

PERCEPTIONS OF HOME ECONOMICS
CONTENT IN SECONDARY PROGRAMS
BY SCHOOL BOARD PRESIDENTS,
HIGH SCHOOL PRINCIPALS, AND
HIGH SCHOOL COUNSELORS

By

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CHAPTER I

INTRODUCTION

Reform of education is a current topic for discussion and debate. In the midst of publicity of reports by various commissions and the clamor for "back to the basics", home economics educators may question the status of this field of study. Some writers (Spitze, 1983; Thomas, 1985) feel home economics could get caught in the squeeze in the trend for secondary schools to include more required basic courses such as math, science, computer science, etc. Already, a study in Michigan (Atkins, 1985) has found pressure being exerted on the local school boards to place more emphasis on the basics. In A Nation at Risk, the report by The National Commission on Excellence in Education ([NCEE], 1983), reference was made to home economics content as contributing to educational inadequacy in content, expectations, and time. The following are statements from the report.

Twenty-five percent of the credits earned by general track high school students are in physical and health education, work experience outside the school, remedial English and mathematics, and personal service and development courses, such as training for adulthood and marriage (NCEE, 1983, p. 19).

In 13 states, 50 percent or more of the units required for high school graduation may be electives chosen by the student. Given this freedom to choose the substance of half or more of

their education, many opt for less demanding personal service courses, such as bachelor living (NCEE, 1983, p. 20).

In many schools, the time spent learning how to cook and drive counts as much toward a high school diploma as the time spent studying mathematics, English, chemistry, U.S. history, or biology (NCEE, 1983, p. 22).

Those in home economics could defend the importance of the subject as Kinsey Green did when she described the cost effectiveness of the program in "teaching individuals to garner and manage resources, to care for their own, to acquire job skills for participation in the labor market, and to manage well at home in order to be productive workers in the labor market" (Green, 1981, p. 15).

Other factors causing concern for the status of home economics in the light of educational reform are budget cuts (Spitze, 1983; Thomas, 1985) and a lack of understanding by policymakers of the field of home economics (Thomas, 1985). Those in the profession are aware of the content being taught and its importance in relation to individual, family, and societal problems. The question which arises in light of the debate over educational reform is what perceptions do policy-makers have of the content taught in secondary home economics programs? These questions could be important in making decisions regarding home economics programs.

Tyler (1983) maintains in the United States the responsibility for education lies within the state where a large degree of control has been delegated to the local level. Tyler (1983) states "Not only in law but in direction and operation, the American public schools are largely local" (p. 462). Rubin (1984) feels in the aftermath of the reports on school reform, school improvements will be the result of local policies. An examination of

the perspectives of local decision-makers on what content is taught in home economics will provide information for the home economics professional during a time of educational reform. As has been stated, "Implementation of secondary home economics programs will not occur without the support of decision-makers" (Hughes, Kister, & Smith, 1985, p. 17).

A search of the literature by the researcher using ERIC procedure has failed to find any research on perceptions of content in home economics. Knowing what decision-makers perceive about what is taught will provide information for defending home economics programs.

Statement of the Problem

Home economics is a field of study that helps students prepare for the roles they will assume in the world as members of a family, society, and probably, the labor force. Conditions in society emphasize the importance for this preparation. There is also emphasis on educational reform which causes professionals in a field of study to question the status of their program. It seems feasible if decision-makers are aware of the content taught in home economics courses, these programs will receive support. Since studies are unavailable on perceptions of the subject content taught in home economics by boards of education, high school principals, and high school counselors, that is the focus of this study.

Purposes and Objectives

The purposes of this study are to assess the extent to which school board presidents, high school principals, and high school counselors perceive the breadth of the subject content taught in the consumer and homemaking

education program and to determine their perception of the emphasis that needs to be placed on subject content areas. The following objectives have been developed to guide the study.

1. To assess if age, gender, prior experience with consumer and homemaking classes, size of school, or having a vocational or general consumer and homemaking program influence the perceptions school board presidents, high school principals, and high school counselors have of subject content being taught in the consumer and homemaking program.

2. To assess if age, gender, prior experience with consumer and homemaking classes, size of school, or having a vocational or general consumer and homemaking program influence how much emphasis needs to be placed on subject content according to the perceived importance of the topic by school board presidents, high school principals, and high school counselors.

3. To assess if a difference exists in the perceived importance of home economics content areas as rated by school board presidents, high school principals, and high school counselors.

Hypotheses

The following hypotheses have been formulated for the study.

H₁: There will be no significant difference in the identification of subject content perceived as taught in the consumer and homemaking program by age, gender, prior experience with consumer and homemaking classes, size of school, or having a vocational or general consumer and homemaking program when assessed by

- a. school board presidents,
- b. high school principals, and

c. high school counselors.

H₂: There will be no significant difference in the perceived importance of subject content to be taught in the consumer and homemaking program by age, gender, prior experience with consumer and homemaking classes, size of school, or having a vocational or general consumer and homemaking program when assessed by

- a. school board presidents,
- b. high school principals, and
- c. high school counselors.

H₃: There will be no significant difference in the perceived importance of home economics content areas among school board presidents, high school principals, and high school counselors.

Assumptions

The following assumptions are made in planning for the study.

1. The respondents have responsibility for decision making in regard to programs in the school.
2. Either the high school principal or the high school counselor has responsibility for scheduling of classes and/or enrolling students in classes.

Limitations of the Study

The following limitation is recognized in planning for the study.

1. The sample is randomly selected from the population of school districts in the State of Oklahoma. Generalizations can only be made for this state.

Definitions

For the purpose of this study the following terms have been defined.

Home Economics Content – the six subject matter areas of home economics: child development/parenting, clothing/textiles, consumer education/management, family relations, food/nutrition, housing/home furnishings/equipment (Hughes, Rougvie, & Woods, 1980).

Home Economics Topics – the 20 concepts/topics considered essential for each of the six content areas of home economics (Hughes, Rougvie, & Woods, 1980).

Independent School Districts – "All independent school districts in Oklahoma shall be those which shall have maintained during the previous year a school offering high school subjects fully accredited by the State Board of Education" (State Board of Education, 1986, p. 40).

National Census Study – a study "designed to provide a description of vocational home economics programs in public schools across the nation. Specifically, it was designed to identify what home economics concepts are being taught" (Hughes, Rougvie, & Woods, 1980, pp. ii-iii).

School Districts – "any area of territory comprising a legal entity, whose primary purpose is that of providing free school education, whose boundary lines are a matter of public record, and the area of which constitute a complete tax unit" (State Board of Education, 1986, p. 3).

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

This chapter examines policy-making or decision-making. Power and the power structure as they apply to decision-making are discussed. The chapter also emphasizes some of the roles and responsibilities of decision-makers which are the focus of this study. These decision-makers include the local board of education, the high school principal, and the high school counselor. The purpose of this study is to assess the perception these decision-makers have of the subject content being taught in the secondary home economics program. This can provide a framework for examining subject content taught in the six content areas of the home economics program.

Policy-Making and Decision-Making

Policy-making and decision-making are used interchangeably and are examined in the context as they apply to decisions affecting curriculum in the local school. Variables have been identified by Creighton (1983) in policy decisions relating to curriculum innovations. The three variables are the decision-making process, the participants, and the environment.

Decision-Making Process

The decision-making process is one where either individuals or committees function in decision-making. Committee decisions, as in boards of education, prevent administrative despotism and allow for pooling of knowledge (Creighton, 1983). Decisions may be made by the rational concept which consists of using knowledge of all alternatives to arrive at a choice (Creighton, 1983). This process has a weakness as decision-makers have limited perceptions and rarely have all the information they need to arrive at logical decisions. Therefore decisions usually are achieved through improvisation and compromise allowing for additions and alterations of policy or practice (Creighton, 1983). This open model recognizes "the influence of values, emotions, and previous experiences of individuals in decision-making and takes into account the limitations of human cognition and the complexity of the environment" (Creighton, 1983, p. 123). Influence may be used to make policies in the interest of all and to benefit the welfare of society.

Environmental Variables

Environmental variables in decision-making include the political administrative structure, the influentials and power structures, and the economic influences (Creighton, 1983). The educational environment includes the administrative hierarchy: those who influence, as well as those who make decisions; and of course, financial considerations which influence decisions concerning programs. These variables in the process affect policy-making as it pertains to curriculum innovations. The extent to which they exist depends on the organization and the decisions to be made. As

Havelock (1973) notes, "Every person, every group, and every social organization has some sort of problem-solving process in order to survive in a changing world" (p. 6). Husin (1984) feels decisions in education are an emergence out of a complicated web of pressures and influences which operate over a period of time. These decisions can have a definite impact on the home economics program.

Participants - Decision-Makers

By examining some of the roles, responsibilities, knowledge of curriculum content, or positions of power of decision-makers in the school greater insights are made in understanding the complexities of decision-making. According to Kimpston and Anderson (1982) there is no agreement or clear understanding of the responsibilities in regard to curriculum decision-making of the board of education, the superintendent, the central office staff, the principal, or the community. This review focuses on the board of education, the principal, and the counselor.

Many writers recognize the power of the local board of education. Turner (1970) identifies it as the group that has typically retained power within the educational structure. Nolte (1984) observes the board has more responsibility than ever before. "Ever since the first 'school visitors' of early New England were elected to engage the schoolmaster and make sure that the schoolhouse stove was supplied with firewood, school board members have seen to it that local education was properly administered" (Dickinson, 1973, p. 94). In response to a plan for full funding of education by the states there emerged the ideas that "local boards must retain control of district operations" (Nation School Boards Association, 1973, p. 9) and "local boards should not give up any more power over instructional

policymaking" (p. 20).

The board of education has the responsibility for policy-making (Nolte, 1984; Raubinger, Sumption, & Kamm, 1974). Some writers (Brickell, 1984; Gittell, 1973; Sanchez, 1984) contend boards are least involved in curriculum matters. They make policies using recommendations from others. Nolte (1984) suggests the superintendent has responsibility for informing and recommending changes to the board while Raubinger et al. (1974) delegate the recommendation of policy to both the superintendent and principal. In the Unfinished Agenda, the report by The National Commission on Secondary Vocational Education ([NCSVE], 1984), school administrators and boards of education have been assigned "a major role in determining the quality and type of vocational offerings" (p. 19). It has been noted there is an avoidance of responsibility for instruction and learning by school boards, although surveys show that wanting to affect instruction and what is taught is cited as the number one reason for serving on school boards (Shalaway, 1982).

Goodlad (1983) finds that "superintendents and school boards frequently become removed from the nonquantified, noncollective concerns of families in local schools. They may be remarkably uninformed about conditions in the local schools but attuned to newspaper reports of declining SAT scores nationwide and Gallup polls regarding discipline problems" (p. 469). The Northwest Regional Educational Laboratory (NEWREL) has a project for working with school boards (Shalaway, 1982). The project stresses to board members their right and their responsibility for involvement in curriculum. Although it is not necessary to be an expert in curriculum, board members do need to be aware of what is going on (Shalaway, 1982). The director of the NWREL project stresses "direction,

influence, and concern for instruction have to come from the policy level, starting with the board. Administrators need that direction from the board" (Shalaway, 1982, p. 11).

One superintendent of public schools feels "establishing school curriculums is too important a responsibility to be left exclusively to board members and administrators" (Else, 1983, p. 34). Parents serve on advisory committees but ultimately the school board makes the final decision in all curriculum matters (Else, 1983). In the 1982 The American School Board Journal-Virginia Tech Survey, school board members thought they are to make policy decisions for schools rather than superintendents (Underwood & Fortune, 1983). According to surveys of school boards and the general public, there is a discrepancy in the importance placed on curriculum. School board members responding to the American School Board Journal-Virginia Tech Survey prioritize the problem of poor curriculum as 7th in a list of 13 concerns for school. In a Gallup Poll, the public feels the concern for curriculum holds higher priority (Underwood, Fortune, & Poole, 1984).

A study has been conducted in Minnesota to analyze curriculum decision-making (Kimpston et al., 1982). Findings indicate in the process of advising, deliberating, and deciding curriculum policy matters, the principal is the most heavily involved. In the process of approving curriculum, the school board plays the most prominent role (Kimpston et al., 1982).

Principals involvement is evident at the local level. They participate in or affect decisions concerning every aspect of the educational process (Gittell, 1973). Ornstein (1986) maintains curriculum decisions, instructional decisions, and supervisory decisions are interrelated and are all

major concerns for the principal. The NCSVE (1984) realizes the importance exerted by the principal. "Generally, where principals view vocational education as equal in importance with academic education, more up-to-date and better quality programs exist. Conversely, where principals view vocational education programs as 'dumping grounds', the quality of programs is poor" (NCSVE, 1984, pp. 19-20). A curriculum update for home economics was presented in a recent publication for principals (National Association of Secondary School Principals [NASSP], 1987). The report focused on how the curriculum has expanded and diversified.

Sewing and stewing are still basic to home economics in secondary schools, but its century-old curriculum is much, much more today.

Looking to the future and the changing society, home ec educators now furnish students with what their families, economics, careers, and health require now and in the future.

Basting roasts and basting seams are now supplemented by the skills, knowledge, and psychology needed to lambaste the social ills that threaten the nation's economic, emotional, and physical health.

Critical thinking skills, decision making, and computer-assisted instruction are just as much a part of home ec education as they are of math, science, and social studies (NASSP, 1987, p. 1).

Additional information provided for the principals includes examples of professional jobs requiring degrees in home economics and exemplary programs in home economics.

In a recent study of principals (Boyer, 1983), program development

has been identified as their first priority yet more time is spent on school management. Raubinger et al. (1974) consider curriculum responsibilities the largest part of the duty of the principal as educational leader. Many though, do not attend to questions on curriculum because they feel uncomfortable about their knowledge of subject matter (Raubinger et al., 1974). In a survey of Texas administrators (Schwausch, 1984) only 34% of the principals were aware of the six areas of instruction in consumer and homemaking education, therefore, failing to understand the comprehensiveness of the program.

Leithwood and Montgomery (1982) classify principals as effective or typical. The effective principals consider themselves instructional leaders whose function is to ensure the best possible programs are provided for their students. Typical principals provide administrative leadership and distance themselves from instructional or curriculum decisions.

School counselors are selected for this study because their duties include advising and guiding students in class selections and scheduling classes. These functions are regarded as important for any course of study in the school.

Counselors are recognized "as a resource to integrate career guidance concepts and occupational information in the classroom" (NCSVE, 1984, p. 10). The movement of women into the labor force, research on women, and the changing family structure have increasingly added a new dimension to counseling in secondary education (Rehberg & Hotchkiss, 1979). "The secondary school counselor has a unique opportunity to encourage school staff and students to consider occupational related decisions that can be identified through analysis of sex roles and research" (Rehberg & Hotchkiss, 1979, p. 16). Exploration of the intersections of occupational and family

roles allows students more realistic perspectives of current roles of adult men and women (Rehberg & Hotchkiss, 1979). The implication for counselors is to "assist students in examining the importance the three adult roles of work, homemaker (marriage partner) and parent have for them" (Rehberg & Hotchkiss, 1979, p. 17). Thompson (1963) suggests guidance counselors need to re-evaluate the way girls are advised. This could also be true for males. The way counselors perceive the subject content taught in home economics classes will influence how they advise students, male and female, and how they arrange schedules for classes.

Social Power Structure

The concept of power has a linkage to group decision-making and is a part of the functioning of a human organization (Howard, 1984). Power can be viewed from different perspectives. Power is prescribed in that it is given automatically as the result of the position or office held in an organization (Howard, 1984). Because of their position and the prescribed power possessed, these individuals have the right to make key decisions. Principals, counselors, and boards of education hold positions which give them prescribed power. Structural power assumes a group of individuals "have the ability to set conditions, make decisions, and take actions in the context of the community" (Howard, 1984, p. 431). Individuals can derive power from many bases including control over jobs through the personnel basis, control over information available to others, and access to decision makers through a relationship basis (Howard, 1984).

There are different levels in the power structure which determine the type of power possessed (Howard, 1984). Included in this structure is the influential who is involved at the policy level yet may not be actively

involved in the decision-making. The lieutenant, involved at the supervisory level, carries out the policies and may sometimes be mistaken as an influential. In some cases the influential and the lieutenant may be the same person (Howard, 1984).

In an organization there are opinion leaders who are held in high esteem by others. Havelock (1973) identifies their power as formal, informal, administrative, or elected. Examples of these are the superintendent or the principal. They use this power or position by encouraging innovations and providing or denying funds (Havelock, 1973).

Some people hold strategic positions in the flow of information. The guidance counselors or assistant principals may hold positions of little formal power or informal influence, but have key positions due to their control of channels of information pertaining to certain topics (Havelock, 1973). Howard (1984) contends not all organizations are alike. Each differs on how power is distributed and processed.

Subject Content Areas

The six program areas for Consumer and Homemaking Education specified in the Vocational Education Act of 1963 and the Vocational Amendments of 1976 are: consumer education, food and nutrition, family living and parenthood education, child development and guidance, housing and home management, and clothing and textiles (Education Amendments of 1976; Vocational Education Act of 1963). These are the content areas around which the consumer and homemaking program is to be built. Because of the federal guidelines governing content, these areas are to be included but the amount of time to be spent in each area is not specified. The emphasis placed upon each area is different depending on the teacher, the

school system, and the community.

In the report by Griggs and McFadden (1980) on the effectiveness of home economics programs in Nevada, data are presented showing the amount of emphasis placed on areas of subject content. More time is spent in clothing and textiles (29%) and then food and nutrition (27%). Other areas include comprehensive home economics (15%), child development and family living (11%), work orientation (10%), housing and home furnishings (6%), and consumer and family economics (2%).

These six areas provide an abundance of material to be taught yet the two areas of subject content which are most readily associated with home economics are foods and clothing. If these are the areas most associated, then it appears home economics teachers may be devoting more time to these areas than to other areas. Burge (1983) reports middle school home economics programs in Virginia emphasized clothing construction and food preparation. If the time spent on nutrition is included, over one-half of the class time is spent on these two subjects. There appears to be no difference in the emphasis of foods and clothing by entry-year teachers or experienced teachers (Cargin & Williams, 1984).

If the foods and clothing areas are being taught for longer blocks of time during the program, then some areas are not receiving enough emphasis. Teachers, both entry-level and experienced, report the areas for which the least amount of time is spent are family finance, consumer education, and housing (Cargin & Williams, 1984).

In a study of Family Life Education classes in California (Koblinsky, Weeks, & Cook, 1985), home economics teachers who teach these classes are more likely to include interpersonal relations, decision making, and communication skills than teachers from other disciplines who teach Family

Life Education classes. The report concludes the home economics teacher is "significantly more likely to address issues of dating and peer relations, marriage, family roles, adoption, consequences of teen pregnancy, sex roles, self-esteem, decision-making and problem solving, communication with parents and peers, and values related to children and families" (Knoblinsky et al., 1985, p. 340).

Evidence of what takes place in home economics courses may best be examined by those enrolled in those courses. Burge and Cunningham (1984) conducted a study of 289 students enrolled in consumer and homemaking programs in southwestern Virginia. A statement of the importance of both males and females knowing about home economics is the item receiving the most positive response. In comparing attitudes toward subject matter areas, family economics and home management is perceived as most important while the area perceived as least important is housing, furnishings, and equipment. The students response to the importance of learning to be a good parent is most favorable (Burge & Cunningham, 1984). Students in this study seem to have definite ideas about the course content in the Consumer and Homemaking Education class.

Consumer education tends to be an area of emphasis where teachers spend minimal teaching time (Burge, 1983; Griggs & McFadden, 1980) yet one which students perceive as most important (Burge & Cunningham, 1984). Bell and Durr (1983) conducted a study in Texas comparing current and former consumer and homemaking students' perceptions of the usefulness of consumer education concepts in specialized courses and in all subject areas of Consumer and Homemaking Education. The samples identify consumer education highest in usefulness when taught in child development followed by integration in home management. According to

the group, consumer concepts related to housing and foods are ranked third and fourth in usefulness. Specialized consumer education courses are ranked either last or next to last. The study concludes that consumer concepts are more useful when integrated into other subject matter areas, which implies, after consumer concepts are taught, they need to be interfaced with home economics subject matter for best results (Bell & Durr, 1983).

A National Census Study of Secondary Vocational Consumer and Homemaking Programs (Hughes, Rougvie, & Woods, 1980) examines what is taught in secondary consumer and homemaking programs across the country. Twenty topics were identified for each of the six subject matter areas. Teachers identified topics which are included in their home economics classes. The following is the finding for the topics in each of the six subject content areas (Hughes et al., 1980).

Topics in foods and nutrition are offered more than in any area. All of the 20 topics are taught in 85% to 99% of the classes, with nutrients and food guides taught in 99% of the classes and food preparation in 98%. Child development/parenting are the next most frequently taught topics with 17 being taught in 80% of the classes and the remaining 3 topics in 67% of the classes. In the clothing and textiles area the three topics included most frequently are construction skills, label information, and planning and selection of clothing.

At least 80% of the schools address more than one-half of the consumer education topics. Decision-making and values and goals are included in 92% of the schools with consumer buying in 94%. Eighteen of the family relations topics are included in over 80% of the schools with the other two topics, laws and regulations affecting families and domestic violence and

human abuse, included in 70% of the schools. Topics most frequently taught in the housing area are safety; types of housing; functions of housing; and selection, maintenance and care of housing, furnishings, and equipment. Although most topics were included in 75% or more of the schools, speculation is made that maybe more emphasis should be given to the housing area as well as to the area of consumer education (Hughes et al., 1980).

The imbalance of time spent in the different areas may be a basis for perceptions decision-makers have of the home economics program. Teachers may need to redirect and promote their courses.

A search of the literature failed to find any research concerning the perceptions of decision-makers regarding subject content that is taught in home economics classes. Benson (1972) did a study of Oklahoma secondary school administrators' attitudes toward home economics. Benson's study does not focus on content but it did find administrators support family planning, consumer education, and the dual role of homemaker and career in the home economics programs.

Williams (1963) finds counselors did have contact with home economics departments and the information they had of the program added validity to their opinions. In a study of Arkansas counselors' attitudes toward home economics, Harlan (1987) has found they do support home economics in the secondary school and are not in support of reducing programs. Harlan's study also finds counselors feel the value of home economics needs to be made known to more parents.

These studies focus on the attitudes toward home economics. A study has not been found that focuses on the perceptions of specific content taught in the home economics program. This information serves as a knowledge

base to educate decision-makers of the importance of home economics in the secondary school.

Summary

When educational reform is in the limelight, reports call for an increased emphasis on the "basics", and budget cuts threaten programs, educators need to focus on how their programs are perceived. This section has focused on the decision-making process and the social power structure as they relate to decisions in the local school. "District curricular and organizational policies are linked to achievement, yet like achievement they may be viewed as outcomes of antecedent environmental and policy determinants" (Turner, Camilli, Kroc, & Hoove, 1986, p. 5). The people who make decisions in schools exert a strong influence on the success of a program. The decision-makers in this study are chosen for their influence in funding programs, scheduling classes, and advising students. "What is taught is a function of many influences and pressures. These include perceptions of educators about the interests and capabilities of students" (Resnick & Resnick, 1985, p. 6).

CHAPTER III

RESEARCH PROCEDURES

Introduction

This study was to determine the perception of selected decision makers in a school district concerning what content was being taught in consumer and homemaking classes and the amount of emphasis they felt should be placed on these content areas. For the purpose of this study these decision makers were identified as the local school board president, the high school principal, and the high school counselor. Data collected from this population concerning their perceptions of topics taught in the six content areas of home economics can assist in planning and promoting the home economics program. Collection of these data for analysis was by a mailed survey.

Research Design

Descriptive research was used in this study. According to Best & Kahn (1986) descriptive research was concerned with hypothesis formulation and testing, the analysis of the relationship between nonmanipulated variables, and the development of generalizations. It was used to "describe systematically the facts and characteristics of a given population or area of interest, factually and accurately" (Issac & Michael, 1984, p. 46).

The descriptive design chosen was the survey method. The purpose of the survey method was "to collect detailed factual information that describes phenomena" (Issac & Michael, 1984, p. 46). It describes, records, analyzes, and interprets conditions that already exist. The variables are nonmanipulated (Best & Kahn, 1986).

Sample and Population

The population from which the sample was randomly selected was the public high schools in the state of Oklahoma. There were 613 school districts in the state of which 457 were independent school districts. Four hundred and forty-nine of the districts had only one high school, while eight districts had three or more high schools. These larger districts had 36 high schools which makes a total of 485 high schools in the state.

In Oklahoma there are two types of home economics programs at the secondary level. Vocational programs are part of the vocational-technical education system. They receive additional funds through the Oklahoma State Department of Vocational-Technical Education Department and follow certain guidelines established by the department. General programs do not receive any vocational funding and, therefore, are not expected to follow the guidelines established for vocational programs.

It had not been determined how many of these schools had home economics programs but using information from the Oklahoma State Department of Vocational and Technical Education, 340 of the schools were identified as having vocational consumer and homemaking programs. The other schools may or may not offer general home economics classes which were not supported by the Oklahoma State Department of Vocational-Technical Education.

According to Krejoie and Morgan (1970) a population of 485 schools should have a sample size of 214. In order to get a more representative sample, a stratified random sampling procedure was followed (Best & Kahn, 1986). The sample was stratified according to size of the school. Size of high schools in the state range from an enrollment of 25 students to 2094 students.

Stratification followed the formula used by the Oklahoma Secondary School Activities Association (1986) for classifying schools for basketball and spring baseball. This classification was chosen because more schools participate in these sports than in football, wrestling, tennis, etc. The 32 largest schools were classified 5A, the next 32 schools in size were classified 4A, the next 96 schools in size were classified 3A, the next 96 schools in size were classified 2A, the next 96 schools in size were classified A, and all remaining schools were classified B which included 133 schools.

The stratified random sample included approximately the same proportion of each subgroup as was representative of the population (Best & Kahn, 1986). In the study Class 5A and Class 4A schools each represented 6.5% of the population; Class 3A, Class 2A, and Class A each represented 20% of the population; and Class B schools represented 27% of the population. The sample consisted of 14 each Class 5A and Class 4A schools; 43 each Class 3A, Class 2A, and Class A schools; and 58 Class B schools.

A list of schools obtained from the State Department of Education was used for selecting the sample. In order to generalize to the population it was necessary that each name appear only once on the list (Babbie, 1973). Schools were listed from smallest to largest according to the average daily enrollment in the school. These ranged from 25 students to 2094 students.

In the stratified random sample, a random selection was made in each

subgroup (Best & Kahn, 1986). Schools in each classification were numbered either 01-32, 01-96, or 001-133. A table of random numbers was used for selecting the schools for the sample. The table was entered at the top left-hand column and continued down each column until samples were selected for each subgroup.

When the schools were randomly selected, three individuals from each of the 485 schools were sent questionnaires. These individuals included the high school principal, the high school counselor, and the president of the local school board. In the event a school district had more than one high school selected for the sample, there was only one school board president who received an instrument. Also not all schools had a counselor. Some of the larger schools had more than one counselor. In this case only one counselor was randomly selected for the sample. For these reasons, there was not an equal number of school board presidents, principals, and counselors. Lists of all these individuals were obtained from the Oklahoma State Department of Education.

Multiple Matrix Sampling

The instrument adapted for use in this study consisted of 120 topics/concepts. In an attempt to elicit a more representative response, the multiple matrix sampling (MMS) technique was incorporated in the data collection so that a shorter instrument was used. Instruments which can be completed in a shorter period of time are more likely to gain the cooperation of the subject (Best & Kahn, 1986). Using this technique the 120 topics/concepts were randomly assigned to two forms of the instrument. The two forms were then randomly assigned to the subjects within each of the three population groups identified for the study. Because all the subjects

and all the topics were eventually sampled and the subjects and topics appeared only once on the list, the design was termed "exhaustive, multiple matrix sampling without replacement on both examinee and item dimensions" (Sirotnik, 1970, p. 465). An advantage to this technique was it required each subject to spend only a few minutes to answer a few of the items rather than a longer time to answer all the items (Pugh, 1971).

Lord (1955) first introduced the concept of the matrix sampling. The use of the MMS technique had advantages in time and money as well as statistical analysis. There was a "reduction in errors necessarily associated with having to estimate parameters from partial data" (Sirotnik, 1970, p. 472).

The technique was empirically checked for tests that score by number of right answers and for Likert items (Pugh, 1971). It also had been shown that "item sampling is as effective as examinee sampling, if not more so, in test norming" (Pugh, 1971, p. 54). Randomly assigning all 120 topics across the two forms of the instrument controlled for context effect which was the tendency for the sample estimates of the population to be different than it would be had the sample responded to all the topics (Sirotnik, 1970). "A crucial assumption for the usefulness of this technique is that examinees' responses to an item sample are exactly those that would have been obtained had the examinees responded to these items embedded in the population of items" (Sirotnik, 1970, p. 199).

Comparisons between groups on topics were the same for members of the representative groups. Comparisons of items between groups were confined to within forms of the instrument rather than between forms (Perry, 1983). Because each of the six content areas was equally represented and distributed across the two forms, limitations on the

comparisons of the content areas for the three groups of subjects were not relevant (Perry, 1983).

Instrument Development

Concepts/topics in home economics content areas that were used on the research instrument were taken from a national "Census Study" conducted in 1979-80 which identified concepts that were being taught in home economics courses nationwide (Hughes et al., 1980). Hughes et al. (1980) by identifying the concepts being taught confronted these questions in relation to program development.

Are home economics teachers preparing secondary students to live constructively as family members in today's society?

Are home economics teachers addressing through secondary programs the priorities mandated in legislation?

Is the content included in current programs consistent with societal changes and technological advances? (Hughes et al., 1980, vi).

Hughes et al. (1980) suggested these data should be useful to administrators in program planning and implementation.

The questionnaire developed for use in the Census Study included the six content areas of home economics with concepts/topics identified for each area. The six content areas included child development and parenting; clothing and textiles; consumer education and management; family relationships; food and nutrition; and housing, home furnishing and equipment. Twenty concepts/topics were listed for each content area. Home economics educators in several states worked on developing these topics

(Hughes et al., 1980).

The questionnaire as used in the Hughes study, was pilot tested on small groups of vocational consumer and homemaking teachers in two states before being used in the national study (Hughes et al., 1980). Reliability and validity were established for the content areas and topics for each area. Since these were established for the topics, they were chosen for inclusion in this study.

Each of the 20 topics for each content area was randomly assigned to two forms of the research instrument used in this study. Form A included 10 topics for each of the 6 content areas and Form B included 10 topics for each of the 6 content areas. The item samples were formed by random sampling without replacement (Pugh, 1971). Each of the topics in each of the content areas was numbered 1 to 20. Twenty cards, each with a number from 1 to 20, were placed in a container. The first number drawn represented an item for Form A, the next for Form B, and alternately until all 20 topics were randomly assigned to Form A and Form B. This process continued until topics for all six content areas were randomly assigned to the two forms of the instrument.

Variables

The national Census study by Hughes et al. (1980) resulted in a list of 120 topics in the six home economics content areas which were being taught in secondary home economics programs. These topics were used in this study to assess the perspectives school board presidents, high school principals, and high school counselors had of the secondary home economics program. The Census study found these topics being taught but do these decision-makers have that perception of the program.

Age was selected as a variable and structured into four categories. Because only two respondents from the entire sample were under age 30, this category was collapsed with age 30-39 to form one category, age 39 and under. The other categories were age 40-50 and over age 50.

Gender was another variable. Since home economics in the past has been considered a subject for females, gender was selected to determine if the gender of the respondents made a difference in their perception of the program.

Schools in the state were stratified according to the average daily enrollment. These sizes were used to determine if the decision-makers in larger schools versus smaller schools viewed home economics differently. There were six categories of school size. This was determined during the sampling procedure and a code identifying the school size classification was placed on the instrument prior to mailing.

Schools either have a vocational or general home economics program or do not have a home economics program. Those schools having a vocational program were identified by use of the directory of vocational programs from the Oklahoma State Department of Vocational-Technical Education. Although this information was already determined, it was included for collection on the instrument to verify whether the respondent knew the type of program present in the school.

Other variables were experiences the respondent might have had in home economics. These were selected to determine if having had various experiences with home economics programs made a difference in the perspective the respondent had of the program. Experiences in home economics were identified as enrolling in home economics in high school, enrolling in home economics in college, taking adult classes in home

economics, having children enrolled in home economics classes, or other experiences in home economics.

This additional information was needed for each respondent. This biographical data was collected on the back page of the research instrument.

Validation

Validation of the instrument was done by representatives of each of the population groups and by home economics educators. A former school board president, a high school principal, and a high school counselor that were not included in the sample each completed the instrument and offered suggestions in a personal interview. Several people in the area of home economics education also were involved in the validation process. Suggestions from this process were included in the revised instrument.

Data Collection

A mailed questionnaire was used in the data collection (Appendix B). The research instrument was color coded for each group of respondents to aid in analysis of data. An address label was attached to each questionnaire and an identification code was placed inconspicuously on the instrument to use in the follow-up. The instruments were printed so respondents could fold them and return preaddressed and postage-paid. The first instruments were mailed the week of March 8, 1987.

As completed instruments were received, the identification code was used for marking the respondent off the list and the address labels were obscured. Using the list of nonrespondents, a follow-up instrument was sent the week of April 20, 1987. The same procedure was used for the follow-up

except another letter served as a reminder for the respondent to complete and return the instrument (Appendix B).

Survey instruments were returned by 163 of the 567 receiving instruments. Of these, 17 were not usable so there were 146 usable instruments. This made an overall return of 25.7% of usable instruments. Table 1 illustrates the number of instruments mailed and the usable return for each group and for each form of the instrument.

School principals were the most responsive. The return rate for counselors (29.9%) was not much lower than for principals (31.6%) although there were fewer usable returns due to small number of instruments being mailed. The smallest response rate (16.8%) was from the school board presidents.

Equal numbers of form A and form B were received although equal numbers were not mailed because the forms were randomly assigned within each strata of each sample group. If the strata contained an unequal number, then form A and form B may not have been assigned equally for the entire sample.

Data Preparation and Analysis

The instruments, which had the identity of the respondent obscured, were ordered according to their color, sample group, and their form, A or B. Each was assigned an identification code which also denoted the sample and form. The responses on the instrument were coded and the data were transferred to the computer.

Responses to the respondents belief whether the topic was taught was nominal data. Due to the lack of data resulting from a low response rate, limited analysis was done. Frequencies of responses and percentages were

Table 1
Percent of Instruments Returned by Sample

Sample	Form	Number mailed	Usable returned	%
Presidents	A	105	17	16.2
Presidents	B	<u>103</u>	<u>18</u>	17.5
	Total	208	35	16.8
Principals	A	109	37	33.9
Principals	B	<u>106</u>	<u>31</u>	29.2
	Total	215	68	31.6
Counselors	A	72	19	26.4
Counselors	B	<u>72</u>	<u>24</u>	33.3
	Total	144	43	29.9
	Total A	286	73	25.5
	Total B	<u>281</u>	<u>73</u>	26.0
	TOTAL	567	146	25.7

obtained for each topic by each sample.

The responses for the amount of importance which should be placed on the topic were interval data. The responses for each of the 20 topics in a content area were collapsed to give a mean for content area. Because the content areas were equally distributed and represented across forms, it was possible to collapse the data and make comparisons between groups (Perry, 1983).

The analysis of variance statistical procedure was used to analyze within sample groups according to the selected variables. Analysis of variance procedure was also used for comparisons for each content area between the three groups; school board presidents, principals, and counselors. This is "one of the most powerful and flexible statistical tests of significance" (Linton & Gallo, 1975, p. 122). The data fulfilled the assumptions for the analysis of variance procedure: the scores were from an interval scale, the scores were normally distributed in the population, and the variance in groups was homogeneous (Linton & Gallo, 1975).

In testing for significant differences, the .05 significance level was used. "In psychological and educational circles, the 5 percent (.05) alpha (α) level of significance is often used as a standard for rejection" (Best & Kahn, 1986, p. 261). When a significant difference existed, the Tukey's specific comparison test was computed to determine differences between groups. The Tukey's test is a less powerful but more conservative test, providing greater protection against Type I errors (Linton & Gallo, 1975). The analysis of variance and the Tukey's specific comparison test were conducted using the SPSSX computer program.

CHAPTER IV

FINDINGS AND DISCUSSION

This study was designed to determine the perceptions boards of education, high school principals, and high school counselors have of the subject content taught in home economics. Findings of the study are presented in this Chapter. Included in the Chapter are a description of the sample, home economics topics believed taught, perceived importance of topics by the sample, and effect of the economic situation on the home economics program.

Description of the Sample

Each sample group was analyzed according to selected variables (Tables 2, 3, 4). An analysis of the entire sample revealed only two respondents under age 30. The two age categories, under 30 and 30-39, were collapsed to 39 and under. The majority of the respondents were under age 50 with more respondents from each sample group falling in the age group 40-50.

Males dominated the samples for school board presidents and principals. Females comprised a larger percentage of the school board presidents than the principals. The counselors who responded contained a larger percentage of females than males.

The size of school was determined as part of the stratification process

Table 2

Distribution of School Board Presidents' Sample According to
Selected Characteristics

Variable	Number N = 35	%
Age		
39 and under	12	34.3
40-50	14	40.0
over 50	8	22.9
No response	1	2.8
Gender		
Male	28	80.0
Female	7	20.0
Size of School		
Class B	6	17.1
Class A	13	37.1
Class 2A	2	5.7
Class 3A	7	20.0
Class 4A	4	11.4
Class 5A	3	8.6
Type of Program		
Vocational	30	85.7
General	5	14.3
Experiences in Home Economics		
Enrolled in high school	7	20.0
Enrolled in college	4	11.4
Completed adult classes	3	8.6
Children in home economics	13	37.1
Other	5	14.3

Table 3

Distribution of Principals' Sample According to Selected
Characteristics

Variable	Number N = 68	%
Age		
39 and under	18	26.5
40-50	30	44.1
over 50	13	19.1
No response	7	10.3
Gender		
Male	62	91.1
Female	4	5.9
No response	2	3.0
Size of School		
Class B	14	20.6
Class A	15	22.1
Class 2A	15	22.1
Class 3A	13	19.1
Class 4A	5	7.3
Class 5A	6	8.8
Type of Program		
Vocational	50	73.5
General	16	23.5
Not taught	2	3.0
Experiences in home economics		
Enrolled in high school	8	11.8
Enrolled in college	6	8.8
Completed adult classes	1	1.5
Children in home economics	20	29.4
Other	4	5.9

Table 4

Distribution of Counselors' Sample According to Selected
Characteristics

Variable	Number N = 43	%
Age		
39 and under	9	20.9
40-50	25	58.1
over 50	8	18.6
No response	1	2.3
Gender		
Male	15	34.9
Female	28	65.1
Size of School		
Class B	1	2.3
Class A	5	11.6
Class 2A	10	23.3
Class 3A	13	30.2
Class 4A	3	7.0
Class 5A	7	16.3
No response	4	9.3
Type of Program		
Vocational	35	81.4
General	8	18.6
Experiences in Home Economics		
Enrolled in high school	29	67.4
Enrolled in college	15	34.9
Completed adult classes	6	14.0
Children in home economics	15	34.9
Other	4	9.3

and was included in the identification number on each instrument sent. As questionnaires were received this number was transferred to the back page for ease in coding. The front page containing this number had been removed from four questionnaires in the counselor's group making it impossible to know the school size. Since their responses were usable for other variables, these instruments were included in the analysis.

The majority of the home economics programs were vocational. Only two principals responded from schools that did not have a home economics program. Those schools which had vocational programs had already been determined but the item was placed on the questionnaire to check whether this was known by the respondents. Two principals checked they had vocational programs when the programs were general. One counselor marked both vocational and general and one counselor checked home economics not taught where there was a vocational program. Ten school board presidents were not correct in their selection of program type. Three presidents checked both vocational and general, two did not mark any type, and five checked general programs where the school had vocational programs.

A larger percentage of the counselors than presidents or principals had been enrolled in home economics in high school and college. This was probably due to the fact there were more females than males in the counselor's group of respondents. In examining the percentage who had children enrolled in home economics, more school board presidents than principals or counselors had children enrolled.

The principals who checked other experience in home economics considered their position of administrator and evaluator of the program as the other experience. In examining the counselor's experiences in home

economics, four had home economics degrees and one had a home economics minor. Other experiences included having a family member who teaches home economics, driving the school bus to Future Homemakers of America activities, coordinating curriculum development, and working with a home economics teacher.

One school board president had a wife who is a home economics teacher and another's wife was a home economics major in college. Other experiences in home economics included being a school administrator, being a parent and husband, and taking Family Living in college.

Home Economics Topics Believed Taught

Respondents were asked to indicate, according to their perception of the home economics program, their belief whether selected topics were taught. Due to a low return, only frequencies of responses were determined. The findings for each content area by each sample group are presented in tables which follow. The first ten topics on the table were those on Form A of the questionnaire and the next ten topics were these on Form B. This accounts for the unequal number of responses for topics in the content area. Also, as can be seen in the tables, not all respondents responded to each topic.

Child Development/Parenting Topics

In examining the child development/parenting topics (see Table 5) over 75% of the respondents from each group (76.5%-100%) perceived topics relating to reproduction, birth of the baby, roles and responsibilities of parenting, and nutrition of children are being taught. School board presidents were not as likely to perceive topics relating to child abuse,

Table 5

Frequencies and Percentages of Belief That Child Development/Parenting Topics Are Being Taught

Topics	School Board Presidents ^a						Principals ^b						Counselors ^c					
	Yes	%	No	%	Don't Know	%	Yes	%	No	%	Don't Know	%	Yes	%	No	%	Don't Know	%
001 Environmental Consideration of Parenting e.g., neighborhood	10	58.8	1	5.9	6	35.3	24	64.9	9	24.3	3	8.1	12	63.2	2	10.5	5	26.3
002 Reproduction, e.g., pre-conception to birth	14	82.4	-	-	2	11.8	36	97.3	1	2.7	-	-	15	78.9	3	15.8	1	5.3
003 Birth of the Baby	13	76.5	-	-	3	17.6	33	89.2	1	2.7	3	8.1	15	78.9	3	15.8	1	5.3
004 Physical Growth and Development	13	76.5	-	-	3	17.6	36	97.3	1	2.7	1	2.7	-	-	19	100.0	-	-
005 Intellectual Development	11	64.7	-	-	5	29.4	32	86.5	1	2.7	3	8.1	18	94.7	-	-	1	5.3
006 Health and Nutrition of Children	13	76.5	-	-	3	17.6	36	97.3	1	2.7	-	-	19	100.0	-	-	-	-
007 Child Abuse	8	47.1	3	29.4	5	29.4	31	83.8	4	10.8	2	5.4	17	89.5	-	-	2	10.5
008 Family Support Services	6	35.3	2	11.8	8	47.1	30	81.1	3	8.1	4	10.8	16	84.2	1	5.3	2	10.5
009 Child Support Services and Legislation	4	23.5	3	17.6	9	52.9	16	43.2	7	18.9	14	37.8	14	73.7	1	5.3	4	21.1
010 Child Care Services	9	52.9	2	11.8	5	29.4	28	75.7	4	10.8	5	13.5	17	89.5	1	5.3	1	5.3
011 Family Planning Decisions	15	83.3	2	11.1	1	5.6	28	90.3	1	3.2	2	6.5	21	87.5	2	8.3	1	4.2
012 Financial Consideration of Parenting	13	72.2	1	5.6	4	22.2	30	96.8	1	3.2	-	-	23	95.8	1	4.2	-	-
013 Emotional Consideration of Parenting	13	72.2	2	11.1	3	16.7	28	90.3	1	3.2	2	6.50	21	87.5	2	8.3	1	4.2
014 Roles and Responsibilities of Parents	15	83.3	1	5.6	2	11.1	29	93.5	1	3.2	1	3.20	23	95.8	-	-	1	4.2
015 Maternal Health and Nutrition	10	55.6	1	5.6	7	38.9	28	90.3	1	3.2	2	6.50	21	87.5	-	-	3	12.5
016 Social-psychological Development	10	55.6	1	5.6	7	38.9	24	77.4	1	3.2	6	19.4	14	58.3	2	8.3	8	33.3
017 Creative Expression Development	8	44.4	-	-	9	50.0	14	45.2	5	16.1	12	38.7	12	50.0	3	12.5	9	37.5
018 Safety and First Aid	16	88.9	-	-	2	11.1	24	77.4	2	6.5	5	16.1	17	70.8	2	8.3	5	20.8
019 Child-rearing Practices	12	66.7	1	5.6	5	27.8	29	93.5	1	3.2	1	3.2	21	87.5	1	4.2	2	8.3
020 Children with Special Needs	6	33.3	2	11.1	9	50.0	16	51.6	5	16.1	10	32.3	10	41.7	5	20.8	9	37.5

Note. A dash (-) in the column represents no response.

^an=17 for 001-010; 18 for 011-020.

^bn=37 for 001-010; 31 for 011-020.

^cn=19 for 001-010; 24 for 011-020.

support services, and child care as being taught as were principals and counselors. School board presidents were also less likely to know if financial and emotional considerations, maternal health, safety, and children with special needs were being taught. Creative expression development was a topic in which more in all groups (44.4%-50%) perceived as either not being taught or not knowing if it were taught.

Clothing and Textiles Topics

Principals and counselors appear to perceive most of the clothing and textiles topics as being taught in the program (Table 6). Topics they were less likely to perceive as being taught or did not know were taught, were special clothing requirements and resource use in clothing decisions which was also consistent with the perceptions of school board presidents. There were larger percentages for don't know responses on more topics for the school board presidents than for the principals and counselors.

Consumer Education and Management Topics

Those topics which a larger percentage of school board presidents perceived as being taught were decision making, values and goals, the management process, consumer buying, and credit (Table 7). The other consumer topics were either not perceived as being taught or were not known if taught by larger percentages of the school board presidents. Over half (54.1%-97.3%) of the principals perceived most consumer topics as being taught. Exemptions for this included taxes, packaging, consumer resources, marketing, and consumer problems. Topics which fewer counselors (50.0%-63.2%) perceived as being taught were resources,

Table 6

Frequencies and Percentages of Belief That Clothing and Textiles Topics Are Being Taught

Topics	School Board Presidents ^a						Principals ^b						Counselors ^c					
	Yes	%	No	%	Don't Know	%	Yes	%	No	%	Don't Know	%	Yes	%	No	%	Don't Know	%
021 Functions of Clothing	12	70.6	-	-	5	29.4	35	94.6	1	2.7	1	2.7	19	100.0	-	-	-	-
022 Social, Psychological, Cultural and Environmental Aspects of Clothing	8	47.1	2	11.8	6	35.3	31	83.8	4	10.8	2	5.4	11	57.9	1	5.3	7	36.8
023 Value, Interest and Attitude Expression Through Clothing	8	47.1	3	17.6	6	35.3	33	89.2	2	5.4	2	5.4	13	68.4	1	5.3	5	26.3
024 Planning and Selection of Clothing	14	82.4	-	-	3	17.6	37	100.0	-	-	-	-	19	100.0	-	-	-	-
025 Care of Apparel	13	76.5	1	5.9	3	17.6	36	97.3	-	-	-	-	18	94.7	-	-	1	5.3
026 Personal Appearance	13	76.5	1	5.9	3	17.6	36	97.3	-	-	1	2.7	19	100.0	-	-	-	-
027 Fiber Characteristics	11	64.7	1	5.9	5	29.4	32	86.5	1	2.7	4	10.8	19	100.0	-	-	-	-
028 Fabric Finishes	10	58.8	2	11.8	5	29.4	33	89.2	1	2.7	3	8.1	19	100.0	-	-	-	-
029 Evaluation of Apparel Quality	13	76.5	-	-	4	23.5	34	91.9	1	2.7	2	5.4	19	100.0	-	-	-	-
030 Construction Skills	11	64.7	2	11.8	4	23.5	36	97.3	-	-	-	-	19	100.0	-	-	-	-
031 Color, Line and Design	15	83.3	-	-	3	16.7	28	90.3	-	-	3	9.7	21	87.5	-	-	3	12.5
032 Fabric Construction	15	83.3	-	-	3	16.7	28	90.3	1	3.2	2	6.5	19	79.2	1	4.2	4	16.7
033 Label Information	13	72.2	1	5.6	4	22.2	26	83.9	-	-	5	16.1	19	79.2	-	-	5	20.8
034 Alterations and Remodeling	14	77.8	1	5.6	3	16.7	27	87.1	2	6.5	2	6.5	19	79.2	2	8.3	3	12.5
035 Selection, Use and Care of Equipment	15	83.3	-	-	3	16.7	28	90.3	-	-	3	9.7	20	83.3	1	4.2	3	12.5
036 Pattern Alteration and Fitting	14	77.8	-	-	4	22.2	27	87.1	-	-	4	12.9	20	83.3	1	4.2	3	12.5
037 Pride in Workmanship	11	61.1	1	5.6	6	33.3	28	90.3	-	-	3	9.7	21	87.5	-	-	3	12.5
038 Fashion and the Marketplace	11	61.1	-	-	7	38.9	21	67.7	3	9.7	3	9.7	18	75.0	1	4.2	5	20.8
039 Special Clothing Requirements for Individuals, e.g., children, handicapped and aged	6	33.3	2	11.1	10	55.6	10	32.3	4	12.9	15	48.4	10	41.7	3	12.5	11	45.8
040 Resource Use in Clothing Decisions	6	33.3	2	11.1	10	55.6	20	64.5	1	3.2	10	32.3	14	58.3	1	4.2	9	37.5

Note. A dash (-) in the column represents no response.

^an=17 for 021-030; 18 for 031-040.

^bn=37 for 021-030; 31 for 031-040.

^cn=19 for 021-030; 24 for 031-040.

Table 7

Frequencies and Percentages of Belief That Consumer Education and Management Topics Are Being Taught

Topics	School Board Presidents ^a						Principals ^b						Counselors ^c					
	Yes	%	No	%	Don't Know	%	Yes	%	No	%	Don't Know	%	Yes	%	No	%	Don't Know	%
041 Decision-Making	12	70.6	1	5.9	4	23.5	32	86.5	1	2.7	4	10.8	15	78.9	1	5.3	3	15.8
042 Resources, e.g., human/non-human, distribution of, conservation of	8	47.1	1	5.9	7	41.2	27	73.0	1	2.7	9	24.3	12	63.2	2	10.5	5	26.3
043 Management Procedures/Practices, e.g., work simplification, organizing records	10	58.8	3	17.6	3	23.5	31	83.8	4	10.8	2	5.4	11	57.9	2	10.5	6	31.6
044 Communication Skills	10	58.8	2	11.8	5	29.4	32	86.5	3	8.1	2	5.4	15	78.9	1	10.5	2	10.5
045 Financial Planning, e.g., budgets, assets, savings, investments	11	64.7	1	5.9	5	29.4	36	97.3	1	2.7	–	–	18	94.7	–	–	1	5.3
046 Taxes	6	35.3	3	17.6	8	47.1	20	54.1	9	24.3	8	21.6	12	63.2	4	21.1	3	15.8
047 Pricing, e.g., unit pricing, product coding	8	47.1	1	5.9	8	47.1	34	91.9	1	2.7	2	5.4	16	84.2	2	10.5	1	5.3
048 Packaging	5	29.4	3	17.6	9	52.9	22	59.5	6	16.2	9	24.3	12	63.2	2	10.5	5	26.3
049 Relationship between the Consumer and the Economy, e.g., supply and demand, inflation and recession	11	64.7	–	–	6	35.3	28	75.7	4	10.8	5	13.5	15	78.9	1	5.3	3	15.8
050 Consumer Resources, e.g., governmental, non-governmental	7	41.2	3	17.6	7	41.2	19	51.4	6	16.2	12	32.4	14	73.7	1	5.3	4	21.1
051 Values, Goals, and Standards	14	77.8	–	–	4	22.2	29	93.5	1	3.2	1	3.2	18	75.0	–	–	5	20.8
052 Management Process, e.g., planning, organizing, implementing, evaluating	14	77.8	–	–	4	22.2	24	77.4	1	3.2	6	19.4	18	75.0	2	8.3	4	16.7
053 Consumer Rights and Responsibilities	12	66.7	1	5.6	5	27.8	24	77.4	–	–	7	22.6	17	70.8	1	4.2	6	25.0
054 Consumer Buying	15	83.3	1	5.6	2	11.1	28	90.3	–	–	3	9.7	23	95.8	–	–	1	4.2
055 Credit	13	72.2	–	–	5	27.8	30	96.8	–	–	1	3.2	20	83.3	–	–	4	16.7
056 Insurance	10	55.6	–	–	8	44.4	22	71.0	2	6.5	7	22.6	16	66.7	1	4.2	7	29.2
057 Advertising	10	55.6	1	5.6	7	38.9	22	71.0	1	3.2	8	25.8	12	50.0	2	8.3	10	41.7
058 Labels, Warranties, Guarantees	10	55.6	1	5.6	7	38.9	22	71.0	1	3.2	8	25.8	19	79.2	–	–	5	20.8
059 Marketing, e.g., retail outlets, wholesale, discount, mail order	9	50.0	1	5.6	8	44.4	20	64.5	2	6.5	9	29.0	14	58.3	2	8.3	8	33.3

Table 7 (Continued)

Topics	School Board Presidents ^a						Principals ^b						Counselors ^c					
	Yes	%	No	%	Don't Know	%	Yes	%	No	%	Don't Know	%	Yes	%	No	%	Don't Know	%
060 Consumer Problems, e.g., deception, fraud	11	61.1	1	5.6	6	33.3	21	67.7	-	-	9	29.0	18	75.0	1	4.2	5	20.8

Note. A dash (-) in the column represents no response.

^an=17 for 041-050; 18 for 051-060.

^bn=37 for 041-050; 31 for 051-060.

^cn=19 for 041-050; 24 for 051-060.

management procedures, taxes, packaging, insurance, advertising, and marketing. Overall a larger percentage of principals seem to have perceived consumer education and management topics as being taught than school board presidents or counselors.

Family Relationships Topics

School board presidents were less likely to perceive being taught in domestic violence and human abuse, families in stress and crisis, mate selection, expectations of relationships, multiple roles of family members, lifestyles, readiness for serious commitments, the life cycle, and varying family structures than were principals and counselors (Table 8). Laws and regulations affecting families and domestic violence and human abuse were topics in which larger percentages of all participants were less likely to be perceived as being taught.

Food and Nutrition Topics

In examining the perceptions of food and nutrition topics being taught, larger percentages of principals and counselors than school board presidents appear to believe most topics are taught (Table 9). Topics which most school board presidents perceived as being taught relate to nutrients, health, food guides, and food preparation. Practices relating to preserving nutrients in foods was the topic principals were less likely to know if it was being taught (25.8%). All three groups (19.4%-27.8%) did not appear to know if special food requirements for individuals was taught.

Table 8

Frequencies and Percentages of Belief That Family Relationship Topics Are Being Taught

	School Board Presidents ^a						Principals ^b						Counselors ^c					
	Yes	%	No	%	Don't Know	%	Yes	%	No	%	Don't Know	%	Yes	%	No	%	Don't Know	%
061 Attitudes and Emotions	14	82.4	1	5.9	2	11.8	34	91.9	2	5.4	1	2.7	18	94.7	-	-	1	5.3
062 Values and Goals	13	76.5	1	5.9	2	11.8	36	97.3	1	2.7	-	-	17	89.5	-	-	2	10.5
063 Characteristics Basic to Relationships, e.g., cooperating, understanding, compromising	12	70.6	1	5.9	3	17.6	30	81.1	2	5.4	5	13.5	17	89.5	1	5.3	1	5.3
064 Domestic Violence and Human Abuse	8	47.1	3	17.6	5	29.4	27	73.0	4	10.8	6	16.2	13	68.4	2	10.5	4	21.1
065 Family as a Stabilizing Unit in Stress and Crisis	10	58.8	-	-	3	35.3	31	83.8	2	5.4	4	10.8	15	78.9	1	5.3	3	15.8
066 Mate Selection	8	47.1	3	17.6	5	29.4	32	86.5	3	8.1	2	5.4	16	84.2	-	-	3	15.8
067 Expectations/Realities of Relationships	8	47.1	2	11.8	6	35.3	28	75.7	3	8.1	6	16.2	15	78.9	1	5.3	3	15.8
068 Functions of the Family	12	70.6	-	-	4	23.5	34	91.9	3	8.1	-	-	19	100.0	-	-	-	-
069 Communication and Interaction Skills, e.g., active listening, positive feedback, resolving conflict	12	70.6	-	-	4	23.5	28	75.7	3	8.1	6	16.2	14	73.7	1	5.3	4	21.1
070 Multiple Roles of Family Members	10	58.8	-	-	6	35.3	29	78.4	2	5.4	6	16.2	18	94.7	-	-	1	5.3
071 Self Concept	14	77.8	-	-	4	22.2	27	87.1	-	-	4	12.9	21	87.5	-	-	3	12.5
072 Basic Needs	15	83.3	-	-	3	16.7	27	87.1	-	-	4	12.9	23	95.8	-	-	1	4.2
073 Human Sexuality	13	72.2	2	11.8	3	16.7	27	87.1	-	-	4	12.9	21	87.5	-	-	3	12.5
074 Changing Roles of Individuals in Families and Society	12	66.7	-	-	6	33.3	28	90.3	-	-	3	9.7	23	95.8	-	-	1	4.2
075 Problem-solving/Decision-making	14	77.8	-	-	4	22.2	26	83.9	1	3.2	4	12.9	20	83.3	2	8.3	2	8.3
076 Life Styles	11	61.1	-	-	7	38.9	25	80.6	1	3.2	5	16.1	20	83.3	2	8.3	2	8.3
077 Laws and Regulations Affecting Families	8	44.4	-	-	10	55.6	15	48.4	4	12.9	12	38.7	16	66.7	2	8.3	6	25.0
078 Readiness for Serious Commitments, e.g., career, marriage, parenthood	11	61.1	-	-	7	38.9	28	90.3	-	-	2	6.5	23	95.8	-	-	1	4.2
079 Life Cycle	10	55.6	-	-	8	44.4	24	77.4	-	-	6	19.4	17	70.8	2	8.3	5	20.8
080 Varying Family Structures	6	33.3	1	5.6	11	61.1	21	67.7	-	-	9	29.0	18	75.0	1	4.2	5	20.8

Note. A dash (-) in the column represents no response.

^an=17 for 061-070; 18 for 071-080.

^bn=37 for 061-070; 31 for 071-080.

^cn=19 for 061-070; 24 for 071-080.

Table 9

Frequencies and Percentages of Belief That Food and Nutrition Topics Are Being Taught

	School Board Presidents ^a						Principals ^b						Counselors ^c					
	Yes	%	No	%	Don't Know	%	Yes	%	No	%	Don't Know	%	Yes	%	No	%	Don't Know	%
081 Food Guide, e.g., Basic 4	14	82.4	-	-	3	17.6	37	100.0	-	-	-	-	19	100.0	-	-	-	-
082 Functions of Nutrients in the Body	13	76.5	-	-	4	23.5	37	100.0	-	-	-	-	19	100.0	-	-	-	-
083 Planning for Individual and Family Nutrition	14	82.4	-	-	3	17.6	37	100.0	-	-	-	-	18	94.7	-	-	1	5.3
084 Nutrition throughout the Life Cycle	11	64.7	-	-	6	35.3	34	91.9	-	-	3	8.1	19	100.0	-	-	-	-
085 Weight Control	10	58.8	2	11.8	5	29.4	35	94.6	2	5.4	-	-	14	73.7	-	-	5	26.3
086 Influences of Family Values and Customs on Food Patterns	7	41.2	2	11.8	8	47.1	30	81.1	1	2.7	4	10.8	15	78.9	2	10.5	2	10.5
087 Fads and Fallacies	8	47.1	2	11.8	7	41.2	28	75.7	-	-	8	21.6	16	84.2	1	5.3	2	10.5
088 Safety and Sanitation in the Kitchen	13	76.5	-	-	4	23.5	36	97.3	-	-	1	2.7	19	100.0	-	-	-	-
089 Food Preparation	14	82.4	-	-	3	17.6	37	100.0	-	-	-	-	19	100.0	-	-	-	-
090 Planning and Organizing for Buying Food, e.g., shopping lists, use of advertisements and specials, seasonal foods	13	76.5	-	-	4	23.5	36	97.3	-	-	1	2.7	19	100.0	-	-	-	-
091 Nutrients and Their Sources	16	88.9	-	-	1	5.6	30	96.8	-	-	-	-	23	95.8	-	-	1	4.2
092 Food Habits and Health	15	83.3	-	-	2	11.1	30	96.8	-	-	-	-	24	100.0	-	-	-	-
093 Reliable Sources of Nutrition Information	14	77.8	1	5.6	2	11.1	28	90.3	1	3.2	1	3.2	22	91.7	-	-	2	8.3
094 Special Food Requirements for Individuals, e.g., children, aged, special diets, pregnancy	12	66.7	-	-	5	27.8	23	74.2	1	3.2	6	19.4	18	75.0	1	4.2	5	20.8
095 Factors Involved in Food Planning, e.g., nutritional needs of family, family values and goals, costs, time and energy	13	72.2	-	-	4	22.2	25	80.6	-	-	5	16.1	21	87.5	1	4.2	2	8.3
096 Alternative Daily Food Patterns, e.g., number of meals, snacks, meals away from home	11	61.1	1	5.6	5	27.8	24	77.4	-	-	6	19.4	17	70.8	-	-	7	29.2
097 Convenience Foods	12	66.7	-	-	5	27.8	26	83.9	-	-	4	12.9	20	83.3	-	-	4	16.7
098 Managing the Food Budget	13	72.2	1	5.6	3	16.7	27	87.1	-	-	3	9.7	23	95.8	-	-	1	4.2
099 Labeling and Food Standards	12	66.7	1	5.6	4	22.2	23	74.2	1	3.2	6	19.4	22	91.7	-	-	2	8.3

Table 9 (Continued)

Topics	School Board Presidents ^a						Principals ^b						Counselors ^c					
	Yes	%	No	%	Don't Know	%	Yes	%	No	%	Don't Know	%	Yes	%	No	%	Don't Know	%
100 Practices Related to Preserving Nutritive Value of Food in Marketing, Preparation, Preservation and Storage	11	61.1	1	5.6	5	27.8	19	61.3	1	3.2	8	25.8	20	83.3	-	-	4	16.7

Note. A dash (-) in the column represents no response.

^an=17 for 081-090; 18 for 091-100.

^bn=37 for 081-090; 31 for 091-100.

^cn=19 for 081-090; 24 for 091-100.

Housing/Home Furnishings/Equipment Topics

In examining responses to the belief that housing/home furnishing/equipment topics are being taught, there appears to be a larger percentage from all groups who either perceived these topics as not being taught or did not know if they were taught (Table 10). The percentage of school board presidents who perceive the topics are being taught is less than for principals and counselors. Topics which larger percentages of all groups do not perceive being taught include legal aspects; renovation and restoration; citizens' responsibility to the community; choosing, locating and evaluating housing; storage; and housing in the future. The topic which a larger percentage of all groups (77.8%-83.3%) perceived as being taught was safety in the home.

Analysis of Hypotheses

Due to a limited return of responses, a statistical procedure was not performed for Hypothesis one, identified in Chapter I. Therefore, this hypothesis cannot be rejected or fail to be rejected. Frequencies and percentages were figured for the data for this hypothesis (see Tables 5-10).

Hypothesis Two

There will be no significant difference in the perceived importance of subject content to be taught in the consumer and homemaking program by age, gender, prior experience with consumer and homemaking classes, size of school, or having a vocational or general consumer and homemaking program when assessed by

- a. school board presidents,

Table 10

Frequencies and Percentages of Belief That Housing/Home Furnishings/Equipment Topics Are Being Taught

	School Board Presidents ^a						Principals ^b						Counselors ^c					
	Yes	%	No	%	Don't Know	%	Yes	%	No	%	Don't Know	%	Yes	%	No	%	Don't Know	%
101 Legal Aspects of Housing, e.g., zoning, leases, contracts, insurance	6	35.3	2	11.8	9	52.9	15	40.5	5	13.5	17	45.9	11	57.9	1	5.3	7	36.8
102 Relationship between Housing Selection, Available Resources, Priorities of Values and Goals and the Decision-Making Process	9	52.9	2	11.8	6	35.3	23	62.2	4	10.8	10	27.0	14	73.7	2	10.5	3	15.8
103 Adapting Housing for Individual and Family Needs, e.g., various stages of life cycle, special needs of family members	9	52.9	2	11.8	6	35.3	28	75.7	2	5.4	7	18.9	13	68.4	2	10.5	4	21.1
104 Selection, Maintenance and Care of Housing, Furnishings, and Equipment	9	52.9	2	11.8	6	35.3	30	81.1	2	5.4	5	13.5	5	78.9	-	-	4	21.1
105 Housing Conservation through Renovation and/or Restoration	6	35.3	2	11.8	9	52.9	14	37.8	8	21.6	14	37.8	9	47.4	2	10.5	8	42.1
106 Evaluation of Quality of Interior, Exterior and Mechanical Features of Housing	6	35.3	3	17.6	8	47.1	27	73.0	4	10.8	6	16.2	14	73.7	-	-	5	26.3
107 Factors Influencing Furnishing Decisions, e.g., family life style, costs, quality, preferences	9	52.9	1	5.9	7	41.2	31	83.8	2	5.4	4	10.8	16	84.2	-	-	2	10.5
108 Factors Influencing Furniture Arrangement, e.g., traffic patterns, principles of balance and placement	10	58.8	2	11.8	5	29.4	31	83.8	2	5.4	4	10.8	14	73.7	-	-	4	21.1
109 Factors Influencing Equipment Decisions, e.g., energy requirements, costs, preferences	9	52.9	2	11.8	6	35.3	29	78.4	2	5.4	6	16.2	13	68.4	1	5.3	4	21.1
110 Citizens' Responsibility to Community Regarding Housing, e.g., maintenance, grounds care, local government	6	35.3	5	29.4	6	35.3	12	32.4	9	24.3	16	43.2	8	42.1	2	10.5	8	42.1
111 Function of Housing, e.g., shelter, physical, social & psychological needs	12	66.7	-	-	5	27.8	25	80.6	-	-	5	16.1	19	79.2	1	4.2	4	16.7

Table 10 (Continued)

Topics	School Board Presidents ^a						Principals ^b						Counselors ^c					
	Yes	%	No	%	Don't Know	%	Yes	%	No	%	Don't Know	%	Yes	%	No	%	Don't Know	%
112 Influences of Housing on Individuals and Families, e.g., self-concept, social status, communication, interaction	11	61.1	-	-	6	33.3	20	64.5	2	6.5	8	25.8	16	66.7	1	4.2	7	29.2
113 Factors Influencing Housing Decisions, e.g., human, environmental, energy requirements, social, economic conditions, and policies of local government regarding police, fire, and schools	11	61.1	-	-	6	33.3	23	74.2	1	3.2	6	19.4	16	66.7	3	12.5	5	20.8
114 Types of Housing, e.g., single family dwelling, apartments, mobile homes	11	61.1	-	-	6	33.3	24	77.4	1	3.2	5	16.1	18	75.0	3	12.5	3	12.5
115 Choosing, Locating and Evaluating Housing, e.g., rural vs. urban, new vs. existing, public vs. private transportation	10	55.6	-	-	7	38.9	20	64.5	2	6.5	8	25.8	12	50.0	5	20.8	7	29.2
116 Financial Factors Related to Renting, Buying, Building, Relocating	10	55.6	-	-	7	38.9	25	80.6	-	-	5	16.1	14	58.3	3	12.5	7	29.2
117 Aesthetic Aspects of Home Furnishings, e.g., art and design principles	10	55.6	1	5.6	6	33.3	21	67.7	1	3.2	8	25.8	16	66.7	1	4.2	7	29.2
118 Storage	6	33.3	1	5.6	10	55.6	16	51.6	1	3.2	13	41.9	10	41.7	3	12.5	11	45.8
119 Safety in the Home	14	77.8	1	5.6	2	11.1	25	80.6	-	-	5	16.1	20	83.3	-	-	4	16.7
120 Housing in the Future	8	44.4	1	5.6	8	44.4	15	48.4	-	-	15	48.4	10	41.7	3	12.5	11	45.8

Note. A dash (-) in the column represents no response.

^an=17 for 101-110; 18 for 111-120.

^bn=37 for 101-110; 31 for 111-120.

^cn=19 for 101-110; 24 for 111-120.

- b. high school principals, and
- c. high school counselors.

The analysis of variance procedure was used to test the importance placed on each content area against the selected variables. Table 11 presents a summary of the findings for the school board presidents. There were no significant findings for any of the variables in any of the content areas.

Table 12 presents the findings for the analysis of variance statistical procedure for the high school principals. In the clothing and textiles area, results for gender had a probability value of .039 which was significant at the .05 alpha level. Since there were only two levels of the variable, a specific comparison test was not needed (Linton & Gallo, 1975). This suggests there is a difference in the perceived importance of clothing and textiles as influenced by gender. An inspection of the means for perceived importance were 30.23 for males and 43.25 for females. There is a significant difference between males and females in the perceived importance for clothing and textiles topics.

In the housing/home furnishings/equipment content area gender had a probability value of .037 which was significant at the .05 alpha level. An inspection of the means for perceived importance of housing/home furnishings/equipment were 29.69 for males and 41.50 for females. This suggests females are significantly different from males in the perceived importance of this content area.

There were no significant findings for high school principals in the content areas except for gender in the clothing and textiles area and the housing/home furnishings/equipment area.

Results for the analysis of variance procedure used to test for significant findings of counselors in the six content areas by selected

Table 11

Selected Variables of School Board Presidents and Perceptions of Importance of Home Economics Content Taught
Summary of Analysis of Variance

Variable	CD/P		C/T		CE/M		FR		F/N		H/F/E	
	E	Significance	E	Significance	E	Significance	E	Significance	E	Significance	E	Significance
Age	.746	.483	1.201	.314	.743	.484	1.027	.370	1.106	.344	.095	.909
Gender	2.481	.125	.290	.594	1.243	.273	3.367	.076	2.029	.164	.941	.339
School size	.187	.965	.925	.479	.977	.448	.509	.767	.499	.775	.882	.506
Program type	.748	.393	.360	.552	.006	.938	.311	.581	2.070	.160	2.401	.131
Home economics in high school	2.375	.133	.463	.501	.876	.356	3.743	.062	2.313	.138	.509	.481
Home economics in college	.151	.700	.044	.835	.269	.608	.233	.632	.198	.660	.082	.777
Adult classes	1.003	.324	.108	.744	.348	.559	1.895	.178	.661	.422	.418	.522
Children in home economics	2.341	.136	.006	.941	.357	.554	.058	.811	.000	1.000	.022	.883

* < .05.

Code: CD/P = Child Development/Parenting
 C/T = Clothing and Textile
 CE/M = Consumer Education and Management

FR = Family Relations
 F/N = Foods and Nutrition
 H/F/E = Housing/Home Furnishings/Equipment

Table 12

Selected Variables of High School Principals and Perceptions of Importance of Home Economics Content Taught
Summary of Analysis of Variance

Variable	CD/P		C/T		CE/M		FR		F/N		H/F/E	
	F	Significance	F	Significance	F	Significance	F	Significance	F	Significance	F	Significance
Age	1.401	.255	.536	.588	1.065	.352	2.308	.108	1.511	.229	1.298	.281
Gender	1.629	.207	4.444	.039*	1.861	.177	2.762	.101	3.087	.087	4.538	.037*
School size	.398	.848	.850	.520	.254	.936	.254	.936	.454	.809	.371	.867
Program type	.798	.455	2.384	.100	.243	.785	.799	.454	.301	.741	.012	.988
Home economics in high school	1.454	.232	.739	.393	.431	.514	.145	.705	.389	.535	.067	.796
Home economics in college	3.708	.059	.460	.500	.334	.565	1.087	.301	.272	.604	.172	.680
Adult classes	.548	.462	2.459	.122	1.814	.183	1.352	.249	1.758	.189	3.281	.075
Children in home economics	.074	.786	.434	.512	.098	.756	.036	.850	.026	.872	.045	.832

*<.05.

Code: CD/P = Child Development/Parenting
 C/T = Clothing and Textile
 CE/M = Consumer Education and Management

FR = Family Relations
 F/N = Foods and Nutrition
 H/F/E = Housing/Home Furnishings/Equipment

variables are presented in Table 13. Age in the child development/parenting area yielded a probability value of .028 which was significant beyond the .05 alpha level. The Tukey's specific comparison test (see Appendix C) was conducted to determine where difference in the perceived importance of child development/parenting topics between counselors age 39 and under and counselors over age 50. There was not a significant difference between counselors age 39 and under and counselors age 40-50 or between counselors age 40-50 and counselors over age 50.

In analyzing the child development/parenting content area, a probability value of .047, significant at the .05 level was found for taking adult classes. Inspection of the means for perceived importance of child development/parenting concepts were 42.08 for those who had not had adult classes and 34.50 for those who had taken adult classes. Of the 43 respondents in the sample, 6 had taken adult classes.

Results for variable, taking adult classes, in the family relationships content area yielded a probability value of .013 which was significant beyond the .05 alpha level. Inspection of the means for perceived importance in this content area were 43.28 for those not taking adult classes and 33.67 for those taking adult classes. There were significant findings for age in the child development/parenting area, taking adult classes in the child development/parenting area, and taking adult classes in the family relationships area. The entire hypothesis was not rejected although there were some significant findings.

Hypothesis Three

Hypothesis three states there will be no significant difference in the perceived importance of home economics content areas among school board

Table 13

Selected Variables of High School Counselors and Perceptions of Importance of Home Economics Content Taught
Summary of Analysis of Variance

Variable	CD/P		C/T		CE/M		FR		F/N		H/F/E	
	F	Significance	F	Significance	F	Significance	F	Significance	F	Significance	F	Significance
Age	3.944	.028*	.829	.444	.869	.427	1.659	.204	.376	.689	2.480	.097
Gender	.004	.953	.000	.998	.005	.945	1.655	.206	.510	.479	.855	.361
School size	.510	.767	.159	.976	.178	.969	.731	.606	.979	.445	.913	.484
Program type	.379	.542	.203	.655	.000	.989	1.609	.212	.112	.740	.369	.547
Home economics in high school	.015	.903	.047	.829	.220	.642	.209	.650	.558	.459	.692	.410
Home economics in college	1.082	.304	.001	.987	2.846	.099	2.267	.140	.353	.556	.004	.950
Adult classes	4.192	.047*	.017	.896	.137	.713	6.718	.013*	.017	.896	1.848	.181
Children in home economics	.149	.701	.183	.671	.712	.404	1.894	.176	.322	.574	.095	.760

*<.05.

Code: CD/P = Child Development/Parenting
 C/T = Clothing and Textile
 CE/M = Consumer Education and Management

FR = Family Relations
 F/N = Foods and Nutrition
 H/F/E = Housing/Home Furnishings/Equipment

presidents, high school principals or high school counselors. The analysis of variance statistical procedure tested for significant differences among the three groups for each of the six content areas.

Child Development/Parenting. Results of the analysis of variance for the child development/parenting content area yielded a probability value of .009 which is significant at the .05 alpha level (see Table 14). The Tukey's test (see Appendix C) was computed to determine pairs of groups significantly different at the .05 level. There was a significant difference in the perceived importance of child development/parenting content between principals and counselors and between counselors and school board presidents but there was no significant difference between principals and school board presidents.

Clothing and Textiles. Results of the analysis of variance for perceived importance of clothing and textiles among the groups yielded a probability value of .212 which was not significant at the .05 level (see Table 15). There was no significant difference among school board presidents, high school principals, or high school counselors in the importance of the clothing and textiles content area.

Consumer Education and Management. The analysis of variance procedure for perceived importance of consumer education/management among the groups yielded a probability value of .446 which was not significant at the .05 level (see Table 16). There was no significant difference in the perceived importance of the consumer education/management content area among school board presidents, high school principals, or high school counselors.

Table 14

Analysis of Variance of Perceived Importance of Child Development/Parenting Topics Among School Board Presidents, High School Principals, and High School Counselors

Source of variation	Sum of squares	DF	Mean squares	F	Significance of F
Main effects	1304.212	2	652.106	4.923	0.009
sample	1304.212	2	652.106	4.923	.009
Explained	1304.212	2	652.106	4.923	0.009
Residual	18807.899	142	132.450		
Total	20112.110	144	139.667		

146 cases were processed.
1 case (0.7 percent) was missing.

Table 15

Analysis of Variance of Perceived Importance of Clothing and Textiles Topics Among School Board Presidents, High School Principals, and High School Counselors

Source of variation	Sum of squares	DF	Mean squares	F	Significance of F
Main effects	425.440	2	212.720	1.568	0.212
sample	425.440	2	212.720	1.568	0.212
Explained	425.440	2	212.720	1.568	0.212
Residual	19398.998	143	135.657		
Total	19824.438	145	136.720		

146 cases were processed.

0 cases (0.0 percent) were missing.

Table 16

Analysis of Variance of Perceived Importance of Consumer Education and Management Topics Among School Board Presidents, High School Principals, and High School Counselors

Source of variation	Sum of squares	DF	Mean squares	F	Significance of F
Main effects	215.409	2	107.704	0.813	0.446
sample	215.409	2	107.704	0.813	0.446
Explained	215.409	2	107.704	0.813	0.446
Residual	18945.584	143	132.487		
Total	19160.993	145	132.145		

146 cases were processed.
0 cases (0.0 percent) were missing.

Family Relationships. Results of the analysis of variance among the groups for perceived importance of family relationships topics yielded a probability value of .032 which was significant at the .05 level (see Table 17). The Tukey's test (see Appendix C) yielded a significant difference between school board presidents and counselors at the .05 level but no significant difference between principals and school board presidents or between counselors and principals.

Food and Nutrition. The analysis of variance among the groups for perceived importance of food and nutrition topics resulted in a probability value of .045 which was significant at the .05 level (see Table 18). Results of the Tukey's specific comparison test (see Appendix C) yielded no two groups were significantly different at the .05 level.

Housing/Home Furnishings/Equipment. Results of the analysis of variance for the perceived importance of housing/home furnishings/equipment among school board presidents, principals, and counselors yielded a probability value of .052 (see Table 19). Although this is not significant at the .05 alpha level, it approached significance.

In summary, there was a statistical difference in the perceived importance of topics among school board presidents, high school principals, and high school counselors in child development/parenting, family relationships, and food and nutrition. Results were not significant for clothing and textiles, consumer education and management, and housing/home furnishings/equipment. The hypothesis was not rejected.

Table 17

Analysis of Variance of Perceived Importance of Family Relationships
Topics Among School Board Presidents, High School Principals, and High
School Counselors

Source of variation	Sum of squares	DF	Mean squares	F	Significance of F
Main effects	953.209	2	476.605	3.535	0.032
sample	953.209	2	476.605	3.535	0.032
Explained	953.209	2	476.605	3.535	0.032
Residual	19147.784	142	134.844		
Total	20100.993	144	139.590		

146 cases were processed.

1 case (0.7 percent) was missing.

Table 18

Analysis of Variance of Perceived Importance of Foods and Nutrition Topics Among School Board Presidents, High School Principals, and High School Counselors

Source of variation	Sum of squares	DF	Mean squares	F	Significance of F
Main effects	817.918	2	408.959	3.173	0.045
sample	817.918	2	408.959	3.173	0.045
Explained	817.918	2	408.959	3.173	0.045
Residual	18429.541	143	128.878		
Total	19247.459	145	132.741		

146 cases were processed.

0 cases (0.0 percent) were missing.

Table 19

Analysis of Variance of Perceived Importance of Housing/Home Furnishings/Equipment Topics Among School Board Presidents, High School Principals, and High School Counselors

Source of variation	Sum of squares	DF	Mean squares	F	Significance of F
Main effects	788.128	2	394.064	3.011	0.052
sample	788.128	2	394.064	3.011	0.052
Explained	788.128	2	394.064	3.011	0.052
Residual	18716.118	143	130.882		
Total	19504.247	145	134.512		

146 cases were processed.

0 cases (0.0 percent) were missing.

Effect of Economic Situation on Home Economics Program

Due to the economic situation in the state, respondents were asked how they felt the home economics program might be affected. With speculation throughout the state on budget cuts, tax increases, and changes in funding for education, many schools were making changes in curriculum and cutting out programs. There was concern for secondary education. Discussion of responses were categorized by groups of respondents.

High School Principals

Twenty-two did not respond. Two responded with yes economic conditions would affect the home economics program but made no further comments. The largest category for responses included comments to the effect that if funding were cut, the home economics program would be affected. Thirty-two principals expressed this feeling with one stating that home economics would be one program looked at strongly if cuts continue. He stated "We don't want to cut anything, but if the money isn't there, more programs will be gone". Two principals were more explicit in stressing cuts would affect equipment, supplies, and curriculum materials. Another principal stated "How can schools improve their curriculum with the fear of cutbacks in spending?" This was also shared by another principal. One principal predicted larger classes while another thought the school might consider hiring a teacher who could teach other classes and be available for larger class/student load. Elimination of elective courses was expressed by two principals. Another said the home economics program would be cut if more taxes were not passed which was "sad but true". Three principals

expressed hope the program would not be affected as it was beneficial to students. Two others felt it might be cut but believed this would be a mistake for the students involved.

Only seven of the principals were positive in their response to the question. They all felt in their situation the home economics program would not be affected by the economic situation. One principal stated, "Home economics is not on my list of classes that might not be offered. I see no change in our program".

High School Counselors

Eleven did not respond. One counselor thought there might be more emphasis on college and less on home economics while another thought the "basics" may become more important than the "frills". The counselor neglected to classify home economics as a basic or a frill.

Seventeen of the counselors felt the home economics program would be adversely affected. Some of the reductions listed by these counselors are in the list which follows.

- RIF (Reduction in Force) of teachers
- No money to buy supplies or equipment
- Elimination or limitation of home economics classes
- Program could be cut, as well as art and music
- Elimination of elective courses
- Local school cannot provide program without state funding
- Increase class size
- Elimination of lab situation for home economics class

Three of the counselors expressed hope there would be continued support for this "valuable program". One of them stated "It is a very

important part of some of our student's curriculum. This is the only training some of them receive". Two counselors thought the program would not be affected and another thought there should be an increase in enrollment.

Other counselors had positive responses to the program and the home economics teachers. Some of the comments from these counselors follow.

- Because of the creativity of most home economics teachers, they will adjust.
- I certainly hope it is not a program that is not funded. Our home economics teacher has been very innovative and creative in making her courses interesting to all students.
- As long as [present governor] is Governor – no problem – he believes it is important – I do too.
- We need a good program in good times economically and a good to excellent program when times are tough like today.
- I hope ours isn't cut – We have the best Home Ec Department anywhere!
- Program cuts ... hopefully not ... with the current economics there needs to be more stress in home economics.

School Board Presidents

Seven did not respond and three only responded with yes it would be affected but no further comments. Negative effects on the program were listed by nine of the school board presidents who listed such items as larger classes, elimination of the junior high program, and cutbacks on equipment.

Three school board presidents expressed concern for the program. Their comments follow.

- Home economics, athletics, music, and fine arts are probably the most vulnerable to cancellation.
- Less vocational and more general home ec teacher positions because of salary differences.
- I think that all school programs in the state are going to deteriorate unless they are funded better than they have been for the last few years.

Five of the school board presidents were more positive in their perceptions of the situation. Terminology used included marginal cuts, not drastically affected, minor cutbacks, and not as critical as perhaps some other programs.

Several of the school board presidents provided very positive comments concerning the program. Some of their comments are listed.

- When economic situation is tight, Home Ec is more important.
- Should make it even more important to provide positive information.
- It should not be touched for the students that are interested in enrolling.
- I don't know about the whole state, but I will do my best to maintain a good FHA & FFA program at —.
- It helps a student to make something out of their life, even if their financial situation does not allow them to go to college.
- I don't think we should be as worried about the "economic situation in OK" as much as we should be worried about preparing our students for adulthood in our society and preparing them to make good judgmental decisions and becoming responsible citizens.

Another school board president felt the home economics program should be

geared to teach basics — sewing and cooking. The rationale for this was it would be helpful to all when economic situations for families are down.

Two school board presidents did not feel competent to complete the instrument. One did not respond to the perceived importance of the topic because he did not believe he had the expertise to make that choice. Another stated his responsibility was policy-making and consequently, he had little exposure to the home economics program.

CHAPTER V
SUMMARY, CONCLUSIONS, AND
RECOMMENDATIONS

This chapter summarizes the study. Information is provided about the purposes, objectives, hypotheses, sample and population, instrument development, data collection, findings and conclusions, and recommendations.

Purposes and Objectives

The purposes of the study were to assess the extent to which school board presidents, high school principals, and high school counselors perceive the breadth of subject content taught in the consumer and homemaking education program and to determine their perception of the emphasis that needs to be placed on subject content areas.

The objectives developed for the study were as follows:

1. assess if age, gender, prior experience with consumer and homemaking classes, size of school, or having a vocational or general consumer and homemaking program influence the perceptions school board presidents, high school principals, and high school counselors have of subject content being taught in the consumer and homemaking program;
2. assess if age, gender, prior experience with consumer and homemaking classes, size of school, or having a vocational or general

consumer and homemaking program influence how much emphasis needs to be placed on subject content according to the perceived importance of the topic by school board presidents, high school principals, and high school counselors; and

3. assess if a difference exists in the perceived importance of home economics content areas as rated by school board presidents, high school principals, and high school counselors.

Hypotheses

Three null hypotheses were formulated for the study.

H₁: There will be no significant difference in the identification of subject content perceived as taught in the consumer and homemaking program by age, gender, prior experience with consumer and homemaking classes, size of school, or having a vocational or general consumer and homemaking program when assessed by

- a. school board presidents,
- b. high school principals, and
- c. high school counselors.

H₂: There will be no significant difference in the perceived importance of subject content to be taught in the consumer and homemaking program by age, gender, prior experience with consumer and homemaking classes, size of school, or having a vocational or general consumer and homemaking program when assessed by

- a. school board presidents,
- b. high school principals, and
- c. high school counselors.

H₃: There will be no significant difference in the perceived

importance of home economics subject content areas among school board presidents, high school principals, and high school counselors.

Due to the limited return of responses, two of the hypotheses were tested. Frequencies and percentages were figured for the data collected for Hypothesis one. Detailed explanations and findings are presented in Chapter IV.

Sample and Population

The population for the study were the 485 public high schools in the State of Oklahoma. The schools were stratified by size according to their average daily enrollment. The sample consisted of 214 schools randomly selected by strata. The school board president, high school principal, and high school counselor from each school were sent instruments. In some instances, each of these individuals was not present in the school.

Instrument Development

The instrument used the 120 concepts/topics identified for the six home economics content areas in the national "Census Study" conducted in 1979-80. By incorporating the Multiple Matrix Sampling technique, the 120 topics were randomly assigned to two forms of the instrument (see Appendix B). Form A and Form B each had 60 topics and were randomly assigned within each strata of the sample. The respondents were asked to first respond to their perceived belief the topic was taught in the home economics program. They were then asked to respond to their perception of the emphasis which should be placed on the topic.

Additional biographical information was collected for each of the

respondents. The instrument was validated by a former school board president, a high school principal, a high school counselor, and home economics educators. Suggestions were incorporated in the instrument.

Data Collection and Analysis

Instruments were mailed to 567 individuals who were identified as the school board president, high school principal, or high school counselor of the 214 randomly selected high schools. A follow-up instrument was mailed to non-respondents. Survey instruments were returned by 163 individuals, of which 146 were usable instruments. This represents an overall return rate of 25.7% for usable instruments (see Table 1).

Instruments were coded and the analysis of data was conducted using the SPSSX computer program. Nominal data were presented by frequencies of respondents in each sample. Interval data were statistically tested by the analysis of variance procedure. The Tukey's specific comparison test was computed for statistical differences between groups.

Findings and Conclusions

Home Economics Topics Believed Taught

Topics relating to reproduction, birth, and growth and development were more likely to be perceived as being taught in the child development/parenting area. This is consistent with the national Census Study (Hughes et al., 1980) in which topics taught in most schools were roles and responsibilities of parents, physical growth and development, and health and nutrition of children. The two topics fewer schools included were family support services and child support services and legislation (Hughes et

al., 1980). School board presidents were not as likely to perceive these and other topics in child development/parenting as being taught as were high school principals and high school counselors (see Table 5).

High school principals and high school counselors were more likely to perceive most of the topics in clothing and textiles as being taught, whereas school board presidents were more likely to respond they did not know topics were taught (see Table 6). In the Census Study (Hughes et al., 1980) topics included most frequently were construction skills, label information, and planning and selection of clothing. Percentages for planning and selection of clothing (82.4%-100%) would concur with the Census Study for all groups and principals (97.3%) and counselors (100%) would concur for construction skills but only 64.7% of the school board presidents perceive this as being taught. Resource use and special requirements were topics found to be taught less frequently in the Census Study (Hughes et al., 1980). Results from this study concur with those findings.

Topics which all groups were less likely to perceive as being taught in consumer education and management included resources, taxes, packaging, and marketing (see Table 7). In the Census Study (Hughes et al., 1980) over 92% of the schools included decision making and values, goals, and standards but less than 80% of the school board presidents and counselors perceived these as being taught. Principals were more likely to perceive more consumer education and management topics as being taught than were counselors or school board presidents.

Principals and counselors were more likely to perceive topics in family relationships as being taught than were school board presidents (see Table 8). School board presidents recorded larger percentages of "don't know" responses (11.8%-61.1%) for these topics. Domestic violence and human

abuse and laws and regulations affecting families were not perceived as being taught by larger percentages of all groups. In the Census Study (Hughes et al., 1980) these two topics were included in approximately 70% of the schools, whereas the other 18 topics were included in over 80% of the schools.

School board presidents as well as principals and counselors perceived topics in food and nutrition being taught related more to nutrition, health, food guides, and food preparation. According to the Census Study (Hughes et al., 1980), these topics were taught in at least 98% of the schools. Principals and counselors were more likely to perceive other topics in food and nutrition as being taught (see Table 9).

Topics in housing/home furnishings/equipment were less likely to be perceived as being taught by larger percentages of school board presidents, principals, and counselors (see Table 10). The topic included most frequently in the Census Study (Hughes et al., 1980) was safety in the home. This was the topic which larger percentages of all groups in this study (77.8%-83.3%) perceived as being taught. The topic taught in the fewest number of schools (58%) in the Census Study (Hughes et al., 1980), housing conservation through renovation and/or restoration, was also not as likely to be perceived as being taught by respondents to this study (35.3%-47.4%). School board presidents were less likely to perceive topics were being taught than were principals or counselors.

Importance of Subject Content

H₂. There were no significant differences in the perceived importance of subject content taught in the home economics program by school board presidents as influenced by selected variables (see Table 11). There were

significant differences in the perceived importance of subject content taught in the home economics program by high school principals as influenced by gender in the clothing and textiles area and the housing/home furnishings/equipment area (see Table 12). Females perceived these areas had more importance than did males. There were no other significant findings for other subject areas as influenced by the selected variables.

There were significant differences in the perceived importance of subject content taught in the home economics program by high school counselors as influenced by age in the child development/parenting area, taking adult classes in the child development/parenting area, and taking adult classes in the family relationships area. There was a difference in the counselors age 39 and under and counselors age 50 and over. The older counselors perceive these as more important than the younger counselors.

Of the 43 respondents in the counselors sample, 6 had taken adult classes. Those who had taken adult classes were not as likely to perceive topics in child development parenting (mean 34.50) and family relationships (mean 33.67) as important as those who had not taken adult classes (mean 42.08 and mean 43.28, respectively). An inspection of the instruments for these counselors revealed adult classes were taken in microwave cooking, quilting stress, consumer education, food garnishing, tailoring, and interior decorating. No classes were taken in the areas of child development/parenting or family relationships.

Although there were significant findings for some content areas as influenced by the selected variables, the entire hypothesis cannot be rejected.

H₃. There were no significant differences in the perceived importance of home economics content among school board presidents, principals, and

counselors for clothing and textiles, consumer education and management, and housing/home furnishings/equipment content areas (see Tables 15, 16, & 19). There were significant findings for the other content areas.

Counselors perceived topics in the child development/parenting area to have more importance (mean 41.02) than did school board presidents (mean 33.49) or principals (mean 35.24). School board presidents and principals were not significantly different in their perceived importance of these topics (see Table 45).

Significant findings in the family relationships area indicate counselors are different in their perceived importance of these topics than school board presidents (see Table 45). Principals are not significantly different from school board presidents or counselors. Means for perceived importance of family relationships topics are counselors, 41.90; principals, 36.94; and school board presidents, 35.40. More importance is placed on this content area by the counselor.

There were significant findings in the food and nutrition content area but there were no significant differences between any two groups at the .05 level. Although there were significant findings for parts of the hypothesis, the entire hypothesis cannot be rejected.

In summary, perceptions of subject content taught in the home economics program by respondents in the study are consistent with the topics identified as being taught in home economics programs in the National Census Study. High school principals and high school counselors are more likely to perceive topics as being taught than are school board presidents.

Recommendations

The purpose of this study was to assess the perceptions school board presidents, high school principals, and high school counselors have of the subject content taught in the secondary home economics program. These individuals make decisions which affect the home economics program. Therefore, home economics educators should work closer with the local board of education in promoting the home economics program.

Of the 35 school board presidents who responded, 10 did not know what type of home economics program, vocational or general, was in their school. School board presidents were also more likely not to perceive if topics were taught than were principals or counselors. Two of the school board presidents did not believe that knowing about the home economics program was any of their concern since their responsibility was making policy. If school boards are making policies relating to a program, they need to have information concerning that program.

① Home economics teachers need to make their school boards aware of the breadth of content in the home economics program. The teacher will need to take the initiative in informing the local school board concerning content presented in the home economics classes. Requesting permission for a short presentation at a monthly board meeting can provide an opportunity to disseminate this information and promote the home economics program. Also a school board member would be a good member on the home economics advisory committee. It is important that school boards know the home economics program provides content that is vital for students' needs in today's society.

The group of school board presidents in this study had the lowest return rate. It might be possible to collect research from this group at an annual

meeting for the state school board association. Since the school board has an organized association, a letter of endorsement from this association to enclose with the instrument may also improve the return rate. A telephone survey might be considered as a method of contacting this group. If the data needed for the research is not feasible for telephone collection, the telephone contact could solicit a commitment to return the mailed questionnaire.

Information from this study could be used in working with home economics teachers and student teachers in planning home economics content to include in their programs. The Home Economics teacher's awareness of the perceptions of content taught in the secondary program by others should help in planning the curriculum for classes.

② If topics are not being perceived as being taught, more emphasis may need to be placed on those topics. Child development/parenting, child abuse, support services, and child care are topics which may need more emphasis. Special clothing requirements and resource use in clothing decisions need to be emphasized more. Consumer education topics needing emphasis are consumer resources, taxes, packaging, advertising, marketing, management procedures, and consumer problems. Family relationships topics which need more emphasis are laws and regulations affecting families and domestic violence and human abuse. Food and nutrition topics appear to be perceived as being taught with the exception of nutrient preservation and special food requirements for individuals. Topics in the housing/home furnishings/equipment area need more emphasis since this is the area which fewer participants perceived as being taught.

This information on perceptions of content being taught could also be used by the home economics teacher in preparing promotional aids for working with the local school board, high school principal, and high school

counselor. The home economics teacher can emphasize those topics which are less likely to be perceived as being taught. These promotional materials should not be limited to educating the target groups in this study. Opportunities for presentations to civic and educational groups can promote home economics as a program providing students with educational experiences necessary for home and career.

Home economics adult classes currently being taught often do not reflect societal needs. Counselors who had adult classes do not place as much importance on child development/parenting topics and family relationships topics as those who have not had adult classes.^③ Home economics adult classes should concentrate more in these areas.

^④This is an area where more research may be conducted. The results of this study were fairly consistent with the National Census Study. Results from other states using the same respondents could be used for a comparison. In repeating this study, other variables may also be used.

How these individuals perceive the home economics program can be an influencing factor on the success of the program. Those individuals who are closer in proximity to a program may be more knowledgeable from observing activities in which students participate. Principals and counselors are in the school and can better observe activities in the home economics program than can school board presidents.

Most of the respondents were favorable toward the home economics program. These individuals may have responded because they do perceive the home economics program as an important part of the student's curriculum. Because they do function as decision-makers, it is important to cultivate these individuals as supporters of the home economics program.

In planning a research study in which the sample may not be used to

participating in research, careful thought should be given to the methodology. School board presidents may not have opportunities to participate in research as frequently as do principals and counselors. Those who fail to respond may not realize their contribution is valuable to the research study.

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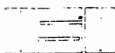
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APPENDIXES

APPENDIX A

CORRESPONDENCE



Oklahoma State University

DEPARTMENT OF HOME ECONOMICS EDUCATION
AND COMMUNITY SERVICES

COLLEGE OF HOME ECONOMICS
125 HOME ECONOMICS WEST
STILLWATER, OK 74078
(405) 624-5046 or 624-5047

July 27, 1987

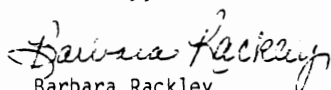
Dr. Ruth P. Hughes
College of Home Economics
Iowa State University
219 MacKay Hall
Ames, Iowa 50011

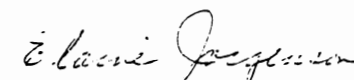
Dear Dr. Hughes:

I am a graduate student at Oklahoma State University completing a Ph.D. in Home Economics Education and Administration. For my dissertation, I am interested in determining the perspectives school board presidents, high school principals, and high school counselors have of the secondary home economics program. I would appreciate your permission to include in my research, the topics/concepts for the home economics content areas identified in the "Census Study".

I have found the study contains information that is useful in my research. Thank you for your assistance.

Sincerely,


Barbara Rackley
Graduate Associate


Dr. Elaine Jorgenson
Graduate Advisor

Iowa State University *of Science and Technology* Ames, Iowa 50011-1120



Department of Family
& Consumer Sciences Education
219 MacKay Hall
Telephone: (515) 294-6444

MEMORANDUM

TO: Barbara Rackley

FROM: Ruth Hughes *Ruth Hughes*

I would be pleased to have you use the list of topics/concepts for the home economics content areas identified in the "Census Study". Good luck in your study.

bn

APPENDIX B

RESEARCH INSTRUMENT



Oklahoma State University

DEPARTMENT OF HOME ECONOMICS EDUCATION
AND COMMUNITY SERVICES
COLLEGE OF HOME ECONOMICS

STILLWATER, OKLAHOMA 74078-0337
HOME ECONOMICS WEST 125
405-624-5046 or 624-5047

Dear Board of Education President:

During a time of educational crisis we are all concerned with the quality of education the students in our state receive. A goal everyone concerned with education shares is preparing students to live productively in our society. As a member of the local board of education you have responsibility in policy decisions regarding school programs.

As a teacher educator in one of the regional universities in our state, I help prepare teachers for our school systems. Information you could provide would help in the preparation of Home Economics teachers. We can develop programs to better serve the students in our state as they prepare to assume their roles as adults. I would appreciate you taking about 20 minutes to respond to the enclosed questionnaire regarding your perception of the Home Economics program.

At this time it is important we all work together to ensure our students receive a quality education that will better serve them in their adult roles.

This study will also be used as partial requirement for the Doctor of Philosophy degree. Your name was chosen through a random sampling procedure. In order for the study to be representative of the board of education presidents in our state, your personal response is appreciated. You are assured of complete confidentiality. The code is to check off responses and for follow-up purposes. Your name will not be used.

Thank you for your time, effort, and cooperation.

Sincerely,

Barbara Rackley
Graduate Associate
Home Economics Education/
Community Services Department

Dr. Elaine Jorgenson
Graduate Advisor
College of Home Economics
Oklahoma State University





Oklahoma State University

DEPARTMENT OF HOME ECONOMICS EDUCATION
AND COMMUNITY SERVICES
COLLEGE OF HOME ECONOMICS

STILLWATER, OKLAHOMA 74078-0337
HOME ECONOMICS WEST 125
405-624-5046 or 624-5047

Dear High School Principal:

During a time of educational crisis we are all concerned with the quality of education the students in our state receive. A goal all educators share is preparing students to live productively in our society. As a school principal you have responsibility in program development and student advisement.

As a teacher educator in one of the regional universities in our state, I help prepare teachers for our school systems. Information you could provide would help in the preparation of Home Economics teachers. We can develop programs to better serve the students in our state as they prepare to assume their roles as adults. I would appreciate you taking about 20 minutes to respond to the enclosed questionnaire regarding your perception of the Home Economics program.

At this time it is important we all work together to ensure our students receive a quality education that will better serve them in their adult roles.

This study will also be used as partial requirement for the Doctor of Philosophy degree. Your name was chosen through a random sampling procedure. In order for the study to be representative of the principals in our state, your personal response is appreciated. You are assured of complete confidentiality. The code is to check off responses and for follow-up purposes. Your name will not be used.

Thank you for your time, effort, and cooperation.

Sincerely,

Barbara Rackley
Graduate Associate
Home Economics Education/
Community Services Department

Dr. Elaine Jorgenson
Graduate Advisor
College of Home Economics
Oklahoma State University





Oklahoma State University

DEPARTMENT OF HOME ECONOMICS EDUCATION
AND COMMUNITY SERVICES
COLLEGE OF HOME ECONOMICS

STILLWATER, OKLAHOMA 74078-0337
HOME ECONOMICS WEST 125
405-624-5046 or 624-5047

Dear High School Counselor:

During a time of educational crisis we are all concerned with the quality of education the students in our state receive. A goal all educators share is preparing students to live productively in our society. As a school counselor you have the responsibility of advising and guiding students in their preparation for life.

As a teacher educator in one of the regional universities in our state, I help prepare teachers for our school systems. Information you could provide would help in the preparation of Home Economics teachers. We can develop programs to better serve the students in our state as they prepare to assume their roles as adults. I would appreciate you taking about 20 minutes to respond to the enclosed questionnaire regarding your perception of the Home Economics program.

At this time it is important we all work together to ensure our students receive a quality education that will better serve them in their adult roles.

This study will also be used as partial requirement for the Doctor of Philosophy degree. Your name was chosen through a random sampling procedure. In order for the study to be representative of the counselors in our state, your personal response is appreciated. You are assured of complete confidentiality. The code is to check off responses and for follow-up purposes. Your name will not be used.

Thank you for your time, effort, and cooperation.

Sincerely,

Barbara Rackley

Barbara Rackley
Graduate Associate
Home Economics Education/
Community Services Department

Elaine Jorgenson

Dr. Elaine Jorgenson
Graduate Advisor
College of Home Economics
Oklahoma State University



PERCEPTIONS OF HOME ECONOMICS CONTENT

DIRECTIONS:

The following are six content areas usually taught in the high school Home Economics program. Listed under each content area are topics. You are asked, first, to respond according to your perception whether the topic is taught in the Home Economics program. If you perceive the topic as being taught in the Home Economics program, circle the (Y). If you do not perceive the topic as being taught in the Home Economics program, circle the (N). If you do not know if it is taught in the Home Economics program, circle the (O).

Next, according to your perception of the importance of the topic, rate the importance that should be placed on the topic in the Home Economics program. Select a number from (1), indicating less importance, to (5), indicating more importance. Circle the number indicating the amount of importance you feel should be placed on the topic in Home Economics I, Home Economics II, Home Economics III/IV, or Family Living.

EXAMPLE:

	I BELIEVE			AMOUNT OF IMPORTANCE				
	YES	NO	DON'T KNOW	I BELIEVE SHOULD BE PLACED ON TOPIC				
				LESS IMPORTANCE			MORE IMPORTANCE	
Child care services	Y	N	O	1	2	3	4	5
Consumer buying	Y	N	O	1	2	3	4	5

FORM A

HOME ECONOMICS CONTENT		I BELIEVE YES-TOPIC IS TAUGHT NO-TOPIC IS NOT TAUGHT O-I DO NOT KNOW			AMOUNT OF IMPORTANCE I BELIEVE SHOULD BE PLACED ON TOPIC				
<u>CHILD DEVELOPMENT/PARENTING TOPICS</u>		YES	NO	DON'T KNOW	LESS IMPORTANCE			MORE IMPORTANCE	
		Y	N	O	1	2	3	4	5
001	Environmental Consideration of Parenting, e. g., neighborhood	Y	N	O	1	2	3	4	5
002	Reproduction, e. g., pre-conception to birth	Y	N	O	1	2	3	4	5
003	Birth of the Baby	Y	N	O	1	2	3	4	5
004	Physical Growth and Development	Y	N	O	1	2	3	4	5
005	Intellectual Development	Y	N	O	1	2	3	4	5
006	Health and Nutrition of Children	Y	N	O	1	2	3	4	5
007	Child Abuse	Y	N	O	1	2	3	4	5
008	Family Support Services	Y	N	O	1	2	3	4	5
009	Child Support Services and Legislation	Y	N	O	1	2	3	4	5
010	Child Care Services	Y	N	O	1	2	3	4	5
<u>CLOTHING AND TEXTILES TOPICS</u>									
021	Functions of Clothing	Y	N	O	1	2	3	4	5
022	Social, Psychological, Cultural and Environmental Aspects of Clothing	Y	N	O	1	2	3	4	5
023	Value, Interest and Attitude Expression Through Clothing	Y	N	O	1	2	3	4	5
024	Planning and Selection of Clothing	Y	N	O	1	2	3	4	5
025	Care of Apparel	Y	N	O	1	2	3	4	5
026	Personal Appearance	Y	N	O	1	2	3	4	5
027	Fiber Characteristics	Y	N	O	1	2	3	4	5
028	Fabric Finishes	Y	N	O	1	2	3	4	5
029	Evaluation of Apparel Quality	Y	N	O	1	2	3	4	5
030	Construction Skills	Y	N	O	1	2	3	4	5

HOME ECONOMICS CONTENT	I BELIEVE			AMOUNT OF IMPORTANCE I BELIEVE SHOULD BE PLACED ON TOPIC									
	YES	NO	DON'T KNOW	1	2	3	4	5					
<u>CONSUMER EDUCATION AND MANAGEMENT TOPICS</u>				LESS IMPORTANCE					MORE IMPORTANCE				
041 Decision-Making	Y	N	O	1	2	3	4	5					
042 Resources, e. g., human/non-human, distribution of, conservation of	Y	N	O	1	2	3	4	5					
043 Management Procedures/Practices, e. g., work simplification, organizing records	Y	N	O	1	2	3	4	5					
044 Communication Skills	Y	N	O	1	2	3	4	5					
045 Financial Planning, e. g., budgets, assets, savings, investments	Y	N	O	1	2	3	4	5					
046 Taxes	Y	N	O	1	2	3	4	5					
047 Pricing, e. g., unit pricing, product coding	Y	N	O	1	2	3	4	5					
048 Packaging	Y	N	O	1	2	3	4	5					
049 Relationship between the Consumer and the Economy, e.g., supply and demand, inflation and recession	Y	N	O	1	2	3	4	5					
050 Consumer Resources, e. g., governmental, non-governmental	Y	N	O	1	2	3	4	5					
<u>FAMILY RELATIONSHIPS TOPICS</u>													
061 Attitudes and Emotions	Y	N	O	1	2	3	4	5					
062 Values and Goals	Y	N	O	1	2	3	4	5					
063 Characteristics Basic to Relationships, e. g., cooperating, understanding, compromising	Y	N	O	1	2	3	4	5					
064 Domestic Violence and Human Abuse	Y	N	O	1	2	3	4	5					
065 Family as a Stabilizing Unit in Stress and Crisis	Y	N	O	1	2	3	4	5					
066 Mate Selection	Y	N	O	1	2	3	4	5					
067 Expectations/Realities of Relationships	Y	N	O	1	2	3	4	5					
068 Functions of the Family	Y	N	O	1	2	3	4	5					
069 Communication and Interaction Skills, e. g., active listening, positive feedback, resolving conflict	Y	N	O	1	2	3	4	5					
070 Multiple Roles of Family Members	Y	N	O	1	2	3	4	5					

HOME ECONOMICS CONTENT		I BELIEVE YES-TOPIC IS TAUGHT NO-TOPIC IS NOT TAUGHT O-I DO NOT KNOW			AMOUNT OF IMPORTANCE I BELIEVE SHOULD BE PLACED ON TOPIC					
<u>FOOD AND NUTRITION TOPICS</u>		YES	NO	DON'T KNOW	LESS IMPORTANCE					MORE IMPORTANCE
		Y	N	O	1	2	3	4	5	
081	Food Guide, e. g., Basic 4				1	2	3	4	5	
082	Functions of Nutrients in the Body	Y	N	O	1	2	3	4	5	
083	Planning for Individual and Family Nutrition	Y	N	O	1	2	3	4	5	
084	Nutrition throughout the Life Cycle	Y	N	O	1	2	3	4	5	
085	Weight Control	Y	N	O	1	2	3	4	5	
086	Influences of Family Values and Customs on Food Patterns	Y	N	O	1	2	3	4	5	
087	Fads and Fallacies	Y	N	O	1	2	3	4	5	
088	Safety and Sanitation in the Kitchen	Y	N	O	1	2	3	4	5	
089	Food Preparation	Y	N	O	1	2	3	4	5	
090	Planning and Organizing for Buying Food, e. g., shopping lists, use of advertisements and specials, seasonal foods	Y	N	O	1	2	3	4	5	
<u>HOUSING/HOME FURNISHING/EQUIPMENT TOPICS</u>										
101	Legal Aspects of Housing, e. g., zoning, leases, contracts, insurance	Y	N	O	1	2	3	4	5	
102	Relationship between Housing Selection, available Resources, Priorities of Values and Goals and the Decision-Making Process	Y	N	O	1	2	3	4	5	
103	Adapting Housing for Individual and Family Needs, e. g., various stages of life cycle, special needs of family members	Y	N	O	1	2	3	4	5	
104	Selection, Maintenance and Care of Housing, Furnishings, and Equipment	Y	N	O	1	2	3	4	5	
105	Housing Conservation through Renovation and/or Restoration	Y	N	O	1	2	3	4	5	
106	Evaluation of Quality of Interior, Exterior, and Mechanical Features of Housing	Y	N	O	1	2	3	4	5	
107	Factors Influencing Furnishing Decisions, e. g., family life style, costs, quality, preference	Y	N	O	1	2	3	4	5	
108	Factors Influencing Furniture Arrangement, e. g., traffic patterns, principles of balance and placement	Y	N	O	1	2	3	4	5	
109	Factors Influencing Equipment Decisions, e. g., energy requirements, costs, preferences	Y	N	O	1	2	3	4	5	
110	Citizens' Responsibility to Community regarding Housing, e. g., maintenance, grounds care, local government	Y	N	O	1	2	3	4	5	

FORM B

HOME ECONOMICS CONTENT

I BELIEVE
 YES-TOPIC IS TAUGHT
 NO-TOPIC IS NOT TAUGHT
 O-I DO NOT KNOW

AMOUNT OF IMPORTANCE
 I BELIEVE SHOULD BE
 PLACED ON TOPIC

	<u>CHILD DEVELOPMENT/PARENTING TOPICS</u>			<u>LESS IMPORTANCE</u>					<u>MORE IMPORTANCE</u>
	<u>YES</u>	<u>NO</u>	<u>DON'T KNOW</u>	1	2	3	4	5	
011 Family Planning Decisions	Y	N	O	1	2	3	4	5	
012 Financial Consideration of Parenting	Y	N	O	1	2	3	4	5	
013 Emotional Consideration of Parenting	Y	N	O	1	2	3	4	5	
014 Roles and Responsibilities of Parents	Y	N	O	1	2	3	4	5	
015 Maternal Health and Nutrition	Y	N	O	1	2	3	4	5	
016 Social-psychological Development	Y	N	O	1	2	3	4	5	
017 Creative Expression Development	Y	N	O	1	2	3	4	5	
018 Safety and First Aid	Y	N	O	1	2	3	4	5	
019 Child-rearing Practices	Y	N	O	1	2	3	4	5	
020 Children with Special Needs	Y	N	O	1	2	3	4	5	
<u>CLOTHING AND TEXTILES TOPICS</u>									
031 Color, Line and Design	Y	N	O	1	2	3	4	5	
032 Fabric Construction	Y	N	O	1	2	3	4	5	
033 Label Information	Y	N	O	1	2	3	4	5	
034 Alterations and Remodeling	Y	N	O	1	2	3	4	5	
035 Selection, Use and Care of Equipment	Y	N	O	1	2	3	4	5	
036 Pattern Alteration and Fitting	Y	N	O	1	2	3	4	5	
037 Pride in Workmanship	Y	N	O	1	2	3	4	5	
038 Fashion and the Marketplace	Y	N	O	1	2	3	4	5	
039 Special Clothing Requirements for Individuals, e. g., children, handicapped and aged	Y	N	O	1	2	3	4	5	
040 Resource Use in Clothing Decisions	Y	N	O	1	2	3	4	5	

HOME ECONOMICS CONTENT

I BELIEVE
 YES-TOPIC IS TAUGHT
 NO-TOPIC IS NOT TAUGHT
 O-I DO NOT KNOW

AMOUNT OF IMPORTANCE
 I BELIEVE SHOULD BE
 PLACED ON TOPIC

<u>CONSUMER EDUCATION AND MANAGEMENT TOPICS</u>		<u>YES</u>	<u>NO</u>	<u>DON'T KNOW</u>	<u>LESS IMPORTANCE</u>					<u>MORE IMPORTANCE</u>				
		Y	N	O	1	2	3	4	5	1	2	3	4	5
051	Values, Goals, and Standards	Y	N	O	1	2	3	4	5	1	2	3	4	5
052	Management Process, e. g., planning, organizing, implementing, evaluating	Y	N	O	1	2	3	4	5	1	2	3	4	5
053	Consumer Rights and Responsibilities	Y	N	O	1	2	3	4	5	1	2	3	4	5
054	Consumer Buying	Y	N	O	1	2	3	4	5	1	2	3	4	5
055	Credit	Y	N	O	1	2	3	4	5	1	2	3	4	5
056	Insurance	Y	N	O	1	2	3	4	5	1	2	3	4	5
057	Advertising	Y	N	O	1	2	3	4	5	1	2	3	4	5
058	Labels, Warranties, Guarantees	Y	N	O	1	2	3	4	5	1	2	3	4	5
059	Marketing, e. g., retail outlets, wholesale, discount, mail order	Y	N	O	1	2	3	4	5	1	2	3	4	5
060	Consumer Problems, e. g., deception, fraud	Y	N	O	1	2	3	4	5	1	2	3	4	5
<u>FAMILY RELATIONSHIPS TOPICS</u>														
071	Self Concept	Y	N	O	1	2	3	4	5	1	2	3	4	5
072	Basic Needs	Y	N	O	1	2	3	4	5	1	2	3	4	5
073	Human Sexuality	Y	N	O	1	2	3	4	5	1	2	3	4	5
074	Changing Roles of Individuals in Families and Society	Y	N	O	1	2	3	4	5	1	2	3	4	5
075	Problem-solving/Decision-making	Y	N	O	1	2	3	4	5	1	2	3	4	5
076	Life Styles	Y	N	O	1	2	3	4	5	1	2	3	4	5
077	Laws and Regulations Affecting Families	Y	N	O	1	2	3	4	5	1	2	3	4	5
078	Readiness for Serious Commitments, e. g., career, marriage, parenthood	Y	N	O	1	2	3	4	5	1	2	3	4	5
079	Life Cycle	Y	N	O	1	2	3	4	5	1	2	3	4	5
080	Varying Family Structures	Y	N	O	1	2	3	4	5	1	2	3	4	5

HOME ECONOMICS CONTENT

I BELIEVE
YES-TOPIC IS TAUGHT
NO-TOPIC IS NOT TAUGHT
O-I DO NOT KNOW

AMOUNT OF IMPORTANCE
I BELIEVE SHOULD BE
PLACED ON TOPIC

	<u>FOOD AND NUTRITION TOPICS</u>			AMOUNT OF IMPORTANCE				
	<u>YES</u>	<u>NO</u>	<u>DON'T KNOW</u>	LESS IMPORTANCE			MORE IMPORTANCE	
	Y	N	O	1	2	3	4	5
091 Nutrients and their Sources	Y	N	O	1	2	3	4	5
092 Food Habits and Health	Y	N	O	1	2	3	4	5
093 Reliable Sources of Nutrition Information	Y	N	O	1	2	3	4	5
094 Special Food Requirements for Individuals, e. g., children, aged, special diets, pregnancy	Y	N	O	1	2	3	4	5
095 Factors Involved in Food Planning, e. g., nutritional needs of family, family values and goals, costs, time and energy	Y	N	O	1	2	3	4	5
096 Alternative Daily Food Patterns, e. g., number of meals, snacks, meals away from home	Y	N	O	1	2	3	4	5
097 Convenience Foods	Y	N	O	1	2	3	4	5
098 Managing the Food Budget	Y	N	O	1	2	3	4	5
099 Labeling and Food Standards	Y	N	O	1	2	3	4	5
100 Practices Related to Preserving Nutritive Value of Food in Marketing, Preparation, Preservation and Storage	Y	N	O	1	2	3	4	5
<u>HOUSING/HOME FURNISHING/EQUIPMENT TOPICS</u>								
111 Function of Housing, e. g., shelter; physical, social & psychological needs	Y	N	O	1	2	3	4	5
112 Influences of Housing on Individuals and Families, e. g., self-concept, social status, communication, interaction	Y	N	O	1	2	3	4	5
113 Factors Influencing Housing Decisions, e.g., human, environmental, energy requirements, social, economic conditions, and policies of local government regarding police, fire, and schools	Y	N	O	1	2	3	4	5
114 Types of Housing, e. g., single family dwelling, apartments, mobile homes	Y	N	O	1	2	3	4	5
115 Choosing, Locating and Evaluating Housing, e. g., rural vs. urban, new vs. existing, public vs. private transportation	Y	N	O	1	2	3	4	5
116 Financial Factors Related to Renting, Buying, Building, Relocating	Y	N	O	1	2	3	4	5
117 Aesthetic Aspects of Home Furnishings, e. g., art and design principles	Y	N	O	1	2	3	4	5
118 Storage	Y	N	O	1	2	3	4	5
119 Safety in the Home	Y	N	O	1	2	3	4	5
120 Housing in the Future	Y	N	O	1	2	3	4	5

BIOGRAPHICAL DATA

PLEASE CHECK THE CORRECT INFORMATION

SEX

Male
 Female

AGE

Under 30
 30-39
 40-50
 Over 50

OCCUPATION/PROFESSIONTYPE OF HOME ECONOMICS PROGRAM IN SCHOOL WITH WHICH ASSOCIATED

General Home Economics Not Taught
 Vocational

EXPERIENCES IN HOME ECONOMICS

Please check all that apply to you

Enrolled in Home Economics in high school
 If so, how many classes _____

Enrolled in Home Economics in college
 If so, how many classes _____

Completed other adult classes in Home Economics
 If so, what were they? _____

Child(ren) enrolled in Home Economics classes
 If so, sex(es) of child(ren) _____

Other, please specify _____

How do you believe the high school Home Economics program may be affected by the economic situation in Oklahoma?

When finished fold so the return address is on the outside, staple or tape, and mail. THANK YOU.

BIOGRAPHICAL DATA

PLEASE CHECK THE CORRECT INFORMATION

SEX

Male
 Female

AGE

Under 30
 30-39
 40-50
 over 50

AREA(S) OF COLLEGE DEGREE(S)

TYPE OF HOME ECONOMICS PROGRAM IN SCHOOL WITH WHICH ASSOCIATED

General Home Economics Not Taught
 Vocational

EXPERIENCES IN HOME ECONOMICS

Please check all that apply to you

Enrolled in Home Economics in high school
If so, how many classes _____

Enrolled in Home Economics in college
If so, how many classes _____

Completed other adult classes in Home Economics
If so, what were they? _____

Child(ren) enrolled in Home Economics classes
If so, sex(es) of child(ren) _____

Other, please specify _____

How do you believe the high school Home Economics program may be affected by the economic situation in Oklahoma?

When finished fold so the return address is on the outside, staple or tape, and mail. THANK YOU.



Oklahoma State University

DEPARTMENT OF HOME ECONOMICS EDUCATION
AND COMMUNITY SERVICES

COLLEGE OF HOME ECONOMICS
125 HOME ECONOMICS WEST
STILLWATER, OK 74078
(405) 624-5046 or 624-5047

April 20, 1987

Dear Board of Education President:

At this time you should have received a questionnaire from me titled "Perceptions of Home Economics Content". In the event it was lost in the mail or misplaced, I am sending another questionnaire for your response. If you already have a questionnaire, please be reminded to return it by May 4.

In your role as School Board President with responsibility for program decisions, your input would be extremely valuable in helping ensure the students in our state receive a quality education to better prepare for adult roles. Your personal opinions of the content will be appreciated.

Your name was selected through a random sampling procedure. Your responses will be kept in strict confidence.

Sincerely,

Barbara Rackley
Graduate Associate
Home Economics Education/
Community Services Department

Dr. Elaine Jorgenson
Graduate Advisor
College of Home Economics
Oklahoma State University

rp



Oklahoma State University

DEPARTMENT OF HOME ECONOMICS EDUCATION
AND COMMUNITY SERVICES

COLLEGE OF HOME ECONOMICS
125 HOME ECONOMICS WEST
STILLWATER, OK 74078
(405) 624-5046 or 624-5047

April 20, 1987

Dear High School Principal:

At this time you should have received a questionnaire from me titled "Perceptions of Home Economics Content". In the event it was lost in the mail or misplaced, I am sending another questionnaire for your response. If you already have a questionnaire, please be reminded to return it by May 4.

In your role as Principal/decision maker with responsibility in course scheduling and student advising, your input would be extremely valuable in helping ensure the students in our state receive a quality education to better prepare for adult roles. Your personal opinions of the content will be appreciated.

Your name was selected through a random sampling procedure. Your responses will be kept in strict confidence.

Sincerely,

Barbara Rackley

Barbara Rackley
Graduate Associate
Home Economics Education/
Community Services Department

Elaine Jorgenson

Dr. Elaine Jorgenson
Graduate Advisor
College of Home Economics
Oklahoma State University

rp





Oklahoma State University

DEPARTMENT OF HOME ECONOMICS EDUCATION
AND COMMUNITY SERVICES

COLLEGE OF HOME ECONOMICS
125 HOME ECONOMICS WEST
STILLWATER, OK 74078
(405) 624-5046 or 624-5047

April 20, 1987

Dear High School Counselor:

At this time you should have received a questionnaire from me titled "Perceptions of Home Economics Content". In the event it was lost in the mail or misplaced, I am sending another questionnaire for your response. If you already have a questionnaire, please be reminded to return it by May 4.

In your role as Counselor/decision maker with responsibility in course scheduling and student advising, your input would be extremely valuable in helping ensure the students in our state receive a quality education to better prepare for adult roles. Your personal opinions of the content will be appreciated.

Your name was selected through a random sampling procedure. Your responses will be kept in strict confidence.

Sincerely,

Barbara Rackley
Graduate Associate
Home Economics Education/
Community Services Department

Dr. Elaine Jorgenson
Graduate Advisor
College of Home Economics
Oklahoma State University

rp

APPENDIX C

TABLULAR INFORMATION

Table 20

SCHOOL BOARD PRESIDENT'S AGE AND PERCEIVED
IMPORTANCE OF HOME ECONOMICS CONTENT
SOURCE TABLE FOR ANALYSIS OF VARIANCE

Source of Variation	Sum of Squares	DF	Mean Square	F	Significance of F
CHILD DEVELOPMENT/PARENTING					
Main Effects	235.506	2	117.753	0.746	0.483
Explained	235.506	2	117.753	0.746	0.483
Residual	4892.964	31	157.838		
Total	5128.471	33	155.408		
CLOTHING AND TEXTILES					
Main Effects	274.772	2	137.386	1.201	0.314
Explained	274.772	2	137.386	1.201	0.314
Residual	3545.845	31	114.382		
Total	3820.618	33	115.776		
CONSUMER EDUCATION AND MANAGEMENT					
Main Effects	179.000	2	89.500	0.743	0.484
Explained	179.000	2	89.500	0.743	0.484
Residual	3735.970	31	120.515		
Total	3914.971	33	118.635		
FAMILY RELATIONS					
Main Effects	368.650	2	184.325	1.027	0.370
Explained	368.650	2	184.325	1.027	0.370
Residual	5565.732	31	179.540		
Total	5934.382	33	179.830		
FOOD AND NUTRITION					
Main Effects	376.219	2	188.109	1.106	0.344
Explained	376.219	2	188.109	1.106	0.344
Residual	5279.399	31	170.077		
Total	5648.618	33	171.170		
HOUSING/HOME FURNISHINGS/EQUIPMENT					
Main Effects	32.405	2	16.202	0.095	0.909
Explained	32.405	2	16.202	0.095	0.909
Residual	5261.595	31	169.729		
Total	5294.000	33	160.424		

Table 21

**SCHOOL BOARD PRESIDENT'S GENDER AND PERCEIVED
IMPORTANCE OF HOME ECONOMICS CONTENT
SOURCE TABLE FOR ANALYSIS OF VARIANCE**

Source of Variation	Sum of Squares	DF	Mean Square	F	Significance of F
CHILD DEVELOPMENT/PARENTING					
Main Effects	439.314	1	439.314	2.481	0.125
Explained	439.314	1	439.314	2.481	0.125
Residual	5843.429	33	177.074		
Total	6282.743	34	184.787		
CLOTHING AND TEXTILES					
Main Effects	42.350	1	42.350	0.290	0.594
Explained	42.350	1	42.350	0.290	0.594
Residual	4819.250	33	146.038		
Total	4861.600	34	142.988		
CONSUMER EDUCATION AND MANAGEMENT					
Main Effects	182.857	1	182.857	1.243	0.273
Explained	182.857	1	182.857	1.243	0.273
Residual	4853.143	33	147.065		
Total	5036.000	34	148.118		
FAMILY RELATIONS					
Main Effects	668.829	1	668.829	3.367	0.076
Explained	668.829	1	668.829	3.367	0.076
Residual	6555.571	33	198.654		
Total	7224.400	34	212.482		
FOOD AND NUTRITION					
Main Effects	401.207	1	401.207	2.029	0.164
Explained	401.207	1	401.207	2.029	0.164
Residual	6524.964	33	197.726		
Total	6926.171	34	203.711		
HOUSING/HOME FURNISHINGS/EQUIPMENT					
Main Effects	169.400	1	169.400	0.941	0.339
Explained	169.400	1	169.400	0.941	0.339
Residual	5941.571	33	180.048		
Total	6110.971	34	179.734		

Table 22

**SCHOOL BOARD PRESIDENT'S SCHOOL SIZE AND PERCEIVED
IMPORTANCE OF HOME ECONOMICS CONTENT SOURCE
TABLE FOR ANALYSIS OF VARIANCE**

Source of Variation	Sum of Squares	DF	Mean Square	F	Significance of F
CHILD DEVELOPMENT/PARENTING					
Main Effects	196.116	5	39.223	0.187	0.965
Explained	196.116	5	39.223	0.187	0.965
Residual	6086.626	29	209.884		
Total	6282.743	34	184.787		
CLOTHING AND TEXTILES					
Main Effects	668.998	5	133.800	0.925	0.479
Explained	668.998	5	133.800	0.925	0.479
Residual	4192.602	29	144.572		
Total	4861.600	34	142.988		
CONSUMER EDUCATION AND MANAGEMENT					
Main Effects	726.042	5	145.208	0.977	0.448
Explained	726.042	5	145.208	0.977	0.448
Residual	4309.958	29	148.619		
Total	5036.000	34	148.118		
FAMILY RELATIONS					
Main Effects	582.466	5	116.493	0.509	0.767
Explained	582.466	5	116.493	0.509	0.767
Residual	6641.934	29	229.032		
Total	7224.400	34	212.482		
FOOD AND NUTRITION					
Main Effects	548.476	5	109.695	0.499	0.775
Explained	548.476	5	109.695	0.499	0.775
Residual	6377.695	29	219.921		
Total	6926.171	34	203.711		
HOUSING/HOME FURNISHINGS/EQUIPMENT					
Main Effects	806.466	5	161.293	0.882	0.506
Explained	806.466	5	161.293	0.882	0.506
Residual	5304.505	29	182.914		
Total	6110.971	34	179.734		

Table 23

**SCHOOL BOARD PRESIDENT'S TYPE OF PROGRAM AND
PERCEIVED IMPORTANCE OF HOME ECONOMICS
CONTENT SOURCE TABLE FOR ANALYSIS
OF VARIANCE**

Source of Variation	Sum of Squares	DF	Mean Square	F	Significance of F
CHILD DEVELOPMENT/PARENTING					
Main Effects	139.243	1	139.243	0.748	0.393
Explained	139.243	1	139.243	0.748	0.393
Residual	6143.500	33	186.167		
Total	6282.743	34	184.787		
CLOTHING AND TEXTILES					
Main Effects	52.500	1	52.500	0.360	0.552
Explained	52.500	1	52.500	0.360	0.552
Residual	4809.100	33	145.730		
Total	4861.600	34	142.988		
CONSUMER EDUCATION AND MANAGEMENT					
Main Effects	0.933	1	0.933	0.006	0.938
Explained	0.933	1	0.933	0.006	0.938
Residual	5035.067	33	152.578		
Total	5036.000	34	148.118		
FAMILY RELATIONS					
Main Effects	67.433	1	67.433	0.311	0.581
Explained	67.433	1	67.433	0.311	0.581
Residual	7156.967	33	216.878		
Total	7224.400	34	212.482		
FOOD AND NUTRITION					
Main Effects	408.805	1	408.805	2.070	0.160
Explained	408.805	1	408.805	2.070	0.160
Residual	6517.367	33	197.496		
Total	6926.171	34	203.711		
HOUSING/HOME FURNISHINGS/EQUIPMENT					
Main Effects	414.405	1	414.405	2.401	0.131
Explained	414.405	1	414.405	2.401	0.131
Residual	5696.567	33	172.623		
Total	6110.971	34	179.734		

Table 24.

SCHOOL BOARD PRESIDENT'S ENROLLED IN HIGH SCHOOL
HOME ECONOMICS AND PERCEIVED IMPORTANCE
OF HOME ECONOMICS CONTENT SOURCE TABLE
FOR ANALYSIS OF VARIANCE

Source of Variation	Sum of Squares	DF	Mean Square	F	Significance of F
CHILD DEVELOPMENT/PARENTING					
Main Effects	421.779	1	421.779	2.375	0.133
Explained	421.779	1	421.779	2.375	0.133
Residual	5860.964	33	177.605		
Total	6282.743	34	184.787		
CLOTHING AND TEXTILES					
Main Effects	67.207	1	67.207	0.463	0.501
Explained	67.207	1	67.207	0.463	0.501
Residual	4794.393	33	145.285		
Total	4861.600	34	142.988		
CONSUMER EDUCATION AND MANAGEMENT					
Main Effects	130.179	1	130.179	0.876	0.356
Explained	130.179	1	130.179	0.876	0.356
Residual	4905.821	33	148.661		
Total	5036.000	34	148.118		
FAMILY RELATIONS					
Main Effects	736.007	1	736.007	3.743	0.062
Explained	736.007	1	736.007	3.743	0.062
Residual	6488.393	33	196.618		
Total	7224.400	34	212.482		
FOOD AND NUTRITION					
Main Effects	453.600	1	453.600	2.313	0.138
Explained	453.600	1	453.600	2.313	0.138
Residual	6472.571	33	196.139		
Total	6926.171	34	203.711		
HOUSING/HOME FURNISHINGS/EQUIPMENT					
Main Effects	92.829	1	92.829	0.509	0.481
Explained	92.829	1	92.829	0.509	0.481
Residual	6018.143	33	182.368		
Total	6110.971	34	179.734		

Table 25

SCHOOL BOARD PRESIDENT'S ENROLLED IN COLLEGE HOME
ECONOMICS AND PERCEIVED IMPORTANCE OF HOME
ECONOMICS CONTENT SOURCE TABLE FOR
ANALYSIS OF VARIANCE

Source of Variation	Sum of Squares	DF	Mean Square	F	Significance of F
CHILD DEVELOPMENT/PARENTING					
Main Effects	28.549	1	28.549	0.151	0.700
Explained	28.549	1	28.549	0.151	0.700
Residual	6254.194	33	189.521		
Total	6282.743	34	184.787		
CLOTHING AND TEXTILES					
Main Effects	6.503	1	6.503	0.044	0.835
Explained	6.503	1	6.503	0.044	0.835
Residual	4855.097	33	147.124		
Total	4861.600	34	142.988		
CONSUMER EDUCATION AND MANAGEMENT					
Main Effects	40.645	1	40.645	0.269	0.608
Explained	40.645	1	40.645	0.269	0.608
Residual	4995.355	33	151.374		
Total	5036.000	34	148.118		
FAMILY RELATIONS					
Main Effects	50.682	1	50.682	0.233	0.632
Explained	50.682	1	50.682	0.233	0.632
Residual	7173.718	33	217.385		
Total	7224.400	34	212.482		
FOOD AND NUTRITION					
Main Effects	41.228	1	41.228	0.198	0.660
Explained	41.228	1	41.228	0.198	0.660
Residual	6884.944	33	208.635		
Total	6926.171	34	203.711		
HOUSING/HOME FURNISHINGS/EQUIPMENT					
Main Effects	15.100	1	15.100	0.082	0.777
Explained	15.100	1	15.100	0.082	0.777
Residual	6095.871	33	184.723		
Total	6110.971	34	179.734		

Table 26

SCHOOL BOARD PRESIDENT'S ENROLLED IN ADULT HOME
ECONOMICS AND PERCEIVED IMPORTANCE OF HOME
ECONOMICS CONTENT SOURCE TABLE FOR
ANALYSIS OF VARIANCE

Source of Variation	Sum of Squares	DF	Mean Square	F	Significance of F
CHILD DEVELOPMENT/PARENTING					
Main Effects	185.274	1	185.274	1.003	0.324
Explained	185.274	1	185.274	1.003	0.324
Residual	6097.469	33	184.772		
Total	6282.743	34	184.787		
CLOTHING AND TEXTILES					
Main Effects	15.881	1	15.881	0.108	0.744
Explained	15.881	1	15.881	0.108	0.744
Residual	4845.719	33	146.840		
Total	4861.600	34	142.988		
CONSUMER EDUCATION AND MANAGEMENT					
Main Effects	52.500	1	52.500	0.348	0.559
Explained	52.500	1	52.500	0.348	0.559
Residual	4983.500	33	151.015		
Total	5036.000	34	148.118		
FAMILY RELATIONS					
Main Effects	392.233	1	392.233	1.895	0.178
Explained	392.233	1	392.233	1.895	0.178
Residual	6832.167	33	207.035		
Total	7224.400	34	212.482		
FOOD AND NUTRITION					
Main Effects	136.005	1	136.005	0.661	0.422
Explained	136.005	1	136.005	0.661	0.422
Residual	6790.167	33	205.763		
Total	6926.171	34	203.711		
HOUSING/HOME FURNISHINGS/EQUIPMENT					
Main Effects	76.503	1	76.503	0.418	0.522
Explained	76.503	1	76.503	0.418	0.522
Residual	6034.469	33	182.863		
Total	6110.971	34	179.734		

Table 27

SCHOOL BOARD PRESIDENT'S CHILDREN ENROLLED IN HOME ECONOMICS AND PERCEIVED IMPORTANCE OF HOME ECONOMICS CONTENT SOURCE TABLE FOR ANALYSIS OF VARIANCE

Source of Variation	Sum of Squares	DF	Mean Square	F	Significance of F
CHILD DEVELOPMENT/PARENTING					
Main Effects	416.152	1	416.152	2.341	0.136
Explained	416.152	1	416.152	2.341	0.136
Residual	5866.591	33	177.775		
Total	6282.743	34	184.787		
CLOTHING AND TEXTILES					
Main Effects	0.827	1	0.827	0.006	0.941
Explained	0.827	1	0.827	0.006	0.941
Residual	4860.773	33	147.296		
Total	4861.600	34	142.988		
CONSUMER EDUCATION AND MANAGEMENT					
Main Effects	53.969	1	53.969	0.357	0.554
Explained	53.969	1	53.969	0.357	0.554
Residual	4982.031	33	150.971		
Total	5036.000	34	148.118		
FAMILY RELATIONS					
Main Effects	12.732	1	12.732	0.058	0.811
Explained	12.732	1	12.732	0.058	0.811
Residual	7211.668	33	218.535		
Total	7224.400	34	212.482		
FOOD AND NUTRITION					
Main Effects	0.000	1	0.000	0.000	1.000
Explained	0.000	1	0.000	0.000	1.000
Residual	6926.171	33	209.884		
Total	6926.171	34	203.711		
HOUSING/HOME FURNISHINGS/EQUIPMENT					
Main Effects	4.076	1	4.076	0.022	0.883
Explained	4.076	1	4.076	0.022	0.883
Residual	6106.895	33	185.057		
Total	6110.971	34	179.734		

Table 28

HIGH SCHOOL PRINCIPAL'S AGE AND PERCEIVED IMPORTANCE
OF HOME ECONOMICS CONTENT SOURCE TABLE FOR
ANALYSIS OF VARIANCE

Source of Variation	Sum of Squares	DF	Mean Square	F	Significance of F
CHILD DEVELOPMENT/PARENTING					
Main Effects	360.428	2	180.214	1.401	0.255
Explained	360.428	2	180.214	1.401	0.255
Residual	7332.422	57	128.639		
Total	7692.850	59	130.387		
CLOTHING AND TEXTILES					
Main Effects	159.860	2	79.930	0.536	0.588
Explained	159.860	2	79.930	0.536	0.588
Residual	8653.385	58	149.196		
Total	8813.246	60	146.887		
CONSUMER EDUCATION AND MANAGEMENT					
Main Effects	239.460	2	119.730	1.065	0.352
Explained	239.460	2	119.730	1.065	0.352
Residual	6523.097	58	112.467		
Total	6762.557	60	112.709		
FAMILY RELATIONS					
Main Effects	507.376	2	253.688	2.308	0.108
Explained	507.376	2	253.688	2.308	0.108
Residual	6374.034	58	109.897		
Total	6881.410	60	114.690		
FOOD AND NUTRITION					
Main Effects	337.816	2	168.908	1.511	0.229
Explained	337.816	2	168.908	1.511	0.229
Residual	6482.119	58	111.761		
Total	6819.934	60	113.666		
HOUSING/HOME FURNISHINGS/EQUIPMENT					
Main Effects	297.840	2	148.920	1.298	0.281
Explained	297.840	2	148.920	1.298	0.281
Residual	6656.390	58	114.765		
Total	6954.230	60	115.904		

Table 29

**HIGH SCHOOL PRINCIPAL'S GENDER AND PERCEIVED
IMPORTANCE OF HOME ECONOMICS CONTENT
SOURCE TABLE FOR ANALYSIS OF VARIANCE**

Source of Variation	Sum of Squares	DF	Mean Square	F	Significance of F
CHILD DEVELOPMENT/PARENTING					
Main Effects	233.889	1	233.889	1.629	0.207
Explained	233.889	1	233.889	1.629	0.207
Residual	9045.557	63	143.580		
Total	9279.446	64	144.991		
CLOTHING AND TEXTILES					
Main Effects	637.396	1	637.396	4.444	0.039
Explained	637.396	1	637.396	4.444	0.039
Residual	9179.589	64	143.431		
Total	9816.985	65	151.031		
CONSUMER EDUCATION AND MANAGEMENT					
Main Effects	228.516	1	228.516	1.861	0.177
Explained	228.516	1	228.516	1.861	0.177
Residual	7858.105	64	122.783		
Total	8086.621	65	124.410		
FAMILY RELATIONS					
Main Effects	367.321	1	367.321	3.015	0.087
Explained	367.321	1	367.321	3.015	0.087
Residual	7797.710	64	121.839		
Total	8165.030	65	125.616		
FOOD AND NUTRITION					
Main Effects	350.149	1	350.149	2.762	0.101
Explained	350.149	1	350.149	2.762	0.101
Residual	8114.169	64	126.784		
Total	8464.318	65	130.220		
HOUSING/HOME FURNISHINGS/EQUIPMENT					
Main Effects	523.770	1	523.770	4.538	0.037
Explained	523.770	1	523.770	4.538	0.037
Residual	7386.177	64	115.409		
Total	7909.955	65	121.692		

Table 30

**HIGH SCHOOL PRINCIPAL'S SCHOOL SIZE AND PERCEIVED
IMPORTANCE OF HOME ECONOMICS CONTENT SOURCE
TABLE FOR ANALYSIS OF VARIANCE**

Source of Variation	Sum of Squares	DF	Mean Square	F	Significance of F
CHILD DEVELOPMENT/PARENTING					
Main Effects	294.750	5	58.950	0.398	0.848
Explained	294.750	5	58.950	0.398	0.848
Residual	9031.429	61	148.056		
Total	9326.179	66	141.306		
<hr style="border-top: 1px dashed black;"/>					
CLOTHING AND TEXTILES					
Main Effects	638.204	5	127.641	0.850	0.520
Explained	638.204	5	127.641	0.850	0.520
Residual	9312.032	62	150.194		
Total	9950.235	67	148.511		
<hr style="border-top: 1px dashed black;"/>					
CONSUMER EDUCATION AND MANAGEMENT					
Main Effects	167.081	5	33.416	0.254	0.936
Explained	167.081	5	33.416	0.254	0.936
Residual	8151.434	62	131.475		
Total	8318.515	67	124.157		
<hr style="border-top: 1px dashed black;"/>					
FAMILY RELATIONS					
Main Effects	173.107	5	34.621	0.254	0.936
Explained	173.107	5	34.621	0.254	0.936
Residual	8446.658	62	136.236		
Total	8619.765	67	128.653		
<hr style="border-top: 1px dashed black;"/>					
FOOD AND NUTRITION					
Main Effects	292.872	5	58.574	0.454	0.809
Explained	292.872	5	58.574	0.454	0.809
Residual	7997.893	62	128.998		
Total	8290.765	67	123.743		
<hr style="border-top: 1px dashed black;"/>					
HOUSING/HOME FURNISHINGS/EQUIPMENT					
Main Effects	235.676	5	47.135	0.371	0.867
Explained	235.676	5	47.135	0.371	0.867
Residual	7877.191	62	127.051		
Total	8112.868	67	121.088		

Table 31

HIGH SCHOOL PRINCIPAL'S TYPE OF PROGRAM AND PERCEIVED
IMPORTANCE OF HOME ECONOMICS CONTENT SOURCE
TABLE FOR ANALYSIS OF VARIANCE

Source of Variation	Sum of Squares	DF	Mean Square	F	Significance of F
CHILD DEVELOPMENT/PARENTING					
Main Effects	226.868	2	113.434	0.798	0.455
Explained	226.868	2	113.434	0.798	0.455
Residual	9099.311	64	142.177		
Total	9326.179	66	141.306		
CLOTHING AND TEXTILES					
Main Effects	679.955	2	339.978	2.384	0.100
Explained	679.955	2	339.978	2.384	0.100
Residual	9270.280	65	142.620		
Total	9950.235	67	148.511		
CONSUMER EDUCATION AND MANAGEMENT					
Main Effects	61.735	2	30.867	0.243	0.785
Explained	61.735	2	30.867	0.243	0.785
Residual	8256.780	65	127.027		
Total	8318.515	67	124.157		
FAMILY RELATIONS					
Main Effects	206.845	2	103.422	0.799	0.454
Explained	206.845	2	103.422	0.799	0.454
Residual	8412.920	65	129.430		
Total	8619.765	67	128.653		
FOOD AND NUTRITION					
Main Effects	76.015	2	38.007	0.301	0.741
Explained	76.015	2	38.007	0.301	0.741
Residual	8214.750	65	126.381		
Total	8290.765	67	123.743		
HOUSING/HOME FURNISHINGS/EQUIPMENT					
Main Effects	3.098	2	1.549	0.012	0.988
Explained	3.098	2	1.549	0.012	0.988
Residual	8109.770	65	124.766		
Total	8112.868	67	121.088		

Table 32

**HIGH SCHOOL PRINCIPAL'S ENROLLED IN HIGH SCHOOL HOME
ECONOMICS AND PERCEIVED IMPORTANCE OF HOME
ECONOMICS CONTENT SOURCE TABLE FOR ANALYSIS
OF VARIANCE**

Source of Variation	Sum of Squares	DF	Mean Square	F	Significance of F
CHILD DEVELOPMENT/PARENTING					
Main Effects	204.010	1	204.010	1.454	0.232
Explained	204.010	1	204.010	1.454	0.232
Residual	9122.169	65	140.341		
Total	9326.179	66	141.306		
CLOTHING AND TEXTILES					
Main Effects	110.135	1	110.135	0.739	0.393
Explained	110.135	1	110.135	0.739	0.393
Residual	9840.100	66	149.092		
Total	9950.235	67	148.511		
CONSUMER EDUCATION AND MANAGEMENT					
Main Effects	54.031	1	54.031	0.431	0.514
Explained	54.031	1	54.031	0.431	0.514
Residual	8264.483	66	125.219		
Total	8318.515	67	124.157		
FAMILY RELATIONS					
Main Effects	18.831	1	18.831	0.145	0.705
Explained	18.831	1	18.831	0.145	0.705
Residual	8600.933	66	130.317		
Total	8619.765	67	128.653		
FOOD AND NUTRITION					
Main Effects	48.640	1	48.640	0.389	0.535
Explained	48.640	1	48.640	0.389	0.535
Residual	8242.125	66	124.881		
Total	8290.765	67	123.743		
HOUSING/HOME FURNISHINGS/EQUIPMENT					
Main Effects	8.284	1	8.284	0.067	0.796
Explained	8.284	1	8.284	0.067	0.796
Residual	8104.583	66	122.797		
Total	8112.868	67	121.088		

Table 33

HIGH SCHOOL PRINCIPAL'S ENROLLED IN COLLEGE HOME
ECONOMICS AND PERCEIVED IMPORTANCE OF HOME
ECONOMICS CONTENT SOURCE TABLE FOR
ANALYSIS OF VARIANCE

Source of Variation	Sum of Squares	DF	Mean Square	F	Significance of F
CHILD DEVELOPMENT/PARENTING					
Main Effects	503.269	1	503.269	3.708	0.059
Explained	503.269	1	503.269	3.708	0.059
Residual	8822.910	65	135.737		
Total	9326.179	66	141.306		
CLOTHING AND TEXTILES					
Main Effects	68.880	1	68.880	0.460	0.500
Explained	68.880	1	68.880	0.460	0.500
Residual	9881.335	66	149.717		
Total	9950.235	67	148.511		
CONSUMER EDUCATION AND MANAGEMENT					
Main Effects	41.939	1	41.939	0.334	0.565
Explained	41.939	1	41.939	0.334	0.565
Residual	8276.575	66	125.403		
Total	8318.515	67	124.157		
FAMILY RELATIONS					
Main Effects	139.722	1	139.722	1.087	0.301
Explained	139.722	1	139.722	1.087	0.301
Residual	8480.043	66	128.486		
Total	8619.765	67	128.653		
FOOD AND NUTRITION					
Main Effects	34.044	1	34.044	0.272	0.604
Explained	34.044	1	34.044	0.272	0.604
Residual	8256.720	66	125.102		
Total	8290.765	67	123.743		
HOUSING/HOME FURNISHINGS/EQUIPMENT					
Main Effects	21.067	1	21.067	0.172	0.680
Explained	21.067	1	21.067	0.172	0.680
Residual	8091.801	66	122.603		
Total	8112.868	67	121.038		

Table 34

HIGH SCHOOL PRINCIPAL'S ENROLLED IN ADULT HOME
ECONOMICS AND PERCEIVED IMPORTANCE OF HOME
ECONOMICS CONTENT SOURCE TABLE FOR
ANALYSIS OF VARIANCE

Source of Variation	Sum of Squares	DF	Mean Square	F	Significance of F
CHILD DEVELOPMENT/PARENTING					
Main Effects	77.922	1	77.922	0.548	0.462
Explained	77.922	1	77.922	0.548	0.462
Residual	9248.258	65	142.281		
Total	9326.179	66	141.306		
CLOTHING AND TEXTILES					
Main Effects	357.370	1	357.370	2.459	0.122
Explained	357.370	1	357.370	2.459	0.122
Residual	9592.866	66	145.346		
Total	9950.235	67	148.511		
CONSUMER EDUCATION AND MANAGEMENT					
Main Effects	222.574	1	222.574	1.814	0.183
Explained	222.574	1	222.574	1.814	0.183
Residual	8095.940	66	122.666		
Total	8318.515	67	124.157		
FAMILY RELATIONS					
Main Effects	173.078	1	173.078	1.352	0.249
Explained	173.078	1	173.078	1.352	0.249
Residual	8446.687	66	127.980		
Total	8619.765	67	128.653		
FOOD AND NUTRITION					
Main Effects	215.123	1	215.123	1.758	0.189
Explained	215.123	1	215.123	1.758	0.189
Residual	8075.642	66	122.358		
Total	8290.765	67	123.743		
HOUSING/HOME FURNISHINGS/EQUIPMENT					
Main Effects	384.181	1	384.181	3.281	0.075
Explained	384.181	1	384.181	3.281	0.075
Residual	7728.687	66	117.101		
Total	8112.868	67	121.088		

Table 35

HIGH SCHOOL PRINCIPAL'S CHILDREN ENROLLED IN HOME ECONOMICS AND PERCEIVED IMPORTANCE OF HOME ECONOMICS CONTENT SOURCE TABLE FOR ANALYSIS OF VARIANCE

Source of Variation	Sum of Squares	DF	Mean Square	F	Significance of F
CHILD DEVELOPMENT/PARENTING					
Main Effects	10.650	1	10.650	0.074	0.786
Explained	10.650	1	10.650	0.074	0.786
Residual	9315.529	65	143.316		
Total	9326.179	66	141.306		
CLOTHING AND TEXTILES					
Main Effects	65.006	1	65.006	0.434	0.512
Explained	65.006	1	65.006	0.434	0.512
Residual	9885.229	66	149.776		
Total	9850.235	67	148.511		
CONSUMER EDUCATION AND MANAGEMENT					
Main Effects	12.298	1	12.298	0.098	0.756
Explained	12.298	1	12.298	0.098	0.756
Residual	8306.217	66	125.852		
Total	8318.515	67	124.157		
FAMILY RELATIONS					
Main Effects	4.736	1	4.736	0.036	0.850
Explained	4.736	1	4.736	0.036	0.850
Residual	8615.029	66	130.531		
Total	8619.765	67	128.653		
FOOD AND NUTRITION					
Main Effects	3.298	1	3.298	0.026	0.872
Explained	3.298	1	3.298	0.026	0.872
Residual	8287.467	66	125.568		
Total	8290.765	67	123.743		
HOUSING/HOME FURNISHINGS/EQUIPMENT					
Main Effects	5.588	1	5.588	0.045	0.832
Explained	5.588	1	5.588	0.045	0.832
Residual	8107.279	66	122.838		
Total	8112.868	67	121.088		

Table 36

HIGH SCHOOL COUNSELOR'S AGE AND PERCEIVED IMPORTANCE
OF HOME ECONOMICS CONTENT SOURCE TABLE FOR
ANALYSIS OF VARIANCE

Source of Variation	Sum of Squares	DF	Mean Square	F	Significance of F
CHILD DEVELOPMENT/PARENTING					
Main Effects	538.000	2	269.000	3.944	0.028
Explained	538.000	2	269.000	3.944	0.028
Residual	2660.000	39	68.205		
Total	3198.000	41	78.00		

CLOTHING AND TEXTILES					
Main Effects	186.756	2	93.378	0.829	0.444
Explained	186.756	2	93.378	0.829	0.444
Residual	4390.315	39	112.572		
Total	4577.071	41	111.636		

CONSUMER EDUCATION AND MANAGEMENT					
Main Effects	236.890	2	118.445	0.869	0.427
Explained	236.890	2	118.445	0.869	0.427
Residual	5313.515	39	136.244		
Total	5550.405	41	135.376		

FAMILY RELATIONS					
Main Effects	265.155	2	132.578	1.659	0.204
Explained	265.155	2	132.578	1.659	0.204
Residual	3037.625	38	79.937		
Total	3302.780	40	82.570		

FOOD AND NUTRITION					
Main Effects	60.714	2	30.357	0.376	0.689
Explained	60.714	2	30.357	0.376	0.689
Residual	3145.191	39	80.646		
Total	3205.905	41	78.193		

HOUSING/HOME FURNISHINGS/EQUIPMENT					
Main Effects	475.889	2	237.945	2.480	0.097
Explained	475.889	2	237.945	2.480	0.097
Residual	3741.182	39	95.928		
Total	4217.071	41	102.855		

Table 37

**HIGH SCHOOL COUNSELOR'S GENDER AND PERCEIVED
IMPORTANCE OF HOME ECONOMICS CONTENT
SOURCE TABLE FOR ANALYSIS OF VARIANCE**

Source of Variation	Sum of Squares	DF	Mean Square	F	Significance of F
CHILD DEVELOPMENT/PARENTING					
Main Effects	0.279	1	0.279	0.004	0.953
Explained	0.279	1	0.279	0.004	0.953
Residual	3198.698	41	78.017		
Total	3198.977	42	76.166		
CLOTHING AND TEXTILES					
Main Effects	0.001	1	0.001	0.000	0.998
Explained	0.001	1	0.001	0.000	0.998
Residual	4587.162	41	111.882		
Total	4587.163	42	109.218		
CONSUMER EDUCATION AND MANAGEMENT					
Main Effects	0.658	1	0.658	0.005	0.945
Explained	0.658	1	0.658	0.005	0.945
Residual	5590.412	41	136.352		
Total	5591.070	42	133.121		
FAMILY RELATIONS					
Main Effects	131.219	1	131.219	1.655	0.206
Explained	131.219	1	131.219	1.655	0.206
Residual	3172.400	40	79.310		
Total	3303.619	41	80.576		
FOOD AND NUTRITION					
Main Effects	39.443	1	39.443	0.510	0.479
Explained	39.443	1	39.443	0.510	0.479
Residual	3173.162	41	77.394		
Total	3212.605	42	76.491		
HOUSING/HOME FURNISHINGS/EQUIPMENT					
Main Effects	91.715	1	91.715	0.855	0.361
Explained	91.715	1	91.715	0.855	0.361
Residual	4400.564	41	107.331		
Total	4492.279	42	106.959		

Table 38.

**HIGH SCHOOL COUNSELOR'S SCHOOL SIZE AND PERCEIVED
IMPORTANCE OF HOME ECONOMICS CONTENT SOURCE
TABLE FOR ANALYSIS OF VARIANCE**

Source of Variation	Sum of Squares	DF	Mean Square	F	Significance of F
CHILD DEVELOPMENT/PARENTING					
Main Effects	2133.666	5	42.733	0.510	0.767
Explained	2133.666	5	42.733	0.510	0.767
Residual	2767.001	33	83.849		
Total	2980.667	38	78.439		
CLOTHING AND TEXTILES					
Main Effects	101.540	5	20.308	0.159	0.976
Explained	101.540	5	20.308	0.159	0.976
Residual	4224.050	33	128.002		
Total	4325.590	38	113.831		
CONSUMER EDUCATION AND MANAGEMENT					
Main Effects	106.750	5	21.350	0.178	0.969
Explained	106.750	5	21.350	0.178	0.969
Residual	3957.250	33	119.917		
Total	4064.000	38	106.947		
FAMILY RELATIONS					
Main Effects	329.052	5	65.810	0.731	0.606
Explained	329.052	5	65.810	0.731	0.606
Residual	2881.159	32	90.036		
Total	3210.211	37	86.762		
FOOD AND NUTRITION					
Main Effects	380.403	5	76.081	0.979	0.445
Explained	380.403	5	76.081	0.979	0.445
Residual	2565.597	33	77.745		
Total	2946.000	38	77.526		
HOUSING/HOME FURNISHINGS/EQUIPMENT					
Main Effects	455.651	5	91.130	0.913	0.484
Explained	455.651	5	91.130	0.913	0.484
Residual	3292.092	33	99.760		
Total	3747.744	38	98.625		

Table 39

**HIGH SCHOOL COUNSELOR'S TYPE OF PROGRAM AND
PERCEIVED IMPORTANCE OF HOME ECONOMICS
CONTENT SOURCE TABLE FOR ANALYSIS
OF VARIANCE**

Source of Variation	Sum of Squares	DF	Mean Square	F	Significance of F
CHILD DEVELOPMENT/PARENTING					
Main Effects	29.305	1	29.305	0.379	0.542
Explained	29.305	1	29.305	0.379	0.542
Residual	3169.671	41	77.309		
Total	3198.977	42	76.166		
CLOTHING AND TEXTILES					
Main Effects	22.545	1	22.545	0.203	0.655
Explained	22.545	1	22.545	0.203	0.655
Residual	4564.618	41	111.332		
Total	4587.163	42	109.218		
CONSUMER EDUCATION AND MANAGEMENT					
Main Effects	0.027	1	0.027	0.000	0.989
Explained	0.027	1	0.027	0.000	0.989
Residual	5591.043	41	136.367		
Total	5591.070	42	133.121		
FAMILY RELATIONS					
Main Effects	127.737	1	127.737	1.609	0.212
Explained	127.737	1	127.737	1.609	0.212
Residual	3175.882	40	79.397		
Total	3303.619	41	80.576		
FOOD AND NUTRITION					
Main Effects	8.719	1	8.719	0.112	0.740
Explained	8.719	1	8.719	0.112	0.740
Residual	3203.886	41	78.144		
Total	3212.605	42	76.491		
HOUSING/HOME FURNISHINGS/EQUIPMENT					
Main Effects	40.118	1	40.118	0.369	0.547
Explained	40.118	1	40.118	0.369	0.547
Residual	4452.161	41	108.589		
Total	4492.279	42	106.959		

Table 40

HIGH SCHOOL COUNSELOR'S ENROLLED IN HIGH SCHOOL HOME ECONOMICS AND PERCEIVED IMPORTANCE OF HOME ECONOMICS CONTENT SOURCE TABLE FOR ANALYSIS OF VARIANCE

Source of Variation	Sum of Squares	DF	Mean Square	F	Significance of F
CHILD DEVELOPMENT/PARENTING					
Main Effects	1.171	1	1.171	0.015	0.903
Explained	1.171	1	1.171	0.015	0.903
Residual	3197.805	41	77.995		
Total	3198.977	42	76.166		
CLOTHING AND TEXTILES					
Main Effects	5.259	1	5.259	0.047	0.829
Explained	5.259	1	5.259	0.047	0.829
Residual	4581.904	41	111.754		
Total	4587.163	42	109.218		
CONSUMER EDUCATION AND MANAGEMENT					
Main Effects	29.777	1	29.777	0.220	0.642
Explained	29.777	1	29.777	0.220	0.642
Residual	5561.293	41	135.641		
Total	5591.070	42	133.121		
FAMILY RELATIONS					
Main Effects	17.190	1	17.190	0.209	0.650
Explained	17.190	1	17.190	0.209	0.650
Residual	3286.429	40	82.161		
Total	3303.619	41	80.576		
FOOD AND NUTRITION					
Main Effects	43.156	1	43.156	0.558	0.459
Explained	43.156	1	43.156	0.558	0.459
Residual	3169.448	41	77.304		
Total	3212.605	42	76.491		
HOUSING/HOME FURNISHINGS/EQUIPMENT					
Main Effects	74.572	1	74.572	0.692	0.410
Explained	74.572	1	74.572	0.692	0.410
Residual	4417.707	41	107.749		
Total	4492.279	42	106.959		

Table 41

**HIGH SCHOOL COUNSELOR'S ENROLLED IN COLLEGE HOME
ECONOMICS AND PERCEIVED IMPORTANCE OF HOME
ECONOMICS CONTENT SOURCE TABLE FOR
ANALYSIS OF VARIANCE**

Source of Variation	Sum of Squares	DF	Mean Square	F	Significance of F
CHILD DEVELOPMENT/PARENTING					
Main Effects	82.279	1	82.279	1.082	0.304
Explained	82.279	1	82.279	1.082	0.304
Residual	3116.698	41	76.017		
Total	3198.977	42	76.166		
CLOTHING AND TEXTILES					
Main Effects	0.084	1	0.084	0.001	0.978
Explained	0.084	1	0.084	0.001	0.978
Residual	4587.079	41	111.880		
Total	4587.163	42	109.218		
CONSUMER EDUCATION AND MANAGEMENT					
Main Effects	362.879	1	362.879	2.846	0.099
Explained	362.879	1	362.879	2.846	0.099
Residual	5228.190	41	127.517		
Total	5591.070	42	133.121		
FAMILY RELATIONS					
Main Effects	177.190	1	177.190	2.267	0.140
Explained	177.190	1	177.190	2.267	0.140
Residual	3126.429	40	78.161		
Total	3303.619	41	80.576		
FOOD AND NUTRITION					
Main Effects	27.443	1	27.443	0.353	0.556
Explained	27.443	1	27.443	0.353	0.556
Residual	3185.162	41	77.687		
Total	3212.605	42	76.491		
HOUSING/HOME FURNISHINGS/EQUIPMENT					
Main Effects	0.439	1	0.439	0.004	0.950
Explained	0.439	1	0.439	0.004	0.950
Residual	4491.840	41	109.557		
Total	4492.279	42	106.959		

Table 42

HIGH SCHOOL COUNSELOR'S ENROLLED IN ADULT HOME
ECONOMICS AND PERCEIVED IMPORTANCE OF HOME
ECONOMICS CONTENT SOURCE TABLE FOR
ANALYSIS OF VARIANCE

Source of Variation	Sum of Squares	DF	Mean Square	F	Significance of F
CHILD DEVELOPMENT/PARENTING					
Main Effects	296.720	1	296.720	4.192	0.047
Explained	296.720	1	296.720	4.192	0.047
Residual	2902.257	41	70.787		
Total	3198.977	42	76.166		
CLOTHING AND TEXTILES					
Main Effects	1.938	1	1.938	0.017	0.896
Explained	1.938	1	1.938	0.017	0.896
Residual	4585.225	41	111.835		
Total	4587.163	42	109.218		
CONSUMER EDUCATION AND MANAGEMENT					
Main Effects	18.655	1	18.655	0.137	0.713
Explained	18.655	1	18.655	0.137	0.713
Residual	5572.414	41	135.913		
Total	5591.070	42	133.121		
FAMILY RELATIONS					
Main Effects	475.063	1	475.063	6.718	0.013
Explained	475.063	1	475.063	6.718	0.013
Residual	2828.556	40	70.714		
Total	3303.619	41	80.576		
FOOD AND NUTRITION					
Main Effects	1.361	1	1.361	0.017	0.896
Explained	1.361	1	1.361	0.017	0.896
Residual	3211.243	41	78.323		
Total	3212.605	42	76.491		
HOUSING/HOME FURNISHINGS/EQUIPMENT					
Main Effects	193.757	1	193.757	1.848	0.181
Explained	193.757	1	193.757	1.848	0.181
Residual	4298.523	41	104.842		
Total	4492.279	42	106.959		

Table 43

HIGH SCHOOL COUNSELOR'S CHILDREN ENROLLED IN HOME
ECONOMICS AND PERCEIVED IMPORTANCE OF HOME
ECONOMICS CONTENT SOURCE TABLE FOR
ANALYSIS OF VARIANCE

Source of Variation	Sum of Squares	DF	Mean Square	F	Significance of F
CHILD DEVELOPMENT/PARENTING					
Main Effects	11.615	1	11.615	0.149	0.701
Explained	11.615	1	11.615	0.149	0.701
Residual	3187.362	41	77.741		
Total	3198.977	42	76.166		
CLOTHING AND TEXTILES					
Main Effects	20.334	1	20.334	0.183	0.671
Explained	20.334	1	20.334	0.183	0.671
Residual	4566.829	41	111.386		
Total	4587.163	42	109.218		
CONSUMER EDUCATION AND MANAGEMENT					
Main Effects	95.458	1	95.458	0.712	0.404
Explained	95.458	1	95.458	0.712	0.404
Residual	5495.612	41	134.039		
Total	5519.070	42	133.121		
FAMILY RELATIONS					
Main Effects	149.333	1	149.333	1.894	0.176
Explained	149.333	1	149.333	1.894	0.176
Residual	3154.286	40	78.857		
Total	3303.619	41	80.576		
FOOD AND NUTRITION					
Main Effects	25.005	1	25.005	0.322	0.574
Explained	25.005	1	25.005	0.322	0.574
Residual	3187.600	41	77.746		
Total	3212.605	42	76.491		
HOUSING/HOME FURNISHINGS/EQUIPMENT					
Main Effects	10.381	1	10.381	0.095	0.760
Explained	10.381	1	10.381	0.095	0.760
Residual	4481.898	41	109.315		
Total	4492.279	42	106.959		

Table 44

Tukey's Specific Comparison for Counselors Perceived Importance of Child Development Topics as Influenced by Age

Mean	Group	G r p 1	G r p 2	G r p 3
36.3333	Grp 1			
40.6000	Grp 2			
47.5000	Grp 3		*	

Note. Denotes pairs of groups significantly different at the 0.050 level.

Grp 1=age 30-39; Grp 2=age 40-50; Grp 3=over age 50.

Table 45

Tukey's Specific Comparison of Perceived Importance of Content Areas
Among Groups

		Child Development		
		G	G	G
		r	r	r
		p	p	p
		3	1	2
Mean	Group			
33.4857	Grp 3			
35.2388	Grp 1			
41.0233	Grp 2	*	*	

		Family Relationships		
		G	G	G
		r	r	r
		p	p	p
		3	1	2
Mean	Group			
35.4000	Grp 3			
36.9412	Grp 1			
41.9048	Grp 2	*		

Note. Denotes pairs of groups significantly different at the 0.050 level.

Grp 1 = high school principals; Grp 2 = high school counselors; Grp 3 = school board presidents.

2
VITA

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Doctor of Philosophy

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