

THE HOME SATISFACTION AND WORK SATISFACTION
OF HOME ECONOMICS TEACHERS IN VIRGINIA

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(ABSTRACT)

Home satisfaction, work satisfaction and the presence or absence of children were quantitatively assessed using responses from 132 Virginia vocational home economics teachers. Analysis of variance was used to examine whether home satisfaction and the presence or absence of children made a significant difference in work satisfaction. Those items which teachers found most and least satisfying in both their work and home situations were also identified. The analysis of variance found that mean home satisfaction scores made a significant difference upon work satisfaction, while the presence or absence of children did not. The interaction of home satisfaction and children made no significant difference. Home and family items teachers identified as being most satisfying were personal habits, housing, health of family members, and personal health. Those least satisfying were amount of time for self, division of household duties, time together as a family, and family schedule. Aspects which were the most

satisfying at work were amount of commuting time, amount of control over job, opportunity to work independently, and friendships at work. Those which were least satisfying were flexibility of work schedule, opportunities for advancement, salary, and meal and break times. Overall, this group of vocational home economics teachers indicated a high level of satisfaction with work and home life.

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whom I could never have gotten here and whose gentle,
loving ways make it worth it.

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Chapter 1

STATEMENT OF THE PROBLEM

This chapter provides a general overview of the work and family relationship. A brief history describes the changes that have occurred in both areas, with particular emphasis on the interactional effects. The relevance and importance of work and family issues in vocational home economics is discussed. Finally specific research questions which will be addressed by this study are presented.

Historical Perspective

In America's colonial period, the family enterprise was the dominant economic unit and production was its major function. All family members contributed and participated with some specialization and division of labor. Men were responsible for agriculture and trade while women did much of the other work needed to maintain the family (Blau & Ferber, 1986). A total separation between family and work was not the norm in this preindustrial era when household members worked together at productive tasks as a family economic unit. Some member, who could be spared, may have been employed outside the home for a wage, but this money was returned to the family (Matthaei, 1982; Tilly & Scott, 1978).

Early industrialization brought about an important physical change, the residence of the family and the productive arena became separated. This was an important development for the work-family relationship. Members who had once worked side by side all day now found themselves physically separated during long work hours (Scott & Tilly, 1975). A division of labor and roles which were defined and divided by gender were emerging.

Along with industrialization came urbanization, mechanized technology, the rise of factories in urban centers, the growth of heavy industry, and an increase in the size of productive units and the scale of industrial organizations (Gersuny, 1978). These changes led to the emergence of the adult male as the major breadwinner in the family and to the family's dependence on wage labor. Women's work became increasingly confined to the care of the children and maintenance of the home. There were fewer families with crops, farm animals, or a family garden to tend. Most families moved from being producers to consumers and earning a living generally rested solely with the husband. This resulted in a new division of a female domestic role and a male public role while relegating women to reproductive worker and reserve wage laborer. Distribution of income had become an important function of the family (Blau & Ferber, 1986; Hesse, 1979).

Legislation enacted at this time was intended to protect women and children who had been abused both by long work days and low pay. A secondary effect of these new laws, however, was to restrict women's employment opportunities and further encourage them to remain at home (Wandersee, 1981).

Men and women now had clearly different and specific tasks, but they also had different economic roles. If a wife entered the labor market it was viewed as a sign of her husband's inadequacy as a provider (Matthaei, 1982). Thus the idea of the traditional family with clearly defined and restrictive roles rose to prominence.

Women's Employment

As the country continued to grow and industrialize, the rate at which women participated in the labor force increased very slowly. In the fifty years from 1890 to 1940, the percentage of women in the labor force increased only 10% from 18.2% to 27.9%. In the period from 1940 to 1984, however, the percentage nearly doubled to 53.7% (Bureau of Labor, 1984).

From the turn of the century until the beginning of World War II, the type of work that women performed outside the home changed. The proportion of women who were employed in clerical positions increased while those in

factories and agriculture decreased (Chafe, 1976; Hesse, 1979).

World War II makes the 1940s a pivotal time when examining statistics related to women in the labor force. Large numbers of previously unemployed women were called upon to take jobs created by the war, jobs which would normally have been filled by the men now in the armed services. There was pressure after the war for the women to vacate their positions for the soldiers and return to work in the home. Many women chose to do just that, but many others found that they liked working outside the home and chose to stay (Wandersee, 1981).

The influx of women into the labor market since 1940 has been influenced by and accompanied with other changes and patterns. Changes have taken place not only in the workplace but also in the family, the home, and the society in general. These changes have forced a reexamination of the interface between job and family, between workplace and home (Blau & Ferber, 1986; Chafe, 1976).

Work life and family life have both held important roles in our society. These two systems have been viewed and treated in the past as separate unrelated areas. Individuals were expected to keep a clear and defined distance between their home lives and their jobs while the family's lifestyle was dictated by the man's work alone (Voydanoff, 1984). Employers encouraged and perpetuated

this separation believing that the work performance of their employees was enhanced by it. Employers wanted loyalty and commitment from their workers, to avoid nepotism, and to prevent family problems from spilling over into the workplace (Kanter, 1977). This separation was helped further by legislation and unions which kept women from participating fully in the wage earning economy. After World War II, the demand for male workers, the baby boom, and the glorification of domestic roles for women accentuated this separation (Reskin & Hartmann, 1986; Tilly & Scott, 1978).

Those researchers who have examined the relationship between these two areas have mostly looked at it from one direction, that is, the effect of work upon the family. In an effort to complement this perspective, this study will examine, in part, the impact of home and family upon work. Of particular interest to this author is the interrelationship of home and work life and specific features which affect home satisfaction, work satisfaction, and the difficulty of combining work and family responsibilities. One of those aspects which bears closer examination is the role that the presence or absence of children play in satisfactorily combining work and family roles. Men and women both often have to make decisions related to work in which they must be concerned about child care arrangements, family schedules, out-of-town travel,

relocation and commuting. Researchers have found that several issues related to children are of critical importance in parents' efforts to successfully combine work and family. Those include the age of the children, particularly the youngest, the quality and availability of good child care, the support of the spouse, friends and community, the distribution of domestic responsibilities, the family's economic resources and work schedules (Baruch, Biener, & Barnett, 1987; Bird, Bird, & Scruggs, 1984; Gray, 1983; Heckman, Bryson, & Bryson, 1977; Kandel, Davies, & Raveis, 1985; Kelly & Voydanoff, 1985; Pleck, 1985; Staines & Pleck, 1983; Weiss, 1985).

Changes which are predicted in societal and economic conditions and demographic trends provide significant support for including work and family concepts in the home economics curriculum. Because of the nature of their own training and their interest in improving the quality of life, vocational home economics teachers are a logical choice to help students learn how to manage work and family roles and responsibilities (Engelbrecht & Nies, 1988; Felstehausen, 1985; Jacobson & Lawhon, 1983).

It is clear that students will have to deal with these issues in the future, if discussions and/or disagreements relevant to work and family have not already occurred. There is little dispute and considerable support for devoting at least some class time to address the issues

relevant to work and family (Burge, 1985; Labrecque & Jacobson, 1985).

Home economics education has a long history of dealing with the issues that concern the relationship between work and family (Paolucci & Ching, 1982). In the past, these issues may have been addressed more indirectly by vocational home economics teachers and students as they examined such issues as time management, career choices, and money management. The emphasis, however, was still to encourage and help families to maintain separation of these two systems or adapt to the pressures created by their work situation (Felstehausen, 1985). More recently home economics teachers are stressing the complexity and multiplicity of work and family roles for both men and women (Couch, Felstehausen, Glosson, & Fuller, 1988). Home economics family living classes are looking at the more complex interactions of these two areas and dealing directly with such topics as dual-career families, child care options, time management, relationship skills, sharing household responsibilities, and finding that delicate balance for all family members between the job and the home (Engelbrecht & Nies, 1988).

Home economics teachers' responses to their personal work and family issues could have considerable impact on their course content, and the positive or negative tone with which the subject is presented. Understanding what

knowledge and/or skills assist vocational home economics teachers in dealing with work and family issues in their own lives and, conversely, what situations related to their homes and jobs do they find most difficult, can help in designing better, more relevant teacher inservice education. This knowledge, knowing what works and doesn't work for the teachers themselves, may also assist in preparing better curriculum content and classroom materials (Couch, Felstehausen, Glosson, & Fuller, 1988; Felstehausen, 1985; and Labrecque & Jacobson, 1985)

Research Questions

While the issues of work and family are complex, this study will examine specific factors related to these areas. The particular focus will be on the influence of home satisfaction and the presence or absence of children upon the work satisfaction of Virginia home economics teachers. The research questions this study will address are:

1. How satisfied are Virginia home economics teachers with aspects of their home and work lives?
2. Does level of home satisfaction make a significant difference in work satisfaction of Virginia home economics teachers?
3. Is there a significant difference in work satisfaction between Virginia home economics teachers who have children and those who do not?

4. Is there a significant interaction between Virginia home economics teachers level of home satisfaction and the presence or absence of children in their work satisfaction?

The dependent variable in this research is work satisfaction. The independent variables are home satisfaction and having children or not having children in the family.

Definition of Terms

The following definitions apply for the purposes of this study:

Work Satisfaction - The level of contentment Virginia vocational education teachers have for their work situation. It is measured by the 21 work factors on the Work and Home Satisfaction Questionnaire in Appendix A.

Home Satisfaction - The level of contentment Virginia vocational education teachers have for their home and family situation. It is measured by the 27 home and family factors on the Work and Home Satisfaction Questionnaire in Appendix A.

Chapter 2

REVIEW OF LITERATURE

The purpose of this literature review is to establish background information regarding the relationship of work and home life and to more fully describe the studies that are most relevant to this investigation. More specifically those studies related to changes in families, work satisfaction, home satisfaction, the children's role, and the role of home economics will be presented.

Research Perspective

Chow and Berheide (1988) provide a framework to examine past and present research dealing with the relationship of work and family. They point out that while the concept of system interdependence has been understood, family and work have been studied as two separate and independent systems with different norms and functions. Chow and Berheide present three different conceptual models describing the relationship between family and work. The first model, termed the separate sphere, sees family and work as distinctive systems, with the family and home as the place for women and work as the public arena for men. The workplace or male domain provides materialistic needs, while the home, or female domain provides emotional support for the family. The model goes so far as to suggest that

this separation is not only desirable but necessary to maintain a stable society which functions properly and avoids conflict (Chow and Berheide, 1988). The second, or spillover model, does not deny the connection between family and work, but accepts that either system may have spillover effects on the other. Piotrkowski proposed a spillover model (Piotrkowski, 1979) which described the satisfaction or conversely the strain of the job affecting the energy and interactions that an individual brings home to the family. Participating in both systems often causes strain and overload for individuals, families and society. The spillover in this model is generally viewed, however, as unidirectional, that is, the effects of work on family life. The individual can, and does, exist as part of both systems and the systems do affect each other. The major issue here in the relationship of work and family is a matter of priority not boundaries. The work system is seen as having more impact because of the greater economic value placed on productive activities outside the family (Sokoloff, 1981). For men, their work is seen as complementing their family role, work provides for material needs while the family provides for emotional support (Chow and Berheide, 1988). For women, this view provides them with no positive alternatives. Their job or career is secondary to home and children, which often limits their choices in the job market, while at the same time their

employment is assumed to have negative effects on the children, the marital relationship and family life in general (Presser & Baldwin, 1980; Reskin & Hartmann, 1986).

The final model, termed the interactive model, acknowledges the mutual interdependence between family and work, taking into account the complexities of their effects upon the psychological and social conditions of individuals. The authors present this model from two perspectives--Marxist and non-Marxist. Marxist theorists such as Engels (1972), contend that the family is the cause of the social, legal and economic suppression of women and that to correct this they must be integrated back into the public economy. While Zaretsky (1976), also a Marxist, says that women in the family are not outside the economy, but rather an integral and essential part. Their work in the family should be seen as a very necessary part of the paid economy. In that capacity they maintain a base for present workers, and provide a quality socialization for future employees (Chow & Berheide, 1988).

The non-Marxist theorists view the interactive model from a different perspective. They see family and work as different systems or units, either social or structural, and they attempt to see where and under what circumstances these two areas intersect (Kanter, 1977; Crouter, 1984; Hareven, 1982). Characteristics of the job such as position, prestige, stress, and schedule affect the family

relationships, the life style and how the family copes. Concomitantly, the family (e.g., its size, age of children, support network, communication style) influence the workers and their role in each system (Chow & Berheide, 1988).

Changes in Families

The structure and values of our society are shifting and changing and with them the composition and role of the family is being altered. The traditional nuclear family will endure, but with a diminished role and diminished numbers. Today, the traditional family, consisting of a husband wage earner, a wife homemaker, and two or more dependent children, that was held up to be typical and normal, accounts for less than 10% of all households (Family Service America, 1984).

These shifting values have affected the texture and durability of millions of families. The divorce rate for first marriages continues to be between 40 and 50%. Whatever factors or changes are bringing about this rate of divorce, another significant change is occurring simultaneously. The rising number of single parent households has important implications for the work-family relationship. In March 1988, 6.7 million single parent families were headed by women, while another 1.1 million were maintained by single fathers (Bureau of Labor, 1988). It is projected that by the year 1990, 30% of all children

will be in single-parent families and that half of all children will have spent some time in a single-parent family before reaching the age of 18 (Engelbrecht & Nies, 1988).

Women will continue to enter the work force in significant numbers while the type of woman and the job which she will hold are slowly changing. While labor force participation rates for men in all educational groups declined over the past 10 years, participation rates for women in that same time period have increased from 71 to 81% for college graduates (Bureau of Labor, 1988). With more women than men currently enrolled in college, a shift of females entering the professional, managerial and technical ranks, with fewer having to settle for clerical or secretarial positions will be seen. The number of women entering the workplace and having young children at home is also rising. From 1970 to 1980 the percentage of women who were working and had children under the age of six increased from 26.3 to 41.5, by 1988 this figure was 56% (Bureau of Labor, 1988). It is predicted that these numbers will continue to rise and by the year 1995, two-thirds of pre-school children and four-fifths of school-age children will have mothers in the labor force (Johnson, Sum, & Weill, 1988). The changing composition of today's work force is raising important issues for employers and employees, such as the need for child care assistance,

flexible working schedules for parents of school age children, job sharing possibilities, transfer and hiring practices of dual-career couples, and career planning for women and minorities (Logan, 1986; Jacobson, 1986).

Changes such as these in the workplace are reflected by the family. As women are in the workplace longer and continue to attain a higher level of educational achievement, the issue of equal pay for comparable jobs continues to unfold. These changes will continue to evolve in many areas, with the home, the workplace, the courts, and government policy trying to keep up (Engelbrecht & Nies, 1988; Kanter, 1977; Paolucci & Ching, 1982).

Home and Work Interaction

The study of the family and the study of work have, until recently, constituted separate disciplines. Their mutual consideration, and the analysis of the effect of one area upon the other, have largely been ignored.

Rapoport and Rapoport (1965) were among the first to look at work and family and speculate on how closely interrelated work and family roles were in spite of society's effort to keep them separate. Their report was published at a time of civil and political unrest in our country. The rumblings of what would be termed the women's movement were then taking place, later bringing about changes which would have far reaching effects upon both

families and the workplace. Wiseman called it a "tidal wave of change" (Wiseman, 1981).

Rosabeth Kanter (1977) spoke of this effort to keep work and family separate when she coined the phrase the "myth of separate worlds". She went on to say that this myth was perpetuated as much, if not more, by practice as by belief. At a time when the majority of the work force was male, people enjoyed the notion of suburbia populated by the women and children, who transformed the worker into the family man when he arrived home. This was a one way street, however, for neither was he seen, nor was he encouraged, to carry this family or his membership in it with him when he went off to work. On the other side, employers felt it important to keep their workers' family lives separate and removed. Standards of competence were linked only to technical and impersonal functions with which a personal or family connection would interfere. Family demands were viewed by the organization as competing for the time and energy needed for successful job performance. The family was seen as the adversary of the employer (Chafe, 1976; Gersuny, 1978).

In the 1970's the increasing number of women in the work force and the increasing number of dual-career families brought researchers around to examining the potential competition for commitment and time between the organization and the family. In 1973 Bebbington drew a

distinction between stress and strain in dual-career families. He defined stress as the individual response to strain. Skinner (1980) categorized strain into two types, external and internal. The internal strain originates in the family while the external arises from the interaction between the family and an outside institution.

Internal strains are usually described as overload issues related to time pressure and an excessive number of responsibilities (Bird & Bird, 1986; Holmstrom, 1973; Johnson & Johnson, 1977; Rapoport & Rapoport, 1971). Four factors related to overload were identified by Rapoport and Rapoport (1971, 1976) including: the importance placed on having children and a family life, the importance of maintaining a high standard of living, the degree to which the couple negotiates an equitably perceived reapportionment of tasks, and the degree to which normative identity strains exacerbate feelings of physical overload.

External strains result from societies expectations about the norms for individual and family behavior, norms which are usually in conflict with the dual-career lifestyle (Bird & Bird, 1986; Johnson & Johnson, 1977; Rapoport & Rapoport, 1971, 1976). Other external strains faced by dual-career women include establishing and maintaining social support networks and coping with demanding occupations (Heckman, Bryson, & Bryson, 1977;

Holmstrom, 1973; Rapoport & Rapoport, 1969, 1971, 1976; Skinner, 1980).

Research shows that dual-career women employ a variety of coping responses to reduce stress. To reduce overload, dual-career women hire outside help, purchase time-saving devices, work with their husbands to reapportion household and child care tasks, delegate responsibility to children, and lower standards of performance (Bird & Bird, 1986; Bird et. al., 1984; Johnson & Johnson, 1977; Rapoport & Rapoport, 1971, 1976; Skinner, 1980). Some women limit the overload by giving up personal time for relaxation and leisure (Rapoport & Rapoport, 1971, 1976). Still others choose to remain childless or limit the number of children to reduce their overload (Bryson, Bryson, & Johnson, 1978; Hoffman & Nye, 1974; Rapoport & Rapoport, 1976).

Rudd and McKenry (1986) surveyed 456 rural and urban women who were currently employed outside the home. For this sample of women, variables related to the family's impact on the mother's employment accounted for more of the variation in job satisfaction than did variables associated with the nature of or involvement in work outside the home. The variable which most significantly explained variation in job satisfaction was workload--the extent to which respondents perceived their total workload interfered with how well they carried out both household and employment responsibilities. The extent to which both children and

husband were supportive of employment and the extent to which access to child care affected women's job choice or hours worked were also significantly related to job satisfaction.

Changes which have occurred in the workplace, such as the increasing number of women working, have brought about and been accompanied by changes in the home and family. The increased number of women working and dual-career families means that women have less time than before to devote to home and family while the family unit has more economic resources with which to choose a wider variety of life-styles. In most instances, there will not be an adult who will be devoting all of his or her time and energy to managing that home and family (Engelbrecht & Nies, 1988). These possibilities raise questions and choices for the future such as the welfare of children, the size of families, the stability of marriages, the quality of relationships between men and women, the division of labor within the household, and the distribution of family income (Barnett & Baruch, 1985; Holmstrom, 1973; Pleck, 1985).

While more research is needed, evidence is emerging about trends in men's changing roles in the dual-career family. Men may use some of the same coping strategies which have emerged for women. Clark, Nye, and Gecas (1978) found that men increased the amount of non-work time that they devoted to family activities in order to ease their

work-family strain. Mortimer (1979) found that social support, specifically their wives supportiveness, was significant in easing this strain and aiding in their marital adjustment.

Researchers have found an increase in the time men are spending in both direct child care and household duties. The age of the man and the age of the child were important factors. The most significant increases in family time for men were found in those families with very young children and also in which the husband was age 25-44 (Caplow & Chadwick, 1979; Sanik, 1981). Others (Kanter, 1977; Piotrkowski, 1979) have speculated that men would be more inclined to increase their level of family involvement if changes were implemented in the culture and the structures of the workplace.

Overall, there is evidence that men's time in the family is increasing while women's is decreasing. Men and women are moving towards convergence in their family roles, though it will clearly be a long time--if ever--before they reach parity (Lewis, 1986; Pleck, 1985).

Children's Role

Researchers have found that the most significant factor related to children which contributes to the role strain of dual-career parents is the age of the youngest child. Not only do older children need less care, but also they can

ease the burden at home by performing domestic tasks and helping to care for younger siblings (Hoffman, Nye, & Bahr, 1974; White & Brinkerhoff, 1982). When the children are pre-school age, dual-earner women are likely to experience guilt and anxiety because they do not meet societal expectations for parenting (Elman & Gilbert, 1984; Johnson & Johnson, 1977).

In Johnson and Johnson's (1977) study of dual-career women with young children, 64% of the reports of role strain involved childrearing problems. This role strain resulted in feelings of guilt and fatigue. The increase in role strain associated with dual-career women having younger children is also reported by other researchers (Bryson et. al., 1978; Holmstrom, 1973; Rapoport & Rapoport, 1971; Skinner, 1980).

Because dual-career women still assume most of the responsibility for child care and household tasks, they are likely to experience higher levels of role strain as the number of children increases (Bird et al., 1984; Holmstrom, 1973; Skinner, 1980). Estimates are that each additional child in a family increases the domestic workload 5 to 10 hours per week, depending on the age and birth order of the child (Robinson, 1977; Stockard & Johnson, 1980; Walker & Woods, 1976). Simultaneously, the available time for the woman to devote to her career demands also decreases as the number of children increases, which also contributes to the

role strain (Bryson et al., 1978).

Elman and Gilbert (1984) looked specifically at how women in dual-career families with preschool children typically managed conflict between professional and parental roles. The most frequently used coping styles were Cognitive Restructuring and Increased Role Behavior. These women reported moderate levels of role conflict. Self-esteem and situational resources, such as career commitment and spouse and social support, were associated with lower role conflict and greater coping effectiveness.

The Role of Home Economics

In the early 1900's home economics was seen mainly as a means of teaching young women knowledge and skills that were appropriate and needed to run a household of that period. Even the term home economics was not universal, the same class might have been termed household science, domestic science, or domestic art (Roberts, 1965).

While the emphasis was still on home activities, appreciation was growing for the skills and knowledge that vocational home economics could provide. The Smith-Hughes Vocational Education Act of 1917 provided the first federal dollars for vocational homemaking classes in the public schools, but not without controversy and compromise (Roberts, 1965). There was both a Senate version and a House version which had to be merged while vocational

versus avocational factions had to reach a compromise. The final Act allowed for homemaking programs and for some wage-earning programs, only for the preparation of home economists or for other, closely related occupations (Burge & Hillison, 1988; East, 1980).

The educational system looked to support the changes that were occurring in homes and families. It was not until the passage of the Vocational Education Act of 1963, however, that it was suggested that home economics also consider activities of importance outside the home (Roberts, 1965). Prompted by societal stresses such as high unemployment, limitations which had restricted funding to specific categories of occupations were lifted. Monies were available for training to fit individuals for gainful employment in any recognized vocational occupations (Combs, 1983).

Legislation in 1968 established separate programs for individuals preparing to enter the work of the home, and was termed consumer and homemaking education. Consumer and homemaking courses were designed to encourage consumer education, preparation of students for professional leadership, and preparation of youths and adults for the role of homemaker or the dual role of homemaker and wage earner (Combs, 1983).

The Vocational Act of 1976 specifically addressed changes that were occurring related to work and family. It

called for recognition of both the increased number of women working outside the home, the increased number of men assuming duties at home, and the efforts of both to combine domestic and employment responsibilities (U.S. Congress, 1976).

Greater emphasis in this direction was occurring in many areas of vocational home economics, and was updated legislatively with the passage of the Carl D. Perkins Vocational Education Act of 1984. The law addressed the issue of work and family in broad terms. It stated that grants may be used for

program development and improvement of instruction and curricula relating to managing individual and family resources, making consumer choices, managing home and work responsibilities, improving responses to individual and family crises, strengthening parenting skills, assisting aged and handicapped individuals, improving nutrition, conserving limited resources, understanding the impact of new technology on life and work, applying consumer and homemaker education skills to jobs and careers, and other needs as determined by the State (Congressional Report, 1984, p. 103).

This law mandated preparation for combining work and home roles, calling for increased program development and improved instruction and curriculum related specifically to managing home and work responsibilities. Perhaps the true strength and the real importance of this law lies in its acknowledgement of the competence with which vocational home economics could assist and affect the complex future relationship of work and family.

The issues related to work and family life will continue to be a part of research in home economics and part of the classroom instruction at all levels. Burge and Schultz (1987) found that while there is a definite awareness and belief in the importance of different aspects of the work and family relationship, only 17% of the vocational home economics teacher educators and state supervisors responding to their survey provided information about research projects. While it was clear this group considered work and family issues a high priority, ranking 10 out of 12 aspects as important or very important, they were not directly involved in current ongoing studies. This is a critical need if an up-to-date research base is to be maintained (Burge & Schultz, 1987). One reason for this uninvolvedness may be the lack of adequate funding. Alternative sources such as private foundations and the business community itself may be an untapped resource (Couch, Felstehausen, Glosson, & Fuller, 1988).

Vocational education has clearly stated its support for research and further study in work and family. In 1981 the National Center for Research in Vocational Education published Educating for the Future in Family Life (Simpson, 1981) and said that consumer and homemaking classes should place part of their emphasis on examining the family and its relationship to the world of work. The Home Economics Division of the American Vocational Association (AVA)

emphasized the importance of work and/or family issues to vocational education in its 1986 resolution. It calls for (a) activities that address the interrelatedness of work and family life; (b) the inclusion of work and family concepts in consumer and homemaking programs; and (c) AVA recognition of the contribution of vocational home economics education to worker productivity (Couch, Felstehausen, Glosson, & Fuller, 1988). In July, 1987 this resolution was endorsed by the entire American Vocational Association's Board of Directors (Clayton, 1987).

Home economics teachers can play a vital role in helping today's young people confront the increasingly complex relationship of work and home life. Felstehausen (1985) states:

The vocational home economics teacher can help students become aware of the numerous myths about families and their effect on the work/family relationship.....They also need to analyze their work and family values, exploring both short and long term goals. The home economics professional can help young people recognize the importance of developing and maintaining healthy family relationships.....We must acknowledge the obvious and subtle connections between work and home. We must seek new ways to encourage work organizations' support of employees and their home life. And, finally, we must strive to teach our students to balance family and work goals.
(p. 4)

Chapter 3

METHODOLOGY

The focus of this study is to examine Virginia home economics teachers' work and family satisfaction. Specific purposes include exploring whether different levels of home satisfaction and the presence or absence of children in the home make a difference in work satisfaction. This chapter includes the sampling procedure used, a description of study respondents, an overview of data collection, and the pre-testing procedures and results. The remainder of the chapter includes a description of the instrument used to collect survey data (a self-administered mail questionnaire), how specific variables were measured, the procedure for conducting the survey and the methods used to analyze the data.

Population and Sample

The population for this study was all vocational home economics teachers in the state of Virginia. The teachers used for this study were part of another study involving all Virginia vocational teachers. In that study, mailing lists of middle and high school vocational teachers were provided by the Virginia Department of Education Associate Director for each vocational service area. Male and female teachers were separated to form a subset in each service

area from which names were randomly selected. The sample drawn was proportionate to the size of the service areas, in relation to all vocational teachers in the state and the number of male and female teachers within the area.

The service area of home economics included 911 females and 2 males. The random sample of home economics teachers drawn for the larger study based upon the guidelines described above included 168 females and no males. It was this group that constituted the sample for this study. Of the 168 surveys mailed, 132 teachers returned usable instruments for a response rate of 79%.

Measurement

Data Collection

A self-administered mail questionnaire was used in this study for collecting data. This survey method was chosen rather than personal or telephone interviews for several reasons. Evidence suggests that the probability of obtaining socially desirable responses is increased in personal or telephone interviews (Dillman, 1978). Because items on the survey dealt with some issues that might solicit this type of response it was felt that a mail survey would avoid this possible bias. Secondly, the additional time and expense to recruit, train and supervise interviewers for personal or telephone interviews was considered to be prohibitive. The use of this method also

allows for a larger sample than might be reasonably possible using other methods, due to time, expense and staffing. Finally, a self-administered questionnaire would allow individuals to complete the instrument anonymously and without the time constraints imposed by an interview.

The questionnaire was adapted from an instrument used in a 1985-86 Texas Tech University study of home and work satisfaction for public and private employees throughout Texas (Felstehausen, Glosson, & Couch, 1986). Cronbach's Alpha item analysis results reported by Felstehausen, Swendel and Couch (1988) are .73 to .89 for the home satisfaction scale and .84 to .92 for the work satisfaction scale. The revised questionnaire was then pilot-tested with a sample of twenty graduate students and university faculty members at Virginia Polytechnic Institute and State University. Based on the results of the pilot-test, some items were modified for clarity and the final questionnaire was subsequently mailed to the random sample of home economics teachers in Virginia. Appendix A presents the instrument after revision.

The questionnaire was organized into four main sections, three of which were used in this study. They included: (1) personal characteristics; (2) specific items related to home satisfaction; and (3) specific items related to work satisfaction. Questions were included to assess general

satisfaction with home life and its effect on work performance; and general satisfaction with work and its effect on the quality of home life. Respondents were also asked to indicate how difficult it was for them to combine work and family responsibilities. A space was provided for the teachers to give any comments or information they believed was not thoroughly covered in the questionnaire.

Individual Characteristics

Socioeconomic Variables. Socioeconomic variables included gender, race, marital status, education, income, employment status, and relationship and age of household members. These variables were measured in the following manner:

Gender was indicated by male or female.

Race was indicated as black, white, or other, with a blank provided for a specific response.

Marital Status categories included never married, married, separated, divorced or widowed.

Education was measured by asking individuals to indicate their highest level of formal educational attainment from among the following categories:

1. high school diploma or graduation equivalency diploma (GED),
2. some education or job training after high school,
3. associate degree,
4. bachelor's degree (four year college or university),
5. master's degree,
6. graduate education beyond the master's.

Income was determined by asking individuals to indicate their total family income per year from among the following income brackets:

- | | |
|--------------------------|------------------------------|
| 1. Less than \$10,000, | 5. \$25,000 to \$34,999, |
| 2. \$10,000 to \$14,999, | 6. \$35,000 to \$49,999, and |
| 3. \$15,000 to \$19,999, | 7. \$50,000 or more |
| 4. \$20,000 to \$24,999, | |

Employment Status was measured by asking the teachers to indicate whether they taught full time or part time and whether they advised a vocational student organization as a part of their job responsibilities. Spouses employment status was indicated as full time, part time, or not employed outside the home.

Teaching Experience was measured directly in years.

Age of the respondent was figured by having them indicate the year in which they were born. Additional members of the teacher's household were listed by their relationship (i.e. husband, wife, son, daughter, mother) and their age was also determined by indicating the year in which they were born.

Home Satisfaction Scale

A list of twelve items related to home life were measured on a four point Likert type scale ranging from very satisfied to very dissatisfied. An additional fifteen items related to home satisfaction were measured using the same scales with the option "not applicable" included for areas in which this might be appropriate, such as

children's school performance. Those individuals without children would have no one upon whom they would base an answer and would choose "not applicable" for items related to children. Based on item analysis results using Cronbach's Alpha, the index of reliability for the home satisfaction scale was .90.

Work Satisfaction Scale

A list of twenty-one items related to work life were measured on a four point Likert scale ranging from very satisfied to very dissatisfied. Based upon item analysis results using Cronbach's Alpha, the index of reliability for the work satisfaction scale was .89.

Administering the Questionnaire

The questionnaires were mailed to the teachers at their school addresses. The package sent to these teachers included the following:

1. A cover letter that outlined the purpose of the study, its support by the Virginia Tech Division of Vocational and Technical Education and the Virginia Department of Education, and the importance of the response by those sampled. (See Appendix B)
2. A copy of the questionnaire itself. (See Appendix A)
3. A stamped, self-addressed envelope in which to return the completed questionnaire.

The questionnaire package was mailed out on Friday, January 23, 1987.

Postcard Reminder

The teachers were asked to respond by February 5, 1987. Subsequently, to those whose questionnaires were not received by this time, a postcard was sent (See Appendix B) thanking those who had returned the questionnaire and urging completion by non-respondents. Those who had not received the package were instructed to call or write as indicated on the postcard.

Follow-up Mailing

A second mailing of the questionnaire was conducted. The package was sent to those who had not yet responded by returning completed surveys and contained another copy of the questionnaire as well as a self-addressed stamped envelope. Included in this package was another cover letter (See Appendix B) stressing the importance of the study and their individual response.

Telephone Follow-up of Nonrespondents

Two weeks after the second mailing of the questionnaire, a 10% sample of the remaining nonrespondents were contacted by telephone. They were asked selected questions from the survey as a check for nonresponse bias. Results indicated

no important differences in the answers given by the respondents and the nonrespondents.

Data Analysis

A two-way analysis of variance was used to examine whether the independent variables (home satisfaction and children) made a difference in the dependent variable (work satisfaction). The interaction of the two independent variables was also explored. The Tukey procedure was used to compare the differences between means.

Mean home satisfaction scores were calculated for analysis. Each Likert scale item was assigned a value from 1 to 4, with 1 representing very dissatisfied, 2 dissatisfied, 3 satisfied, and 4 very satisfied.

Home satisfaction mean scores were calculated for each individual by summing the scores for each item and then dividing this total by only the number of items to which the individual responded. All "not applicable" responses were omitted from the calculations. Thus, the number of total items used to determine each individual mean home satisfaction score varied. The mean home satisfaction scores were then divided into high, medium and low for analysis.

Similarly, a mean work satisfaction score was calculated by assigning a point value to each level of response on the Likert-type scale, with 1 representing very dissatisfied, 2

dissatisfied, 3 satisfied, and 4 very satisfied. Summing these values for all of the 21 items used to measure work satisfaction and then dividing by the total number of responses for each individual provided a mean work satisfaction score for each respondent.

Chapter 4

RESULTS

This chapter presents the results of a study of the work and home satisfaction of a sample of Virginia home economics teachers. Demographic information is described to give a profile of the sample. Findings are described in relation to the four research questions and address (1) the satisfaction of Virginia home economics teachers with aspects of their home and work lives, (2) the difference in work satisfaction scores of teachers with different levels of home satisfaction scores, (3) the difference in work satisfaction between Virginia home economics teachers who have children and those who do not, (4) the interaction between home satisfaction and the presence or absence of children.

Demographic Findings

All of those responding were female, with 83% white and 17% black. A majority (76%) were currently married, while 13% had never married, 7% were divorced, 3% were separated, and less than 1% were widowed. Almost 40% reported having a master's degree or additional graduate study. The length of time in the teaching profession ranged from one to 38 years with 50% having taught twelve years or longer. A high percentage (92%) reported that in addition to their

regular teaching duties they also advise a student vocational organization. Seventy-four percent of the responding teachers were from dual-earner families, reporting that both they and their spouses were employed full time. In part, as a consequence of this, family income for this group was relatively high with 65% reporting incomes of at least \$35,000. and 35% of this group reporting incomes of \$50,000. and above. Family composition varied with over 54% reporting that they had no children living in their home. Of those remaining, 22% had one child, 20% had two, and less than 4% reported having three or more children in their family.

Major Study Variables

For this study the major variables examined to answer the research questions included home satisfaction, work satisfaction, and the presence or absence of children in the home.

Home Satisfaction

Based on analysis of home satisfaction mean score frequencies, teachers who answered less than 20 of the 27 items were not included in the final analysis, leaving a sample of 120 for this scale. Including individuals who had responded to less than 20 items may have compromised the validity of the data. Using a Likert type scale with

possible scores of 4 = very satisfied, 3 = satisfied, 2 = dissatisfied, and 1 = very dissatisfied, the range of all home satisfaction mean scores ranged from 2.30 to 3.64 with a mean of 2.93 and a standard deviation of .279.

Of the 27 home and family items, those with which this group of teachers were most satisfied included personal habits, housing, health of family members, personal health, and household furniture and appliances. Those home and family items with which this group of teachers were least satisfied included amount of time for self, division of household duties, time together as a family, family schedule, and sense of control over life events. The mean scores and standard deviations for all 27 items related to home satisfaction are presented in Table 1 with a possible range of 4, very satisfied, to 1, very dissatisfied.

Table 1

Means and Standard Deviations of Home Satisfaction Items

Item	Mean	SD
Personal habits (smoking, drinking, drug use)	3.64	.549
Housing	3.52	.566
Health of family members	3.42	.561
Personal health	3.36	.489
Household furniture and appliances	3.33	.540
Children's school performance	3.30	.637
Emotional support from friends	3.30	.529
Amount family members express affection	3.27	.626
Child care	3.21	.415
Emotional support from relatives	3.15	.566
Children's behavior	3.12	.600
Support from the church	3.12	.600
Emotional support from children	3.06	.609
Services from community resources	3.03	.305
Family togetherness	3.00	.661
Total family income	3.00	.612
Family's ability to resolve conflict	2.97	.529

Note. 4 = very satisfied, 3 = satisfied, 2 = dissatisfied, 1 = very dissatisfied. n = 120.

Table 1 (cont.)

Item	Mean	SD
Method of handling money	2.97	.467
Quality of family daily diet	2.91	.631
Communication among family members	2.88	.696
Division of parenting responsibilities	2.88	.740
Quality of daily diet	2.88	.696
Sense of control over life events	2.79	.485
Family schedule	2.73	.674
Time together as a family	2.64	.699
Division of household duties	2.55	.754
Amount of time for self	2.30	.637

Note. 4 = very satisfied, 3 = satisfied, 2 = dissatisfied, 1 = very dissatisfied. n = 120.

Work Satisfaction

Again with the possible scores of 4 = very satisfied, 3 = satisfied, 2 = dissatisfied, and 1 = very dissatisfied the work satisfaction mean scores for all items ranged from 2.55 to 3.33 with a mean of 2.92 and a standard deviation of .324. No study subject had more than two missing items for this scale.

The work related items which the responding teachers found most satisfying included amount of commuting time, amount of control over the job, opportunity to work independently, friendships at work, and work performance evaluation. Of the 20 work related items those with which the teachers were least satisfied included flexibility of work schedule, opportunities for advancement, salary, meal and break time, and prestige of work.

The mean scores and standard deviations for all 20 work related items are presented in Table 2 with a possible high of 4, very satisfied, and a low of 1, very dissatisfied.

Table 2

Means and Standard Deviations of Work Satisfaction Items

Item	Mean	SD
Amount of commuting time	3.33	.595
Amount of control over how you do your job	3.33	.595
Opportunity to work independently	3.21	.485
Friendships at work	3.18	.528
Work performance evaluation	3.12	.545
Support from administration	3.09	.631
Challenge of the job	3.06	.496
Working conditions/physical environment	3.06	.609
Variety of work tasks	3.03	.529
Work expectations	2.94	.556
Work policies and regulations	2.94	.609
Job security	2.91	.631
Work schedule	2.82	.528
Number of hours worked per week	2.73	.674
Amount of energy required on the job	2.72	.761
Fringe benefits	2.70	.728
Prestige of work	2.70	.728

Note. 4 = very satisfied, 3 = satisfied, 2 = dissatisfied, 1 = very dissatisfied. n = 132.

Table 2 (cont.)

Item	Mean	SD
Meal and break times	2.64	.653
Salary or pay	2.64	.653
Opportunities for advancement	2.57	.663
Flexibility of work schedule	2.55	.711

Note. 4 = very satisfied, 3 = satisfied, 2 = dissatisfied, 1 = very dissatisfied. n = 132.

Analysis of Variance

A two-way analysis of variance was conducted to address the last three research questions. The second research question looked at whether home satisfaction made a significant difference in the work satisfaction of Virginia home economics teachers. The two-way analysis of variance (ANOVA) found that home satisfaction did make a significant difference in work satisfaction. Because 12 people failed to complete enough of the home satisfaction items, their data were not included in the analysis of variance. As a result, the work satisfaction for the purposes of this ANOVA is based on 120 cases. Table 3 presents the results of this analysis.

The other main effect, children, addressed in question three was tested and not found to be significant. The presence or absence of children alone made no significant difference in the work satisfaction of the teachers.

Table 3

Analysis of Variance for Work Satisfaction

Source	df	Sum of Squares	F	p<
Home satisfaction	2	2.112	12.266	.000
Children	1	.188	2.189	.142
Home-children	2	.090	.520	.596
Unexplained error	114	9.814		

Note. n = 120.

The final research question focused on whether home satisfaction and the presence or absence of children in the family made a difference in work satisfaction. It was found that this interaction made no statistically significant difference in work satisfaction for this group of Virginia vocational home economics teachers.

For further analysis, the total number of home satisfaction mean scores were divided into low, medium, and high categories based on the frequency distribution. The

range of low scores (Group I) was 2.52-2.96, medium scores (Group II) ranged from 2.97-3.17, and high scores (Group III) ranged from 3.18-3.93. Respondents were also divided into those with and those without children at home.

At all three levels of home satisfaction (low, medium, and high) teachers with children were found to be more satisfied with their work than those with no children. However, the difference was not statistically significant (Table 4 and Figure 1). Tukey's analysis of mean differences found no significant difference between the mean work satisfaction scores for the low (mean = 2.77) and the medium (mean = 2.89) home satisfaction groups. However, a statistically significant difference was found between the mean work satisfaction scores for the low and the high (mean = 3.09) home satisfaction groups. A statistically significant difference was also found between the means of the middle and high home satisfaction groups.

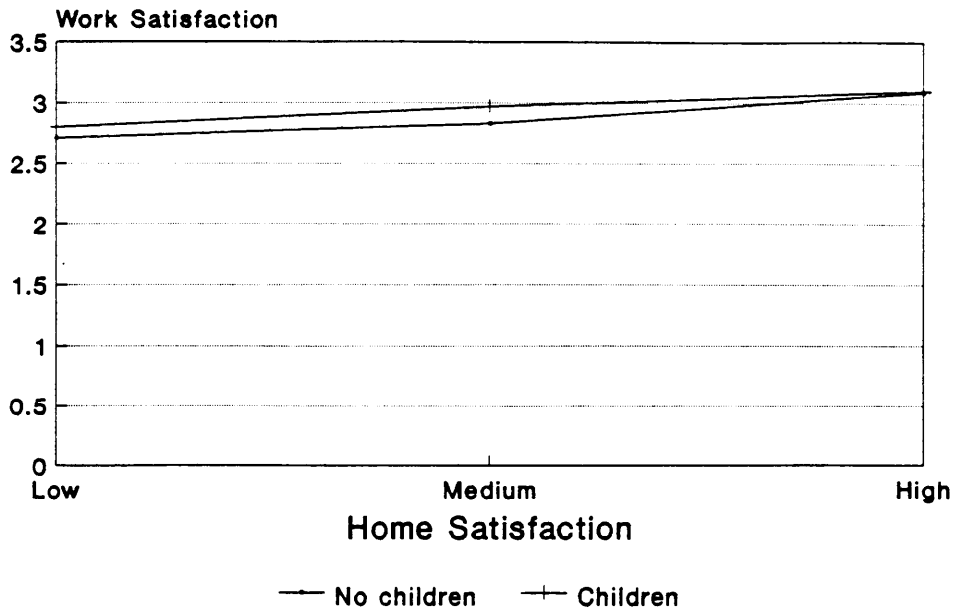
Table 4

Means and Standard Deviations for Work Satisfaction by Home Satisfaction and Children

Home Sat.	<u>Total</u>			<u>No Children</u>			<u>Children</u>		
	n	Mean	SD	n	Mean	SD	n	Mean	SD
Group I (Low)	31	2.766	.270	12	2.714	.260	19	2.799	.278
Group II (Med)	46	2.892	.258	27	2.833	.235	19	2.975	.273
Group III (High)	43	3.093	.341	22	3.086	.338	21	3.099	.353

Note. n = 120.

Figure 1. Work and Home Satisfaction Mean Scores



Chapter 5

CONCLUSIONS AND DISCUSSION

In the final chapter, a brief overview of the study and a summary of the survey results are presented first. The next section is a discussion of the specific items identified by the teachers related to the most satisfactory and the least satisfactory aspects of their work and home life. Based on study findings and conclusions, suggestions that others might use in future research in the area of work and family are discussed.

This study of Virginia home economics teachers provides a description of a group of teachers who were all female and the majority of whom were white, well-educated, and part of a dual-earner marriage. The results indicate a relatively high level of satisfaction with both home and work. The level of home satisfaction of the teachers sampled made a significant difference in their satisfaction with their work. While having children or not having children was not found to be statistically significant, at every level of home satisfaction those with children had a higher mean work satisfaction score.

As Holley and Kirkpatrick (1987) found in their study of secondary home economics teachers, this group of Virginia vocational home economics teachers indicated satisfaction with both their home and work. They may bring to both of

these roles unique characteristics based, in part, on their background and training which better enables them to cope with the complexities which accompany both of these areas in their lives (Engelbrecht & Nies, 1988; Holley & Kirkpatrick, 1987).

While child care has been found to be a source of potential conflict for many dual-earner families (Barnett & Baruch, 1985; Bird & Bird, 1986; Dail, 1982) for this group of teachers those responding that they were satisfied with their child care arrangements is higher than might be expected. While for some this may be due, in part, to their work day coinciding with their children's school day, schedule flexibility in their work life was one of the issues with which they were the least satisfied. While our sample is all female, this issue may be important for all family members. Cohen (1987) found that for some men having a flexible work schedule provided them the opportunity to enhance and expand their family involvement. Those who worked an early or late shift could choose to spend the time they were not at work with their children. As pointed out earlier, the family income for this group is relatively high. This may also help to ease child care arrangements which could burden those individuals and families in lower income situations.

Several of the items with which this group of Virginia teachers expressed the least satisfaction relate to

scheduling, time, or the lack of it. Those items include family schedule, time together as a family, schedule flexibility on the job, and amount of time for self. While others have found that time, or at least uncommitted time, is a limiting factor for dual-earner families, Nollen (1979) indicates that it could be an important and overlooked employee benefit and morale builder. He found significant reports of increased productivity in companies which used flextime. This is certainly a potentially untapped resource for schools, because teachers often have unscheduled time in their day when flexibility might be possible. It may be inferred that the item, control over life events, might also, in part, refer to the element of time, as busy dual-earner families struggle to meet all the expectations and fulfill the multiple roles that their lives demand.

As noted earlier, the division of household duties continues to be an issue for many families (Cohen, 1987; Pleck, 1985), and this group of teachers is no exception. While some change has taken place, dissatisfaction with this area continues, indicating that further investigation and further compromise may be needed.

Teachers, at least in their own classrooms, have a relatively high degree of autonomy in their work. Satisfaction with this aspect of the job is expressed in the positive responses to working independently and in the

satisfaction expressed with the amount of control they feel they have over their job. This seems to agree with speculation that past research has overemphasized simply the amount of time at work. Instead, recent studies have found that job satisfaction, degree of autonomy at work, and the job demands are just as important as the sheer number of hours at work in predicting time shortages for performing family roles (Katz & Piotrkowski, 1983; Voydanoff & Kelly, 1984).

A social factor, friendships at work, was an item with which this group of vocational home economics teachers was satisfied. A similar item, emotional support of friends, was also a highly rated item on satisfaction related to home and family factors. It might be assumed that at least some of those friendships crossover and carry over between work and family. This is possibly an important area of interaction for these two spheres which may have been overlooked in the past.

These Virginia vocational home economics teachers were least satisfied with work factors which centered mostly around financial issues related to salary and fringe benefits. Although they did express satisfaction with total family income, it could be inferred from this response that much of that comes from their spouses' contribution. Teachers continue to be underpaid for the important work they do and chances are that salary will

continue to be an issue until that changes. This group of teachers' reported dissatisfaction with opportunities for advancement and their work prestige. Teaching still possesses no clear, well-defined hierarchical tract or salary and power schedules based upon promotion (Dillon, 1978). This dissatisfaction may be due, in part, to feeling powerless to change these things in their immediate work situations. Hopefully, issues which are being raised on the national level by task forces such as the Holmes Group, like improving the professional image of teaching, merit pay and master teacher designations, will provide more actual and perceived control for teachers over their jobs and their future (Holmes Group, 1986).

In-service and pre-service home economics teacher education should continue to focus on skills for combining work and family roles. The more clearly and skillfully that teachers are able to manage their own work and family life the better they are able to help students. While this group of Virginia teachers is generally satisfied they too deal with the complex issues of work and family every day in their homes, jobs, and relationships. In the future home economics teacher educators may want to enhance and expand this topic to identify specific issues in both areas which the teachers feel need to be addressed.

The importance of the interaction of work and family belongs also as a major topic in public school home

economics curricula. Future emphasis must, however, be on the successful combination and interrelatedness of these two areas, not simply, as in the past, on the accommodation of the home and family to the workplace. In the classroom the teachers are able to present the students with instruction and experience in specific issues and units related to the interaction of work and family life. Both in and out of the classroom the teachers may also serve as role models for the students, as individuals who are generally satisfied with their own successes at combining family and work. This satisfaction may also prove helpful as a recruiting tool for students considering a future in home economics.

One way in which this might be presented in the classroom is by using the models of Chow and Berheide (1988) to increase awareness of the issues individuals face trying to integrate work and family. Students can use these models to link personal problems to larger social issues. Students might be separated into groups and presented with a real life problem faced by dual-earner families, such as family relocation because of a promotion offered to one of the employed spouses. Each group would then discuss the issue, look at it from a variety of perspectives, and then come back to present their arguments and lead the discussion for the entire class. Discussion can include weighing the costs and the benefits, the

practical implications, and ways to handle the conflicts which may arise. Perhaps most importantly in a supportive atmosphere, students can be guided in examining their own beliefs about family and work, and see if their current and proposed future behaviors are consistent with these stated values. The topic of work and family provides an ideal issue for incorporating a variety of teaching strategies such as role playing, brainstorming, working in small groups, panel presentations, guest speakers and case studies. It is a topic which in one aspect or another will continue to affect students for their entire lives.

Implications for Further Research

While there was a general level of satisfaction in this group of teachers, they too deal with all of the complex issues which confront all working people. In the future home economics educators will want to expand this area of their curriculum to identify specific issues and problems related to work and family which they feel need to be addressed. As we move quickly towards the twenty-first century, home economics is one of the ideal arenas, possessing professionals with a unique combination of skills and knowledge, to help with this complex area.

Future research might expand on the importance of social networks and friendships as they relate to work and home satisfaction. This was an important issue for this group

of teachers and understanding it better might be relevant for both employers and employees. Further investigation might also be enhanced by including the entire family unit and finding out how all members are affected by work and home issues. If this is not possible a small sub-sample of families might be drawn from the larger study.

Clearly, this group of Virginia home economics teachers provides a positive picture for individuals considering this field, expressing satisfaction with both their home and work lives. They have also helped to designate specific issues in both their jobs and their families which might be addressed in the future for their personal and professional development. The more clearly issues of importance for all current and future workers in all fields can be defined, the better they can be assisted in satisfactorily combining their work and family lives.

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APPENDIX A

WORK AND HOME SATISFACTION

QUESTIONNAIRE

This survey is an effort to determine how vocational education teachers in Virginia feel that their home lives affect their work and how their work lives affect their home and family.

Please answer all of the questions. If you wish to comment on any question or qualify your answer, please use the margins or a separate sheet of paper.

This survey is part of a research study funded by the Virginia Department of Education.

Thank you for your help.

Please return this survey by February 5, 1987 to:

Dr. Penny L. Burge
Vocational and Technical Education
212 Lane Hall
Virginia Tech
Blacksburg, VA 24061

Code # _____

WORK AND HOME SATISFACTION QUESTIONNAIRE

Please place a check () in the appropriate blank/box or supply the information requested for each of the questions below.

1. What is your gender?
 MALE FEMALE

2. What race do you consider yourself?
 BLACK WHITE OTHER (Please specify) _____

3. What is your current marital status?
 NEVER MARRIED MARRIED SEPARATED DIVORCED WIDOWED

4. What is your highest level of education?
 HIGH SCHOOL DIPLOMA OR GED BACHELOR'S DEGREE (FOUR YEAR COLLEGE OR UNIVERSITY)
 SOME EDUCATION OR JOB TRAINING AFTER HIGH SCHOOL MASTER'S DEGREE
 ASSOCIATE DEGREE GRADUATE EDUCATION BEYOND THE MASTER'S

5. What is your family's total income per year?
 LESS THAN \$10,000 \$20,000 TO \$24,999 \$35,000 TO \$49,999
 \$10,000 TO \$14,999 \$25,000 TO \$34,999 \$50,000 OR MORE
 \$15,000 TO \$19,999

6. Are you employed full or part time in your school system?
 FULL TIME PART TIME

7. If you are married, is your spouse employed?
 FULL TIME PART TIME NOT EMPLOYED OUTSIDE THE HOME

8. Do you advise a vocational student organization?
 YES NO

9. How many years teaching experience do you have? _____ YEARS

10. Please list the year you were born beside the word "SELF" on line 1 below, then list all persons who live in your household. Identify each person as your wife, husband, friend, son, daughter, mother, etc., rather than by name, and list the year each person was born.

PERSON	RELATIONSHIP TO YOU	YEAR BORN
1	SELF	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____
6	_____	_____
7	_____	_____
8	_____	_____
9	_____	_____
10	_____	_____

11. Please respond to each of the following home and family factors by placing a check mark (✓) to the right of each factor and below each question: (1) How satisfied are you with this factor of your home life? (2) What effect do you think it has on your work life? Please answer both questions for all factors.

EXAMPLE:

HOME & FAMILY FACTORS	Question #1				Question #2			
	How satisfied are you with this factor of your home life?				What effect do you think it has on your work performance?			
	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Very Positive	Positive	Negative	Very Negative
Amount of time for self		✓			✓			

HOME & FAMILY FACTORS	Question #1				Question #2			
	How satisfied are you with this factor of your home life?				What effect do you think it has on your work performance?			
	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Very Positive	Positive	Negative	Very Negative
1. Housing								
2. Household furniture and appliances								
3. Personal health								
4. Emotional support from relatives								
5. Emotional support from friends								
6. Services from community resources								
7. Amount of time for self								
8. Sense of control over life events								
9. Personal habits (smoking, drinking, drug use, etc.)								
10. Quality of daily diet								
11. Total family income								
12. Method of handling money								

PLEASE CONTINUE TO QUESTION 12

12. Please respond to each of the following home and family factors that apply to you by placing a check mark (✓) on the appropriate line beside each factor and below each question: (1) How satisfied are you with this factor of your home life? (2) What effect do you think it has on your work life? Please answer both questions for all factors.

If the home and family factor does not apply to you, please place a check mark in the Not Applicable (N/A) column. For example, if you do not have children in school, you would check the N/A column beside "children's school performance."

HOME & FAMILY FACTORS	Question #1 How satisfied are you with this factor of your home life?				Question #2 What effect do you think it has on your work performance?				
	N/A	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Very Positive	Positive	Negative	Very Negative
1. Health of family members									
2. Support from the church									
3. Emotional support from children									
4. Child care									
5. Children's behavior									
6. Children's school performance									
7. Family schedule									
8. Time together as a family									
9. Division of household duties									
10. Division of parenting responsibilities									
11. Family's ability to resolve conflict									
12. Communication among family members									
13. Family togetherness									
14. Amount family members express affection									
15. Quality of family daily diet									

16. Overall, how satisfied are you with your home life?
 VERY SATISFIED SATISFIED DISSATISFIED VERY DISSATISFIED

17. Overall, what effect do you think your home life has on your work performance?
 VERY POSITIVE POSITIVE NEGATIVE VERY NEGATIVE

13. Now we would like you to think about how your work satisfaction affects your home life. Please respond to each work factor by placing a check mark (✓) on the appropriate line beside each factor and below each question: (1) How satisfied are you with this factor of your work? (2) What effect do you think it has on the quality of your home life? Please answer both questions for all factors.

WORK FACTORS	Question #1 How satisfied are you with this factor of your work life?				Question #2 What effect do you think it has on the quality of your home life?			
	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Very Positive	Positive	Negative	Very Negative
1. Salary or pay								
2. Number of hours worked per week								
3. Work schedule								
4. Flexibility of work schedule								
5. Fringe benefits								
6. Working conditions/ physical environment								
7. Job security								
8. Work policies & regulations								
9. Meal and break times								
10. Amount of commuting time								
11. Prestige of work								
12. Amount of energy required on the job								
13. Friendships at work								
14. Support from administration								
15. Work performance evaluation								
16. Opportunity to work independently								
17. Amount of control over how you do your job								
18. Variety of work tasks								
19. Opportunities for advancement								
20. Challenge of the job								
21. Work expectations								

22. Overall, how satisfied are you with your work?
 VERY SATISFIED SATISFIED DISSATISFIED VERY DISSATISFIED
23. Overall, what effect do you think your work has on the quality of your home life?
 VERY POSITIVE POSITIVE NEGATIVE VERY NEGATIVE
24. How difficult is it for you to combine work and family responsibilities?
 NOT DIFFICULT AT ALL SLIGHTLY DIFFICULT DIFFICULT VERY DIFFICULT

PLEASE CONTINUE TO QUESTION 14

14. Certain situations can make our lives stressful. For each of the following situations that are present in your life, place a check in the appropriate box beside the situation to tell how stressful it is to you. If the situation is NOT present in your life, place a check mark ONLY in the Not Applicable (N/A) column.

Example

SITUATION	How stressful is this situation to you?				
	N/A	Not Stressful	Slightly Stressful	Stressful	Very Stressful
problems with children				✓	

SITUATION	How stressful is this situation to you?				
	N/A	Not Stressful	Slightly Stressful	Stressful	Very Stressful
1. Seriously or frequently ill family member					
2. Disabled or handicapped family member					
3. Recent loss of family member due to death, divorce, or separation					
4. Major change in work					
5. Major change in family					
6. Single parenting					
7. Problems with children					
8. Legal difficulties					
9. Frequent unemployment					
10. Financial problems					

15. We may be contacting a small group of teachers to schedule telephone interviews in order to supplement the information from the questionnaire. Would you be willing to participate?
 YES NO

We thank you for your contribution to this effort. If there is anything else that you would like to tell us about the effects of your home and family life on your work and the effects your work has on your family life, please use this space. Also, any comments you wish to make that you think may help us in future studies about work and family life will be appreciated.

APPENDIX B

VIRGINIA TECH

Division of Vocational &
Technical Education

College of Education
Blacksburg, Virginia 24061

January 23, 1987

Dear Vocational Education Teacher:

As a professional who must function both at home and at work, you may have felt work pressures or satisfactions affecting your home life. Likewise, you may have felt that things at home affected your work performance. Understanding this relationship between work and home is important to the aims and purposes of vocational education.

You have been chosen from a randomly selected sample representative of all vocational teachers in Virginia to participate in a study carried out by the Virginia Tech Division of Vocational and Technical Education to better understand this relationship between the workplace and home. As a vocational teacher, you have the personal and professional experience to provide the information to make this study successful. Whether you are single or married, have a family or live alone, are a new or an experienced teacher, your participation is important to the purpose of this study.

You are asked to respond to this questionnaire candidly with an assurance that your responses will be treated confidentially. The code number at the bottom of the questionnaire will be used only for follow-up purposes. Only group responses will be reported. Your name will never be associated with your responses.

This study is funded by the Virginia Department of Education, and your superintendent and director of vocational education have been informed that one or more teachers from your district may be asked to complete the questionnaire.

Please return the completed questionnaire by February 5, 1987, in the enclosed self-addressed envelope.

Thank you for your help.

Sincerely,

Penny L. Burge
Associate Professor
Vocational and Technical Education

Daisy L. Stewart
Associate Professor
Vocational and Technical Education

Virginia Polytechnic Institute and State University

Recently a questionnaire was mailed to you asking you to share some information concerning the relationship between your home life and work life. Your name was drawn through a random sampling of vocational teachers in all program areas of Virginia.

If you have already completed the questionnaire and returned it to us, please accept our sincere thanks. If not, please do so today. Because it has been sent to a representative sample in each vocational program area, it is important that your responses be included if the results are to represent accurately the opinions of Virginia vocational teachers.

If you did not receive the questionnaire or if it has been misplaced, please call either of us at (703) 961-5377, and we will mail you another one immediately.

Sincerely,

Penny L. Burge, Associate Professor
Vocational and Technical Education

Daisy L. Stewart, Associate Professor
Vocational and Technical Education

VIRGINIA TECH

Division of Vocational &
Technical Education

College of Education
Blacksburg, Virginia 24061

February 10, 1987

Dear Vocational Education Teacher:

About three weeks ago, we wrote seeking your participation in a study to understand the relationship between the workplace and the home. As of today, we have not received your completed questionnaire.

Our research unit has undertaken this study to help strengthen vocational education's aim of meeting the needs of the home and workplace. It is our belief that vocational teachers can best help us with this goal.

We are writing to you again because of the significance each questionnaire has to the usefulness of the study. Your name was drawn through a scientific sampling in which every vocational education teacher in Virginia had an equal chance of being selected. In order for the results of this study to be truly representative of the experiences of all Virginia vocational education teachers, it is essential that all persons in the sample return their questionnaires.

In the event that your questionnaire has been misplaced, a replacement is enclosed.

Your cooperation is greatly appreciated.

Sincerely,

Penny L. Burge
Associate Professor
Vocational and
Technical Education

Daisy L. Stewart
Associate Professor
Vocational and
Technical Education

Virginia Polytechnic Institute and State University

**The vita has been removed from
the scanned document**