

PROFESSIONAL DEVELOPMENT AND ACTIVITIES
OF HOME ECONOMICS PROFESSIONALS

By

HAZEL WALDRON-FORSYTHE

Bachelor of Science in Education
Bristol University
Avon County, United Kingdom
1977

Master of Science
Oklahoma State University
Stillwater, Oklahoma
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Thesis Approved:

Benny Frattree
Thesis Adviser

Elaine Jorgensen

Beverly Herschlein

Anna M. Gorman

Robert B. / Conn

Norman K. Durham
Dean of the Graduate College

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CHAPTER I

INTRODUCTION

Home economics has consistently reviewed and reconstructed its position to meet the needs of a growing profession. Many avenues and philosophical directions have been utilized for the advancement of home economics. Improvement has been planned and executed through further education of home economics professionals, leadership training with the professional association and practices of those involved in professional activities. Intellectual development of home economics professionals has been fostered in ways that prepare them to more competently aid, directly and indirectly, in the enrichment of home and family life in various societies.

The major focus of home economics has always been families in society. Home economics as stated in the Ellen H. Richards creed works toward utilization of all the resources of modern science to improve the home life (East, 1980). The profession has committed itself to using its human resources in the ever expanding arena of the concerns of families in society (Norton & Wall, 1984). Education, consumerism, communication, public policy, and information dissemination offer deeper involvement for home economists who contribute to the strengthening of family life.

The new and broader concerns of the changing family system have impacted on home economics research, program development, and career directions of its professionals. The expanding nature of home economics

research has added depth and identified new knowledge and concepts relevant to home and family life along with varying professional activities for home economists. The progress of research has brought significant attention to the preparation and encouragement of researchers (Hawthorne, Woodburn, & Powell, 1984). A momentum to increase research productivity and improve the quality of research has accelerated in the last decade (Firebaugh, Davis, & Sailor, 1980) since the capital stock of the profession is measured by the new knowledge generated (Volker & Deacon, 1982). Research grants and increased funding have played a major part in creating an ideal climate for scholarly pursuits in the profession even though home economics research has a narrow funding base (Betsinger, 1984).

In every profession scholarship and professional potential have been recognized, encouraged, and developed in a variety of ways. A merit system, which affords recognition and tangible encouragement by the allocation of funds to direct and aid the discovery of new knowledge, is built into most professions. Scholarship awards, fellowships, graduate assistantships, and fee waivers are all designed to aid and motivate those with potential for adding to the continued development of the profession.

Statement of the Problem

The diversity of family concerns and people oriented problems have caused an expansion in the scope of home economics research and program development. The progress of this research over recent years has brought significant attention to the preparation and encouragement of researchers. Research grants and increased funding for projects and programs have created an ideal climate for scholarly pursuits in the profession. Scholarship awards and fellowships are normally designed to aid and motivate those with

potential for adding to the continued development of the profession. From its inception the American Home Economics Association (AHEA) has worked to guide members to continue education and to participate in professional activities.

The first fellowship endowment – The Ellen H. Richards Award – was awarded in 1917 (Dolton, Davis, & Harper, 1985). In addition, these authors state that AHEA's commitment to the pursuit of excellence in home economics is not limited to the United States of America. The international committee of AHEA awarded its first grant in 1920 to aid the Constantinople Women's College to develop a home economics program. In later years colleges were established in Ghana and Pakistan (Steele, 1960). The AHEA Foundation (AHEAF) works with other professions, businesses, government agencies, and philanthropic organizations to strive for the professional and intellectual growth of home economics (AHEAF, 1985). The Ellen H. Richards Fellowship is now one of the more than 29 fellowship/project grants in existence for the benefit of home economists in the promotion of study, research, and program innovation.

Home economics fellowship recipients have "logged noteworthy achievements in every area of home economics in the U.S.A. and abroad" (AHEAF, 1985, p. i). There is no evidence that previous studies have documented the contributions of fellowship recipients to the development of the profession. At the AHEA general meeting in Philadelphia, Pennsylvania, June 1985, three AHEA members made a presentation on the 'Pursuit of Excellence for the Home Economics Profession'. The presenters made the point that the fellowship list read like Who's Who in home economics but that much of the record was incomplete (Dolton, Davis, & Harper, 1985). Another idea expressed was that a great contribution would

be made to the profession if the worth of fellowship recipients to the continued development of the profession could be measured.

There is a need for AHEAF to compile data on fellowship recipients in order to

- evaluate whether present goals and objectives are being met;
- assess the input of fellowship recipients in the continued development of the home economics profession; and
- create new goals and directions for fellowships and project grants.

The information derived from these objectives would be invaluable for documenting the post-award activities of home economics professionals.

Purposes and Objectives

The purpose of this study is to ascertain the contribution of recipients of AHEA Foundation fellowships to the professional development of home economics through research activity in home economics, initiation of home economics programs, career goals/achievements of home economics fellowship recipients and involvement in professional activities. In order to achieve this purpose the following research objectives will give direction to the study:

- To ascertain the similarities and differences in the research activity of fellowship recipients and non-recipients;
- To analyze the differences in program activity of fellowship recipients and non-recipients;
- To ascertain if those who receive AHEAF fellowship awards respond differently to selected career goals;
- To determine the differences or similarities in the professional

involvement of fellowship recipients and non-recipients.

This information is potentially valuable to administrators of the AHEA Foundation and home economists who are seeking successful career paths. The data collected may prove significant in documenting the professional involvement of home economists who received fellowship awards in activities which contribute to the advancement of the home economics profession. The data may also be helpful in interpreting the status of the fellowship program and making decisions on criteria for evaluating applicants for fellowships. The results of this research could be especially useful for the AHEA Foundation program in informing funding sources, securing new funding and making decisions about awarding fellowships.

Hypotheses

These hypotheses were formulated for the study.

- H₁ There are no significant differences between AHEA Foundation fellowship recipients and non-recipients in research activity.
- H₂ There are no significant differences between AHEA Foundation fellowship recipients and non-recipients in program initiation.
- H₃ There are no significant differences between AHEA Foundation fellowship recipients and non-recipients in career goals/achievement.
- H₄ There are no significant differences between AHEA Foundation fellowship recipients and non-recipients in professional involvement.

Definitions

The definitions listed were key concepts used throughout the research in specific ways to develop the ideas related to the research.

FELLOWSHIP RECIPIENT. One who received awards or stipends from a bestower providing such a stipend or certificate of merit.

RESEARCH OUTPUT. The publications, presentations, posters, reports, and projects that are the result of scholarly investigation.

PROGRAM INITIATION. Planned activities based on specific objectives, conceptualized and instigated by a professional.

PROFESSIONAL INVOLVEMENT. The commitment to professional leadership demonstrated by activity in professional associations, participation in meetings, personal service on committees, and leadership positions.

AWARDS. Public recognition given for merit, potential, or need.

ITEM. Individual questions on the instrument. For example, number of articles sent to a refereed professional journal.

SUBCATEGORY. Collection of questionnaire items relating to sections of the variable. For example, research leadership in research activity.

CATEGORY. Subcategories consisting of questionnaire items which are related to any one of the four variables. For example, research activity, or program initiation, or career goals/achievement or professional involvement.

Assumptions

Several major assumptions guided the study.

1. Fellowships are influencers of career achievement and predictors of

scholarly productivity (Green, M., 1984; Parham, 1985).

2. Career pursuits shape people regardless of individual differences and professions and even though the extent of this influence varies with the individual and the profession (Driscoll, 1983).
3. The conferrence of an award increases the perception of the awardee as capable of achievement (Hall & Sandler, 1982).
4. The respondents who participated in the survey are a representative sample of AHEA members.
5. Bias was adequately controlled by studying only those recipients of AHEAF fellowships awarded for the development of potential.

CHAPTER II

LITERATURE REVIEW

Introduction

The mark of a professional has always been identified by the pursuit of scholarly activity. Thus respect for a profession is based on the scholarly activities of its professionals. The continued development and intellectual recognition of a profession is directly linked to the career achievements of its professionals, their participation in the affairs of the professional associations, the leadership positions they hold in the society and the new knowledge base they generate for the profession. Many professions encourage such activity by conferring awards.

From its inception the American Home Economics Association (AHEA) has sought to motivate members to further study and to acquire research skills. The AHEA has always shown a strong commitment to the pursuit of excellence in home economics. The extent of AHEA's commitment can be measured by the number of home economists who have benefited from AHEAF awards. The first fellowship – the Ellen H. Richards Fellowship – is now one of more than 29 fellowships/project grants in existence which have benefited over 700 home economists.

A profession also benefits from the achievements of its members. The professional activities of members help to externalize the quality of the contribution of the profession to its clientele. The contributions of home

economists to the advancement of the profession are an important part of the professional record. Thus the profession has to document and update its information on professional development and the activities of home economics professionals. The status of a profession is determined by what its professionals do (Friedson, 1986). In addition the esteem held by most professions for certain types of activities influences the extent to which professions engage in these activities.

The science based professions are advocates of research. The social sciences, including the helping professions, promote programs of service to the society, and professions generally perpetuate themselves by the career advancement and professional involvement of their professionals. A major focus of this literature review is to explore the literature on research activity related to research productivity and quality, and program initiation which communicates the knowledge base of a profession and provides information and services to the profession's clientele. Professional involvement is one way of determining a professional's commitment to his/her profession. Research and program activities generally influence the career goals and achievements of a professional. Thus these concepts are to be discussed.

The purpose of this literature review is to consider some of the concepts involved in those activities which are perceived as professional activities and the implications for these activities when awards are used as motivators of professional activities. The following sections discuss awards, publishing and quality in research, and professional involvement. Career achievement is discussed as a part of the advancement of the profession while program activity is discussed in relation to communicating research knowledge.

Awards

Awards and prizes have traditionally been used to recognize excellence, potential, outstanding ability and achievement in many professions. Over the past decade many professions are recognizing the value of awards as motivators. Mentors and role models also recommend awards as incentives to fast track career development (Speizer, 1981).

There is a concerted drive in the educational forum for educational equity for women. Programs have been established to promote women's advancement through increased educational opportunity. Lambert & Sandler (1981) agree that "award programs may encourage women to major in fields where they traditionally have been absent" (p. 3). The programs may stimulate, inspire, and motivate entry level professionals to strive for professional growth and participate in activities to improve professional and career status.

The development of policies and practices to provide career incentives should be a major concern of every profession seeking to aid both the professional development of its members and the continued growth of the profession. An award program is a way of stimulating professional activities which foster successful career achievements. Awards have specific requirements. Demonstrated leadership skills, volunteering activities, and educational qualifications are some of the criteria for awards and the recipients must have participated in those activities which can be seen as professionally related.

The project on the status and education of women is built around the philosophy that awards and prizes can be strong motivators for involvement in activities to encourage the status of women. In a paper inspired by the American Assembly of Collegiate Schools of Business (AACSB), the project

for the status of women points out the importance of award programs in promoting equity for women. The project sees awards as instigators of careers tracks that can provide a passport to the future. The award can help an individual by "providing new experiences and the opportunity to meet with persons who may be important for future career activities" (Hall & Sandler, 1982, p. 3).

The receipt of an award may give the awardee an added advantage in meeting career goals. Exposure to new experiences, contacts, and award alumni may create opportunities for career development (Neis, 1981). Awards intrinsically stimulate feelings of self-worth and competence and work as influencers to others who see the awardee as a role model.

Women and minorities are in the special position of needing role models because of the restrictions placed on their career achievement by stereotyping. In the search for career recognition evaluation of women by males is often skewed against women. The evaluation becomes balanced when the individual woman is represented as an award winner or a highly qualified expert (Nieva & Gutek, 1980). Winning an award is seen as a confirmation of excellence (Lambert & Sandler, 1981). The resulting recognition also serves as an avenue into a network of winners who can provide collegial support (Hall & Sandler, 1982). An alumni of winners can help to reverse the perceptions held by award administrators that women are not as committed to career development as men (Adler, 1976). In fact, Patterson & Sells (1973) find that women graduates are less likely to drop out of school if they had received an award.

Award winners, both male and female, can serve as role models for upcoming professionals. Winners can change the attitudes of those who hold the key to women's career success. New avenues have to be created for

women's equity in top positions. Thus awards can work to reduce some of the barriers to career progress and visibly reinforce commitment to career achievement, research, and leadership.

Research

Professions are evaluated based on the scholarly pursuits of their members. In the information age predicted by futurists, an important way of projecting the image of a profession will be through its intellectuals who generate the knowledge base of the profession. Research is the way knowledge is added to a profession, and the primary way of ensuring recognition is to communicate the information generated. A profession needs to pay special attention to those who add to the store of its knowledge and to encourage young professionals to engage in scholarly pursuits (Astin & Solmon, 1979).

Home economics is grounded in a strong theoretical research base as demonstrated by the life of its early pioneers. Ellen H. Richard's search for the improvement of home life did lend itself to concrete investigation to use the principles of science for improving the quality of life (Hunt, 1980). The growth and expansion of the profession is supported by research. Thus the continued development of home economics relies on the encouragement of its professionals to produce research (Ritchey, 1978; Schlater, 1974). The needs of home economics can be met if new professionals follow career paths which involve active use of research skills. Emphasis is already placed on research for those who work in specialized areas such as food, nutrition, and textile science, but a strong research focus is also needed for interdisciplinary concerns. Thus, "as a profession we need to examine ways in which future home economists can gain interdisciplinary research

competencies" (Horn & Nickols, 1982, p. 12). The educational support of the profession, which is communicated through program activity, is also dependent on a constant source of research information to meet our teaching and public service programs (Horn & Nickols, 1982).

Home economics in higher education is firmly committed to research. Greater efforts are even being made to extend research below the graduate level. It is important that the profession consolidates its research base and promotes and encourages undergraduate research. Home economics has a low research output at the present time. Research is, however, an important part of a profession's base of scholarly activities and to survive in an academic organization "that may be consolidating and eliminating programs, a vigorous research reputation is essential" (Breen, 1983, p. 18).

In academia faculty promotion and institutional quality are tied to research in definitive ways. In many institutions faculty evaluation and promotion are centered around research conducted by the individual faculty member as well as the entire department. Conflicts about department prestige and between teaching and research options are based on the belief that, in the academic reward system, research is more highly regarded (Baldrige, Curtis, Ecker, & Riley, 1978). Thus program activity seems less prestigious. Faculty production of research is sometimes a criterion used by evaluators of higher education to rate the quality of an institution (Lawrence & Green, 1980). Similarly the quality of research published is often used as a part of faculty appraisal while program development is seldom used.

The publication of research is one way of judging research activity and quality. While not the only means, publication is the most visible means for establishing recognition and securing academic rewards (Fox, 1985b).

Published research can be evaluated and be used by a wide variety of people. Communication of research, through publications and programs, is the way to ensure research information can be applied once the quality of the research is established.

A profession perpetuates itself by attracting and retaining persons of recognizable intellectual ability (Freidson, 1986). The tertiary higher education level of most professions stipulates that graduate students go through the process of scholarly inquiry. The academic profession continually instills concepts of the importance of research activity (Shulman, 1979). Thus graduates are made fully aware of the expectations of the profession in relation to what is supposedly desirable scholarly activity.

The importance of research is stressed yet the rate of publication does not keep pace with the number of graduates undertaking higher education (Keiser & Tripple, 1980; Ritchey, 1978). In a study of professionals in the social and natural sciences, Cole (1979) found that 53 percent of the academics sampled did not publish even one paper in a one to two year period after receiving their doctoral degrees. If graduate education really is good preparation for research activity, then some of this activity should be extended into publication.

Reskin (1978) argues that productivity in publications is not determined by graduate school credentials especially in relation to women. Yoels (1979) and Long (1978) produce similar findings with Long concluding that productivity disparities are heightened when the quality of a subject's PhD and sponsorship is controlled. PhD's with professional sponsorship are more likely to have higher productivity rates. Wanner, Lewis, and Gregorio (1981) in their examination of 17,399 professionals in the sciences, the social sciences, and the humanities determine that publications are more

related to the intellectual context of the subject area, background characteristics of PhD degrees, and post doctoral fellowship awards. This certainly has implications for the intellectual perception of home economics professionals.

"Within and between fields, most of the work is published by a few of the participants" (Fox, 1985b, p. 1). The majority of professionals have problems sustaining and developing research and writing publishable materials (Fox, 1985a). Women professionals record a lower publication rate than men. Reskin (1978), and Astin and Bayer (1979) suggest that women's low productivity rate is directly related to their limited roles in science and higher education. Cole and Zuckerman (1984) agree with Reskin (1979) that those who publish within the first five years of their dissertation continue to publish. The transition from graduate student to publishing professional is a difficult one which needs support. Professional support through fellowships and collegial backing can promote research. This is especially true if professional activities are centered around participation in graduate advising, conferences, and seminars (Pelz & Andrews, 1976).

Women in the professions are often restricted by their environment. Minorities and women are usually based in minor colleges and universities, work with undergraduates, carry heavy teaching loads, and are not a part of the administration core who promotes and instigates research activity. Support from colleagues and the work environment fosters research activity (Astin, 1978). This does not necessarily apply to professions dominated by women such as home economics, but the support systems recommended for women and minority researchers offer valuable guidelines.

Backing and support are provided in direct proportion to the

recognition of the researcher (Green, K., 1984). Productivity is enhanced if the rewards are professional. Bonaparte (1983) thinks an individual is likely to be a productive researcher "if the rewards of one's reference group are professional rewards in a research oriented environment" (p. 7). Thus restricted research productivity is determined not only by academic training, inexperience in publishing, and work environment but by lack of sponsorship, professionally oriented recognition, and collegial support.

It is important for scholars to generate support for research within regional associations, section memberships, and national associations. Bypassing the tyranny of restrictive environments is a critical part of supporting and promoting each other. Professional associations have a specific role to play in creating a research climate through professional recognition and providing the collegial backing absent in many institutions of higher education. Professional associations, therefore, can play a crucial part by providing sponsorship and filling the gaps which are barriers to research activity.

Research Quality

Research productivity is equaled in importance by research quality. Research reports, which are accepted by a journal using a panel of reviewers to make judgments about the research, are considered as good quality research (Inglefinger, 1974). A refereed publication is recognizable as publishing only the best reports of those submitted. The measurement of research quality is a particularly sensitive issue among scholars. Judgments about what constituted 'good' and 'bad' research have given rise to much debate by publishers and those who would publish. Quality is a subjective concept (Astin, 1980). The meaning varies with the purposes controlling

the assessment, the criteria used and the group(s) conducting the assessment of quality (Lawrence & Green, 1980). The issue of quality cannot be resolved if the criteria change with the purpose. Refereeing of publications must have a standard purpose and follow specific criteria.

The most important outlets for research publications and citations as perceived by home economists are recorded by Fetterman and LeFebvre (1984). Refereed journals are most often preferred. An investigation of the 20 most cited journals by home economists yielded the results that 18 of these journals either used a peer review panel or an editorial board to evaluate the quality of research submitted for publication.

The logic and philosophy of the review process establish the referee's role as a specialist advisor who evaluates the manuscript and makes recommendations to the editor. Reviewers follow guidelines that are widely agreed on for judging the worthwhileness of a report (Best, 1981). Confidentiality, tact, thoroughness, and the ability to meet deadlines are expected of referees (Schlater, 1974). The decision to accept or reject a paper is usually the editor's, but the recommendation of the reviewer strongly influences the decision making.

Bias on the part of reviewers is a realistic fear of an author (Abramowitz, 1975). In practice, the policy of the editor is to protect authors from undue bias based on unfounded recommendations. Authors are given the opportunity, by some journals, to respond to criticisms, make alternations or withdraw manuscripts. McCullers (1986) editor of the Home Economics Research Journal believes that one article should be sent to a number of reviewers and recommendations pooled to ensure a fair decision is made. It is wise for an aspiring author to resubmit manuscripts since reviewers will attach valuable comments for the correction of flaws in the

manuscript.

The refereeing process is influenced by the purpose of the journal. The aim of most journals is to select for publication the best manuscripts from the variety submitted. While doing this the editor has to consider maintaining the level of submissions so that the journal remains in existence. Gordon (1983) believes a journal has to avoid "a reputation for publishing inferior work" (p. 1). Having a long backlog of accepted papers for publication can also lead to a bad reputation. In addition, a journal has to maintain a balance so that rejection of too many papers does not lead to a lack of copy. Editorial standards have to be upheld while maintaining good relations between the journal and its clientele. This certainly places restrictions on the number of articles that can be accepted from aspiring professionals.

The central objective of the editor is to publish papers which support the theme or professional content of the journal. There are few original ideas left but interesting statistical treatment and innovative structural modeling which produce different conclusions to an existing data base are also original options (Kronenfeld, 1985). The changing nature of family concerns places home economics in a special position to improve research and discover new knowledge.

Papers published should be original, add new knowledge, and have clarity or significance for the professional area covered. The implications for the author are evident. Articles must not only be clear and readable for reviewers, but acceptable as new and original information supporting the field of knowledge.

The refereeing system does limit productivity especially for those who are new to the art of getting published. Editors insist there is no other way

to distinguish a 'good' or 'bad' paper. The peer review process contributes some objectivity to decisions about quality, a very subjective concept. For those who are already prolific researchers qualitative standards are important in communicating their pursuit of excellence. Beginning researchers also benefit from these standards which establish the value of their contributions.

Career development is connected to research in many ways. The recognition of quality in research activity is an incentive for many professionals even if it does create obstacles for career development and professional growth. In spite of the obstacles, the home economist has an obligation to participate in activities which will advance the development of the profession and communicate intellectual status by the quality of the activities. Such an obligation is preceded by the extent to which the home economist perceives her/his commitment to the profession and whether commitment is translated into professional involvement.

Professional Involvement and Career Development

The professional organization for home economics is the American Home Economics Association (AHEA). The AHEA Foundation (AHEAF) has supported many professionals through fellowships and awards. One could theorize that the 'alumni effect' interpreted as sustained loyalty to one's alma mater (Lawrence & Green, 1980) would operate for AHEAF recipients to retain membership in AHEA. Association records do not support this theory. The AHEA shows a rise in return membership after a recent shortfall but there is no evidence for a corresponding rise in return

membership for those who have received AHEAF awards.

The AHEAF has documented outstanding professional commitment of some fellowship recipients who have remained members of AHEA. In its efforts to recruit and retain members for the professional organization, AHEA has identified professional commitment as an important factor in the continued growth of the profession. Growth is dependent on the sustained interaction of members. A coordinated national effort to extend potential growth and the interchange facilitated by verbal and written communication can help develop the organization for the future (Horn and East, 1982).

A unified profession has a greater potential for development than a fragmented one. Professional associations are based on voluntary membership. Thus the professional association relies on the sense of commitment of its individual professionals for involvement in professional activities. The generalist/specialist division of the profession works against the commitment and extent of commitment to the AHEA. Many home economists perceive their commitment only in terms of their particular specialization. AHEA therefore competes with a number of other associations providing leadership for home economics concerns (East, 1980).

Rose (1955) posits that associations can be seen as integrators, and Lipset (1960) perceives such organizations as social forces for ensuring stability and continuance. In its constant search for integration to present its interdisciplinary focus in the family (Belck, 1983; Hawthorne, 1983), the AHEA is effectively placed for uniting the total profession. The Association consistently pursues the means for continual development and serves a crucial function in unifying and aiding the profession's continuance (McFadden, 1984; Vincenti, 1983).

McFadden (1984) reaffirms the importance of AHEA as a vehicle for making an impact on the concerns of the family. Increased involvement of professionals can influence the strength of the impact AHEA can make on the public policy arena. Thus the professional organization has to attract and retain members who are committed to action. Professional associations have developed a new activism towards legislative restrictions on financial support of higher education. "Sooner or later, every individual and every institution recognizes that effective policy on a national level, be it legislative, regulatory, or research-oriented, requires unified action and coordinated effort" (Bloland, 1985, p. xv). The AHEA is at the forefront of giving testimonies to Congress and organizing letter writing campaigns urging legislators, parents, students, and officials in higher education and various federal agencies to speak out against proposed cuts for home economics programs designed to support families. Through its membership involvement AHEA has also made a visible contribution to the public mobilization of families in support of their health and social well being (Andrews, 1984). Senator Andrews (1984) thinks the organization has skillfully positioned its members to provide leadership at the community, state, national, and international levels.

AHEA has a history of public policy involvement. Professional involvement of AHEA members in public policy is necessary for achieving the mission of the profession to provide service to families (Hirschlein & Cummings, 1985). Involvement can also enable families as a social institution to build and maintain systems of action leading to the formulation of social goals (Brown & Paolucci, 1979).

Home economists should be committed to continuing the tradition of public policy involvement of past leaders (Meszaros & Cummings, 1985).

The involvement of AHEA members is crucial to sustaining the impact AHEA is making on Congress. The potential for continued development is reinforced when members unite, take a position on issues, and exercise influence on pre-legislative decision making.

Professional involvement of members is central to the vitality and survival of a profession. Thus attention should concentrate on support for professional development activities (Swanson, 1982). Factors which restrict commitment should be identified and used to encourage commitment (Gaffney, 1986). Studies on professional commitment have yielded valuable information on influencers, indicators and determinants of commitment. Elsworth and Coulter (1978) conclude that commitment is indicated by the value inferred to professionals' activities in relation to their profession. One attribute of a highly evolved profession is the ability to make its own value system the dominant one (Kosicki, Dunwoody, & Beam, 1985). Science does this on a large scale. "Rewarding good work should be internal to the extent that external rewards are unheard of in the profession" (Dunwoody & Ryan, 1985, p. 27). It has not been established how far this applies to the home economics profession. In fact, the wide field of knowledge over which home economics is ranged and the fragmentation of identity through over specialization makes most home economists seek awards external to the profession. Thus much of the commitment paid to home economics by its specialists is limited to verbal activity. Mowday, Steers, and Porter (1979) in their findings suggest that an individual's action, as an expression of commitment, carries more weight in conjunction with his/her beliefs and opinions than beliefs alone.

Pittard (1966) identifies some of the indicators of commitment as loyalty, faith, and action. The author defines four levels as part of the

commitment complex. In defining action he states "the levels include 1) the actional, i.e. the deliberate action of the participant, his choice of a line of action to take, and the overt evidence that he has made a choice" (p. 12). Commitment is, therefore, more than a statement of belief but an action to be observed. Professionals who become involved in the activities of the professional association clearly satisfy one of Pittard's conditions for commitment.

Loftis (1962) and Laughlin (1965) include professional leadership as a determinant of commitment. Welsch and LaVan (1981) cite frequency of participation in professional activities and desire to stay within the profession as measures of professional commitment. In an investigation of the commitment of public accounting professionals, Arranya, Pollack, and Amernic (1981) identify organizational involvement and satisfaction with rewards as some of the influencers of commitment. These authors suggest that the degree of commitment is influenced by satisfaction with the rewards to be gained from professional involvement. Some of the rewards are fellowships, grants, public recognition and intrinsic perceptions of the value attached to the award (Osborn, 1979).

Another source of satisfaction for professionals is the support offered by peers, mentors, and sponsors. The literature of the profession as communicated by the professional journals is a good intellectual support and brings into prominence role models for aspiring professionals. Inana's (1982) study suggests that mentors influence professional involvement. Mentors in a sponsoring role maximize rewards by getting a protege's name introduced for special attention (such as awards) and recognition of potential (Speizer, 1981).

Horn and East (1982) argue that the heritage and professional

responsibility of home economists are to plan and think reflectively about possible futures. The continued development of home economics and its mission to families rests with the professional involvement of home economists. A clear understanding of identity will lead to a philosophy that integrates involvement into professional practice (Crabtree & Harriman, 1985). Support from AHEA/AHEAF can restrict the factors that discourage commitment (Gaffney, 1986) and supply the rewards that develop the satisfactions needed to motivate professional involvement. Home economists are well placed in communities throughout society to provide the leadership that will enable families to formulate social goals. It is important that the professional organization prepares its professionals for involvement in professional activities that contribute to the continued growth of the profession and offer returns which lead to the achievement of career goals.

Summary

Professional activities include conducting research, the publishing of quality research, and the initiation of programs. Professionals who participate in research at the beginning of their careers are more likely to remain active in research development. Mature professionals are more interested in the quality of research as the focus of their own research activity and communicating research through programs. A good research background is developed with support from colleagues, the professional organization, and a determination to publish.

Career achievement is aided by the professional lifestyle which in turn is influenced by the awards sought and involvement in professional organizations. The goals of a professional are an indication of the type of professional activities and the contributions a professional wants to make to

the profession. Involvement in professional organizations has dual benefits for the profession and the professional. Organizations provide challenges for growth and opportunities for influence as leaders of and advocates for the profession.

Conclusion

Professional development activities involve the improvement of the profession as well as active participation in scholarly events which lead to career advancement. When fellowship awards are used as a professional support and collegial backing, the range of a professional's activities are widened into areas that are perceived as professionally stimulating. Research activity, program initiation, and involvement in professional organizations seem to have special impact on the career achievements of professionals.

A good research background is developed with support from colleagues and the professional organization. The literature suggests that professionals who participate in research at the beginning of their careers are more likely to remain active in research development. An early determination to publish leads to recognition of the need to produce quality research. Judgment by one's peers on the quality of papers helps in the formulation of career goals that lead to professional advancement. Papers judged to be "good" lead to more research.

Goals for personal development coupled with career achievement for the profession lead to a professional lifestyle which correlates to career advancement. Awards influence the career lifestyle and in turn lead to greater professional involvement. The goals of a professional are an indication of the type of professional activities and the contributions a

professional wants to make to the profession.

Involvement in professional organizations is surely one way to make a contribution to the profession and show the extent of one's commitment. Thus if a professional is motivated to fulfill an obligation to the profession via programs of service or leadership responsibilities in the profession, whatever provides this motivation should be encouraged.

Organizations provide challenges for growth. Participation in organizations and the pursuit of academic rewards, such as fellowships, within the profession can lead to career advancement. Such advancement is fostered by exposure to role models, mentors, and award alumni. The emerging professional who receives backing for her/his involvement in professional activities becomes a valuable advocate for the profession. Fellowship awards are, therefore, integral to the advancement of a profession.

CHAPTER III

RESEARCH DESIGN

Introduction

The study was designed to determine the impact of AHEAF fellowship recipients on the continued development of the profession of home economics. The procedure included the following: seeking permission from AHEA/AHEAF to use membership data for the selection of subjects, sampling, detailing the type of research design, designing the instrument and selecting variables and the statistical techniques to be used.

Permission to Use AHEA/AHEAF Data

An AHEA Foundation officer suggested at the AHEA Foundation breakfast meeting, during the 1985 AHEA Annual Meeting, that a study of fellowship recipients would be useful to the AHEA Foundation and the home economics profession. Subsequently, a meeting was arranged with AHEA officers and staff to discuss the proposed research design and sample for such a study. The researcher sought permission, by telephone, to use AHEAF fellowship recipients as subjects in the research and permission was granted by an AHEAF staff member.

Names of past fellowship recipients were sent to the researcher. A proposal outlining the study was submitted to the AHEA Executive Director

and permission was requested and granted for the use of AHEA members as the population for the study (see correspondence in Appendix A).

Type of Research Design

The research method selected was a descriptive one. Best (1981), in defining descriptive research, states "the descriptive design is concerned with hypothesis formulation and testing" (p. 24). This type of research uses the data collected with direction from hypotheses or research questions related to the subject to be studied. Descriptive research determines, reports, or compares what is, and tries to discover relationships among variables. Descriptive data limit analyses and generalizations to the specific group and cannot extend conclusions to any external group (Van Dalen, 1979). Typical descriptive data are concerned with assessing attitudes, opinions, demographic information, activities, conditions and procedures. Isaac and Michaels (1984) think that "research authorities, however, are not in agreement on what constitutes 'descriptive research' and often broaden the term to include all forms of research except historical and experimental" (p. 46).

The methodology chosen for this study was descriptive and the data on fellowship recipients and non-recipients were analyzed to make comparisons about the two groups. The independent variable, fellowship award, was related to four dependent variables: research activity, program initiation, career goals/achievement and professional involvement.

Selection of Sample

The sample for this study was taken from the membership register of

the AHEA. The cost of sampling was determined by the research budget. Based on the active and reserve membership list, a population of 20,500 AHEA members was used to select the subjects.

It was calculated that 39% of the population would yield the required sample size of 500 determined by the researcher. This is in agreement with Van Dalen (1979) who states, "In descriptive research, a sample of 10 to 20 per cent of the population is often used" (p. 131). Thus the request for a 39% random sampling of the population satisfies one of the conditions for a descriptive research sample.

A list of AHEAF fellowship recipients was secured from the Foundation to post stratify the random sample. Eight names repeated in the sample size were deleted. This reduced the sample to 492. A total return of 216 responses was received; however, only 202 observations, or 41% of the sample, were usable.

Sampling Procedures

The sampling plan used was post stratification or stratification after sampling. This method is based on simple random sampling with an approximation procedure suitable for stratified random sampling. Post stratification is a useful method for reducing sampling error since the known stratum total derived after stratification gives more precise estimates. In working with this method the standard errors gained are not comparatively different from the standard errors gained by the use of stratified random sampling (Cochran, 1977).

The suitability of post stratification is strongly dependent on homogeneity. Levy and Lemeshow (1980) state, "the established strata are homogeneous with respect to the variable of interest" (p. 128). If the data

are ideal for stratification they are also ideal for post stratification. Another feature of post stratification is that it can only be used if the stratum totals are known. Thus with human populations where the possibility of known total for strata exists, the method is advantageous for comparing groups within the same population (Levy & Lemshow, 1980).

Post stratification can eliminate the complexity or inconvenience of stratifying groups before sampling (Hansen, Hurwitz, & Madow, 1981). In the case of the sample to be used for this study, it would be difficult to compare home economists with the identified selected characteristics using the method of direct stratification. Post stratification makes it more feasible to compare the two groups within the population and helps to make the study stronger by reducing the standard errors. Thus AHEA members who were AHEAF fellowship recipients can be compared to AHEA members who were not fellowship recipients but who possessed all the identified selected characteristics.

In this sample the number of AHEAF fellowship recipients who were AHEA members was known and the total number of non-recipients was also known. Stratification after sampling was applied. Thus for this study a simple random sample plan was used followed by post stratification into two groups – fellowship recipients and non-recipients.

Selection of Variables

A major purpose of this research was to ascertain the participation of AHEAF fellowship recipients in the continued development of the home economics profession. Selected variables were identified and structured into categories relating to each variable. Subcategories were composed of groups of questionnaire items. The items, subcategories, and categories

were compared to the dependent variable.

Independent Variable

The independent variable contained two classifications. These were AHEA members who received AHEAF fellowships and those who had not received AHEAF fellowships. Thus the selected dependent variables would be examined in relation to fellowship recipients and non-recipients.

Dependent Variables

Four dependent variables were selected for the study. These variables identified, from the literature, were research activity, program initiation, career goals/achievement, and professional involvement. Biographical data were included to ascertain their influence on the variables.

Instrumentation

The instrument selected was in the form of a questionnaire (see Appendix B). Suggestions on validity were accepted from members of the advisory committee, other experienced home economics researchers, and statisticians. The questionnaire was tested for the identification of common language usage, clarity, and its valid interpretation of the key concerns of the study.

The items in the questionnaire were based on a review of the professional literature related to research activity, program initiation, career goals/achievement, and professional involvement in other professions as well as home economics. Instruments related to participation of special groups in professional organizations, awards for recognition and measures

of research quality and productivity were reviewed. The instrument for this research was developed by converting the ideas in the literature into questionnaire items which portray professional activities. The instrument was designed in four sections. Each section related to a variable from the research objectives. An additional section requested responses to biographical data which could influence the variables of research activity, program initiation, career goals/achievement, and professional involvement. Each section of the instrument included space for the respondent to include information or explanations not covered by the questionnaire items.

Content Validity

Content validity established the adequacy of the sampling of the content area to be investigated by the instrument. This type of validity indicated whether the content was truly representative of the properties to be measured (Isaac and Michaels, 1984; Kerlinger, 1973).

Van Dalen (1979) thinks, "One may ask qualified experts to rate test items as to their importance and devise some method of pooling their judgments" (p. 136). Content validity in this study was measured through a team of home economists who were perceived as involved professionally in home economics organizations, committed to home economics research, had a history of program development activities and were visibly oriented to upward career mobility.

The first team was composed of six home economists from Oklahoma State University. This group was identified as having considerable knowledge and practice in judging content for home economics research. The second team was composed of home economists from Arizona,

Washington, D.C., Utah and Oklahoma. Two panelists were professionals who had recently completed PhD degrees, two were prolific researchers, two were cooperative extension program specialists and two were actively involved in home economics professional organizations. Thus members of the second team was chosen for their specific expertise in relation to the variables to be studied.

The first team was requested to check for clarity, familiarity of language usage, relevance of the items to the variables and presentation of the instrument for motivating a response. Several revisions followed. The instrument was then submitted to the second team who pretested the questionnaire. This team was also asked to comment on clarity and meaningfulness. In addition, the team looked at time spent on completing the instrument, the ease of answering the questions in relation to both sensitivity and availability of the information, and the sequencing of the items.

This validation procedure was useful in identifying the compatibility of the items with the variables to be measured. Areas of agreement and disagreement were identified and a compromise achieved to provide solutions. Content or language judged irrelevant or unclear was revised. Other suggestions made by the team were incorporated in the revised instrument.

Collection of Data

A mailed questionnaire (see Appendix B) was distributed to the 492 AHEA members in the sample. No return date was indicated in the letter explaining the purpose of the research. Mailed questionnaires perceived as complex, should avoid time pressures to relieve the stressfulness of

completing the instrument (Berdie & Anderson, 1974). A follow-up postcard included in Appendix B was sent to non-respondents to encourage a return.

Data Preparation and Analysis

Each questionnaire was checked against its code on the master list and the identity of the respondent obscured for the protection of the subject. The coded data were transferred to the computer. Each respondent was recorded by identification code and responses to the variables.

The respondents submitted data which were then structured into categories and subcategories based on the variables in the study. Research, program initiation, career goals/achievement, professional involvement and biographical information were categories for the data analysis. Each category was divided into several subcategories composed of questionnaire items. For example, the research category was divided into refereed research publications and research leadership, publications and presentations and research funding. The statistical procedures used to analyze the data to test for hypotheses are summarized in Table I.

Categorical models (CATMOD) were used to analyze the data. Two levels of participation, active (ACT) and dormant (DOR), were identified to make comparisons between the fellowship recipient strata and the non-recipient strata. Comparisons were also made within each stratum to determine separately how active or how dormant the stratum was. Within group comparisons also established a comparison ratio which was a mathematical analysis of the status of one subcategory in a stratum to the same subcategory in the second stratum.

In recording the data on the tables, the results of the logit analysis

TABLE I
SUMMARY OF STATISTICAL ANALYSIS

Hypotheses	Subcategories for Analysis	Statistical Analysis
H ₁ There are no significant differences between AHEAF fellowship recipients and non-recipients in research activity.	Refereed research Research leadership Non-refereed research Research funding	Categorical models (CATMOD procedure) Analysis of variance
H ₂ There are no significant differences between AHEAF fellowship recipients and non-recipients in program initiation.	Programs for specific and general audiences Evaluative, legal, and professional programs	CATMOD Analysis of variance
H ₃ There are no significant differences between AHEAF fellowship recipients and non-recipients in career goal/achievement.	Career achievement Career goals The independent variable AHEAF award in question 15. Biographical data	Multi way analysis. of variance Likelihood ratio Chi- square
H ₄ There are no significant differences between AHEAF fellowship recipients and non-recipients in professional involvement.	Participation in professional organizations Professional enrichment Professional leadership	CATMOD Analysis of variance

(described in the statistical procedure) were summarized by use of the Dewey decimal scale. The Dewey scale was used to establish the highest point that could be reached on each activity level (DOR or ACT). The number 1.000 was determined as the model. The decimal figure coming closer to the number 1.000 at the active (ACT) level achieved the highest weighting. The decimal figure further from 1.000 on the dormant (DOR) level achieved the highest weighting since dormancy was not the ideal. Thus .990 on the ACT level was a high score while .990 on the DOR level was a low score.

Multi way analysis of variance is a feature of the CATMOD procedure. The Chi-square test for independence and the Chi-square test for difference were used to analyze H_1 , H_2 , and H_4 . The likelihood ratio Chi-square, the Cochran-Mantel-Haenszel Chi-square, and the Fisher's exact tests were used to test H_3 .

Limitations of the Procedure

Most variables were categorized into dichotomous variables because of the skewness in the data to accommodate more than two categories. The random zeros in the table restricted the use of Loglinear models which is a feature of the CATMOD procedure. The Loglinear function was, therefore, excluded from the testing. Categories were subjected to the CATMOD procedure separately whenever a high number of zeros was present in the responses.

Table I summarizes the statistical analysis used on the subcategories. The categories of research, program initiation, and professional involvement were analyzed by use of the CATMOD procedure. In addition the Chi-square test for difference was used. Career goals/achievement was

analyzed by use of the multi way analysis of variance and the Fisher test. Each goal was analyzed separately because each was considered as a predictor. Biographical data were assessed by use of frequency distributions. Comparisons between the responses for fellowship recipients and non-recipients were made based on the percentages of response within and between the strata.

Statistical Procedure

The statistical procedure used categorical models (CATMOD), a variation of the functions of categorical responses. The SAS guide (1985) states "FUNCAT procedure is specified like an analysis of variance procedure except the response is categorical rather than continuous" (p. 274). The instrument was structured in categories which would lead to comparisons of the two strata.

The design assumes that the data to be analyzed 1) follow a multinomial distribution and 2) have the same values for all the variables. Thus computations can usually be made for each variable and analyzed for each stratum without adjusting for a weighting of the items. In this study, research was considered as important as programs and the same for the other variables.

The CATMOD design organized the categories into sub-samples which were tested against each dependent variable. Thus research activity for both strata was seen as an effect of the response variable, fellowships received. Then the CATMOD procedure tested the effects of research activity for both strata based on the response, no fellowships received.

The CATMOD procedure tests the categorical models as a multidimensional problem. The model was first run as a saturated model

with responses from subcategories analyzed in relation to each other. Thus research leadership, research funding, and publications and presentations were analyzed as a saturated model. On the second analysis, the model was run with the main effects for each subcategory analyzed in relation to each other. Those items yielding complete data cells were analyzed as a partly saturated model. For example, the questionnaire items, leader of a project in major area of expertise, team member of a project in major area of expertise, and leader of an interdisciplinary project were analyzed together to yield multicategory responses for the subcategory.

Variables relating to H₁, H₂, and H₄ were incorporated into a Logit analysis formula to determine whether the responses for the strata were active or dormant in each subcategory studied. The formula was as follows:

$$\frac{P_{ij}}{1 - p_{ij}} = \mu + \alpha \longrightarrow \text{Research effect}$$

\nearrow no award \nearrow intercept
 \searrow award

The variable, career goals/achievement, was analyzed using a likelihood ratio Chi-square and a comparison ratio for the level of response within each stratum. The resulting ratio was then used to compare the responses across strata. Table I summarizes the statistical procedures used for each category.

Summary

This chapter covers the general procedures of the study. These include research design, population and sample, instrumentation, data collection and data preparation and analyses. The following chapter discusses the findings.

CHAPTER IV

FINDINGS AND DISCUSSION

The study was designed to ascertain whether AHEA members who had received fellowships were more likely to be involved in professional activities related to research, program initiation, and career goals/achievement. The study also investigated the differences in the professional involvement of fellowship recipients as compared to non-recipients. This chapter presents the findings of the study in the following sequence: 1) description of respondents; 2) research activity; 3) program initiation activity; 4) career goals/achievement; and 5) professional involvement.

Description of Respondents

The sample of this study was composed of 492 members of the American Home Economics Association. Two hundred and sixteen members (43.9%) recorded responses. Of these responses 41% (202) were usable. Fourteen non-usable observations cited retirement as a factor in their ability to respond fully. Table II gives a summary of the characteristics of the respondents. The majority of respondents was female. Five (2.5%) were male which reflects a slight increase when compared with the 1979 AHEA survey. Gender did not offer enough data to warrant including this category in the final analysis since there were only five males.

TABLE II
DISTRIBUTION OF SAMPLE ACCORDING TO BIOGRAPHICAL
CHARACTERISTICS

Variable	Number	%
Sex		
Female	197	97.5
Male	5	2.5
Age		
21-30	39	19.3
31-40	28	13.9
41-50	52	25.7
51-60	47	23.3
61-70	35	17.3
70 and above	1	.5
Highest Degree Held		
Bachelor	24	11.9
Masters	89	44.
Doctorate	88	43.6
Other	1	0.5
AHEAF Award Received		
None	127	62.9
1	69	34.1
2	5	2.5
3	1	.5

The category of age indicated that 99 respondents (49%) were between the ages of 41 and 60. Thirty-six respondents (17.8%) were 61 years and older. The remaining 33% were between 21 and 40 years.

In the category of the highest degree held 43.6% had earned a doctoral degree. Forty-four percent had earned at least a masters degree. The responses indicated that 11.9% had earned only a bachelors degree and one person (.5%) had earned a specialist degree.

As illustrated in Table II, 75 respondents (37.1%) had received AHEAF awards. Those 127 respondents who had not received an AHEAF award contributed 62.9% of the responses. Of the 75 respondents receiving fellowships, 3% had received more than one AHEAF award.

Career Profile

The category of career achievement was designed to measure the correlation between career goals and career achievement. Responses on the career achievement items were so widely distributed that only limited information was available in some cells. Thus frequency distributions were used to communicate the findings as a complete sample without separation by stratum (see Table III).

Employment Status

The employment status of respondents showed that 82.7% of the responses came from full-time employees. Those who were employed part-time contributed 9.4% of the responses. Responses for those who were retired totaled 6.9% while 1% were unemployed.

TABLE III
FREQUENCY DISTRIBUTIONS FOR CAREER PROFILES OF
FELLOWSHIP RECIPIENTS AND NON-RECIPIENTS

Variable	Frequency	%
<u>Employment Status</u>		
Full time	167	82.7
Part time	19	9.4
Unemployed	2	1.0
Retired	14	6.9
<u>Years in Current Position</u>		
1	21	10.4
2	23	11.4
3	21	10.4
4	15	7.4
5	20	9.9
6	17	8.4
7	11	5.4
8	9	4.5
9	7	3.5
10	15	7.5
<u>Years in Longest Position</u>		
1	1	0.5
2	8	4.0
3	10	5.0
4	12	5.9
5	16	7.9
6	22	10.9
7	12	5.9
8	16	7.9
9	14	6.9
10	22	10.9
<u>Number of Positions Held</u>		
1	50	24.8
2	63	31.2
3	45	22.3
4	23	11.4
5	7	3.5
6	5	2.5
7	1	.5
8	2	1.0

Years in Current Positions and Positions Held

Of the respondents, 99% of the respondents held positions with the majority of positions in the range 1 to 3 years in current position (see Table III). Approximately 10% (10.4%) had jobs for one year, 11.4% for two years, and 10.4% for three years. Five year positions were held by 9.9% of the respondents, six year positions by 8.4%, and 10 year positions by 7.5%.

Positions Held

The number of positions held indicated 24.8% had held only one position, 31.2% had held two positions, and 22.3% had held three positions. The remainder of the sample ranged from four to eight positions. One percent of the sample had held eight different positions. Years in longest position and number of positions held are summarized in Table III.

Job Responsibilities

In the subcategory of job responsibilities management received 5% of the responses, administration, 19.3%; and supervision, 7.4%. Eighty-five persons (42.1%) recorded responses for teaching with 32 of those persons stating research as an equal part of their assignment. Two percent indicated their sole responsibility was research. Volunteerism was indicated as the major responsibility of 3%, extension by 13.9% and fulltime homemaker by 4%. A variety of job responsibilities other than the range of items offered was indicated by 3.5% of the respondents (see Table IV).

Career Emphasis

Respondents indicated their career emphasis as self-employed 5%; business/industry, 8.4%; and nonprofit agency 5%. Education elicited the

TABLE IV
 FREQUENCY DISTRIBUTION OF CAREER RESPONSIBILITIES AND
 CAREER EMPHASES FOR FELLOWSHIP RECIPIENTS
 AND NON-RECIPIENTS

Variable	Frequency	%
<u>Job Responsibilities</u>		
Management	10	5.0
Administration	39	19.3
Supervision	15	7.4
Teaching	85	42.1
Research	4	2.0
Extension	28	13.9
Volunteer	6	3.0
Full time homemaker	.8	4.0
Other	7	3.5
<u>Career Emphasis</u>		
Self employed	10	5.0
Business/Industry	17	8.4
Nonprofit agency	10	5.0
Government agency	16	7.9
Education	139	68.8
Other	9	4.5

highest concentration of responses with a 68.8% response rate. Approximately 8% (7.9%) of the respondents indicated that their careers were related to a government agency, and 4.5% listed a variety of other career emphases (see Table IV).

Refereed Publications

Profiles were compiled for those who had submitted research articles to a refereed professional journal. The profiles recorded comparisons for those who had received AHEAF fellowships and those who had not received fellowships in relation to articles and posters submitted and accepted by refereed journals. Results are given for activity levels (ACT or DOR) compared to the assigned model (see Table V).

Articles Submitted and Accepted

Responses to research activity in relation to refereed publications were elicited in questionnaire item 1. The profiles determined that fellowship recipients recorded .520 at the active level while non-recipients recorded .480. Both strata reflected similar levels of activity in submitting articles to a refereed professional journal. Of the dormant responses, non-recipients came closer to the model with a score of .836. Those who had received fellowships scored .163 and were therefore less likely to be dormant in research activity. These data indicate that fellowship recipients are more active in research than non-recipients.

In the category of research articles submitted with no acceptances, an active score of .222 was received by fellowship recipients. The non-recipients recorded .777 showing they were less likely to receive

TABLE V
COMPARISON OF STRATA IN SAMPLE IN REFEREED
PUBLICATIONS CATEGORY FOR FELLOWSHIP
RECIPIENTS VERSUS NON-RECIPIENTS

Refereed Research Activity	Model Activity Level	Model Fellowship Recipient	Model Fellowship Non-recipient	C•R
Articles submitted with no acceptances	ACT	.222	.777	3≤
Articles submitted and accepted	ACT	.520	.480	sim=
Posters submitted and accepted	ACT	.400	.600	1.5≤
Articles and posters submitted with no acceptances	ACT	.571	.428	sim=
Articles and posters submitted and accepted	ACT	.750	.250	3≥
No submission	DOR	.163	.836	5≤

C•R - Compares the degree of a positive response across the strata to the questionnaire item

ACT - Active - High value closer to 1.000

DOR - Dormant - High value closer to 0.000

acceptances. Thus fellowship recipients were more active in submitting articles which were acceptable to a review panel.

Posters Submitted and Accepted

Fellowship recipients accounted for a score of .400 on the questionnaire item on posters submitted for review and accepted by a panel. Non fellowship recipients recorded a score of .600 in response to posters submitted and accepted for review by a review panel. It would appear that non-recipients were more likely to submit posters for review and therefore did participate in research activity, but were less likely to have their research articles accepted.

Articles and Posters Not Accepted

The subcategory of posters and articles submitted but not accepted recorded fellowship recipients as coming closer to the model with .571 on the responses (see Table V). A score of .428 on the category was attributed to non-recipients. Fellowship recipients were therefore involved in more research activity in this subcategory than non-recipients.

Articles and Posters Accepted

The recipients of AHEAF fellowships were identified as receiving a score of .750 on the responses to this subcategory. Non-recipients recorded .250 on the responses related to articles and posters accepted by a refereed journal.

Fellowship recipients scored higher on the model than did non-recipients. Thus for the subcategory, refereed publications, fellowship

recipients are more likely to submit these evidences of research activity. Recipients also had more articles and posters accepted even though the fellowship recipient stratum was numerically lower than the non-recipient stratum in this sampling of the respondents.

Research Participation Activity

Questionnaire items 3-5 were designed to elicit data on the leadership participation of fellowship recipients and non-recipients in research activity related to research leadership, publications and presentations, and research funding. Results are given for activity levels compared to the assigned model in Table VI, and multi category responses are explained in percentages in Table VII.

Research Leadership

Based on the model designed for active or dormant participation, the AHEAF fellowship recipients recorded participation as research member or leader at a response rate of .519. Those who had not received fellowships recorded a score of .481. The remainder of the sample recorded no research activity in this subcategory. The dormant score of .867 was received by non-recipients and .133 recorded for recipients. Thus fellowship recipients were more active in research leadership participation than non-recipients.

In the subcategory, research leadership, scores were skewed in favor of fellowship recipients who seemed more likely to be team leaders and leaders of projects in their area of expertise. This corresponds with the results on refereed publications leading to the conclusion that fellowship recipients

TABLE VI
COMPARISON OF STRATA IN SAMPLE IN RESEARCH ACTIVITY
CATEGORY FOR RECIPIENTS VERSUS NON-RECIPIENTS

Research Activity	Activity Level	Model Fellowship Recipients	Model Fellowship Non-recipients
Research Leadership	ACT	.519	.481
	DOR	.133	.867
Publications and Presentations	ACT	.507	.492
	DOR	.138	.861
Research Funding	ACT	.556	.443
	DOR	.178	.822

ACT - Active - High value closer to 1.000

DOR - Dormant - High value closer to 0.000

recorded more involvement in research activity than non-recipients. No multi category participation for research leadership was computed.

Publications and Presentations

Non refereed publications and oral presentations were categorized in questionnaire item four (see Table VI). Fellowship recipients recorded .507 on the model and non-recipients reflected a score of .492. For those respondents interpreted as dormant, fellowship recipients recorded a score of .138 while non-recipients recorded .861 on the subcategory relating to no participation in research activities. Fellowship recipients were, therefore, less likely to show dormant activity in relation to non-recipients. Numerically, the scores appeared similar for fellowship recipients and non-recipients but considering the fellowship recipient stratum size of 75, recipients were very active compared to non-recipients. The dormancy levels support this because the closer the dormant score to the model, the less activity is reflected for that group.

Multi Category Responses for Publications

Multi category responses gave information on the combined responses for respondents across strata. The responses could be compared for both groups regardless of strata size. Table VII summarizes the multi category responses for publications.

Questionnaire items in the subcategory, publications and presentations, were investigated to compare the unique types of participation present for each stratum. The data regarding combinations of the items, publications in organization/institution journals and books indicated that both fellowship

TABLE VII
 FREQUENCY DISTRIBUTION OF MULTI CATEGORY RESPONSES
 FOR PUBLICATION BY FELLOWSHIP RECIPIENTS
 VERSUS NON-RECIPIENTS

Variable	Fellowship Recipient %	Fellowship Non-recipient %
Organization/institution journals and books	50.0	50.0
Organization/institution journals and magazines	100.	0.00
Popular journals/newsletter and magazines	100.	0.00
Popular journals/newsletter and organization/institution journals	51.6	48.4
Popular journals/newsletter, organization/institution, and books	100.	0.00
Popular journal/newsletter, organization/institution, and magazines	100.	0.00

recipients and non-recipients maintained an equal activity level of 50%. Organization/institution journals and magazines indicated fellowship recipients recorded 100% responses. The popular journals/newsletter and magazines combination again indicated that fellowship recipients had responded to activity in each one of these with 100% responses. Popular journals/newsletter, and organization/institution journals were cited by 51.6% of the fellowship recipients compared with 48.4% for non-recipients.

The combined items of popular journals/newsletter, organization/institution and books revealed that fellowship recipients had again reflected high participation with 100% in this area. Similar results were recorded in the combination of popular journals/newsletter, organization/institution, and magazines.

Six combinations were examined (see Table VII) and fellowship recipients scored 100% of the responses on four of these. In the remaining two combinations, recipients scored close to the 50% mark. Thus fellowship recipients generally responded more to each item that composed the subcategory. It can be concluded that fellowship recipients did record more responses for participation in publications and therefore appear more active in research activity.

Research Funding

Responses to questionnaire item 5, which requested the number of research proposals submitted for funding in the last ten years, indicated that a score of .556 was attributed to fellowship recipients who were actually involved in seeking research funds (see Table VI). A score of .443 on the active responses was recorded for non-recipients involved in securing funding. Some fellowship recipients and non-recipients were dormant in

this category. The dormant score .822 was recorded for non-recipients. Fellowship recipients reflected a score of .178 at the dormant level. Thus fellowship recipients were more actively involved in seeking research funds and were rated as further from the dormant model of 1.000.

In considering that the closer the stratum came to the model the higher the score, non-recipients were very close to the dormant model. Thus non-recipients were particularly limited in activities related to research funding. The dormant score is as strong an indicator of participation as is the active score. Although the score of .556 received by fellowship recipients does not appear to be numerically overwhelming, when examined in relation to the dormant score of non-recipients .822, the fellowship recipients were more involved in research funding.

Multi Category Responses for Research Funding

There were 117 respondents (57.9%) who recorded no activity related to research proposals submitted for funding. Thus of the 202 usable observations 85 respondents (42.1%) are included in this subsample size. Table VIII summarizes participation for the multi category responses for research funding.

In reviewing agencies approached for funding, the category, company/firm and nonprofit organization, reflected that 100 percent of the responses were attributable to fellowship recipients. Higher education institution and philanthropic foundation also reflected 100% of the responses were made by fellowship recipients. The subcategory, nonprofit organization and philanthropic foundation, received no responses from fellowship recipients. Fellowship recipients recorded 66.6% of the responses to the subcategory, higher education institution and nonprofit

TABLE VIII
 FREQUENCY DISTRIBUTION OF MULTI CATEGORY RESPONSES
 FOR RESEARCH FUNDING SOURCES BY FELLOWSHIP
 RECIPIENTS VERSUS NON-RECIPIENTS

Variable	Fellowship Recipient %	Fellowship Non-recipient %
Company/firm and nonprofit organization	100	0.00
Higher education institution and philanthropic foundation	100	0.00
Higher education institution and nonprofit organization	66.6	33.4
Nonprofit organization and philanthropic foundation	0.00	100
Higher education institution and company/firm	42.8	57.2
Higher education institution, nonprofit organization, and philanthropic foundation	100	0.00
Higher education institution, company/firm, and philanthropic foundation	100	0.00
Higher education institution, company/firm, nonprofit organization	100	0.00
Higher education, company/firm, nonprofit organization, and philanthropic foundation	100	0.00

organization.

One hundred percent of the responses for the subcategory, higher education institution, nonprofit organization, and philanthropic foundation, were recorded by fellowship recipients. In the subcategory, higher education institution, company/firm, 42.8% of the responses were attributable to fellowship recipients. Higher education institution, company/firm, and philanthropic foundation elicited 100% of the responses from fellowship recipients. The subcategory, higher education institution, company/firm, and nonprofit organization, indicated 100% of the responses were recorded by fellowship recipients. Fellowship recipients responded 100% to the subcategory, higher education institution, company/firm, nonprofit organization, and philanthropic foundation.

Of the nine combined questionnaire items, fellowship recipients recorded full participation in six of these combinations. Non-recipients recorded 100% participation on only one of the combinations. Fellowship recipients were, therefore, numerically stronger in research activity related to research funding as previously indicated by the active scores on the subcategory research funding.

Program Initiation

The questionnaire items 6-8 were designed to investigate program initiation activities of home economics professionals who had received fellowships and those who had not received fellowships. The categories investigated were programs for specific audiences, programs for general audiences and evaluative, legal, and professional programs. Results were given for activity levels compared to the model (see Table IX) and for multi category responses explained in percentages.

TABLE IX
COMPARISON OF STRATA IN SAMPLE IN PROGRAM ACTIVITY
CATEGORY FOR RECIPIENTS VERSUS NON-RECIPIENTS

Program Activity	Activity Level	Model Fellowship Recipient	Model Fellowship Non-recipient
Programs for specific audiences	ACT	.406	.593
	DOR	.160	.840
Original programs for general audiences	ACT	.412	.588
	DOR	.148	.852
Evaluative, legal and professional programs	ACT	.417	.582
	DOR	.285	.714

ACT - Active - High value closer to 1.000

DOR - Dormant - High value closer to 0.000

Programs for Specific Audiences

Fellowship recipients recorded .406 on the active responses to programs planned for churches, organizations, companies and firms, and other special groups (see Table IX). Non-recipients were more active than recipients. A score of .593 which came nearest to the active model was made by non-recipients. Fellowship recipients recorded a score of .160 on the responses to the dormant model.

The high dormant score of .840 was recorded for non-recipients across strata. Since this came closest to the model 1.000 for dormancy, non-recipients were concluded to be more dormant than recipients. Across the stratum active scores for non-recipients were higher than for fellowship recipients but of the total responses within the non-recipient stratum, there were more non-recipients who were dormant than were active. In an investigation of the scores within the fellowship stratum, recipients were always more active than they were dormant.

Multi Category Responses for Specific Audiences

The multi category computations showed that only 29 respondents, 14.3%, recorded dormant activity levels in developing programs for specific audiences. Of this total, 20% were fellowship recipients. Table X summarizes the multi category responses for specific audiences.

Examination of the combined items in the subcategory, professionals/cooperative extension and counties, indicated that fellowship recipients recorded 50% of the responses. The combination of professionals/cooperative extension and company/firm recorded 50% of the responses from fellowship recipients. Community groups and counties

TABLE X

FREQUENCY DISTRIBUTION OF MULTI CATEGORY RESPONSES
FOR PROGRAMS FOR SPECIFIC AUDIENCES BY FELLOWSHIP
RECIPIENTS VERSUS NON-RECIPIENTS

Variable	Fellowship Recipient %	Fellowship Non-recipient %
Professionals/cooperative extension and counties	50	50
Professionals/cooperative extension and company/firm	50	50
Community groups and counties	0.00	100
Community groups and professionals/ cooperative extension	0.00	100
Community groups,company/firm, and counties	50	50
Community groups, professionals/ cooperative extension, and counties	40.3	59.7
Community groups, professionals/ cooperative extension, company/firm	58.8	41.2
Community groups, professionals/ cooperative extension, company/firm, and counties	83.3	16.7

elicited a 100% response rate from non-recipients. Community groups and professionals/cooperative extension indicated no responses from fellowship recipients and 100% for non-recipients.

The combination of community groups, company/firm and counties elicited 50% of the responses from fellowship recipients. A total of 40.3% of the responses to programs for community groups, professionals/cooperative extension, and counties were attributed to fellowship recipients. Fellowship recipients recorded 58.8% of the programs developed for community groups, professionals/cooperative extension, and company/firm. Approximately 83% of the responses were recorded for fellowship recipients in answer to the combination community groups, professionals/cooperative extension, company/firm, and counties.

The figures indicate that numerically fellowship recipients and non-recipients recorded similar participation levels in the subcategory on five of the eight combinations. On two combinations non-recipients recorded 100% participation. Results are, however, skewed in favor of non-recipients indicating greater participation in initiating programs for specific audiences.

Original Programs for General Audiences

The responses related to institutional informational and developmental programs planned for general audiences showed that non-recipients were more active than recipients (see Table IX). Fellowship recipients accounted for a score of .412 at the active level while those who had not received fellowships recorded a score of .588. Non-recipients also recorded a higher dormancy level than recipients. Fellowship recipients gained .148 on the dormant level. There were 28 respondents (13.8%) who recorded no

activity in developing programs for general audiences. Of this total, 14% were fellowship recipients.

Examination of the data within the fellowship stratum indicated that recipients, although numerically weaker at the active level, were more likely to be active than dormant. Non-recipients within their stratum were more likely to be dormant. Thus of the total sub sample size non-recipients tended to participate less than recipients.

Multi Category Responses for General Audiences

The combined items of developmental and institutional programs revealed a 53.8% response rate for fellowship recipients (see Table XI). Developmental and informational programs indicated 37.5% of the responses were recorded by fellowship recipients. The response rate for fellowship recipients in answer to institutional and informational programs reflected a 48.3% response rate compared to 51.7% for non-recipients. The combined items of institutional, informational, and developmental programs recorded a 48.8% response from recipients. In the five combined items, non-recipients were numerically stronger than fellowship recipients in all but one case. Thus non-recipients recorded higher levels of participation in developing original programs for general audiences.

Evaluative, Legal, and Professional Programs

Respondents participation in programs for licensing/credentialing, patenting and copywriting, accreditation, and program review was elicited in questionnaire item 8 (see Table IX). Fellowship non-recipients came closer to the model by recording .582 on the response profile for active

TABLE XI
FREQUENCY DISTRIBUTION OF MULTI CATEGORY RESPONSES
FOR ORIGINAL PROGRAMS FOR GENERAL AUDIENCES BY
FELLOWSHIP RECIPIENTS VERSUS NON-RECIPIENTS

Variable	Fellowship Recipient %	Fellowship Non-recipient %
Developmental and institutional programs	53.8	46.2
Developmental and informational programs	37.5	62.5
Institutional and informational programs	48.3	51.7
Institutional, informational, and developmental programs	48.8	51.2

participation while fellowship recipients recorded .417 on the response profile. In the dormant activity level fellowship recipients recorded .285 on the scale compared with .714 for non-recipients.

Across strata non-recipients are more active than fellowship recipients in activity related to evaluative, legal and professional programs. Within the stratum fellowship recipients are more likely to be active than dormant with a comparatively low score for dormancy, .285, compared to .714 by non-recipients.

Multi Category Responses for Evaluative, Legal, and Professional Programs

The subcategory, evaluative, legal, and professional programs, requested information on respondents' participation in the last 10 years. Responses to programs for instituting licensing/credentialing, patenting, copywriting, accreditation revealed that 97 respondents, 48%, recorded no activity in this area. Of this total, 27.8% were fellowship recipients.

The combined items of licensing/credentialing and patenting reflected a 66.6% response for fellowship recipients (see Table XII). Licensing/credentialing and accreditation indicated a 57.1% response for fellowship recipients. Patenting and accreditation revealed that 100% of the responses were attributable to fellowship recipients. Licensing/credentialing, patenting, and accreditation received 66.6% of the responses from recipients.

In the four combined items examined, fellowship recipients were numerically stronger than non-recipients. This subcategory indicated a clear numerical advantage in patenting and accreditation but minimal advantage in licensing/credentialing and accreditation. Thus fellowship

TABLE XII

FREQUENCY DISTRIBUTION OF MULTI CATEGORY RESPONSES
FOR EVALUATIVE, LEGAL, AND PROFESSIONAL PROGRAMS
BY FELLOWSHIP RECIPIENTS VERSUS NON-RECIPIENTS

Variable	Fellowship Recipient %	Fellowship Non-recipient %
Licencing/Credentialing and patenting	66.6	33.4
Licensing/Credentialing and accreditation	57.1	42.9
Patenting and accreditation	100	0.00
Licensing/Credentialing, patenting, and accreditation	66.6	33.4

recipients reflected higher levels of participation than non-recipients.

Career Activity

The responses to questionnaire item 13 addressed professional goals for development of the profession and for career achievement. Respondents were asked to rate the goals on a scale of 1-5 with 5 being the highest rating and 1 the lowest. The two strata were compared and data analyzed to obtain high and low responses for each goal in the subcategories. The likelihood ratio computations gave information on the extent to which each stratum would rate a goal highly (see Table XIII).

Career Achievement for the Profession

Responses to the goal, serving as administrator in higher education, were evenly distributed with a 50% response rate for the high level and a 50% response rate for the low level. On the likelihood ratio, non-recipients were 3 times as likely to give a low rating to this goal while fellowship recipients were equally as likely to give a low rating or a high rating.

Fellowship recipients gave high ratings for the goal, becoming politically active for the profession, 51% of the fellowship recipients gave a low rating. On the likelihood ratio, non-recipients were two times as likely to give a low rating while fellowship recipients were likely to give similar ratings on both response levels.

Fellowship recipients gave high ratings for the goals on increasing research capabilities, 74.6%; serving as officer for the professional association, 75.4%; and contributing to the professional literature, 74.6%. Non-recipients rated increasing research capabilities, 48.5%; serving as

TABLE XIII

COMPARISON OF STRATA IN SAMPLE ON CAREER ACTIVITY FOCUSED ON CAREER ACHIEVEMENT FOR FELLOWSHIP RECIPIENTS AND NON-RECIPIENTS

Professional Goals	Response Level	%		Likelihood Ratio	
		Fellowship Recipient	Fellowship Non-recipient	Fellowship Recipient	Fellowship Non-recipient
Serving as administrator in higher education	LOW	50.00	78.04	1:1	3:1
	HIGH	50.00	26.06		
Becoming politically active for the profession	LOW	51.02	64.47	1:1	2:1
	HIGH	48.98	35.53		
Increasing research capabilities	LOW	25.40	51.46	1:3	1:1
	HIGH	74.60	48.54		
Serving as ethical reformer/ legal counsel	LOW	80.00	93.20	4:1	16:1
	HIGH	20.00	6.80		
Serving as administrator for international programs	LOW	85.94	89.81	6:1	8:1
	HIGH	14.06	10.19		
Serving as officer of professional association	LOW	24.56	39.39	1:3	1:3
	HIGH	75.44	60.61		
Contributing to the professional literature	LOW	25.40	59.30	1:3	1:1
	HIGH	74.60	40.70		

officer for the professional association, 60.6%; and contributing to the literature, 40.7%. Thus fellowship recipients were more likely to rate these goals higher than non-recipients.

Serving as ethical reformer/legal counsel and serving as administrator for international programs were assessed similarly by both strata. The high response level received less than 21% of the responses in both these items on each strata.

The likelihood ratio indicated that fellowship recipients were more likely to give similar or high ratings to a goal. Non-recipients recorded more low ratings to items than did fellowship recipients. In two out of the seven goals, fellowship recipients gave a low rating while non-recipients gave low ratings in four out of six goals.

Development of the Profession

Responses to the six goals identified for development of the profession indicated that both fellowship recipients and non-recipients were likely to give high ratings to these goals (see Table XIV). The goal, contributing to the progress of the profession, recorded the highest ratings given to any goal for both strata. Recipients recorded 93.7%, and non-recipients, 88.4%. The possibility exists that the general nature of the goal encouraged respondents to interpret it more individually than was perhaps possible on the other goals.

Improving the media image of the profession was highly rated by fellowship recipients (79.3%) while non-recipients gave a rating of 66.2%. Pioneering innovative programming received a 76.9% response on the high level from fellowship recipients and 72.2% from non-recipients.

Numerically fellowship recipients were more likely to rate goals

TABLE XIV

COMPARISON OF STRATA IN SAMPLE ON CAREER ACTIVITY FOCUSED ON DEVELOPMENT OF THE PROFESSION

Professional Goals	Response Level	%		Likelihood Ratio	
		Fellowship Recipient	Fellowship Non-recipient	Fellowship Recipient	Fellowship Non-recipient
Providing professional leadership	LOW	9.23	23.81	1:10	1:3
	HIGH	90.77	76.19		
Contributing to progress of profession	LOW	6.25	22.58	1:16	1:8
	HIGH	93.75	88.42		
Improving media image of profession	LOW	20.69	33.71	1:3	1:3
	HIGH	79.31	66.29		
Advocating public policy	LOW	38.18	44.57	1:2	1:1
	HIGH	61.82	55.43		
Accessing new funding resources	LOW	26.23	48.48	1:2	1:1
	HIGH	73.77	51.52		
Pioneering innovative programming	LOW	23.08	27.72	1:3	1:3
	HIGH	76.92	72.28		

highly. On all six goals, fellowship recipients gave higher ratings than non-recipients. The likelihood ratio revealed that of the six goals, fellowship recipients rated only two goals, improving media image of the profession and pioneering innovative programming, similar to non-recipients. On the remaining four goals, fellowship recipients were more likely to rate the goals on the high response level.

Professional Involvement

Questionnaire items 16-19 were designed to investigate the professional involvement of home economists who had received fellowships and those who had not received fellowships. The subcategories investigated were level of participation in a professional organization, participation in professional enrichment, and level of involvement (professional leadership). Results were given for active and dormant levels compared to the model and for multi category responses which were explained in percentages.

Level of Participation in Professional Organizations

Fellowship recipients recorded .500 on active responses for the item, state and national professional meetings attended (see Table XV). Dues paid to professional organizations elicited an active score of .500 for fellowship recipients. The item, refereed professional journals received, reflected a score of .371 for recipients and .623 for non-recipients. Thus non-recipients came closer to the model and had a greater likelihood of positive responses to the category. Of the dormant responses fellowship recipients and non-recipients reflected equal levels of dormancy (.500) in this

TABLE XV
COMPARISON OF STRATA IN SAMPLE IN PROFESSIONAL
PARTICIPATION IN A PROFESSIONAL AREA OF
RECIPIENTS VERSUS NON-RECIPIENTS

Professional Involvement	Activity Level	Model Fellowship Recipient	Model Fellowship Non-recipient
State and national professional meetings attended	ACT	.500	.500
Dues paid to professional organization	ACT	.500	.500
Refereed professional journals received	ACT	.371	.623
Professional participation	DOR	.500	.500
ACT - Active – High value closer to 1.000			
DOR - Dormant – High value closer to 0.000			

subcategory of professional involvement.

Thus fellowship recipients and non-recipients maintained similar levels of activity related to the level of participation in professional organizations. On the number of professional journals received, however, non-recipients received twice as many journals as recipients.

Participation in Professional Enrichment

The model score of .180 was recorded at the active level on the subcategory, participation in public policy hearings, (see Table XVI). Non-recipients came closest to the active model of 1.000 with a score of .820. Therefore, non-recipients were more likely to be active than recipients when examined across strata.

The questionnaire item, participation in lectures, reflected a score of .450 for fellowship recipients. The non-recipients with a score of .550 came closest to the model. Fellowship recipients recorded a score of .160 at the active level for participation in workshops. Thus, non-recipients were again more active than recipients with a score of .840.

Dormant responses for the subcategory professional enrichment elicited a score of .166 for fellowship recipients and .833 for non-recipients. The ideal score to be achieved on the dormancy model is .000. Thus within strata non-recipients were more dormant than fellowship recipients. Numerically, non-recipients were more active than fellowship recipients when the data were examined across strata.

TABLE XVI
COMPARISON OF STRATA IN SAMPLE IN PROFESSIONAL
ENRICHMENT OF FELLOWSHIP RECIPIENTS
VERSUS NON-RECIPIENTS

Professional Involvement	Activity Level	Model Fellowship Recipient	Model Fellowship Non-recipient
Participation in public policy hearings	ACT	.180	.820
Participation in lectures	ACT	.450	.550
Participation in workshops	ACT	.160	.840
Professional enrichment	DOR	.166	.833
ACT - Active – High value closer to 1.000 DOR - Dormant – High value closer to 0.000			

Multi Category Responses for Professional Enrichment

The subcategories were investigated in relation to the combined items on-professional enrichment to compare the interaction between the unique groupings in the strata (see Table XVII). The combined items of lectures and workshops revealed that 37.8% of the responses were attributed to fellowship recipients while 62.1% were recorded for non-recipients. The subcategories of public policy and workshops indicated that fellowship recipients recorded 16.6% of the responses and for non-recipients 83.3% of the responses. In the combination, public policy and lectures, fellowship recipients recorded 66.6% of the responses. The combined items of lectures, public policy hearings and workshops revealed fellowship recipients as having 53.4% of the responses as compared to non-recipients who had 46.5% of the responses. Numerically, fellowship non-recipients emerged as more active than recipients in professional enrichment.

Level of Involvement (Professional Leadership)

The subcategory of leadership positions at the community level indicated that fellowship recipients came further away from the model with .285 on the responses (see Table XVIII). Non-recipients accounted for a score of .714 on the responses. Fellowship recipients were, therefore, less active than non-recipients at the community level.

Fellowship recipients scored .466 at the active level on the questionnaire item, leadership positions at the state level. A score of .553 was recorded for non-recipients indicating a slight numerical difference in favor of non-recipients. The questionnaire item, leadership positions at the

TABLE XVII
 FREQUENCY DISTRIBUTION OF MULTI CATEGORY RESPONSES
 FOR PROFESSIONAL ENRICHMENT BY FELLOWSHIP
 RECIPIENTS VERSUS NON-RECIPIENTS

Variable	Fellowship Recipient %	Fellowship Non-recipient %
Lectures and workshops	37.8	62.1
Public policy and workshops	16.6	83.3
Public policy and lectures	66.6	33.4
Lectures, public policy, and workshops	53.4	46.5

TABLE XVIII
COMPARISON OF STRATA IN SAMPLE IN PROFESSIONAL
LEADERSHIP OF FELLOWSHIP RECIPIENTS
VERSUS NON-RECIPIENTS

Professional Involvement	Activity Level	Model Fellowship Recipient	Model Fellowship Non-recipient
Leadership positions at the community level	ACT	.285	.714
Leadership positions at the state level	ACT	.466	.553
Leadership positions at the national level	ACT	.428	.571
Professional leadership	DOR	.186	.813
ACT - Active – High value closer to 1.000			
DOR - Dormant – High value closer to 0.000			

national level, scored .428 for fellowship recipients and .571 for non-recipients which is an increase on the state level score for non-recipients. In this subcategory the non-recipient stratum was consistently more active than the fellowship recipient stratum.

The dormant responses attributed a score of .186 to fellowship recipients with a dormant score of .813 for non-recipients. Thus, non-recipients within their stratum could have participated more than was evident by their dormant score.

Multi Category Responses Professional Leadership

Responses to the subcategory professional leadership were investigated using percentages. There were 43 (21.2%) respondents who recorded no activity in this category. Table XIX summarizes the distribution.

The combined items of community and state leadership positions indicated that fellowship recipients scored 38.4% of the responses and non-recipients 61.5%. State and national leadership positions combined elicited a response rate of 60% for fellowship recipients compared to 40% for non-recipients. The combination, community and national leadership positions, indicated that fellowship recipients recorded 62.5% of the responses. Similar results were recorded for the combined item of community, state, and national leadership positions with fellowship recipients recording 65.2% of the responses and non-recipients 33.8% of the responses. Of the four combined items on the subcategory, fellowship recipients scored higher than non-recipients in three cases. Thus fellowship recipients were more active than non-recipients.

TABLE XIX

FREQUENCY DISTRIBUTION OF MULTI CATEGORY RESPONSES
FOR PROFESSIONAL LEADERSHIP BY FELLOWSHIP
RECIPIENTS VERSUS NON-RECIPIENTS

Variable	Fellowship Recipient %	Fellowship Non-recipient %
Community and state leadership positions	38.4	61.5
Community and national leadership positions	62.5	37.5
State and national leadership positions	60	40
Community, state, and national leadership positions	65.2	33.8

Analysis of Hypotheses

Hypothesis One

Hypothesis one (H_1) states that there will be no significant differences between AHEAF fellowship recipients and non-recipients in research activity. The subcategories of research leadership; publications and presentations; and research funding were analyzed to test H_1 . Table XX summarizes the findings.

Research Leadership. The intercept, which measured the difference between strata, showed a significant difference between the fellowship recipient stratum and the non-recipient stratum. The Chi-square figure on the intercept 21.88 corresponded with a probability value .0001 which is lower than the assigned significance level of .05. Thus the observed significance level, because it is lower than the assigned significance level, does not support the acceptance of the hypothesis (see Table XX).

The Chi-square test for independence used on the subcategory research leadership recorded a value of 25.90 which corresponded to a probability value of .0001. A significant difference can, therefore, be observed between the strata. The negative estimate (-.975) established the likelihood of the fellowship recipient stratum to respond positively to the subcategory of leadership in the main category research participation. Thus fellowship recipients were more likely to respond positively to the questionnaire items than non-recipients.

Publications and Presentations. In the subcategory, publications and presentations, the intercept confirmed a significant difference at the alpha

TABLE XX
CHI-SQUARE ANALYSIS FOR RESEARCH ACTIVITY FOR
RECIPIENTS VERSUS NON-RECIPIENTS

Research Activity Categories	X ²	OSL	Conclusion	Estimate
Difference between strata	21.88	.0001	Sig.	.896
Research leadership	25.90	.0001	Sig.	-.975
Difference between strata	21.90	.0001	Sig.	.896
Publications and presentations	23.43	.0001	Sig.	-.927
Difference between strata	15.61	.0001	Sig.	.654
Research funding	28.35	.0001	Sig.	-.881
Sig ≤ .05				

Significance Level = .05

X²: The Chi-square test for difference.

X²: The Chi-square test for independence.

OSL: The observed significance level.

Conclusion: Degree of significance.

Negative (-) Estimate: The likelihood of the award stratum to respond positively to the category.

level for the two strata. The Chi-square statistic 21.90 corresponded to an observed significance level of .0001 which is lower than the assigned significance level. Acceptance of the hypothesis H_1 was not possible.

The Chi-square value of 23.43 determined for research activity in preparation for publications and presentations corresponded to a probability value of .0001 at the observed significance level. Since this was significantly different from the assigned probability value, H_1 was not accepted. The negative estimate (-.927) produced by the categorical model confirmed the likelihood of fellowship recipients to publish and present research information (see Table XX).

Research Funding. A difference was identified, by the intercept, between fellowship recipients and non-recipients. The X^2 value on the intercept was 15.61 which corresponded to a probability value of .0001. Since the assigned significance level was .05, this difference was evident. The Chi-square for the subcategory research funding recorded a figure of 28.35 which corresponded to a probability value of .0001. Thus a significant difference can be observed at the alpha level. The negative estimate (-.881) confirmed the likelihood of fellowship recipients to participate in writing research proposals.

The results of the data analysis for H_1 did not lead to acceptance of the hypothesis. Differences were evident between the two strata in relation to research activity. Thus fellowship recipients were significantly different from non-recipients in research leadership, publications and presentation and research funding.

Hypothesis Two

Hypothesis two (H_2) states there will be no significant difference between AHEAF fellowship recipients and non-recipients in program initiation activity. The subcategories of programs for specific audiences; programs for general audiences; and evaluative, legal and professional programs were analyzed to test H_2 (see Table XXI).

Programs for Specific Audiences. The intercept measuring the difference between the two strata was compared with the assigned significance level of .05. The Chi-square (X^2) value on the intercept was 12.91. This corresponded with a probability value of .0003 which was lower than the assigned significance of .05. It was therefore evident that the fellowship recipient stratum was significantly different from the non fellowship recipient stratum.

The Chi-square test for independence was used on the subcategory programs for specific audiences. The results of the test showed significance with the probability value .0238. The negative estimate (-.640) evidenced the likelihood of the fellowship recipient stratum to respond positively to the programs developed for specific audiences (see Table XXI).

Original Programs for General Audiences. There was a significant difference between the two strata in relation to original programs developed for general audiences. The difference between strata was evident because the X^2 value of 14.00 corresponded to probability value of .0002. This observed probability value was less than the assigned probability value. Therefore, it can be concluded that fellowship recipients were significantly different from non-recipients.

TABLE XXI
CHI-SQUARE ANALYSIS FOR PROGRAM ACTIVITY FOR
FELLOWSHIP RECIPIENTS VERSUS NON-RECIPIENTS

Research Activity Categories	X ²	OSL	Conclusion	Estimate
Difference between strata Programs for specific audiences	12.91 5.11	.0003 .0238	Sig. Sig.	1.017 -.640
Difference between strata Original programs for general audiences	14.00 6.10	.0002 .0135	Sig. Sig.	1.053 -.695
Difference between strata Evaluative, legal and professional programs	14.56 3.16	.0001 .0756	Sig. Not Sig.	.625 -.291

Significance Level = .05

X²: The Chi-square test for difference.

X²: The Chi-square test for independence.

OSL: The observed significance level.

Conclusion: Degree of significance.

Negative (-) Estimate: The likelihood of the award stratum to respond positively to the category.

The Chi-square test for independence was utilized to investigate the significant differences in the program activity of fellowship recipients and non-recipients. The X^2 value of 6.10 corresponded to a probability value of .0135. Thus this category did not support the hypothesis (see Table XXI).

Evaluative, Legal, and Professional Programs. There was a significant difference between the two strata on the intercept which is usually a measure of the difference between groups. The X^2 value of 14.56 corresponded to a probability value of .0001. Since this was considerably different from the assigned probability value of .05, support for the hypothesis was not possible.

The Chi-square test for independence was used on the subcategory, evaluative, legal and professional programs. The X^2 value of 3.16 corresponded to a probability value of .0756. This true probability value exceeded the assigned probability value .05. Thus the hypothesis cannot be rejected for this subcategory of program activity (see Table XXI).

Fellowship recipients were therefore significantly different from non-recipients on programs for specific audiences and programs for general audiences. Activity on evaluative, legal, and professional programs showed no significant differences between fellowship recipients and non-recipients.

Hypothesis Three

Hypothesis three (H_3) stated there will be no significant difference between AHEAF fellowship recipients and non-recipients in career goals/achievement. Career goals were subjected to the likelihood ratio Chi-square test singly because of the natural tendency of the data to have complete cells with no random zeros and because each goal had to be

analyzed as a prediction.

Career Achievement for the Professional. This subcategory, career activity, focused on goal achievement for the professional. Only three goals indicated no significant differences for the strata (see Table XXII). The goal, serving as administrator in higher education, indicated a X^2 value of 9.39 and corresponded to a probability value of .002 which was significantly different from the assigned value .05. Increasing research capabilities was a goal which reflected a X^2 value of 10.92 corresponding to a probability value of .001. This goal was significantly different at the .05 significance level. The goal, serving as ethical reformer/legal counsel, recorded a X^2 value of 6.41 which corresponded to a probability value of .011. The significance was beyond the .05 level. Contributing to the professional literature indicated a X^2 value of 16.8 corresponding to a probability value of .0001. This goal indicated a significant difference between the strata. No significance was recorded for becoming politically active. The X^2 value of 2.23 corresponded to a probability value of .135. The goal, serving as administrator for international programs indicated a X^2 value of .588 with a probability value of .443. Serving as officer of the professional association reflected a X^2 value of 3.54 with the probability .060. The results in the category were not clear cut. Of the seven goals analyzed, three of these were not significant while the four remaining goals were significant. Some significance can be determined for the subcategory since four goals out of seven compose a majority. The decision was to reject the hypothesis.

The likelihood ratio compares the tendency of the recipients to respond positively to the items. On the goals, becoming politically active and serving as administrator for international programs, the responses were similar.

TABLE XXII

CHI-SQUARE ANALYSIS FOR CAREER ACTIVITY FOCUSED ON
CAREER ACHIEVEMENT FOR FELLOWSHIP RECIPIENTS
VERSUS NON-RECIPIENTS

Professional Goals	X ²	OSL	Conclusion	LR
Serving as administrator in higher education	9.39	.002	Sig.	3 ≤
Becoming politically active for the profession	2.23	.135	Not Sig.	sim =
Increasing research capabilities	10.92	.001	Sig.	3 ≤
Serving as ethical reformer/legal counsel	6.41	.011	Sig.	4 ≤
Serving as administrator for international programs	.588	.443	Not Sig.	sim =
Serving as officer of professional association	3.54	.060	Not Sig.	2 ≤
Contributing to the professional literature	16.8	.000	Sig.	4 ≤

Significance level = .05.

X²: The likelihood ratio Chi-square.

OSL: The observed significance level.

LR: The likelihood ratio compares the tendency of the recipients to respond positively.

The goal, serving as officer of the professional association, indicated fellowship recipients were twice as likely as non-recipients to respond positively. The remaining items showed that fellowship recipients were three to four times more likely than non-recipients to rate the goal highly.

Development of the Profession. The subcategory, career activity, focused on development of the profession. Only two career goals were significantly different (see Table XXIII). The goal, providing professional leadership, indicated a X^2 value of 5.72 and corresponded to a probability value of .017. The assigned significance level of .05 was different from the observed significance level leading to a lack of support for the hypothesis. On the goal, accessing new funding, the X^2 value of 7.78 corresponded to .005 and was different from the assigned probability value of .05. The remaining goals were not significant. Since the hypothesis was supported in four out of six goals, it can be concluded that there was probably no significant difference between fellowship recipients and non-recipients on development of the profession.

The likelihood ratio (LR) compares the tendency of the recipients to respond positively to goal setting in relation to the examples sampled by the items. On the goal, providing professional leadership, fellowship recipients were three times as likely to rate this goal more highly than non-recipients. Similarly on the goal, accessing funding sources, recipients were three times more likely to rate the goal highly than were non-recipients. Ratings were equal or similar for both strata on contributing to progress of the profession, advocating public policy, and pioneering innovative programming. The goal, improving media image of the profession, revealed some numerical difference in favor of non-recipients but this was

TABLE XXIII

**CHI-SQUARE ANALYSIS FOR CAREER ACTIVITY FOCUSED ON
THE DEVELOPMENT OF THE PROFESSION FOR FELLOWSHIP
RECIPIENTS VERSUS NON-RECIPIENTS**

Professional Goals	X ²	OSL	Conclusion	LR
Providing professional leadership	5.72	.017	Sig.	3 ≤
Contributing to progress of professions	1.27	.260	Sig.	sim =
Improving media image of profession	2.91	.088	Not Sig.	2 ≤
Advocating public policy	.575	.448	Not Sig.	sim =
Accessing new funding resources	7.78	.005	Sig.	3 ≤
Pioneering innovative programs	.445	.505	Sig.	sim =

Significance level = .05.

X²: Likelihood ratio Chi-square.

OSL: The observed significance level.

LR: The likelihood ratio compares the tendency of the recipients to respond positively.

not strong enough to make a statistical difference. Comparison ratio results are determined from within group analysis of the likelihood of the recipients to respond positively.

Hypothesis Four

Hypothesis four (H_4) states there will be no significant difference between AHEAF fellowship recipients and non-recipients in professional involvement. Professional involvement was subjected to the Chi-square test for independence singly because of the natural skewness of the data to have complete cells with few random zeros but the entire subcategory was analyzed for the between strata difference.

Participation in Professional Organizations. In the subcategory, professional participation, there was no significant difference between the strata on the intercept which is a measure of the difference (see Table XXIV). The X^2 value of 0.12 corresponded to a probability value of .733. This was considerably higher than the assigned probability value of .05. The intercept did not support a rejection of the hypothesis.

Analysis of the item, state and national professional meetings, resulted in a X^2 value of 1.10 which corresponded to a probability value of .293. The observed significance level was higher than the assigned significance level making acceptance of the hypothesis possible. Analysis of the questionnaire item, dues paid to professional organizations, resulted in a X^2 value of 0.24 corresponding to a probability value of .626. On the questionnaire item, refereed professional journals received, the X^2 value of 0.90 corresponded to a probability value of .660. Analysis of monthly activities for professional associations resulted in a X^2 value of 1.02

TABLE XXIV
CHI-SQUARE ANALYSIS FOR PROFESSIONAL PARTICIPATION OF
RECIPIENTS VERSUS NON-RECIPIENTS

Professional Involvement Activity	X ²	OSL	Conclusion	Estimate
Difference between groups	0.12	.733	Not Sig.	.242
State and national professional meetings	1.10	.293	Not Sig.	.301
Dues paid to professional organization	0.24	.626	Not Sig.	-.413
Refereed professional journals received	0.90	.660	Not Sig.	-.130
Monthly activities for professional association	1.02	.313	Not Sig.	.214

Significance Level = .05

X²: The Chi-square test for difference.

X²: The Chi-square test for independence.

OSL: The observed significance level.

Conclusion: Degree of significance.

Negative (-) Estimate: The likelihood of the award stratum to respond positively to the category.

corresponding to a probability value of .313. Thus fellowship recipients were not significantly different from non-recipients. Therefore the hypothesis was supported for this subcategory.

Participation in Professional Enrichment. The intercept in the subcategory, professional enrichment, indicated a significant difference between the fellowship recipient stratum and the non-recipient stratum.. The X^2 value of 8.96 corresponded to a probability value of .002 which was different from the assigned probability value of .05. Table XXV summarizes the data.

Analysis of the questionnaire item, participation in public policy hearings, resulted in a X^2 value of 3.28 corresponding to a probability value of .070 and participation in workshops resulted in a X^2 value of 0.56 corresponding to a probability value of .453. These two questionnaire items established no significant difference between recipients and non-recipients.

The questionnaire item related to participation in lectures resulted in an X^2 value of 10.47 corresponding to a probability value of .001. Examination of results indicated that two out of the three questionnaire items were not significant. The conclusion was to support the hypothesis.

Level of Involvement (Professional Leadership). The subcategory, level of involvement, which requested responses to leadership positions at the community, state and national levels was analyzed. Table XXVI summarizes the findings. The intercept measuring the difference between groups indicated no significant difference between fellowship recipients and non-recipients. On the intercept the X^2 value of 2.59 corresponded to a probability value of .107. Thus the two strata were not significantly

TABLE XXV
CHI-SQUARE ANALYSIS FOR PROFESSIONAL ENRICHMENT OF
RECIPIENTS VERSUS NON-RECIPIENTS

Professional Involvement	X ²	OSL	Conclusion	Estimate
Difference between groups	8.96	.002	Sig.	.713
Participation in public policy hearings	3.28	.070	Not Sig.	.302
Participation in lectures	10.47	.001	Sig.	.683
Participation in workshops	0.56	.453	Not Sig.	-.143

Significance Level = .05

X²: The Chi-square test for difference.

X²: The Chi-square test for independence.

OSL: The observed significance level.

Conclusion: Degree of significance.

Negative (-) Estimate: The likelihood of the award stratum to respond positively to the category.

TABLE XXVI
CHI-SQUARE ANALYSIS FOR PROFESSIONAL LEADERSHIP OF
RECIPIENTS VERSUS NON-RECIPIENTS

Professional Involvement	X ²	OSL	Conclusion	Estimate
Difference between groups	2.59	.107	Not Sig.	.289
Leadership positions at the community level	0.53	.404	Not Sig.	.119
Leadership positions at the state level	3.85	.049	Sig.	.312
Leadership positions at the national level	8.15	.004	Sig.	.506

Significance Level = .05

X²: The Chi-square test for difference.

X²: The Chi-square test for independence.

OSL: The observed significance level.

Conclusion: Degree of significance.

Negative (-) Estimate: The likelihood of the award stratum to respond positively to the category.

different.

The questionnaire item, leadership at the community level, elicited a X^2 value of 0.53 corresponding to a probability value of .404. The observed significance level was greater than the assigned probability level. This supported the null hypothesis. The questionnaire items, leadership positions at the state level, resulted in a X^2 value of 3.85 corresponding to a probability value of .049 and leadership at the national level resulted in a X^2 value of 8.15 corresponding to a probability value of .004 indicating no significant differences for these two items.

Generally, the professional involvement category, did not support a rejection of the hypothesis since only in three out of ten cases could the hypothesis be rejected. The estimate for dues paid and journals received showed a negative estimate which established the likelihood that fellowship recipients would respond more positively to those categories. Thus, there might be a numerical but not a statistical difference in the two strata. For the entire category, a difference between the strata was only observed for professional enrichment. The hypothesis that there are no significant differences in professional involvement of AHEAF fellowship recipients and non-recipients was supported. The decision was made not to reject the hypothesis.

This chapter states the findings of the research. Discussions on these findings are also included. Table XXVII summarizes the analyses of the four hypotheses.

TABLE XXVII
SUMMARY OF ANALYSES OF HYPOTHESES

Hypotheses	Categories for Analysis	Conclusion
H ₁ There are no significant differences between AHEAF fellowship recipients and non-recipients in research activity.	Refereed research Research leadership Non-refereed research Research funding	Reject Reject Reject Reject
H ₂ There are no significant differences between AHEAF fellowship recipients and non-recipients in program initiation.	Programs for specific and general audiences Evaluative, legal, and professional programs	Reject Reject No Rejection
H ₃ There are no significant differences between AHEAF fellowship recipients and non-recipients in career goals/achievement.	Career achievement goals Professional development goals	Reject No Rejection
H ₄ There are no significant differences between AHEAF fellowship recipients and non-recipients in professional involvement.	Participation in professional organizations Professional enrichment Professional leadership	No Rejection No Rejection Reject

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

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

Purpose and Objectives

The purpose of this study was to ascertain the contribution of AHEAF fellowships to the professional development of home economics through research activity, program initiation, and career goals/achievements of home economics fellowship recipients. The findings of this study have implications for the home economics profession and specifically for the AHEAF in communicating the worth of the fellowship program.

The objectives of the study were as follows:

1. ascertain if research activity is related to fellowship awards;
2. ascertain if program initiation is related to fellowship awards;
3. ascertain if career goals/achievement are related to fellowship awards; and
4. ascertain if professional involvement is related to fellowship awards.

Hypotheses

Four null hypotheses were tested:

- H₁ There are no significant differences between AHEAF fellowship recipients and non-recipients in research activity.
- H₂ There are no significant differences between AHEAF fellowship recipients and non-recipients in program initiation.
- H₃ There are no significant differences between AHEAF fellowship recipients and non-recipients in career goals/achievement.
- H₄ There are no significant differences between AHEAF fellowship recipients and non-recipients in professional involvement.

The results of the testing are summarized in Table XXVII. Chapter IV gives detailed explanations and discussion of the findings.

Population and Sample

The population of this study consisted of home economists who were members of the American Home Economics Association. A random sampling of home economists was conducted. The sample was stratified after random selection into those who had received AHEAF fellowships and those who had not received fellowships. A total of 492 home economists were selected. Of this number, 202 members returned usable questionnaires. This represented a 41% return. A total of 75 were AHEAF fellowship recipients and 127 were non-recipients.

Data Collection

The data used in the study were collected from an instrument titled "Professional Development and Activities of Home Economics

Professionals" (see Appendix B). The instrument consisted of five parts which included items describing research activity, program initiation, career achievement/goals and professional involvement. The remaining section was designed to elicit biographical data.

Part I of the instrument consisted of items which sought information on refereed research, leadership in research, non refereed research and research funding. Part II included items which described programs for specific audiences; programs for general audiences and evaluative, legal, and professional programs. Career achievements and goals were assessed in Part III followed by biographical data in Part IV. Part V of the questionnaire consisted of items assessing participation in professional organizations, professional enrichment, and level of involvement in leadership. The logic for including the items was derived from the review of literature in Chapter II. Content validity was established by using two panels of experts. The first panel examined the appropriateness of the items included while the second panel reviewed language usage, clarity and ease of response. Suggestions from both panels were incorporated in the instrument.

The instrument was mailed to 492 randomly selected AHEA members. Follow-up cards or questionnaires were sent to initial non-respondents. Those in the sample were asked to record the number of times over a specified period when they had participated in the professional activities listed. The category, career goals, asked for decisions to be made on the goals selected. Data were analyzed using the categorical models procedure and the multi way analysis of variance.

The categorical models procedure was used to compare the response variability within the entire group, between strata and among the different

variables. Refereed research in Part I was analyzed separately. The remaining sections of Part I and Part II were analyzed together. Parts III and IV were analyzed separately to accommodate for the natural skewness of the data.

In order to ascertain the relationship between the strata on career goals, multi way analysis of variance was used along with the CATMOD procedure to test the hypothesis. The variables were found to have a significant difference on each career goal for each stratum if the observed significance level did not exceed .05 which was the assigned level. Frequency distributions were used to investigate the biographical data.

Findings and Discussions

There were 202 observations recorded from the returned questionnaires including 75 recipients and 127 non-recipients. Five of the respondents were male. Forty-nine % of the respondents were between the ages of 41 and 60 years. The majority of respondents had graduate degrees with 43% holding a doctoral degree and 44% holding a masters degree. Eighty-two % of the respondents were full time employees with approximately 32% holding positions in a range of one to three years. Over half of the participants had held two to three positions.

The employment subcategory, teaching, included slightly less than half of the responses. Thirty-two of the 85 respondents to this category said their responsibilities were equally divided between teaching and research. Only 2% of the sample indicated research as their sole responsibility. Logically, in the category career emphasis, education elicited the highest concentration of responses.

Research

Analysis of the variable, research activity, resulted in a lack of support for hypothesis one (H_1). Fellowship recipients were found to be significantly different from non-recipients in their research activity. Recipients were more likely to have articles accepted by refereed journals, lead research teams, publish in non refereed journals and submit funding proposals. Thus H_1 was rejected.

Programs

The category program initiation did not totally support H_2 . Recipients were more likely to initiate programs for specific audiences and plan original programs for general audiences, while non-recipients showed greater activity in evaluative, legal, and professional programs. Investigation within strata data, showed that fellowship recipients as a group were less likely to be dormant and more likely to be active than non-recipients. Thus, H_2 was rejected.

Career Goals

Fellowship recipients recorded differences on the variable career goals/achievements. The likelihood ratio indicated that fellowship recipients were more likely to give a high rating to goals related to career achievement for the profession. Both recipients and non-recipients were likely to rate highly those goals relating to development of the profession. Thus, there was no statistical difference for this category and H_3 was not rejected.

Career achievement for the professional reflected significant differences in the strata in terms of greater activity among fellowship

recipients in relation to administrator, researcher, writer and ethical reformer. No differences were indicated for political activity, serving as an officer in the professional association and serving as an administrator for international programs. Both strata rated these last items very low. For the category, career goals/achievement, fellowship recipients were significantly different from non-recipients on career achievement for the profession leading to a rejection of that subcategory of H₃. No significant difference was observed for development of the profession. Thus that portion of H₃ was not rejected.

Professional Involvement

The category, professional involvement, was analyzed to test H₄. No significant differences were reflected between fellowship recipients and non-recipients. Both groups were likely to go to meetings, pay dues, receive journals and attend monthly professional activities. The subcategory of professional enrichment generally supported H₄ except for participation in lectures where fellowship recipients were significantly different from non-recipients. The subcategory, leadership, indicated that fellowship recipients were significantly different from non-recipients in the leadership positions held at the state and national level. While the fellowship stratum was not likely to hold more leadership positions at the community level, their participation at the state and national level was significantly higher than non-recipients. The statistical counts for this variable were weighed in favor of fellowship recipients leading to support of H₄ except on the subcategory level of professional involvement (leadership positions).

Conclusions

Four null hypotheses were tested and the following conclusions drawn:

H₁

There are no significant differences between AHEAF fellowship recipients and non-recipients in research activity. The researcher determined that this hypothesis would be completely rejected based on the significant differences established by the analysis.

The fellowship recipients displayed significant differences in their activities related to refereed research, research leadership, non refereed research, and research funding. The positive likelihood of fellowship recipients to be active in research indicated attitudes of involvement, commitment to career development and concerted efforts to publish research.

The encouragement and scholarly support given by the recognition on receiving an award could have been a factor in this sustained research activity as is suggested by Wanner, Lewis, and Gregorio (1981). Such a generalization could not be made for this study. The researcher concludes that it is a limitation of this study that data on year award received could not be studied on a path analysis to present job positions and responsibilities. This researcher concludes that the period between receiving a fellowship and publishing the first refereed report is a major factor in the difference between fellowship recipients and non-recipients.

H₂

There are no significant differences between AHEAF fellowship

recipients and non-recipients in program initiation. The researcher found the hypothesis would be rejected based on the findings in two of the three subcategories. Programs for specific audiences and programs for general audiences were significantly different in the category of program initiation. The evaluative, legal and professional programs were not significantly different. This subcategory generally had sparse data recorded on the instrument. These results could be a direct reflection of the frequency or lack of frequency with which professionals become involved in licensing/credentialing, accreditation, patenting/copywriting and program review. These results for evaluative programs could also be an indicator of the extent to which work load on committees is limited for those who have scheduled research responsibilities as determined by various productivity studies. Reskin (1978), Astin and Bayer (1979) and Cole and Zuckerman (1984) consider work load as an influencer of productivity. Thus it can be concluded that fellowship recipients who record high research activity levels would be less likely to serve on the more time consuming programs.

H₃

There are no significant differences between AHEAF fellowship recipients and non-recipients in career goals/achievement. Goals for career achievement within the profession and goals for professional development were analyzed to test the hypothesis. The researcher concluded that the hypothesis related to the subcategory, goals for career achievement within the profession, would be rejected while the hypothesis related to the subcategory, goals for the development of the profession, would not be rejected. The category, career goals/achievement, did not provide clear cut information. The researcher concluded that because the nature of the goals

was related to predictions there was too much allowance for uncertainty in the way the responses were structured. More sensitive measures were needed to make responses specific and encourage respondents to more clearly predict their interest in furthering their own careers and the development of the profession.

H₄

There are no significant differences between AHEAF fellowship recipients and non-recipients in professional involvement. The researcher concluded that the hypotheses would not be rejected based on the findings that none of the subcategories indicated a strong significant difference between recipients and non-recipients. Responses to the questionnaire item, leadership at the state and national levels, indicated a significant difference for fellowship recipients. The researcher concluded that recipients have positive attitudes toward participation at higher levels of visibility and this could be a feature of their award seeking nature as discussed in a study by Kosicki, Dunwoody, and Beam (1985). The researcher further concludes that the satisfaction derived from the recognition of receiving an award could be a motivator to leadership participation within the profession. This agrees with the findings of H. Green (1984) on the ACE minority awards.

Recommendations

This study was undertaken to ascertain the contribution of AHEAF fellowships to the professional development of home economics through involvement of home economists in professional activities. Fellowship recipients are indeed a special group and if this difference was achieved

through the process of pursuing and gaining a fellowship, then fellowship programs have implications for professional development and the types of activities in which fellowship recipients participate.

Further studies could concentrate on the socialization process that makes home economics fellowship recipients pursue research activity. The factors that impact on the transition from fellowship recipient to researcher could be studied. This would provide valuable data about research in home economics.

It was discovered during the sampling procedures that many fellowship recipients were no longer members of AHEA. What caused this attrition and why is the 'alumni' effect not more evident in AHEA fellowship recipients? Perhaps constant follow-up studies on the activities of fellowship alumni and recognition programs based on their present status can aid in retention of this pool of potential career achievers.

Fellowship recipients are an active group in goal setting for career achievement and professional development of home economics associations. To what extent do fellowship recipients achieve their goals and which career ladders are likely to bring success? Studying career tracks of successful home economics professionals is a recommendation for the future since this could provide guidance for incoming professionals.

A fairly large proportion of the sample for this study seemed to be concentrated in education. A replication of this study could be done using variables which sought information outside of an educational emphasis. Although those pursuing education careers comprise the majority of those who seek fellowships, replication could determine if the results would still support a difference in fellowship recipients. This difference could be ascertained using other selected independent variables which related to

specific areas of expertise of the fellowship recipients. As an alternative to replication generic studies using case histories could also provide useful information about fellowship recipients whose area was not in the educational arena.

The AHEAF fellowship recipients are spread throughout the world. Have international fellowship recipients made an impact on home economics in their countries or continents? AHEA staff members working in the international area state that some AHEAF fellowship recipients hold prominent leadership positions. An AHEAF fellowship recipient was a Fulbright Scholar in 1986. Two AHEAF fellowship recipients are on the executive board of the Asian and African regional international associations, respectively. The researcher recommends that a study documenting the activities of international fellowship recipients would provide valuable data on the contributions of AHEA to the global family.

Home economists appear to have a list of journals and sources for presenting posters where both fellowship recipients and non-recipients can direct their research activities (see Appendix C). It is recommended that a study be undertaken to compile data on the journals and status of journals where home economists publish. This would provide useful information for prospective publishers and might reduce time spent in seeking publishing.

Home economics programs are important in serving the needs of families. The strongest talents of fellowship recipients appear to lie in the area of research. Are there more fellowships offered for research? Programs are the means of communicating information developed through research to our clientele. Should it be ensured that equal emphasis is given in the award structure to program initiation? It is a recommendation that research be conducted to evaluate whether measures for professional

development are equally balanced for research and program initiation.

The activities of home economics professionals are indicators of professional development. Research should constantly be undertaken to measure contributions to the profession. Such studies give direction and input to the decision making necessary for externalizing the value of the profession to other professionals and the society.

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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

September 9, 1985

Dr. Laura Jane Harper
100 Sunset Boulevard
Blacksburg, Virginia 24060

Dear Dr. Harper:

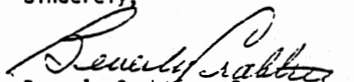
Thank you very much for your tangible interest in our project. The materials you sent will be extremely useful in starting the process of locating the AHEA fellowship recipients. Dr. Vaughn has also sent the listings you recommended.

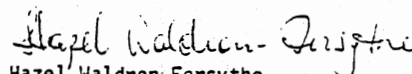
Please do send the list of authors you offered. The list will contribute to building data on the productivity of the AHEA fellows. We imagine that some of the data which you collected might have been irrelevant to your research. It is possible, however, that the same data might prove to be helpful to our project.

Your offer of assistance is gratefully accepted. You are welcome to whatever support and cooperation we can provide. Dean Beverly Crabtree has replaced Dr. Meszaros as advisor on the project.

We look forward to continued and mutual cooperation. Once again thank you.

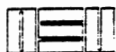
Sincerely,


Beverly Crabtree, Dean
College of Home Economics


Hazel Waldron-Forsythe
Graduate Research Associate

/dd
cc


CENTENNIAL
DECADE
1980 • 1990



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

January 17, 1986

Dr. Joan McFadden
Executive Director
American Home Economics Association
2010 Massachusetts Avenue
Washington, D.C. 20009

Dear Dr. McFadden:

My name is Hazel Waldron-Forsythe and I am a doctoral candidate at Oklahoma State University, Stillwater. My advisor is Dr. Beverly Crabtree, Dean of the College of Home Economics. The topic of my dissertation is "The Impact of Fellowship Recipients on the Continued Development of Home Economics."

Enclosed for your perusal is a copy of my dissertation proposal. A sample of AHEA members will serve as one group to be studied and recipients of AHEA fellowships will be the other group. Thus, as a part of the research procedure, we would like permission to use the AHEA membership as the population to be studied and from which a sample will be selected. We are therefore requesting a list of names and addresses of current AHEA members. Please inform us if this list would be available for research purposes and the cost of such a list. Also please include information on any restrictions that might apply.

The confidentiality of the data will be respected in keeping with professional ethics in research. The data will be coded for follow-up purposes. Please appraise us of any other factors to be considered in the use of the AHEA data.

We hope the study can make a contribution to the information base related to the role of special groups in the continued development of home economics. Thank you for your support and cooperation.

Sincerely,

Hazel Waldron-Forsythe

Approved:

Beverly Crabtree, Advisor



/dd
enclosure
cc

AMERICAN HOME ECONOMICS ASSOCIATION



2010 Massachusetts Avenue, N.W.
Washington, D.C. 20036-1028
202/862-8300

February 11, 1986

Hazel Waldron-Forsythe
c/o Beverly Crabtree, Advisor
Oklahoma State University
College of Home Economics
Stillwater, OK 74078

Dear Hazel:

Your letter regarding your dissertation topic has been received. Along with it, you forwarded a portion of the proposal for your dissertation. I have been unable to review your request until this time, because it arrived during the meeting of the Board of Directors; subsequently, I have been trying to get to requests such as your own.

The Contracts and Grants Committee will need to approve your research proposal as worthy of our members participation. I am forwarding a copy to Dr. Kay Clayton, Chairman of the Contracts and Grants Committee. After the committee's review, if it is approved, I will assist you in getting the names and addresses of the membership. I will discuss that part of the process in the remainder of this letter.

Specifically, you requested permission to use the AHEA membership as the population to be studied and from which a sample will be selected. This would require a list of names and addresses of current AHEA members. You also requested to know if the list is available and, if so, at what cost as well as what restrictions may apply to its use.

I have reviewed the policy handbook of the Association and find that individual members may purchase lists and/or labels of AHEA members' names and addresses for approved projects/purposes. The cost for mailing labels is \$.04 for each member. It will be necessary for you to identify whether you would like all of the membership or only certain subsets of the membership. For example, you may not wish to have the names and addresses of the current students. You may also wish to have members who have been members for five years or more or those who joined prior to a certain date. Total active members is approximately 16,500; total reserve members is approximately 4,000; and total student membership is approximately 3,500. You could request any or all of these names or some other subset of the membership.

If you purchase the list, you may use it confidentially, and in a way consistent with ethical research practices. You may not share it with others nor make it available for resale. These are the restrictions that apply.



Frontiers for Families ■ Futures for Home Economics
1986 AHEA Annual Meeting & Exposition ■ June 23-27 ■ Kansas City

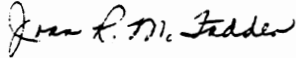
Hazel Waldron-Forsythe

Page 2

February 11, 1986

Please advise me of your continued interest in the mailing labels/membership lists. As I stated earlier, I shall forward a copy of your request to the chairman of the Contracts and Grants Committee for approval. I will await the action of the Committee before taking any further action.

Sincerely,



Joan R. McFadden, Ph.D.
Executive Director

JRM/dk

cc Wilma Griffin
Kay Clayton
Gladys Gary Vaughn



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 16, 1986

Dr. Joan McFadden
The Executive Director
American Home Economics Association
2010 Massachusetts Avenue
Washington, D.C. 20001

Dear Dr. McFadden:

Thank you for your reply, dated February 11, to my request for AHEA membership participation in a study of AHEA fellowship recipients. I fully understand the restrictions laid out by AHEA. I do intend to comply with the restrictions specified for use of the names and addresses.

The sample requested is composed of 350 members from the active and the reserve membership. The selection process required every 59th name in both categories of members listed in alphabetical order. The sample should start with the first name in the alpha list and proceed to the 350th.

The remittance for the address labels is enclosed. Thank you for your cooperation.

Yours sincerely,

Hazel Waldron-Forsythe
Hazel Waldron-Forsythe

Approved:

Beverly Crabtree
Beverly Crabtree

/dd
enclosure
cc





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

May 8, 1986

Dr. Joan McFadden
Executive Director
American Home Economics Association
2010 Massachusetts Avenue, N.W.
Washington, D.C. 20036-1028

Dear Dr. McFadden:

My name is Hazel Waldron-Forsythe and I am a doctoral candidate at Oklahoma State University, Stillwater. After working with my advisory committee headed by Dean Beverly Crabtree, the topic of my dissertation has been revised to read "Professional Development and Activities of Home Economics Professionals".

In my letter of April 16, 1986, I accepted the restrictions stipulated to use AHEA membership for the population to be studied. In addition I requested a specific sampling plan to be used for selecting the subjects. I would like to make changes in that request.

The statistician suggested that a random sampling with poststratification be used for a stronger study. Therefore, I would like to request a random sampling of the active and reserve membership which would give a sample size of 39%. Thus, with the use of the random table of numbers enclosed I would like a sample size of 500 AHEA members.

The additional cost is enclosed. I do apologize for the inconvenience caused. Thank you very much for your cooperation.

Sincerely,

Hazel Waldron-Forsythe

Approved:

Beverly Crabtree, Advisor

Encs:



APPENDIX B

QUESTIONNAIRE



Oklahoma State University

COLLEGE OF HOME ECONOMICS

STILLWATER, OKLAHOMA 74078
HOME ECONOMICS WEST
(405) 624-5053

Dear AHEA Member:

During the 1985 AHEA annual meeting, there was discussion about the potential usefulness of documenting the professional involvement of home economics professionals who were recipients of AHEA Foundation (AHEAF) fellowships. The contributions to the advancement of the home economics profession and the professional development of home economists is of interest to AHEAF. Such information would be especially useful for the AHEA Foundation in interpreting the status of the fellowship program to present funding sources, securing new funding and making decisions about how fellowships are awarded. This study is focusing on the differences and similarities between home economics professionals who have been AHEAF fellowship recipients and those who have not received AHEAF fellowships.

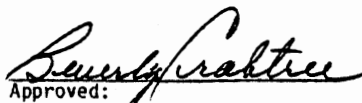
Your name was chosen in a random sample of AHEA professionals. So that this questionnaire is truly representative of home economics professionals, we urge you to complete and return the questionnaire. You will need to refer to your resume to complete some items. You are assured of complete confidentiality. The questionnaire has been coded for follow-up purposes, however, your name and address will not be used in the results. You may receive a summary of the results by indicating "Copy of results requested" on the back of the address section. Please do not put this information on the questionnaire itself.

I would be pleased to answer any questions that arise. Please write or call. My telephone number is (405) 624-5047.

Thank you for your time, effort, and cooperation.

Sincerely yours,

Hazel Waldron-Forsythe


Approved:
Beverly Crabtree
Graduate Advisor



PROFESSIONAL DEVELOPMENT AND ACTIVITIES OF
HOME ECONOMICS PROFESSIONALS

RESEARCH

1. Please respond to all the items. Indicate the numbers that apply for the last ten years.

Definition: A refereed journal or poster is one which has been reviewed according to specific criteria by a panel of reviewers.

Items in this category relate only to REFEREED RESEARCH.

Refereed Publications

Number of:	Number
Articles sent to a refereed professional journal	[]
Poster abstracts sent to a reviewing panel	[]
Articles accepted by a refereed professional journal	[]
Poster abstracts accepted by a reviewing panel	[]

From among these articles/posters/abstracts please indicate

Number of:	Number
Reports in major area of expertise	[]
Reports in areas other than area of expertise	[]
Articles as single author	[]
Articles as lead author	[]
Articles as co-author	[]
Poster reports as single presenter	[]
Poster reports as co-presenter	[]
Other (please specify) _____	[]
_____	[]
_____	[]

2. (a) Please list all the refereed journals to which you have submitted research reports/abstracts in the last ten years.

- (b) Please list organizations/occasions for which you have submitted poster abstracts to a panel of reviewers in the last ten years.

3. Number of times in last ten years you conducted research as

	Completed	In Process
Leader of a research project in major area of expertise	[]	[]
Team member of a research project in major area of expertise	[]	[]
Leader of an interdisciplinary project	[]	[]
Team member of an interdisciplinary project	[]	[]
Author of a book in major area of research expertise	[]	[]
Co-author of book in major area of research expertise	[]	[]
Other (please specify) _____	[]	[]
_____	[]	[]
_____	[]	[]

4. Number of research reports completed/in process in the last ten years for the categories listed. (Do not include in the totals those reports accounted for in refereed publications/poster reviews.)

	Completed	In Process
Non-refereed professional journal/newsletter	[]	[]
Organization/institution publications (e.g. monographs)	[]	[]
Popular magazine/journal (e.g. Good Housekeeping)	[]	[]
Books outside of major area of expertise	[]	[]
Chapters in books outside area of expertise	[]	[]
Non-reviewed poster presentations	[]	[]
Conference presentations	[]	[]
Seminar/workshop presentations	[]	[]
Other (please specify) _____	[]	[]
_____	[]	[]
_____	[]	[]

5. Number of research proposals submitted in last ten years for funding to:

	Completed	In Process
Institution of higher education	[]	[]
Company or firm	[]	[]
Non-profit organization	[]	[]
Philanthropic foundation	[]	[]
Agriculture Experiment Station	[]	[]
Cooperative Extension Service	[]	[]
Government agency (e.g. N.I.H., U.S. Department of Education)	[]	[]
Professional organization	[]	[]
Other (please specify) _____	[]	[]
_____	[]	[]
_____	[]	[]

Program Initiation

Definition: A program is a series of planned activities focused on specific objectives.

Please respond to each item by placing a number in the appropriate column.

6. Number of different programs developed or planned in the last ten years for:
(Please record each program only once.)

	<u>Completed</u>	<u>In Process</u>
Community groups and/or church organizations	[]	[]
Professional colleagues, institutions of higher education, and/or Cooperative Extension Service	[]	[]
Company or firm	[]	[]
County/group of counties	[]	[]
State/regional area	[]	[]
Philanthropic foundation and/or non-profit organization	[]	[]
Government agency	[]	[]
National professional organizations	[]	[]
International organizations (e.g. United Nations, UNESCO, WHO, FAO, IFHE)	[]	[]
International governmental agencies (e.g. USAID, CIDA, British Council for International Development)	[]	[]

7. Number of original programs (conceptualized by you) initiated for each category in the last ten years. Each category is accompanied by a definition from Boyles, Patrick (1981) Planning better programs, McGraw-Hill. These totals may include some of those programs identified in item 7 if the programs were originally conceived by the respondent.

	<u>Completed</u>	<u>In Process</u>
DEVELOPMENTAL		
Coping with problems of clientele, communities and segments of societies (e.g. drug usage, nuclear pollution)	[]	[]

	<u>Completed</u>	<u>In Process</u>
INSTITUTIONAL		
Teaching the content of a discipline and/or parts of several disciplines for an individual's development (e.g. inservice teacher education, technology update)	[]	[]
INFORMATIONAL		
Supplying pertinent information for individuals, communities, and special interest groups (e.g. legal aspects of child abuse, rape, etc.)	[]	[]
Other (please specify) _____	[]	[]
_____	[]	[]
_____	[]	[]

8. Number of times in last ten years you participated in programs for instituting

	<u>Completed</u>	<u>In Process</u>
Licensing/Credentialing of paraprofessionals, vocational clients, and/or professionals	[]	[]
Accreditation for institutional programs and management training	[]	[]
Patenting/Copywriting of inventions, technological systems, computer software	[]	[]
Program Review evaluation, quality control (not including accreditation activities)	[]	[]
Other (please specify) _____	[]	[]
_____	[]	[]
_____	[]	[]

Career Achievements9. Employment Status (Please indicate if)

Full-time [] Part-time [] Unemployed []

Other (please specify) [] _____
_____10. Positions Held in Last Ten YearsYears in current position [] and title _____
_____Years in longest held position [] and title _____

Number of positions held []

List number of positions assumed in last ten years and titles _____

_____11. Responsibilities for Present Job(Please check area of major responsibility--please check only one.)

Management [] Administrative [] Supervisory []

Teaching [] Research [] Extension []

Volunteer [] Full-time Homemaker []

Other (please specify) [] _____

_____12. Career Emphasis (If employed, please check only one.)

Self-employed [] Non-profit agency [] Education []

Business/Industry [] Government agency []

Other (please specify) [] _____

13. Professional Goals of Home Economists

A career goal (long term objective, aim, intention, purpose) is seen as an indication of an individual's guideline for professional development. In relation to the profession of home economics, goals can be demonstrated by the job positions desired by home economists in education, extension, research, business, human services, etc. The following career goals are representative of home economics professionals. Check the box on the right side to indicate the extent to which you are striving toward each of these goals.

Professional Goals	Extent of Striving				
	Decidedly 1	Not 2	3	4	Decidedly 5
Providing professional leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contributing to progress of profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improving media image of profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Serving as administrator in higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Becoming politically active for the profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increasing research capabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Serving as ethical reformer/legal counsel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advocating public policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Serving as administrator for international programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Serving as officer of professional association	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accessing new funding resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pioneering innovative programming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contributing to the professional literature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Biographical Data

Please respond to all items as directed in each section.

14. Sex (Please check)Age (Please check)

Male	[]	21-30	[]	51-60	[]
		31-40	[]	61-70	[]
Female	[]	41-50	[]	71 and above	[]

Education (Complete the following)

Last degree received [] Year last degree received []

Major of last degree _____

Present area of specialization _____

Additional explanations (if necessary) _____

15. Professional Awards Received (Complete the following)

Number of AHEA Foundation awards [] Number of other awards []

Name all awards and year received _____

Professional Involvement

Please respond to each item. The following items are requesting information for the past twelve months.

16. Participation in Professional Organizations (Please indicate)

Number of state and national professional meetings attended []

Number of professional organizations to which dues are paid []

Number of professional refereed journals received []

17. Level of Participation in a Professional Area

Indicate average number of hours spent monthly on activities related to professional organizations []

Explanations (if necessary) _____

18. Participation in Professional Enrichment

Indicate frequency of attendance in the past twelve months at:

Public Policy Hearings [] Lectures [] Workshops []

Other (please specify) [] _____

19. Level of Involvement

Indicate the number of different leadership positions held at each level during the past twelve months:

Community [] State [] National []

Other (please specify) [] _____

PLEASE FOLD THE BOOKLET SO THAT THE OKLAHOMA ADDRESS IS VISIBLE.

MANY THANKS FOR YOUR PARTICIPATION IN THIS SURVEY.

125 Home Economics West
College of Home Economics
Oklahoma State University
Stillwater, OK 74078-0337
(405) 624-5047

Dear AHEA member:

Please be reminded to complete the questionnaire titled, Professional Development and Activities of Home Economics Professionals, and return it on or before December 31st.

Thank you for your cooperation.

Hazel Waldron-Forsythe

APPENDIX C

TABULAR INFORMATION

TABLE XXVIII

SOURCES OF PUBLICATIONS FOR FELLOWSHIP RECIPIENTS
VERSUS NON RECIPIENTS

Journals	Fellowship Recipients	Fellowship Non recipients
Family Process		*
American Journal of Family Therapy	*	
Journal of Marital and Family Therapy	*	*
Family Relations		*
Journal of Strategic and System Therapies	*	
Journal of Counseling and Development	*	*
Network		*
Urology		*
Journal of Teacher Education	*	*
Home Economics Research Journal	*	*
Journal of Home Economics	*	*
Tips and Topics		*
Educational Administrative Quarterly	*	
Journal of Educational Equity and Leadership	*	
National Association of Women's Deans		
Administrators and Counselors	*	
Studies in Art and Education		*
Journal of Nutrition Education	*	*
The Reporter		*
American Journal of Clinical Nutrition	*	*
Journal of American Dietetic Association	*	*
Journal of Housing Educators	*	*
Journal of Extension	*	*
Illinois Teacher of Home Economics	*	*
Vocational Education Journal		*
Clearing House for Elementary and Secondary Schools		*
Publications of the Miss. Philological Association		*
Journal of Nutrition for the Elderly		*
Journal of School Health	*	

TABLE XXVIII (Continued)

Journals	Fellowship Recipients	Fellowship Non recipients
The Clinical Supervisor	*	*
Educational Leadership	*	
ACPTC Combined Proceedings	*	
Poultry Science Journal		*
Proceedings International Appliance Conference		*
Proceedings Annual Technical Conference of College Education	*	*
Home Equipment		*
Hospitality Education Research Journal		*
The Distaff		*
American Journal of Clinical Nutrition	*	*
American Journal of Public Health	*	*
Journal of Pediatric Gastroenterology and Nutrition	*	
Journal of Higher Education	*	*
Journal of Retailing	*	
Journal of Mass Communications	*	
School Food Service Research		*
The Gerontologist	*	
Clothing and Textile Research Journal	•	
New England Journal of Business and Safety Research		*
Accident Prevention and Analysis		
Journal of Housing	*	
Perceptual Motor Skills	*	
Journal of Food Protection	*	
CRC Critical	*	
Food Technology Journal	*	
Journal of Food Science	*	
Plant Foods for Human Nutrition		*
Journal of Food Service Review	*	
Journal of American Leather Chemist Association		*
Personnel Journal		*

TABLE XXVIII (Continued)

Journals	Fellowship Recipients	Fellowship Non recipients
Vocational Home Economics Education Journal	*	
Journal of Genetic Psychology	*	
Child Development	*	
Journal of Psychology	*	
Gifted Child Quarterly		*
Housing and Society	*	*
Underground Space		*
The Journal of Creative Behavior	*	
Acta Paedagogica		*
School Psychology International	*	
Developmental Psychology	*	
Journal of Consumer Research	*	
Family Strengths		*
Journal of Small Business Management		*
Journal of Family Issues	*	
Regional Review of Economics and Business	*	
Family Process		*
Omega		*
Journal of Gerontology in Higher Education	*	
Journal of Consumer Affairs	*	
Journal of Voluntary Action Research	*	
Journal of Volunteer Administration	*	
Journal of Consumer Studies and Home Economics	*	
Lifelong Learning Research Conference Proceedings	*	
The Palinprest		*
The Magazine of Antiquities		*
Qualitative Sociology		*

TABLE XXIX

SOURCES OF POSTER PRESENTATIONS FOR FELLOWSHIP
RECIPIENTS VERSUS NON RECIPIENTS

Poster Presentations	Fellowship Recipients	Fellowship Non recipients
Annual Meeting of American Association Marriage and Family Therapy	*	
Annual Meeting of Texas Association for Marriage and Family Therapy		*
Annual Meeting of AHEA	*	
Annual Meeting of National Council on Family Relations	*	*
Interior Design Education Council		*
AIN		*
Society of Nutrition Education	*	
American Dietetic Association	*	
Minnesota Dietetic Association	*	
World Future Society		*
ACPTC Regional	*	
International Federation of Home Economics	*	
Oklahoma Home Economics Association	*	
Association of College Professors of Textiles and Clothing		*
ACPTC-ER		*
American Association of Housing Educators	*	
Kentucky Home Economics Association	*	
National Home Appliance Conference		
Electrical Women's Round Table		
College Educators in Home Equipment	*	
International Congress of Dietetics	*	
Public Health Association Meeting		
South Eastern Conference on Human Development		
Southern Region Child Development		
American Council for Consumer Interests	*	
Association for Business Simulation and Experiential Learning		*

TABLE XXIX (Continued)

Poster Presentations	Fellowship Recipients	Fellowship Non recipients
Association of College Professors of Textiles and Clothing	*	
Association for the Development of Computer Based Instructional Systems		*
National Council on Family Relations	*	*
Southeastern Dialysis and Transplantation Association		*
Action		*
Women & Work		*
Home Management and Family Economics	*	
Environmental Design Research Association	*	
Adult Education Regional Association Meeting	*	
Oklahoma Vocational Association		*
American Vocational Association		*

VITA

Hazel Waldron-Forsythe

Candidate for the Degree of

Doctor of Philosophy

Thesis: PROFESSIONAL DEVELOPMENT AND ACTIVITIES OF
HOME ECONOMICS PROFESSIONALS

Major Field: Home Economics Education and Administration

Biographical:

Personal Data: Born in Georgetown, Guyana, the daughter of Rupert and Isolene Waldron.

Education: Received Bachelor of Education Honors degree from Bristol University, United Kingdom, 1977; received Master of Science degree from Oklahoma State University, Stillwater, 1984; completed requirements for the Doctor of Philosophy degree at Oklahoma State University in July, 1987.

Professional Experience: Teacher Educator, Carnegie School of Home Economics/Lillian Dewar College of Education, 1978-1982; Vice-Principal, Carnegie School of Home Economics, 1979-1982; Graduate Associate Teaching/Research, Oklahoma State University, 1983-1987.

Professional and Honorary Affiliations: American Home Economics Association; International Federation for Home Economics; Caribbean Association of Home Economists; Guyana Home Economics Association; Women in International Development; Omicron Nu; Phi Upsilon Omicron; Phi Kappa Phi; and Phi Delta Kappa.