply is used up so she will remember to purchase them and have them on hand the next time she needs them.	4.00	+.74
14.	Makes a special effort to learn how to make use of each household appliance most effectively.	4.13	+.65

15.	Shows her children ways to do their housework in less time without sacrificing quality.	4.23	+.50
16.	When preparing a special meal for guests, plans a menu with foods that can be prepared in advance to eliminate some of the last minute preparation.	4.31	+.57
17.	Consistently follows a systematic order for doing household tasks such as dusting all furniture first and then cleaning floors and carpets to get the job done most efficiently.	3.96	+.57
18.	Allows tasks of one kind to accumulate before doing any of them in order to save time getting out supplies and equipment.	2.17	+.63
19.	Makes a point of listing the jobs to be done as she thinks of them so she can work them in as time and situation permits.	4.03	+.62
20.	Makes a point of assembling all needed supplies and equipment before beginning to work so time and energy won't be wasted when doing the job.	4.23	+.51
21.	Is alert for ideas of ways to do jobs well in the shortest amount of time.	4.27	+.58
22.	When shopping, plans the order in which she will make her purchases to avoid retracing her steps.	4.12	+.64

APPENDIX C: IMAGE OF A HOMEMAKER

Iowa State University Agricultural and Home Economics Experiment Station Project No. 1607

3/23/65

Image of a Homemaker

Below are statements that describe homemakers. We are interested in your judgment concerning how well a homemaker described by these statements would be liked. A good way to keep these directions in mind is to imagine you overheard a stranger make each of these statements about a homemaker. On the basis of the statement the stranger made you are to indicate how certain you are that the stranger would like the homemaker.

- 1) If you are sure that the stranger does not like the homemaker by the statement he made indicate this by marking "1" in the blank to the right of the statement.
- 2) If you are sure that the stranger does like the homemaker by the statement he made indicate this by marking "99" in the blank.
- 3) If you are not entirely sure whether the stranger does not like or likes the homemaker by the statement he made, use numbers between 1 and 99 to indicate how certain you are.
- 4) If the statement provides no information about the attitude of the stranger toward the homemaker, indicate this by marking "50" in the blank.

Range of Certainty Scale

Dislike		Certainty		No		Certainty		Like
toward		dislike		information		toward		like
"1"	2	←————→	49	"50"	51	←————→	98	"99"

We are interested in your opinion. Please respond to every statement.

1. Buys her groceries from a planned list to avoid purchasing unnecessary items. _____
2. Pays more than she really can afford for a piece of furniture if it is well constructed and is expected to last for a long period of time. _____

3. Gives her time to promote an increase in teacher's salaries. _____
4. Votes "yes" on an educational bond issue even though it means an increase in her taxes. _____
5. Supplements school learning with special activities at home. _____
6. Buys only educational toys and games as gifts for children to encourage learning. _____
7. Lets the society editor of the local paper know whenever she plans to entertain so that an account of the event can appear in the paper. _____
8. Plans a menu which includes more than one baked food when she is using the oven. _____
9. Gives allowances to young children so they will learn to manage money. _____
10. Is well-informed on both sides of a controversial issue before taking a stand. _____
11. Drops a friendship with someone whose social standing has not increased at the same rate as her own. _____
12. Gives her child cash rewards as an incentive to work for high grades so his name will appear on the published honor roll. _____
13. Chooses home furnishings that are of the latest style without concern for wearing quality. _____
14. Makes a point of taking care of minor repairs to avoid more extensive expense later. _____
15. Makes sure she eats a well-balanced diet in order to save on possible medical bills. _____
16. Is a strong supporter of the local school program even though she does not have children in school. _____
17. Makes an effort to help her children develop an appreciation of good music and fine art. _____
18. Makes gifts from materials at hand instead of purchasing a gift to save money. _____

19. Takes care to avoid waste in the use of household supplies, such as soaps, cleaning powders, etc. _____
20. Plans to read magazines at the library instead of purchasing copies for herself. _____
21. Shops at discount stores to save money. _____
22. Stretches the family's budget by making most of her own dresses. _____
23. Makes a point of turning the lights out in a room which is not being used. _____
24. Pays utility bills by the designated date in order to take advantage of the discount rate. _____
25. Spaces her activities carefully to make best use of her energy. _____
26. Hires a cleaning lady weekly since most of her friends have help with their work. _____
27. Practices making a baked product many times in order to gain enough skill to make one that she hopes will get a blue ribbon at the fair. _____
28. Encourages her husband to take a job which permits him to be dressed up when working even though his pay would be less than if he took a job requiring him to wear laboring man's clothing. _____
29. Temporarily neglects her housework to help a neighbor who has met with an unfortunate experience. _____
30. Seeks medical advice before taking vitamins and mineral supplements. _____
31. Makes a practice of avoiding rich desserts in her diet. _____
32. Sees to it that her children have safe play space. _____
33. Encourages strong family loyalty. _____
34. Is considerate of the needs and feelings of an elderly person living with her family. _____
35. Insists on having an extension telephone in the kitchen to save steps. _____

36. Lets dishes dry in a rack after rinsing to save time and energy. _____
37. Makes a point of repairing minor damages around the house in order to save time and energy required for a major repair job later. _____
38. Spends an afternoon each week driving an elderly neighbor to the shopping center. _____
39. Considers keeping a record of money spent as a waste of time. _____
40. Buys only highly-advertised products. _____
41. Carefully stores woolen clothing over the summer to avoid moth damage. _____
42. Is more conservative in the use of money than she needs to be. _____
43. Sacrifices variety or style to save money. _____
44. Provides a specific place for children to play instead of allowing them to play all over the house. _____
45. Does not allow pets in the home to avoid extra work. _____
46. Allows criticism to be directed toward herself to save another person embarrassment. _____
47. Contributes to a welfare fund even though it means a financial sacrifice. _____
48. Gives considerable time to working with youth organizations which she thinks provide wholesome activities for youth in the community. _____
49. Pays cash for all purchases so she will not have to pay interest or carrying charges. _____
50. Paints walls herself instead of paying skilled workers. _____
51. Remodels old garments so they can be worn several more seasons. _____
52. Encourages use of "hand-me-down" clothing by her children. _____

53. Tries doing a task several ways to find which one is _____
quickest with the best results.
54. Makes allowances for interruptions when scheduling _____
her time.
55. Pays special attention to storing supplies and _____
equipment near the place she uses them.
56. Takes time for several short rest periods during _____
the day to increase her effectiveness in later
work.
57. Uses many short cuts and time savers in doing her _____
work.
58. Always is on the look-out for new kinds of equip- _____
ment that will streamline her work.
59. Operates the household according to a plan for _____
spending that conserves every dollar.
60. Manages her budget so she can build up a supply _____
of regularly-used items at times when the price
is lowest.
61. Has as her first concern when buying clothing for _____
the children whether the articles can be made
larger to allow for longer wear.
62. Mends and patches clothing when she could afford _____
to buy new articles.
63. Avoids disciplining children in public to prevent _____
embarrassing them.
64. Encourages children to entertain their friends at _____
home.
65. Avoids buying on impulse without previous planning. _____
66. Walks instead of driving her car to save cost _____
when her errand is within walking distance.
67. Encourages the purchase of a set of encyclopedias _____
instead of a badly-needed chair for the living
room.

68. Invests her savings where there is little risk involved even though she may not draw as high an interest rate as she would otherwise. _____
69. Strongly urges children to prepare themselves to hold white collar positions when they grow up. _____
70. Works hard to have what she does recognized as worthwhile by her family. _____
71. Prefers to take her vacations with members of her family. _____
72. Gives clothing now in use to a family with an emergency need. _____
73. Sends flowers or a basket of fruit to an acquaintance in ill health even though it is a strain on her budget. _____
74. Buys colored appliances because they enhance the appearance of her kitchen. _____
75. Subscribes to several women's magazines to keep up to date with the latest fashions. _____
76. Cans fruits and vegetables to decrease food expenditures. _____
77. Plants a garden of fruits and vegetables to decrease food expenditures. _____
78. Sets an example of proper behavior for her children to follow. _____
79. When describing a newly-purchased garment to her friends, calls attention to the trade-name on the label. _____
80. Maintains a standard of housekeeping a bit higher than that of her neighbors so they will consider her an example. _____
81. Buys furnishings that take the least amount of care regardless of attractiveness of design. _____
82. Has her hair cut and set regularly according to the latest styles. _____

83. Teaches her child to count before going to school to speed his progress in school. _____
84. Buys at rummage or garage sales to help stretch the family budget. _____
85. Owns the latest records, colored TV and a fine stereo set. _____
86. Is known in the neighborhood for the elaborate parties she gives. _____
87. Refurnishes her home as the style of furniture changes. _____
88. Encourages her teen-ager to invite schoolmates from important families in town to her party even though she usually doesn't pal with them. _____
89. Joins an organization because important women in the community belong. _____
90. Buys beauty aids without hesitation if they will improve her looks. _____
91. Wears only the latest styles in clothing. _____
92. Saves money by giving her neighbor home permanents who in turn gives her permanents. _____
93. Appreciates home and family more after an occasional time away from them. _____
94. Encourages her children to associate with a wide variety of people because this teaches them to accept differences in others. _____
95. Goes out of her way to make directions clear when instructing someone in a task. _____
96. Attends regularly the meeting of the parent-teachers association to become better informed about educational issues. _____
97. Takes time to do things with her family even if it means neglecting personal interests. _____
98. Does not smoke because of the health hazard involved. _____

99. Chooses to buy a home in a neighborhood where important families live even though it means going heavily in debt. _____
100. Before buying compares the cost of prepared foods with the cost of making them herself. _____
101. Encourages her husband to attend evening school to broaden his interests, increase his general knowledge, or improve some skill. _____
102. Waits until the end of the season to buy clothing to take advantage of markdowns. _____
103. Takes measures to protect home furnishings that get hard use to avoid having to replace them. _____
104. Makes a practice of watching for bargains on all of the things which she buys. _____
105. Does without new clothing for herself so that her children might be dressed better than their friends. _____
106. Transfers her membership to the church which many of the prominent people in the community attend. _____
107. Purchases needed items where discount is given for cash payments. _____
108. Strives to look as young as possible. _____
109. Purchases contact lenses instead of glasses to make herself look more attractive. _____
110. Sees that the children in her family have adequate rest. _____
111. Sees to it that the means she uses for disposing of garbage is not injurious to health. _____
112. Isolates a family member who has a cold from other members of the family. _____
113. Limits the amount of small accessories around the house in order to simplify dusting and cleaning. _____
114. Neglects her home responsibilities to work in an organization so she will be eligible for office. _____

- 115. Moves to another city in order that her husband may accept a position of higher rank even though it offers little increase in pay. _____
- 116. Gives her children haircuts rather than sending them to the barber. _____
- 117. Makes a point of buying clothing for the family that is washable to cut down on dry cleaning bills. _____
- 118. Plans meals that are simple to prepare on days when she is doing a difficult and involved household job. _____
- 119. Bakes all her own bread to save on the grocery bill. _____
- 120. Always buys clothing of conservative style that will look well for several seasons. _____
- 121. Requires that muddy or wet shoes be left at the door to prevent "tracking in". _____
- 122. Arranges special celebrations for birthdays and anniversaries of family members. _____
- 123. Makes a point of thinking through her next task before she begins to work. _____
- 124. Makes sure she has all the supplies on hand before beginning to prepare a meal. _____
- 125. Chooses to work on the health committee of an organization to which she belongs. _____
- 126. Contributes to those causes where she believes the money is handled wisely. _____
- 127. Restyles clothing when she could well afford to buy new garments. _____
- 128. Sees to it that her children take good care of their clothing to make them last longer. _____
- 129. For sanitary reasons, always scalds dishes and lets them dry without using a towel. _____
- 130. Makes sure that all dishes and silverware are rinsed with boiling water. _____

131. Finds ways to use left-over food so nothing is thrown away. _____
132. Makes a point of entertaining friends whom all members of the family enjoy. _____
133. Supports a movement for city garbage collection so that sanitation in the community can be improved. _____
134. Is very careful not to expose others to her colds. _____
135. Entertains very little to avoid the expense involved. _____
136. Takes her children with her rather than paying a baby-sitter. _____
137. Accepts failure with an attitude of "having learned from the experience." _____
138. When shopping, plans the order in which she will make her purchases to avoid retracing her steps. _____
139. Is alert for ideas of ways to do jobs well in the shortest amount of time. _____
140. Encourages family projects, outings and activities. _____
141. Arranges her time so she can do things with other members of family. _____
142. Urges her son to go to college even though his high school grades have not been good. _____
143. Manages the family's budget so that all members have necessary clothing for protection from all kinds of weather. _____
144. Is conscientious about sanitation in all parts of her housekeeping. _____
145. Teaches her children to respect people of authority and of high position. _____
146. Rears her children in such a way that the family will be well accepted in the community. _____

147. Works hard to keep the yard attractive so it is the finest in the neighborhood. _____
148. Encourages her children to strive for leadership positions in school organizations even though they will have less time to help at home. _____
149. Uses disinfectants when she cleans the bathroom. _____
150. Insists that food dropped on the floor be washed before it is eaten. _____
151. Makes a point of assembling needed supplies and equipment before beginning to work so time and energy won't be wasted when doing the job. _____
152. Combines household tasks that can be done at the same time to save time and energy. _____
153. Uses her leisure time for community activities that contribute to families in the community. _____
154. Saves her energy for activities she and her family enjoy doing together. _____
155. Makes out a shopping list or grocery order before going to town. _____
156. Sees to it that menus are planned well ahead to be sure everything needed will be on hand so no time will be wasted. _____
157. Studies the grocery ads in the newspaper to locate the bargains at the various stores before going to buy. _____
158. Manages to take her children to visit an art gallery in a city to increase their appreciation of the work of the masters. _____
159. Makes it a practice to look up information on topics of the day or articles of special interest to her. _____
160. Recognizes that learning in itself can be satisfying. _____
161. Limits children's choices so they do not become too independent. _____

- 162. Controls her weight by constantly restricting her diet so that she has an attractive figure that will be admired. _____
- 163. Spends more money than she can afford to join her friends in doing things that they are interested in doing. _____
- 164. Joins in activities that are "the things to do" in her crowd whether she is interested in doing them or not. _____
- 165. Does anything to prevent a scene from occurring among family members when guests are present in the home so her family will be thought of as a happy family. _____
- 166. Works to be recognized authority in some area of homemaking. _____
- 167. Makes a point of buying foods that are enriched with vitamins and minerals. _____
- 168. Is careful to prepare foods in ways that will save vitamins and minerals. _____
- 169. Refuses to buy milk that is not pasteurized. _____
- 170. Adjusts her rest and relaxation to the physical demands placed upon her. _____
- 171. Makes financial sacrifices, if necessary, to provide sanitary bathing and toilet facilities in the home. _____
- 172. Makes a point of listing the jobs to be done as she thinks of them so she can work them in as time and situation permits. _____
- 173. Allows tasks of one kind to accumulate before doing any of them in order to save time and supplies and equipment. _____
- 174. Tries new products that are advertised as making household tasks simpler. _____
- 175. Encourages family members to arrange their schedules so they are together sometime during the day. _____

176. Does not enter into fun activities unless other family members can. _____
177. Protects her eyes by having good lighting when sewing and reading. _____
178. Always treats minor cuts with an antiseptic. _____
179. Consistently follows a systematic order for doing household tasks such as dusting all furniture first and then cleaning floors to get the job done most efficiently. _____
180. Encourages her children to participate in outdoor sport activities throughout the year. _____
181. Encourages each family member to make contributions to the welfare of the family. _____
182. Takes time out of her daily routine to do some serious reading every day. _____
183. Makes a practice of giving her children books as gifts to encourage them to read more. _____
184. Encourages her children to develop an inquiring mind as they are growing up. _____
185. Makes musical training possible for her gifted child even though it means sacrifices for herself. _____
186. When moving to a new community selects a house in a section that has a good school. _____
187. Moves to another section of town to enroll her children in a better school. _____
188. Encourages her children to watch educational television programs whenever available. _____
189. Helps her children realize the importance of education in the world today. _____
190. When preparing a special meal for guests, plans a menu with foods that can be prepared in advance to eliminate some of the last minute preparation. _____
191. Takes precautions for safety measures that will prevent injuries. _____

192. Is sure that any between-meal snack fits into a good diet for the day. _____
193. Shows her children ways to do their household work in less time without sacrificing quality. _____
194. Manages to set aside an amount in the household budget to purchase equipment that will simplify her housekeeping duties. _____
195. Finds ways to encourage children to like foods which make up a balanced diet. _____
196. Has a medical check-up at least once a year. _____
197. Buys a more expensive car than the family can afford so they will have one like those driven by friends and business associates. _____
198. Makes personal sacrifices so that her children can take part in more activities than their friends. _____
199. Makes an effort to take her children to visit a museum so historical events will mean more to them. _____
200. Provides a place in the home where family members can read without distractions and interruptions. _____
201. Obtains bulletins from state extension services or U.S. Superintendent of Documents to provide helps with her tasks. _____
202. Makes a practice of exploring the various viewpoints on a controversial issue. _____
203. Encourages her child to hunt for information that will help him learn. _____
204. Belongs to a club or organization because of the exchange of ideas it provides. _____
205. Sends her child to a nursery school to provide experiences she believes are important for him. _____
206. Find ways to obtain good books and magazines for reading in the home. _____

- 207. Arranges her work so she can attend a study group regularly. _____
- 208. Contributes regularly to a foreign child care agency. _____
- 209. Frequently spends an afternoon at a hospital to cheer forgotten patients. _____
- 210. Extends the same courtesies in everyday contacts with people of other races as she does to people of her own race. _____
- 211. Considers her career secondary to her role as wife and mother. _____
- 212. Shares household tasks with her husband since she also works outside the home. _____
- 213. Donates Christmas gifts for orphans who might otherwise have none. _____
- 214. Invites individuals living alone to join her family for Sunday dinner even though it makes extra work for her. _____
- 215. Does not insist each family member use his own drinking glass. _____
- 216. Encourages her child to invite a lonely less well-liked child to his party. _____
- 217. Takes a child from a broken home into her family group, even though it means her own children have to give up things they might otherwise have. _____
- 218. Expects her children to contribute to their board and room when they begin to earn their own money. _____
- 219. Provides children with everything they want because she wants to be good to them. _____
- 220. Makes personal sacrifices to attend concerts so she can develop her appreciation of music. _____
- 221. Sets aside time each day for doing something which she believes will improve herself as a person. _____

- 222. Takes an active part in promoting such educational community projects as improving the library. _____
- 223. Does not let prejudices keep her from being friendly. _____
- 224. Makes situations comfortable for those she is with. _____
- 225. Actively promotes community health projects. _____
- 226. Eats food that looks clean without washing it. _____
- 227. Sterilizes all baby toys and equipment before using to kill germs. _____
- 228. Helps provide summer camp experiences for under-privileged children. _____
- 229. Encourage her children to find what their special talents are and then to improve on their abilities. _____
- 230. Skimps on the household budget to build a fund for the children's college education. _____
- 231. Returns to school to add to her formal education. _____
- 232. Sees to it that all household appliances are kept in good operating condition so they will work efficiently. _____
- 233. Makes a special effort to keep in contact with family relatives. _____
- 234. Denies herself personal pleasures so that there is money for the family to take excursions together. _____
- 235. Uses food which has been refrigerated for several weeks if it looks edible and has no offensive odor. _____
- 236. Supports plans that provide for better housing for poor families. _____
- 237. Makes a point of always being polite and courteous to other less fortunate than herself. _____
- 238. Buys shoes according to style rather than fit. _____

- 239. Comes to the assistance of a friend in order to make a situation easier for her. _____
- 240. Encourages her husband to spend some time regularly with his friends. _____
- 241. Is loyal to a friend even though the friend's actions are not approved of by others. _____
- 242. Helps a less fortunate friend to obtain a needed article by paying the expenses involved. _____
- 243. Looks for reasons why a friend acts as she does so she can understand her better. _____
- 244. Makes it possible for her children to take lessons such as music and swimming. _____
- 245. Considers herself a teacher who should provide many learning experiences for her children. _____
- 246. Helps her children see the value in having friends. _____
- 247. Suggests activities that she and her friends can do together. _____
- 248. Make her home a meeting place for her friends. _____
- 249. Watches for opportunities to do little things for friends that they would not expect. _____
- 250. Arranges her schedule of household work so she can watch educational programs on T.V. _____
- 251. Takes a job outside the home so that the children can remain in high school. _____
- 252. Goes out of her way to help a friend who is alone. _____
- 253. Makes arrangements for a baby-sitter so she can attend an extension program or an adult class planned for homemakers. _____
- 254. Allows friends' children free run of her home. _____
- 255. Shops at a familiar store to save time and energy otherwise spent looking for items. _____

- 256. Strives to do a task right in the first place to avoid having to take time to do it over. _____
- 257. Makes a special effort to learn how to make use of each household appliance most effectively. _____
- 258. Sees to it that family members are protected from polio. _____
- 259. Sees to it that the foods she eats every day make up a well-balanced diet. _____
- 260. Takes time to keep closely in touch with friends in the community. _____
- 261. Shares a cherished personal recipe with a friend who needs to prepare a successful meal for an important occasion. _____
- 262. Makes an effort to see that special dietary needs of individual family members are met. _____
- 263. Conscientiously considers the rights of others. _____
- 264. Always treats public property as well as she does her own. _____
- 265. Gives time and thought to making more friends. _____
- 266. Is active in community activities in order to make more friends. _____
- 267. Is alert for ways to help children develop wholesome attitudes toward sex as she believes this leads to happier family life. _____
- 268. Seeks reliable sources of counseling help when serious marital discord arises. _____
- 269. Makes home a place where family members enjoy doing things together. _____
- 270. Likes all people and considers them her friends. _____
- 271. Keeps in touch with friends whom she recently met on vacation. _____
- 272. Prefers one close friend to many friends. _____
- 273. Makes a point of remembering birthdays and anniversaries of friends. _____

- 274. Makes an effort to learn a new activity popular with her friends so she can remain in the group. _____
- 275. Cleans the home of an invalid regularly without accepting pay. _____
- 276. Occasionally takes care of the children of a widow in the neighborhood so the mother can have some relief from family responsibilities. _____
- 277. Encourages her children to have pen pals. _____
- 278. Provides opportunities for all her friends to know each other. _____
- 279. Takes time for letter writing to keep closely in touch with friends who live elsewhere. _____
- 280. Gives up personal interests so that her children can be with their friends. _____
- 281. Lowers her standard of housekeeping in order to have time to do things with her friends. _____
- 282. Helps children work together for family goals. _____
- 283. Plans her schedule of activities so that she gets some outdoor exercise daily. _____
- 284. Consults a doctor only when she is in need of medical help. _____
- 285. Sees that she is protected from polio. _____
- 286. Sees that temperature and ventilation of the house are correct for health. _____
- 287. Restricts the type of friends her children associate with. _____
- 288. Includes people of different races, creeds and color among her close friends. _____
- 289. Prefers to spend her free time with friends rather than doing things by herself. _____
- 290. Lists seldom-used food items as the supply is used up so she will purchase them and have them on hand the next time she needs them. _____

291. Saves her darning and mending to do when visiting with others to make good use of her time. _____
292. Makes any vacation travel a time to learn more about the places visited. _____
293. Keeps a spot-removal chart handy for constant reference. _____
294. Carefully files her recipes so they will be accessible for use. _____
295. Introduces her single friends of the opposite sex since she believes marriage will make them happier. _____
296. Upsets her plans to accommodate a friend. _____
297. Helps her children to develop qualities which make them more friendly. _____
298. Changes her friends as her interests and activities change. _____
299. Assumes responsibility for a friend's family when she is ill. _____
300. Works to help change city zoning laws which do not provide equal rights for all. _____
301. Feels that the person using the phone on the party line should be given first consideration. _____
302. Stands up for her own rights even if it hurts others. _____
303. Tells the salesperson of an error in making change so that the clerk will not have to make up the loss from his paycheck. _____
304. Takes the initiative in becoming acquainted with a family who has just moved into the neighborhood. _____
305. Gives more than she gets from an association. _____
306. Always has time to be nice to people whenever they meet. _____
307. Gives freely of her time to assist with a community welfare project. _____

- 308. Helps a friend in time of need. _____
- 309. Is the person whom everyone seeks for advice about their problems. _____
- 310. Writes personal notes on all Christmas cards to her friends. _____
- 311. Keeps situations from occurring that might create jealousy among family members. _____
- 312. Adjusts her ways of living as the needs of the family change. _____
- 313. Has her children assume home responsibilities so they will feel a part of the family group. _____
- 314. Does not vote in elections since she feels ill-informed. _____
- 315. Stops at the scene of an accident to see if she can assist those involved. _____
- 316. Looks up friends after many years to find out how life has treated them. _____
- 317. Stops to remove a sharp object from the street to prevent tire damage to other cars. _____
- 318. Makes it a point of complimenting others on a job well done. _____
- 319. Alerts the parents of a child whom she sees involved in vandalism. _____
- 320. Reports an incidence of stealing that she sees in the neighborhood. _____
- 321. Eats liver once a week since it has high nutritional value. _____
- 322. Uses the latest reports on nutritional and medical findings to help her improve her health habits. _____
- 323. Changes her diet according to the latest findings concerning cholesterol and low-fat foods. _____
- 324. Belongs to the neighborhood coffee group to keep informed about her friends. _____

- 325. Accepts criticism from a friend. _____
- 326. Makes a special effort to visit a shut-in regularly. _____
- 327. Is always looking for ways of bringing a bit of happiness to a less fortunate one. _____
- 328. Entertains a foreign student in her home while he studies in this country. _____
- 329. Uses physical punishment with her child because this is the only way to teach him what is right. _____
- 330. Does not let her standards of housekeeping interfere with her family's happiness. _____
- 331. Belongs to an international organization to promote better relations among people. _____
- 332. Invites friends to accompany her on an out-of-town trip. _____
- 333. Puts a friend's feeling above her own. _____
- 334. Chooses her leisure-time activities according to her friends' activities. _____
- 335. Takes medicine such as pep pills, vitamins and tranquilizers when she thinks they would improve her health. _____
- 336. Uses partially prepared foods when she is pressed for time. _____
- 337. Does much sewing for herself so she can afford to dress as well as her friends. _____
- 338. Has a meal schedule which is followed regularly to provide family time together. _____
- 339. Works on improving her personality to help her make more friends. _____
- 340. Broadens her interests in order to have more friends. _____
- 341. Makes it a point to shop at stores which give gift stamps. _____

- 342. Contributes a pint of blood regularly. _____
- 343. Serves meals at the table instead of on T.V. trays to promote family unity. _____
- 344. Sends her handicapped child to a state institution since he interferes with family life. _____
- 345. Takes into account the wishes and feelings of others when making a decision involving a group. _____
- 346. Gives freely of her time and energy in emergencies such as flood or fire. _____
- 347. Arranges her work so she has time each day for reading or telling stories to her children. _____
- 348. Makes it possible for family friends to be entertained frequently. _____
- 349. Makes a real effort to keep the family together even under adverse circumstances. _____
- 350. Shares in community or national projects to supply clothing to those in special need. _____
- 351. Improves playgrounds for all the children in the neighborhood even though her children are grown. _____
- 352. Never consciously hurts feelings of others. _____
- 353. Helps a family of another race find satisfactory housing in her neighborhood. _____

Iowa State University Agricultural and Home Economics Experiment Station

Project No. 1607
9/24/65

Image of a Homemaker

Below are statements that describe homemakers. We are interested in your opinion concerning how well a homemaker described by these statements would be liked. A good way to keep these directions in mind is to imagine you over heard a stranger make each of these statements about a homemaker. On the basis of the statement the stranger made you are to indicate how certain you are that the stranger would like the homemaker.

- 1) If you are sure that the stranger does not like the homemaker by the statement he made indicate this by marking "1" in the blank to the right of the statement.
- 2) If you are sure that the stranger does like the homemaker by the statement he made indicate this by marking "99" in the blank.
- 3) If you are not entirely sure whether the stranger does not like or likes the homemaker by the statement he made, use numbers between 1 and 99 to indicate how certain you are.
- 4) If the statement provides no information about the attitude of the stranger toward the homemaker, indicate this by marking "50" in the blank.

Range of Certainty Scale

Dislike	Certainty		No		Certainty		Like
toward dislike			information		toward like		
"1"	2	_____	"50"	51	_____	98	"99"
		49					

We are interested in your opinion. Please respond to every statement.

1. Buys shoes according to the latest style. _____
2. Encourages her husband to use salary as a basis for job selection. _____
3. Wears clothes that look nice even though they are uncomfortable. _____

4. Enjoys reading the society page. _____
5. Works to be recognized for something special. _____
6. Is interested in what other people think of her. _____
7. Buys products by brand names. _____
8. Gives her child rewards as an incentive to work for high grades. _____
9. Keeps her house spotlessly clean. _____
10. Buys beauty aids. _____
11. Wears latest styles in clothing. _____
12. Serves unusual dishes or foods when she entertains. _____
13. Wants her children to be as well-dressed as other children. _____
14. Attends a church to be with her friends. _____
15. Wears contact lenses instead of glasses. _____
16. Tries to look young. _____
17. Works hard in an organization so she will be eligible for office. _____
18. Reads the best sellers. _____
19. Strives to have her children appreciate classical music. _____
20. Takes part in the same activities as her friends do. _____
21. Tries to prevent a scene from occurring among family members when guests are present. _____
22. Makes personal sacrifices so her children can take part in activities. _____
23. Encourages her children to be active in school activities. _____

24. Influences her children in the type of friends they choose. _____
25. Changes her way of doing things with the changing world. _____
26. Chooses to live in a newer section of town. _____
27. Adjusts her hemline according to the latest trends. _____
28. Tries new products her neighbor recommends. _____
29. Belongs to several community and state organizations. _____
30. Likes to associate with many people. _____
31. Belongs to an honor society. _____
32. Is proud of her family history and name. _____
33. Has maid service, if possible. _____
34. Wants her children to be recognized for their abilities. _____
35. Wants her children to be well-liked by others. _____
36. Uses the services of a well-known doctor. _____
37. Wants her children to get college degrees. _____
38. Agrees with her husband that a car should be traded often. _____

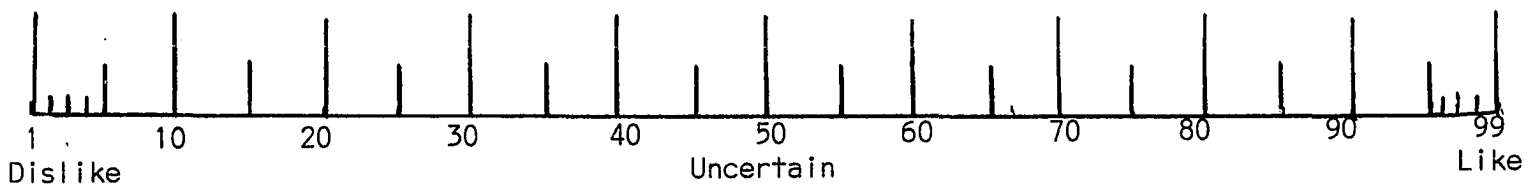
APPENDIX D: HOMEMAKER'S IMAGE

HOMEMAKER'S IMAGE

On the following pages are statements that describe homemakers. We are interested in your opinion concerning how you would like to be described in the capacity of homemaker and mother. Respond to each statement by writing a number from 1 to 99 in the blank space following the statement.

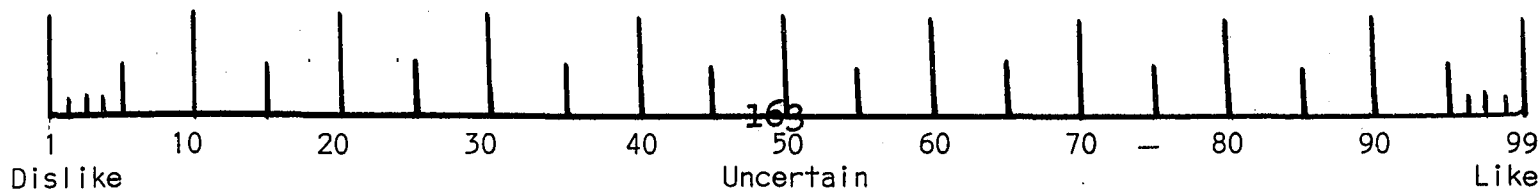
- 1) If you definitely would like to be described in this manner, write 99 in the blank space provided.
- 2) If you definitely would not like to be described in this manner, write 1 in the blank space.
- 3) Use numbers between 1 and 99 to indicate various degrees of like and dislike. A response of 50 indicates you are uncertain or you neither like or dislike to be described by the statement.

You may refer to the following scale to help you keep these directions in mind.



Please ignore the numbers in the left-hand column and check the statements in the order in which they appear. This numbering is not important at this time but is necessary for work to be done later.

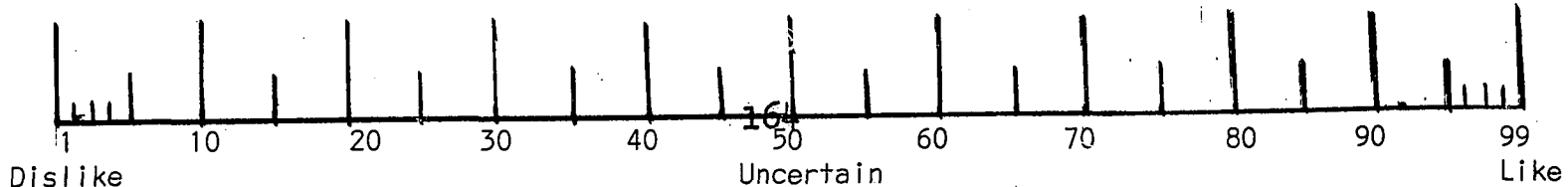
REMEMBER THAT YOU MUST RESPOND TO ALL STATEMENTS IN ORDER FOR THIS TO BE USEFUL. DO NOT SIGN YOUR NAME.



Part A

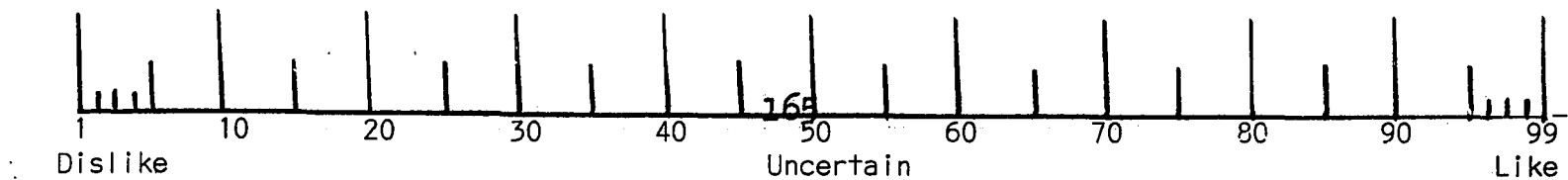
1. Teaches her children to respect people of authority and of high positions. _____
2. Conscientiously considers the rights of others. _____
3. Makes a point of taking care of minor repairs to avoid more extensive expense later. _____
4. Helps her children realize the importance of education in the world today. _____
5. Makes a home a place where family members enjoy doing things together. _____
6. Helps her children to develop qualities which make them more friendly. _____
7. Takes precautions for safety measures that will prevent injuries. _____
8. Rears her children in such a way that the family will be well accepted in the community. _____
9. Plans meals that are simple to prepare on days when she is doing a difficult and involved household job. _____
10. Sees to it that her children have safe play space. _____
11. Chooses to buy a home in a neighborhood where important families live even though it means going heavily in debt. _____
12. Makes a point of repairing minor damages around the house in order to save time and energy required for major repair job later. _____
13. Helps her children see the value of having friends. _____
14. Arranges her time so she can do things with other family members. _____
15. When moving to a new community selects a house in a section that has a good school. _____
16. Carefully stores woolen clothing over the summer to avoid moth damage. _____
17. Always treats public property as well as she does her own. _____
18. Encourages family projects, outings and activities. _____
19. Encourages her child to hunt for information that will help him learn. _____
20. Sees to it that her children take good care of their clothing to make them last longer. _____
21. Takes into account the wishes and feelings of others when making a decision involving a group. _____
22. Goes out of her way to help a friend who is alone. _____
23. Finds ways to encourage children to like foods which make up a balanced diet. _____

(over)



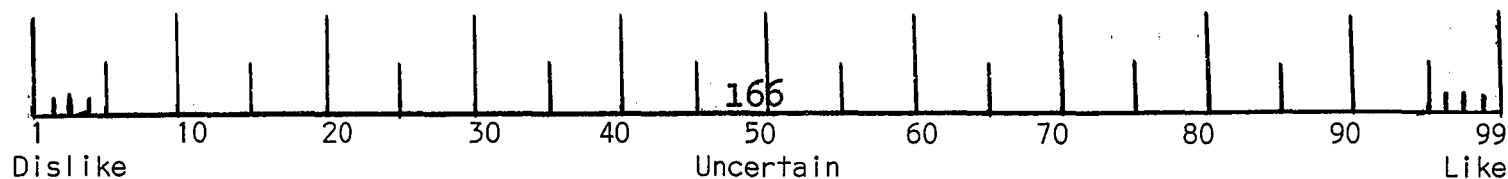
24. Joins in activities that are "the things to do" in her crowd whether she is interested in doing them or not. _____
25. Strives to do a task right in the first place to avoid having to take time to do it over. _____
26. Spends more money than she can afford to join her friends in doing things that they are interested in doing. _____
27. Donates Christmas gifts for orphans who might otherwise have none. _____
28. Pays utility bills by the designated date in order to take advantage of the the discount rate. _____
29. Finds ways to obtain good books and magazines for reading in the home. _____
30. Encourages family members to arrange their schedules so they are together sometime during the day. _____
31. Helps a friend in time of need. _____
32. Sees to it that the means she uses for disposing of garbage is not injurious to health. _____
33. Neglects her home responsibilities to work in an organization so she will eligible for office. _____
34. Makes a special effort to learn how to make use of each household appliance most effectively. _____
35. Shows her children ways to do their household work in less time without sacrificing quality. _____
36. Is known in the neighborhood for the elaborate parties she gives. _____
37. Adjusts her rest and relaxation to the physical demands placed upon her. _____
38. Watches for opportunities to do little things for friends that they would not expect. _____
39. Adjusts her ways of living as the needs of the family change. _____
40. Makes musical training possible for her gifted child even though it means sacrifices for herself. _____
41. Takes care to avoid waste in the use of household supplies such as soaps, cleaning powders, etc. _____
42. Makes situations comfortable for those she is with. _____
43. Buys only highly-advertised products. _____
44. Protects her eyes by having good lighting when sewing and reading. _____
45. Encourages children to entertain their friends at home. _____

Be Sure You Have Filled in All Blanks

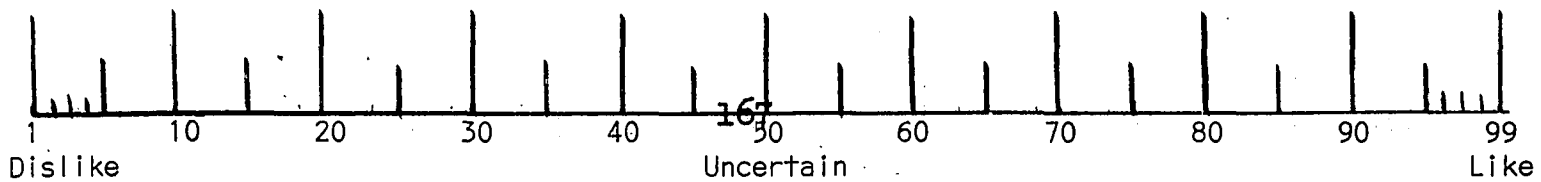


Part B

- 46. Makes an effort to help her children develop an appreciation of good music and fine art. _____
- 47. Makes a point of turning the lights out in a room which is not being used. _____
- 48. Never consciously hurts the feelings of others. _____
- 49. Wears only the latest styles in clothing _____
- 50. Supplements school learning with special activities at home. _____
- 51. Does anything to prevent a scene from occurring among family members when guests are present in the home so her family will be thought of as a happy family. _____
- 52. Makes it a point of complimenting others on a job well done. _____
- 53. Purchases needed items where discount is given for cash payment. _____
- 54. Encourages her children to watch educational television programs whenever available. _____
- 55. Makes a real effort to keep the family together even under adverse circumstances. _____
- 56. Shares a cherished personal recipe with a friend who needs to prepare a successful meal for an important occasion. _____
- 57. Sees to it that family members are protected from polio _____
- 58. Buys beauty aids without hesitation if they will improve her looks. _____
- 59. When preparing a special meal for guests, plans a menu with foods that can be prepared in advance to eliminate some of the last minute preparation. _____
- 60. Carefully files her recipes so they will be accessible for use. _____
- 61. Manages her food budget so she can afford to serve expensive foods when she entertains. _____
- 62. Sees to it that the foods she eats every day make up a well-balanced diet. _____
- 63. Introduces her single friends of the opposite sex since she believes marriage will make them happier. _____
- 64. Helps her children work together for family goals. _____
- 65. Encourages her children to develop an inquiring mind as they are growing up. _____
- 66. Takes her children with her rather than paying for a baby-sitter. _____
- 67. Tells the sales person of an error in making change so that the clerk will **not** have to make up the loss from his paycheck. _____



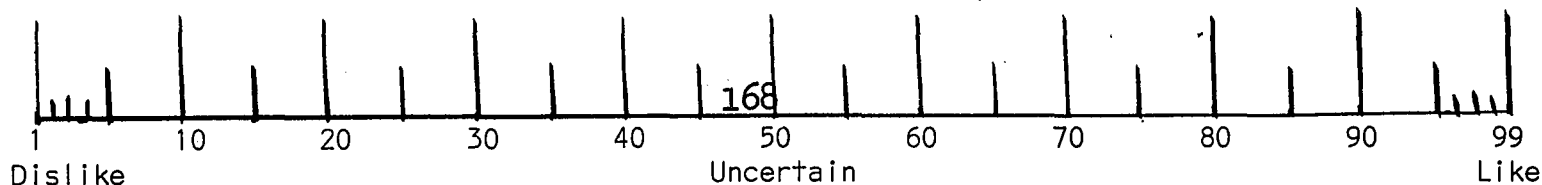
68. Accepts criticism from a friend. _____
69. Sees that temperature and ventilation of the house are correct for health. _____
70. Strongly urges children to prepare themselves to hold white collar positions when they grow up. _____
71. Pays special attention to storing supplies and equipment near the place she uses them. _____
72. Encourages her children to associate with a wide variety of people because this teaches them to accept differences in others. _____
73. Makes it possible for her children to take lessons such as music and swimming. _____
74. Contributes to those causes where she believes the money is handled wisely. _____
75. Improves playgrounds for all the children in the neighborhood even though her children are grown. _____
76. Moves to another city in order that her husband may accept a position of higher rank even though it offers little increase in pay. _____
77. Always has time to be nice to people whenever they meet. _____
78. Makes sure she eats a well-balanced diet in order to save on possible medical bills. _____
79. Tries new products her neighbor recommends. _____
80. Invites individuals living alone to join her family for Sunday dinner even though it makes extra work for her. _____
81. Entertains very little to avoid the expense involved. _____
82. Takes a job outside the home so that the children can remain in high school. _____
83. Has her children assume home responsibilities so they will feel a part of the family group. _____
84. Looks for reasons why a friend acts as she does so she can understand her better. _____
85. Chooses to work on the health committee of an organization to which she belongs. _____
86. Encourages her children to strive for leadership positions in school organizations even though they will have less time to help at home. _____
87. Combines household tasks that can be done at the same time to save time and energy. _____
88. Tries doing a task several ways to find which one is the quickest with the best results. _____
89. Controls her weight by constantly restricting her diet so that she has an attractive figure that will be admired. _____



Part C

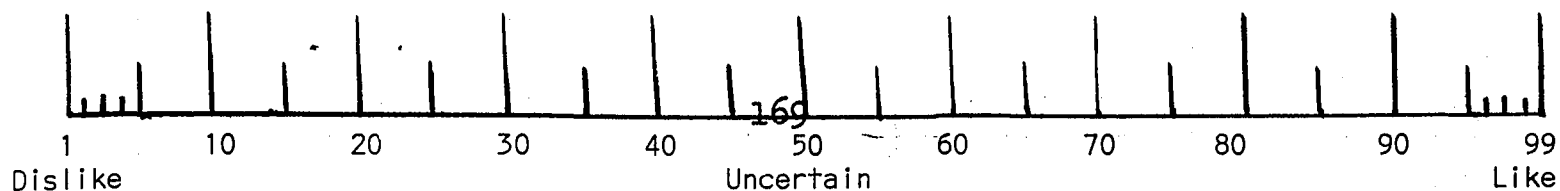
90. Manages her family's budget so that all members have necessary clothing for protection from all kinds of weather. _____
91. Takes time to keep closely in touch with friends in the community. _____
92. Encourages strong family loyalty. _____
93. Makes an effort to take her children to visit a museum so historical events will mean more to them. _____
94. Buys her groceries from a planned list to avoid purchasing unnecessary items. _____
95. Extends the same courtesies in everyday contacts with people of other races as she does to people of her own. _____
96. Takes time for letter writing to keep closely in touch with friends who live elsewhere. _____
97. Encourages each family member to make contributions to the welfare of the family. _____
98. Obtains bulletins from state extension services or U.S. Superintendent of Documents to provide helps with her tasks. _____
99. Walks instead of driving her car to save cost when her errand is within walking distance. _____
100. Makes a point of always being polite and courteous to others less fortunate than herself. _____
101. Works hard to keep the yard attractive so it is the finest in the neighborhood. _____
102. Insists on having an extension telephone in the kitchen to save steps. _____
103. Does not let prejudices keep her from being friendly. _____
104. Pays cash for all purchases so she will not have to pay interest or carrying charges. _____
105. Makes a practice of giving her children books as gifts to encourage them to read more. _____
106. Takes time to do things with her family even if it means neglecting personal interests. _____
107. Suggests activities that she and her friends can do together. _____
108. Makes an effort to see that special dietary needs of individual family members are met. _____
109. Subscribes to several women's magazines to keep up to date with the latest fashions. _____
110. Always is on the lookout for new kinds of equipment that will streamline her work. _____

(over)



111. Sees to it that all household appliances are kept in good operating condition so they will work efficiently. _____
112. Wears latest styles in clothing. _____
113. Has a medical check-up at least once a year. _____
114. Is careful to prepare foods in ways that will save vitamins and minerals. _____
115. Provides opportunities for all her friends to know each other. _____
116. Arranges her work so she has time each day for reading or telling stories to her children. _____
117. Encourages her children to find what their special talents are and then to improve on their abilities. _____
118. Remodels old garments so they can be worn several more seasons. _____
119. Takes the initiative in becoming acquainted with a family who has just moved into the neighborhood. _____
120. Is loyal to a friend even though the friend's actions are not approved by others. _____
121. Denies herself personal pleasures so that there is money for the family to take excursions together. _____
122. Considers herself a teacher who should provide many learning experiences for her children. _____
123. Stretches the family's budget by making most of her own dresses. _____
124. Shares in community or national projects to supply clothing to those in special need. _____
125. Sees that the children in her family have adequate rest. _____
126. Urges her son to go to college even though his high school grades have not been good. _____
127. Makes out a shopping list or grocery order before going to town. _____
128. Makes it possible for family friends to be entertained frequently. _____
129. Prefers to spend her free time with friends rather than doing things by herself. _____
130. Encourages her children to participate in outdoor sport activities throughout the year. _____
131. Wants her children to be as well-dressed as other children. _____
132. Takes time for several short rest periods during the day to increase her effectiveness in later work. _____

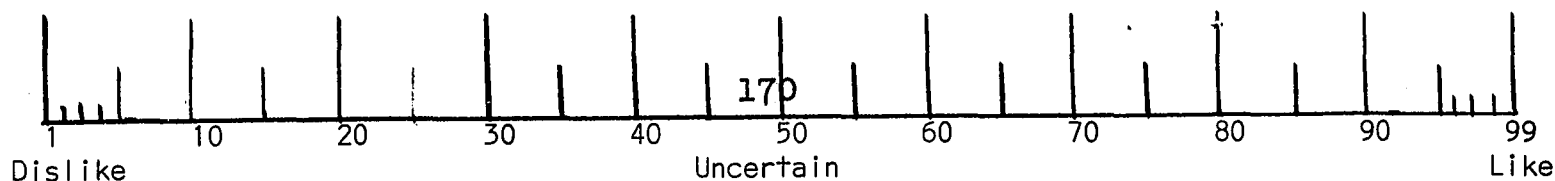
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Part D

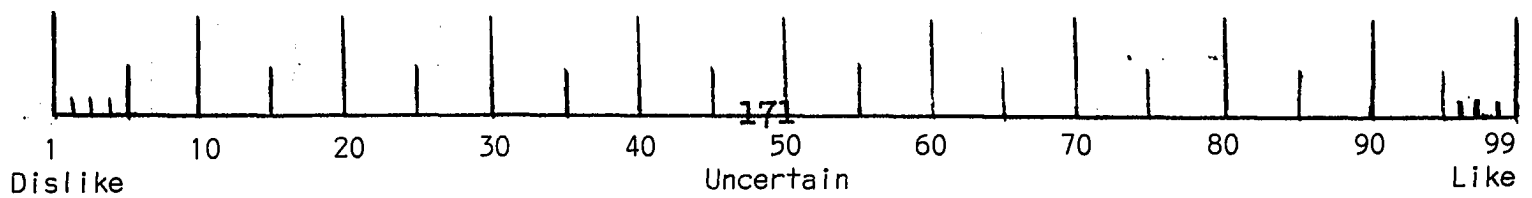
133. Is well-informed on both sides of a controversial issue before taking a stand. _____
134. Plans a menu which includes more than one baked food when she is using the oven. _____
135. Encourages her child to invite a lonely less well-liked child to his party. _____
136. Teaches her child to count before going to school to speed his progress in school. _____
137. Supports a movement for city garbage collection so that sanitation in the community can be improved. _____
138. Gives freely of her time and energy in emergencies such as flood or fire. _____
139. Serves unusual dishes or foods when she entertains. _____
140. Actively promotes community health projects. _____
141. Encourages the use of "hand-me-down" clothing by her children. _____
142. Attends regularly the meeting of the parent-teachers association to become better informed about educational issues. _____
143. Saves her energy for activities she and her family enjoy doing together. _____
144. Broadens her interests in order to have more friends. _____
145. Refuses to buy milk that is not pasteurized. _____
146. Has her hair cut and set regularly according to the latest styles. _____
147. Goes out of her way to make directions clear when instructing someone in a task. _____
148. Makes sure she has all the supplies on hand before beginning to prepare a meal. _____
149. Wants her children to be recognized for their abilities. _____
150. Is very careful not to expose others to her colds. _____
151. Makes her home a meeting place for her friends. _____
152. Is alert for ways to help children develop wholesome attitudes toward sex as she believes this leads to happier family life. _____
153. Makes personal sacrifices to attend concerts so she can develop her appreciation of music. _____
154. Makes a special effort to visit a shut-in regularly. _____
155. Before buying compares the cost of prepared foods with the cost of making them herself. _____
156. Lets dishes dry in a rack after rinsing to save time and energy. _____

(over)



157. Temporarily neglects her housework to help a neighbor who has met with an unfortunate experience. _____
158. Does much sewing for herself so she can afford to dress as well as her friends. _____
159. Uses the latest reports on nutritional and medical findings to help her improve her health habits. _____
160. Restyles clothing when she could well afford to buy new garments. _____
161. Gives allowances to young children so they will learn to manage money. _____
162. Sets an example of proper behavior for her children to follow. _____
163. Makes a point of assembling needed supplies and equipment before beginning to work so time and energy won't be wasted when doing the job. _____
164. Makes personal sacrifices so her children can take part in activities. _____
165. Is conscientious about sanitation in all parts of her housekeeping. _____
166. Is always looking for ways of bringing a bit of happiness to a less fortunate one. _____
167. Plans to read magazines at the library instead of purchasing copies for herself. _____
168. Strives to look as young as possible. _____
169. Entertains a foreign student in her home while he studies in this country. _____
170. Operates the household according to a plan for spending that conserves every dollar. _____
171. Encourages her husband to attend evening school to broaden his interests, increase his general knowledge, or improve some skill. _____
172. Prefers to take her vacations with members of her family. _____
173. Encourages her husband to spend some time regularly with his friends. _____
174. Plans her schedule of activities so that she gets some outdoor exercise daily. _____
175. Changes her way of doing things with the changing world. _____
176. Makes allowances for interruptions when scheduling her time. _____
177. Uses many short cuts and time savers in doing her work. _____
178. Gives her child rewards as an incentive to work for high grades. _____
179. Makes sure that all dishes and silverware are rinsed with boiling water. _____
180. Gives time and thought to making more friends. _____

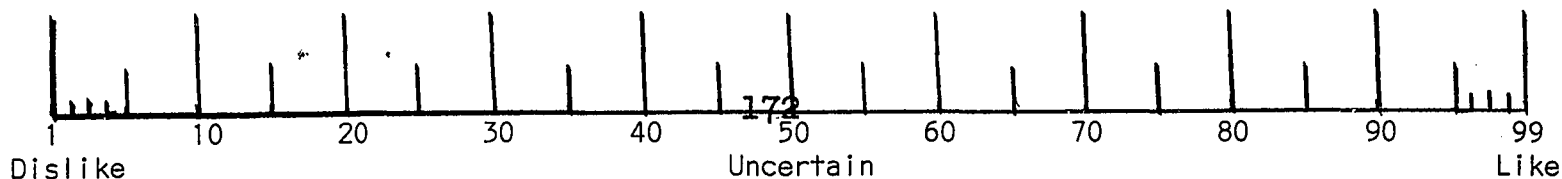
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Part E

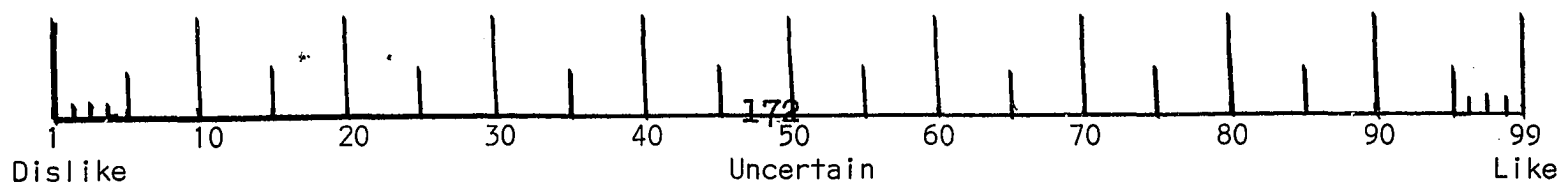
181. Arranges special celebrations for birthdays and anniversaries of family members. _____
182. Sends her child to a nursery school to provide experiences she believes are important for him. _____
183. Makes gifts from materials at hand instead of purchasing a gift to save money. _____
184. Stops at the scene of an accident to see if she can assist those involved. _____
185. Prefers one close friend to many friends. _____
186. Provides children with everything they want because she wants to be good to them. _____
187. Makes it a practice to look up information on topics of the day or articles of special interest to her. _____
188. Takes measures to protect home furnishings that get hard use to avoid having to replace them. _____
189. Contributes regularly to a foreign child care agency. _____
190. **Makes** financial sacrifices, if necessary, to provide sanitary bathing and toilet facilities in the home. _____
191. Chooses to live in a newer section of town. _____
192. Is alert for ideas of ways to do jobs well in the shortest amount of time. _____
193. Waits until the end of the season to buy clothing to take advantage of markdowns. _____
194. Occasionally takes care of the children of a widow in the neighborhood so the mother can have some relief from family responsibilities. _____
195. Makes a practice of exploring the various viewpoints on a controversial issue. _____
196. Keeps situations from occurring that might creat jealousy among family members. _____
197. Upsets her plans to accommodate a friend. _____
198. For sanitary reasons, always scalds dishes and lets them dry without using a towel. _____
199. Tries to prevent a scene from occurring among family members when guests are present. _____
200. Shops at a familiar store to save time and energy otherwise spent looking for items. _____

(over)



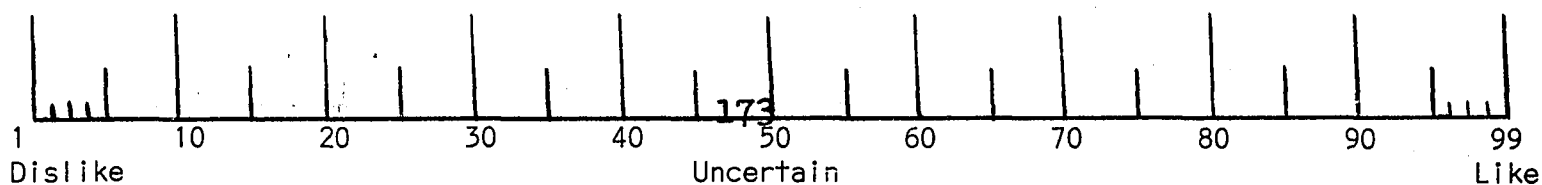
201. Is a strong supporter of the local school program even though she does not have children in school. _____
202. Studies the grocery ads in the newspaper to locate the bargains at the various stores before going to buy. _____
203. Helps provide summer camp experiences for underprivileged children. _____
204. Insists that food dropped on the floor be washed before it is eaten. _____
205. Belongs to several community and state organizations. _____
206. Provides a specific place for children to play instead of allowing them to play all over the house. _____
207. Keeps a spot-removal chart handy for constant reference. _____
208. Wants her children to be well-liked by others. _____
209. Does not smoke because of the health hazard involved. _____
210. Includes people of different races, creeds and color among her close friends. _____
211. Serves meals at the table instead of on T.V. trays to promote family unity. _____
212. Belongs to a club or organization because of the exchange of ideas it provides. _____
213. Makes a practice of watching for bargains on all of the things which she buys. _____
214. Gives freely of her time to assist with a community welfare project. _____
215. Supports plans that provide for better housing for poor families. _____
216. Invests her savings where there is little risk involved even though she may not draw as high an interest rate as she would otherwise. _____
217. Manages to take her children to visit an art gallery in a city to increase their appreciation of the work of the masters. _____
218. Has a meal schedule which is followed regularly to provide family time together. _____
219. Likes all people and considers them her friends. _____
220. Seeks medical advice before taking vitamins and mineral supplements. _____
221. Buys beauty aids. _____
222. Uses partially prepared foods when she is pressed for time. _____
223. Changes her diet according to the latest findings concerning cholesterol and low-fat foods. _____
224. Encourages her children to be active in school organizations. _____

Be Sure You Have Filled in Every Blank



201. Is a strong supporter of the local school program even though she does not have children in school. _____
202. Studies the grocery ads in the newspaper to locate the bargains at the various stores before going to buy. _____
203. Helps provide summer camp experiences for underprivileged children. _____
204. Insists that food dropped on the floor be washed before it is eaten. _____
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222. Uses partially prepared foods when she is pressed for time. _____
223. Changes her diet according to the latest findings concerning cholesterol and low-fat foods. _____
224. Encourages her children to be active in school organizations. _____

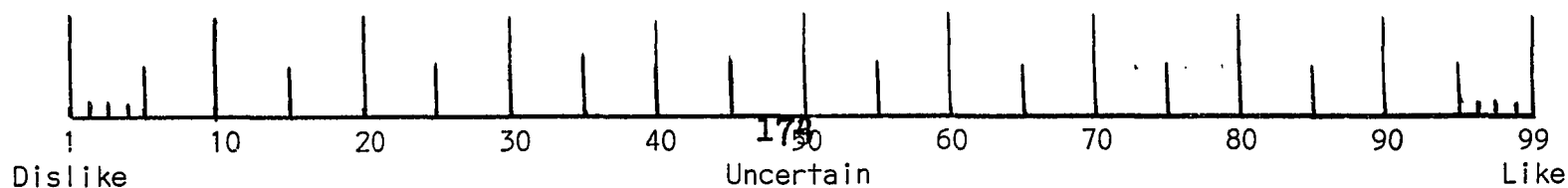
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Part F

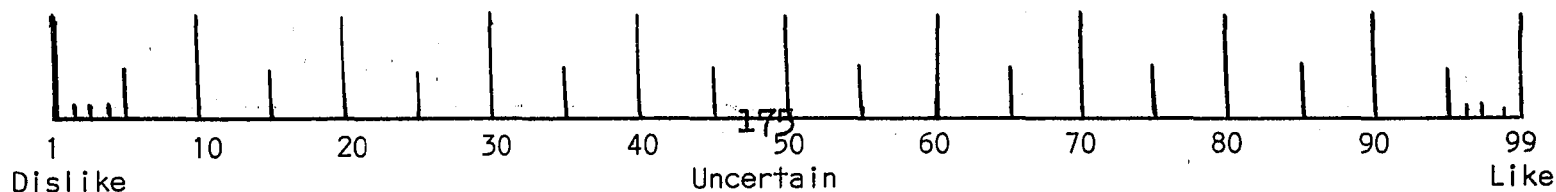
225. When shopping, plans the order in which she will make her purchases to avoid retracing her steps. _____
226. Provides a place in the home where family members can read without distractions and interruptions. _____
227. Sacrifices variety or style to save money. _____
228. Contributes to a welfare fund even though it means a financial sacrifice. _____
229. Buys furnishings that take the least amount of care regardless of attractiveness of design. _____
230. Takes part in the same activities as her friends do. _____
231. Always treats minor cuts with an antiseptic. _____
232. Keeps in touch with friends whom she recently met on vacation. _____
233. Does not let her standards of housekeeping interfere with her family's happiness. _____
234. Makes arrangements for a baby-sitter so she can attend an extension program or an adult class planned for homemakers. _____
235. Mends and patches clothing when she could afford to buy new articles. _____
236. Gives considerable time to working with youth organizations which she thinks provide wholesome activities for youth in the community. _____
237. Frequently spends an afternoon at a hospital to cheer forgotten patients. _____
238. Cans fruits and vegetables to decrease food expenditures. _____
239. Makes any vacation travel a time to learn more about the places visited. _____
240. Shares household tasks with her husband since she also works outside the home. _____
241. Is active in community activities in order to make more friends. _____
242. Uses disinfectants when she cleans the bathroom. _____
243. Buys products by brand names. _____
244. Manages to set aside an amount in the household budget to purchase equipment that will simplify her housekeeping duties. _____
245. Sees to it that menus are planned well ahead to be sure everything needed will be on hand so no time will be wasted. _____
246. Works hard in an organization so she will be eligible for office. _____

(over)



247. Sees that ^{she} is protected from polio. _____
248. Eats food that looks clean without washing it. _____
249. Assumes responsibility for a friend's family when she is ill. _____
250. Uses her leisure time for community activities that contribute to families in the community. _____
251. Arranges her work so she can attend a study group regularly. _____
252. Finds ways to use left-over food so nothing is thrown away. _____
253. Stops to remove a sharp object from the street to prevent tire damage to other cars. _____
254. Is considerate of the needs and feelings of an elderly person living with the family. _____
255. Accepts failure with an attitude of "having learned from the experience." _____
256. Manages her budget so she can build up a supply of regularly-used items at times when the price is lowest. _____
257. Spends an afternoon each week driving an elderly neighbor to the shopping center. _____
258. Requires that muddy or wet shoes be left at the door to prevent "tracking in". _____
259. Practices making a baked product many times in order to gain enough skill to make one that she hopes will get a blue ribbon at the fair. _____
260. Makes a practice of avoiding rich desserts in her diet. _____
261. Works on improving her personality to help her make more friends. _____
262. Always buys clothing of conservative style that will look well for several seasons. _____
263. Stands up for her own rights even if it hurts others. _____
264. Tries new products that are advertised as making household tasks simpler. _____
265. Works hard to have what she does recognized as worthwhile by her family. _____
266. Reports an incident of stealing that she sees in the neighborhood. _____
267. Has as her first concern when buying clothing for the children whether the article can be made larger to allow for longer wear. _____
268. Skimps on the household budget to build a fund for the children's college education. _____
269. Makes a special effort to keep in contact with family relatives. _____

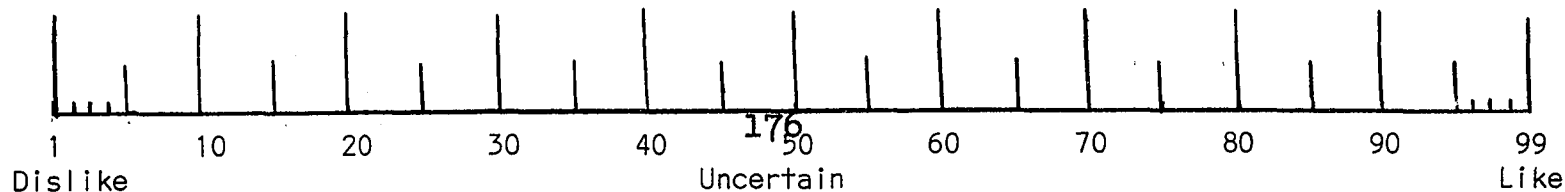
Be Sure You Have Filled in Every Blank



Part G

270. Gives up personal interests so that her children can be with their friends. _____
271. Is sure that any between-meal snack fits into a good diet for the day. _____
272. Agrees with her husband that a car should be traded often. _____
273. Spaces her activities carefully to make best use of her energy. _____
274. Plants a garden of fruits and vegetables to decrease food expenditures. _____
275. Alerts the parents of a child whom she sees involved in vandalism. _____
276. Appreciates home and family more after an occasional time away from them. _____
277. Sets aside time each day for doing something which she believes will improve herself as a person. _____
278. Makes a point of remembering birthdays and anniversaries of friends. _____
279. Makes a point of buying foods that are enriched with vitamins and minerals. _____
280. Considers keeping a record of money spent as a waste of time. _____
281. Wants her children to get college degrees. _____
282. Works to help change city zoning laws which do not provide equal rights for all. _____
283. Makes a point of thinking through her next task before she begins to work. _____
284. Makes a point of entertaining friends whom all members of the family enjoy. _____
285. Recognizes that learning in itself can be satisfying. _____
286. Feels that the person using the phone on the party line should be given first consideration. _____
287. Makes a point of buying clothing for the family that is washable to cut down on dry cleaning bills. _____
288. Arranges her schedule of household work so she can watch educational programs on T.V. _____
289. Seeks reliable sources of counseling help when serious marital discord arises. _____
290. Invites friends to accompany her on an out-of-town trip. _____
291. Lists seldom-used food items as the supply is used up so she will purchase them and have them on hand the next time she needs them. _____
292. Buys shoes according to style rather than fit. _____

(over)



293. Makes it a point of listing the jobs to be done as she thinks of them so she can work them in as time and situation permit. _____
294. Adjusts her hemline according to the latest trends. _____
295. Sterilizes all baby toys and equipment before using to kill germs. _____
296. Encourages her children to have pen pals. _____
297. Uses physical punishment with her child because this is the only way to teach him what is right. _____
298. Buys only educational toys and games as gifts for children to encourage learning. _____
299. Makes it a point to shop at stores which give gift stamps. _____
300. Takes a child from a broken home into her family group, even though it means her own children have to give up things they might have otherwise. _____
301. Consistently follows a systematic order for doing household tasks such as dusting all furniture first and then cleaning floors to get the job done most efficiently. _____
302. Makes an effort to learn a new activity popular with her friends so she can remain in the group. _____
303. Cleans the home of an invalid regularly without accepting pay. _____
304. Moves to another section of town to enroll her children in a better school. _____
305. Avoids buying on impulse without previous planning. _____
306. Puts a friend's feeling above her own. _____
307. Does not vote in elections since she feels ill-informed. _____
308. Shops at discount stores to save money. _____
309. Gives her time to promote an increase in teacher's salaries. _____
310. Considers her career secondary to her role as wife and mother. _____
311. Looks up friends after many years to find out how life has treated them. _____
312. Limits the amount of small accessories around the house in order to simplify dusting and cleaning. _____

Be Sure You Have Filled in Every Blank

APPENDIX E: ITEMS INCLUDED IN FACTOR I

11. Chooses to buy a home in a neighborhood where important families live even though it means going heavily in debt.
24. Joins in activities that are "the things to do" in her crowd whether she is interested in doing them or not.
26. Spends more money than she can afford to join her friends in doing things that they are interested in doing.
33. Neglects her home responsibilities to work in an organization so she will be eligible for office.
49. Wears only the latest styles in clothing.
58. Buys beauty aids without hesitation if they will improve her looks.
61. Manages her food budget so she can afford to serve expensive foods when she entertains.
89. Controls her weight by constantly restricting her diet so that she has an attractive figure that will be admired.
109. Subscribes to several women's magazines to keep up to date with the latest fashions.
112. Wears latest styles in clothing.
146. Has her hair cut and set regularly according to the latest styles.
168. Strives to look as young as possible.
178. Gives her child rewards as an incentive to work for high grades.
186. Provides children with everything they want because she wants to be good to them.
246. Works hard in an organization so she will be eligible for office.
259. Practices making a baked product many times in order to gain enough skill to make one that she hopes will get a blue ribbon at the fair.

- 292. Buys shoes according to style rather than fit.
- 294. Adjusts her hemline according to the latest trends.

APPENDIX F: ITEMS INCLUDED IN FACTOR II

Concern for Others

2. Conscientiously considers the rights of others.
17. Always treats public property as well as she does her own.
21. Takes into account the wishes and feelings of others when making a decision involving a group.
27. Donates Christmas gifts for orphans who might otherwise have none.
42. Makes situations comfortable for those she is with.
52. Makes it a point of complimenting others on a job well done.
77. Always has time to be nice to people whenever they meet.
80. Invites individuals living alone to join her family for Sunday dinner even though it makes extra work for her.
100. Makes a point of always being polite and courteous to others less fortunate than herself.
103. Does not let prejudices keep her from being friendly.
124. Shares in community or national projects to supply clothing to those in special need.
135. Encourages her child to invite a lonely less well-liked child to his party.
138. Gives freely of her time and energy in emergencies such as flood or fire.
157. Temporarily neglects her housework to help a neighbor who has met with an unfortunate experience.
166. Is always looking for ways of bringing a bit of happiness to a less fortunate one.

Economy

3. Makes a point of taking care of minor repairs to avoid more extensive expense later.
16. Carefully stores woolen clothing over the summer to avoid moth damage.

20. Sees to it that her children take good care of their own clothing to make them last longer.
28. Pays utility bills by the designated date in order to take advantage of the discount rate.
41. Takes care to avoid waste in the use of household supplies such as soaps, cleaning powders, etc.
78. Makes sure she eats a well-balanced diet in order to save on possible medical bills.
188. Takes measures to protect home furnishings that get hard use to avoid having to replace them.
252. Finds ways to use left-over food so nothing is thrown away.
256. Manages to budget so she can build up a supply of regularly-used items at times when the price is lowest.

Education

4. Helps her children realize the importance of education in the world today.
15. When moving to a new community selects a house in a section that has a good school.
19. Encourages her child to hunt for information that will help him learn.
29. Finds ways to obtain good books and magazines for reading in the home.
40. Makes musical training possible for her gifted child even though it means a sacrifice for herself.
46. Makes an effort to help her children develop an appreciation of good music and fine art.
54. Encourages her children to watch educational television programs whenever available.
65. Encourages her children to develop an inquiring mind as they are growing up.
73. Makes it possible for her children to take lessons such as music and swimming.

- 93. Makes an effort to take her children to visit a museum so historical events will mean more to them.
- 117. Encourages her children to find what their special talents are and then to improve on their abilities.
- 133. Is well-informed on both sides of a controversial issue before taking a stand.
- 142. Attends regularly the meeting of the parent-teachers association to become better informed about educational issues.
- 226. Provides a place in the home where family members can read without distractions and interruptions.
- 285. Recognizes that learning in itself can be satisfying.
- 255. Accepts failure with an attitude of "having learned from the experience."

Family Life

- 5. Makes a home a place where family members enjoy doing things together.
- 14. Arranges her time so she can do things with other family members.
- 18. Encourages family projects, outings and activities.
- 30. Encourages family members to arrange their schedules so they are together sometime during the day.
- 39. Adjusts her ways of living as the needs of the family change.
- 45. Encourages children to entertain their friends at home.
- 64. Helps her children work together for family goals.
- 83. Has her children assume home responsibilities so they will feel a part of the family group.
- 92. Encourages strong family loyalty.
- 97. Encourages each family member to make contributions to the welfare of the family.
- 116. Arranges her work so she has time each day for reading or telling stories to her children.

- 143. Saves her energy for activities she and her family enjoy doing together.
- 152. Is alert for ways to help children develop wholesome attitudes toward sex as she believes this leads to happier family life.
- 162. Sets an example of proper behavior for her children to follow.
- 196. Keeps situations from occurring that might create jealousy among family members.
- 254. Is considerate of the needs and feelings of an elderly person living with the family.
- 269. Makes a special effort to keep in contact with family relatives.
- 284. Makes a point of entertaining friends whom all members of the family enjoy.

Friendship

- 6. Helps her children to develop qualities which make them more friendly.
- 13. Helps her children see the value of having friends.
- 22. Goes out of her way to help a friend who is alone.
- 31. Helps a friend in time of need.
- 38. Watches for opportunities to do little things for friends that they would not expect.
- 84. Looks for reasons why a friend acts as she does so she can understand her better.

Health

- 7. Takes precautions for safety measures that will prevent injuries.
- 10. Sees to it that her children have safe play space.
- 23. Finds ways to encourage children to like foods which make up a balanced diet.
- 32. Sees to it that the means she uses for disposing of garbage is not injurious to health.

- 37. Adjusts her rest and relaxation to the physical demands placed upon her.
- 44. Protects her eyes by having good lighting when sewing and reading.
- 62. Sees to it that the foods she eats every day make up a well-balanced diet.
- 69. Sees that temperature and ventilation of the house are correct for health.
- 90. Manages her family's budget so that all members have necessary clothing for protection from all kinds of weather.
- 108. Makes an effort to see that special dietary needs of individual family members are met.
- 114. Is careful to prepare foods in ways that will save vitamins and minerals.
- 125. Sees that the children in her family have adequate rest.
- 130. Encourages her children to participate in outdoor sport activities throughout the year.
- 137. Supports a movement for city garbage collection so that sanitation in the community can be improved.
- 150. Is very careful not to expose others to her colds.
- 165. Is conscientious about sanitation in all parts of her housekeeping.

Status

- 1. Teaches her children to respect people of authority and of high positions.
- 8. Rears her children in such a way that the family will be well accepted in the community.
- 208. Wants her children to be well-liked by others.

Work Efficiency

- 9. Plans meals that are simple to prepare on days when she is doing a difficult and involved household job.

12. Makes a point of repairing minor damages around the house in order to save time and energy required for major repair job later.
25. Strives to do a task right in the first place to avoid having to take time to do it over.
34. Makes a special effort to learn how to make use of each household appliance most effectively.
35. Shows her children ways to do their household work in less time without sacrificing quality.
59. When preparing a special meal for guests, plans a menu with foods that can be prepared in advance to eliminate some of the last minute preparation.
60. Carefully files her recipes so they will be accessible for use.
71. Pays special attention to storing supplies and equipment near the place she uses them.
87. Combines household tasks that can be done at the same time to save time and energy.
88. Tries doing a task several ways to find which one is the quickest with the best results.
111. Sees to it that all household appliances are kept in good operating condition so they will work efficiently.
147. Goes out of her way to make directions clear when instructing someone in a task.
148. Makes sure she has all the supplies on hand before beginning to prepare a meal.
163. Makes a point of assembling needed supplies and equipment before beginning to work so time and energy won't be wasted when doing the job.
176. Makes allowances for interruptions when scheduling her time.
177. Uses many short cuts and time savers in doing her work.
192. Is alert for ideas of ways to do jobs well in the shortest amount of time.

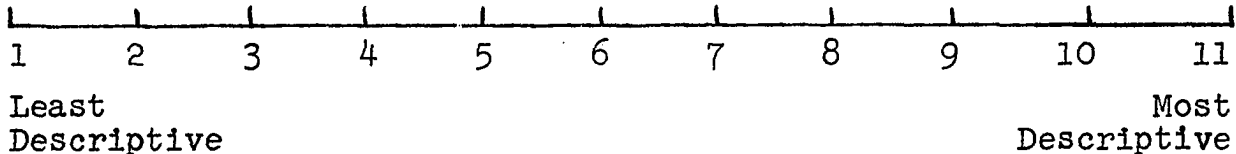
273. Spaces her activities carefully to make best use of her energy.

APPENDIX G: PREFERENCES OF A HOMEMAKER

Preferences of a Homemaker

On the following pages are statements describing a homemaker. We are interested in how well you feel each of these statements describe what you actually do or would do if you had the opportunity.

- 1) If the statement describes very well what you do or would do, indicate this by marking "11" in the blank to the right of the statement.
- 2) If the statement describes very poorly what you do or would do, indicate this by marking "1" in the blank.
- 3) Use numbers between 1 and 11 for various degrees of description.



This is not a test. There are no right and wrong answers. Your choices should describe what you do at the present time not what you should do. Be sure to read each statement carefully.

1. I see that temperature and ventilation of my house are correct for health. _____
2. I neglect my home responsibilities to work in organization so I will be eligible for office. _____
3. I provide my children with everything they want because I want to be good to them. _____
4. I see to it that my children take good care of their own clothing to make them last longer. _____
5. I join in activities that are "the things to do" in my crowd whether I am interested in doing them or not. _____
6. I encourage my child to hunt for information that will help him learn. _____
7. I help my children to develop qualities which make them more friendly. _____
8. I buy shoes according to style rather than fit. _____
9. I go out of my way to help a friend who is alone. _____
10. I wear the latest styles in clothing. _____
11. I am known in the neighborhood for the elaborate parties I give. _____
12. I manage my food budget so I can afford to serve expensive foods when I entertain. _____
13. I conscientiously consider the rights of others. _____
14. I practice making a baked product many times in order to gain enough skill to make one that I will get a blue ribbon at the fair. _____
15. I arrange my time so I can do things with other family members. _____
16. I find ways to encourage my children to like foods which make up a balanced diet. _____
17. I buy beauty aids without hesitation if they will improve my looks. _____
18. I adjust my ways of living as the needs of the family change. _____

19. I subscribe to several women's magazines to keep up to date with the latest fashions. _____
20. I have my hair cut and set regularly according to the latest styles. _____
21. I take into account the wishes and feelings of others when making a decision involving a group. _____
22. I encourage family projects, outings and activities. _____
23. I work hard in an organization so I will be eligible for office. _____
24. I take care to avoid waste in the use of household supplies such as soaps, cleaning powders, etc. _____
25. I choose to buy a home in a neighborhood where important families live even though it means going heavily into debt. _____
26. I always treat public property as well as I do my own. _____
27. I give my child rewards as an incentive to work for high grades. _____
28. I strive to look as young as possible. _____
29. I take precautions for safety measures that will prevent injuries. _____
30. I spend more money than I can afford to join my friends in doing things that they are interested in doing. _____
31. I control my weight by constantly restricting my diet so that I have an attractive figure that will be admired. _____
32. I strive to do a task right in the first place to avoid having to take time to do it over. _____
33. I make a point of repairing minor damages around the house in order to save time and energy required for a major repair job later. _____

34. I help my children realize the importance of education in the world today. _____
35. I make my home a place where family members enjoy doing things together. _____