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## A Study of Time Management – By a Selected Group of Employed Homemakers

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**A STUDY OF TIME MANAGEMENT  
- BY A SELECTED GROUP OF  
EMPLOYED HOMEMAKERS**

**by**

**Patricia M. Skrocki**

**A thesis presented to the  
Faculty of the School of Graduate  
Studies in partial fulfillment  
of the  
Degree of Master of Arts**

**Western Michigan University  
Kalamazoo, Michigan  
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Patricia M. Skrocki

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## CHAPTER I

### THE PROBLEM AND DEFINITIONS OF TERMS USED

During recent years there has been a steady increase in the number of homemakers employed full-time outside their homes. When a homemaker resumes dual responsibilities she is faced with an increased need to manage her time well in order to meet the family needs as mother, wife, and homemaker plus meeting the employers expectations of an employee. There has been much speculation concerning time management by these employed homemakers, but there was very little available research on this area of management.

#### The Problem

Statement of the Problem. The purpose of this study was 1) to determine how a selected group of full-time employed homemakers managed their time, and 2) to compare the findings of this study with the findings of a study done by Maceda<sup>1</sup> in Manila, Philippines.

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<sup>1</sup>Delfina Maceda, "Use of Time by Married Homemakers in the Teaching Force" (unpublished Doctoral dissertation, Cornell University, 1958).

## Basic Assumptions

The first basic assumption was:

There will be a significant relationship between the participants with a Home Economics background and the time spent on various homemaking activities by the two groups of teachers.

The second basic assumption was:

There will be a significant relationship between the participants with a Home Economics background and the number of time saving appliances owned by the two groups of teachers.

The third basic assumption was:

There will be a significant relationship between the number of time saving appliances owned and the amount of time spent on child care.

Importance of the Study. Time management by employed homemakers is of interest to presently employed homemakers, full-time homemakers, home economists, and physicians.

The Journal of Home Economics has had several articles on time management in 1962-63. These articles stated the need for research on time management by employed homemakers.

A nationwide survey conducted in April 1962 jointly by the General Federation of Women's Clubs and the American Home Economics Association found that the majority of women placed good management of time at the



top of a list of suggested attributes of today's successful homemaker.<sup>2</sup>

There are more women employed outside their homes today than ever before. In 1900 there were 5.6 per cent of the married women in the United States employed. By 1955 there had been an increase to 26 per cent. In 1960, approximately 31 per cent of all married women were employed outside their home.<sup>3</sup>

This increase in homemakers who take employment outside their homes has an impact on family living. The values and goals of the employed homemakers will have to be re-evaluated. These changing conditions will necessitate a re-evaluation of time management to meet dual responsibilities.

This study was conducted to determine how a selected group of employed homemakers managed their time.

#### Definitions of Terms Used

Time management. Time management as defined by Gross<sup>4</sup> implies scheduling of time to include work, rest,

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<sup>2</sup>"New Needs for Homemaking Education", Practical Home Economics, VIII (October, 1962), 7.

<sup>3</sup>Hortense M. Glenn, "Attitudes of Women Regarding Gainful Employment of Married Women," Journal of Home Economics, LI (April, 1959), 247-252.

<sup>4</sup>Irma H. Gross, Home Management (New York, F. G. Crofts and Company, 1939).

recreation, and community activities; in fact, to include whatever is necessary for the health, happiness, and development of the family. A daily time schedule can be no more effective than are the concepts of management back of it.

Employed homemakers. Wood<sup>5</sup> defines the employed homemaker as the homemaker who assumes in addition to her home responsibilities, employment outside the home.

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<sup>5</sup>Mildred Wood, Management Problems of Homemakers Employed Outside the Home, United States Department of Health, Education, and Welfare, Vocational Division Bulletin 289 (Washington, Government Printing Office, 1961).

## CHAPTER II

### REVIEW OF THE LITERATURE

Research on time management was initiated by the passage of the Purnell Act in 1925. The Act stated "that funds might be used for such economic and sociological investigations as have for their purpose the development and improvement of the rural home and rural life".<sup>1</sup> It was then that agriculture experiment stations turned their attention to time management. Much of the research on time management has been conducted at various agriculture experiment stations at Land Grant Universities.

The number of employed homemakers has been increasing steadily since 1900. In 1970 it is predicted there will be a 25 per cent increase of women workers needed to produce goods and services for an expected population of 208 million persons in the United States.<sup>2</sup>

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<sup>1</sup>G. Adams, Trends in Home Economics Research, American Association of Land-Grant Colleges and State Universities Meeting, Kansas City, Missouri, 1949, mimeograph, cited by Ira H. Gross, "Research in Home Economics", Journal of Home Economics, LI (April, 1959), 260-263.

<sup>2</sup>Mildred Wood, Management Problems of Homemakers Employed Outside the Home, United States Department of Health, Education, and Welfare, Vocational Division Bulletin 289 (Washington, Government Printing Office, 1961).

In the last years the proportion of women in the work force, both married and single, has reached the highest peace time level of 34 per cent. Nearly one-third of all married women are now holding paid jobs. In 1961 the 8.7 million mothers working with children under 18 years of age marked the highest ever recorded.

Over one-third of the 24,199,000 women workers in March 1961 were mothers of children under 18 years. 5.4 million mothers who had children under 12 years were employed in 1958; about 2.5 million of them worked part-time. About 1 out of 3 working mothers has a child under 6 years; the remainder have children who are between 6 and 17 years.

The presence of young children influences a mother's decision to work, for the percentage is relatively low in families with young children. About 18 per cent of the mothers in the labor force had children under 3 years. The widowed, separated, or divorced mother of children is much more likely to work than when the husband is present in the home.

The family income definitely affects the mothers decision to work. More mothers work outside the home when the income is low than when it is high.

The average age of the working mother is 38 years, only slightly below the 40 years average for all women workers.

Mothers who have attended college are more likely to work than those with less education, particularly in families with income under \$6,000 a year.

Numerous studies in recent decades show that women work mainly for economic reasons: to support themselves, to contribute to family living expenses, to help buy a house, or to help pay for their children's education.

Three-fourths of employed homemakers with the husband present have part-time jobs; the proportion is higher when there are young children present.<sup>3</sup>

This tremendous increase has been made possible by changes in recent years. Elizabeth Herzog<sup>4</sup> lists these changes as: the development of means for making house-keeping easier and less time consuming, earlier marriage, and longer life expectancy.

Whatever the reason mothers assume employment outside their homes, at the same time most of them continue their home responsibilities. If the employed homemaker is to be an acceptable and happy family member, she must meet the family members expectations of behavior. These expectations provide the basis for predicting

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<sup>3</sup>United States Department of Labor, Who Are the Working Mothers? (Washington: Government Printing Office, 1962).

<sup>4</sup>Elizabeth Herzog, Children of Working Mothers, United States Department of Health, Education, and Welfare, Children's Bureau, Bulletin 382 (Washington: Government Printing Office, 1960).

difficulties. They are also the developmental tasks encountered. Havighurst<sup>5</sup> defines a developmental task as a task which arises at or about a certain period in the life of an individual, successful achievement of which leads to his happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval by the society, and difficulty with later tasks. Skrocki<sup>6</sup> found that many of the developmental tasks of an employed homemaker were related to her time management. The developmental tasks of employed homemakers were determined to be:

(1) Reproduction

- a) Facing the possibility of pregnancy and the affect it will have on the employment of the homemaker.
- b) Adjusting to having someone else carry on some responsibilities she has assumed, some relinquishment of her mother role.

(2) Physical maintenance of family members

- a) Assumption of the role of employee
- b) Establishing a system for the care of the children in the absence of the mother
- c) Reworking a system for the care of the children in the absence of the mother
- d) Providing the time to meet all the needs of the children
- e) Adjusting to the increased income and how it is to be spent
- f) Providing for safety measures during the absence of the mother

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<sup>5</sup>Robert J. Havighurst, Human Development and Education, Longmans, Green and Company, 1953.

<sup>6</sup>Patricia M. Skrocki, "A Study of Developmental Tasks of Employed Homemakers", (Unpublished paper, Western Michigan University, Kalamazoo, 1962).

- g) Maintaining acceptable standards of cleanliness and housekeeping
- h) Providing for a way of handling emergencies during absence of the mother

(3) Socialization of offspring

- a) Establishing family expectation of children and adults, how each can best help
- b) Helping children reconcile their family values to those families where the mother is not employed
- c) Adjusting family relationships to the new role of the mother

(4) Allocation of resources and division of tasks and responsibilities

- a) Possible redefining patterns of authority, including accountability
- b) Establishing a pattern for spending the joint income
- c) Adjusting to a redistribution of family labor tasks, according to abilities, capacities, and desires
- d) Assisting children to develop an increasing sense of responsibility
- e) Reorganizing the division of time to meet the demands of the new role of the mother

(5) Maintenance of order

- a) Within the family
  - 1) Learn to meet the new demands on present emotional-affectional attachments due to possible feelings of insecurity and tension caused by the employment of the mother
  - 2) Adjust sexual relationships to meet the pressures of the new role of the wife (tired, tense)
  - 3) Keep the lines of communication open among family members, spending some time each day with children
- b) Between family and outsiders
  - 1) Provide time for shared communication among all family members, particularly at meal time
  - 2) Provide time, if possible, for all family members to participate in social and civic activities

- (6) Maintenance of family morale and motivation to carry out family tasks
- a) Establish patterns of rewards and punishments that apply even in the absense of the mother
  - b) Provide for release from constant pressures by occasional evenings out or the whole family eating out
  - c) Adjust to possible problems raised by employment which seem to threaten the prestige and security of the husband

There are many technological developments that can be helpful to the employed homemaker. Household help is employed where possible. A study by Greenwald<sup>7</sup> showed that the technological developments most helpful included the vacuum sweeper and floor polisher. A small number of major appliances like the automatic washer and dryer were also used. Her study found that wives often devoted their leisure time in evenings and weekends to fulfillment of household tasks.

The length of the working day of the employed homemaker is of special interest to homemakers contemplating employment. Delfina Maceda<sup>8</sup> did the only research available in Manila, Phillipines. She surveyed 150 married homemakers who were teaching full time. The data were obtained through a questionnaire. All reported on their

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<sup>7</sup> Shirley Greenwald, "Family Responsibilities of Selected Homemakers" (Unpublished Doctoral dissertation, New York University, 1960).

<sup>8</sup> Delfina Maceda, "Use of Time by Married Homemakers in the Teaching Force" (Unpublished Doctoral dissertation, Cornell University, 1958).



use of time on Saturday and a weekday, Monday through Friday. Groups of thirty-three reported on each week day. These employed homemakers averaged 13.0 hours of work on regular school days. They averaged a shorter day of 10.3 hours on Saturday. The time for homemaking increased from 5.6 hours on regular school days to 8.1 hours on Saturday. Food preparation took the most time of all homemaking activities. Twenty-three per cent used a commercial laundry. All used a bakery regularly.

## CHAPTER III

### METHOD OF INVESTIGATION

#### Selecting the Sample

The sample used in this study included sixty-one homemakers employed as teachers in Michigan. Several directories were utilized in making the selection: Michigan Home Economics Association, Kalamazoo Public Schools, and Kalamazoo County Schools. Teachers were selected for this study because of their familiarity with the procedures used; each of the homemakers was employed outside her home; each had a husband and one or more children under the age of eighteen in her home and each assumed full responsibility for her home.

#### The Questionnaire

The questionnaire was developed similar in pattern to the instrument used by the Maceda<sup>1</sup> Study. The items included were those considered important in analyzing time management. Whenever possible the responses were designed to be checked or answered in a few words.

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<sup>1</sup>Delfina Maceda, "Use of Time by Married Homemakers in the Teaching Force" (Unpublished Doctoral dissertation, Cornell University, 1959).

The questionnaire was designed to establish data which would provide information for analysis in this study, such as:

The size and composition of the families involved

The household activities enjoyed most and those disliked the most

The household help available and the duties assumed

The services used by the employed homemaker

The type of house and the number of rooms

The marketing habits of the families involved

The laundry habits of the families involved

The opportunities afforded the children to share in homemaking duties

The appliances owned and the most time saving of these

The extent to which husbands share in homemaking duties

The number of hours devoted daily to various aspects of homemaking

An invitational letter explaining the purpose of the study was mailed with each questionnaire. These are found in the appendix.

Each homemaker received a three page questionnaire on her family and homemaking activities. She was asked to keep a time log for one weekday and one Saturday. Groups of twelve each were to report on one weekday Monday through Friday. The weekdays were assigned at random.

The completed questionnaire was to be returned in a stamped self-addressed envelope to Dr. Eunice E. Herald, Head, Department of Home Economics, Western Michigan University, Kalamazoo, Michigan. Of the sixty-one questionnaires mailed to employed homemakers a total of forty-two or sixty-eight per cent were returned.

## CHAPTER IV

### ANALYSIS OF DATA

All of the homemakers contacted in this study were employed as teachers. Thirty of the selected group of sixty-one homemakers were Home Economics teachers. The remaining thirty-one were teachers in other areas.

Of the sixty-one forms mailed to employed homemakers, a total of 42, or 68 per cent of the original mailing were returned. The Home Economics teachers group had a 60 per cent response, while the Other teachers group had a 67 per cent response. Of the forty-two replies, four were discarded because there were no children under eighteen living in the home, or there was no husband living in the home. The valid responses from which information was to be tabulated consisted of eighteen Home Economics teachers, and twenty Other teachers.

#### Age of Homemakers and Husbands

The distribution of homemakers and husbands by age is shown in Table I. The age range for homemakers was from 32 to 57 years, the mean age was 33.2 years.

TABLE I  
AGE OF THIRTY-EIGHT HOMEMAKERS AND HUSBANDS

Age Groups	Number of Teachers		Number of Husbands	
	Home Economics	Other	Home Economics	Other
21-30 years	2	5	2	4
31-40 years	9	7	8	6
41-50 years	5	4	6	4
51-60 years	0	2	0	4
No age given	2	2	2	2

The age range for the Home Economics teachers was from 23 to 48 years, the mean was 33.5 years. The age range for the Other teachers was from 22 to 57 years, the mean was 32.9 years. These figures compare with the range from 23 to 62 years in the Maceda<sup>1</sup> study, the mean was 40 years.

The age range for husbands was from 24 to 60 years, the mean age was 34.8 years. The range for the husbands of Home Economics teachers was from 24 to 48 years, the mean age was 34.3 years. The age range for husbands of Other teachers was from 26 to 60 years, the mean age was 33.8 years. These figures compare with the range from 24 to 60 years, mean age of 43 years for husbands in the Maceda study.

Sixty-eight per cent of the homemakers contacted and sixty-three per cent of the husbands were from 31 to 50 years. These figures show a distribution much like what might be expected for the general population, where the mean age for employed homemakers with children under eighteen was found to be 38 years.<sup>2</sup>

Table II indicates the number of years the homemakers and their husbands were married when this study

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<sup>1</sup>Delfina Maceda, "Use of Time by Married Homemakers in the Teaching Force" (Unpublished Doctoral dissertation, Cornell University, 1958).

<sup>2</sup>United States Department of Labor, Who Are the Working Mothers? Leaflet 37, (Washington: Government Printing Office, 1962).

TABLE II

## YEARS OF MARRIAGE REPORTED BY THIRTY-EIGHT HOMEMAKERS

Number of Years married	Number of Teachers	
	Home Economics	Other
1- 9	3	4
10-18	9	9
19-above	6	6
No number given	0	1

Mean number of years married: 14.9 years  
 Range: 1-31 years



was conducted. The range was from 1 to 31 years, the mean number of years married was found to be 14.9 years. The range in the number of years married for the Home Economics teachers and their husbands was from 1 to 26 years, the mean was 16.5 years. The range in the number of years married for the Other teachers and their husbands was from 3 to 31 years, the mean was 14.3 years. These figures compare with a range of 6 months to 35 years in the Maceda study.

#### Representative Number of Persons per Home

The thirty-eight households contacted contained a total of 152 persons, the mean number was 4.0 per household, the range was from 3 to 6 persons. The households of the Home Economics teachers contained a total of 75 persons, a mean of 4.2 persons per household. The households of the Other teachers contained a total of 77 persons, a mean of 3.9 persons. In the Maceda study there was a range from 2 to 17 persons which included household help and other relatives.

A total of eighty-nine children were present in the households studied. The range was from 1 to 4 children, the mean was 2.3 children per household. Fourteen families had one child, six Home Economics teachers and eight Other teachers each had one child. Five Home Economics teachers and seven Other teachers each had two

children. Five Home Economics teachers and five Other teachers each had three children. Two Home Economics teachers each had four children. These data are shown on Table III.

Table IV shows that there were ten sons ranging in age from 1 to 5 years, and only three daughters in this age group. There were nine sons and fifteen daughters aged from 6 to 10 years. Eight sons and twelve daughters were aged from 16 to 20 years. There were three sons and two daughters over 20 years. The mean age for sons was found to be 10.2 years. The mean age for daughters was 12.4 years. The range was from 2 to 30 years for sons, and from 1 to 26 years for daughters.

Only fourteen per cent of the homemakers had children under 5 years as compared to 33 per cent of all working mothers in 1961.<sup>3</sup>

### Employment

Thirty-one of the thirty-eight homemakers contacted had worked before marriage. Four Home Economics teachers who had teenage children reported not working before marriage. Three Other teachers who reported not working before marriage were also mothers of teenagers. Only

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<sup>3</sup>United States Department of Labor, Who Are the Working Mothers? Leaflet 37, (Washington: Government Printing Office, 1962).

**TABLE III**  
**NUMBER OF PERSONS IN THE HOMES OF PARTICIPANTS**

Number of Persons in Homes of Participants	Number of Homes	
	Home Economics Teachers	Other Teachers
3	6	8
4	5	7
5	5	5
6	2	0

Total number of persons: 152  
Mean: 4.0 persons per household  
Range: 3-6 persons

TABLE IV  
AGE OF CHILDREN REPRESENTED

Age Groups	Number of Sons	Number of Daughters
1- 5	10	3
6-10	9	15
11-15	8	12
16-20	5	12
21-above	3	2

Total number of children: 89  
Mean age of children: Sons 10.2 years  
Daughters 12.4 years  
Range: Sons 2-30 years  
Daughters 1-24 years

three Home Economics teachers and five Other teachers reported working continually since their marriage. Seven of these eight homemakers had children under eight years of age.

In recent years there has been a trend toward many young women working after marriage until the first child is born. The percentage of mothers who work is low in families with young children, therefore the small number who have worked continually since marriage seems to be in agreement with the general population pattern.<sup>4</sup>

#### Attitude Toward Homemaking Activities

Homemaking activities were listed in the questionnaire. Preparation of meals, shopping for food, and laundry were liked more often than other activities. Home Economics teachers preferred the same activities as the Other teachers. Cleaning, dusting, mending, and dishes were disliked the most often. The teachers, both Home Economics and Others, disliked the same activities. These data are shown in Table V.

Those homemakers who hired household help usually assigned the disliked tasks to the hired help. Ten Home Economics teachers and ten Other teachers hired help. Twelve participants, six from each group of teachers assigned the heavy cleaning. Eight, four from each group

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<sup>4</sup>United States Department of Labor, Who Are the Working Mothers?, Leaflet 37, (Washington: Government Printing Office 1962).

TABLE V  
ATTITUDES TOWARD HOMEMAKING ACTIVITIES

Activities	Number of Teachers			
	<u>Liked</u>		<u>Disliked</u>	
	Home	Economics	Home	Economics
	Other	Other	Other	Other
Mending	6	2	5	8
Sorting laundry	3	1	3	3
Shopping for food	14	13	2	4
Dusting	0	1	7	6
Cooking	15	14	1	2
Putting food away	1	3	5	5
Cleaning	3	6	8	8
Doing laundry	10	11	0	1
Ironing	7	7	5	6
Dishes	3	2	6	6
None	0	2	0	2
All	0	0	0	1
Others:				
Menu planning	0	1	0	0
Gardening	0	1	0	0
Knitting	0	1	0	0
Craftwork	1	0	0	0
Baking	1	0	1	0
Picking-up	0	0	0	0
Cleaning oven	0	0	0	1
Wash windows	0	0	0	1
Sewing	1	1	0	0

of teachers assigned the ironing. Seven, five Home Economics and two Other teachers assigned the child care if there was a pre-school aged child in the family. Five, two Home Economics teachers and three Other teachers assigned general household duties. Dishes were usually assigned to family members.

All of the homemakers contacted liked or disliked more than one household activity. The range was from none liked by two Other teachers to all disliked by one Other teacher. These data are shown in Tables VI and VII.

### Services

Although thirty-two of the thirty-eight homemakers contacted utilized a dry cleaners, two Home Economics teachers and three Other teachers were the only ones who had their cleaning delivered. Prepared foods were used by twelve Home Economics teachers and by fourteen Other teachers. Fifteen homemakers including six Home Economics teachers and nine Other teachers patronized bakeries, and one Home Economics teacher had her bakery goods delivered.

Twelve homemakers had child care service for their young children. This group included five Home Economics teachers and seven Other teachers.

Equal groups of five Home Economics teachers and

TABLE VI  
NUMBER OF HOME MAKING TASKS LIKED AND DISLIKED

Number of Tasks	Number of Teachers					
	Liked			Disliked		
	Home	Economics	Other	Home	Economics	Other
None	0		2	0		3
One	3		0	5		3
Two	1		5	7		4
Three	3		6	5		5
Four	7		4	5		3
Five or more	4		3	0		1
All	0		0	0		1



TABLE VII  
RESPONSIBILITIES ASSIGNED TO EMPLOYED HELP

Assigned	Number of Teachers Assigning Duties	
	Home Economics	Other
Heavy cleaning	6	6
Ironing	4	4
Child care	5	2
General duties	2	3

five Other teachers used commercial laundry service. One Home Economics teacher and one Other teacher sent her husbands shirts to the laundry. One Other teacher sent her ironing out.

Milk was delivered to six Home Economics teachers and to seven Other teachers. Six Home Economics teachers and six Other teachers used no delivery services.

Two Home Economics teachers had department stores deliver packages, as did six Other teachers. There were no Home Economics teachers who had groceries delivered, while four Other teachers had groceries delivered. Three Other teachers and one Home Economics teacher had the laundry delivered. One Other teacher had an eggman. These data are shown in Tables VIII and IX.

### Housing

None of the Home Economics teachers contacted lived in an apartment, while two Other teachers did. None of the homemakers contacted lived in a duplex. The remaining thirty-six (ninety-eight per cent) lived in a single family dwelling. In the Maceda study, seventy per cent lived in a single family dwelling, nine per cent lived in apartments, and twenty-one per cent lived in a duplex. These data are shown in Table X.

These single family dwellings contained from 2 to 5

TABLE VIII  
SERVICES UTILIZED BY PARTICIPANTS

Service	Number of Teachers Utilizing	
	Home Economics	Other
Commercial laundry	5	5
Dry cleaners	15	17
Prepared foods	12	14
Bakery	6	9
Child care	5	7
Others: Ironing		1

TABLE IX  
DELIVERY SERVICES UTILIZED BY PARTICIPANTS

Delivery Service	<u>Number of Teachers Utilizing</u>	
	<u>Home Economics</u>	<u>Other</u>
Milk	6	7
Grocery	0	4
Department store	2	6
Laundry	1	3
Cleaners	2	3
Others:		
Eggman	0	1
Bakery	1	0
None	6	6

TABLE X  
TYPES OF DWELLINGS REPRESENTED

Type of Dwelling	Number of Teachers	
	Home Economics	Other
Single	18	18
Duplex	0	0
Apartment	0	2

bedrooms. One Other teacher had an apartment containing one bedroom. Twelve Home Economics teachers and twelve Other teachers had homes with three bedrooms. Three Home Economics teachers and four Other teachers had homes with two bedrooms. Three Home Economics teachers and two Other teachers had homes with four bedrooms. One Home Economics teacher had a home with five bedrooms.

Separate living and dining rooms and kitchens were the rule. Fifteen Home Economics teachers and seventeen Other teachers had a separate living room. Ten Home Economics teachers and seven Other teachers had separate dining rooms. Four Home Economics teachers and three Other teachers had a combination living-dining room. Thirteen Home Economics teachers and nine Other teachers had separate kitchens, while seven Home Economics teachers and eleven Other teachers had a combination kitchen-dining room.

One bath in her home was reported by eight Home Economics teachers and ten Other teachers. Ten teachers of each group had from one and a half to three baths.

Eleven Home Economics teachers and eight Other teachers reported one or more porches. None of the Home Economics teachers reported having a pantry, while three Other teachers had one or more pantries.

All but two (sixteen) of the Home Economics teachers and just over half (eleven) of the Other teachers reported

having one or more garages.

The two Other teachers who lived in apartments were the only homemakers who did not report having a basement. Nine Home Economics teachers and nine Other teachers had a family room.

The range in the number of rooms was from 4 to 10 rooms, including bathrooms, the mean being 6.9 rooms. The range for Home Economics teachers was from 6 to 10 rooms, the mean being 7.4 rooms. The range for Other teachers was from 4 to 9 rooms, the mean being 6.5 rooms. These figures compare with the range from 4 to 20 rooms and mean of 9 rooms in the Macede study. These data are shown in Table XI.

#### Marketing Habits of Participants

All but one (seventeen) of the Home Economics teachers always planned their menus ahead. Just over half (twelve) Other teachers planned their menus ahead. One Home Economics teacher and five Other teachers planned their menus ahead occasionally. Three Other teachers never planned their menus.

All of the three who never planned their menus did enjoy shopping for food, sometimes used a list, usually shopped once a week, and the wife usually did the shopping alone.

Five Home Economics teachers do not always make a

TABLE XI  
NUMBER OF ROOMS IN HOMES OF PARTICIPANTS

Rooms	Number of Teachers	
	Home Economics	Other
Living room	15	17
Dining room	10	7
Living-dining room	4	3
Kitchen	13	9
Kitchen-dining room	7	11
Bedrooms:		
One		1
Two	3	4
Three	12	12
Four	3	2
Five	1	0
Bathrooms:		
One	8	10
More than one	10	10
Porch	11	8
Pantry	0	3
Garage	16	11
Basement	18	18
Family room	9	9



list before going grocery shopping, including the one who did not plan her menus ahead. Thirteen Other teachers did not always make a list before shopping. Three Other teachers reported never making a list before going shopping.

Fourteen Home Economics teachers reported they did the grocery shopping, three reported shopping with her husband, one reported her husband did the shopping with a prepared list. Thirteen Other teachers reported they did the grocery shopping alone, six reported doing the shopping with her husband. One Other teacher did not indicate who did the shopping for her family.

Shopping once a week was reported by eleven Home Economics teachers, and by eleven Other teachers. Three Home Economics teachers and three Other teachers reported shopping two or three times a week. Three Home Economics teachers and two Other teachers reported shopping twice a month. One Home Economics teacher reported shopping only once a month. Two Other teachers reported shopping "when necessary", one reported her shopping varied, while one teacher reported shopping daily.

The range in intervals between shopping trips was from daily to monthly. The mean interval was weekly. These data are shown in Table XII.

**TABLE XII**  
**MARKETING HABITS OF PARTICIPANTS**

Frequency of Shopping	Number of Teachers	
	Home Economics	Other
Daily	0	1
Two or three times a week	3	3
Once a week	11	11
Twice a month	3	2
Once a month	1	0
When necessary	0	2
Varies	0	1

### Laundry Habits of Participants

Nineteen homemakers, ten Home Economics teachers and nine Other teachers reported doing their laundry two or three times a week. Six Home Economics teachers and nine Other teachers reported doing their laundry once a week. One Other teacher reported doing her laundry every two weeks, one Home Economics teacher reported doing her laundry every three weeks. One Home Economics teacher reported she seldom did the laundry. One Other teacher did not respond.

Three of the six Home Economics teachers who reported doing her laundry once a week and the Home Economics teacher who seldom did her laundry reported having a conventional washing machine. Two of the Other teachers who reported doing their laundry once a week also had a conventional washing machine. Two Home Economics teachers and two Other teachers reported they did not own a washing machine. All of the other twenty-eight homemakers contacted had an automatic washing machine.

The range in intervals between laundring was from seldom to five times a week. These data are shown on Table XIII.

Less than one hour per week was reported by three homemakers, one Home Economics teacher and two Other

**TABLE XIII**  
**FREQUENCY OF LAUNDRY REPORTED BY PARTICIPANTS**

Interval between Laundry Days	Number of Teachers	
	Home Economics	Other
2-3 days	10	9
1 week	6	9
2 weeks	0	1
3 weeks	1	0
Seldom	1	0
No response	0	1

teachers, as their laundry time. Three Home Economics teachers and seven Other teachers reported spending from 1 to 2 hours per week on their laundry. Seven Home Economics teachers and three Other teachers reported from 2 to 3 hours per week spent on laundry. Four Home Economics teachers and five Other teachers reported they spent more than 3 hours per week on their laundry. Three Home Economics teachers and three Other teachers did not report their laundry time. The range was from less than one hour per week to six hours.

Ironing took from 1 to 2 hours for six Home Economics teachers and eight Other teachers. Seven Home Economics teachers and two Other teachers reported spending from 2 to 3 hours per week on ironing. Five Home Economics teachers and four Other teachers reported spending more than three hours per week on ironing. Four Other teachers did not report their ironing time. Two Other teachers reported their ironing time varied from week to week. The range in time spent on ironing was from 1 to 2 hours per week to 6 hours per week. These data are shown on Table XIV.

#### Children's Responsibilities

All of the homemakers with children over two years of age gave their children opportunities to share in the work to be done in the home.

TABLE XIV

## LAUNDRY AND IRONING TIME REPORTED WEEKLY BY PARTICIPANTS

Amount of Time	Number of Teachers			
	Home Economics		Other	
	Laundry	Ironing	Laundry	Ironing
Less than 1 hour	1	0	2	0
1-2 hours	3	6	7	8
2-3 hours	7	7	3	4
More than 3 hours	4	5	5	4
Varies	0	0	0	2
No response	3	0	3	4

Most of the homemakers assigned to their children the care of their own room. This ranged from picking up toys for the young child to making beds for school age children, to cleaning their own room for teenagers. Nine Home Economics teachers and one Other teacher assigned the cleaning of the children's rooms to their children. Seven Home Economics teachers and eleven Other teachers assigned dishes to their children. Nine Home Economics teachers and seven Other teachers assigned meal preparation to their children, this included setting the table, some cooking, and clearing the table. The younger children helped by setting and clearing the table, the older children did these jobs plus some cooking. Only two homemakers, one from each group, reported their children helping with the baking.

Most of the chores assigned to the children were routine tasks that must be done daily in a home. This practice of assigning some of the household work to the children helps to lighten the mother's work load, but does not provide opportunities for creativity, except the baking. These data are shown in Table XV.

#### Responsibilities of the Husbands Represented

Responsibilities assumed by the husbands ranged from the two fathers who helped very little and the

TABLE XV  
 RESPONSIBILITIES OF CHILDREN REPRESENTED

Responsibilities	Number of Teachers Assigning	
	Home Economics	Other
Clean room	9	1
Cleaning	6	4
Making beds	2	3
Dusting	2	0
Fold clothes	1	1
Ironing	4	1
Picking up	4	3
Care of own clothes	0	2
Shopping	1	0
Clean fireplace	1	0
Sidewalks	1	0
Papers, garbage	6	2
Lawn care	1	1
Put away groceries	1	1
Errands	1	1
Dishes	7	11
Meal preparation	2	3
Set table	3	3
Cooking	2	0
Clear table	2	0
Baking	1	1



father of four children who put the dishes in the dishwasher at noon to the four fathers who helped "quite a lot". Six husbands of Home Economics teachers helped with the dishes, as did three husbands of Other teachers.

Five husbands of Home Economics teachers helped with the cleaning, as did seven husbands of Other teachers.

Husbands of three Home Economics teachers and three Other teachers helped with the grocery shopping. Four husbands, two of Home Economics teachers and two of Other teachers did some food preparation. Four husbands of Home Economics teachers and one husband of an Other teacher did some vacuuming.

Child care represented the help of four husbands of Home Economics teachers and two husbands of Other teachers. Two husbands of both groups helped by making beds.

Errands constituted the help given by two husbands of Home Economics teachers and one husband of an Other teacher.

Paying bills was one way three husbands of Home Economics teachers chose to help. Getting lunch, yard work, washing windows, laundry, doing his own ironing, dry cleaning, cleaning basement, and picking-up were other ways husbands of Home Economics teachers husbands chose to help.

Husbands of the Other teachers chose the following additional ways to help: help with evening meal, dusting

laundry, repairwork, painting, clearing table, and washing windows.

These data are shown in Table XVI.

#### Appliances Used in Homes Represented

Automatic washers and dryers were rated as the appliances which saved the most time by ten homemakers, four Home Economics teachers and six Other teachers. Two Home Economics teachers and six Other teachers rated the dryer as the most time saving appliance. Two Home Economics teachers and two Other teachers rated their automatic washing machines as the most time saving appliance. Twenty-nine homemakers, fifteen Home Economics teachers and fourteen Other teachers owned a dryer. Twelve Home Economics teachers and sixteen Other teachers owned an automatic washing machine. Eleven Home Economics teachers and thirteen Other teachers owned both an automatic washing machine and dryer. Conventional washing machines were owned by four Home Economics teachers and two Other teachers. Two of the Home Economics teachers and the two Other teachers who owned a conventional washing machine owned a dryer.

Fifteen teachers in each group owned both a steam iron and an electric iron. Seventeen Home Economics teachers and nineteen Other teachers owned a steam iron. Sixteen Home Economics teachers and sixteen Other teachers

TABLE XVI  
RESPONSIBILITIES OF THE HUSBANDS REPRESENTED

Responsibilities	Number of Husbands Assuming	
	Home Economics	Other
Evening meal	0	1
Dishes	5	3
Clears table	0	1
Cooking	2	1
Gets lunch	1	0
Shopping	3	3
Dusting	0	1
Vacuuming	4	1
Laundry	1	2
Child care	4	2
Cleaning	5	7
Repair work	0	1
Painting	0	1
Makes beds	2	0
Errands	2	0
Washes windows	1	1
Own ironing	1	0
Yard work	1	0
Dry cleaning	1	0
Pays bills	3	0
Picking-up	1	0
Cleans basement	1	0

TABLE XVI (continued)

Responsibilities	Number of Husbands Assuming	
	Home Economics	Other
Turns on dishwasher	1	0
When necessary	1	4
Very little help	2	0
No response	0	1

owned an electric iron.

Adjustable ironing boards were owned by eleven Home Economics teachers and by thirteen Other teachers. Three Home Economics teachers and one Other teacher owned an ironer. One of the Home Economics teachers rated it as her most time saving appliance.

Sixteen Home Economics teachers owned a vacuum cleaner, two having two vacuum cleaners. Two Home Economics teachers did not report owning a vacuum cleaner. Nineteen Other teachers owned vacuum cleaners, one owned two vacuum cleaners. One Other teacher did not report owning a vacuum cleaner. One Home Economics teacher and one Other teacher rated their vacuum cleaner as the most time saving appliance. This represents a change in the value of home appliances to homemakers. A study by Greenwald<sup>3</sup> showed the vacuum cleaner to be the most helpful technological development.

Electric mixers were owned by thirty-one homemakers, seventeen Home Economics teachers including one who owned two mixers, and fifteen of the Other teachers.

Electric frypans were reported by fifteen Home Economics teachers and seventeen Other teachers, including one who owned two. One Other teacher rated her frypan as

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<sup>3</sup>Shirley Greenwald, "Family Responsibilities of Selected Homemakers" (Unpublished Doctoral dissertation, New York University, 1960).

the most time saving appliance.

Waffle irons were owned by all but one of the eighteen Home Economics teachers, and by thirteen Other teachers.

Three Home Economics teachers and six Other teachers owned a blender. One Other teacher rated it as her most time saving appliance, she used it to blend the family food for their young child.

Rotisseries were owned by three Home Economics teachers and by one Other teacher.

While ten Home Economics teachers and two Other teachers owned dishwashers, only three Home Economics and one Other teacher rated it as the most time saving appliance, all with teenage children in the family.

Garbage disposals were owned by two teachers of each group. One Other teacher rated it as the most time saving appliance.

Water softeners were owned by sixteen homemakers, seven Home Economics teachers and nine Other teachers. The water in Michigan is generally quite hard, therefore this number is unusually small. Many, no doubt rented this as a service or added a packaged water softener at the time of washing.

Freezers were owned by thirteen Home Economics teachers and by ten Other teachers, one of whom owned two freezers. Two Home Economics teachers rated their freezers

as the most time saving appliance.

Self-defrosting refrigerators were owned by nine Home Economics teachers and seven Other teachers. One Other teacher rated hers as the most time saving appliance.

French fryers were owned by nine Home Economics teachers and six Other teachers. Eight Home Economics teachers and six Other teachers owned an electric grill.

Floor polishers were owned by nine Home Economics teachers and four Other teachers. One Home Economics teacher rated her polisher as the most time saving appliance.

Other appliances listed by Home Economics teachers were: infra-red refrigerator defroster, rug and upholstery cleaner, automatic timer, coffeemaker, electric cooker, dehumidifier, hair dryer, and meat grinder.

Other appliances listed by Other teachers were: electric can opener and hair dryer.

The range in the number of appliances for all the homemakers was from five to nineteen, the mean 11.1 appliances per homemaker. The range for Home Economics teachers was from six to nineteen, the mean was 12.9 appliances per homemaker. The range for Other teachers was from five to sixteen, the mean was 10.5 appliances per homemaker. These data are shown in Tables XVII, XVIII and XIX.

TABLE XVII  
APPLIANCES RATED AS TIME SAVING DEVICES

Appliance Rated as the Most Time Saving	Number of Teachers Rating	
	Home Economics	Other
Dryer	2	6
Washer	2	2
Washer and dryer	4	6
Freezer	2	0
Automatic cooker	1	0
Dishwasher	3	1
Vacuum cleaner	1	1
Ironer	1	0
Self-defrosting refrigerator	0	1
Disposal	0	1
Fry pan	0	1
Blender	0	1
No response	2	0



TABLE XVIII

## NUMBER AND TYPES OF APPLIANCES OWNED

Appliance	Number of Teachers Owning	
	Home Economics	Other
Freezer	13	10
Vacuum cleaner	16	19
Dishwasher	10	2
Garbage disposal	2	2
Ironer	3	1
Electric iron	16	16
Steam iron	17	19
Adjustable ironing board	11	13
Automatic washer	12	16
Conventional washer	4	2
Clothes dryer	15	14
Water softener	7	9
Electric mixer	17	15
Blender	3	6
Self-defrosting refrigerator	9	7
Electric fry pan	15	17
Electric grill	8	6
Waffle iron	17	13
French fryer	9	6
Floor polisher	9	4
Rotissere	3	1

TABLE XVIII (continued)

Appliance	Number of Teachers Owning	
	Home Economics	Other
Others;		
Infra-red refrigerator defroster	1	0
Rug and upholstery cleaner	1	0
Automatic timer	1	0
Coffeemaker	1	0
Electric cooker	1	0
Dehumidifer	1	0
Hair dryer	1	1
Meat grinder	1	0
Electric can opener	0	1

TABLE XIX  
SUMMARY OF NUMBER OF APPLIANCES OWNED

Number of Appliances	Number of Teachers Owning	
	Home Economics	Other
0- 5	0	1
6-10	4	9
11-15	11	9
16-20	3	1

### Use of Time

The mean number of hours for total work time which included all homemaking activities, paid employment, and transportation to and from work for Home Economics teachers was 13.1 hours on a weekday (5.0 hours on homemaking tasks and 8.1 hours employment time), 10.4 hours on Saturday. The mean number of work hours for Other teachers was 12.5 hours on a weekday (4.4 hours on homemaking tasks and 9.3 hours employment time), 9.3 hours on Saturday. The mean number of work hours for all teachers in this study was 12.8 hours on a weekday, 9.85 hours on Saturday. These figures show a total mean work week of 73.85 hours. These figures compare with a mean of 13.0 hours for total work which included school activities, transportation, and all homemaking activities on a weekday, 10.3 hours on a Saturday in the Maceda study. These data are shown in Table XX.

Table XXI shows the mean number of hours spent on various homemaking activities on weekdays and Saturday by the Home Economics teachers and Other teachers in this group and the mean number of hours for similar activities in the Maceda study.

Meal preparation accounted for the largest share of the homemakers time in the homemaking activities. The mean number of hours for a weekday was 2.1 hours for Home Economics teachers, 1.9 hours for Other teachers.

TABLE XX  
HOMEMAKER'S USE OF TIME

Activities	Mean Hours Spent by Teachers					
	Home	Economics	Other		Maceda	study
	M-F	Sat.	M-F	Sat.	M-F	Sat.
Total work	13.1	10.4	12.5	9.3	13.0	10.3
Homemaking	5.0	10.4	4.4	9.3	5.6	8.1
Employment- transportation	8.1	0.0	8.1	0.0	7.4	2.2
Sleeping-resting	8.2	8.7	8.1	9.2	8.0	8.7
Personal care	.5	.7	.7	.6	.6	.7
Community Activities	.3	0.0	.3	0.0	.1	.3
Leisure activities	1.9	4.4	2.3	4.8	2.0	2.8

TABLE XXI

## MEAN HOURS SPENT FOR HOME MAKING ACTIVITIES

Activities	Mean Hours Spent by Teachers					
	Home	Economics	Other		Maceda	study
	M-F	Sat.	M-F	Sat.	M-F	Sat.
Meal preparation	2.1	3.6	1.9	2.9	1.8	2.1
Dishes	.8	.8	.6	1.0	-	-
Care of house	.4	2.8	.4	2.4	1.2	1.7
School work	.5	.5	.4	0.0	-	-
Washing	.2	1.1	.05	.6	1.5	1.3
Ironing	.2	.3	.2	.3	0.0	1.8
Shopping	.05	.8	.1	1.2	1.1	1.5
Care of family	.8	.6	.9	.9	2.0	2.5

The mean number of hours on a Saturday for meal preparation was 3.6 hours for Home Economics teachers and 2.9 hours for Other teachers. Some Home Economics teachers reported baking bread and advance meal preparation on Saturday. In the Maceda study the mean number of hours for a weekday was 1.8, on Saturday 2.1 hours for meal preparation.

The mean number of hours for dishwashing on a weekday for Home Economics teachers was .8 hours, on a Saturday it was also .8 hours. The mean number of hours for dishwashing for Other teachers was .6 hours on weekdays and 1.0 hours on Saturday. The mean number of hours for dishwashing was not given in the Maceda study.

The care of the house accounted for a mean number of .4 hours on weekdays for both groups of teachers. On Saturday the mean number of hours for the care of the house rose considerably for both groups. The mean for Home Economics teachers was 2.8 hours, for Other teachers 2.4 hours. In the Maceda study the mean for the care of the house was 1.2 hours on weekdays, considerably more than in this study, and 1.7 hours on Saturday.

The Home Economics teachers in this study spent a mean number of .5 hours on weekdays and Saturdays on school work. The Other teachers had a mean of .4 hours on weekdays and no time spent on school work on Saturday. The Maceda study gave no figures on school work.

Washing accounted for a mean number of .2 hours on weekdays for Home Economics teachers, 1.1 hours on Saturday. The Other teachers spent considerably less time on washing both on weekdays and Saturdays. The mean for Other teachers was .05 hours on weekdays and 1.6 hours on Saturday. In the Maceda study the mean number of hours spent on washing was 1.5 hours on weekdays and 1.3 hours on Saturday.

Ironing accounted for a mean number of .2 hours on weekdays for both groups of teachers in this study. Both groups also spent the same number of mean hours on ironing on Saturday, .3 hours. In the Maceda study, the mean number of hours for ironing was .8 on weekdays, and 1.8 hours on Saturday. This considerable difference could be due to the wash and wear fabrics available in our country, and to the large number of dryers owned by the teachers in this study.

Shopping accounted for a mean number of .05 hours on weekdays for Home Economics teachers, .8 hours on Saturday. The Other teachers had a mean of .1 hours on weekdays and 1.2 hours on Saturday, considerably more than the Home Economics teachers. In the Maceda study, shopping accounted for a mean number of 1.1 hours on weekdays and 1.5 hours on Saturday.

The care of family members accounted for a mean number of .8 hours on weekdays for Home Economics teachers,



.6 hours on Saturday. The Other teachers spent a mean of .9 hours on weekdays and Saturday for the care of family members. In the Maceda study, the mean number of hours for the care of family members was 2.0 hours on weekdays, 2.5 hours on Saturday.

The mean number of hours spent for sleeping and resting was 8.2 hours on weekdays and 8.7 hours on Saturday for the Home Economics teachers. The mean number of hours for sleeping and resting for the Other teachers was 8.1 hours on weekdays and 9.2 hours on Saturday. In the Maceda study the mean for sleeping and resting was 8.0 hours on weekdays and 8.7 hours on Saturday. These data are shown previously in Table XX, page 65.

Personal care accounted for a mean of .5 hours on weekdays and 1.7 hours on Saturday. The mean number of hours for personal care for the Other teachers was .7 hours on weekdays and .6 hours on Saturday. In the Maceda study, the teachers spent a mean of .6 hours on personal care on weekdays and .7 hours on Saturday. These data are shown previously in Table XX, page 65.

Community activities accounted for a mean number of .3 hours on weekdays for both groups of teachers in this study. On Saturday, neither group devoted any time to community activities. In the Maceda study the mean number of hours spent on community activities was .1 hours on weekdays and .3 hours on Saturday. These data are shown previously in Table XX, page 65.

Leisure activities accounted for a mean number of 1.9 hours on weekdays for Home Economics teachers, 4.4 hours on Saturday. The Other teachers had a mean of 2.3 hours for leisure activities on weekdays and a mean of 4.8 hours on Saturday. The Maceda study teachers had a mean of 2.0 hours on weekdays for leisure activities and 2.8 hours on Saturday. These data are shown previously in Table XX, page 55.

## CHAPTER V

### SUMMARY AND CONCLUSIONS

A selected group of employed homemakers were contacted for the purpose of gathering information about the time management of employed homemakers. All of the homemakers contacted were employed as teachers in Michigan. Eighteen of the group were Home Economics teachers, the remaining twenty were teachers in other areas. The findings of these two groups of teachers were compared with each other and with some of the results obtained in a similar study conducted in the Phillipine Islands by Delfina Maceda<sup>1</sup> in 1958.

A survey was conducted by means of a questionnaire mailed to sixty-one teachers in Michigan. From the thirty-eight useable replies, information was tabulated to illustrate the various aspects of time management of employed homemakers. These aspects included: the size of the household, the age of the family members, the homemakers employment, attitudes toward homemaking activities, services utilized, housing, shopping habits, laundry habits, responsibilities of the children and husband,

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<sup>1</sup>Delfina Maceda, "Use of Time by Married Homemakers in the Teaching Force" (Unpublished Doctoral dissertation, Cornell University, 1958).

appliances and the use of time daily on the various aspects of homemaking, employment, and family life.

### Basic Assumptions

The first basic assumption was:

There will be a significant relationship between the participants with a Home Economics background and the time spent on various homemaking activities by the two groups of teachers.

The above assumption was not supported.

The Home Economics teachers had a mean total work week of 75.9 hours, while the Other teachers work week mean was 71.8 hours. The Home Economics teachers tended to spend more time on meal preparation and laundry than the Other teachers.

The second basic assumption was:

There will be a significant relationship between the participants with a Home Economics background and the number of time saving appliances owned by the two groups of teachers.

The above assumption was supported:

The Home Economics teachers owned a mean number of 12.9 appliances. The Other teachers had a mean number of 10.5 appliances.

The third basic assumption was:

There will be a significant relationship between the number of time saving appliances owned and the amount of time spent on child care.

The above assumption was not supported:

The Home Economics teachers who owned a mean of 12.9 time saving appliances, spent a mean of 4.6 hours per week on child care. The Other teachers owned a mean of 10.5 appliances, but spent more time on child care per week, a mean of 5.4 hours.

The mean age for all the teachers in this study was 33.2 years. The Home Economics teachers mean age was 33.5 years, the Other teachers mean age was 32.9 years. The teachers in this study were somewhat younger than those in the Maceda study where the mean age was 40 years. These figures would indicate that the mean family would be in the child-rearing stage of the life cycle.

The mean family consisted of 2.3 children and two adults. The ages of the children ranged from one year to thirty-three years. There were very few families with preschoolers. This is in line with the general population pattern of our country that finds about a third of all employed mothers are the mothers of preschool aged children.

Shopping for food, cooking, and laundry were the homemaking activities liked the most often. Both groups of teachers in this study generally preferred and disliked the same activities. Cleaning, dusting, dishes, and ironing were disliked the most often of the homemaking activities. These disliked tasks were often assigned to family members or hired help. Approximately half of both

groups of teachers hired help.

The dry cleaners were the service utilized the most often by both groups of teachers. Other services in rank order of use were prepared foods, bakeries, child care, and commercial laundry.

Delivery services were not utilized to a great extent. Milk was delivered more often than any other commodity.

Apartments were rented by two Other teachers, while the remaining thirty-six homemakers lived in a single family dwelling. The mean number of rooms was 6.9, including bathrooms. The mean number of bedrooms was 3 per household.

Menus were planned ahead by all but two of the Home Economics teachers, but only twelve of the Other teachers always planned their menus ahead. The wife usually did the shopping weekly.

Laundry was usually done two or three times a week in an automatic washer and dryer. These two appliances were considered the most time saving by both groups of homemakers in this study. The washing took from one to six hours per week, the ironing took from two to six hours per week.

The mean number of appliances for all homemakers in this study was 11.1 per homemaker, with the Home Economics teacher averaging 2.5 more appliances than the Other teachers.

Children were given routine household tasks as responsibilities. Baking was the only creative task assigned by two homemakers. The assigned work did help to lighten the work load for the homemaker.

Responsibilities assumed by husbands varied from "very little" to "quite a bit". Generally, the husband did help with the household work, but not in a significant amount.

The mean number of hours of total work time for Home Economics teacher was 13.1 hours on a weekday and 10.4 hours on Saturday. The total work day included the hours employed, transportation time, and homemaking responsibilities. The mean number of hours of total work time for Other teachers was 12.5 hours on a weekday, 9.3 hours on Saturday. The figures for the Home Economics teachers compare very closely with those of the Maceda study, 13.0 hours on a weekday, 10.3 hours on Saturday.

The two groups of teachers in this study did not vary significantly in their time management. The Home Economics teachers spent more time on meal preparation and washing than the Other teachers. The Other teachers spent more time on shopping and the care of the family than the Home Economics teachers. The teachers in the Maceda study spent more time on the care of the house on weekdays, washing and ironing, shopping, and care of the family than the teachers in this study. The teachers

in this study spent considerably more time for leisure on Saturday than those in the Maceda study. The teachers in the Maceda study did not include time for school work at home.

Although the total population used in this study was small, the results indicated the overall time management of homemakers employed as teachers. The homemaking patterns of the Home Economics teachers and Other teachers were remarkably similar, although they varied somewhat from those in the Maceda study. The cultural background in the Maceda study may account for this variation.

#### Suggestions For Further Study

Research along the following lines might prove helpful in further study of time management:

1. A study similar to this done on a second group of Home Economics graduates and Other teachers to test the reliability of data of this type.
2. A study of energy expenditure as related to time management of employed homemakers.
3. A study of employed homemakers who are college graduates, data obtained to be compared to the data from this study.



APPENDIX

February 26, 1963

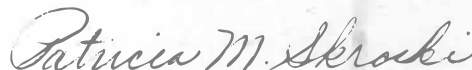
Dear

The enclosed questionnaire is being sent to a group of employed homemakers in Michigan. This research is being conducted on the time management of employed homemakers in cooperation with the Department of Home Economics, Western Michigan University.

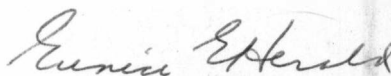
The results of this study will help to clarify some of the problems with which home economists are concerned.

Will you please help us by returning the completed questionnaire and record form by March 20? It is not necessary to sign your name.

Sincerely yours,



Patricia M. Skrocki



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Please fill in or check the items that best answer the questions in your situation.

1. How long have you been married? \_\_\_\_\_ years

2. What is the size and composition of your household?

Husband \_\_\_\_\_ years

Wife \_\_\_\_\_ years

Sons 1. \_\_\_\_\_ years

Daughters 1. \_\_\_\_\_ years

2. \_\_\_\_\_ years

2. \_\_\_\_\_ years

3. \_\_\_\_\_ years

3. \_\_\_\_\_ years

3. Did you work before marriage? \_\_\_\_\_ yes \_\_\_\_\_ no

4. Have you been employed continuously since marriage? \_\_\_\_\_ yes \_\_\_\_\_ no

5. The activities most enjoyed are:

a. mending \_\_\_\_\_

g. cleaning \_\_\_\_\_

b. sorting laundry \_\_\_\_\_

h. doing laundry \_\_\_\_\_

c. shopping for food \_\_\_\_\_

i. ironing \_\_\_\_\_

d. dusting \_\_\_\_\_

j. dishes \_\_\_\_\_

e. cooking \_\_\_\_\_

k. other \_\_\_\_\_

f. putting food away \_\_\_\_\_

6. The activities dreaded or disliked most are:

a. mending \_\_\_\_\_

g. cleaning \_\_\_\_\_

b. sorting laundry \_\_\_\_\_

h. doing laundry \_\_\_\_\_

c. shopping for food \_\_\_\_\_

i. ironing

d. dusting \_\_\_\_\_

j. dishes \_\_\_\_\_

e. cooking \_\_\_\_\_

k. other \_\_\_\_\_

f. putting food away \_\_\_\_\_

7. Do you hire help? yes no  
 if you do, indicate duties \_\_\_\_\_
8. The services used are:  
 a. commercial laundry \_\_\_\_\_ d. bakery \_\_\_\_\_  
 b. dry cleaners \_\_\_\_\_ e. child care \_\_\_\_\_  
 c. prepared foods \_\_\_\_\_ f. others \_\_\_\_\_
9. The delivery services used are:  
 a. milk \_\_\_\_\_ d. laundry \_\_\_\_\_  
 b. grocery \_\_\_\_\_ e. cleaners \_\_\_\_\_  
 c. department stores \_\_\_\_\_ f. others \_\_\_\_\_
10. In what type of house do you live?  
 single dwelling \_\_\_\_\_ apartment \_\_\_\_\_ duplex \_\_\_\_\_
11. How many rooms are in this house?  
 a. bedrooms \_\_\_\_\_ g. bathrooms \_\_\_\_\_  
 b. living \_\_\_\_\_ h. porch \_\_\_\_\_  
 c. dining \_\_\_\_\_ i. pantry \_\_\_\_\_  
 d. living-dining \_\_\_\_\_ j. garage \_\_\_\_\_  
 e. kitchen \_\_\_\_\_ k. basement \_\_\_\_\_  
 f. kitchen-dining \_\_\_\_\_ l. family room \_\_\_\_\_
12. Do you plan your menus ahead? yes \_\_\_\_\_ no \_\_\_\_\_
13. Do you prepare a market list before shopping?  
 sometimes \_\_\_\_\_ always \_\_\_\_\_ never \_\_\_\_\_
14. How often do you market? \_\_\_\_\_
15. Who usually does the marketing? \_\_\_\_\_
16. How often do you the laundry? \_\_\_\_\_
17. How long does doing the laundry take? \_\_\_\_\_

18. How much time is usually required a week for ironing? \_\_\_\_\_

19. Do you sit down to iron? yes \_\_\_ no \_\_\_

20. Do you provide the children with opportunities to share in the homemaking duties? yes \_\_\_ no \_\_\_ If so, how do they help the most? \_\_\_\_\_

21. Which appliances do you own?

- a. vacuum cleaner \_\_\_\_\_
- b. dishwasher \_\_\_\_\_
- c. garbage disposer \_\_\_\_\_
- d. ironer \_\_\_\_\_
- e. electric iron \_\_\_\_\_
- f. steam iron \_\_\_\_\_
- g. adjustable ironing board \_\_\_\_\_
- h. freezer \_\_\_\_\_
- i. automatic washing machine \_\_\_\_\_
- j. conventional washing machine \_\_\_\_\_
- k. clothes dryer \_\_\_\_\_
- l. water softener \_\_\_\_\_
- m. electric mixer \_\_\_\_\_
- n. blender \_\_\_\_\_
- o. self-defrosting refrigerator \_\_\_\_\_
- p. electric fry pan \_\_\_\_\_
- q. electric grill \_\_\_\_\_
- r. waffle iron \_\_\_\_\_
- s. french fryer \_\_\_\_\_
- t. floor polisher \_\_\_\_\_

u. rotissere \_\_\_\_\_

v. others \_\_\_\_\_

22. Which of the above appliances do you think saves you the most time? \_\_\_\_\_

23. To what extent does your husband share the homemaking chores or duties? \_\_\_\_\_

## Directions for Filling out Record Forms

Attached are record forms. Please note the designated days on which you are asked to record the use of your time.

Please record all of your activities for the designated days.

Your homemaking activities are of vital concern in this study. If there was an unusual occurrence affecting your time on either of the days reported, please note on the record forms.

6:00	10:00	2:00	6:00
6:30	10:30	2:30	6:30
7:00	11:00	3:00	7:00
7:30	11:30	3:30	7:30
8:00	12:00	4:00	8:00
8:30	12:30	4:30	8:30
9:00	1:00	5:00	9:00
9:30	1:30	5:30	9:30

Day \_\_\_\_\_ Date \_\_\_\_\_



6:00	10:00	2:00	6:00
6:30	10:30	2:30	6:30
7:00	11:00	3:00	7:00
7:30	11:30	3:30	7:30
8:00	12:00	4:00	8:00
8:30	12:30	4:30	8:30
9:00	1:00	5:00	9:00
9:30	1:30	5:30	9:30

Day \_\_\_\_\_ Date \_\_\_\_\_

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