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University of North Carolina at Greensboro,
Ph.D., 1973
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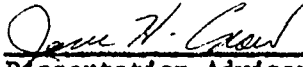
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Thelma Lee Hinson

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HINSON, THELMA LEE. Factors Influencing the Use of Economic Resources for Family Living Among Selected Low-Income Urban Families in North Carolina. (1973) Directed by: Dr. Jane H. Crow. Pp. 127.

This was an exploratory study among 105 low-income families in a Turnkey III housing project in Charlotte, North Carolina for factors influencing the use of economic resources and thereby contributing to or blocking their economic well-being. Its objectives were: (1) to identify specific factors related to families' use of economic resources: values, goals, success in goal achievement, behavior patterns in procuring and using economic resources, financial problems, and families' satisfaction with life style; and (2) to examine relationships among those factors.

Data were collected from homemakers by personal interview and examined by frequency counts, percentages, Chi-square, t-test, correlation, and multiple regression analyses. A significance level at the .05 critical value was accepted for the study.

Differences relative to race and family size were few. Black families were larger in average size than white families. Significant differences in race revealed that:

1. Black wives had a higher level of education
2. More members of black families were employed
3. Black families experienced greater difficulty with saving money
4. Black families had higher levels of satisfaction for the amount of life insurance owned and the families' contributions to community activities
5. White families perceived a higher level of success in goal achievement
6. White families had higher levels of satisfaction with the amount of education that could be provided for the children, information available on family living, community services, and public transportation available

Differences in family size revealed that: large families had greater difficulty with meeting needs with income available, and small families were more satisfied with goods such as food and clothes.

Families identifying health, improved living, and financial security as dominant values significantly: (1) experienced less difficulty with financial problems, (2) exerted greater efforts toward procuring and using economic resources, and (3) perceived higher levels of success in goal achievement.

Families with increased activity in goal-setting indicated significantly: higher educational levels for wives; increased efforts toward acquiring knowledge, decreased satisfaction with amount of family income, and increased efforts toward procuring resources and in planning. Families having a higher perception of success in goal achievement noted significantly: decreasing difficulty with financial problems, increasing efforts toward procuring and using economic resources, and higher levels of education for the wives.

The families' most dominant behavior in procuring and using economic resources pertained to the procurement of resources, family cooperation, and shopping; whereas, the use of public facilities and services, acquiring knowledge, and providing for financial security were the least-used practices reported most frequently. As family behavior in the procurement and use of economic resources increased, difficulty with financial problems decreased. The families' behavior in acquiring knowledge as a basis for action correlated positively and significantly with all other behavioral patterns in procuring and using economic resources and with the number of types of goals expressed.

More than one-half of the families had difficulty with inadequate money for needs and wants, inability to save, and unexpected expenses. Families experiencing high levels of difficulty with financial problems were significantly less active in procuring and using economic resources, and the homemakers had lower levels of education. Families' satisfaction with life style was influenced inversely by the level of difficulty with financial problems and the educational level of the wives.

Significant relationships among factors studied revealed lower levels of variance than might have been expected. It was concluded that the homogeneity of families constrained variability and partially accounted for the low variance.

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CHAPTER I

INTRODUCTION

The quality of life an individual or family enjoys or endures is dependent on the supply of available resources and the returns realized from those resources. Many families experience financial difficulties, crises, or inadequate life styles because they lack an adequate supply of economic resources or the ability to effectively manage the resources that are available to provide for their economic well-being. Economic problems, promoted by advancing technology and rapid social and economic changes, are increasing for all families. This trend indicates that the economic success of the family will depend more and more on its ability to anticipate risks and opportunities, make decisions for the future, and direct the use of its resources toward these decisions.

Since literature indicates that a family's well-being is basically dependent on the supply and management of its financial resources, it is believed that further education to promote competent management would enable the family to better cope with its problems and to improve its style of life. This study was designed to provide some understanding of families' management of economic resources and factors influencing this behavior as a basis for developing and implementing educational opportunities relative to effective resource management for improved family living.

RATIONALE FOR STUDY

Basically, all people, regardless of how they express themselves, need to understand their situation in the world in a realistic manner and acquire skills which will permit them to cope satisfactorily with daily living (MacLennan, 1971:320). Information about the needs, interests, values, and managerial behavior of families in respect to their economic resources is too limited for educators to adequately guide and prepare families for coping effectively with situations in life. Burk (1966:440) stated:

. . . we know much about how families spend their money and something about families who lack money to buy the things we think they need. But we know little about why families spend money in the ways they do And we know even less about how to change their earning and spending decisions and actions.

Barton and Gilchrist (1970:389) emphasized concern about the lack of information identifying the values, needs, and interests of the lowest strata of society while large quantities of public resources are directed toward improving their living situations. They stressed the need for more knowledge about these people if greatest gain is achieved in improved living situations.

Family economists seem to agree with Morgan (1968:39) on the need for information about all families:

We need to know to what extent families really do control their own destinies, and the processes by which their own attitudes and aspirations and behavior patterns interact with their economic status. Out of such a study, we should be able to develop a better national policy to eliminate dependency where we can but, in any case, to eliminate poverty.

In the southern region of the United States, the incidence of economic deprivation among families is high. In 1970, 39 percent of

all families had an income of less than \$7,000 (U.S. Department of Commerce, 1972:324). Based on the consumer prices in the Spring of 1970, the Bureau of Labor Statistics estimated the need of \$6,960 for an urban family of four to maintain a low level of living and \$10,664 for the same family to maintain an intermediate level of living (U.S. Department of Agriculture, 1971:22). An increasing number of families experience financial difficulties. Personal bankruptcy petitions filed for fiscal 1970 increased 5.1 percent over 1969 (Booth, 1971:53). Although the increase for 1971, 2.3 percent over 1970, was less than for the previous year, too many families experienced personal bankruptcy (Booth, 1972:51).

A similar situation of economic deprivation existed in North Carolina in 1970. According to the Bureau of Census (1972:201), 44 percent of North Carolina families had incomes below the Bureau of Labor Statistics budget estimate for a low level of living, and another 22 percent had incomes below the budget estimate for an intermediate level of living. "Managing family finances" was identified by young North Carolina homemakers as their greatest homemaking problem in a 1968 study (Consumer and Homemaking Education Division, 1970:28). These facts emphasize the families' need for maximizing returns from existing resources to improve the quality of living. These data also illustrate the challenge to family living educators to provide families with meaningful information and training.

This study was oriented to families with the economic limitations specified by Turnkey III Housing policy in North Carolina. Turnkey III housing is an urban development project designed for both black and

white low-income families who have the economic potential to become home owners. The houses are federally financed and the program is administered by local housing authorities.

Families occupying the Turnkey III housing in Charlotte, North Carolina, in 1972 had, at the time of admission, an adjusted income ranging from no more than \$5,375 for a family of two persons to a maximum of \$6,625 for a family of eight or more persons. The adjusted income was derived after special deductions from the family's gross income of \$100 for each family member, hospital insurance premiums, union dues, cost of work uniforms and tools, and contributions to aged or disabled relatives (Rogers, 1972). Each family leases a Turnkey III house and pays 20 percent of its adjusted income for rent. Eligibility of the family for continued occupancy is examined each year and needed rental adjustments made. When the family income increases sufficiently to permit obtaining a conventional home loan, the family must do so or move from the house. If the family buys the house, a portion of the rent it has paid is allowed as equity (Flowers, 1970).

Families leasing these Turnkey III houses were offered eight hours of preoccupancy and 24 hours of postoccupancy training in respect to various aspects of renting and home ownership responsibilities, home maintenance, and family living. Approximately two hours of the pre-occupancy training was devoted to money management and the use of credit. This training for Turnkey III residents participating in this study was conducted by the Extension Service and other related educational agencies.

Data from this study should have worthy implications for educators concerned with family living education. It should be especially valuable to those educators charged with developing and implementing programs to aid the low-income families in improving the quality of their lives.

PURPOSE OF STUDY

An exploratory search among low-income families in one North Carolina Turnkey III housing project was made for: (1) factors contributing to or blocking their economic well-being and (2) significant relationships existing among those factors.

The specific objectives for the study were:

1. To identify specific factors related to the family's use of economic resources, namely:
 - A. Values: economy, health, knowledge, improved living, security, solvency, sharing, conspicuous consumption
 - B. Expressed family goals
 - C. Self evaluation of success in achieving family goals
 - D. Dominant behavior patterns in procuring and using economic resources
 - E. Financial problems
 - F. Family's satisfaction with its life style
11. To examine existing relationships between the family's:
 - A. Dominant values and identified goals, evaluation of success in achieving goals, dominant behavior patterns in procuring and using economic resources, difficulty with financial problems, and satisfaction with life style
 - B. Identified goals and evaluation of success in goal achievement, dominant behavior patterns in procuring and using economic resources, difficulty with financial problems, and satisfaction with life style
 - C. Evaluation of success in achieving goals and dominant behavior patterns in procuring and using economic resources, difficulty with financial problems, and satisfaction with life style
 - D. Dominant behavior patterns in procuring and using economic resources and difficulty with financial problems, and satisfaction with life style

DEFINITION OF TERMS

For the purpose of this study, the following definitions were used.

Family--" . . . a group of individuals living together in one household and performing many family functions" (Schlater, 1970:2).

Values--conceptions of whatever is desirable enough to direct behavior by influencing choices from among possible courses of action.

Values selected for use in the study were:

1. Economy--getting the best buys for family purpose
2. Health--having good health
3. Knowledge--knowing goods and prices on the market
4. Improved living--providing a better life for the family
5. Financial security--having a good paying job and savings
6. Solvency--being able to pay debts when due
7. Sharing--having money or things to share with others
8. Conspicuous consumption--having things as good as or better than others

Dominant values--those values which are evidenced most frequently.

Goals--intentions for action which evolve into desired states of being.

Behavior patterns--actions performed for specific purposes including overt, physical action; internal, psychological, and emotional processes; and implicit mental activity.

Dominant behavior patterns--those actions aimed toward specific purposes which are evidenced most frequently.

Success in achieving goals--the homemaker's perception of her family's effective use of its economic resources.

Financial problems--any difficulties pertaining to the adequacy, procurement, or use of money in family living.

Life style--the family's way and content of living attained through production, utilization, exchange, and consumption of its resources. It includes working conditions, quality of consumption, leisure time, and a variety of freedoms and opportunities.

ASSUMPTIONS

The following general assumptions relative to the field of management were considered basic to this study because they promote achievement for family well-being.

1. Families control their well-being through their supply and use of economic resources.
2. Families vary in ability to control their well-being.
3. The family's use of its resources is based on its perceived values for living.
4. Optimum use of resources is essential if low-income families attain a satisfying style of life.
5. Productive activities in the home can make economic contributions to the family's well-being.
6. Education relative to resource procurement and use is needed for low-income families to improve their well-being.

CHAPTER II

REVIEW OF LITERATURE

This chapter presents literature pertinent to the family's use of economic resources for its well-being. It seeks to develop the rationale for optimal use of economic resources among low-income families as the major means for improving their style of living. Both management theory and related studies are presented in respect to factors believed to influence the family's procurement and use of resources.

QUALITY OF LIFE

The effective use of economic resources is mandatory if today's family attains and maintains a satisfactory quality of life. Various measures that indicate the quality of family life were found in the literature. Bogue (1969:391) stated:

The term 'economic status' . . . takes on substantive meaning at points along the scale: destitution, poverty, affluence, wealth. The statuses refer to the degree to which an individual or a family can have access first to the physical necessities, then to the amenities, and finally to the luxuries of life. . . . The amount of income that individuals and families receive is the most sensitive and most direct measure of economic well-being. This is true because it measures directly the resources that the family possesses in order to provide itself with the necessities of life--food, shelter, and so on Income that is received is expended in a more or less patterned way to provide the necessities of life and to care for both current and prospective future needs.

The family's major concern is income, both the size and security. The road to improvement of economic position is through increased rates of pay or profit, and wiser and more economical spending (Kyrk, 1953:36).

Economists' concern for the family's well-being pertains to getting ahead financially or materially. Financially progressing families are characterized by: (1) the existence of long range goals based on family values, (2) a habit of planning for goal achievement, (3) a vocational purpose and job interest, (4) an acceptable and workable system for handling money, (5) a willingness to understand money matters, and (6) an awareness of the need for and knowledge of thrift (Margolius, 1966:30).

Some family economists considered the extent to which the family has a surplus of funds to devote to future-oriented satisfactions to be a significant index of well-being (Bymers and Galenson, 1968:709). Other writers used the level of a family's satisfaction with its chosen or endured life style as a measure of well-being.

Satisfaction with the quality of American life was studied in a 1971 nationwide probability sample of individuals 18 years of age and older. Findings indicated that 77 percent of the participants were "satisfied" or "very satisfied" and only 9 percent were "dissatisfied" with life in the United States. Those most satisfied generally were the ones who had gained the least, those with the smallest incomes and least education. Forty-five percent of the people with an elementary school education were very satisfied as compared with 22 percent of the college graduates. In respect to income, 42 percent of those with a family income of less than \$3,000 were very satisfied; while only

31 percent of those with an income over \$17,000 were very satisfied. Young people were the least satisfied, and satisfaction increased progressively into the retirement years. Black people were less satisfied than were white people ("Quality of life," 1972:3).

In the American society too many families do not possess the means or the ability to attain a satisfactory life. The most important poverty gap is believed to be the one which arises out of the individual or family sense of ill-being (Morse, 1967:637). Concern about impoverished situations is widespread. Two ideas for enhancing the quality of life appear to be gaining favor. One idea proposed that programs be directed toward preventing the problem or rehabilitating the persons affected; if this is not possible an attempt should be made to ameliorate difficulties (Moynihan, 1968:9). The other idea suggested that the essential content of family life education consists of two concepts: development and management (East, 1970:17).

FACTORS OF MANAGEMENT

Management theory expressing the deliberate economical use of resources for achieving goals for family well-being forms the basic framework for this study. The potential of management was described by Hart (1945:266) in these words:

Management means control and control means action. . . . Management succeeds not by what it has accomplished in the past, but by its ability to control what is happening at present and what is going to happen in the future.

Management of family living theory stresses the values, decisions, and processes involved in utilizing resources for satisfactory achievement of family goals. Educators in the field agree

that management within the home is a dynamic on-going process-complex governed by the family. The family is responsible for exerting major control in procuring and utilizing resources for goal achievement in all aspects of life. Consequently, the quality of life attained is determined by the managerial competence of the family.

The Managerial Unit

The family rather than the individual is considered the managerial unit for family living. This concept of the managerial unit encompasses the idea of the growth and maturation of family members and the productive functioning of the family in society. The following paragraphs identify the role of the family and the processes inherent to its role as the managerial unit.

The family performs the biological, economic, and social functions for the development of the individual potential of its members into mature socialized beings. Such development takes place in continual stages which begin with the physical needs for survival and progresses to the higher levels which include the needs for security, social interaction, and finally for ego satisfaction (McGregor, 1967:11). Family patterns, functions, and the degree to which these functions are performed are influenced by the norms, values, and sentiments of the culture; other functioning units in society; and the motivations and aspirations of the individuals or family group (Fitzsimmons, 1950:55-62).

Although the family is considered the managerial unit, the mother usually provides major leadership for managing family living.

Therefore, the quality of family life is dependent in part on the mother's skill in managing the family's human and non-human resources. If the mother lacks effective managerial skill and has limited income, the well-being of the entire family is handicapped (Barton and Gilchrist, 1970:389).

Inherent to the effectiveness of the family as the managerial unit are seven basic processes identified by Liston (1964:52-72):

1. Decision-making in dealing with situations within the family and in the larger society, and allocating resources satisfactorily in respect to the various situations
2. Communicating ideas, beliefs, and decisions about goals, resources, procedures, roles, and expected outcome of goals
3. Motivating for action through family member participation in all phases of the management process
4. Organizing elementary functions into plans for action for achievement of goals
5. Mediating any conflicting interests in respect to goals or competitive demands on available resources
6. Integrating the behavior of the family members and the processes of management into a total network for optimal level of living attainable by the family
7. Evaluating the success of results in terms of desired outcome of goals

While functioning as a managerial unit, the family is at the same time both a social and an economic unit. As a social unit, the family must develop a system of integration and adaptation if it expects

to achieve its desired life style. Integration refers to the extent to which the group members get from each other needed attitudes, services, and goods. Adaptation is the extent to which the group as a whole obtains from other groups and its environment the needed attitudes, services, and goods (Bredemeir and Stephenson, 1964:42). As an economic unit the family must provide for its present and future needs through the economic activities of production, consumption-utilization, and exchange (Edwards, 1969:19).

Decision-making

Authorities consider decision-making to be the crucial activity in management and to be inherent in every phase of the managerial process. Decision-making is a dynamic process which terminates when a choice is made in any decision situation. In family living, decision-making consists of the interactions of family members in dealing with problem situations which involve using resources to attain goals. Elements of the decision process include the family's: (1) formulation of its goal-complex, (2) allocation of resources among competing goals, (3) developing plans by which resource allocation may be transformed into goal achievement, and (4) initiation of associated activities which contribute to successful implementation of decisions in all these areas (Edwards, 1969:29).

Management authorities encourage families to follow the example of business and use the tools of systematic, logical, and mathematical analysis and synthesis in making decisions. These are the tools of information gathering and processing which promote creativity and aid

in respect to futurity, risk, and probability (Drucker, 1954:366-69).

Both rational and extra-rational processes are involved in managerial decision-making. Rational decision-making is objectively making a choice from alternatives based on the probability of outcome. Extra-rational decision-making involves both subjective and objective factors and requires adequate knowledge plus the ability to judge the appropriateness of that knowledge (Bishop, 1962:8).

Hill (1963:457-60) believed his research findings confirmed the assumptions of economists that rationality increases satisfaction by more effectively joining means and ends, and that irrationality and impulse action confound the decision-making process and result in dissatisfaction. His study of metropolitan families in three generations revealed that the effective planners and decision makers were those who were not handicapped by financial, educational, or class constraints; who possessed future value orientations, agreement in family role structure, and had good communication; and who had high consumer satisfaction in use of resources.

Most of the studies about family decision-making were limited to the dominance of the spouse or the socio-economic class in making specific decisions. Several studies indicated that the trend for all groups is toward egalitarianism between the spouses in family decision-making.

In Kendel's study, undergraduate student couples anticipated a greater difference than actually existed in the distribution of influence for an economic family decision-making problem. In the actual

solving of a hypothetical problem, only 52 percent of the husbands had greater influence than the wives (1957:19-22).

A study of decision-making among white and Negro married couples by Blood and Wolfe (1960:20, 34) indicated that decisions were primarily made by the husband for his job and the car, by the wife for her work and the family's food, and by both for all other situations. Data further revealed that the husbands with higher status in respect to occupation, education, and income took a more active part in all decision-making for family living. White husbands tended to be more powerful in decision-making than did their Negro status equals.

In a pilot study of financial decisions and crises among Indiana families, seventy-five percent of the financial decisions were made jointly by the husband and wife. Only in the business-occupation decision category were fewer than expected decisions made jointly by the husband and wife. (Oberly, 1967:45).

Nair (1967:102) found that lower socio-economic class mothers participated more in major family financial policy decisions than did those in the middle or upper classes. Middle-class mothers were found to be more active than others in making decisions about the best way to use money.

Literature points up the need for analytical and evaluative research to test family decision-making theory. The kind of decisions made influences the internal functioning of the family, its task performance, and its integration and solidarity (Paolucci, 1966:6).

Values, Goals, and Standards

Management authorities accept values, goals, and standards as

unifying concepts which are interrelated and inherent to every phase of life, and which influence decisions. Goals reflect values and direct behavior. Standards reconcile resource supply with demands for their use in satisfactory goal achievement.

Values. Values are based on the individual's identity of self as a moral human being and his place in a social world (Bernard, 1966: 351). Numerous attempts have been made to define values; however, most authorities seem to agree that values are normative concepts based on what is conceived to be desirable enough to influence choices from among possible courses of action. Further, values are acquired through experience and introjection from one's environment and are relative to the holder and to the time and situation (Crow, 1961:15; Fallding, 1956: 224; Magrabi, 1966:795; Nelson, 1966:1; Rogers, 1966:23-30; Schlater, 1969:5-7). According to Prescott (1957:412-13), values are convictions which function to select, order, and shape perceptions; shape goals; organize behavior; integrate an individual's cognitive and affective life; shield one against privations, sacrifices, and serious risks in the realization of a value; and guide one in sublimating strong emotions and maintaining mental health.

Kohlmann (1962:819) pointed out that values ". . . are an individual's idea of conditions and objects that give meaning to life for him and of reality as he thinks it ought to be." Downer, Smith, and Lynch (1968:173) indicated that "values emerge as important determinants of human behavior, motivating and guiding action in relation to those objects which are desired or valuable." Continual change and a hierarchial structure for directing behavior satisfactorily

are inherent to one's value system. Both personal and cultural values interact and influence the choice-making behavior of all individuals and families in any situation.

A study of young families by McCandless (1971:6) revealed differences in values among individuals. Both husbands and wives ranked a good credit rating as the top economic value, but in second place the husbands ranked an emergency fund and the wives ranked independence in respect to being able to pay for current living.

Different values among individuals and differences in respect to situations were found in an investigation of values underlying family decisions among two samples, one of wives and the other of families. The value profiles of wives were most similar to those of their husbands and daughters and least similar to profiles of their sons. Modal values for all family members were more traditional (those emphasizing production, duty, rights and responsibilities, security, and other-direction) in respect to people, but more autonomous (those emphasizing growth and development, fairness, impartiality, responsible inner-direction) in respect to material possessions. It was found that the higher the level of education, the more autonomous were the values held by the individual (Schlater, 1969:30-31).

Goals. Goals, defined as something tangible, a mark to be reached, or a purpose to be achieved, are the intentions for action in family living and are chosen on the basis of personal and cultural values.

The fact that goals may be dependent for their force on other more distant ends leads to the arrangement of these goals in a hierarchy--each level to be considered as an end relative to the levels below it and as a means relative to the levels above it (Gross and Crandall, 1963:125).

Thus, the family is confronted with a goal structure within which conflicts occur due to personal goals, family goals, and goals relating the family to other entities in society. A conscious formulation of goals is required to resolve conflicts, to attach priorities to particular goals at specific times, to set realistic goals, and to permit adjustment and adaptation of goals over time (Paolucci, 1966:5). Deacon and Bratton (1962:764) indicated that realistic goals represent a tempering of values with resource possibilities, and a judgment of the appropriate use of resources in terms of wants, needs, or interests that exist. Paolucci (1966:5) suggested that communication among and contributions from family members, according to the capability of each, is needed if the family selects goals which are economically, socially, and psychologically satisfying to itself and are acceptable to society. This is further explained by Lewin (1948:113).

The goal of the individual includes his expectations for the future, his wishes, and his day dreams. Where the individual places his goals will be determined fundamentally by two factors, namely, by the individual's relations to certain values and his sense of realism in regard to the probability of reaching the goal. . . . How high the individual can set his goal and still keep in touch with the reality level is one of the most important factors for his productivity and his morals.

"The family goal-complex has a hierarchial structure that is in constant flux" (Edwards, 1969:23). Some goals are quickly attained and others must be worked toward over a period of time, maybe for years. For these long-time goals, a step-by-step analysis in respect to the time for attainment and concentration on the incremental worth of the goals will help in setting priorities (Newman, Summer, and

Warren, 1967:475-77). The establishment of goal priorities is essential for satisfactory goal attainment within the family goal-complex.

Standards. Standards are the measures of quality and/or quantity which reflect reconciliation of resource supply with demands on them for effective goal achievement. Establishing realistic and acceptable standards is an important function of managerial behavior in any situation. Standards for a specific goal should be formulated on the basis of the desired result as compared to the input of resources required to attain that result. According to Maloch and Deacon (1966: 33), standards for goal attainment may be flexible or rigid, but they are situationally related to a specific task under certain conditions. Flexible standards permit changing only expectations, and they are more realistic in a changing society than are rigid controls. Standards, according to management theory, should be directed toward the early stages of goal attainment, continue through goal achievement, and when feasible incorporate both qualitative and quantitative measures.

Interaction of values, goals, and standards on managerial behavior. No one factor of management is solely responsible for managerial behavior. Several studies illustrated the interrelation of values, goals, and standards in directing behavior.

Crow's study of values related to the family's financial security indicated that specific values influenced dominant types of behavior. Families who ranked both capacity to earn and job security as their two highest values showed more concern for obtaining current living needs and survivor protection than did other families. Families with capacity to earn and any value other than job security in the

highest ranks tended to be those who had amassed financial assets and had an occupational status higher than other families. Families who ranked highest job security and any value other than capacity to earn tended to be more future-oriented and security-minded than were other families (1961:84-85).

A 1951 study of lower and middle socio-economic homemakers by Van Bortel and Gross (1954:4) found that dominant values for the lower group were physical health, improved housing, cleanliness, and material possessions; whereas, for the middle group, dominant values were art, mental health, recreation, and community participation. In respect to managerial practices, the lower socio-economic group indicated more financial planning and more participation in financial planning; while the middle socio-economic group was more concerned about economic security, especially for old age, and the use of joint checking accounts.

Millar's (1961:96-98) comparison of values, goals, and practices of home management among three generations of families revealed that ambition, love, and security were the three top ranking values. Home ownership, raising a family, home atmosphere, education, and service were the goals identified by the families. All homemakers managed money by a more or less detailed plan, and skills were used to stretch resources or for satisfaction derived from creative expression. Among these three generations of families, there was evidence that: (1) skills were passed from generation to generation; (2) some values tended to be passed on; however, a slight increase in importance of the values health, education, recreation, and art was noted from the first to the third

generation of homemakers; and (3) management practices tended to be shaped by the patterns of each generation rather than to be passed on (for example, more homemakers of the third generation gave children allowances and involved children in making decisions than did either of the two preceding generations of homemakers).

Wives of college students identified five values in respect to rank order: family centrism, security, planning for present and future needs, economy, and advancement. The greatest similarities in the wives' management practices were noted in areas related to the values family centrism and security. These practices were specifically concerned with family cooperation and fellowship in work, family living, and recreational activities. The greatest differences noted among the wives' management practices concerned the value economy (Blackwell, 1967:102-104).

A study of a sample randomly drawn from families in three states revealed the following ranking of family goals: financial security and growth, level of living, housing and environment, education, family relationships and management, health, community involvement, income and occupation, and retirement. The investigators concluded that a relatively high incidence of goal formulation existed, an average of 3 goals per family for the first 5 years of marriage and 5.5 goals for the family life span. Attainment of the goals was achieved at a relatively high level ranging from 80.2 percent for education to 94.6 percent for housing. Findings indicated decisions were not independent of their effects on income, ownership, goals, living costs, and the way families lived (Fitzsimmons, Larery, and Metzen, 1971:1,44).

Resource Allocation and Use

Management authorities agree that the resources available, their distribution, and use determine a family's optimal goal achievement and, consequently, the quality of life it attains and maintains. Resources have been defined as tools and as productive inputs by which goals are realized (Maloch and Deacon, 1966:32).

The family's resources consist of the human resources, namely: abilities and skills, both native and acquired: attitudes, the opinions or feelings that motivate or retard action; knowledge, both factual and that of relationships; energy, or the power of the members of the family to carry on activities. The nonhuman resources available for family use in its daily living are: time, made up of both short and long periods in which to carry on activities; money, which in a predominately exchange economy is exchanged for commodities, services, and mechanical power; goods and property, durable and perishable, owned by the family; community facilities, such as police protection, parks, roads, schools, libraries, etc., provided by the social group (Nickell and Dorsey, 1960:37-39).

Management authorities agreed that family resources are useful, limited, and interrelated. Resources are useful to the extent they provide families opportunities for realizing goals, both immediate and long-range. Family resources are limited in quantity and quality and they vary among families and over the life cycle of each family. The interrelatedness of resource use permits families to realize their most important goals first, and to realize a greater number of goals through alternate uses for many resources or the substitution of one resource for another one (Gross and Crandall, 1963:125-129; Maloch and Deacon, 1966:32).

Behavior relative to resource allocation must be purposive.

The allocation of resources may be profitably viewed as directed toward two distinct ends--goal achievement and resource development. . . . Striving for goal achievement is an on-going, dynamic process. If future goals are to be realized, resources must be developed for

investment in their achievement. The family system is forced, therefore, to make a choice between allocating its available resources among various existing system goals in order to secure their immediate realization, and allocating these resources toward the replacement and growth of its resource stock so that future goals may be achieved (Edwards, 1969:80-81).

Effective resource allocation is based on a realistic philosophy of life with definite values and rational decisions in terms of well-defined goals and means for their achievement. The allocation of resources for family living is basically dependent upon the family's evaluation of the relative importance of its goals, available resources, and skill in using resources for successful attainment of goals (Fitzsimmons, Larery, and Metzen, 1971:5).

The family's use of resources is considered to be governed by two principles: economy, or frugal use, and scarcity (Fitzsimmons, 1950:304). Therefore, management authorities and economists have recommended a variety of practices for families to follow in alleviating the limitations of resources and for improving their well-being: (1) increasing the amount of resources available, (2) investing in human capital, (3) long-range planning, (4) increasing efforts in home production, (5) making better choices in selecting, using, and caring for goods in consumption, (6) reducing wasteful expenditures, (7) keeping down the size of the family, and (8) lowering one's aspirations (Burk, 1968:123; Drucker, 1958:10; Fitzsimmons, 1950:291-318; Kyrk, 1953:112-13).

Investment in human capital is recommended for increasing human resources (education; health; and knowledge and skills relative to labor, markets, and products) and for improving monetary and psychic income. Burk suggested that ". . . the greatest investment in human

capital is schooling because it enhances capabilities as producer or consumer" (1968:123). The effects of financial management training were indicated in a study of young homemakers by Minter (1961:2). Results indicated that after the training the homemakers experienced increased activity in goal-setting, planning for the use of all money, financial record keeping, and improved shopping practices.

Through the years family economists have stressed the use of family resources, especially non-money resources, in home production activities as a means for improving the family's economic well-being. Kyrk (1953:112-13) stated that ". . . to some it has been and to some it still is the remedy not only for secondary but for primary poverty." Home production refers to those activities carried on by and for the members of the family which otherwise would be delegated to a service or replaced by goods bought on the market if income, market conditions, and personal inclination permitted (Kyrk, 1953:246).

A 1965 study of the economic behavior of individuals in the United States indicated that individuals who were highly achievement-oriented desired more goods and services than others, and actually obtained them by increasing their efforts in home production. Nonwhite families devoted only half as much time to home production as white families (Morgan, Sirageldin, and Baerwaldt, 1966:38-141).

The economic worth of the American family's unpaid output for 1964 was established to be almost \$4,000 or 50 percent of its disposable income. Ninety percent of this value was imputed for work in the home and other home production; and the rest for volunteer work, time spent in education, and income from car service. Data indicated that the

Negro family increased its income by about 82 percent through non-market production as compared with an increase of 43 percent for the white family (Sirageldin, 1969:53,70). The need for continued effort toward increased home production was stressed by Boulding who charged Home Economists at a national association conference to put more emphasis on families' increasing the productivity of the household as an important resource for the development of a high quality of life (1970:454).

For effective expenditures and consumption, the family has been urged to more efficiently distribute the dollar income. Rodda and Nelson (1965: 10-11) recommended:

. . . Each dollar of spending should be considered a way of obtaining greater value to provide the greatest over-all satisfaction from expenditures. Individual control of impulse buying means more value for the money. Careful consideration should be given not only to the large dollar purchases, but also to everyday spending for significant items. The few pennies saved on small purchases daily could be worth the planned restraint when viewed as a monthly total. . . . By careful planning and discerning spending, it is possible for the family literally to stretch its dollar income. Using this spending-for-value guide for the purchase of necessities could increase the portion of the family income available for discretionary purchases or for saving. An extension of this careful planning and selective purchasing habits to discretionary items can produce more dollars for saving. When the American family has a feeling of living close to its income margin, this feeling is caused more frequently by a deficiency of dollars for discretionary purchases rather than a shortage of necessities. . . . Once the family has managed its income so that a portion of savings is provided, the managing problem could become easier to handle.

Several studies reported a variety of practices which families followed to improve their economic situations. A 1968 study including 1,807 young homemakers in North Carolina found that most of the homemakers used cash rather than credit for purchases. It was further stated that financial decisions were made jointly by husbands and wives in 60 percent of the families (Consumer and Homemaking Education,

1970:51). Brown, Fessendon, and Marsh (1964:51-53) found in a study among North Carolina Negro homemakers that more than one-half made financial plans and kept records for taxes, insurance, and household operation. Also, a majority of these homemakers stated a desire for information on budgeting. As the educational level of the homemaker increased, the incidence of financial planning increased. Rural Kansas families placed the greatest emphasis on life insurance and education of the children as the means for providing financial security for the family. Ninety-three percent of the families responded that the need for a college education was increasing through time (Morse, 1962:712). Management authorities concur that most families could make more effective use of public facilities. Olson's study (1965:98-101) of randomly selected families in Ithaca, New York, indicated that use of educational-recreational type facilities (libraries, schools, recreational programs) was associated with the larger families, higher incomes, and families in the middle stage of the life cycle. Use of the recreational-welfare type facilities (parks, highways) was associated with higher incomes, younger families, and families where the wife was not employed full time.

In a study of financial management practices among low-income families in an urban community, Hall (1965:73-77) found that: (1) the wife's employment provided a second source of income for approximately one-third of the families; (2) the families used credit extensively, had high levels of credit outstanding, and more than one-third had missed installment loan payments; (3) only a small proportion of the families had a regular form of savings; (4) a large proportion of the

families carried insurance including auto, property, life, and health; and (5) only one-fifth of the families had a checking account. These findings indicate the types of economic difficulties experienced by too many families in our society.

FINANCIAL PROBLEMS

Many families experience unnecessary financial problems. There seems to be high agreement with Troelstrup (1957:63-64) that financial bedevilment may be due to various factors including overestimating the family income, underestimating expenditures, irregular income, no long-term plans, too many fixed expenses, failure or inability of family to manage wisely, lack of agreement and cooperation of family members in respect to management of money, poor buymanship, and interest-eating debts.

The greatest financial problems of American families, according to Hunter's analysis of a 1960 national survey (1961:426), were excessive use of credit and the lack of enough money to provide for felt needs. Almost 40 percent of the wives in the study identified inadequate money as the greatest problem. Most of the wives attributed money problems to a growing family, prices increasing faster than income, more things to want, and inadequate income. Only three percent stated that inefficient management might be a factor related to financial problems.

Zwaagster's (1971:97) study of homemakers in poverty neighborhoods indicated that over 80 percent of the homemakers believed their incomes were adequate to "meet necessities only" or "to afford some of

the things wanted but not all." More than two-thirds of the families in the study had fluctuating incomes. A greater number of financial problems at the more intense levels were encountered by the families at the lower economic positions. Families in poverty had an average of 5.86 problems, those near poverty 5.63, those above poverty 4.70, and those near affluence 3.47 problems. Problems including lack of money for day-to-day living, saving money for big expenses, money for extras, and not having enough money for occasional expenses were found to be significantly related to the economic position of the families.

A study of people in financial distress indicated that in most bankruptcy cases the difficulties can be traced to a basic family management problem. It was concluded that from 30 to 50 percent of the families in bankruptcy could have paid their debts within three years and that many could have avoided bankruptcy with proper guidance in the early stages of their difficulties (Dolphin, 1967:55-57).

SUMMARY

The family's basic concern for attaining a satisfactory quality of life seems to be acquiring an adequate income. Yet, a recent nationwide study indicated that income was not the cure-all for satisfactory living. Findings revealed that more people with low-incomes were very satisfied with life than were people with incomes greater than the national median family income.

Management authorities and economists recognize that families should realize maximum or at least optimum returns from all resources

in order to more successfully achieve their desired style of life. Therefore, families are encouraged to function as a unit in the deliberate and systematic analysis of family situations, problems, and alternatives so they may make rational decisions about: (1) their value-structure and its priorities; (2) their goal-complex, its reality, and its mediation; (3) effective procurement, allocation, and use of resources for current and long-term goals which are necessary for the future and potential development of individual family members and the improvement of total family living; and (4) avoiding and alleviating financial difficulties.

Literature seems adequately supplied with management theory depicting the effective procurement and use of resources for families' economic well-being. However, research which tests the management theory is rather limited. Nevertheless, families continue to manage their resources and because of their managerial ability or lack of it, they create the quality of life which they enjoy or endure.

CHAPTER III

PROCEDURE

A survey among selected families was made to obtain data relative to the family's use of economic resources for family living. The objectives of the study were: (1) to identify specific factors related to the family's use of economic resources (values, goals, evaluation of goal achievement, behavior in procuring and using economic resources, financial problems, and satisfaction with life style), and (2) to examine existing relationships between those factors. Procedures in obtaining the sample, developing the schedule, collecting the data, and analyzing the data are presented in this chapter.

THE SAMPLE

The sample consisted of two-parent families living in a racially mixed, federally financed Turnkey III housing project in Charlotte, North Carolina. The project accommodated 203 families living in separate houses and had an almost equal racial representation of tenants. This housing project was located outside the city limits about fifteen miles south of the major business center of Charlotte. The project included a community building and a small play area, but other public facilities were not readily accessible to the families. Shopping centers were approximately five miles away; however, plans were underway

for a shopping center to be located within a mile of these houses. No bus line served the area; families relied on private transportation or taxi service.

The sample included all two-parent families who would participate. At the time of the study, there were 173 two-parent families, 83 black and 90 white, and 22 one-parent families living in the housing project; eight houses were empty. The family was the unit under study; the wife was selected as the family member to be interviewed.

One hundred and five of the eligible two-parent families, 51 black and 54 white, participated in the study. The other eligible families either decided not to participate when contacted, refused to answer, or could not be contacted by the interviewers.

THE SCHEDULE

An interview schedule, "Family Use of Economic Resources Questionnaire" (see page 103), based on management theory was developed for use with this study. The schedule content was organized under 6 topics and administered as follows.

1. General information. Data about family size, ages, education of adults, and employment were sought by questions directed to the homemakers.
2. Goals and evaluation of achievement. Questions eliciting information about the family's goal-setting structure, persons making monetary decisions, and sources of economic information were presented.

3. Procurement and use of economic resources. A 54 statement index was used to indicate the families' resource use patterns. The index consisted of 4 major divisions: (a) procurement, (b) family cooperation, (c) maximizing returns from resources, and (d) providing for financial security. Maximizing returns from resources contained 6 subdivisions: planning, shopping, use of credit, home production, use of public facilities and services, and knowledge as a basis for evaluation. Each statement was quantified on a three-point frequency-of-use scale. Each statement was read to the homemaker who indicated whether her family "usually", "sometimes", or "rarely" followed the practice identified.
4. Values. A set of selected value statements ranked by the homemaker was used to identify the families' dominant values related to the use of economic resources. A card sorting aid was used to simplify the ranking of the statements for the homemakers. The aid consisted of: (a) a set of eight 3x5 inch index cards with a value statement typed on each card, and (b) a file folder with eight open-end envelopes, numbered 1 through 8, attached to form pockets for holding the value statement cards. To reduce technique variation before each interview, cards were stacked in the same random-determined order. The interviewer presented the card holder and stack of cards to the homemaker who placed them in the

card pockets in order of importance to her family, using pocket number 1 for the most important value statement.

5. Financial problems. An index of 22 statements was used to identify families' financial problems. Each of the problem statements was read to the respondents who indicated which of the 3 levels of seriousness ("very", "somewhat", or "not") the problem presented her family.
6. Satisfaction with life style. An index of 17 statements with each quantified on a three-point satisfaction scale ("very", "somewhat", or "not" satisfied) and several open-end questions were used to indicate the families' level of satisfaction with their life style.

The proposed interview schedule was submitted to a panel of experts (see page 116) to evaluate its face validity. Revisions recommended by the panel members were made and the instrument pretested for reliability with 12 persons of limited income. Minor revisions were made in respect to clarity of statements. The instrument was then reviewed by a statistician in terms of data analysis techniques.

Interviewers were trained in collecting data for the study. The training, conducted by the investigator, consisted of an interpretation of the content of the instrument, and the procedure for interviewing and administering the instrument. Interviewers developed reliability in use of the instrument with several homemakers before collecting data for the study.

During March, 1972, the investigator contacted the Charlotte Housing Authority and the Turnkey III Homeowners' Association about the

proposed study. Permission was granted to contact each family about participating in the study. Names and addresses of the residents in the housing project were obtained from the Charlotte Housing Authority.

One week prior to beginning the interviews, the investigator sent to the homemaker in all eligible families a letter (see page 117) introducing the study, asking for their assistance, identifying the interviewers, and informing them that the interviewers would call at their home to seek their participation.

Interviewing was accomplished over a two week period in June, 1972. Interviewing time for the schedule required about 45 minutes. The investigator interviewed 58 of the 105 participants.

ANALYSIS OF DATA

Data were classified for analysis by race, black and white, and by family size, small (four or fewer members) and large (five or more members). Data were then put on computer cards for statistical analysis.

Several statistical techniques were used to examine the data for the identity of factor influence on the family's use of economic resources. The .05 level of confidence was used to determine which values were statistically significant in the study.

Frequency counts, percentages, mean scores, and Chi-square analyses were used to compare data for the various factors and to search for differences existing in respect to race and family size (Dixon and Massey, 1969:237-241,465). The t-test was used to compare the mean

factor scores for the dominant values groups to determine whether the factor scores for the families differed as a function of their dominant values (Li, 1966:142-147, 602). Correlation analyses tested for independence between the factor scores to determine whether any relationships existed between the factors studied (Dixon and Massey, 1969:202,205).

Multiple regression tests examined the dependency of existing relationships between the family's satisfaction with its life style and (1) major factors influencing the family's use of economic resources and (2) the resource procurement and use patterns (Massey and Dixon, 1969:212-215,470).

CHAPTER IV

RESULTS AND DISCUSSION

Data for the study were analyzed to identify factors and relationships which influenced the Turnkey III Housing project families in their use of economic resources. Presentation of the data is organized into three sections: (1) description of the families, (2) factors influencing the families' use of economic resources, and (3) relationships of the factors influencing the families' resource use.

DESCRIPTION OF FAMILIES

Of the 105 North Carolina families participating in this study, 51 were black and 54 white. Family members included only the spouses and their children; no other person lived in any participating household.

Size of Families

Family size ranged from 3 to 11 members. The mean size was 5.25, 5.63 for black and 4.88 for white families (Table 1). These families were larger than the average for North Carolina families, 3.59, 4.43 for black and 3.40 for white families (Bureau of Census, 1972:602). The larger size was more prevalent among black than white families; 73 percent of the black as compared to 59 percent of the

Table 1. Composition of Families by Size and Race

Number of family members	Families					
	All		Black		White	
	No.	%	No.	%	No.	%
3	12	11	3	6	9	17
4	24	23	11	21	13	24
5	25	24	11	21	14	26
6	25	24	12	24	13	24
7	11	10	8	16	3	5
8	7	7	5	10	2	4
11	<u>1</u>	<u>1</u>	<u>1</u>	<u>2</u>	—	—
Total	105	100	51	100	54	100
Mean Size	5.25		5.63		4.88	

white families had five or more members.

Age of Family Members

Almost two-thirds of the husbands (65%) and slightly more than three-fourths (76%) of the wives in the study were under 35 years of age; almost one-half of husbands and wives were between 25 and 35 years of age (Table 2). Children ranged in age from less than one to 21 years; although, in 87 percent of the families the oldest child was no more than 15 years of age.

Table 2. Age of Husbands and Wives

Range of Ages	Husbands		Wives	
	No.	%	No.	%
Under 25 years	17	16	26	25
25 to 34 years	51	49	54	51
35 to 44 years	33	31	23	22
45 to 54 years	<u>4</u>	<u>4</u>	<u>2</u>	<u>2</u>
Total	105	100	105	100

Educational Attainment of Husbands and Wives

More of the black husbands (61%) and black wives (67%) had a high school or higher level of education than did the white husbands (41%) and wives (35%) as shown in Table 3. Analysis of the educational attainment by race indicated a significant difference for the wives ($\chi^2=13.3505$, 4 df, $p < .01$) but not for the husbands.

Twenty-three of the husbands (10 black, 13 white) and 20 of the wives (12 black, 8 white) had received employment training for the job. Two (white) husbands were studying for college degrees, and three wives (1 black, 2 white) were enrolled in the high school equivalency program.

Employment Status of Families

All Turnkey III husbands except three were employed full time; two were employed part-time, and one was unemployed at the time of study. Twenty-two percent of the wives were employed, 12 percent full time and

Table 3. Educational Attainment of Husbands and Wives by Race

Educational levels	Husbands						Wives					
	All		Black		White		All		Black		White	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
8th grade or less	15	14	7	14	8	15	18	17	4	8	14	26
1 to 3 years high school	34	33	11	21	23	42	33	31	13	25	20	37
4 years high school	38	36	24	47	14	26	43	41	29	57	14	26
1 to 3 years college	15	14	7	14	8	15	9	9	4	8	5	9
4 years college							1	1	1	2		
No response	<u>3</u>	<u>3</u>	<u>2</u>	<u>4</u>	<u>1</u>	<u>2</u>	<u>1</u>	<u>1</u>			<u>1</u>	<u>2</u>
Total	105	100	51	100	54	100	105	100	51	100	54	100

10 percent part-time (Table 4). Five times as many black as white wives were employed. One child was employed full time in each of two black families. A statistically significant difference in the employment status by race of the families was found ($X^2=15.8564$, 4 df, $p < .01$).

Table 4. Employment of Family Members by Race

Employment Status	All		Black		White	
	No.	%	No.	%	No.	%
Husband full time	79	76	31	61	48	90
Husband part-time	1	1			1	2
Husband and wife full time	13	12	11	21	2	3
Husband full time, wife part-time	8	7	6	12	2	3
Husband and wife part-time	1	1	1	2		
Husband and child full time, wife part-time	2	2	2	4		
No one employed	<u>1</u>	<u>1</u>	<u>—</u>	<u>—</u>	<u>1</u>	<u>2</u>
Total	105	100	51	100	54	100

Twenty-three of the husbands worked overtime or at second jobs. Eighteen of these were from the 69 families consisting of five or more members. None of the wives worked overtime or at second jobs.

Twenty percent of the respondents stated that their husbands would like to work more than they did; 70 percent of the wives desired

either to work or to work more than they were. Several of the wives stated that they would prefer to work, although it would not be advantageous financially to their families because of the costs involved, including increased rent. Twelve families had children who desired part-time work.

FACTORS INFLUENCING USE OF THE FAMILIES' ECONOMIC RESOURCES

Based on management theory, six factors (values, goals, the family's evaluation of its success in achieving goals, family behavior in procuring and using economic resources, financial problems experienced, and satisfaction with life style) were selected as possible influences on the use of the families' economic resources. Analyses are presented for each of these factors.

Values

Homemakers were asked to place eight selected values related to the use of economic resources in order of importance to their families. The modal ranking, from most to least important, of these values as shown in Table 5 was health, improved living, financial security, solvency, economy, knowledge, sharing, and conspicuous consumption. Seven of the 105 homemakers ranked the values in this order.

A frequency count in the three highest ranks confirmed health, improved living, and financial security as the three most dominant values (90, 81, and 70 respectively); and a similar count confirmed conspicuous consumption, sharing, and knowledge as the three values of least importance (96, 91, and 64 respectively) to these families.

Table 5. Rank Ordering of Values by Homemakers in Descending Order by Importance to Families

Values	Rank								Total
	1st	2nd	3rd	4th	5th	6th	7th	8th	
	No. of families								
Health	56	25	9	8	3	2	1	1	105
Improved living	26	37	18	12	4	7		1	105
Financial security	6	27	37	20	6	4	3	2	105
Solvency	9	9	26	38	15	7	1		105
Economy	5	3	8	19	35	25	9	1	105
Knowledge	2	3	7	5	24	47	13	4	105
Sharing				1	13	10	60	21	105
Conspicuous consumption	1	1		2	5	3	18	75	105

Goals

Respondents were questioned about the family's goal structure, especially the number and types of goals formulated, goal priorities, and timing for goal achievement. Each homemaker was asked: (1) For what does your family plan or hope to use its money, time, and skills (name most important first)? (2) When do you think you can accomplish these goals? and (3) Which of these goals are you now working toward?

Number and types of goals identified. The family goals identified by the homemakers were arbitrarily classified into six general types which are shown in Table 6. Ninety-four percent of the

Table 6. Types of Family Goals Identified (N=99)

Types of goals	No. of goals
Housing	100
Home improvement	69
Home ownership	31
Education	77
For children	48
For parents	29
Financial security	30
Transportation	29
Recreation	27
Others	<u>22</u>
Total	285
Mean per family	2.88

respondents stating family goals identified from one to seven goals, averaging 2.88 goals per family.

Housing and education were the high priority goals for these Turnkey III families. More than one-third of the total 285 goals identified pertained to housing and more than one-fourth to education. Most of the dominant housing goals consisted of acquiring furnishings and equipment, buying a home, and fencing the yard (see Table 21, page 119).

Approximately one-half of the families who identified goals placed high priority on education for the children; 10 of these goals pertained to savings for the children's education. Nineteen of the wives and 10 of the husbands had educational goals for themselves.

Thirty families were concerned with financial security. Fifteen of these indicated increasing the amount of family savings, and nine stated getting out of debt as a goal.

About one-third of the families were concerned with improving private transportation. All intended to get a better, a new, or a second car. One homemaker said her family's dream was to own a new car "just once".

Slightly more than one-fourth of the families identified recreational goals. Twenty-three of these pertained to the family taking a vacation or traveling.

A variety of goals were encompassed in the "other" category. Many of the goals mentioned related to a better life style. Those most frequently mentioned pertained to providing a "good" life for the children or to getting or to doing something specific.

Timing for goal achievement. The time periods projected by the homemakers for goal achievement were classified as: immediate (within a year), short-term (from one to three years), or long-term (beyond three years). All but one of the homemakers who had identified family goals also readily designated the time periods anticipated for achieving them. More than one-half (53%) of these homemakers identified only long-term time spans for achieving their family goals; 38 percent of the homemakers identified only short-term time spans for achieving family goals; and 9 percent identified both short and long-term time spans.

During all three time spans, housing and educational goals were most frequently mentioned for achievement (Table 7). The incidence of

Table 7. Time Spans Identified for Achieving Goals (N=98)

Types of Goals	Time spans			No. of families
	Immediate (within a year)	Short-term (1-3 years)	Long-term (beyond 3 years)	
Housing				
Home improvement	33	13	7	53
Home ownership	12	15	26	53
Education				
For children	16	22	56	94
For adults	13	14	3	30
Financial security				
Private transportation	10	10	5	25
Recreation				
Others	15	6	1	22
Others				
Others	17	10	18	45

most types of goals varied with the anticipated time span for achievement. Home improvement goals were dominant for the immediate time span. Three patterns of goal achievement were noted in respect to the time span:

1. A pattern of decreasing incidence of goals with longer time spans for home improvement and recreation
2. A pattern of increasing incidence of goals with longer time spans for education for children and home ownership goals
3. A pattern of relatively regular incidence of goals with all time spans for financial security goals

Goal implementation. Approximately 10 percent of the families who stated goals were not implementing any of them. The others were implementing only 146 types of goals, an average of 1.64 types per family (Table 8). More than one-half of these families were implementing only one goal, and only 30 percent were working toward the achievement of two goals.

Implementation by these Turnkey III families was prevalent and almost the same for housing and education goals. More than one-fourth of the families were working toward home improvement, education for the children, and financial security goals. Less than one-fifth of the families were implementing goals pertaining to education for adults, private transportation, or recreation.

Success in Achieving Family Goals

Seventy percent of the homemakers stated that their families were

Table 8. Implementation of Goals by Families (N=89)

Types of goals	Families	
	No.	%
Housing	38	42
Home improvement	26	29
Home ownership	12	13
Education	39	44
For children	23	26
For adults	16	18
Financial security	23	26
Private transportation	12	13
Recreation	11	12
Others	13	14

usually successful in achieving most of the family goals (Table 9). The white families rated themselves higher in successful goal achievement than did the black families. Chi-square analysis ($X^2=6.1510$, 2 df) indicated a statistical difference significant at the .05 level between the races in their evaluation of success in goal achievement.

Most of the homemakers attributed their success or lack of success in achieving family goals to three factors: working together as a family to realize goals (63%), situations changing and affecting plans (13%), and lack of money to achieve some of their goals (13%).

The Turnkey III homemakers identified several practices in response to the question, "What is your family now doing that will help

Table 9. Families' Evaluation of Success in Goal Achievement by Race

Evaluation of goal achievement	Families					
	All		Black		White	
	No.	%	No.	%	No.	%
Successful with most goals	74	70	31	61	43	80
Successful with some goals	28	27	17	33	11	20
Successful with only a few goals	<u>3</u>	<u>3</u>	<u>3</u>	<u>6</u>	<u>—</u>	<u>—</u>
Total	105	100	51	100	54	100

it get what it wants in the years ahead?" Management practices identified and the number of families following them included:

Planning ahead and cooperating as a family to make the best use of money	46
Saving money	43
Husband and/or wife training for better jobs	18
Acquiring durable goods and a home for future use	6
Concentrating on getting out of debt	6
Varied practices such as husband and wife working, providing insurance, and expecting success	14

Sixty-five of the homemakers named only one of the practices mentioned above.

Behavior in Procuring and Using Economic Resources

Each homemaker identified how frequently (usually, sometimes, or rarely) her family followed a suggested set of 54 practices related to effective procurement and use of economic resources.

Homemakers also answered open-end questions about the use of money.

Data were examined to identify dominant and least-used practices in procuring and using economic resources, and for specific practices in using money. Dominant practices were those "usually" followed by at least 85 percent of the families. Least-used practices included those which were both "rarely" followed by at least 15 percent and "usually" followed by no more than 50 percent of the families. The two criteria designating least-used practices were chosen to prevent the inclusion of practices heavily weighted on both ends of the frequency-of-use scale.

Types of practices. No individual practice in procuring and using economic resources was followed on a regular basis by all families. Families regularly followed less than one-third of the 54 practices studied (Table 10). Resource use behavior patterns identified as dominant by these Turnkey III families indicated they regularly followed:

1. One-half of the recommended practices related to family cooperation, procurement of resources, and shopping
2. One-third of the recommended practices related to home production, wise use of credit, and planning
3. Only one-sixth of the recommended practices related to providing financial security

Nine of the 54 practices in procuring and using economic resources were identified as least-used by these families. These least-used practices (Table 11) revealed that effort was rarely exerted by 15 percent or more of the families in:

1. Using public facilities and services to obtain information about family living, improve informal or formal education, or provide reading materials

Table 10. Dominant Family Practices in Procuring and Using Economic Resources (N=105)

Practices	No. of families reporting
Family cooperation	
Agreement to use money for most important needs first	104
Agree on general use of money	92
Learn and practice better uses of money	92
Procurement of resources	
Regular employment for major wage earner	102
Seek ways to get money when it is needed	99
Work for promotions and wage increases	91
Shopping	
Purchase necessary items first	101
Purchase from local stores rather than from door-to-door salesmen	101
Take advantage of special sales when possible	95
Home production	
Take care of goods to extend service life	96
Use things on hand before buying a new item	94
Providing for financial security	
Provide for and practice safe living	96
Wise use of credit	
Read credit contracts carefully before signing them	95
Consider money owed before using additional credit	94
Planning	
Consider different alternatives for solving problems	92
Decide how much money can be used for specific items	90

2. Using personal ability for making gifts
3. Providing for financial security by investing money to earn or saving some money from each pay check
4. Acquiring knowledge about consumer products and better use of money
5. Procuring money from overtime work or second jobs

Table 11. Least-Used Family Practices in Procuring and Using Economic Resources (N=105)

Practices	No. of families reporting
Use of public facilities and services	
Contact educational agencies for family living information	46
Use technical schools to improve education	35
Attend public programs (educational, recreational, or political)	33
Use library for reading materials	28
Home production	
Make gifts instead of buying them	39
Providing for financial security	
Invest money to earn interest	30
Save some money from each pay check	19
Acquiring knowledge as a basis for evaluation	
Attend programs to learn about consumer products or better uses of money	24
Procurement of resources	
Work overtime or at second jobs	21

For the remaining 26 practices, more families indicated following them on a usual basis than for any other frequency; however, this did not meet criteria for dominant behavior. All practices identified in the index related to procuring and using economic resources are shown by frequency of use scale and group mean score in Table 22, (page 121).

Use of family money. Free-response questions were used to elicit information about the families' use of money. Information sought pertained to person(s) deciding on the use of money, procedures

the families followed in determining the use of money, techniques used for getting the most for money, and unwise uses of money.

Decision-making for the participants in this study tended to be egalitarian. Both spouses participated in decisions related to the use of family money in 63 percent of the families; both spouses made the decisions without the children in 35 percent of these families and in 28 percent the children were involved. In many instances, homemakers stated that the children were too young to participate in making decisions. In the remaining families (37%) one spouse (either husband or wife) made most of the monetary decisions.

Families used two major procedures in allocating money: (1) paying the bills first from the pay check and then obtaining things for family living (58%), and (2) planning for the use of money (32%). From one to four techniques were suggested in answer to the question, "What does your family do that helps it make the best use of its money?" Forty-eight of the respondents identified only one technique; 47 identified two, 8 recommended three, and one suggested four of the techniques which are shown in Table 12.

One-half of the respondents believed that careful shopping was the major way to get full value for money. Approximately one-third to one-fourth of the homemakers relied on family cooperation and planning, home production activities, and budgeting to help them get the most for their money. When asked whether their families used any money unwisely, 64 homemakers gave a negative response, 25 a positive response, and 16 stated they did sometimes. Among those who used money unwisely, the identified unwise uses were spending for pleasure, buying things not

Table 12. Techniques Used by Families for Making Best Use of Money (N=104)

Techniques	No. of families reporting
Shop carefully	52
Plan and work together as a family	38
Produce as much as possible at home	27
Budget money	23
Save for future needs and keep credit costs low	13
Others	17

needed, impulse buying, and getting poor buys.

Sources used to obtain information. One hundred homemakers named sources used by their families to obtain information about consumer products or money and its use as follows: news media (76%), educational literature (51%), relatives and friends (35%), retail outlets (21%), financial advisers (4%), and educational courses (4%).

Financial Problems

Each homemaker ranked the level of seriousness of a predetermined set of 22 financial problems for her family on a three-point scale: very serious, somewhat serious, or not serious. Homemakers were given the opportunity to identify additional problems.

Financial problems experienced by the families were classified into nine types as shown in Table 13. Six families indicated they had

Table 13. Types of Family Financial Problems (N=99)

Types of financial problems	Families	
	No.	%
Inadequate money	83	84
Shopping	68	67
Use of credit	60	61
Saving money	57	58
Unexpected expenses	53	54
Transportation	38	38
Keeping records	38	38
Family agreeing on use of money	27	27
Irregular income	21	21
Total problems	445	
Problem mean	4.49	

no financial problems. Among those indicating problems, 84 percent responded that money was inadequate for the things needed and wanted. More than one-half of the families experienced difficulty with shopping, the use of credit, saving money, and unexpected expenses. Problems experienced less frequently included transportation, keeping records, family agreement on the use of money, and irregular income. These families identified from one to nine types of financial problems, an average of 4.5 types per family.

Statistically significant differences were found for only two problems. More of the black (64%) than white (47%) families indicated inability to save ($X^2=7.4151$, 2df, $p < .05$). Forty-five percent of the large families (five or more members) as compared with 39 percent of the small families had difficulty in meeting needs with the family income available ($X^2=5.9842$, 2df, $p < .05$).

Three financial problems (not enough money for medical needs, inability to save, and having too much debt) were indicated as very serious for more than 20 percent of the families who indicated having financial problems. Financial problems by level of seriousness for families are shown in Table 23, page 126.

Fifty-four percent of the families indicated they would like help with their financial problems. The others said they did not need help; they believed they could manage if income were adequate. Eighty-nine percent of the families desiring assistance with financial problems requested information on budgeting and record keeping; and approximately one-half requested consumer information pertaining to food, clothing, and furnishings, but only one homemaker requested information on credit. The respondents stated the preference to receive this information through printed materials, counseling sessions with family members, and programs held for groups (in descending rank order).

Satisfaction with Life Style

Each homemaker rated her family's level of satisfaction with a set of 17 predetermined life style factors on a three-point scale:

very satisfactory, somewhat satisfactory, or not satisfactory. The level of satisfaction indicated by these homemakers for each factor in the Satisfaction with Life Style Index are shown in Table 14.

More than one-half of the respondents indicated their families were "very satisfied" with goods such as food and clothes, the amount of life insurance owned, and the major wage earners' job. A comparison of these three factors with satisfaction with the amount of family income indicated that those 19 families who were very satisfied with the amount of family income were very satisfied in every incidence with the major wage earner's job, in 18 incidences with the goods such as food and clothes the family had, and in 14 incidences with the amount of life insurance the family owned.

At the other end of the satisfaction scale, dissatisfaction was indicated with lack of accessible public transportation by two-thirds of the families and with amount of family savings by more than one-half of the group. Lack of satisfaction was noted by approximately one-third of the families for the type of jobs available for family members other than the major wage earner and with the amount of family income.

When compared by race, it was found that the white families had a higher level of satisfaction than black families which was significant at the .01 level for the amount of education the family believed it could provide for the children and at the .05 level of significance for information available on family living, available public transportation, and community services (Table 15). Black families had a higher level of satisfaction ($p < .05$) than did white families for the amount of life insurance owned and for the families' contribution to church

Table 14. Family Satisfaction with Life Style by Number of Families Responding, Level of Satisfaction, and Group Mean Score

Life style factors	Levels of satisfaction			No. of families responding	Mean score
	Very satisfied	Somewhat satisfied	Not Satisfied		
	No. of families				
Goods family has such as food and clothes	59	38	8	105	2.49
Amount of life insurance family owns	59	28	18	105	2.39
Major wage earner's job	52	36	17	105	2.33
Medical or health insurance family owns	49	31	25	105	2.23
Opportunities for better job for major wage earner	45	39	15	99	2.29
Amount of time free from work	45	37	23	105	2.21
Durable goods family has	43	53	9	105	2.32
Available information on family living problems	41	50	8	99	2.33
Amount of education family can provide for children	40	46	16	102	2.17

Table 14 (continued)

Life style factors	Levels of satisfaction			No. of families reporting	Mean score
	Very satisfied	Somewhat satisfied	Not satisfied		
		No. of families			
Opportunities for leisure and recreation	41	41	23	105	2.17
Available community activities	34	44	25	103	2.08
Available community services	34	39	30	103	2.03
Jobs available for family members other than major wage earner	33	28	33	94	2.00
Family contributions to church and community	32	52	19	103	2.13
Amount of family income	19	54	32	105	1.88
Available public transportation	14	14	69	97	1.43
Amount of family savings	10	33	57	100	1.53

Table 15. Factors Significant in Family Satisfaction with Life Style by Race and Family Size

Life style factors	Level of satisfaction						χ^2 (2 df)
	Very satisfied	Somewhat satisfied	Not satisfied	Very satisfied	Somewhat satisfied	Not satisfied	
	Black families			White families			
	%			%			
Amount of family life insurance	59	33	8	54	20	26	6.7780*
Information on family life	31	63	6	52	38	10	6.3216*
Amount of education family can give children	22	66	16	56	29	15	13.6312**
Available community services	20	43	37	44	33	22	6.9692*
Family contributions to church and community	38	54	8	25	47	28	7.4893*
Available public transportation	6	20	74	23	9	68	7.4195*
	Large families			Small families			
	%			%			
Goods (foods and clothes) family has	48	46	6	72	17	11	9.1526**

* Probability < .05

** Probability < .01

and community activities. Also, size of the family was found to be significantly related (.01 level) to the families' satisfaction with the goods it had such as food and clothes. Seventy-two percent of the small families (four or fewer members) were very satisfied with goods such as food and clothes as compared with 48 percent of the large families.

Most of the families in the study were satisfied to some degree with their life style. The overall mean score for the Satisfaction with Life Style Index was 35.3; the possible total score was 51.

Practically all families were optimistic about their future lives. They indicated that they expected to reach a more satisfying life than they currently had. Only 22 of the families admitted that there were any risks or fears which might prevent them from attaining a better life in the future. Most of the risks indicated pertained to illness or unemployment.

ANALYSIS OF RELATIONSHIPS AMONG FACTORS INFLUENCING THE FAMILIES' USE OF ECONOMIC RESOURCES

Three types of statistical analyses (t-test, correlation, and multiple regression) were used to examine relationships existing between six factors: dominant values, number and types of expressed goals, success in goal achievement, behavior in the procurement and use of economic resources, difficulty with financial problems, and satisfaction with life style. Results are presented in respect to the relationship of dominant values to other factors, and the relationship between factors and sub-factors.

Relationship of Dominant Values to Other Factors

Because the respondents' rank distribution of values showed a predominance of health, improved living, and financial security in the three highest positions, 90, 81, and 70 respectively, no one value could be isolated from the effect of the other two for studying its individual effect on the factors. Therefore, the families were classified into two value groups for examining the relationship of dominant values to other factors influencing the families' use of economic resources. Group I consisted of the 43 families who identified combinations of health, improved living, and financial security as the three highest ranking values. Group II consisted of the other 62 families who identified any combination of values not represented in Group I as the three ranking highest.

Differences between factor mean scores for the two value groups were tested by the t-test to determine the influence of dominant values on factors associated with the families' use of economic resources (Table 16). Statistically significant differences were revealed for three factors. Group I families, whose dominant values consisted of health, improved living, and financial security, were different from other families in that they:

1. Experienced less difficulty with financial problems
($p < .01$)
2. Exerted greater efforts toward effective procurement and use of economic resources ($p < .05$)
3. Perceived their success in goal achievement to be higher
($p < .05$)

Table 16. Comparison of Factor Scores for Families in Two Dominant Value Groups

Sample	N	Mean factor scores	Standard deviation	t-score
		No. of expressed goals		
Group I (health, improved living, financial security)	42	2.9048	1.0777	
Group II (other values)	57	2.8947	1.5199	.0384
		No. of types of expressed goals		
Group I (health, improved living, financial security)	42	2.6190	0.8821	
Group II (other values)	57	2.4211	1.2670	-.0952
		Success in goal achievement		
Group I (health, improved living, financial security)	43	2.8140	0.4502	
Group II (other values)	62	2.5806	0.5595	2.3614*

Table 16 (continued)

Sample	N	Mean factor scores	Standard deviation	t-score
		Behavior in the procurement and use of economic resources		
Group I (health, improved living, financial security)	43	142.5349	10.8745	2.5981*
Group II (other values)	62	136.7097	11.8810	
		Difficulty with financial problems		
Group I (health, improved living, financial security)	43	27.4884	8.0397	-4.0242**
Group II (other values)	62	32.7258	10.2480	
		Satisfaction with life style		
Group I (health, improved living, financial security)	43	35.8140	6.2612	1.2057
Group II (other values)	62	34.9355	5.7371	

* Probability $<.05$ **Probability $<.01$

No statistically significant differences existed between the two value groups for the other three factors: number of expressed goals, number of types of expressed goals, and satisfaction with family life style. However, the data did indicate that families with health, improved living, and financial security as dominant values tended toward a slightly higher level of satisfaction with their life style than did other families.

Relationships Between Factors and Sub-Factors

Relationships between the factors influencing the families' use of economic resources were examined by correlation analysis for independence between means. The results are presented in respect to: (1) relationships existing between pairs of the five major factors (number of types of goals, success in goal achievement, procurement and use of economic resources, difficulty with financial problems, and satisfaction with life style), and (2) relationships between pairs of selected sub-factors.

Relationships between factors. The relationships existing among the major factors studied are shown in Table 17. Correlation analysis indicated that the following significant relationships existed:

1. A negative relationship ($r=-0.35$, $p<.01$) between the families' success in goal achievement and its difficulty with financial problems
2. A negative relationship ($r=-0.22$, $p<.05$) between the families' procurement and use of economic resources and difficulty with financial problems
3. A positive relationship ($r= 0.22$, $p<.05$) between the families' success in goal achievement and its efforts toward procurement and use of economic resources

Table 17. Intercorrelations of Major Factors Influencing the Families' Use of Economic Resources

Factors	1	2	3	4	5
1 Number of types of goals	_____				
2 Success in goal achievement	0.179	_____			
3 Procurement and use of economic resources	0.175	0.217*	_____		
4 Difficulty with financial problems	-0.091	-0.352***	-0.223*	_____	
5 Satisfaction with life style	-0.156	0.025	-0.040	-0.185	_____

* Probability < .05

***Probability < .001

Data indicated the possible existence of several additional less significant relationships, which might be interpreted as indications that: (1) an increase in the number of types of goals identified tended to increase the families' perception of success in goal achievement and efforts toward procurement and use of economic resources, and to decrease satisfaction with the family life style; and (2) as difficulty with financial problems increased the families' satisfaction with life style tended to decrease.

Multiple regression analysis was used to determine the dependency of the families' satisfaction with its life style on two sets of

variables: (1) selected factors believed to influence the families' use of economic resources and (2) behavior patterns in procuring and using economic resources. Multiple regression test (Table 18) indicated that the factors examined were responsible for only 11 percent of the variance in the families' satisfaction with life style. The F-ratio showed that two of the factors tested were basically responsible for this variance: the families' difficulty with financial problems ($p < .05$) and the education of the wife (marginal level of significance, $p < .056$). The contributions made by the number of goals identified, the families' success in goal achievement, or behavior in procuring and using economic resources were not statistically significant.

Based on the multiple regression test (Table 19), none of the behaviors in procuring and using economic resources had a statistically significant influence on the families' satisfaction with life style ($R^2 = .08$, 9,88 df, $p = \text{N.S.}$). However, the F values indicated a tendency for home production behavior to contribute toward the variance of the families' satisfaction with life style.

Relationships between selected sub-factors. In order to determine the existence of more specific relationships than were revealed in the analysis of the major factors, components of the major factors and the education of the wife were tested. These components included the nine sub-factors in the procurement and use of economic resources, shopping and credit problems, satisfaction with the amount of family income, and satisfaction with the financial security status

Table 18. Multiple Regression Analysis of the Dependency of Families' Satisfaction with Life Style on Selected Factors

Regression model:

$$Y = 43.834 + (-.703)X_1 + 1.133X_2 + (-.019)X_3 + (-.140)X_4 + (-1.275)X_5$$

(8.496) (.532) (.211) (.051) (.068) (.668)

$$R^2 = .11^* \qquad F = 2.28 (5,92 \text{ df}) \qquad P < .05$$

Variables in regression model:	F value
Y = Families' satisfaction with life style	
X ₁ = Number of types of expressed goals	1.74600
X ₂ = Families' success in goal achievement	0.87474
X ₃ = Behavior in procuring and using economic resources	0.14594
X ₄ = Difficulty with financial problems	4.21635*
X ₅ = Educational level of the wife	3.64257 ^a

*Probability <.05

^aProbability <.056 (marginal significance)

of the family. Intercorrelations among those 16 sub-factors are shown in Table 20.

Among the 16 sub-factors, 39 relationships were statistically significant (5 at $p < .0001$, 9 at $p < .001$, 19 at $p < .01$, and 6 at $p < .05$). Each sub-factor correlated significantly with from one to nine other sub-factors. The sub-factors' rank distribution of significant relationships are presented in descending order with respect to value of correlation coefficient.

Table 19. Multiple Regression Analysis of the Dependency of Families' Satisfaction with Life Style on Behaviors in Procuring and Using Economic Resources

Regression model:

$$\begin{aligned}
 Y = & 31.994 + 0.061X_1 + 0.335X_2 + 0.278X_3 + (-0.219)X_4 + 0.225X_5 \\
 & (10.472) (0.302) (0.544) (0.446) (0.528) (0.223) \\
 & +(-0.442)X_6 + (-0.230)X_7 + (-0.200)X_8 + 0.324X_9 \\
 & (0.378) (0.208) (0.314) (0.259)
 \end{aligned}$$

$$R^2 = .08$$

$$F = 0.81 (9,88 \text{ df})$$

P = N.S.

Variables in regression model:

F value:

Y = Family's satisfaction with life style

X₁ = Procuring resources

0.02933

X₂ = Family cooperation

0.30771

X₃ = Planning practices

0.10061

X₄ = Shopping practices

0.52867

X₅ = Wise use of credit

1.18345

X₆ = Home production practices

2.28867

X₇ = Use of public facilities and services

1.02917

X₈ = Acquiring knowledge as a basis for evaluation

0.18900

X₉ = Providing for financial security

1.56845

Table 20. Intercorrelations Between Sub-Factors Influencing the Families' Use of Economic Resources

Sub-factors	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1 Educational level of wife	_____															
2 Number of types of goals	0.268**	_____														
3 Success in goal achievement	0.262**	0.179	_____													
4 Procuring resources	0.099	0.227*	0.315***	_____												
5 Family cooperation	-0.031	-0.065	0.026	0.131	_____											
6 Planning practices	0.086	0.205*	0.151	0.127	0.553****	_____										
7 Shopping practices	-0.183	-0.086	-0.016	0.016	0.356***	0.250**	_____									
8 Using credit wisely	-0.065	-0.006	0.131	0.139	0.301**	0.146	0.301**	_____								
9 Home production	-0.048	0.105	-0.009	0.263**	0.326***	0.237**	0.180	0.103	_____							
10 Using public facilities and services	0.002	0.084	0.073	0.203*	0.289**	0.179	0.263**	0.301**	0.190	_____						
11 Acquiring knowledge as a basis for evaluation	0.104	0.255**	0.083	0.298**	0.357***	0.379***	0.292**	0.252**	0.439****	0.431****	_____					
12 Providing for financial security	0.211*	0.129	0.286**	0.357***	0.128	0.101	0.050	0.285**	0.146	0.405****	0.356***	_____				
13 Problems in shopping	-0.167	-0.060	-0.237**	-0.234**	0.027	-0.078	0.026	-0.006	-0.022	0.058	-0.116	-0.127	_____			
14 Problems with credit	-0.212*	-0.133	-0.316***	-0.223*	0.002	-0.068	0.077	-0.049	0.042	0.046	-0.054	-0.160	0.737****	_____		
15 Satisfaction with amount of family income	-0.172	-0.255**	0.047	0.032	0.180	0.084	-0.072	0.057	-0.042	-0.164	-0.036	-0.067	0.023	-0.011	_____	
16 Satisfaction with financial security status of family	-0.159	-0.026	-0.005	-0.010	-0.009	0.087	-0.062	0.096	-0.039	-0.116	-0.024	0.087	0.023	-0.104	0.347***	_____

* Probability <.05

*** Probability <.001

**Probability <.01

****Probability <.0001

1. The acquisition of knowledge as a basis for evaluation related positively to home production, use of public facilities and services, planning, family cooperation, providing for financial security, procuring resources, shopping, number of types of goals, and wise use of credit.
2. Procurement of resources related positively to providing for financial security, success in goal achievement, acquiring knowledge as a basis for evaluation, home production, number of types of goals, and use of public facilities and services, and inversely to problems in shopping and credit.
3. Family cooperation related positively to planning, acquiring knowledge as a basis for evaluation, shopping, home production, wise use of credit, and use of public facilities and services.
4. Providing financial security related positively to the use of public facilities and services, procuring resources, acquiring knowledge as a basis for evaluation, success in goal achievement, using credit wisely, and the education of the wife.
5. The use of public facilities and services related positively to acquiring knowledge as a basis for evaluation, providing for financial security, wise use of credit, family cooperation, shopping, and procuring resources.

6. The number of types of goals expressed related positively to the educational level of the wife, acquisition of knowledge as a basis for evaluation, procuring resources, and planning, and negatively to satisfaction with the amount of family income.
7. Planning related positively to family cooperation, acquiring knowledge as a basis for evaluation, shopping, home production, and the number of goal types expressed.
8. Shopping practices related positively to family cooperation, wise use of credit, acquiring knowledge as a basis for evaluation, use of public facilities and services, and planning.
9. The wise use of credit related positively to family cooperation, shopping, use of public facilities and services, providing for financial security, and acquiring knowledge as a basis for evaluation.
10. Home production related positively to acquiring knowledge as a basis for evaluation, family cooperation, procuring resources, and planning.
11. Shopping problems related positively to credit problems, and inversely to success in goal achievement and procuring resources.
12. Problems of credit related positively to shopping problems, and inversely to success in goal achievement, procuring resources, and the educational level of the wife.

13. Success in goal achievement related inversely to problems of credit and shopping, and positively to procuring resources, providing for financial security, and the education of the wife.
14. The educational level of the wife related positively to the number of types of goals, success in goal achievement, and providing for financial security, and inversely to problems of credit.
15. Satisfaction with the amount of family income related positively to the families' satisfaction with financial security status, and inversely to the number of types of goals expressed.

Five of the sub-factors correlated significantly with one-third or more of the sub-factors tested. Acquisition of knowledge as a basis for evaluation correlated with 9, procuring resources with 8, and family cooperation, providing for financial security, and the use of public facilities and services with 6 of the sub-factors.

Although many statistically significant relationships were found among the sub-factors, only two relationships correlated above $r=.50$. These were between credit and shopping problems ($r=.74$) and between family cooperation and planning practices ($r=.55$).

DISCUSSION OF RESULTS

Findings from this exploratory study have provided information about these Turnkey III families in respect to aspirations, managerial practices in procuring and using economic resources, financial

problems, and quality of life attained. The findings support management theory and concur in part with other research studies. Further, the results have implications for family living programs with other North Carolina families in similar low-income situations.

These families ranked health, improved living, and financial security as dominant values related to the use of economic resources. No research was found that identified similar top-ranking values. This was expected because values are believed to differ with the individual, with the situation, and with the study. However, evidence was found to support the theory that values motivate and guide action for attaining that which is desired.

1. All major types of goals (housing, education, financial security, private transportation, and recreation) identified by these families reflected their three most important values: health, improved living, and financial security. Improved living and financial security were more directly reflected by the goals than was health, especially physical health.
2. The influence of values in guiding action is further illustrated by the priority these families placed on implementation of their goals. Education and housing goals received high and almost equal priority for implementation followed by goals for financial security, private transportation, and recreation. The priority placed on implementation of goals directly reflects the families' values of improved living and financial security. A high proportion of housing goals pertained to acquiring furnishings and equipment. In

addition to the dominant values, other influences probably contributed to this, for example: (a) these families were relatively young (two-thirds of the heads under 35 years of age), all had children, and all were in the family life stage when the acquisition of durable goods for the family is important; (b) these families had moved from sub-standard housing and these goals probably represented their aspirations for obtaining what they considered possible, adequate, or aesthetically satisfying; and (c) these families could have been motivated toward improved furnishings by exposure to a model house which was furnished and exhibited during the Turnkey III training for tenants.

3. A small number, only 31 families, expressed a desire to buy a home. This was of interest, especially since the major intent of the housing project was to aid occupants to become home owners. Comments made by some of the homemakers could partially account for the low number of home ownership goals. The comments pertained to the number of children wandering about the community unsupervised, the undesirability of the community in respect to facilities and people, the houses being poorly constructed and not worth the price asked, and the inability of the family to obtain a home loan because the price of the house was above the appraised value by mortgage agencies. Such comments implied that neither the house nor the area met their values for improved living.

4. Providing an education for the children was the most frequently mentioned individual goal, and 18 adults aimed toward a high school diploma or college degree while 11 adults wanted job training. Comments made by the homemakers implied that priority was placed on education because they believed it to be essential for earning income adequate for improved living. The families were also concerned that their children have a better life than the parents.
5. The 30 families identifying financial security goals seemed few when compared to these 70 families who ranked financial security among the three highest values. However, since 84 percent of the families experienced inadequacy of income for needs and wants, constraints on their income probably were responsible for the low incidence of goals related to financial security.

The finding that only 9 percent of the families identified goals for both long and short-term achievement, as contrasted to the 53 percent anticipating only long-term achievement and the 38 percent anticipating only short-term achievement was unexpected and should be of concern to educators in family living. Such data evoke questions concerning the reality of the low-income family's goal structure, the low-income family's concept of resource allocation and goal implementation, and the low-income family's potential for financial progress. Management theory emphasizes the necessity of long-term goals for the family's financial progress with many intermediate or short-term goals contributing to their attainment.

The average number of goals per family identified (2.88) and types implemented (1.64) seemed low in respect to the many aspects of family living. This finding supports the premise projected in literature that low-income families tend toward low levels of goal setting. The finding also concurs in part with a North Central Regional study (Fitzsimmons, Larery, and Matzen, 1971:18, 14) in which lower income families reported fewer goals than expected for the first nine-year interval of marriage and a greater number than expected for the intervals after 40 years of marriage. Those same families identified financial security and growth, level of living, housing and environment, and education as the top ranking goals. These goals are similar in type and rank to the goals identified by the North Carolina Turnkey III families.

Significant differences in the managerial behavior of the Turnkey III families were found to be related to their dominant values. Families who ranked health, improved living, and financial security as the three highest values experienced less difficulty with financial problems, more frequently followed recommended practices in procuring and using their economic resources, and thereby perceived a higher level of success in goal achievement. These findings further support management theory that effective resource use promotes family well-being.

Various practices in procuring and using economic resources were followed in varying degrees of frequency by these families. Among the 54 recommended practices, 16 were regularly followed by a majority of the families and 9 were seldom used by 15 percent or more of these

Turnkey III families. The more prevalent regularly followed practices pertained to family cooperation, procuring resources, and shopping; whereas, the least-used practices pertained to the use of public facilities and services, acquiring knowledge as a basis for evaluation, and providing for financial security. The failure of these families to use public facilities and services concurs with Olson's finding (1965:98-101) that the use of public facilities was associated with the higher income families. The extent to which families in this study might use such facilities cannot be determined because of the inaccessibility of the facilities and services to their community. The failure of these families to acquire and apply knowledge of resource use to family living situations could be critical. Forty-three percent of the families reported rarely contacting educational agencies for information on family living and 23 percent seldom attended programs to learn about consumer education or money management.

Because of limited resources, these families could gain most from effective resource use. Why more of the families did not regularly follow more of the recommended resource use practices, and what effect the maximization of their resources could have on their family well-being should be questioned.

Approximately one-half of the families stated they did not need any help or information about alleviating their financial problems or improving management in the home. Most of them seemed to think that lack of money was the problem and that things would be fine if there were enough money. The finding in this study of the significant and positive relationship that acquiring knowledge as a basis for evaluation

had with all other behaviors related to procurement and use of economic resources indicates the necessity of knowledge for effective resource use. Families such as were in this study present a worthy challenge to educators in North Carolina.

The joint or family decision-making practiced by a majority of these families is in agreement with effective management recommendations for financial progress. Most of the homemakers attributed their success in goal achievement to family cooperation in working toward the goals which were important. Homemakers mentioned several techniques which their families were following to aid in successful attainment of goals in the years ahead. Two-thirds of the homemakers named only one practice such as careful shopping, planning in advance, home production, budgeting, or saving for purchases in order to limit credit use. Why they named only one practice might have resulted from their inability to express their practices, their lack of understanding about effective practices, or their failure to effectively use other practices.

The relatively high incidence of types of financial problems, an average of 4.5 per family, experienced by these families indicates the need for help in alleviating them. Both the incidence and types of problems (inadequate money, inability to save, use of credit, and unexpected expenses) plaguing these families were similar to problems experienced by subjects in Zwaagster's study (1971:97). Considering that a majority of families regularly followed only a few of the recommended practices for resource use, alleviation of their financial problems could be expected through more frequent and optimal use of

practices supported by management theory. Statistical tests revealed that families with greater frequency of following recommended practices for procuring and using economic resources experienced decreasing difficulty with financial problems and were more successful in achieving goals.

These Turnkey III families were very satisfied with only a few things in their lives. Greatest satisfaction was realized from the goods such as food and clothes, amount of life insurance owned, and the major wage earner's job. Greatest dissatisfaction was related to public transportation, the amount of family savings, jobs available for family members other than the major wage earner, and the amount of family income. Practically all of the families indicated they expected to attain a more satisfactory life, and few recognized any risks which could prevent this.

Findings from this study indicate that these families are experiencing a life style less satisfying than is desired or necessitated. The need for effective management of resources is evident; this must occur for improved economic well-being, and subsequently, a better quality of living to become a reality.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

This exploratory study sought to identify factors and relationships among those factors which contributed to or blocked the economic well-being of financially limited families who were residing as potential home buyers in a federally financed Turnkey III housing project in Charlotte, North Carolina. Data were obtained in June, 1972, by personal interview with 105 homemakers who were willing to participate, 51 black and 54 white.

Characteristics of Families

Families in the study included only the husband, wife, and children. These families were relatively large in size, averaging 5.25 members. Seventy-three percent of the black as compared to 59 percent of the white families had five or more members.

Most of the families were young. Almost two-thirds had heads under 35 years of age, and 87 percent had children under 15 years of age.

Approximately one-half of both husbands and wives had less than a high school education. Sixty-seven percent of the black wives as compared to 35 percent of the white wives had a high school or higher

education. This difference in education was found to be significant at the .01 level by Chi-square analysis. No significant difference was found for the educational level of the black and white husbands.

Ninety-seven percent of the husbands were employed full time, and one-fourth of these worked overtime or at second jobs. Twenty-two percent of the wives were employed, but only 12 percent on a full time basis. Five times as many black as white wives were employed. Chi-square analysis indicated a significant difference ($p < .01$) in the employment status of black and white families.

Factors Influencing the Use of the Families' Economic Resources

Six factors were studied to determine their influence on the use of economic resources for family well-being by Turnkey III residents: (1) dominant values, (2) expressed goals, (3) success in achieving goals, (4) family behavior in procuring and using economic resources, (5) financial problems, and (6) satisfaction with family life style. Major influences were identified in respect to each of the factors.

Values. The homemakers' modal ranking of values from most to least important was health, improved living, financial security, solvency, economy, knowledge, sharing, and conspicuous consumption. Because of the heavy clustering of the values of health, improved living, and financial security (90, 81, and 70 respectively) in the three top ranking positions, subjects were classified into two dominant value groups for analysis to determine whether the mean scores of other factors differed as a function of the cluster of values. Group I consisted of all subjects who ranked health, improved living, and

financial security as the most important values; Group II was composed of all other subjects.

Analysis by the t-test for differences in factor means revealed significant differences between the two value groups for three factors.

It was found that Group I:

1. Experienced significantly less difficulty ($p < .01$) with financial problems than did families with other values
2. Exerted significantly greater effort ($p < .05$) toward effective procurement and use of economic resources than did other families
3. Perceived their success in goal achievement to be significantly higher ($p < .05$) than did other families

Goals. Ninety-nine of the 105 respondents identified from one to seven goals, averaging 2.88 per family. The major types of goals ranked in descending order of frequency were housing, education, financial security, private transportation, and recreation. Almost one-half of the 100 housing goals identified pertained to acquiring furnishings, one-third to buying a home, and one-tenth to fencing the yard. Among the educational goals, 48 families placed high priority on the children's education; 19 wives and 10 husbands had educational goals for themselves. Most of the financial security goals were for increasing the families' savings or for getting out of debt. Transportation goals pertained to acquiring a second, a better, or a new car; and 90 percent of the recreation goals were for a family vacation or travel. A majority of the families (53%) identified goals only for

long-term attainment, 38 percent only for short-term achievement, and 9 percent indicated both short and long-term goals. Housing and educational aspirations were on-going goals. Those related to home improvement were most prevalent for immediate attainment. Patterns of projected goal achievement indicated that the frequency for home improvement and recreational goals decreased, goals for educating the children and home ownership increased, and financial security goals held rather steady.

Goal implementation was at a low level, averaging 1.64 types per family. Current implementation was prevalent and essentially the same for housing and education goals. Approximately one-fourth of the families were working toward home improvement, education for the children, and financial security goals; and less than one-fifth were implementing goals pertaining to adult education, private transportation, or recreation.

Correlation analysis indicated that the families' goal-setting was significantly and positively related to acquiring knowledge as a basis for evaluating their resource use ($p < .01$), procuring resources ($p < .05$), and planning ($p < .05$), but negatively related to the families' satisfaction with the amount of income ($p < .01$). Although not statistically significant, trends found indicated that an increase in the number of types of goals identified accompanied an increase in the families' success in goal achievement and also in more effective resource use.

Success in goal achievement. Seventy percent of the homemakers believed their families were usually successful in achieving most of

their goals. The white families had a significantly higher level of success ($p < .01$) in achieving goals than did black families. Almost one-half of the respondents identified planning and cooperating as a family in using money and saving as techniques for successful goal achievement. Approximately one-fifth indicated on-the-job training as a means for increasing their income.

Positive correlations indicated that an increase in the families' success in goal achievement was accompanied by a higher level of education for the wife ($p < .01$) and by increased behavior in procuring and using economic resources effectively ($p < .05$), especially the practices related to procuring resources ($p < .001$) and providing for financial security ($p < .01$). Significant negative correlations ($p < .01$) indicated that as the families' success in goal achievement increased their difficulty with financial problems decreased, especially for shopping ($p < .01$) and credit problems ($p < .001$).

Behavior in procuring and using economic resources. Analysis based on the frequency of practices for procuring and using economic resources identified 16 of the 54 recommended practices as dominant and 9 as seldom used by these families. The dominant practices were related to: (1) family cooperation in using money, (2) procuring resources through the regular and effective work of the major wage earner, (3) shopping for the necessary items first and using markets and sales to advantage, (4) home production activities including the care of goods for extended service and the use of things on hand, (5) providing for financial security through safe living habits, (6) wise

use of credit by considering the amount of credit outstanding before assuming additional debt and reading credit contracts before signing them, and (7) planning the use of money and considering alternatives for solving problems. The least-used family practices were related to the use of public facilities and services. Almost one-half of the families rarely contacted educational agencies for information about family living: approximately one-third rarely used the technical schools for improving education or attended public programs, and one-fourth did not use a library for reading materials. Other practices rarely used by these families pertained to the use of personal abilities in making gifts, saving some money from each pay check and investing savings to earn interest, attending programs to learn about consumer products and better uses of money, and obtaining income through overtime work or second jobs.

Correlation analysis for independence between the major factors studied revealed: (1) a positive relationship ($p < .05$) between the families' success in goal achievement and efforts toward procurement and use of economic resources, and (2) a negative relationship ($p < .05$) between the families' procurement and use of economic resources and difficulty with financial problems. No significant relationships were found between the families' procurement and use of economic resources and the number of types of goals expressed or the families' satisfaction with life style.

Analysis of components of the major factors revealed 39 statistically significant relationships among the 16 selected sub-factors examined. Each of the sub-factors correlated significantly with from

one to nine of the other sub-factors. Five sub-factors: acquisition of knowledge as a basis for evaluation, procuring resources, family cooperation, providing for financial security, and the use of public facilities and services were found to correlate most frequently with practices in procuring and using resources, the education of the wife, the number of goals expressed, success in goal achievement, shopping and credit problems, and satisfaction with the amount of family income and with financial security status of the family. The strongest relationships ($p < .0001$) found were between shopping problems and problems of credit ($r = .74$), family cooperation and planning ($r = .55$), acquisition of knowledge as a basis for evaluation and home production ($r = .44$), acquisition of knowledge as a basis for evaluation and use of public facilities and services ($r = .43$), and providing for financial security and use of public facilities and services ($r = .41$).

The free-response answers revealed use of several money management practices among these families. In approximately two-thirds of the families, decisions about the use of money were made by both parents, and in 35 percent of these the children participated. From one-fourth to one-half of the families utilized three methods to help them get full value from their money; careful shopping, entire family cooperating in the use of money, and accomplishing as much home production as possible. More than one-half of the families allocated their money by first paying bills from the pay check, then using the remaining money for needs. About one-fourth stated they planned as a family how to use the money before spending any of it. Only one-third

of the homemakers admitted that their families used any money unwisely. The most frequently cited unwise uses of money were spending for pleasure and buying things not needed.

Financial problems. Several types of financial problems caused difficulty for the 99 families; this was an average of 4.5 problems per family. For 84 percent of these families money was inadequate to meet needs and wants. More than one-half experienced difficulty with shopping, the use of credit, saving money, and unexpected expenses.

Sixty-four percent of the black as compared with 47 percent of the white families indicated saving as a problem. Fifty-five percent of the large families as compared with 39 percent of the small families had difficulty due to inadequacy of income to meet needs. Chi-square tests indicated significant differences at the .05 level for both of these findings.

Only 50 percent of the families who identified problems indicated they would like information about them. The others believed they could manage if money were adequate. Of those requesting information, almost everyone wanted information on budgeting and record keeping; approximately one-half of them wanted consumer information on the various items for family living. Homemakers ranked in order of preferences, from high to low, for receiving this information in the form of printed materials, counseling sessions with family members, and group programs.

Statistically significant negative linear relationships were indicated between difficulty with financial problems and success in goal achievement, behavior in procuring and using economic resources,

providing for financial security, and the education of the wife. Problems of shopping and credit correlated positively and strongly ($p < .0001$). These relationships indicate that as the families' financial resources were increased, as financial security was attained, and as the educational level of the wife increased there was a tendency for financial problems to decrease.

Satisfaction with life style. The group mean score for the families' satisfaction with life style, according to the index used, was 35.3 as compared with a possible score of 51. More than one-half of the families were very satisfied with their goods such as food and clothes, amount of life insurance owned, and the major wage earner's job, but were not satisfied with the amount of family savings and the public transportation available. Approximately one-third of the families were not satisfied with jobs available for family members other than the major wage earner, and 31 percent were not satisfied with the amount of the family income.

Chi-square analysis indicated that white families had a statistically significant level of satisfaction that was higher than that of black families for available information on family living, the amount of education the family could provide for the children, available community services, and available public transportation. Black families had a significantly higher level of satisfaction than did white families for the amount of life insurance owned, and the families' contribution to church and community activities. Small families expressed greater satisfaction for their goods such as food and clothes than did large

families ($p < .01$). Satisfaction with the amount of income related positively to satisfaction with the financial security status (amount of savings, medical and life insurance owned, amount of education that family could provide for the children), but inversely with the number of types of goals expressed.

According to multiple regression tests, only two of the factors studied significantly influenced the families' satisfaction with life style. Significantly contributing to the variance in the families' satisfaction with life style was the difficulty with financial problems ($p < .05$). A marginal contribution ($p < .056$) was effected by the educational level of the wife. These were both negative relationships which indicated that satisfaction with life style for these families decreased as the educational level of the wife and difficulty with financial problems increased. No significant influence was made by behaviors in procuring and using economic resources on families' satisfaction with life style.

Practically all families were optimistic about their future lives. They believed they would achieve more satisfying lives. Only a few admitted there were risks which could prevent their attaining a better life. These risks pertained to unemployment and illness.

CONCLUSIONS

This study was exploratory in nature and sought for the identity of any relationships between the factors studied (values, expressed goals, success in goal achievement, behavior in procuring and using economic resources, financial problems, and satisfaction with life

style), but it made no attempt to identify the cause of the results or to indicate influences from extraneous factors. Data revealed statistically significant probabilities for some relationships which support management theory and theoretical assumptions. However, the relationships identified had less variance than might have been expected. It was concluded that the homogeneity of the families in the sample constrained variability and partially accounts for the low correlation values between the different factors. It was also recognized that other factors not considered in this study may have influenced the relationships.

The following conclusions were drawn for families in this study.

1. Families having health, improved living, and financial security as dominant values tended to exert greater effort toward procuring and using economic resources effectively, to realize greater success in goal achievement, and to experience less difficulty with financial problems.
2. Families having a high perception of success in goal achievement tended to increase efforts toward procuring resources and providing for financial security; consequently, they experienced fewer difficulties with financial problems, especially credit and shopping problems.
3. Families who professed increased activity in goal-setting tended to increase activity in procuring resources, planning, and acquiring knowledge as a basis for action; and they were dissatisfied with the amount of family income.

4. Families who experienced a high level of difficulty with financial problems tended to be less active in procuring and using economic resources, and tended to have lower levels of satisfaction with life style.
5. White families tended to have a higher level of satisfaction with their life style than did the black families.
6. The higher the level of education of the wife, the greater was the goal-setting activity, the higher was the family's perception of success in goal achievement, the less difficulty was experienced with financial problems, and the lower was the family's level of satisfaction with its life style.
7. The acquisition of knowledge related positively to increased activity in the procurement and use of economic resources.

RECOMMENDATIONS

For Family Life Educators

Based on the findings in this study the following recommendations are made for consideration by family life educators.

1. Because family values influence behavior in the procurement and use of economic resources, the success of goal achievement, and the difficulty experienced with financial problems, educators need to encourage low-income families to analyze their concept of what is desirable and worthwhile, to justify their actions by evaluating the influence of these

actions on their current lives, and to anticipate probable influences, opportunities, and risks for the future.

2. Recognizing that effective procurement and use of resources decrease difficulty with financial problems and tend toward increased satisfaction with life style, educators are challenged to: (a) teach low-income families to analyze their resource use by considering alternatives and opportunity costs, and by evaluating the effectiveness of their actions; (b) teach more acceptable and effective knowledge and skills in money management, consumer education, and home production; and (c) present a greater variety of management information pertinent to low-income families through the channels of commercial television, radio, newspapers, and educational literature.
3. Acknowledging that low-income families do not readily seek guidance from educational agencies relative to family living problems, educators could coordinate efforts and organize a counseling service to assist low-income families with the management of their economic resources. Such a service would be more advantageous to the families if it were mobile and could go into their communities.
4. Realizing that low-income families have low preference for group programs to acquire information about family living, educators need to prepare and promote simple home activity lessons on effective resource use for both adults and youth to implement.

For Research

The following recommendations are made for further research.

1. Investigate and compare the scope and the effectiveness of family behavior in procuring and using economic resources for family living on a case study basis among both financially limited and financially progressive families.
2. Investigate the factors influencing the use of economic resources with heterogeneous families, using the schedule developed for this study, to test for different and stronger relationships between specific factors.
3. Conduct longitudinal studies aimed toward determining the rate, causes, constraints, methods, and results of any financial progress of families.
4. Conduct studies evaluating the effectiveness of educational materials related to family living problems for specific groups.

The challenges and increasing complexity of family living indicate the need for increased research efforts to identify the needs, cite problems, and indicate directions by which individuals and families may achieve self-development and self-actualization. Educators need research-based information in respect to families' goals, the effectiveness of practices in procuring and using economic resources, and the status of family well-being relative to both cause and effect. Such research would contribute to more effective education for family living.

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APPENDIXES

APPENDIX A

INTERVIEW SCHEDULE MATERIALS

FAMILY USE OF ECONOMIC RESOURCES QUESTIONNAIRE

		<u>Code</u> <u>No.</u>	<u>IBM</u> <u>Col.</u>
Interviewer _____	Record Number _____	_____	()
	Race _____	_____	()

I. General Information

Tell me something about your family.

- | | | |
|---|-------------------------|-------------------|
| 1. How many persons are in your family? _____ | _____ | () |
| 2. How many persons live at home now? _____ | _____ | () |
| 3. Who are the members of your family?
(Check.) | 4. What are their ages? | () |
| a. Husband _____ | a. _____ | () |
| b. Wife _____ | b. _____ | () |
| c. Children _____ | c. _____ | () |
| d. Others (Who?)

_____ | d. _____
_____ | ()
()
() |
| 5. What was the highest grade completed in school by the: | | |
| a. husband? _____ | _____ | () |
| b. wife? _____ | _____ | () |
| 6. Describe any special training received by the: | | |
| a. husband _____ | _____ | () |
| b. wife _____ | _____ | () |

		<u>Code</u> <u>No.</u>	<u>IBM</u> <u>Col.</u>
7. Which members of your family are employed?	8. Is this job full or part-time?		
a. _____	a. _____	_____	()
b. _____	b. _____	_____	()
c. _____	c. _____	_____	()
d. _____	d. _____	_____	()
9. Which of your family members work overtime or at a second job for money?		_____	()
a. _____		_____	()
b. _____		_____	()
c. _____		_____	()
10. Do any family members work at a third job?		_____	()
_____		_____	()
11. If yes, who? _____		_____	()
		_____	()
12. Which members of your family would like to work more than he or she now works?		_____	()
a. _____		_____	()
b. _____		_____	()
c. _____		_____	()

Code IBM
No. Col.

2. You have named those things which your family plans to get or to do. Do you think your family can get or do: (Check best answer.)

- a. most of those things. (3) _____ ()
- b. some of those things. (2) _____ ()
- c. a few of those things. (1) _____ ()
- d. no response. (0) _____ ()

3. How successful would you say your family is in getting what is important to it? (Check best answer.)

- a. usually successful. (3) _____ ()
- b. successful sometimes. (2) _____ ()
- c. successful only a few times. (1) _____ ()
- d. no response. (0) _____ ()

4. Why would you say this is so? _____

_____ ()
_____ ()
_____ ()

5. What is your family now doing that will help it get what it wants in the years ahead?

_____ ()
_____ ()
_____ ()
_____ ()
_____ ()

6. Which persons in your family decide how money will be used? _____

_____ ()

7. Do the children take part in making these decisions? _____

_____ ()

8. From where do you get advice or information about money and its use, or about the products you buy? Name as many sources as your family uses.

- a. _____
- b. _____
- c. _____
- d. _____

_____ ()
_____ ()
_____ ()

<u>Code</u>	<u>IBM</u>
<u>No.</u>	<u>Col.</u>

III. Procurement and Use of Economic Resources

Families do different things to get what they want to use or enjoy in life. On this yellow card are three answers. Tell me which one best describes your family's behavior for the statements which I read. (Circle code number corresponding with answer.)

<u>Response</u>	<u>Code</u>
Usually	3
Sometimes	2
Rarely	1
No Response or Does Not Apply	0

A. Procurement

As a general rule, in my family:

- | | | |
|--|---------|-----|
| 1. the major wage earner works at a regular job. | 3 2 1 0 | () |
| 2. when possible, members work over-time or do second or odd-jobs | 3 2 1 0 | () |
| 3. members work at their best, hoping for job promotions or wage increases | 3 2 1 0 | () |
| 4. all members who can work seek jobs . . . | 3 2 1 0 | () |
| 5. members take job training when available for a better job or an increase in wages | 3 2 1 0 | () |
| 6. members look for ways to get money when it is needed. | 3 2 1 0 | () |

B. Family Cooperation

As a general rule, my family:

- | | | |
|---|---------|-----|
| 1. members are willing for the money to be used for what the family needs most. . . | 3 2 1 0 | () |
| 2. members take turns in getting things which each wants | 3 2 1 0 | () |
| 3. members are willing to do without many things rather than use credit for them. | 3 2 1 0 | () |

	<u>Code</u>	<u>IBM</u>
	<u>No.</u>	<u>Col.</u>
4. members work together to do or make things instead of buying them.	3 2 1 0	()
5. members agree on how the money will be used	3 2 1 0	()
6. members learn and practice ways to make better use of money.	3 2 1 0	()

C. Maximizing Returns from Resources

I. Planning

As a general rule, my family:

1. plans ahead and saves for the things it wants	3 2 1 0	()
2. thinks about different ways to get things and then decides which way is best.	3 2 1 0	()
3. plans what to get with each pay check before any of it is spent.	3 2 1 0	()
4. decides on the amount of money that can be used for items such as food, clothes, transportation, savings, etc. before spending any money	3 2 1 0	()
5. makes a list of things needed before going shopping	3 2 1 0	()
6. pays bills on time to avoid late payment charges.	3 2 1 0	()

II. Shopping

As a general rule, my family:

1. shops around and compares qualities and prices of products before buying	3 2 1 0	()
2. buys the items which are necessary first	3 2 1 0	()
3. buys only the things which are planned for when shopping.	3 2 1 0	()
4. buys things family needs on special sale when possible.	3 2 1 0	()
5. buys from local stores instead of from door-to-door salesmen.	3 2 1 0	()
6. uses self-service stores for items such as gasoline, groceries, or dry cleaning	3 2 1 0	()

<u>Code</u>	<u>IBM</u>
<u>No.</u>	<u>Col.</u>

III. Use of Credit

As a general rule, my family:

- | | | |
|---|---|-----|
| 1. saves money before buying items needed and wanted | 3 2 1 0 | () |
| 2. uses credit only when absolutely needed. | 3 2 1 0 | () |
| 3. finds out how much credit costs, and decides if it is worth the cost before using it | 3 2 1 0 | () |
| 4. saves some money to make a large down payment when using credit for expensive items. | 3 2 1 0 | () |
| 5. considers the amount of credit owed before using more credit | 3 2 1 0 | () |
| 6. reads credit contracts and sees that all blanks are filled in before signing them | 3 2 1 0 | () |
| | <hr style="width: 10%; margin-left: auto; margin-right: 0;"/> | () |

IV. Home Production

As a general rule, my family:

- | | | |
|--|---------|-----|
| 1. uses something on hand instead of buying another item when possible | 3 2 1 0 | () |
| 2. does things such as sewing, mending clothes or furnishings, or refinishing furniture. | 3 2 1 0 | () |
| 3. takes care of the car, furniture, or equipment so they will last longer | 3 2 1 0 | () |
| 4. makes gifts for relatives and friends instead of buying them | 3 2 1 0 | () |
| 5. uses left-over foods for snacks or another meal | 3 2 1 0 | () |
| 6. prepares food from basic ingredients instead of using ready-to-eat foods. | 3 2 1 0 | () |

V. Use of Public Facilities and Services

As a general rule, my family:

- | | | |
|---|---------|-----|
| 1. uses the public health department for medical needs when possible. | 3 2 1 0 | () |
| 2. uses library or bookmobile for reading materials. | 3 2 1 0 | () |
| 3. uses parks and/or community building for recreation | 3 2 1 0 | () |

	<u>Code</u>	<u>IBM</u>
	<u>No.</u>	<u>Col.</u>
4. contacts educational agencies such as the Extension Service, schools, or Health Department for information about family living	3 2 1 0	()
5. uses technical schools to improve education.	3 2 1 0	()
6. attends public programs such as entertainment, educational, or political programs	3 2 1 0	()

VI. Knowledge and Evaluation

As a general rule, my family:

1. attends special classes to learn about new products and better use of money . . .	3 2 1 0	()
2. seeks information and advice before buying expensive items	3 2 1 0	()
3. keeps records of how money is used	3 2 1 0	()
4. studies record of expenses to improve uses of money.	3 2 1 0	()
5. learns to make or do things to improve family living.	3 2 1 0	()
6. studies labels, pamphlets, and newspapers for information about products	3 2 1 0	()

D. Providing for Financial Security

As a general rule, my family:

1. gets as much education or job training as possible to prepare for better paying jobs.	3 2 1 0	()
2. saves some money from each pay check . . .	3 2 1 0	()
3. puts money in saving accounts or bonds to earn interest	3 2 1 0	()
4. has regular medical and dental checkups. .	3 2 1 0	()
5. has insurance to help with big expenses such as hospital, death, or accidental damage to property	3 2 1 0	()
6. provides for and practices safety while at work, play, or rest in the home	3 2 1 0	()
	()	()

Code IBM
No. Col.

IV. Values

1. Each family feels some things are more important in family living than others. I have on these cards eight statements which influence the use of a family's money. I would like for you to arrange them in order of importance to your family. (Number statements according to homemaker's rank.)

- | | | |
|--|-------|-----|
| 1. Getting the best buys for money. | _____ | () |
| 2. Being mentally and physically well . . . | _____ | () |
| 3. Being aware of goods and prices on the market | _____ | () |
| 4. Providing a better life for the family . | _____ | () |
| 5. Having a good paying job and savings . . | _____ | () |
| 6. Being able to pay debts when due | _____ | () |
| 7. Having money to share with others. . . . | _____ | () |
| 8. Having things as good as or better than other people. | _____ | () |
| | _____ | () |
| | _____ | () |
| | _____ | () |

V. Financial Problems

A. All families have money problems. Some problems are more serious than others. Tell me which answer on this green card best describes how serious what I mention is to your family. (Circle code which represents answer.)

<u>Response</u>	<u>Code</u>
Very Serious	3
Somewhat Serious	2
Not Serious	1
No Response, or Does Not Apply	0

- | | | |
|--|---------|-----|
| 1. Income not regular. | 3 2 1 0 | () |
| 2. Not enough money to buy what is needed. . | 3 2 1 0 | () |
| 3. Not enough money to buy what is wanted. . | 3 2 1 0 | () |
| 4. Not enough money for doctor, dentist, or hospital | 3 2 1 0 | () |
| 5. Not able to save. | 3 2 1 0 | () |
| 6. Money getting lost or stolen. | 3 2 1 0 | () |
| 7. Deciding what to buy first. | 3 2 1 0 | () |
| 8. Getting the best buys for the money . . . | 3 2 1 0 | () |

9

	<u>Code</u> <u>No.</u>	<u>IBM</u> <u>Col.</u>
9. Spur-of-moment buying	3 2 1 0	()
10. Buying from door-to-door salesmen	3 2 1 0	()
11. Buying expensive items.	3 2 1 0	()
12. Knowing where to get credit	3 2 1 0	()
13. Children buying on credit	3 2 1 0	()
14. Children borrowing money outside home	3 2 1 0	()
15. Getting credit when it is needed.	3 2 1 0	()
16. Having too much debt.	3 2 1 0	()
17. Getting behind on bills	3 2 1 0	()
18. Unexpected expenses	3 2 1 0	()
19. Family agreeing on how money is used.	3 2 1 0	()
20. Keeping up with how much money is on hand	3 2 1 0	()
21. Keeping a record of how money is used	3 2 1 0	()
22. Having reliable transportation.	3 2 1 0	()
23. Others (List)		
_____	3 2 1 0	()
_____	3 2 1 0	()
_____	3 2 1 0	()
_____	_____	()
_____	_____	()

B. Would you like help with any of your money problems? _____ ()

C. If yes, which ones? (List)

1. _____ ()

2. _____ ()

3. _____ ()

4. _____ ()

D. Would you like help with any other problems in family living? _____ ()

E. If yes, which ones?

1. _____ ()

2. _____ ()

3. _____ ()

4. _____ ()

5. _____ ()

Code IBM
No. Col.

F. How would you like to receive this help or information? (Number in order of preference.)

- 1. Bulletins or printed materials _____ ()
- 2. Special programs for groups. _____ ()
- 3. Counseling sessions for family members _____ ()
- 4. Any other method (List) _____ ()
- _____ ()
- _____ ()

VI. Satisfaction with Life Style

A. Families are more satisfied with some things in their lives than with others. Tell me which answer on this pink card best describes how satisfied your family is with what I mention. (Circle code which represents answer.)

<u>Response</u>	<u>Code</u>
Very Satisfied	3
Somewhat Satisfied	2
Not Satisfied	1
No Response, or Does Not Apply	0

- 1. The amount of family income 3 2 1 0 ()
- 2. The type of job major wage earner has 3 2 1 0 ()
- 3. Opportunities for better job for major wage earner 3 2 1 0 ()
- 4. Jobs available for other family members 3 2 1 0 ()
- 5. Goods family has such as food and clothes 3 2 1 0 ()
- 6. Durable goods which family has such as car, equipment, and furniture. 3 2 1 0 ()
- 7. The amount of savings family has. 3 2 1 0 ()
- 8. The medical or health insurance family has. 3 2 1 0 ()
- 9. The amount of life insurance family has 3 2 1 0 ()
- 10. The amount of education the family can provide for the children. 3 2 1 0 ()
- 11. The amount of time which is free from work. 3 2 1 0 ()
- 12. Opportunities available for leisure and recreation. 3 2 1 0 ()
- 13. Family gifts of money and service to church and community activities. 3 2 1 0 ()

	<u>Code</u> <u>No.</u>	<u>IBM</u> <u>Col.</u>
14. Available information and help with family living problems	3 2 1 0	()
15. Available community services such as parks, libraries, and stores	3 2 1 0	()
16. Available community activities for education and recreation	3 2 1 0	()
17. Available public transportation	3 2 1 0	()
 B. Do you think your family can and will reach a more satisfactory way of living?		()
_____		()
C. Are there fears or threats which could prevent your family reaching a better way of life?		()
_____		()
D. If yes, what are they?		
1. _____		()
2. _____		()
3. _____		()
E. How does your family decide what it will get with the money from each pay check?		()
_____		()
_____		()
F. Why does your family use its money for the things it does? _____		()
_____		()
_____		()
G. What does your family do that helps it make the best use of its money?		
1. _____		()
2. _____		()
3. _____		()
4. _____		()

	<u>Code</u> <u>No.</u>	<u>IBM</u> <u>Col.</u>
H. Does your family use any of its money unwisely? _____	_____	()
I. If yes, how? _____	_____	()
_____	_____	()
_____	_____	()
J. Why? _____	_____	()

PANEL OF EXPERTS

The following people served as a panel of judges to evaluate the face validity of the interview schedule:

Dr. Ellen Champoux, Professor of Home Economics Education, The University of North Carolina at Greensboro

Dr. Eloise Cofer, Assistant Director of Extension Home Economics, N. C. State University

Dr. Jane Crow, Chairman of Department of Housing and Management, The University of North Carolina at Greensboro

Mrs. Sands M. Gresham, Consumer Affairs Specialist, Center of Urban Affairs and Community Services, N. C. State University

Mrs. Justine J. Rozier, Extension Home Management Specialist, N. C. State University

Mrs. Natalie Wimberly, Extension Home Economics Agent, Wake County, North Carolina

May 29, 1972

Dear Mrs. _____:

I need your help to get information for developing programs and pamphlets for homemakers about using time, money, and skills to provide the needs for family living. I work with Extension Home Economics, and prepare management programs for homemakers in North Carolina.

You can help by talking with me or one of my helpers about what is important to your family; how you use time, money, and skills; and the problems you face.

I do not think any of the questions are too personal. If they are, you can tell us. We would not expect you to answer.

We will contact homemakers in the Windsong Trails housing project for help with this study. Two of my sisters, Mrs. Geneva Davis and Mrs. Bobbye Ann Pursler will help me.

One of us will go to your home in June. We will show you the type of questions we need answered. Then you can tell us if you will help with the study. If you work, we will contact you and arrange a time to see you.

I met with your Homeowners' Association in March, and talked with the group about this study. I look forward to meeting you in June. I trust that you will help me with this study.

Sincerely,

Thelma Hinson
Home Management Specialist

TH

APPENDIX B

SURVEY DATA

Table 21. Specific Family Goals by Classification and Number of Families

Classification of goals	No. of Families
Housing	100
Home ownership	
Buy a home	30
Buy a lot and build a home	<u>1</u>
Total	31
Home Improvement	
Acquire furniture for the home	31
Fence yard	10
Install carpeting	6
Get a larger or better house	5
Install air conditioning	5
Landscape the yard	3
Get laundry equipment for the home	3
Repair the house	2
Make the house larger	2
Refinish furniture	1
Hire an exterminator to spray regularly	<u>1</u>
Total	69
Education	77
For the children	
Provide high school and college education	37
Save for the children's education	10
Place child in a private school	<u>1</u>
Total	48
For adults	
Wife learn job skill	8
Wife acquire a college degree	7
Wife finish high school	4
Husband acquire a college degree	4
Husband finish high school	2
Husband take vocational training	3
Husband acquire a master's degree	<u>1</u>
Total	29

Table 21 (continued)

Classification and goals	No. of Families
Financial security	30
Increase amount of family savings	15
Get out of debt	9
Husband open his own business	2
Wife get a good job	2
Husband get a good job	1
Acquire more insurance	1
Transportation	29
Acquire another, a better, or a new car	29
Recreation	27
Family take a vacation or travel	23
Provide summer activities for the children	3
Purchase a boat and a camper	1
Other goals	22
Provide a good life for the children	5
Move to another area	3
Get personal things when needed	3
Take additional foster children	2
Wife and daughter get driver's license	2
Provide better medical care for family	2
Get new clothes for family	2
Buy cemetery plot for family	1
Wife do part-time volunteer work	1
Have another baby	1

Table 22. Family Practices in Procuring and Using Economic Resources by Frequency of Practice, Number of Families, and Group Mean Score

Family practices	Frequency of practice			No. of families responding	Mean score
	Usually	Sometimes	Rarely		
	No. of families				
<u>Procurement</u>					
Major wage earner works regularly	102	3		105	2.97
Members seek ways to get money when needed	99	3	3	105	2.91
Members work for promotions or wage increases	91	12		103	2.88
Members take job training when available	80	8	13	101	2.66
All members who can work seek jobs	76	12	13	101	2.62
Members work over-time or at second jobs	45	33	21	99	2.24
<u>Family cooperation</u>					
Members are willing for money to be used for most important family needs	104	1		105	2.99
Members agree on how money will be used	92	11	2	105	2.86
Members learn and practice better ways to use money	92	8	5	105	2.83
Members share in getting things needed	86	15	4	105	2.78
Members are willing to do without rather than use credit	81	21	3	105	2.74
Members work together to make or do things instead of buying them	56	41	7	104	2.47

Table 22 (continued)

Family practices	Frequency of practice			No. of families responding	Mean score
	Usually	Sometimes	Rarely		
	No. of families				
<u>Planning</u>					
Family considers different alternatives for solving problems	92	12	1	105	2.87
Family decides how much money can be used for specific items	90	12	3	105	2.83
Family plans what to get with each pay check before any of it is spent	88	12	5	105	2.79
Family pays bills on time to avoid late payment charges	74	30	1	105	2.70
Family plans ahead and saves for things wanted	74	27	4	105	2.70
Family makes a list of things needed before going shopping	66	28	11	105	2.52
<u>Shopping</u>					
Family buys the items which are necessary first	101	4		105	2.96
Family buys from local stores rather than from door-to-door salesmen	101	3	1	105	2.95
Family buys things family needs on special sale when possible	95	9	1	105	2.90
Family uses self-service stores when possible	84	15	6	105	2.74

Table 22 (continued)

Family practices	Frequency of practice			No. of families responding	Mean score
	Usually	Sometimes	Rarely		
	No. of families				
Family compares qualities and prices of products before buying	82	21	2	105	2.76
Family buys only the things which are planned for when shopping	49	51	5	105	2.42
<u>Use of credit</u>					
Family reads credit contracts before signing them	95	4	1	100	2.94
Family considers amount of credit owed before deciding to use more	94	6	2	102	2.90
Family uses credit only when absolutely necessary	83	14	4	101	2.78
Family finds out cost of credit before using it	81	18	2	101	2.78
Family saves some money to make large down payment when using credit	70	21	10	101	2.60
Family saves money before buying items wanted	57	40	7	104	2.48
<u>Home production</u>					
Family takes care of material goods to extend service life	101	4		105	2.96
Family uses something on hand instead of buying an item when possible	94	10	1	105	2.86

Table 22 (continued)

Family practices	Frequency of practice			No. of families responding	Mean score
	Usually	Sometimes	Rarely		
	No. of families				
Family uses left-over foods wisely	88	12	5	105	2.79
Family prepares food from basic ingredients instead of using ready-to-eat foods	77	24	4	105	2.70
Family does productive activities at home	67	24	11	102	2.55
Family makes gifts instead of buying them	24	38	39	101	1.85
<u>Use of public facilities and services</u>					
Family uses public health department for medical needs	63	17	21	101	2.42
Family uses parks and/or community building for recreation	62	19	22	103	2.39
Family uses library for reading materials	48	26	28	102	2.20
Family contacts educational agencies for information about family living	35	17	46	98	1.89
Family uses technical schools to improve education	34	22	35	101	1.99
Family attends public programs such as educational, recreational, or political	32	36	33	101	2.00

Table 22 (continued)

Family practices	Frequency of practice			No. of families responding	Mean score
	Usually	Sometimes	Rarely		
	No. of families				
<u>Acquiring knowledge as a basis for evaluation</u>					
Family studies labels and literature for product information	81	18	5	104	2.73
Family learns to make or do things to improve family living	75	27	3	105	2.69
Family seeks information and advice before buying expensive items	72	27	5	104	2.64
Family keeps records of how money is used	72	16	16	104	2.54
Family studies records to improve use of money	64	23	18	105	2.44
Family attends programs to learn about products and better uses of money	40	37	24	101	2.16
<u>Providing for financial security</u>					
Family provides for and practices safe living	96	5	4	105	2.88
Family has insurance to help with big expenses	88	10	5	103	2.81
Family gets as much education or job training as possible for better jobs	70	10	21	101	2.49
Family has regular medical checkups	60	30	14	104	2.44
Family invests money to earn interest	49	17	30	96	2.20
Family saves some money from each pay check	47	37	19	103	2.27

Table 23. Family Financial Problems by Level of Seriousness

Financial problems	Level of seriousness						Total Responding
	Very serious		Somewhat serious		Not serious		
	No.	%	No.	%	No.	%	
Not enough money for medical needs	24	23	35	34	45	43	104
Not able to save	23	22	34	33	46	44	103
Having too much debt	23	22	20	20	59	58	102
Unexpected expenses	20	19	33	32	50	49	103
Having reliable transportation	18	17	20	19	65	64	103
Not enough money for what is wanted	15	14	46	44	43	42	104
Not enough money for what is needed	15	14	37	36	52	50	104
Getting the best buys for the money	12	12	32	31	60	57	104
Getting behind on bills	11	11	31	30	60	59	102
Irregular income	11	11	10	10	82	79	103

Table 23 (Continued)

Financial problems	Level of seriousness						Total Responding
	Very serious		Somewhat serious		Not Serious		
	No.	%	No.	%	No.	%	
Deciding what to buy first	10	10	30	29	64	61	104
Getting credit when needed	10	10	24	24	67	66	101
Keeping a record of how money is used	10	10	19	18	75	72	104
Family agreeing on use of money	10	10	17	17	75	73	102
Knowing where to get credit	9	9	20	20	72	71	101
Keeping up with amount of money on hand	8	8	19	19	75	73	102
Money getting lost or stolen	8	8	2	2	85	90	95
Spur of moment buying	6	6	31	30	66	64	103
Buying expensive items	6	6	11	11	84	83	101
Children borrowing money	6	7	3	4	72	89	81
Buying from door-to-door salesmen	5	5	3	3	88	92	96
Children buying on credit	5	6	2	3	71	91	78