DEVELOPMENT AND VALIDATION OF A PROFESSIONAL COMMITMENT SCALE FOR HOME ECONOMISTS

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CHAPTER I

INTRODUCTION

Professional commitment is viewed as essential for individual members' development as well as for the development of groups of professionals. Commitment is considered necessary for the survival of any profession while membership and active participation in a chosen profession enable people to contribute to the advancement and strengthening of the profession (Blankenship and Moerchen, 1979). It is not clear when professional commitment is developed in individuals, but it is thought to be partly due to the result of an accumulation of meaningful experiences of one's career.

Although most individuals may be committed to a cause, "there are varying degrees of commitment and not everyone progresses toward this goal at the same rate" (Horn, 1969, p. 88). Some could be in a profession for convenience and have little or no commitment to the advancement of the profession. Not all members of a profession are professionally committed. Some are participants whose obligation for the profession are far less than that of the professional (Swanson, 1982).

Commitment is a term used in every day language by sociologists, psychologists, anthropologists, and educators. Yet its meaning differs according to the purposes and the motive of the user. Keisler (1971) suggests that the concept be operationalized to prevent the intrusion

of other variables when he states, "A concept which has overtones or connotations that vary from instance to instance is not only vague but also provides a major obstacle to precise implementation" (p. 26). Keisler (1971, p. 30) defines commitment as the "pledging or binding of the individual to behavioral acts." An act must remain less changeable for commitment to be effective. Keisler also believes that commitment is a continuous variable. Individuals are more or less committed rather than just committed.

According to Loftis (1962), commitment is a devotion, a dedication, a loyalty to a cause. Loftis describes committed teachers as those who are serious in their intent to remain in the teaching profession. They are also known by their attitudes toward the profession and their work gives evidence of their intent.

Horn (1969) supports Loftis' definition but affirms that commitment to a profession is a kind of interest which demands a high degree of self involvement and absorption. Bengel (1968, p. 18) describes commitment as a "value concept, one of becoming identified with an occupation which represents the extent of attachment to the focus or object." In her study, Bengel hypothesized that teachers with varying degrees of commitment will have varying attitudes toward research.

In the present study, professional commitment is defined as the relative strength of one's identification with and involvement in the home economics profession. This definition includes attitudes toward the profession and one's relationship with others in the profession.

Several studies have focused on the relationship of professional commitment to demographic characteristics as well as other variables.

Commitment has been shown to be positively related to age (Welsh and LaVan, 1981; Bengel, 1968), length of professional employment (Welsch and LaVan, 1981), but negatively correlated with employment satisfaction (Huang, 1976) and independent of sex, length of teaching experience, education, marital status (Loftis, 1962; Bengel, 1968; Welsch and Lavan, 1981) and independent of membership in professional association (Youngner, 1977).

In home economics much work has been done on home economics teachers' professional commitment to the teaching profession, but very little has been done on home economists' professional commitment to the home economics profession. The growing concern over the recruitment and retention of membership in the American Home Economics Association leads to asking the following questions: Why do some people join the association? Why do some leave? And why do some not join at all? Investigating the factors which affect professional commitment might lead to answers to these questions and also to identification of those factors which cause some members to withdraw or cause some members not to renew their membership in the association. These answers may lead to strategies to increase and strengthen the professional commitment of professionals as well as preprofessionals.

Statement of the Problem

The strength of any profession depends upon the degree of commitment of its members (Fox, 1964). Home economics is no exception. An investigation of the literature indicates that although many studies have been done on the professional commitment of home economics teachers to the teaching profession, very little is known of the professional

commitment of home economists in general. The review also shows that valid and reliable instruments are limited. The only instrument available to home economists was the Loftis (1962) Measure of Professional Commitment which was administered to home economics teachers. Subsequent researchers have used this instrument with little or no modification. It is evident through the literature that the definitions and measurement of commitment are diverse. Researchers have operationally defined commitment and measured commitment based on these definitions as well as on the characteristics of committed individuals.

This study focused on the development and validation of measures of professional commitment of home economists. Another aspect of the study was to investigate the factors that might facilitate or inhibit professional commitment.

Purpose and Objectives

The purpose of this study was to develop and validate measures of professional commitment and to identify factors that affect such commitment.

The specific objectives of the study were:

1. To develop and validate measures of professional commitment to include attitudes, identification with and involvement in the home economics profession and relationship with others in the profession.

2. To develop and validate measures of factors that facilitate or inhibit professional commitment of home economists to the home economics profession.

3. Explore association between the demographic variables of age, number of children, number of dependents, highest degree held,

share of household income, type of employment, years of experience in home economics and years of experience in non-home economics positions and professional commitment factors and the facilitating or inhibiting factors.

Hypotheses

The following null hypotheses were formulated for the study.

H_1: There are no significant differences between members and non-members of AHEA/OHEA on professional commitment measures.

H_2: There are no interrelationships among professional commitment measures.

H_3: There are no significant differences between members and non-members of AHEA/OHEA and factors believed to be facilitators or inhibitors of professional commitment.

H_4: There is no association between professional commitment factors and factors believed to be facilitators or inhibitors of professional commitment.

H_5: There is no association between the demographic variables of age, number of children, number of dependents, highest degree held, share of household income, type of employment, years of experience in home economics and years of experience in non-home economics positions and professional commitment factors and facilitating or inhibiting factors.

Assumptions

The following assumptions were made for this study.

The responses to the questionnaire were from a probability random

sample which is assumed to be representative of Oklahoma home economists. It is assumed that the responses provided by the home economists were accurate, and that the non response will not bias the conclusion. Membership in AHEA is an indicator of commitment to the home economics profession. Each home economist is committed in one way or the other to the home economics profession, but that home economists as a group will vary in extent of their commitment.

Limitations

The information to be used for the analysis of the study was limited to what could be obtained through a questionnaire mailed to a sample of professional home economists in Oklahoma. Only those home economists who were in selected types of employment were included in the study. Employed home economists were limited to those in Cooperative Extension Service, education (secondary schools, colleges and universities) and those employed in business. Individuals who were on the 1983-84 American and Oklahoma Home Economics Association membership list were counted as active members. Those who had not renewed their membership at the time of the study were included in the list of nonmembers. Home economists in homemaking were not included because it was not possible to obtain a listing of individuals who were not members of AHEA.

Definition of Terms

The following terms are defined as they were used in the study.

Professional Commitment - is defined in this study as the relative strength of one's identification with and involvement in one's profession (Aranya, Pollock, and Amernic, 1981), in this case home economics

profession. It includes attitudes toward the profession as well as one's relationship with other members of the profession.

Level of Commitment - is the degree of commitment exhibited by a home economist. It is indicated by the aggregate score on the professional commitment scale used in this study. The higher the score on the scale the more committed is the respondent.

Professional Home Economist - For the purpose of this study, the term refers to an employed home economist who is a resident of the state of Oklahoma and who is employed in Cooperative Extension Service, secondary schools, colleges and universities or in business. Such an individual shall hold at least one degree in home economics or home economics related area. She/he is also employed in a home economics related position.

American Home Economics Association (AHEA) - A national (United States of America) professional organization of home economists, which works to improve the quality of individual and family life through education, research, cooperative programs and public information; attempts to affect public policy formation as it relates to families; helps families adjust to limited resources and shape human environment; and, also aims to enhance the position of home economics as a positive force in society and to provide for professional development as it relates to members of the organization (Encyclopedia of Associations, 1983, Vol. 1, p. 7570).

Oklahoma Home Economics Association (OHEA) - The state affiliate of AHEA. Its activities are similar to those of AHEA.

Organization of This Report

This report was organized in five chapters. The significance and the need for the study were stated in Chapter I. Purpose, objectives, hypotheses, assumptions, limitations of the study and definition of terms were also presented in this chapter. In Chapter II a review of literature related to the study is presented. The procedures and methods used in conducting the study are described in Chapter III. This is followed by findings and discussion in Chapter IV. The summary, conclusions and recommendations are presented in Chapter V.

CHAPTER II

REVIEW OF LITERATURE

Data Collecting Instruments

According to VanDalen (1979) and Sax (1979), the research findings obtained from a sample of subjects can be no better than the instrument employed to collect the data. A researcher is therefore responsible for selecting the instrument which best suits the requirements of the investigation. The researcher is also accountable for establishing validity, reliability, objectivity and suitability of the instrument used in the study (VanDalen, 1979). The use of an instrument involves measurements which answer questions about problems and thus takes the guess work out of observations and interpretation of data.

Measurement

Kerlinger (1973, p. 426) defines measurement as "the assignment of numerals to objects or events according to the rules." The numerals are used to calculate measures of relations and analysis of variance. A numeral is said to have no quantitative meaning unless the researcher gives it meaning (VanDalen, 1979; Kerlinger, 1973; Wiersma, 1975). According to Kerlinger (1973, p. 428) "numerals are used because measurement ordinarily uses numerals after which being assigned quantitative meanings become numbers." A number then is a numeral that has been assigned quantitative meaning.

Kerlinger reports that the most difficult task in development of data collecting instruments is the rules. A rule is defined as a guide, method or command that tells one what to do. Human characteristics are considered to be difficult to measure because it is difficult to devise clear rules that are appropriate. It is therefore necessary to have rules of some kind in order to measure anything such as properties, characteristics, indicants or constructs. Properties or characteristics of objects can be measured; indicants or the properties of the objects can be measured while properties or characteristics are inferred from observations of presumed indicants. Kerlinger (1973, p. 432) refers to indicants as "something that points to something else;" while the term construct is another name for property or variable (Van Dalen, 1979). Therefore "numerals are assigned to the behavioral indicants of the properties. Then after making observations of the indicants, the numbers (numerals) are substituted for the indicants and analyzed statistically" (Kerlinger, 1973, p. 432).

The first step in measurement requires that the objects of the universe be defined. The second step requires that the universe be broken down into at least two subsets; thus there must be a set of rules for telling which objects of the universe go into which class or subset. Measurement is concerned with the degree or quantity of properties present in real entities. The numbers represent some aspect of reality and enable one to obtain empirical data (Kerlinger, 1973).

Research findings may not be acceptable until the accuracy of the numbers has been checked. VanDalen (1979) suggests that it is necessary to determine the context of the report as it refers to 1) the identity of the entity, 2) the order of the entity, 3) the sum of all the

entities in a set and, 4) the amount of the entity.

Self-Constructed Instruments

Two types of instruments are identified in the literature. These are standardized and self-constructed instruments (Borg and Galt, 1983; Kerlinger, 1973; Nunnally, 1978; and VanDalen, 1979). Instruments are considered "standardized" if different users of the instrument, working independently, obtain the same results. Standardized measures simplify the amount of reporting required, permit meaningful comparisons and facilitate efficient communications among researchers.

Although a wide variety of instruments are available for research purposes, most often the researcher must adapt or construct an instrument designed to carry out the research objectives. Before collecting data, the investigator must identify the variables to be measured. If a suitable validated instrument does not exist for measuring the variables in question, the investigator will need to construct the instrument.

VanDalen (1979) identifies the following steps to be used when constructing a data gathering instrumment.

1. Identify the population for the study
2. Define the precise property to be measured
3. Analyze the factors that contribute to the property
4. Construct the appropriate items to cover each factor
5. Establish time limits for various phases of the test if it is to be mailed
6. Develop a format that is easy to read, answer and yield results that are easy to tabulate

The first draft of the instrument can be pretested by administering the measuring device to a small sample of subjects. The next steps include:

7. Refining the content as needed
8. Enploying statistical techniques to eliminate weak items
9. Revising directions that may have been confusing

10. Correcting weaknesses in the format
11. Improving and standardizing the method of scoring
12. Administering the test or scale
13. Establishing reliability and validity of data
14. If necessary, pretesting the revised tests with a different sample (p. 151).

In research, the question then arises did the researcher conceive of a property that actually exists? Two types of measurement error, systematic and random, can influence the findings and conclusions of research (Nunnaly, 1978; Wiersma, 1975). The researcher needs to account for the measurement errors.

Systematic error such as bias is defined as a constant error which affects validity of an instrument. According to VanDalen (1979) the researcher must answer the following questions: 1) Does the instrument measure what it is supposed to measure? 2) What evidence indicates the instrument measures what it is supposed to? 3) Are the responses indicative of the property being investigated?

Validity

Validity is defined as the degree to which a test or a scale measures what it is purported to measure. Three different types of validity discussed in the literature are content, criterion related and construct. Content validity can be established by the use of judges or experts to evaluate a scale for subject matter, topics and substance adequacy; it - content validity is therefore representative if sample is adequate. A scale or test is judged high in content validity if the items represent the material being measured.

Criterion related validity on the other hand is studied by comparing a test or scale scores with one or more external variables or criteria that are known or believed to measure the attribute under

study. Criterion related validity may be of two types, predictive and concurrent validity. Concurrent validity of a test or scale is determined by relating the scores of a group of subjects to a criterion measure administered at the same time or within a short interval. Borg and Gall (1983) indicate that the distinction between predictive and concurrent depends on whether or not criterion measure is administered at the same time or later.

The second type of validity, construct validity, is defined as the extent to which a particular test or scale can be shown to measure a hypothetical construct such as anxiety, intelligence or commitment, as it is being considered in this study. These concepts are not "directly observable but rather are inferred on the basis of their observable effect on behavior" (Borg and Gall, 1983, p. 280). To establish construct validity, it is suggested that a test or measure differentiate between two groups that are being compared. An example is given by Borg and Gall. They suggest that in order to determine whether or not a test does, in fact, measure anxiety, the test must differentiate between psychiatric and nonpsychiatric groups. Thus the researcher expects a measure or a scale to differentiate between more committed and less committed home economists. Construct validity is considered to be a very important factor to consider when planning a research study that proposes to test a hypothesis (Borg and Gall, 1983; Kerlinger, 1973; Nunnally, 1978; Sax, 1979).

Validation of construct may require the use of many different techniques. One of the most useful statistical techniques discussed in the literature is factor analysis. However, the use of factor analysis in the validation of the construct is not discussed here.

Reliability

Reliability is another important characteristic of a test or scale that needs to be considered carefully for research. It is defined as the level of internal consistency or stability of the measuring device over time (Borg and Gall, 1983). Several methods of determining reliability have been identified in the literature. However, the level of reliability the researcher expects depends on the nature of research in which she plans to use the scale or test (VanDalen, 1979). The researcher must answer the following questions: 1) Is the instrument consistent in measurement? 2) Will the same results be obtained by replication with the same or different subjects? Some kind of error is inevitable in the instrument. Investigators attempt to minimize errors, but the total elimination of such errors is believed to be impossible (VanDalen, 1979; Nunnally, 1978).

The reliability of a test is usually expressed as a coefficient and it reflects the extent to which a test is free of error variance. Error variance is defined as "the sum effect of the chance difference between respondents that arise from factors associated with a particular measurement" (Borg and Gall, 1983, p. 283). Examples of such factors are given by Borg and Gall. These include the mood of the respondent at the time test was administered, wording of the test, the ordering of the test items and the content that is used.

One method of establishing the reliability of a test or instrument is to estimate the internal consistency of the test. According to Nunnally (1978) the size of the reliability coefficient is based on both the average correlation among items and the number of items. Nunnally also suggests that the coefficient alpha be used as the basic

formula for determining the reliability based on internal consistency. Coefficient alpha is said to set an upper limit to the reliability of the test. A low coefficient alpha indicates that the test is too short or items have very little in common (Nunnally, 1978). Another method of estimating the internal consistency is by the use of Kuder-Richardson formula 20 (KR-20) which, according to Nunnally, is more applicable to dichotomous items. The KR-20 is based on the average correlation among items and assumes that the items have the same variance (Nunnally, 1978).

The following are other methods of determining reliability: 1) Split-half, 2) Coefficient of equivalence, 3) Coefficient of stability. Split-half is the most widely used method yet the most criticized (Cronbach, 1951). The test is administered to the sample and then split in halves with odd numbers in one sub-test and the even numbers in another subtest. It is a method of determining if the two halves of the test are measuring the same property. The scores of the two subtests are then computed for each subject. The correlation of the two scores gives the reliability of the entire test.

The coefficient of equivalence or alternative form reliability is used when two or more parallel forms of a test are available. This method is computed by administering two parallel forms of the test to the same group of individuals and then correlating the scores obtained on the two forms in order to yield a reliability coefficient. The two forms of the test are either administered at a sitting or an interval may be scheduled between the two administrations. This method of estimating reliability has been found to be the most commonly used estimate of reliability for a standardized test (Borg and Gall, 1983).

Coefficient of stability is another method of determining reliability of a scale. It is used when alternative forms of the test are not available or not possible to construct. The technique is also called test-retest reliability. The test is administered to the individuals and after some time the same test is administered to the same sample. Scores of the two tests are correlated to determine the coefficient of stability. The interval should not be too short, otherwise the subjects will recall their responses to the items. The retest should not be delayed for too long a time or else the subjects' ability to answer some of the items will change.

Definition of Commitment

Commitment has been identified as an important variable in understanding the work behaviors of employees in organizations. However, as Mowday, Steers and Porter (1979) report, studies of commitment have been difficult due to lack of agreement concerning how best to conceptualize and measure the concept. However, several researchers agree that there are two types of commitment; commitment based on behaviors and commitment defined in terms of attitude (Ferris and Aranya, 1983; Mowday, Steers, and Porter, 1979).

Based on the two sources of commitment, Mowday, Steers, and Porter (1979) defined organizational commitment as the relative strength of an individual's identification with and involvement in a particular organization. Such commitment according to Mowday, Steers, and Porter (1979) can be characterized by the following factors: 1) a strong belief in and acceptance of the organization's goals and values, 2) a willingness to exert considerable effort on behalf of the organization, and 3) a strong

desire to maintain membership in the organization. Mowday, Steers, and Porter (1979) also suggest that commitment could be inferred not only from the expression of an individual's belief and opinions but also from his or her actions. This conclusion is supported by Elsworth and Coulter (1978) who argue that commitment is characterized by the value attributed to activities of professionals with their professions. They, therefore, disagree with researchers who have primarily based their definition of commitment on individual's persistence in an organization or profession.

Vanfossen (1960) refers to commitment as a line of action which a participant may choose. The line of action, according to Vanfossen is the means that an actor utilized to obtain his objective. Vanfossen discusses extensively the relationship between the actor and the line of action which the actor recognizes as important for his goal. Examination and understanding of commitment based on the view of line of action led Vanfossen (1960) to conclude

> Commitment is any feeling, value, pressure, force etc. . . . self-imposed or resulting from interaction with others, which reduces the possible range of action sequences which can be employed or the range of objectives which can be sought (p. 73).

In this discussion of the committed line of action as an individual's obligation, Vanfossen identifies two types of commitment, external and internal. An external commitment is forced by the situation. "It is the descriptive counterpart of the pursuit of those lines of action which are available and necessary for an actor to follow to achieve an objective in an authority" (Vanfossen, 1960, p. 78). In other words, an individual is committed to perform a certain act in order to achieve a goal regardless of his own personal feeling on the matter. Internal commitment on the other hand is "literally internal to the actor. It

is the pattern of an actor's values, conscience, belief . . . that causes him to act in prescribed ways and which defines all other lines of action as closed to him" (Vanfossen, 1960, p. 78).

Lawson (1978) refers to commitment as a habit, a belief or value orientation, which through many cause and effect relationships becomes a criterion for the individual. Lawson argues that merely to be committed is not enough; individuals need to be committed to something.

This is consistent with Becker's (1960) side-bet theory. According to Becker, a person invests in his organization or occupation; that is, the more investment the greater becomes the commitment to the organization and/or occupation. Vanfossen (1960) however contends that regardless of the kind of commitment, it still forces a specific committed line of action and renders behavior predictable. Thus if a person is committed, his lines of action are limited. He must follow a prescribed set of actions unless he wants to break the commitment.

In the sociological context, Pittard (1966) concludes that commitment is a restricted action which is understood in terms of the committed individual, the object or the person to whom he is committed as well as the degree of such commitment. Pittard (1966) defines commitment by referring to the commitment complex as he summarizes

> The meaning and definition of commitment is complex in that there is no simple definition or one meaning. The concept is composed of a cluster of categories - cognitive, cathectic, moral, motivational, actional, cultural . . . arranged in patterns or levels of commitment. The participants' choice of lines of action interrelate the levels to form the whole . . . the commitment complex. No one level is complete in itself. It is the complex which defines the meaning of commitment. 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 the choice, 2) the relational, i.e. the mode of adaptation and involvement in the system, 3) the communal, i.e. the self-conscious identification with a system and its beliefs,

> values, norms, tasks and goals, and 4) the objectives, i.e. the participants' striving toward something or someone (p. 12).

Contrasting this with the theological concept of commitment, Pittard (1966, p. 16) describes the commitment complex with a cluster of categories. "These include faith, trust, loyalty, beliefs, obedience, action and fellowship all arranged in a pattern of level of commitment." Pittard (1966) elaborates on these categories as she states:

> No one level contains the whole. It is the interrelation of the levels which produces the completed pattern of commitment . . . . The theological levels include 1) the faith response of the participant, which includes active trust, loyalty, beliefs about and in the Jesus Christ event, 2) the rational, which is identification with Christ, a new concern and relationship with all men, 3) responsibility, which is the actional level and includes involvement in the work of the new community (the church) as obedience to God's will (p. 16).

Therefore to the theologian, commitment is faith as response to responsible action. To the sociologist, it is a line of action that is always identifiable with overt behavior. The measurement of commitment in any form therefore calls for the delineating of the dimensions that involve the meaning of commitment.

Ferris and Aranya (1983) and Youngner (1977) suggest that when commitment is exhibited by overt behavior the committed individual be studied through observation. "Such commitment cannot be observed empirically. It must be studied by looking at the behaviors of a person claimed to be committed" (Youngner, 1977, p. 10).

Commitment is assumed to be a continuous variable. Individuals are either most committed or least committed. Vanfossen (1960) proposes that the most committed include individuals who are committed relatively to a maximum degree while a condition of least committed

is one in which individuals keep their commitment to an "absolute minimum." Vanfossen also affirms that the most committed and the least committed may be arranged conceptually at opposite ends of the continuum in terms of 1) the relative number of closed as compared to open lines of action, 2) the degree of predictability of action, 3) the continuance or stability of the situation. However, Vanfossen (1960) suggests that in reality no situation will be one of either complete and total commitment or complete and total lack of commitment. The least committed situation is said to be limited, such that if anyone resolves to such behavior it will lead to the breakdown of the system involved.

Aranya, Pollock, and Amernic (1981) examined the professional commitment in public accounting professionals. Based on their model they postulated that three major factors influence commitment to a profession: 1) organizational commitment, 2) professional organization conflict, and 3) satisfaction with rewards. Aranya, Pollock, and Amernic (1981) also suggested that differences in professional commitment may be related to the degree of the professionals' satisfaction with the reward obtained from working for the profession. They also suggest that both intrinsic and extrinsic rewards may contribute to professional commitment.

The Measurement of Professional Commitment

Survey of the literature indicated that definition and measurement of commitment have been diverse. Researchers have operationally defined commitment and measured the construct based on these definitions. Two procedures frequently used to collect data on subjects are the observation of the characteristics of individuals believed to be

committed and the assessment of attitudes including opinions of respondents in commitment studies. Variation in lengths of commitment measures has been reported by Mowday, Steers and Porter (1979). Some of the measures ranged from less than 20-item scales (Hrebiniak and Alutto, 1972; Ritzer and Trice, 1969; Sheldon, 1971; White, 1966) to a 100-item instrument (Loftis, 1962). Various techniques have been utilized to establish validity and reliability of these instruments. However, professional or career commitment has usually been measured based on responses to sets of questions.

Involvement in one's profession, importance of the profession to an individual and the length of time one remains in a profession are some of the indicators of the degree of commitment assessed by researchers. Some studies have emphasized the desire to stay in a profession as evidence of investment made by a professional, while other studies associate one's professional commitment with the frequency of participation in the activities of the profession (Elsworth and Coulter, 1978). Yet there are many studies which combine both indicators (Hrebiniak and Alutto, 1972; Sheldon, 1971; Welsch and Lavan, 1981; Wiess, 1981).

Two instruments were identified as indices of professional or vocational commitment of home economists. One had been tested and widely used by other researchers. Loftis' (1962) Measure of Professional Commitment (MOPC) was used to assess the professional commitment of home economics teachers. The study defined committed teachers as

> those teachers who are recognized as being devoted or dedicated to the teaching profession. They are serious in their intent to remain in the profession and to make their

> efforts count in achieving high quality in education. Committed teachers are known by their attitudes toward the profession and may include those who show promise as well as those whose work gives evidence of their intent (p. 24).

The MOPC consisted of seven dimensions, namely: "self-understanding, social relations, creativity, autonomy, rationality, ambition and non-fanaticism" (Loftis, 1962, p. 36). The instrument has been tested by several researchers (Laughlin, 1965; Lawson, 1978; Wilson, 1976; Youngner, 1977) and has been confirmed as a measure that differentiates between more and less committed home economics teachers. Loftis (1962) reported that the instrument had a split-half coefficient of reliability of .90.

Laughlin's (1965) test of the MOPC resulted in slightly different dimensions including professionalism, self-understanding, objectivity, openness, value of learning, leadership and self-reliance. Laughlin (1965) reported that the MOPC was effective in differentiating among majors in different fields in home economics. Based on the analysis of the data, Laughlin concluded that the cluster labeled professionalism and leadership were the most relevant criteria dimensions of professional commitment as measured by the MOPC.

Using the same instrument (Loftis, MOPC) Youngner (1977) found that the first-person format of the item statement was preferred to the third-person format used by Loftis. Also Youngner replaced the three-point scoring key with a five-point key. Most of the researchers who have used the MOPC have administered it to teachers. There is little evidence of its effectiveness when used with other employment groups.

Another index (Vocational Index) was developed by Weis and Hubbard (1973). The instrument contained 74 items. Seventeen characteristics

of vocationally committed individuals were used as the basis for generating the items. Respondents were directed to determine the extent to which each item described his or her relationship to the job and select the response which most accurately reflected his or her description from four response categories scaled from strongly agree to strongly disagree. Content validity of the Vocational Index was established through a panel of judges composed of 16 graduate students. The instrument was reported to have a reliability coefficient of .96 as measured by Kuder-Richardson Formula 20. The instrument was found to differentiate between undergraduate and employed graduate students but failed to differentiate between employed individuals with varying levels of vocational commitment. The researchers recommended further research on the instrument.

In other studies, Mowday, Steers, and Porter (1979) developed and validated an instrument to measure the organizational commitment of over 2500 employees. This instrument was later tested by Aranya, Pollock, and Amernic (1981) to measure the professional commitment of accountants. The basic format of the instrument was adapted for the present study.

Mowday, Steers, and Porter (1979) identified 15 items based on their definition of commitment--the relative strength of an individual's identification with and involvement in a particular organization. The response format employed a 7-point Likert scale ranging from strongly agree to strongly disagree. Several items were negatively phrased and reverse scored to reduce response bias. As part of the validation process the instrument was administered to nine different samples from nine different institutions at different times. Estimates of the

internal consistency were calculated using coefficient alpha, item analysis, and factor analysis. Mowday, Steers, and Porter (1979) reported the instrument's coefficient alpha ranged from .82 to .93, item average correlations with the total score for the organizational commitment questionnaire ranging from .36 to .72 with a median correlation coefficient of .64. The factor analysis, however, resulted in a single factor-solution while test-retest reliabilities for the nine samples ranged from .53 to .72.

By replacing the word, organization, with profession, Aranya, Pollock, and Amernic (1981) used the 15-item questionnaire to assess the professional commitment of public accountants. Alpha coefficient of reliability was computed for the study. The instrument was found to differentiate between semisenior and senior accountants, managers and partners, and sole practitioners.

Studies Pertinent to Home Economics

Loftis (1962) developed the Measure of Professional Commitment (MOPC), a self report instrument to assess commitment to the teaching profession. The development of the MOPC has been described in this chapter. The 100-item instrument was administered to home economics teachers in 14 public secondary schools in Allegheny County, Pennsylvania. The 250 teachers in the study were selected by administrators and included committed, noncommitted and miscellaneous as defined by Loftis. It was hypothesized that the MOPC would discriminate among teachers with varying degrees of professional commitment. Analyses of the data indicated that the mean MOPC score for the teachers in the study was 158.82 and individual scores ranged from 105 to 191. Loftis

also found the level of commitment to be independent of sex, marital status, age, educational level, and length of teaching experience.

In another study (reported by Laughlin, 1965) using a sample of administrators, faculty, graduate assistants and clerical staff, Loftis found that the group varied in amount of measurable commitment. College administrators were significantly more committed than teaching faculty and graduate assistants. This study supported the hypothesis that measurable professional commitment is found in varying degrees among individuals who have attained more or less advancement in professional positions.

As means of further validation of the MOPC developed by Loftis (1962), Laughlin (1965) conducted a study to investigate the effectiveness of the MOPC in differentiating among seniors with different majors in the College of Home Economics, Iowa State University. In addition to the MOPC, a student questionnaire requested information on major field, marital status, participation in college activities, work experience, and future goals and plans. As reported by Laughlin (1965) items included in the student's questionnaire were believed to be facilitators or inhibitors of professional commitment. The final sample in Laughlin's study consisted of 212 senior women from 10 departments, "who at the completion of winter quarter, 1964-65, had acquired 178 or more of the 198 quarter credit hours required for graduation" (p. 25).

Analyses of the data included a clustering of the items in the student questionnaire and the MOPC through intercorrelations of items and through analyses of variance. In all, nine clusters were identified. Three of these clusters were extracted from the student questionnaire

and were named as: preprofessional participation in activities, professional orientation, and future goals and lack of immediate professional plans. Clusters from the MOPC included professionalism, self-understanding, objectivity-openness, value of learning, leadership, and self-reliance.

The analysis of variance results indicated significant differences among major-field groups on professional orientation and future goals. Also lack of immediate professional plans showed significant negative relationship with professional orientation and future goals, indicating that these two clusters of items were related. On the MOPC, professionalism showed significant differences among major fields. Professionalism also correlated significantly and positively with preprofessional participation in activities, and professional orientation and future goals and negatively with lack of professional goals. Also leadership correlated significantly with professional participation in activities.

On the basis of the analyses, Laughlin (1965) concluded that the Loftis' (1962) MOPC Form E was effective in differentiating among majors in different fields in the College of Home Economics. Also cluster formation indicated that leadership was related to involvement in college activities. However, the cluster of items labeled professionalism and leadership were the most relevant criterion dimensions of professional commitment as measured by Loftis' (1962) Measure of Professional Commitment.

In another study, Wilson (1976) found that home economics teachers most involved in professional growth activities rated highest in degree of professional commitment. The basic assumption underlying

Wilson's study was that involvement in professional growth activities would lead to improvement in knowledge and result in changed practices. This professional involvement would also be positively related to professional commitment. Five areas were included in the questionnaire to indicate the degree of professional involvement. The areas were membership in professional organizations, participation in formal professional growth activities (graduate level courses, professional meetings, workshops and in-service activities), participation in informal professional growth activities (self-initiated activities), knowledge of exemplary curriculum practices, and implementation of exemplary curriculum practices. Comparison of the five variables indicated a highly significant correlation between participation in self-initiative activities and professional commitment. Also Wilson found that membership in professional organizations was not as highly related to professional commitment as the other four variables.

Youngner (1977) studied the professional commitment of vocational home economics teachers in Georgia. These were teachers who have had three or more years of teaching experience. Objectives of the study included

1) determine the level of professional commitment of Georgia home economics teachers
2) determine the relationship of professional commitment to selected activities of home economics teachers and define in operational terms professional commitment as the activities that relate to it
3) revise Loftis' (1962) Measure of Professional Commitment (p. 3).

A modified 62-item instrument of Loftis' (1962) Measure of Professional Commitment was used by Youngner to collect data on 250 vocational home economics teachers. The characteristics of the sample studied included membership in professional organizations, number of offices held in

professional organizations, professional journals read regularly, number of noncredit classes in which enrolled, annual home visits made in excess of requirements, honor roll status, and number of student teachers supervised.

Results of the analyses revealed that there were no significant differences between the most committed teachers and the least committed on all the characteristics above mentioned. However, professional commitment was found to be associated with professional journals read regularly and with offices held in professional organizations.

In an attempt to investigate the characteristics that affect the professional image of the home economics educators, Blass (1977) developed an instrument which identified characteristics of professionalism expressed by home economics educators. The items of the instrument were based on the review of the literature and the responses of 14 home economics professionals who were contacted to give their definition of professionalism and to identify characteristics of professionalism they considered significant for the home economics educators. The instrument was administered to six home economics educators from secondary schools, community college, and college/university. As a result of the pilot study and subsequent revisions, five clusters of characteristics were identified. These were labeled as participation in professional home economics organizations, participation in public affairs, participation in curriculum development and program evaluation, participation in continued education, and participation in code of ethics. Membership in the AHEA was identified as a major criterion in the analysis of the data.

The revised instrument was mailed to 462 randomly selected home economics educators in California. The subjects were directed to respond

to the items of the questionnaire using a five-point scale ranging from strongly agree to strongly disagree. Two hundred out of 462 questionnaires were returned. These were used in the analyses of the data.

Findings indicated that the degree to which home economics educators express professionalism was independent of sex, age, marital status, educational background, length of teaching experience, level of teaching, size of institution where employed, size of community where employed, and type of community where institution is located. However, whereas home economics educators expressed belief that participation in professional home economics organizations is a characteristic of professionalism, they did not all believe that membership in the American Home Economics Association was a major characteristic of professionalism. Blass (1977) recommended that perhaps the AHEA might consider supporting research into the reasons why members of the profession are not joining the organization. The current study used membership in AHEA as a criterion for professional commitment. Several items included in the instrument were directed to possible reasons for joining or not participating in activities of AHEA.

Lawson (1978) conducted a study to assess the professional commitment of coordinators of home economics in Victoria, Australia and to investigate the relationship of this professional commitment to change orientation in home economics. The Loftis' (1962) Measure of Professional Commitment was used in the study. Findings indicated that coordinators who were more committed to the profession showed more positive attitudes toward home economics, "were more inclined to innovate" or more likely to adopt new techniques than the less committed coordinators. Lawson (1978) also found that with exception of age and

membership in professional subject association, the background variables of years of teaching experience, level of formal education, career plans, marital status, in-service education participation, range of subjects taught, time spent in present school, participation in new course development and geographic location did not significantly differentiate between less and more committed coordinators. Older coordinators were more likely to change and showed relatively more professional commitment than did their younger colleagues.

Summary

Survey of the literature revealed that measurement of commitment has been based on operational definitions developed by researchers. Data collecting instruments therefore differ in content for the various research studies. However, it is expected that the instruments meet most of the criteria discussed in the first section of this chapter. Most of the studies done in home economics have concentrated on home economics teachers and there is a need for more research to study the combined groups of home economists.

CHAPTER III

PROCEDURES

This study was considered a pilot study to precede a national (USA) study which started in September 1984. The principal emphasis of the present study was to develop and validate the instrument that would be used to assess the professional commitment of home economists in the United States and factors associated with this commitment.

Objectives for the study included 1) to develop and validate measures of professional commitment, 2) to develop and validate measures of factors that facilitate or inhibit professional commitment of home economists to the home economics profession, and 3) to explore association between selected demographic variables and professional commitment factors and facilitating or inhibiting factors.

In order to accomplish the afore stated objectives, the following hypotheses were tested. These were 1) there are no significant differences between members and nonmembers of AHEA/OHEA on professional commitment measures, 2) there are no interrelationships among professional commitment measures, 3) there are no significant differences between members and nonmembers of AHEA/OHEA on factors believed to be facilitators or inhibitors of professional commitment, 4) there is no association between professional commitment factors and factors believed to be facilitators or inhibitors of professional commitment, and 5) there is no association between the demographic variables of age, number of

children, number of dependents, highest degree held, share of household income, type of employment, years of experience in home economics and years of experience in non-home economics positions and professional commitment factors and facilitating or inhibiting factors.

Research Design

The descriptive design was selected for use in this research study. Best (1981) states that

> Descriptive research describes what is. It involves the description, recording, analysis and interpretation of conditions that exist. It involves some type of comparison and contrast and attempts to discover relationship between existing and non-manipulated variables (p. 25).

Van Dalen (1979, p. 285) indicates that descriptive data "are collected by administering questionnaires, interviewing subjects, observing events or analyzing documentary sources." Van Dalen further adds that unlike experiments, in descriptive studies the researcher controls the effect of relevant variables on the independent variables only after collecting data. Usually this is done through statistical techniques.

An overview of the research of the measurement of commitment indicates that two basic procedures have been utilized in studying commitment. One procedure was an experiment in a laboratory setting (Keisler and Sakumura, 1966). The second method of studying commitment was through the use of descriptive techniques including surveys. Thus the present study used a mailed survey questionnaire to collect the data.

According to Kerlinger (1973, p. 410) "survey research studies large and small populations by selecting and studying samples chosen from the relative incidences, distribution and interrelations of sociological and psychological variables." Kerlinger further adds that

survey researchers study samples drawn from populations and from those samples researchers infer the characteristics of the defined population.

Population and Sample

The target population was the employed Oklahoma home economists. This meant that the population did not include undergraduate students, graduate assistants and retired home economists. Also home economists who are engaged in homemaking or self-employed were not included in the population because it was not possible to identify most people in these groups if they were not members of AHEA. The sampling frames provided by selected employment groups indicated that there were about 850 home economists who could be included in the population.

Stratified random sampling technique (Kish, 1965; Kerlinger, 1973) was used to select the subjects. The population was stratified by type of employment (business, cooperative extension, colleges and universities, vocational home economics and secondary general home economics in the two large cities), and by membership in AHEA/OHEA. Lists of names of secondary general home economics teachers were not available except for the two cities used. Membership in AHEA was used as the criterion for professional commitment of home economists in this study. For any measure to be judged valid the researcher would expect it to differentiate between members and nonmembers of AHEA/OHEA.

Using a table of random numbers the survey sample was selected. It was initially decided by the researchers that 50 subjects would be selected for each stratum. However, this was not possible due to disproportionate numbers of members and nonmembers in the population. Except for vocational home economics teachers and home economists

employed in colleges and universities, the other employment types did not have comparable numbers of members and nonmembers of AHEA/OHEA. Therefore, based on the number of members in each employment group, approximately the same number of nonmembers was selected. This procedure could not be applied to home economists in business because only four individuals out of 46 were nonmembers of AHEA. Table I contains information regarding the population, sample and the numbers responding.

The final sample included 375 home economists. Of this number 289 returned their questionnaires. Four of the returned questionnaires were unusable; three had incomplete data while one was returned by a subject with no data. Data from 285 questionnaires were included in the analyses. These represented a 76.2 percent return.

Development of Instrument

The purpose of this study was to develop and validate measures of professional commitment and factors believed to facilitate or inhibit such commitment. Consequently, the basis of emphasis in developing the instrument was to formulate items which reflect a valid measure of commitment of home economists to the profession. The items of the questionnaire were obtained from two basic sources: a review of professional literature in home economics and related areas to verify dimensions of professional commitment, and an examination of published professional commitment scales. The basic format of the questionnaire was adapted from the Professional Commitment Scale used by Aranya, Pollock, and Amernic (1981). The development of the instrument for the present study started with the writing of items which according to the literature describe professional commitment to the home economics

TABLE I

DISTRIBUTION OF POPULATION AND SAMPLE BY EMPLOYMENT AND MEMBERSHIP IN AHEA

Type of Employment	Member			Nonmember		
	Population	Number in Sample	Number Responding	Population	Number in Sample	Number Responding
Secondary Vocational Home Economics	124	54	41	297	54	41
Secondary General Home Economics	11	11	7	81	36	16
Colleges and Universities	94	51	49	79	50	34
Cooperative Extension	35	35	33	77	40	31
Business/Industry	42	40	29	4	4	1
Total	306	191	159	538	184	123

profession as well as factors that have been identified as those which might influence such commitment. This resulted in a four-part questionnaire developed for the study.

Rationale for Including Items

The first part of the questionnaire included 49 items which describe one's identity with the profession and attitudes toward home economics, self-involvement and self-investment, and the subject's relationship with others in the profession. Becker and Carper (1956) found that individuals tend to develop different kinds of commitment to careers in different professions. Thus the researcher would expect committed home economists to exhibit characteristics which are exclusive to the home economics profession. Becker and Carper suggested four major elements of work identification which include 1) occupational title and associated ideology, 2) commitment to task, 3) commitment to particular organization or institutional positions, and 4) significance for one's position in the larger society. The kind of work, the specific work activities, relationships with clients, colleagues and others and opportunity to advance in one's profession are related to a person's professional commitment (Becker and Carper, 1956).

Loftis (1962) described committed home economics teachers as devoted or committed individuals who showed positive attitude toward the teaching profession. Parker (1981) contended that involvement in a professional association was one way many professionals choose to grow. This was supported by White (1966) who affirmed that occupational behavior may be affected by the degree of involvement which individuals hold in their profession. East (1980) stressed the importance of

"colleagueship" and suggested that such relationships be developed through shared experiences of both professionals and preprofessionals. "It becomes the reason for a strong professional association, for regular professional meetings and for social events" (East, 1980, p. 205). These concepts and others formed the basis for part one of the questionnaire.

The second part of the questionnaire included items which sought information about geographic-mobility limitations, respondents' preprofessional participation in professional associations, and home economists' participation in professional activities. Laughlin (1965) found that there was association between professionalism and seniors' preprofessional participation in activities, professional orientation and future goals. Weiss (1981) found that in the study of the development of professional role commitment among graduate students, frequent informal meetings with faculty are strongly related to professional role commitment. Weiss also found that commitment increases over time. The longer students have been in school the greater their commitment.

According to Parker (1981) participation in professional activities, such as meetings and conferences, makes membership more meaningful and more beneficial. The question here is which factors encourage or prevent the home economists' participation in professional activities.

The third section of the instrument contained items concerning the respondents' perception of a second important professional association in comparison with AHEA. Data from the 1979 AHEA Membership Survey indicate that the majority of home economists belong to one or more professional associations in addition to AHEA. The other professional associations are related to the home economists' interests and area of

specialization or related to the type of employment. Home economists are therefore committed to these professional associations. However, East (1980) reported that out of about 100,000 home economists in the United States only 37,000 were members at the time of her research. Membership in AHEA has since declined (Fanslow, Andrew, Scruggs and Vaughn, 1979). One may therefore ask, how are home economists proportioning their commitment to these other professional associations and AHEA? What factors are likely to explain home economists' preference for these professional associations if they prefer them? In the present study a comparison was made between perceptions of AHEA and the other professional association identified by the respondent.

The fourth section of the questionnaire consisted of items dealing with demographic information including characteristics of respondents, their academic preparation and professional experience. The selecting of these demographic variables was based on previous research. Researchers have arrived at different conclusions regarding the association between commitment and its relationships with demographic variables.

Content Validity

According to Kerlinger (1973)

> Content validity is the representativeness or sampling adequacy of the content of a measuring instrument. Content validity ascertains if the content of the measure is representative of the content of the property being measured (p. 458).

Content validity for the present study was established through a panel of judges. After several drafts of a questionnaire and revisions had been made, copies of the questionnaire were submitted to a panel of seven home economics professionals at Oklahoma State University. Each

panel member was considered to have substantial knowledge and experience in identifying items which describe professional commitment. The panel members were representative of the home economics profession and the American/Oklahoma Home Economics Associations. The procedure tested the content validity of the instrument.

A letter requesting the assistance of the panel accompanied the questionnaire. The panel was asked to check the extent to which each item represented professional commitment to the home economics profession, the extent to which each item is described as facilitating or inhibiting professional commitment, clarity of the statement and how meaningful an item might be to a respondent. The panelists were also asked to time themselves in answering the questionnaire in order that the researcher would be able to give prospective respondents an idea of the amount of time that would be needed to answer the questionnaire.

The validation by the panel served simultaneously as pretesting and content validation of the instrument. The procedure helped to identify any items which were not considered to be possible measures of professional commitment of the home economics profession and to obtain evidence of the panel's agreement and possible disagreement on any of the items and to identify any aspect of questionnaire items that might be unclear to respondents. The suggestions made by the panel were incorporated in the revision of the instrument.

Collection of Data

The collection of the data was accomplished using mailed questionnaires to be completed and returned by the respondents. Each home economist received a research packet containing three items: 1) the

questionnaire containing the professional dimensions scales and demographic data items, 2) a prestamped self-addressed envelope for returning the questionnaire, and 3) a letter explaining the purpose and importance of the research. A copy of the questionnaire and the letter are included in the Appendix A and C respectively. Each questionnaire was number coded in order to avoid sending duplicate instruments to nonrespondents. The research packet was mailed on March 1, 1984 with a return date of March 15. A follow-up letter and questionnaire were sent to nonrespondents a week after the stipulated date.

Data Preparation and Analyses

Respondents' codes were checked off a master code list as the questionnaires were returned. The identifying numbers of the respondents were coded onto the questionnaire and the data were keypunched directly from the questionnaire.

Respondents expressed their agreement or disagreement with the items in Parts I, II, and III of the questionnaire on a five-point Likert scale ranging from strongly agree to strongly disagree. These were scored on the following seven-point scale: 7-strongly agree; 5-agree; 4-uncertain/undecided; 3-disagree; 1-strongly disagree. The scoring code was based on the assumption that there is more psychological distance between strongly agree and agree and strongly disagree and disagree than agree and undecided or disagree and undecided.

Various statistical analyses were chosen to analyze the data and to achieve the research objectives as well as to test hypotheses. These statistical analyses are discussed according to the objectives of the study and are summarized in Table II.

TABLE II

SUMMARY OF STATISTICAL ANALYSES

Research Objectives	Null Hypotheses	Statistical Treatment
To develop and validate measures of professional commitment to include attitudes, identification with, involvement in home economics profession and relationship with others in the profession	1. There are no significant differences between members and nonmembers of AHEA/OHEA on professional commitment measures. 2. There are no interrelationships among professional commitment measures.	Factor Analysis Correlations One-Way Analysis of Variance
To develop and validate measures of factors that facilitate or inhibit professional commitment of home economists to the home economics profession.	3. There are no significant differences between members and nonmembers of AHEA/OHEA on factors believed to be facilitators or inhibitors of professional commitment. 4. There is no association between professional commitment factors and factors believed to be facilitators or inhibitors of professional commitment.	Factor Analysis Correlations One-Way Analysis of Variance
Explore association between the demographic variables of age, number of children, number of dependents, highest degree held, share of household income, type of employment, years of experience in home economics and years of experience in non-home economics and professional commitment factors and facilitators and inhibitors.	5. There is no association between the demographic variables of age, number of children, number of dependents, highest degree held, share of household income, type of employment, years of experience in home economics and years of experience in non-home economics and professional commitment factors and facilitators or inhibitors.	One-Way Analysis of Variance

Objective 1. To develop and validate measures of professional commitment of home economists.

Objective 2. To develop and validate measures of factors that facilitate or inhibit professional commitment of home economists to the home economics profession.

To achieve the two objectives, factor analysis was used to develop measures assessing professional commitment and measures assessing factors that may influence such commitment. According to Cattell (1979) the purpose of the factor analysis is to find a new set of variables fewer in number than the original variables which express that which is common among the original variables. Factor analysis also was used to identify the dimensions of professional commitment and to serve as construct validation of these dimensions. Thus the factor analysis was used to identify the underlying constructs in the data (Aaker, 1980).

Parts I, II, and III of the questionnaire were factor analyzed separately. As a result of the factor analysis procedure 11 initial unrotated factors were extracted from Part I which included 49 items. It was decided that seven of the eleven factors be rotated. The remaining factors were less clear, because none of the items loaded high enough to meet the criterion used in the study. Three factors each were extracted from Parts II and III of the questionnaire. The 13 factors were submitted to varimax orthogonal rotation procedure. Four of the factors were identified as professional commitment factors while the remaining nine were believed to facilitate or inhibit professional commitment. These factors are described fully in Chapter IV.

Factor scores were calculated for each individual and used in any further analyses involving factors. Each factor score was the sum of

scores on all items included in the factor. If an item had a negative loading on the factor, the item score was reversed from its original form on the questionnaire by subtracting the original item score from eight. The resulting reversed item score was used in calculating the factor score. An example follows:

Original item score = 7

8 - 7 = 1

Reversed item score = 1

In order to validate the 13 measures developed from the questionnaire, one-way analyses of variance were used to test the hypotheses regarding differences between members and nonmembers of AHEA/OHEA on the four professional commitment factors and factors believed to facilitate or inhibit professional commitment. Membership in AHEA/OHEA was used as the criterion of home economists' professional commitment. For a measure to be valid it must differentiate between members and nonmembers of AHEA/OHEA. Results of the validation procedures are presented in the following chapter.

Pearson's product moment correlation coefficient (Pearson's r) was used to test the associations between the four professional commitment factors. Also Pearson's product moment correlation coefficient was used to test the associations between professional commitment factors and factors that may facilitate or inhibit professional commitment. This analysis provided a second test of the validity of the facilitating or inhibiting factors.

Objective 3. To explore association between the demographic variables of age, number of children, number of dependents, highest degree held, share of household income, type of employment, years of

experience in home economics, and years of experience in non-home economics, and professional commitment factors and facilitators or inhibitors.

One-way analyses of variance were used to test the differences in means of various groups categorized within demographic variables on all the professional commitment factors and facilitating or inhibiting factors. A demographic variable is associated with a factor if a significant difference is found among category means.

Summary

This chapter presented the overall procedures of the study. Objectives, hypotheses, research design, population and sample, and instrumentation and data collection procedures have been presented. The various statistical analyses are described. In the fourth chapter the results of the study will be discussed.

CHAPTER IV

FINDINGS AND DISCUSSION

The objectives of this study were to develop and validate measures of professional commitment, to develop and validate measures of factors believed to facilitate or inhibit such commitment, and to explore association between selected demographic variables and professional commitment and facilitating or inhibiting factors. This chapter presents the results of the characteristics of the respondents and the results of the statistical analyses of the data regarding the hypotheses.

As was presented in Table I, 375 home economists were included in the survey sample. Of this number, 285 (76.2% of the sample) returned completed questionnaires which provided data for the study.

Description of Respondents

Personal and Family Characteristics

The participants in this study were home economists in the state of Oklahoma. These individuals were employed in secondary and higher education, Cooperative Extension Service, business and industry. The sample was stratified by type of employment and membership in AHEA/OHEA. Table III presents a summary of personal and family characteristics. Females predominated in the study. Of the 285 respondents only eight (2.8%) were males. This proportion is slightly higher than the figure presented in

TABLE III

DISTRIBUTION OF SAMPLE ACCORDING TO PERSONAL AND FAMILY CHARACTERISTICS

Variable	Number	Percent
Gender		
Female	277	97.2
Male	8	2.8
Age		
21-25	19	6.7
26-30	41	14.4
31-35	56	19.6
36-40	40	14.0
41-45	39	13.7
46-50	28	9.8
51-55	22	7.7
56-60	20	7.0
61-65	20	7.0
Number of Children		
None	98	34.4
1	46	16.1
2	87	30.5
3	33	11.6
4	10	3.5
5	5	1.8
6	5	1.8
7	1	.4
Number of Dependents		
None	135	47.4
1	50	17.5
2	67	23.5
3	22	7.7
4	6	2.1
5	4	1.4
6	1	.4
Individual's Contribution to Household Income		
Minor or Non-Contributing Source (less than 10%)	1	.3
Contributing Source (Approximately 10-40%)	55	19.4
Co-equal Source (Approximately 40-60%)	124	43.7
Major Source (more than 60%)	33	11.6
Sole Source of Income	71	25.0

the 1979 AHEA membership survey. Males consisted of .9 percent of the respondents in the study (Bivins, 1982). Due to the small proportion of males to females, gender was excluded in the final analysis of the data.

Approximately 60 percent (61.7%) of the respondents were between 26 and 45 years of age while approximately 30 percent (31.5%) were 46 years or older. Only a few (6.7%) were aged 25 or younger.

Approximately 34 percent (98 respondents) reported they had no children. There were 30.5 percent of the respondents who had two children. A small proportion (7.5%) of the respondents had four or more children.

Slightly less than half (48.4%) of the respondents reported no dependents, while approximately the same number (47.7%) reported they had one to three dependents. However about four percent had four or more dependents.

Almost half (43.7%) of the respondents represented a co-equal source of income (approximately 40-60 percent of the income). This is consistent with the findings in the 1979 AHEA Survey (Townsley, 1981). Over one-third (36.6%) of the respondents were either the major source of income (more than 60%) or sole source of income. Almost 20 percent represented a contributing source of income (approximately 10-40%).

Educational and Occupational Characteristics

Table IV presents a summary of educational and occupational characteristics of the respondents. Thirteen percent had earned a doctoral degree. Over half (57.6%) had earned at least a master's

TABLE IV

DISTRIBUTION OF SAMPLE ACCORDING TO EDUCATIONAL AND OCCUPATIONAL CHARACTERISTICS

Variable	Number	Percent
Highest Degree Held		
Bachelors	120	42.1
Masters	127	44.6
Doctors	37	13.0
Not known	1	.3
Type of Employment		
Secondary Vocational Home Economics	83	29.1
Secondary General Home Economics	23	8.1
Colleges and Universities	84	29.5
Cooperative Extension	65	22.8
Business/Industry	30	10.5
Years of Experience in Home Economics		
1-5	72	25.5
6-10	58	20.6
11-15	52	18.4
16-20	33	11.7
21-25	25	8.9
25-30	20	7.1
30 or more	22	7.8
Years of Experience in Non-Home Economics		
None	161	57.1
1-3	70	24.8
4-6	28	6.5
7-9	17	6.0
10 or more	16	5.6
Membership in AHEA		
Member	123	43.6
Nonmember	159	56.4

degree while about 42 percent (120 respondents) had earned a bachelor's degree.

The population was stratified by type of employment and by membership in AHEA (Table I, p. 35). Of the 285 respondents 83 (29.1%) were vocational home economics teachers while 84 (29.5%) participants held positions in colleges and universities. Only 23 of the 65 secondary general home economics teachers, included in the sample, responded to the questionnaire.

Years of experience in home economics and non-home economics positions were considered in the study. Years of experience in home economics reported by respondents ranged from 1 to 41. Approximately half (46.1%) of the respondents had 10 years or less experience. About 30 percent had from 11 to 20 years. The remainder (23.8%) of the respondents had 21 or more years of experience in home economics after receiving their bachelor's degree.

As shown in Table IV, over half (57.1%) of the respondents had never been employed in non-home economics occupations after receiving their bachelor's degree. About one-third (31.3%) had one to six years of experience while the remainder had seven or more years of experience in non-home economics employment.

Of the 285 respondents, 282 were identified as members or nonmembers of AHEA/OHEA. Membership was based on the AHEA list at the time of selecting the sample. Over half of the respondents (56.4%) were members and 43.6 percent were nonmembers of AHEA/OHEA. Three respondents could not be identified with membership in AHEA/OHEA because the respondents had cut off the code number from their questionnaire.

Participants were asked to report their major field of study for the degrees they held. As can be seen in Table V, the largest number of degrees had been earned in home economics education: approximately 200 out of the 285 at the bachelor's level, 47 out of 153 at the master's level and 10 out of 37 respondents at the doctoral level.

At the bachelor's level, the two major fields with the next largest number reported were general home economics and food and nutrition. At the master's level, education was the next largest major area after home economics education followed by family relations and child development and behavioral sciences.

The major fields reported at the doctoral level followed a similar pattern to those reported at the master's level. Education came second to home economics education. The next largest number of majors reported were behavioral sciences and family relations and child development.

Part three of the questionnaire requested that respondents identify the most important professional association to which they belonged exclusive of AHEA and answer questions involving a comparison of that association and AHEA. Thirty-eight professional associations were reported by the respondents. There were three associations with the largest number reported. These were National/Oklahoma Association of Extension Home Economists (19.4%), American/Oklahoma Vocational Association (19%) and National/Oklahoma Education Association (10.6%). Other associations reported included Home Economists in Business, American Dietetics Association and National/Southern Association of Children Under Six. Twenty-one of the respondents indicated that the question did not apply in their situations. Seventeen respondents failed to respond to that item. A list of these professional associations is included in Appendix F.

TABLE V

DISTRIBUTION OF SAMPLE BY HIGHEST DEGREE AND MAJOR FIELD

Major	Bachelors	Masters	Doctors	Total Degrees
Clothing, Textiles and Merchandising	5	9	2	16
Family Relations and Child Development	9	24	5	38
Family Resource Management/ Family Economics	2	8	1	11
Food and Nutrition	16	8	0	24
General Home Economics	27	2	1	30
Home Economics Communications	0	2	0	2
Home Economics Education	194	47	10	251
Household Equipment	0	1	0	1
Housing/Interior Design	4	8	1	13
Institutional Management	4	3	0	7
Behavioral Sciences	4	11	6	21
Biological Sciences	1	0	0	1
Social Sciences	0	3	0	3
Humanities	1	0	0	1
Business	1	0	1	2
Education	10	27	9	46
No response	7	0	1	8

Measures Determined by Factor Analysis

The factor analysis procedure was used to verify the dimensions of professional commitment and of factors that might influence such commitment. The factor analysis helped to determine which items were included in professional commitment measures.

As a result of the factor analysis procedure, 11 initial unrotated factors were extracted from Part I of the questionnaire which included 49 items. It was decided that seven of the factors be rotated. The remaining four factors were less clear (Cattell, 1979). The loadings on the items were less than the accepted .40 level. Also these factors explained very little of the variance.

The seven factors were submitted to varimax orthogonal rotation procedures. Rotation helps to find the factors' most meaningful positions (Cattell, 1979). Four of the seven factors were identified as professional commitment factors. These were labeled as 1) identity with the profession, 2) expectations met, 3) rejection of the profession, and 4) importance of the profession.

The remaining three factors (from Part I of the questionnaire) were described as facilitating or inhibiting factors. The variance explained by each of the factors represented in the model in relation to other factors was identified. Only those items loading in excess of the criterion of .40 were included in the factor. This is the standard used by Cattell (1979).

A total of nine factors described as facilitators or inhibitors because of their content was extracted by the factor analysis procedure. As previously explained, three of these were from Part I of the questionnaire. These three factors describe employment support, professional

models, and family attitude as factors contributing to the home economist's professional commitment. An additional three factors were identified from Part II of the questionnaire. The three factors extracted from Part II describe geographic-mobility limitations, preprofessional involvement and periodic renewal. Part III contained items which compared AHEA with another professional association identified by the respondents. The three factors from Part III describe individuals' preference for the other professional association, sense of belonging to AHEA, and status of the other professional association.

Professional Commitment Factors

The four professional commitment factors extracted from Part I of the questionnaire are listed in the following tables with factor loadings, item numbers and the actual items. Each factor is named according to the focus of the items included in the factor.

Composition of Factors

Factor I: Identity with Profession. Factor I describes the extent of identity with the profession (Table VI). The items identify home economists who score high on this factor as those who are active in the profession and who devote time to the activities of the profession. Such individuals seek the advancement of the profession by encouraging others to be active in the home economics profession. These persons are willing to help the profession succeed. They are willing to accept almost any assignment which will enhance their association with the profession. They are also pleased with their choice of home economics as a profession. After rotation, all 12 items loaded above the 0.40

TABLE VI

ITEMS AND FACTOR LOADINGS FOR FACTOR I:
IDENTITY WITH THE PROFESSION

Item Number	Item	Factor Loading
4.	I find time to work for this profession	.70
11.	I am willing to give more than is normally expected to make this profession successful.	.67
5.	I seek peer support in this organization for professional goals.	.63
3.	Being a home economist is very important to me.	.61
15.	I take pride in telling others that this is my profession.	.58
12.	I talk of this profession as an outstanding profession with which to be associated.	.57
6.	I am glad to participate in research related experiences that are important to this profession.	.56
20.	I really care about the fate of this profession.	.55
42.	I find personal fulfillment in this profession.	.53
1.	I encourage others to become active in this profession.	.51
14.	I would accept almost any job assignment in order to continue my association in this profession.	.44
21.	I feel this is the best of all professions in which to be involved.	.43

level. Factor I explained 23.7 percent of the variance. Items loading highest on this factor were item four, "I find time to work for this profession" and item 11, "I am willing to give more than is normally expected to make this profession successful."

Factor II: Expectations Met. Expectations of home economists regarding the profession are identified in Factor II. Items and factor loadings are presented in Table VII. The items in this factor indicate the extent to which respondents appreciate the services, opportunities and the leadership of the home economics profession and the American Home Economics Association. Those who score high on this factor are appreciative of opportunities for professional growth and development, of role models and relationship with other professionals. The loadings ranged between 0.40 and 0.71. Items loading highest on this factor were item 44, "This profession provides ample role models for its members," and item 46, "The ideas I share with others in this profession are accepted when merited." Factor II explained 18.4 percent of the variance in Part I of the questionnaire.

Factor III: Rejection of the Profession. Table VIII presents the third professional commitment factor. The factor is identified as a rejection of the profession. Individuals scoring high on this factor show a negative attitude toward home economics and the home economics profession; do not identify themselves with the profession and feel very little loyalty to the profession. All six items loaded above the 0.40 level. Item loading highest on this factor was item nine. "The decision to be a member of this profession was a mistake for me." This factor explained 18.4 percent of the variance in Part I of the questionnaire.

TABLE VII

ITEMS AND FACTOR LOADINGS FOR FACTOR II:
EXPECTATIONS MET

Item Number	Item	Factor Loading
44.	This profession provides ample role models for its members.	.71
46.	The ideas I share with others in this profession are accepted when merited.	.69
45.	The meetings of this professional association are beneficial to the growth of its members.	.58
29.	I have confidence in the integrity of the leaders of this profession.	.54
36.	This profession benefits from the leadership of its members.	.54
40.	Communication with leaders in this profession is difficult.	-.54
47.	This profession provides outlets for my competencies.	.51
22.	I appreciate the services provided by this professional association.	.46
41.	I am active in this profession because of the services it provides me.	.43
35.	There are few opportunities for upward mobility in this profession.	-.40

TABLE VIII

ITEMS AND FACTOR LOADINGS FOR FACTOR III:
REJECTION OF THE PROFESSION

Item Number	Item	Factor Loading
9.	The decision to be a member of this profession was a mistake for me.	.67
8.	I do not want to be called a home economist.	.65
18.	There is little to be gained by staying in this profession indefinitely.	.63
10.	I would only serve on prestigious committees in this profession.	.61
16.	I could just as easily be associated with a different profession if my type of work place were similar.	.54
13.	I feel very little loyalty to this profession.	.51

Factor IV: Importance of AHEA. Table IX presents the fourth professional commitment factor. This factor is labeled as importance of the AHEA. Individuals who score high on this factor see the importance of belonging to the American Home Economics Association. Both items in this factor loaded above 0.60 but one loading is positive, the other is negative. Factor IV explained 12.9 percent of the variance. Item loading highest on this factor was item seven.

Thus four factors were identified as measures that assess professional commitment. These factors include 30 of the 49 items in Part I of the questionnaire. Six of the items were not used. The remaining 13 were included in the factors that facilitate or inhibit professional commitment.

Concurrent Validity of Factors

Validity is the degree to which an instrument succeeds in measuring what it is intended to measure. The process of determining validity requires that the purposes of the measuring instrument be defined and appropriate criteria selected for a test of validity (Sax, 1979).

Membership in the American Home Economics Association (AHEA) was used as the criterion for professional commitment of home economists in this study. The selection of this criterion was based on the consensus agreement among five experts in home economics. Therefore for any measure to be judged valid the researcher would expect it to differentiate between members and nonmembers of AHEA/OHEA. To accomplish this objective one-way analyses of variance and Duncan multiple range tests were used to test the differences between the means of members and

TABLE IX

ITEMS AND FACTOR LOADINGS FOR FACTOR IV:
IMPORTANCE OF AHEA

Item Number	Item	Factor Loading
7.	I can be professional without belonging to this professional association.	-.65
2.	Belonging to this professional association is very important to me.	.61

nonmembers on the four professional commitment factors (identity with profession, expectations met, rejection of profession and importance of AHEA) and to test the hypothesis there are no significant differences between members and nonmembers on professional commitment measures.

The results of the analyses of variance are presented in Table X. Results of the analyses of variance showed significant differences between members and nonmembers on three of the four professional commitment factors. The means on the factor scores of members were significantly higher on factor I, identity with the profession, factor II, expectations met, and factor IV, importance of AHEA. The three measures differentiated between members and nonmembers and thus met the criterion of validity as selected for the study.

There was no significant difference between members and nonmembers on factor III, rejection of the profession. Based on the criterion, this factor cannot be judged a valid measure of professional commitment. However, factor III was retained in further analyses because it was found to be associated with other variables reported later in this chapter and may help to explain some of the results in relation to other factors.

The analyses of variance were based on the data received from the respondents. Respondents were asked to express their agreement or disagreement with the items of the questionnaire on a five-point Likert scale ranging from strongly agree to strongly disagree. These were scored on the following seven-point scale: 7-strongly agree; 5-agree; 4-uncertain/undecided; 3-disagree, 1-strongly disagree. The scoring of negative items has been described in Chapter III. Significant differences in group means were used to judge the validity of the factors.

TABLE X

ANALYSES OF VARIANCE ON PROFESSIONAL COMMITMENT FACTORS BY MEMBERSHIP IN AHEA

Factors	Means		F Values
	Member N=159	Nonmember N=123	
1 Identity with Profession	5.39	5.19	3.74*
2 Expectations Met	4.92	4.70	5.58**
3 Rejection of Profession	2.46	2.62	2.19
4 Importance of AHEA	4.90	3.80	51.98***

*p<.05

**p<.01

***p<.001

Interrelationship Among Professional Commitment Factors

The following hypothesis was tested: There are no relationships among professional commitment measures.

A four by four correlation matrix was computed to determine the intercorrelations among the four professional commitment factors. Examination of the correlation matrix revealed that all of the factors were significantly intercorrelated at the .0001 significance level (Table XI) with correlation coefficients between .45 and .66. These represent moderate to substantial relationships (Best, 1981). Therefore the intercorrelations indicated that the factors are not independent of each other and the four factors may be measuring different dimensions of the same phenomenon. Due to the fact that there are intercorrelations among all the factors, it is recommended that Factor III be included as a professional commitment measure in some future studies in order to compare the results with those of the present study.

Facilitating or Inhibiting Factors

Composition of Factors

Factor V: Employment Support. Factor V is one of the factors expected to affect professional commitment. Items describing employment support are found in Table XII. The items describe employers, supervisors, and colleagues of home economists as those who encourage active participation in the profession as well as in the professional association. All six items loaded between 0.52 and 0.79. Item loading highest on this factor was item 43, "My employer encourages participation

TABLE XI

RELATIONSHIPS BETWEEN PROFESSIONAL COMMITMENT FACTORS

No.	Factors	1	2	3	4
1	Identity with Profession		.67*	-.62*	.47*
2	Expectations Met			-.53*	.52*
3	Rejection of Profession				-.45*
4	Importance of AHEA				

*p<.001

TABLE XII

ITEMS AND FACTOR LOADINGS FOR FACTOR V: EMPLOYMENT SUPPORT

Item Number	Item	Factor Loading
43.	My employer encourages participation in this professional association.	.79
28.	My area of employment encourages participation in this profession.	.74
23.	The person to whom I am most directly responsible in my employment encourages me to be active in my profession.	.71
38.	My colleagues at work expect me to be active in the profession of home economics.	.66
30.	My colleagues at work set high standards for professional involvement.	.63
33.	Belonging to this professional association is required in my employment.	.52

in this professional association." This factor explained 10.3 percent of the variance in Part I of the questionnaire.

Factor VI: Professional Models. Factor VI describes the role of professional models in commitment. Items in this factor describe the extent to which faculty, mentors and professional preparation stressed membership and active participation in AHEA (Table XIII). One who scores high on this factor confirms the importance of role models and mentors as facilitators of professional involvement to home economics. All three items loaded at the 0.50 level or higher. Item loading highest on this factor was item 24, "Faculty who meant the most to me during my undergraduate study stressed membership in AHEA." The factor explained 8.2 percent of the variance in Part I of the questionnaire.

Factor VII: Family Attitude. Factor VII is the third factor believed to affect professional commitment. Items describing this factor are presented in Table XIV. This factor describes the family as facilitator or inhibitor to an individual's involvement or dedication to the home economics profession. This factor also identifies opportunities for individual members' involvement in the profession. The magnitude of the loadings ranged from .43 to .74. Item loading highest on this factor was item 31, "My family responsibilities prevent my active involvement in this professional association." Item 31 however, loaded negatively on factor VII. The factor explained 7.2 percent of the variance in Part I of the questionnaire.

Factor VIII: Geographic-Mobility Limitations. Factor VIII describes geographic-mobility as a factor that may affect professional commitment (Table XV). Home economists who score high on this factor

TABLE XIII

ITEMS AND FACTOR LOADINGS FOR FACTOR VI: PROFESSIONAL MODELS

Item Number	Item	Factor Loading
24.	Faculty who meant the most to me during my undergraduate study stressed membership in AHEA.	.67
26.	My professional preparation stressed the dimensions of being a professional.	.65
32.	My mentors were active in AHEA.	.50

TABLE XIV

ITEMS AND FACTOR LOADINGS FOR FACTOR VII:
FAMILY ATTITUDE

Item Number	Item	Factor Loading
31.	My family responsibilities prevent my active involvement in this professional association.	-.74
37.	My family is proud of my professional achievements.	.61
34.	This profession provides opportunity for individual involvement.	.52
27.	My family encourages me to participate in activities of my profession.	.43

TABLE XV

ITEMS AND FACTOR LOADINGS FOR FACTOR VIII:
GEOGRAPHIC-MOBILITY LIMITATIONS

Item Number	Item	Factor Loading
6.	My choice of geographic location for employment is limited to where another family member is employed.	.87
9.	My choice of geographic location for employment is limited to where another family member can be employed.	.83
1.	I have always been free to move to wherever the best employment opportunity was.	-.74

are described as those who are limited in mobility by the geographic location of their families. They would accept an assignment only where a family member is employed or can be employed. All three items loaded 0.74 or higher. Item loading highest on this factor was item six. Factor VIII explained 40.0 percent of the variance across the ten items in Part II of the questionnaire.

Factor IX: Preprofessional Involvement. Table XVI presents factor IX as a factor that may influence professional commitment. Four items are included in this factor. The factor is identified as preprofessional involvement. A high score on this factor indicates that individuals were involved in the student section of AHEA during their undergraduate preparation. These individuals served in leadership positions in national and state student member sections of AHEA. Such home economists were encouraged to participate in home economics clubs during their undergraduate study. All four items loaded 0.69 or higher. This factor explained 39.4 percent of the variance in Part II of the questionnaire.

Factor X: Periodic Renewal. Two items were included in factor X. These items describe the need for professional development of home economists including professional conferences and meetings. Frequency of moves to different communities is also included. This factor explained 20.6 percent of the variance in Part II of the instrument. The two items are presented in Table XVII. A low score on this factor indicated that the home economists did not move often and needed periodic renewal.

TABLE XVI

ITEMS AND FACTOR LOADINGS FOR FACTOR IX: PREPROFESSIONAL INVOLVEMENT

Item Number	Item	Factor Loading
4.	I was a member of the student section of the American/State Home Economics Association during my undergraduate years.	.83
7.	I served in leadership roles in the American/State Home Economics Association student member section during my undergraduate study.	.75
10.	I was not encouraged to participate in home economics clubs during my undergraduate study.	-.69
5.	My undergraduate involvements included membership in home economics honor societies.	.63

TABLE XVII

ITEMS AND FACTOR LOADINGS FOR FACTOR X:
PERIODIC RENEWAL

Item Number	Item	Factor Loading
8.	I need the periodic "renewal" that I get from professional conferences and meetings.	-.70
3.	Typically I move to a different community about every two or three years.	.57

Factor XI: Preference for Other Professional Association. Factor XI is the first of the three factors extracted from Part III of the questionnaire. Items describing this factor are presented in Table XVIII. This factor describes a preference for another professional association exclusive of AHEA which was identified by respondents in Part III of the questionnaire. Anyone scoring high on this factor tends to identify more with another association than AHEA due to the following reasons: that the meetings of the other association are more exciting and more meaningful to them than those of AHEA; the other professional association's publications are more useful and the individuals believe the other association needs their (home economists) help more than does AHEA. Factor XI explained 42.8 percent of the variance in Part III of the questionnaire.

Factor XII: Sense of Belonging to AHEA. Like factor XI, factor XII compares other associations to AHEA. Items describing a sense of belonging to AHEA are found in Table XIX. The items indicate a preference for AHEA over the other professional association. Individuals who score high on this factor see more friends at AHEA meetings than the other association. Meetings of AHEA are more accessible to them than those of the other professional association and they are more involved in AHEA than the other professional association. This factor explained 33.4 percent of the variance in Part III of the questionnaire. All three items had factor loadings of 0.58 or higher.

Factor XIII: Status of Other Professional Association. Two items are included in factor XIII. These items indicate status of the other association identified by respondents (Table XX). The two items compare

TABLE XVIII

ITEMS AND FACTOR LOADINGS FOR FACTOR XI:
PREFERENCE FOR OTHER ASSOCIATION

Item Number	Item	Factor Loading
6.	This professional association has more meaningful meetings than AHEA.	.87
5.	The people at meetings of this professional association are more exciting than the people at AHEA meetings.	.86
9.	This professional association provides more useful publications than AHEA.	.72
2.	This professional association is more important than AHEA to my professional success.	.60
11.	This professional association needs my help more than AHEA does.	.57

TABLE XIX

ITEMS AND FACTOR LOADINGS FOR FACTOR XII:
SENSE OF BELONGING TO AHEA

Item Number	Item	Factor Loading
4.	I have invested more of my time and energy into AHEA than into this professional association.	.82
3.	I see fewer friends at meetings of this professional association than at meetings of AHEA.	.72
10.	Meetings of this professional association are less accessible to me than meetings of AHEA.	.58

TABLE XX

ITEMS AND FACTOR LOADINGS FOR FACTOR XIII:
STATUS OF ASSOCIATION

Item Number	Item	Factor Loading
7.	The dues to this professional association are higher than the $55.00 dues to AHEA.	.87
8.	There are more men than women at meetings of this professional association.	.65

AHEA with another professional association. Those who score high on this factor affirm that the dues of the other professional association are higher than those of AHEA and that they see more men at the meetings of that professional association than AHEA. The reverse would be the response for home economists who score low on this factor. This factor explained 23.7 percent of variance on Part III of the instrument.

Concurrent Validity of Factors Based on AHEA Membership

Using membership in AHEA as a criterion for home economists' professional commitment, and as a validating measure for facilitating or inhibiting factors to professional commitment, it was expected that the factors would differentiate between members and nonmembers. One-way analyses of variance and Duncan's multiple range tests were used to test these differences. Results of the AOV are shown in Table XXI. There were significant differences between members and nonmembers on five of the nine factors believed to be facilitators or inhibitors.

The means of the members were higher than nonmembers on factor I, employment support, factor II, professional models, factor III, family attitude, and factor VIII, sense of belonging to AHEA. However, the mean for nonmembers was higher than that of members on geographic-mobility limitations. This indicated that nonmembers had more geographic-mobility limitations than members. The results of the Duncan's multiple range tests as indicated by the mean differences confirmed the validity of the rationale used in selecting the items which were included in the instrument. Therefore these five factors are judged as valid measures of facilitators or inhibitors of professional commitment.

TABLE XXI

ANALYSES OF VARIANCE ON FACILITATING OR INHIBITING FACTORS BY MEMBERSHIP IN AHEA

No.	Factors	Means		F Values
		Members N=159	Nonmembers N-123	
I	Employment Support	4.55	4.25	6.47**
II	Professional Models	5.08	4.71	8.32**
III	Family Attitude	5.16	4.91	5.31*
IV	Geographic-Mobility Limitations	4.88	4.39	6.10**
V	Preprofessional Involvement	4.36	4.15	1.51
VI	Periodic Renewal	2.42	2.36	.19
VII	Preference for Other Association	3.97	4.21	3.01
VIII	Sense of Belonging to AHEA	3.27	2.93	4.68*
IX	Status of Other Association	3.52	3.31	1.09

Scale: 7=Strongly Agree; 5=Agree; 4=Undecided/Uncertain; 3=Disagree; 1=Strongly Disagree

*p<.05

**p<.01

There were no significant differences between members and nonmembers on factor V, preprofessional involvement, factor VI, periodic renewal, factor VII, preference for other association, and factor IX, status of other association.

Interrelationships Among Factors

As discussed above, five of the nine facilitators or inhibitors met the first criterion of validity on the basis that these factors differentiated between members and nonmembers of AHEA/OHEA. The factors included employment support, professional models, family attitude, geographic-mobility limitations, and sense of belonging to AHEA. All nine factors were examined for relationships with each other. Table XXII presents the correlation matrix.

Except for the non-significant correlation between factor II, professional models, and factor IV, geographic-mobility limitations, the first four valid facilitating inhibiting factors correlated significantly with each other. These correlations were statistically significant at least at the .05 level. These factors refer to persons, other than the home economists, who encourage continued interest and participation in professional activities.

No significant correlation was found between factor II, professional models and factor IV, geographic-mobility limitations. A comparison of the two factors indicated that whereas factor II, professional models describes the past experiences of the respondent, factor IV, geographic-mobility limitations focuses on the present state of affairs of the respondent. Factor VIII, sense of belonging to AHEA, correlated significantly with factor I, employment support. It appeared

TABLE XXII

INTERCORRELATIONS AMONG FACILITATING OR INHIBITING FACTORS

No.	Title	I	II	III	IV	V	VI	VII	VIII	IX
I	Employment Support		.12*	.27***	-.15**	.10	.05	-.15**	.19**	.04
II	Professional Models			.21**	.01	.52***	-.29***	-.26	.12	.05
III	Family Attitude				-.24***	.04	-.23***	-.05	.04	-.15**
IV	Geographic-Mobility Limitations					.14**	-.10	-.13*	.05	.04
V	Preprofessional Involvement						-.07	-.20***	.13*	.07
VI	Periodic Renewal							.34*	-.11	-.12
VII	Preference for Other Association								-.46*	-.28*
VIII	Sense of Belonging to AHEA									.45*
IX	Status of Other Association									--

*p<.05

**p<.01

***p<.001

that the stronger the support respondents received from their employers and colleagues, the more they (respondents) would be involved in AHEA rather than in the other professional associations.

Factors VII, VIII and IX were found to be related to each other. All three factors correlated significant with each other. The three factors were extracted from Part III of the questionnaire which compared AHEA with another professional association identified by the respondents.

Factor V, preprofessional involvement, correlated significantly and negatively with factor VII, preference for other professional association, but not with factor VI, periodic renewal. Yet factor VII correlated significantly with both factors V and VI, negatively with V and positively with VI.

The factor, professional models, had the highest correlation coefficient (.52) with preprofessional involvement. This correlation was significant at the .0001 level. Both factors refer to respondents' involvement and relationships with professionals at the undergraduate level. Therefore the correlation matrix revealed that each facilitating or inhibiting factor correlated significantly with two or more other factors.

Concurrent Validity of Factors Based on Association with Professional Commitment Factors

As indicated earlier in this chapter, the factor analysis procedure resulted in four professional commitment factors, and nine factors facilitating or inhibiting professional commitment. Three of the

professional commitment factors and five facilitators or inhibitors were judged valid based on the criterion of differentiating between members and nonmembers of AHEA/OHEA. The valid professional commitment factors included: identity with the profession, expectations met, and importance of AHEA. The valid facilitators or inhibitors using the criterion of AHEA membership were: employment support, professional models, family attitude, geographic-mobility limitations, and sense of belonging to AHEA.

Correlations were computed between the valid professional commitment factors and the factors believed to be facilitators or inhibitors of professional commitment as a second test of validity of the facilitators or inhibitors to verify the significant association with professional commitment factors. Table XXIII presents the correlation matrix. This procedure was to test the second null hypothesis: there is no significant association between professional commitment factors and factors believed to be facilitators or inhibitors of professional commitment. The correlations between the facilitating or inhibiting factors and professional commitment factors are a second test of validity.

Facilitating or inhibiting factors I, employment support, II professional models, III family attitude, and VIII sense of belong to AHEA, correlated significantly with all three valid professional commitment factors. The significant correlations indicated association between the four facilitating or inhibiting factors and the valid professional factors. Thus, factors I, II, III, and VIII met a second criterion of concurrent validity, significant association with professional commitment factors. Surprisingly, no significant correlation

TABLE XXIII

CORRELATIONS BETWEEN VALID PROFESSIONAL COMMITMENT FACTORS AND FACILITATING OR INHIBITING FACTORS

No.	Facilitating or Inhibiting Factors	Professional Commitment Factors[a] 1[b]	2[b]	4[b]
I	Employment Support[b]	.31**	.34**	.29**
II	Professional Models[b]	.41**	.36**	.29**
III	Family Attitude[b]	.41**	.44*	.24**
IV	Geographic-Mobility Limitations[b]	.11	-.01	-.08
V	Preprofessional Involvement	.35**	.21*	.17*
VI	Periodic Renewal	-.29**	-.32**	-.24**
VII	Preference for Other Association	-.41**	-.45**	-.39**
VIII	Sense of Belonging to AHEA[b]	.17*	.19**	.28**
IX	Status of Other Association	.03	.04	.06

[a]1=Identity with the profession; 2=Expectations met; 4-Importance of AHEA

[b]Valid factor based on criterion of AHEA membership.

*p<.01

**p<.001

was found between geographic-mobility limitations, which met the first criterion of validity, and any of the professional commitment factors.

However, three of the facilitators or inhibitors (preprofessional involvement, periodic renewal, and preference for other professional associations) which did not meet the first criterion of validity, correlated significantly with all the professional commitment factors. This indicated that they met the second test of validity, significant association with professional commitment factors.

Conclusions based on results of both tests of validity were as follows. Factors I, II, III, and VIII were accepted as valid because they met both tests of validity; factors V, VI, and VII were accepted as valid because of their significant association with the validated professional commitment factors. Factor IV was identified as needing further study. Even though factor IV differentiated between members and nonmembers of AHEA, it was not significantly associated with the validated professional commitment factors. Factor IX met neither test of validity and was not judged valid.

Relationships Between Professional Commitment Factors and Demographic Characteristics

Analyses of variance were used to determine if means of the categorized groups of home economists within each demographic variable differed statistically on all 13 factors. The results of these analyses were used to test the null hypotheses.

There is no association between the demographic variables of age, number of children, number of dependents, highest degree held, share of household income, type of employment, years of experience in home

economics and years of experience in non-home economics and professional commitment factors and facilitators or inhibiting factors. Tables XXIV and XXV present the F values and the results of the Duncan's multiple range tests respectively.

Professional Commitment Factors and Demographic Variables

Age was a significant source of variance for all the three valid professional commitment factors at the .01 level. The mean on identity with the profession of the 61 to 65 age group was significantly higher than three of the other age groups (Table XXV), while home economists in the age groups 31 to 40 had significantly lower mean than three of the other age groups. The mean for expectations met of the 61 to 65 age group was significantly higher than all the age groups except those from 46-50 years of age.

The mean importance of AHEA for the 61 to 65 age group was higher than four of the other age groups while the mean of the 21 to 25 age group had significantly lower mean than all the groups except those 26 to 35 years of age. The results of the AOV indicate that there is a strong association between age and professional commitment. Therefore, it (age) should be considered as an important variable in subsequent studies. The association between age and commitment is consistent with the findings by Sheldon (1971), Lawson (1978) and Welsch and Lavan (1981). In each of these studies age was found to be related to professional or organizational commitment.

The analyses of variance revealed significant differences among employment groups on two valid professional commitment factors (identity

TABLE XXIV

SUMMARY OF F VALUES FROM ONE-WAY ANALYSES OF VARIANCE ON PROFESSIONAL COMMITMENT FACTORS BETWEEN GROUPS CATEGORIZED WITHIN EACH DEMOGRAPHIC VARIABLE

Demographic Variables	No. of Categories	Professional Commitment Factors			
		Identity with Profession[a]	Expectations Met[a]	Rejection of Profession	Importance of AHEA[a]
Age	9	2.61**	3.22**	3.36**	3.56***
Number of Children	5	1.38	.80	1.38	.76
Number of Dependents	4	.94	1.20	1.33	3.21*
Employment Type	5	5.81***	3.46**	4.08**	.73
Share of Household Income	4	.81	.03	1.48	.28
Highest Degree Held	3	4.21**	.61	5.83**	3.75*
Years of Experience in Home Economics	5	6.65***	6.69***	8.69***	8.40***
Years of Experience in Non-Home Economics	3	.89	.05	2.55	.26

[a]Valid factor based on criterion of AHEA membership.

*p<.05

**p<.01

***p<.001

TABLE XXV

DUNCAN'S MULTIPLE RANGE TEST RESULTS FOR SELECTED DEMOGRAPHIC CHARACTERISTICS AND PROFESSIONAL COMMITMENT FACTORS

Characteristics	Number	Mean Scores Within Groups			
		Factor I	Factor II	Factor III	Factor IV
Age					
21-25	19	5.45[a,b,c]	4.82[b,c]	2.84[a]	3.71[d]
26-30	41	5.34[a,b,c]	4.73[c]	2.61[a]	3.94[c,d]
31-35	56	4.95[c]	4.59[c]	2.77[a]	4.01[c,d]
36-40	40	5.17[c]	4.70[c]	2.64[a]	4.59[a,b,c]
41-45	39	5.45[a,b,c]	4.79[b,c]	2.33[a]	4.68[a,b]
46-50	28	5.53[a,b]	5.19[a,b]	2.46[a]	4.61[a,b,c]
51-55	22	5.28[a,b]	4.86[b,c]	2.55[a]	4.87[a,b]
56-60	20	5.18[b,c]	4.88[b,c]	2.41[a]	4.40[b,c]
61-65	20	5.76[a]	5.37[a]	1.76[b]	5.23[a]
Numbers of Dependents					
None	135	5.34[a]	4.91[a]	2.43[a]	4.58[a]
1	50	5.32[a]	4.78[a]	2.65[a]	4.50[a]
2	57	5.31[a]	4.75[a]	2.54[a]	4.02[b]
3	33	5.06[a]	4.68[a]	2.71[a]	3.98[b]
Type of Employment					
Cooperative Extension	65	5.58[a]	5.00[a]	2.30[b]	4.38[a]
Vocational Teachers	83	5.46[a]	4.94[a]	2.40[a,b]	4.43[a]
Secondary General Teachers	23	5.29[a]	4.76[a,b]	2.46[a,b]	4.04[a]
College/University	84	5.00[b]	4.71[a,b]	2.79[a]	4.36[a]
Home Economics in Business	30	5.07[b]	4.68[b]	2.73[a]	4.68[a]
Highest Degree					
Bachelor	120	5.36[a]	4.78[a]	2.56[b]	4.18[b]
Master	127	5.35[a]	4.87[a]	2.38[b]	4.64[a]
Doctoral	37	4.92[b]	4.78[a]	2.93[a]	4.24[b]
Years of Experience in Home Economics					
1-5	71	5.27[b]	4.73[b,c]	2.74[a]	3.95[c]
6-10	58	4.90[c]	4.56[c]	2.81[a]	4.13[b,c]
11-15	52	5.24[b]	4.72[b,c]	2.57[a]	4.23[b,c]
16-20	33	5.42[a,b]	4.91[a,b]	2.53[a]	4.59[b]
20 and above	68	5.65[a]	5.18[a]	2.03[b]	5.13[a]

Means within a group and with the same superscript are not significantly different at the 0.05 level. For specific significance level see Appendix G.

with profession and expectations met). The F values, 5.81 and 3.46 respectively, were significant beyond the .01 level. Lawson (1978) found significant association between membership in subject matter section and professional commitment of home economics coordinators. Since earlier professional commitment studies focused on single employment groups, namely teachers, it is recommended that this variable (type of employment) be included in demographic variables when considering professional commitment of all home economists.

Number of dependents was also a significant source of variance on one of the professional commitment factors, importance of AHEA. Home economists who had one or no dependents were significantly different from those who had more than one dependent.

Highest degree was also a significant source of variance on three of the professional commitment factors (identity with profession, rejection of the profession, and importance of AHEA). The F values were significant at least at the .05 level. This finding is contrary to the findings of Youngner (1977) and Blass (1977) that professional commitment is independent of educational background.

Years of experience in home economics showed the strongest association with professional commitment factors. This was revealed by the results of the analyses of variance. Years of experience in home economics was a significant source of variance on all four professional commitment factors. The F values were significant at the .0001 level. The Duncan's multiple range showed that home economists who have had 20 or more years of experience scored significantly higher on identity with profession and expectations met than those who have less than 16 years of experience. On importance of AHEA, home economists who have held

home economics positions for 20 or more years were found to be significantly different from all those with less than 20 years of experience.

In summary, of the eight demographic variables included in the instrument (Table XXIV), age and years of experience in home economics showed significant differences among categorical groups of home economists on all valid professional commitment factors, while type of employment and highest degree held differentiated among home economists on two of the three valid professional commitment factors. The aforementioned characteristics are therefore related to professional commitment and may be considered as important variables in future studies. On the other hand, no significant relationship was found between professional commitment factors and number of children, contribution to household income, and years of experience in non-home economics positions. These characteristics may not be considered as important variables when assessing professional commitment of home economists.

Facilitating or Inhibiting Factors and Demographic Variables

In order to explore the association between demographic characteristics and facilitating or inhibiting factors, analyses of variance were used. Summary of the F values are presented in Table XXVI. Appendix H presents the results of the Duncan's multiple range tests. By far the strongest association was found between type of employment and the factors. Significant differences were found among employment groups on all the nine facilitating or inhibiting factors. The F values were significant at least at the .01 level.

TABLE XXVI

SUMMARY OF F VALUES FROM ONE-WAY ANALYSES OF VARIANCE ON FACILITATING OR INHIBITING FACTORS BETWEEN GROUPS CATEGORIZED WITHIN EACH VARIABLE

Demographic Variables	Number of Categories	Facilitating or Inhibiting Factors								
		Employment Support	Professional Models	Family Attitude	Geographic-Mobility Limitations[a]	Preprofessional Involvement	Periodic Renewal	Preference for Other Association	Sense of Belonging to AHEA	Status of Other Association[a]
Age	9	1.73	2.12*	4.37***	.98	3.44***	2.32*	1.25	1.46	2.10*
Number of Children	5	.14	1.69	.68	7.10***	1.57	.77	1.35	.84	.76
Number of Dependents	4	.38	1.53	10.21***	4.45**	1.73	.57	.33	.62	.39
Share of Household Income	4	4.05**	.66	3.87**	56.45***	.89	1.63	.55	1.08	.76
Employment Type	5	4.69***	3.23**	3.90**	5.84***	3.60**	4.02**	6.21***	3.93**	22.50***
Highest Degree Held	3	2.16	2.58	9.19***	9.25***	3.36*	.54	1.75	1.04	.10
Years of Experience in Home Economics	5	3.31**	1.49	8.17***	3.04**	1.14	4.81***	2.55*	1.96	3.58**
Years of Experience in Non-Home Economics	3	.05	.91	.99	2.21	1.77	.98	2.21	1.21	.19

[a]Factor was not judged valid.

*p < .05

**p < .01

***p < .001

Years of experience in home economics was a source of variance differentiating among categorical groups on six facilitating or inhibiting factors. The F values were significant at least at the .05 level. It is however, interesting to learn that years of experience of home economists in this study was not significantly related to professional models, preprofessional involvement and sense of belonging to AHEA.

Significant differences were found among home economists in different age groups on five of the facilitating or inhibiting factors. The F values were significant at least at the .05 level. There appeared to be a strong association between the facilitating or inhibiting factors and type of employment, years of experience in home economics, and age.

Highest degree was also a source of variance for three of the nine factors, family attitude, geographic-mobility limitations, and preprofessional involvement. The F value of 9.19 and 9.25 were significant at the .0001 level. All three factors involve families in one way or the other.

Analyses of variance showed significant differences among categorical groups of home economists' contribution to household income on three of the facilitating or inhibiting factors, employment support, family attitude and geographic-mobility limitations. The F value of 56.45 of the geographic-mobility limitations was significant at the .0001 level. Home economists who were major or sole contributors of family income scored low on factor IV, geographic-mobility limitations. This indicates these individuals who are major or sole contributors of household income have fewer geographic-mobility limitations than the other groups, and therefore these findings might have implications for home economists who attend professional meetings.

Number of children was only significant on factor IV, geographic-mobility limitations while number of dependents differentiated among categorical groups on family attitude and geographic-mobility limitations. These two factors and the aforementioned demographic variables all focus on families and family responsibilities.

Results of the analyses of variance showed no significant differences among home economists in the different groups of years of experience in non-home economics. This variable may not have any association with facilitating or inhibiting factors. However, since most of the demographic variables showed significant differences among the home economists on the factors the null hypothesis was not accepted (Table XXVII).

Summary

The objectives of the study were to develop and validate measures of professional commitment and facilitators or inhibitors to such commitment and to explore association between professional commitment and selected demographic variables. Five hypotheses were tested.

Based on the factor analysis results, 13 factors were extracted. Four of these were professional commitment and nine facilitating or inhibiting factors. The validity of these factors was based on their ability to differentiate between members and nonmembers of AHEA/OHEA. Three of the professional commitment factors and five of the facilitating or inhibiting factors met this criterion. The professional commitment factors were found to be related to each other and were believed to be measuring different dimensions of the same phenomenon. Except for geographic-mobility limitations and status of the other

TABLE XXVII

SUMMARY OF FINDINGS FOR HYPOTHESES

Null Hypotheses	Statistical Test	Conclusion
There are no significant differences between members and nonmembers of AHEA/OHEA on professional commitment measures.	AOV	Reject
There are no interrelationships among professional commitment measures.	Pearson's r	Reject
There are no significant differences between members and nonmembers of AHEA/OHEA on factors believed to be facilitators or inhibitors of professional commitment.	AOV	Reject
There is no association between professional commitment factors and factors believed to be facilitators or inhibitors of professional commitment.	Pearson's r	Reject
There is no association between the demographic variables of age, number of children, number of dependents, highest degree held, share of household income, type of employment, years of experience in home economics and years of experience in non-home economics and professional commitment factors and facilitators or inhibitors.	AOV	Reject

professional association, all the facilitating or inhibiting factors correlated significantly with the three valid professional commitment factors.

Seven of the eight demographic variables were found to be associated with one or more facilitating or inhibiting factors. By far the strongest association was found between type of employment, years of experience in home economics, age and the factors. Based on the findings, all five hypotheses were rejected as shown in Table XXVII.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Purpose and Objectives

The purpose of this study was to develop and validate measures of professional commitment for home economists and to identify factors that affect such commitment. The researcher believes that findings of the study have implications for the home economics profession, the American Home Economics Association and home economics programs and that the professional commitment scale will be useful.

Specifically the objectives of the study were: 1) develop and validate measures of professional commitment, 2) develop and validate measures of factors that facilitate or inhibit professional commitment of home economists to the home economics profession and 3) explore association between selected demographic variables and professional commitment, facilitating or inhibiting factors.

Hypotheses

In order to accomplish the aforementioned objectives, the following null hypotheses were tested: 1) there are no significant differences between members and nonmembers of AHEA/OHEA on professional commitment measures, 2) there are no interrelationships among professional commitment measures, 3) there are no significant differences between members

and nonmembers of AHEA/OHEA on factors believed to be facilitators or inhibitors of professional commitment, 4) there are no associations between professional commitment factors and factors believed to be facilitators or inhibitors of professional commitment, and 5) there are no associations between a) the demographic variables of age, number of children, number of dependents, highest degree held, share of household income, type of employment, years of experience in home economics, and years of experience in non-home economics positions and b) professional commitment factors and facilitating or inhibiting factors.

Population and Sample

The population for this study was the home economists employed in business, Cooperative Extension Service, colleges and universities, and vocational home economics in Oklahoma, and secondary general home economics teachers in the two largest cities, Oklahoma City and Tulsa. The sample frames provided by the selected employment groups indicated that there were about 850 home economists included in the population. The population was stratified by type of employment and by membership in AHEA/OHEA. Approximately the same number of members and nonmembers of AHEA/OHEA were selected for each stratum. A total of 375 randomly selected home economists were included in the survey sample. Of this number, 285 returned usable questionnaires. This represented a 76.2 percent return.

Data Collection

The Professional Dimensions questionnaire was developed for use in this study. The instrument consisted of four parts. Part I included

49 items which described individuals' attitudes, self-involvement, self-investment and relationships with others in the home economics profession. Part II included items which sought information about geographic-mobility limitations, respondents' preprofessional participation in professional organizations and participation in professional activities. Part III compared AHEA and a second professional organization which was identified by the respondent, and Part IV consisted of items dealing with demographic information. The rationale for including the items was based on the review of the literature discussed in Chapter III. Content validity of the instrument was established using a panel of judges. Suggestions of the panel were incorporated in the instrument.

The questionnaire, cover letter and self-addressed return envelope were mailed to 375 randomly selected Oklahoma home economists. Follow-up letters and questionnaires were sent to those who did not respond to the first mailing. Respondents were directed to express their agreement or disagreement with the items of the questionnaire on a five-point Likert scale ranging from strongly agree to strongly disagree. There were scored on a seven-point scale. Data were analyzed using factor analysis, frequency distribution and analysis of variance.

The factor analysis procedure was used to verify the dimensions of professional commitment and of factors that might influence such commitment and to serve as construct validation of these dimensions. Each of Parts I, II, and III of the four-part questionnaire was factor analyzed separately. Based on the factor analysis, factor scores were used in the validation process. The items in the validated factors were retained in the validated questionnaire. A copy of the validated questionnaire is included in Appendix E.

In order to validate the factors, one-way analyses of variance were used to test the hypotheses regarding differences between members and nonmembers of AHEA/OHEA on the professional commitment factors and factors believed to facilitate or inhibit professional commitment. Membership in AHEA/OHEA was used as the criterion of home economists' professional commitment. A factor was judged valid if it differentiated between members and nonmembers of AHEA/OHEA.

One-way analyses of variance were used to test the differences in means of various groups identified by demographic variables on all the factors. A demographic variable is associated with a factor if a significant difference is found among category means. Pearson's product moment correlation coefficient was used to test the interrelationships among the professional commitment factors. Also Pearson's product moment correlation coefficient was used to test the associations between professional commitment factors and factors that may facilitate or inhibit professional commitment.

Findings and Discussion

Demographic Characteristics

Of the 285 participants in the study only eight were male. Approximately 60 percent were between the ages of 26 and 45 years of age. Approximately 34 percent reported they had no children, while slightly less than half reported they had one to three dependents. About one-third of the respondents were either the major source of income or sole source of income.

Over half of the participants had earned at least a master's degree while about 42 percent had earned only a bachelor's degree. Years of

experience in home economics reported by respondents ranged from one to 41. About 30 percent had from 11 to 20 years of experience after earning a bachelor's degree.

Development of Measures

The factor analysis procedure resulted in 13 factors. Four of these were labeled professional commitment factors while nine were believed to be facilitators or inhibitors of professional commitment. The professional commitment factors included the following: identity with the profession, expectations met, rejection of the profession and importance of AHEA. The facilitators or inhibitors were employment support, professional models, family attitude, geographic-mobility limitations, preprofessional involvement, periodic renewal, preference for other professional association, sense of belonging to AHEA and status of other professional association. Each factor was named to reflect the items included in the factor.

Based on the first criterion for validating the factors, three professional commitment factors (identity with the profession, expectations met and importance of AHEA) and five facilitating or inhibiting factors (employment support, professional models, family attitude, geographic-mobility limitations and sense of belonging to AHEA) were judged valid. A factor was valid if it differentiated between members and nonmembers of AHEA/OHEA. Thus the null hypotheses there are no significant differences between members and nonmembers of AHEA/OHEA on a) professional commitment factors and on b) factors believed to be facilitating or inhibiting factors were not accepted.

A test of relationships among the professional commitment factors revealed that all four professional commitment factors correlated significantly with each other. This indicated that these factors were not independent of each other and may be measuring different dimensions of the same phenomenon.

Among the facilitating or inhibiting factors each factor correlated significantly with two or more other factors. By far the highest correlation coefficient was found between professional models and preprofessional involvement. Both factors referred to respondents' relationships with professionals and involvement at the undergraduate level.

Correlations between professional commitment and facilitating or inhibiting factors revealed that seven of the nine facilitating or inhibiting factors correlated significantly with the three valid professional commitment factors. This indicates that there is association between professional commitment factors and facilitators or inhibitors.

Analyses of variance results indicated that there were associations between age, years of experience in home economics, type of employment, highest degree held and professional commitment. These findings were contrary to the findings of Youngner (1977), Blass (1977) and Loftis (1962). Also there were associations between type of employment, years of experience in home economics, highest degree held and facilitating or inhibiting factors. However, the strongest associations were found between years of experience in home economics, type of employment as well as age and the facilitating or inhibiting factors.

Conclusions

The findings of this study indicate that professional commitment is a multi-dimensional construct. The dimensions identified for home economists were found to be interrelated. Professional commitment was associated with extent to which employers expect home economists' participation in professional activities, the attitude of family toward the individual's involvement in professional associations, the extent to which home economists are involved in other professional organizations exclusive of AHEA, professional orientation and by mentor and colleague relationships.

Members and nonmembers of AHEA were found to be committed to the home economics profession; the difference between the two groups was the degree of commitment. The two groups (members and nonmembers of AHEA) in the sample for the study did not differ on the third professional commitment factor, rejection of the profession. Perhaps this is a homogeneous group and therefore it will be interesting to compare the results of the present study with the national survey mentioned in this study.

This study revealed that age and length of experience in home economics emerged as important variables related to commitment. This indicates that commitment increases over time. In the study individuals between the ages of 61 to 65 and those with 16 or more years of experience in home economics scored higher on professional commitment factors than other groups.

Another important variable in professional commitment is type of employment. Work related demands, interests and encouragement can influence the amount of involvement in an individual's professional

activities. Based on the findings, the researcher concludes that there is a valid instrument available for assessing professional commitment of home economists.

Recommendations

Based upon the findings of this study and the review of literature the following recommendations were made:

1. As indicated in the review of literature, measurements of commitment have been based on operational definitions of the construct. It is recommended that the operational definition used in this study be retained by researchers who might use this instrument.

2. It is also recommended that the valid form of the instrument be used in future studies.

3. Since this study is based on only one state, it is recommended that the study be replicated in more than one state and the results compared with the national (1984-85) and Oklahoma studies.

4. Interaction with faculty at the undergraduate level as well as the role of supervisors of home economists made a difference in the degree of commitment of respondents. These individuals (faculty and supervisors) emerged as models. Therefore students should be encouraged to participate in professional activities.

5. Membership and involvement in professional organizations is important for the survival of all professions. Home economists in the United States of America and elsewhere need to join their national home economics associations; for it is through their involvement that they can contribute to the welfare of the home economics profession.

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APPENDIXES

APPENDIX A

PROFESSIONAL DIMENSIONS INSTRUMENT

Part I

Directions: Please respond to each of the following items as they apply to you. There are no right answers for everyone. The right answer for you is what is true for you. In every instance,

profession refers to the profession of home economics, and

professional association refers to the American/State Home Economics Association.

Using the following code, circle the response that most accurately describes the extent to to which you agree or disagree that the statement is true for you.

SA - Strongly Agree
A - Agree
U - Undecided/Uncertain
D - Disagree
SD - Strongly Disagree

1.	I encourage others to become active in this profession.	SA	A	U	D	SD
2.	Belonging to this professional association is very important to me.	SA	A	U	D	SD
3.	Being a home economist is very important to me.	SA	A	U	D	SD
4.	I find time to work for this profession.	SA	A	U	D	SD
5.	I seek peer support in this organization for professional goals.	SA	A	U	D	SD
6.	I am glad to participate in research related experiences that are important to this profession.	SA	A	U	D	SD
7.	I can be professional without belonging to this professional association.	SA	A	U	D	SD
8.	I do not want to be called a home economist.	SA	A	U	D	SD
9.	The decision to be a member of this profession was a mistake for me.	SA	A	U	D	SD
10.	I would only serve on prestigious committees in this profession.	SA	A	U	D	SD
11.	I am willing to give more than is normally expected to make this profession successful.	SA	A	U	D	SD
12.	I talk of this profession as an outstanding profession with which to be associated.	SA	A	U	D	SD
13.	I feel very little loyalty to this profession.	SA	A	U	D	SD
14.	I would accept almost any job assignment in order to continue my association in this profession.	SA	A	U	D	SD
15.	I take pride in telling others that this is my profession.	SA	A	U	D	SD
16.	I could just as easily be associated with a different profession if my type of work place were similar.	SA	A	U	D	SD
17.	I am glad that I chose this profession over other professions.	SA	A	U	D	SD
18.	There is little to be gained by staying in this profession indefinitely.	SA	A	U	D	SD
19.	I do not agree with policies of this association on important matters relating to members in this profession.	SA	A	U	D	SD
20.	I really care about the fate of this profession.	SA	A	U	D	SD
21.	I feel this is the best of all professions in which to be involved.	SA	A	U	D	SD
22.	I appreciate the services provided by this professional association.	SA	A	U	D	SD
23.	The person to whom I am most directly responsible in my employment encourages me to be active in my profession.	SA	A	U	D	SD
24.	Faculty who meant the most to me during my undergraduate study stressed membership in AHEA.	SA	A	U	D	SD
25.	My values are very similar to the values of this profession.	SA	A	U	D	SD
26.	My professional preparation stressed the dimensions of being a professional.	SA	A	U	D	SD
27.	My family encourages me to participate in activities of my profession.	SA	A	U	D	SD
28.	My area of employment encourages participation in this profession.	SA	A	U	D	SD

29.	I have confidence in the integrity of the leaders of this profession.	SA	A	U	D	SD
30.	My colleagues at work set high standards for professional involvement.	SA	A	U	D	SD
31.	My family responsibilities prevent my active involvement in this professional association.	SA	A	U	D	SD
32.	My mentors were active in AHEA.	SA	A	U	D	SD
33.	Belonging to this professional association is required in my employment.	SA	A	U	D	SD
34.	This profession provides opportunity for individual involvement.	SA	A	U	D	SD
35.	There are few opportunities for upward mobility in this profession.	SA	A	U	D	SD
36.	This profession benefits from the leadership of its members.	SA	A	U	D	SD
37.	My family is proud of my professional achievements.	SA	A	U	D	SD
38.	My colleagues at work expect me to be active in the profession of home economics.	SA	A	U	D	SD
39.	This profession offers too few benefits to meet my needs.	SA	A	U	D	SD
40.	Communication with leaders in this profession is difficult.	SA	A	U	D	SD
41.	I am active in this profession because of the services it provides me.	SA	A	U	D	SD
42.	I find personal fulfillment in this profession.	SA	A	U	D	SD
43.	My employer encourages participation in this professional association.	SA	A	U	D	SD
44.	This profession provides ample role models for its members.	SA	A	U	D	SD
45.	The meetings of this professional association are beneficial to the growth of its members.	SA	A	U	D	SD
46.	The ideas I share with others in this profession are accepted when merited.	SA	A	U	D	SD
47.	This profession provides outlets for my competences.	SA	A	U	D	SD
48.	Being a member of this profession inspires me to give my best.	SA	A	U	D	SD
49.	The American Home Economics Association is the governing body of the home economics profession.	SA	A	U	D	SD

Part II

Directions: Using the following code, circle the response that most accurately depicts the extent to which you agree or disagree the statement is true for you.

SA - Strongly Agree
A - Agree
U - Undecided/Uncertain
D - Disagree
SD - Strongly Disagree

1.	I have always been free to move to wherever the best employment opportunity was.	SA	A	U	D	SD
2.	Interesting activities of professional associations seems too far away to attend.	SA	A	U	D	SD
3.	Typically I move to a different community about every two or three years.	SA	A	U	D	SD
4.	I was a member of the student section of the American/State Home Economics Association during my undergraduate years.	SA	A	U	D	SD
5.	My undergraduate involvements included membership in home economics honor societies.	SA	A	U	D	SD
6.	My choice of geographical location for employment is limited to where another family member is employed.	SA	A	U	D	SD
7.	I served in leadership roles in the American/State Home Economics Association student member section during my undergraduate study.	SA	A	U	D	SD
8.	I need the periodic "renewal" that I get from professional conferences and meetings.	SA	A	U	D	SD

9. My choice of geographical location for employment is limited to where another family member can be employed. SA A U D SD

10. I was not encouraged to participate in home economics clubs during my undergraduate study. SA A U D SD

Part III

1. In your judgment, what is the most important professional association to which you belong excluding the American/State Home Economics Association?

_____
(Write in association)

NOTE: In this part of the questionnaire, association refers to the one you have just identified above. AHEA refers to the American/State Home Economics Association.

2. This professional association is more important than AHEA to my professional success. SA A U D SD

3. I see fewer friends at meetings of this professional association than at meetings of AHEA. SA A U D SD

4. I have invested more of my time and energy into AHEA than into this professional association. SA A U D SD

5. The people at meetings of this professional association are more exciting than the people at AHEA meetings. SA A U D SD

6. This professional association has more meaningful meetings than AHEA. SA A U D SD

7. The dues to this professional association are higher than the $55.00 dues to AHEA. SA A U D SD

8. There are more men than women at meetings of this professional association. SA A U D SD

9. This professional association provides more useful publications than AHEA. SA A U D SD

10. Meetings of this professional association are less accessible to me than meetings of AHEA. SA A U D SD

11. This professional association needs my help more than AHEA does. SA A U D SD

Part IV

Directions: Please respond to every item. Check (✓) the blank for the most appropriate response. Choose one response per item unless otherwise specified.

1. Gender: a. _____ female b. _____ male

2. Age:
   a. _____ 20 years or under
   b. _____ 21 - 25 years
   c. _____ 26 - 30 years
   d. _____ 31 - 35 years
   e. _____ 36 - 40 years
   f. _____ 41 - 45 years
   g. _____ 46 - 50 years
   h. _____ 51 - 55 years
   i. _____ 56 - 60 years
   j. _____ 61 - 65 years
   k. _____ 66 - 70 years
   l. _____ over 70 years

3. Number of children (write in) _____ (number)

4. Number of children and adults who are your dependents (write in) _____ (number)

5. Check the degrees you hold and write in the major for each degree.

Degree	Major
a. _____ Bachelor's	_____
b. _____ Master's	_____
c. _____ Doctorate	_____
d. _____ Others _____ (write in)	_____

6. Your individual contribution to your immediate household money income. (Check the one that describes your contribution.)

   a. ______ sole source of income
   b. ______ major source of income (more than 60%)
   c. ______ co-equal source of income (approximately 40% to 60%)
   d. ______ contributing source of income (approximately 10% to 40%)
   e. ______ minor or noncontributing source of income (less than 10%)

7. Type of employment (Check only the one which best describes your present position.)

   Education

   a. ______ Secondary vocational home economics teacher
   b. ______ Secondary general home economics teacher
   c. ______ College or University

   Cooperative Extension

   d. ______ Local, county, or area
   e. ______ District or regional .
   f. ______ State

   Other Major Types of Employment

   g. ______ Business
   h. ______ Industry
   i. ______ Government
   j. ______ Self-Employment
   k. ______ Other (write in) ____________________

8. Length of time employed in home economics positions since earning a bachelor's degree. (write in) ____________ (years)

9. Length of time employed in non-home economics positions since earning a bachelor's degree. (write in) ____________ (years)

- -

10. If you would like a summary of this study, please indicate.

    I (would) (would not) like a summary.

(NOTE: If you request a summary, we shall record the code number of your questionnaire here, detach this item from the questionnaire and later identify your name and address from the code.)

THANKS!

APPENDIX B

LETTER TO THE PANEL OF JUDGES

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

February 9, 1984

Dear Colleague:

You have been identified as a leader in home economics, contributing in many ways to the total profession. May we call upon you now to assist the profession in a special way as we work to develop a questionnaire which will help determine the factors that affect commitment to the profession of home economics?

Please review the attached questionnaire, looking at each item for clarity, content, and understanding. Note your comments directly on the form. Please also time yourself as you complete the questionnaire. Note the length of time it took you on the last page. Your help in this stage of questionnaire development is extremely important. Please return the questionnaire to Bettye Gaffney by February 15, 1984.

You may be wondering how this questionnaire will be used. Our plan is to gather and analyze data from Oklahoma professionals in the next few months, then use these results to determine the content of a nationwide study planned for 1984-85. Findings from both studies will suggest guidelines for planning improvements in our preprofessional program.

Results of the Oklahoma and national study will be shared with the profession in a variety of ways. If you would like a summary, please complete the section on the last page of the questionnaire.

We sincerely appreciate your time and effort in working with us to develop a questionnaire which has the potential for contributing new knowledge to our profession. Thank you for your cooperation.

Sincerely,

(Signed)
Bettye J. Gaffney
Associate Professor
Home Economics Education
and Community Services

(Signed)
Peggy Meszaros
Professor
Director, Academic Affairs

Enclosure

CENTENNIAL DECADE
1980 • 1990

APPENDIX C

COVER LETTER

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

2 March 1984

Dear Colleague,

As a professional employed in Oklahoma, you have an important contribution to make to our knowledge of what it takes to be professional today. Oklahoma has been selected to take the lead in a national effort to gain new perspectives on the dimensions of being a professional.

You have been selected in a random sample of Oklahomans employed in home economics positions in business, extension, and education. A random sample was selected so that the results would be as accurate and as representative as possible for each group. Your response is critical to the validity of the results. We need you as a representative of your group.

Your response will be anonymous. The number on the questionnaire will be used to record receipt of your response. The list used for this record will not contain any names.

Colleagues who reviewed and pretested the questionnaire said that the response time was approximately 15 minutes. Please respond and return the completed questionnaire in the enclosed envelope by 15 March 1984. Findings from the study will be used in planning improvements in undergraduate and graduate programs at institutions and in programs of professional associations. We will be glad to send you a summary of the results if you indicate your wish at the end of the questionnaire.

Thank you for your cooperative assistance.

Sincerely,

(Signed)

Bettye J. Gaffney,
Associate Professor,
Home Economics Education
and Community Services

(Signed)

M. Marguerite Scruggs,
Professor and Associate Dean,
Research
College of Home Economics

CENTENNIAL
DECADE
1980 • 1990

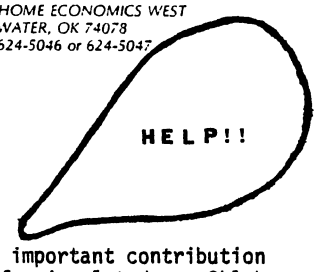
APPENDIX D

FOLLOW-UP LETTER

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



2 March 1984

Dear Colleague,

As a professional employed in Oklahoma, you have an important contribution to make to our knowledge of what it takes to be professional today. Oklahoma has been selected to take the lead in a national effort to gain new perspectives on the dimensions of being a professional.

You have been selected in a random sample of Oklahomans employed in home economics positions in business, extension, and education. A random sample was selected so that the results would be as accurate and as representative as possible for each group. Your response is critical to the validity of the results. We need you as a representative of your group.

Your response will be anonymous. The number on the questionnaire will be used to record receipt of your response. The list used for this record will not contain any names.

Colleagues who reviewed and pretested the questionnaire said that the response time was approximately 15 minutes. Please respond and return the completed questionnaire in the enclosed envelope by 15 March 1984. Findings from the study will be used in planning improvements in undergraduate and graduate programs at institutions and in programs of professional associations. We will be glad to send you a summary of the results if you indicate your wish at the end of the questionnaire.

Thank you for your cooperative assistance.

Sincerely,

(Signed)

Bettye J. Gaffney,
Associate Professor,
Home Economics Education and
Community Services

(Signed)

M. Marguerite Scruggs,
Professor and Associate Dean,
Research
College of Home Economics

We know that you are very busy but we certainly need your response. Please reply by April 9, 1984.

Thanks

Bettye and Marguerite

APPENDIX E

VALIDATED INSTRUMENT

Part I

Directions: Please respond to each of the following items as they apply to you. There are no right answers for everyone. The right answer for you is what is true for you. In every instance,

profession refers to the profession of home economics,

professional association refers to the American Home Economics Association (AHEA), and affiliated state association.

Using the following code, circle the response that most accurately describes the extent to which you agree or disagree that the statement is true for you.

SA - Strongly Agree
A - Agree
U - Undecided/Uncertain
D - Disagree
SD - Strongly Disagree

1.	I encourage others to become active in this profession.	SA	A	U	D	SD
2.	Belonging to this professional association is very important to me.	SA	A	U	D	SD
3.	Being a home economist is very important to me.	SA	A	U	D	SD
4.	I find time to work for this profession.	SA	A	U	D	SD
5.	I seek peer support in this organization for professional goals.	SA	A	U	D	SD
6.	I am glad to participate in research related experiences that are important to this profession.	SA	A	U	D	SD
7.	I can be professional without belonging to this professional association.	SA	A	U	D	SD
8.	I am willing to give more than is normally expected to make this profession successful.	SA	A	U	D	SD
9.	I talk of this profession as an outstanding profession with which to be associated.	SA	A	U	D	SD
10.	I would accept almost any job assignment in order to continue my association in this profession.	SA	A	U	D	SD
11.	I take pride in telling others that this is my profession.	SA	A	U	D	SD
12.	I really care about the fate of this profession.	SA	A	U	D	SD
13.	I feel this is the best of all professions in which to be involved.	SA	A	U	D	SD
14.	I appreciate the services provided by this professional association.	SA	A	U	D	SD
15.	The person to whom I am most directly responsible in my employment encourages me to be active in my profession.	SA	A	U	D	SD
16.	Faculty who meant the most to me during my undergraduate study stressed membership in AHEA.	SA	A	U	D	SD
17.	My professional preparation stressed the dimensions of being a professional.	SA	A	U	D	SD
18.	My family encourages me to participate in activities of my profession.	SA	A	U	D	SD
19.	My area of employment encourages participation in this profession.	SA	A	U	D	SD
20.	I have confidence in the integrity of the leaders of this profession.	SA	A	U	D	SD
21.	My colleagues at work set high standards for professional involvement.	SA	A	U	D	SD
22.	My family responsibilities prevent my active involvement in this professional association.	SA	A	U	D	SD
23.	My mentors were active in AHEA.	SA	A	U	D	SD
24.	Belonging to this professional association is required in my employment.	SA	A	U	D	SD
25.	This profession provides opportunity for individual involvement.	SA	A	U	D	SD
26.	There are few opportunities for upward mobility in this profession.	SA	A	U	D	SD
27.	This profession benefits from the leadership of its members.	SA	A	U	D	SD

28.	My family is proud of my professional achievements.	SA	A	U	D	SD
29.	My colleagues at work expect me to be active in the profession of home economics.	SA	A	U	D	SD
30.	Communication with leaders in this profession is difficult.	SA	A	U	D	SD
31.	I am active in this profession because of the services it provides me.	SA	A	U	D	SD
32.	I find personal fulfillment in this profession.	SA	A	U	D	SD
33.	My employer encourages participation in this professional association.	SA	A	U	D	SD
34.	This profession provides ample role models for its members.	SA	A	U	D	SD
35.	The meetings of this professional association are beneficial to the growth of its members.	SA	A	U	D	SD
36.	The ideas I share with others in this profession are accepted when merited.	SA	A	U	D	SD
37.	This profession provides outlets for my competencies	SA	A	U	D	SD

Part II

1.	Interesting activities of professional associations seems too far away to attend.	SA	A	U	D	SD
2.	Typically I move to a different community about every two or three years.	SA	A	U	D	SD
3.	I was a member of the student home economics association during my undergraduate years.	SA	A	U	D	SD
4.	My undergraduate involvements included membership in home economics honor societies.	SA	A	U	D	SD
5.	I served in leadership roles in the student home economics association during my undergraduate study.	SA	A	U	D	SD
6.	I need the periodic "renewal" that I get from professional conferences and meetings.	SA	A	U	D	SD
7.	I was not encouraged to participate in a student home economics association during my undergraduate study.	SA	A	U	D	SD

Part III

1. In your judgment, what is the most important professional association to which you belong excluding the American Home Economics Association (and affiliated state association)?

_____

(Write in Association)

NOTE: In this part of the questionnaire, association refers to the one you have just identified above. AHEA refers to the American Home Economics Association.

2.	This professional association is more important than AHEA to my professional success.	SA	A	U	D	SD
3.	I see fewer friends at meetings of this professional association than at meetings of AHEA.	SA	A	U	D	SD
4.	I have invested more of my time and energy into AHEA than into this professional association.	SA	A	U	D	SD
5.	The people at meetings of this professional association are more exciting than the people at AHEA meetings.	SA	A	U	D	SD
6.	This professional association has more meaningful meetings than AHEA.	SA	A	U	D	SD
7.	This professional association provides more useful publications than AHEA.	SA	A	U	D	SD
8.	Meetings of this professional association are less accessible to me than meetings of AHEA.	SA	A	U	D	SD
9.	This professional association needs my help more than AHEA does.	SA	A	U	D	SD

Directions: Please respond to every item. Check (√) the blank for the most appropriate response. Choose one response per item unless otherwise specified.

1. Gender: a. ______female b. ______male

2. Age:
   a. ______ 20 years or under
   b. ______ 21 - 25 years
   c. ______ 26 - 30 years
   d. ______ 31 - 35 years
   e. ______ 36 - 40 years
   f. ______ 41 - 45 years
   g. ______ 46 - 50 years
   h. ______ 51 - 55 years
   i. ______ 56 - 60 years
   j. ______ 61 - 65 years
   k. ______ 66 - 70 years
   l. ______ over 70 years

3. Number of children (write in) ______________ (number)

4. Number of children and adults who are your dependents (write in) ______________ (number)

5. Check the degree(s) you hold:

   a. ______ Bachelor's
   b. ______ Master's
   c. ______ Doctorate
   d. ______ Others ______________ (Write in)

6. Your individual contribution to your immediate household money income. (Check the one that describes your contribution.)

   a. ______ sole source of income
   b. ______ major source of income (more than 60%)
   c. ______ co-equal source of income (approximately 40% to 60%)
   d. ______ contributing source of income (approximately 10% to 40%)
   e. ______ minors or noncontributing source of income (less than 10%)

7. Type of employment (Check only the one which best describes your present position.)

   a. ______ Vocational Home Economics
   b. ______ College or University
   c. ______ Cooperative Extension
   d. ______ Business or Industry
   e. ______ Other (write in) ______________

8. Length of time employed in home economics positions since earning a bachelor's degree.

   (Write in) ______________ (Write in)

9. Are you currently a member of AHEA? ______Yes ______No

- -

10. If you would like a summary of this study, please indicate.

    I (would) (would not) like a summary.

NOTE: If you request a summary, we shall record your request by the code number of your questionnaire. Persons recording your responses will not have access to your name and address.

THANKS!!

APPENDIX F

DISTRIBUTION OF SAMPLE BY PROFESSIONAL ASSOCIATIONS OTHER THAN AHEA

TABLE XXVIII

DISTRIBUTION OF SAMPLE BY PROFESSIONAL ASSOCIATIONS OTHER THAN AHEA

Professional Association	Number	Percent
National/Oklahoma Association of Extension Home Economists	55	19.4
American/Oklahoma Vocational Association	54	19.0
National/Oklahoma Education Association	30	10.6
Home Economists in Business	13	4.8
American Dietetics Association	12	4.2
National/Southern Association of Children Under Six	11	3.9
National Council on Family Relations	10	3.6
City Home Economics Teacher's Association	9	3.2
National Association for Education of Young Children	7	2.5
National/Oklahoma Association of 4-H Agents	7	2.5
American Association of University Women	3	1.1
Association of College Professors of Textiles and Clothing	3	1.1
Women in Energy	3	1.1
American Council on Consumer Interest	2	.7
American Women in Radio and Television	2	.7
Society for Consumer Affairs/Professions in Business	2	.7
Society for Research in Child Development	2	.7
Higher Education Alumni Council of Oklahoma	2	.7
City Classroom Teachers Association	2	.7
American Association of Adult and Continuing Education	1	.4
American Association of Housing Educators	1	.4
American Psychological Association	1	.4
American Agri-Women	1	.4
American Society of Interior Designers	1	.4
Association of Education in Journalism and Mass Communications	1	.4
Business Women's Association of America	1	.4
Chamber of Commerce	1	.4
Council on Hotel Restaurant and Institution Education	1	.4
Epsilon Sigma Phi	1	.4
Institute of Food Technology	1	.4
Interior Design Educators' Council	1	.4
League of Women Voters	1	.4
National Extension Homemakers' Council	1	.4
Omicron Nu	1	.4
Society for Nutrition Education	1	.4
National Restaurant Association	1	.4
Agricultural Communicators in Education	1	.4
Not Applicable	21	7.4
Unknown	17	6.2

APPENDIX G

SUMMARY TABLES OF ANALYSES OF VARIANCE

TABLE XXIX

SUMMARY OF ANALYSES OF VARIANCE FOR
PROFESSIONAL COMMITMENT BY AGE

Dependent Variable	Source	df	Sums of Squares	F Value	P
Identity with Profession	Model Age	8	14.98	2.61	.009
	Error Total	276 285	197.70 212.68		
Expectations Met	Model Age	8	13.96	3.22	.001
	Error Total	276 284	149.81 163.77		
Rejection of Profession	Model Age	8	19.82	3.26	.001
	Error Total	276 284	203.25 223.07		
Importance of AHEA	Model Age	8	50.38	3.56	.0006
	Error Total	276 284	487.61 537.99		

TABLE XXX

SUMMARY OF ANALYSES OF VARIANCE FOR PROFESSIONAL COMMITMENT BY NUMBER OF CHILDREN

Dependent Variable	Source	df	Sums Squares	F Value	P
Identity with Profession	Model No. of Children	4	4.09	1.38	.24
	Error	280	208.59		
	Total	284	212.68		
Expectations Met	Model No. of Children	4	1.86	.80	.52
	Error	280	161.92		
	Total	284	163.78		
Rejection of Profession	Model No. of Children	4	4.30	1.38	.24
	Error	280	218.77		
	Total	284	223.07		
Importance of AHEA	Model No. of Children	4	5.78	.76	.55
	Error	280	532.21		
	Total	284	537.99		

TABLE XXXI

SUMMARY OF ANALYSES OF VARIANCE FOR PROFESSIONAL COMMITMENT BY NUMBER OF DEPENDENTS

Dependent Variable	Source	df	Sums of Squares	F Value	P
Identity with Profession	Model Dependents	3	2.11	.94	.42
	Error	281	210.57		
	Total	284	212.58		
Expectations Met	Model Dependents	3	2.06	1.20	.31
	Error	281	161.70		
	Total	284	163.76		
Rejection of the Profession	Model Dependents	3	3.11	1.33	.26
	Error	281	219.95		
	Total	284	222.06		
Importance of AHEA	Model Dependents	3	17.83	3.21	.02
	Error	281	520.15		
	Total	284	537.98		

TABLE XXXII

SUMMARY OF ANALYSES OF VARIANCE FOR PROFESSIONAL COMMITMENT BY INCOME SHARE

Dependent Variable	Source	df	Sums of Squares	F Value	P
Identity with Profession	Model Income	3	1.81	.81	.49
	Error	280	209.40		
	Total	283	211.21		
Expectations Met	Model Income	3	.05	.03	.98
	Error	280	163.44		
	Total	283	163.49		
Rejection of the Profession	Model Income	3	3.44	1.48	.21
	Error	280	216.94		
	Total	283	220.38		
Importance of AHEA	Model Income	3	1.60	.28	.84
	Error	280	535.59		
	Total	283	537.19		

TABLE XXXIII

SUMMARY OF ANALYSES OF VARIANCE FOR PROFESSIONAL COMMITMENT FACTORS BY HIGHEST DEGREE HELD

Dependent Variable	Source	df	Sums of Squares	F Value	P
Identity with the Profession	Model Highest Degree	2	6.17	4.21	.01
	Error	281	206.12		
	Total	283	212.29		
Expectations Met	Model Highest Degree	2	.70	.61	.54
	Error	281	162.68		
	Total	283	163.38		
Rejection of Profession	Model Highest Degree	2	8.86	5.83	.003
	Error	281	213.56		
	Total	283	222.42		
Importance of AHEA	Model Highest Degree	2	13.96	3.75	.02
	Error	281	523.23		
	Total	283	537.19		

TABLE XXXIV

SUMMARY OF ANALYSES OF VARIANCE FOR PROFESSIONAL COMMITMENT FACTORS BY EMPLOYMENT

Dependent Variable	Source	df	Sums of Squares	F Value	P
Identity with the Profession	Model Employment	4	16.31	5.81	.0002
	Error	280	196.38		
	Total	284	212.69		
Expectations Met	Model Employment	4	7.71	3.46	.009
	Error	280	156.06		
	Total	284	163.77		
Rejection of Profession	Model Employment	4	12.29	4.08	.003
	Error	280	210.77		
	Total	284	223.06		
Importance of AHEA	Model Employment	4	5.53	.73	.57
	Error	280	532.46		
	Total	284	537.99		

TABLE XXXV

SUMMARY OF ANALYSES OF VARIANCE FOR PROFESSIONAL COMMITMENT BY YEARS OF EMPLOYMENT IN HOME ECONOMICS

Dependent Variable	Source	df	Sums of Squares	F Value	P
Identity with	Model Years of Exp. in HEC	4	18.46	6.65	.0001
	Error	280	194.23		
	Total	284	212.69		
Expectations Met	Model Years of Exp. in HEC	4	14.28	6.69	.0001
	Error	280	149.49		
	Total	284	163.77		
Rejection of Profession	Model Years of Exp. in HEC	4	24.63	8.69	.0001
	Error	280	198.44		
	Total	284	223.07		
Importance of AHEA	Model Years of Exp. in HEC	4	57.66	8.40	.0001
	Error	280	480.33		
	Total	284	537.99		

TABLE XXXVI

SUMMARY OF ANALYSES OF VARIANCE FOR PROFESSIONAL COMMITMENT BY YEARS OF EXPERIENCE IN NON-HOME ECONOMICS

Dependent VAriable	Source	df	Sums of Squares	F Value	P
Identity with Profession	Model	2	1.34	.89	.41
	Years of Exp. in Non-HEC				
	Error	279	209.09		
	Total	281	210.43		
Expectations Met	Model	2	.06	.05	.95
	Years of Exp. in Non-Hec				
	Error	279	161.07		
	Total	281	161.13		
Rejecting Profession	Model	2	3.96	2.55	.08
	Years of Exp. in Non-Hec				
	Error	279	216.77		
	Total	281	220.73		
Importance of AHEA	Model	2	1.02	.26	.76
	Years of Exp. in Non-Hec				
	Error	279	536.43		
	Total	281	537.45		

TABLE XXXVII

SUMMARY OF ANALYSES OF VARIANCE FOR PROFESSIONAL COMMITMENT BY MEMBERSHIP IN AHEA

Dependent Variable	Source	df	Sums of Squares	F Value	P
Identity with Profession	Model Membership	1	2.77	3.74	.05
	Error	280	207.37		
	Total	281	210.14		
Expectations Met	Model Membership	1	3.18	5.58	.01
	Error	280	159.83		
	Total	281	163.01		
Rejection of Profession	Model Membership	1	1.71	2.19	.13
	Error	280	218.67		
	Total	281	220.38		
Importance of AHEA	Model Membership	1	82.40	51.98	.0001
	Error	280	443.88		
	Total	281	526.28		

TABLE XXXVIII

SUMMARY OF ANALYSES OF VARIANCE FOR FACILITATING OR INHIBITING FACTORS BY AGE

Dependent Variable	Source	df	Sums of Squares	F Value	P
Employment Support	Model	8	13.63	1.73	.09
	Age				
	Error	276	271.23		
	Total	284	284.86		
Professional Models	Model	8	19.74	2.12	.03
	Age				
	Error	274	319.05		
	Total	282	338.79		
Family Attitude	Model	8	24.39	4.37	.0001
	Age				
	Error	276	192.48		
	Total	284	216.87		
Geographic-Mobility Limitations	Model	8	22.50	.98	.45
	Age				
	Error	276	794.30		
	Total	284	816.80		
Professional Involvement	Model	8	52.99	3.44	.0009
	Age				
	Error	275	529.38		
	Total	283	582.37		
Periodic Renewal	Model	8	18.47	2.32	.02
	Age				
	Error	276	274.47		
	Total	284	292.94		
Preference for other Professional Association	Model	8	12.63	1.25	.27
	Age				
	Error	251	318.36		
	Total	259	330.99		
Sense of Belonging to AHEA	Model	8	18.41	1.46	.17
	Age				
	Error	251	394.64		
	Total	259	413.05		
Status of Association	Model	8	41.74	2.10	.03
	Age				
	Error	250	620.89		
	Total	258	662.63		

TABLE XXXIX

SUMMARY OF ANALYSES OF VARIANCE FOR FACILITATING OR INHIBITING FACTORS BY NUMBER OF CHILDREN

Dependent Variable	Source	df	Sums of Squares	F Value	P
Employment Support	Model	4	.57	.14	.96
	# of Children				
	Error	280	284.29		
	Total	284	284.86		
Professional Model	Model	4	8.02	1.69	.15
	# of Children				
	Error	278	330.77		
	Total	282	338.79		
Family Attitude	Model	4	2.08	.68	.60
	# of Children				
	Error	280	214.79		
	Total	284	216.87		
Geographic-Mobility Limitations	Model	4	75.24	7.10	.0001
	# of Children				
	Error	280	741.57		
	Total	284	816.81		
Pre-Professional Involvement	Model	4	12.80	1.57	.18
	# of Children				
	Error	279	569.57		
	Total	283	582.37		
Periodic Renewal	Model	4	3.19	.77	.54
	# of Children				
	Error	280	289.75		
	Total	284	292.94		
Preference for Other Professional Association	Model	4	6.88	1.35	.25
	# of Children				
	Error	255	324.11		
	Total	259	330.99		
Sense of Belonging to AHEA	Model	4	5.34	.84	.50
	# of Children				
	Error	255	407.70		
	Total	259	413.04		
Status of Association	Model	4	7.86	.76	.55
	# of Children				
	Error	254	654.77		
	Total	258	662.63		

TABLE XL

SUMMARY OF ANALYSES OF VARIANCE FOR FACILITATING OR INHIBITING FACTORS BY NUMBER OF DEPENDENTS

Dependent Variable	Source	df	Sums of Squares	F Value	P
Employment Support	Model	3	1.14	.38	.77
	Dependents				
	Error	281	283.72		
	Total	284	284.86		
Professional Models	Model	3	5.48	1.53	.20
	Dependents				
	Error	279	333.31		
	Total	282	338.79		
Family Attitude	Model	3	21.32	10.21	.0001
	Dependents				
	Error	281	195.54		
	Total	284	216.86		
Geographic-Mobility Limitations	Model	3	37.02	4.45	.004
	Dependents				
	Error	281	779.78		
	Total	284	816.80		
Pre-Professional Involvement	Model	3	10.61	1.73	.15
	Dependents				
	Error	280	571.76		
	Total	283	582.37		
Periodic Renewal	Model	3	1.76	.57	.64
	Dependents				
	Error	281	291.17		
	Total	284	292.93		
Preference for Other Association	Model	3	1.26	.33	.80
	Dependents				
	Error	256	329.72		
	Total	259	330.98		
Sense of Belonging to AHEA	Model	3	2.96	.62	.60
	Dependents				
	Error	256	410.08		
	Total	259	413.04		
Status of Other	Model	3	2.99	.39	
	Dependents				
	Error	255	659.53		
	Total	258	662.52		

TABLE XLI

SUMMARY OF ANALYSES OF VARIANCE FOR FACILITATING OR INHIBITING FACTORS BY INCOME SHARE

Dependent Variable	Source	df	Sums of Squares	F Value	P
Employment Support	Model	3	11.84	4.05	.007
	Income				
	Error	280	277.68		
	Total	283	284.52		
Professional Models	Model	3	2.39	.66	.58
	Income				
	Error	278	333.89		
	Total	281	336.28		
Family Attitude	Model	3	8.58	3.87	.009
	Income				
	Error	280	207.18		
	Total	283	215.76		
Geographic-Mobility Limitations	Model	3	88.77	56.45	.0001
	Income				
	Error	280	311.04		
	Total	283	399.81		
Pre-Professional	Model	3	5.47	.89	.44
	Income				
	Error	279	570.56		
	Total	282	576.03		
Periodic Renewal	Model	3	5.03	1.63	.18
	Income				
	Error	280	287.53		
	Total	283	292.56		
Preference for Other Association	Model	3	2.11	.55	.65
	Income				
	Error	255	326.61		
	Total	258	328.72		
Sense of Belonging to AHEA	Model	3	5.19	1.08	.35
	Income				
	Error	255	407.66		
	Total	258	412.85		
Status of Association	Model	3	5.85	.76	.52
	Income				
	Error	254	654.26		
	Total	257	660.11		

TABLE XLII

SUMMARY OF ANALYSES OF VARIANCE FOR FACILITATING OR INHIBITING FACTORS BY HIGHEST DEGREE

Dependent Variable	Source	df	Sums of Squares	F Value	P
Employment Support	Model	2	4.31	2.16	.11
	Highest Degree				
	Error	281	280.22		
	Total	283	284.53		
Professional Model	Model	2	6.14	2.58	.07
	Highest Degree				
	Error	279	332.65		
	Total	281	338.79		
Family Attitude	Model	2	13.24	9.19	.0001
	Highest Degree				
	Error	281	202.51		
	Total	283	215.75		
Geographic-Mobility Limitations	Model	2	13.06	9.25	.0001
	Highest Degree				
	Error	281	387.24		
	Total	283	400.30		
Pre-Professional Involvement	Model	2	13.53	3.36	.03
	Highest Degree				
	Error	280	563.69		
	Total	282	577.22		
Periodic Renewal	Model	2	1.12	.54	.58
	Highest Degree				
	Error	281	291.44		
	Total	283	292.56		
Preference for Other Association	Model	2	4.46	1.75	.17
	Highest Degree				
	Error	256	326.53		
	Total	258	330.99		
Sense of Belonging to AHEA	Model	2	3.32	1.04	.35
	Highest Degree				
	Error	256	409.68		
	Total	258	413.00		
Status of Association	Model	2	.53	.10	.90
	Highest Degree				
	Error	255	661.93		
	Total	257	662.46		

TABLE XLIII

SUMMARY OF ANALYSES OF VARIANCE FOR FACILITATING OR INHIBITING FACTORS BY EMPLOYMENT

Dependent Variable	Source	df	Sum of Squares	F Value	P
Employment Support	Model	4	17.89	4.69	.001
	Employment				
	Error	280	266.98		
	Total	284	284.87		
Professional Model	Model	4	15.05	3.23	.01
	Employment				
	Error	278	323.74		
	Total	282	338.79		
Family Attitude	Model	4	11.44	3.90	.004
	Employment				
	Error	280	205.43		
	Total	284	216.87		
Geographic-Mobility Limitations	Model	4	11.71	5.84	.0002
	Employment				
	Error	280	390.14		
	Total	284	401.85		
Professional Involvement	Model	4	28.57	3.60	.007
	Employment				
	Error	279	553.80		
	Total	283	582.37		
Periodic Renewal	Model	4	15.91	4.02	.003
	Employment				
	Error	280	277.03		
	Total	284	292.94		
Preference for Other Profession	Model	4	29.36	6.21	.0001
	Employment				
	Error	255	301.63		
	Total	259	330.99		
Sense of Belonging to AHEA	Model	4	23.97	3.93	.004
	Employment				
	Error	255	389.08		
	Total	259	413.05		
Status of Association	Model	4	173.39	22.50	.0001
	Employment				
	Error	254	489.24		
	Total	258	662.63		

TABLE XLIV

SUMMARY OF ANALYSES OF VARIANCE FOR FACILITATING OR INHIBITING FACTORS BY YEARS OF EXPERIENCE IN HOME ECONOMICS

Dependent Variable	Source	df	Sums of Squares	F Value	P
Employment Support	Model	4	12.85	3.31	.01
	Years of Exp. in HEC				
	Error	280	272.01		
	Total	284	284.86		
Professional Models	Model	4	7.13	1.49	.20
	Years of Exp. in HEC				
	Error	278	331.66		
	Total	282	338.79		
Family Attitude	Model	4	22.66	8.17	.0001
	Years of Exp. in HEC				
	Error	280	194.21		
	Total	284	216.87		
Geographic-Mobility Limitations	Model	4	13.59	3.04	.01
	Years of Exp. in HEC				
	Error	280	388.26		
	Total	284	401.85		
Pre-professional Involvement	Model	4	9.36	1.14	.33
	Years of Exp. in HEC				
	Error	279	573.00		
	Total	283	582.36		
Periodic Renewal	Model	4	18.83	4.81	.0009
	Years of Exp. in HEC				
	Error	280	274.11		
	Total	284	292.94		
Preference for Other Association	Model	4	12.75	2.55	.03
	Years of Exp. in HEC				
	Error	255	318.24		
	Total	259	330.99		

TABLE XLIV (Continued)

Dependent Variable	Source	df	Sums of Squares	F Value	P
Sense of Belonging to AHEA	Model	4	12.29	1.96	.10
	Years of Exp. in HEC				
	Error	255	400.75		
	Total	259	413.04		
Status of Association	Model	4	35.38	3.58	.007
	Years of Exp. in HEC				
	Error	254	627.25		
	Total	259	662.63		

TABLE XLV

SUMMARY OF ANALYSES OF VARIANCE FOR FACILITATING OR INHIBITING FACTORS BY YEARS OF EMPLOYMENT IN NON-HOME ECONOMICS

Dependent Variable	Source	df	Sums of Squares	F Balue	P
Employment Support	Model	2	.10	.05	.95
	Years of Exp. in Non-HEC				
	Error	279	284.35		
	Total	281	284.45		
Professional Models	Model	2	2.19	.91	.40
	Years of Exp. in Non-HEC				
	Error	277	332.40		
	Total	279	334.59		
Family Attitude	Model	2	1.50	.99	.37
	Years of Exp. in Non-HEC				
	Error	279	212.32		
	Total	281	213.82		
Geographic-Mobility Limitations	Model	2	2.77	2.21	.11
	Years of Exp. in Non-HEC				
	Error	279	386.98		
	Total	281	389.75		
Pre-Professional Involvement	Model	2	7.28	1.77	.17
	Years of Exp. in Non-HEC				
	Error	278	570.19		
	Total	280	577.47		
Periodic Renewal	Model	2	2.03	.98	.37
	Years of Exp. in Non-HEC				
	Error	279	287.74		
	Total	281	289.77		
Preference for Other Association	Model	2	5.64	2.21	.11
	Years of Exp. in Non-HEC				
	Error	255	325.17		
	Total	257	330.81		

TABLE XLV (Continued)

Dependent Variable	Source	df	Sums of Squares	F Value	P
Sense of Belonging to AHEA	Model	2	3.87	1.21	.30
	Years of Exp. in Non-HEC				
	Error	255	408.35		
	Total	257	412.22		
Status of Association	Model	2	.97	.19	.82
	Years of Exp. in Non-HEC				
	Error	254	660.48		
	Total	256	661.45		

TABLE XLVI

SUMMARY OF ANALYSES OF VARIANCE FOR FACILITATING OR INHIBITING FACTORS BY MEMBERSHIP IN AHEA

Dependent Variable	Source	df	Sums of Squares	F Value	P
Employment Support	Model	1	6.37	6.47	.01
	Membership				
	Error	280	275.91		
	Total	281	282.28		
Professional Models	Model	1	9.74	8.32	.004
	Membership				
	Error	280	325.36		
	Total	281	335.10		
Family Attitude	Model	1	4.03	5.31	.02
	Membership				
	Error	280	212.43		
	Total	281	216.46		
Geographic-Mobility Limitations	Model	1	17.18	6.10	.01
	Membership				
	Error	280	788.33		
	Total	281	805.51		
Professional Involvement	Model	1	3.13	1.51	.21
	Membership				
	Error	280	578.04		
	Total	281	581.17		
Periodic Renewal	Model	1	.19	.19	.66
	Membership				
	Error	280	288.75		
	Total	281	288.94		
Preference for other Professional Association	Model	1	3.68	3.01	.08
	Membership				
	Error	256	312.50		
	Total	257	316.18		
Sense of Belonging to AHEA	Model	1	7.39	4.68	.03
	Membership				
	Error	256	404.38		
	Total	257	411.77		
Status of Association	Model	1	2.80	1.09	.29
	Membership				
	Error	256	653.79		
	Total	257	656.59		

APPENDIX H

RESULTS OF DUNCAN'S MULTIPLE RANGE TESTS

TABLE XLVII

DUNCAN'S MULTIPLE RANGE TEST RESULTS FOR SELECTED DEMOGRAPHIC VARIABLES AND FACILITATING OR INHIBITING FACTORS

Demographic Characteristics	Number	Mean Scores Within Groups								
		Factor I	Factor II	Factor III	Factor IV	Factor V	Factor VI	Factor VII	Factor VIII	Factor IX
Age										
21-25	19	4.37^{b}	5.35^{a}	5.09^{bcd}	5.12^{a}	5.13^{a}	2.63^{a}	3.90^{ab}	3.52^{a}	3.89^{a}
26-30	41	4.33^{b}	4.97^{ab}	4.93^{cd}	4.80^{ab}	4.81^{ab}	2.57^{a}	4.21^{ab}	2.96^{a}	3.84^{a}
31-35	56	4.31^{b}	4.57^{b}	4.74^{cd}	4.43^{ab}	3.93^{cd}	2.53^{ab}	4.21^{ab}	2.99^{a}	3.26^{ab}
36-40	40	4.17^{b}	4.93^{ab}	4.81^{cd}	4.93^{ab}	4.28^{bcd}	2.56^{a}	4.21^{ab}	3.13^{a}	3.52^{ab}
41-45	39	4.40^{b}	5.19^{ab}	4.96^{cd}	4.74^{ab}	4.53^{abc}	2.49^{ab}	4.33^{a}	2.89^{a}	3.03^{ab}
46-50	28	4.71^{ab}	4.62^{b}	5.51^{ab}	4.36^{ab}	3.82^{cd}	1.96^{a}	4.11^{ab}	2.79^{a}	2.63^{b}
51-55	22	4.48^{ab}	5.06^{ab}	5.23^{abcd}	4.38^{ab}	4.32^{bcd}	2.23^{ab}	3.83^{ab}	3.52^{a}	3.71^{a}
56-60	20	4.38^{b}	4.70^{ab}	5.41^{abc}	4.53^{ab}	3.53^{d}	1.95^{b}	3.93^{ab}	3.50^{a}	3.38^{ab}
61-65	20	5.03^{a}	5.28^{a}	5.63^{a}	4.05^{b}	4.04^{cd}	1.95^{b}	3.50^{b}	3.53^{a}	3.97^{a}
Number of Dependents										
None	135	4.46^{a}	5.00^{a}	5.24^{a}	4.24^{b}	4.36^{a}	2.34^{a}	4.07^{a}	3.11^{a}	3.36^{a}
1	50	4.47^{a}	4.93^{ab}	5.19^{ab}	4.79^{ab}	4.33^{a}	2.29^{a}	4.00^{a}	3.32^{a}	3.54^{a}
2	57	4.37^{a}	4.93^{ab}	4.89^{b}	4.97^{a}	4.26^{ab}	2.48^{a}	4.20^{a}	2.98^{a}	3.54^{a}
3	33	4.28^{a}	4.55^{a}	4.41^{c}	5.13^{a}	3.74^{b}	2.50^{a}	4.16^{a}	3.09^{a}	3.23^{a}
Number of Children										
None	98	4.41^{a}	4.98^{a}	5.16^{a}	3.91^{b}	4.52^{a}	2.49^{a}	4.28^{a}	3.08^{a}	3.62^{a}
1	46	4.49^{a}	4.98^{a}	5.08^{a}	4.80^{a}	4.32^{a}	2.36^{a}	3.98^{a}	3.23^{a}	3.35^{a}
2	87	4.42^{a}	5.02^{a}	4.98^{a}	5.05^{a}	4.13^{a}	2.26^{a}	4.07^{a}	3.02^{a}	3.35^{a}
3	33	4.43^{a}	4.68^{ab}	4.97^{a}	5.04^{a}	4.02^{a}	2.29^{a}	3.77^{a}	3.44^{a}	3.30^{a}
4	21	4.29^{a}	4.44^{b}	4.94^{a}	4.95^{a}	3.89^{a}	2.52^{a}	4.11^{a}	2.93^{a}	3.00^{a}

TABLE XLVII (Continued)

Demographic Characteristics	Number	Mean Scores Within Groups								
		Factor I	Factor II	Factor III	Factor IV	Factor V	Factor VI	Factor VII	Factor VIII	Factor IX
Type of Employment										
Cooperative Extension	65	4.72^{a}	5.08^{ab}	5.33^{a}	4.33^{b}	4.58^{a}	2.26^{ab}	4.23^{bc}	2.66^{c}	2.46^{c}
Vocational Teachers	83	4.27^{bc}	5.11^{a}	4.85^{b}	5.14^{a}	4.48^{ab}	2.09^{b}	3.66^{c}	3.37^{a}	4.49^{a}
Secondary General	23	3.89^{c}	4.79^{ab}	4.95^{b}	5.45^{a}	3.74^{c}	2.41^{ab}	3.75^{bc}	2.72^{bc}	2.55^{c}
College/University	84	4.57^{ab}	4.58^{b}	5.16^{ab}	4.22^{b}	3.89^{bc}	2.66^{a}	4.38^{a}	3.29^{ab}	3.55^{b}
Home Economists in Business	30	4.16^{bc}	5.07^{ab}	4.81^{b}	4.19^{b}	4.43^{ab}	2.62^{a}	4.55^{a}	3.24^{abc}	2.77^{c}
Highest Degree Held										
Bachelor's	120	4.28^{a}	5.01^{a}	4.86^{b}	4.81^{a}	4.39^{a}	2.42^{a}	4.08^{a}	2.98^{a}	3.36^{a}
Master's	127	4.52^{a}	4.93^{a}	5.11^{b}	4.73^{a}	4.32^{a}	2.31^{a}	4.01^{a}	3.21^{a}	3.45^{a}
Doctorate	37	4.53^{a}	4.55^{b}	5.53^{a}	3.52^{b}	3.72^{b}	2.47^{a}	4.42^{a}	3.22^{a}	3.47^{a}
Contribution to Income										
Contributing (10-40%)	56	4.40^{b}	4.81^{a}	4.89^{b}	5.49^{a}	4.28^{a}	2.48^{a}	4.06^{a}	3.33^{a}	3.52^{a}
Coequal Source	124	4.26^{b}	4.97^{a}	4.95^{b}	5.33^{a}	4.36^{a}	2.26^{a}	4.03^{a}	3.03^{a}	3.44^{a}
Major Source	33	4.93^{a}	4.56^{a}	5.11^{ab}	3.96^{b}	4.42^{a}	2.67^{a}	4.05^{a}	3.33^{a}	3.61^{a}
Sole Source	71	4.46^{b}	5.00^{a}	5.34^{a}	3.01^{c}	4.04^{a}	2.37^{a}	4.25^{a}	3.03^{a}	3.16^{a}
Years of Experience in Home Economics										
1-5	74	4.36^{b}	4.91^{ab}	4.85^{bc}	4.98^{a}	4.54^{a}	2.64^{a}	4.17^{ab}	3.20^{a}	3.67^{a}
6-10	58	4.32^{b}	4.87^{ab}	4.74^{c}	4.57^{ab}	4.12^{a}	2.50^{a}	4.17^{ab}	2.99^{ab}	3.70^{a}
11-15	52	4.19^{b}	4.66^{b}	5.02^{bc}	4.79^{a}	4.09^{a}	2.51^{a}	4.14^{ab}	2.94^{ab}	2.78^{c}
16-20	33	4.31^{b}	4.94^{ab}	5.17^{b}	4.71^{ab}	4.12^{a}	2.26^{ab}	4.47^{a}	2.79^{b}	2.98^{bc}
20 and above	68	4.78^{a}	5.15^{a}	5.50^{a}	4.04^{b}	4.29^{a}	1.96^{b}	3.74^{b}	3.43^{a}	3.58^{ab}

Means within a group and with the same superscript are not significantly different at the .05 level. For specific significance level see Appendix G.

VITA 2

Victoria Arku

Candidate for the Degree of

Doctor of Philosophy

Thesis: DEVELOPMENT AND VALIDATION OF A PROFESSIONAL COMMITMENT SCALE FOR HOME ECONOMISTS

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Biographical:

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Professional Experience: Middle school teacher, Sekondi, Ghana; home science teacher, St. Monica's Secondary School, Mampong, 1967-1970, and Wesley Girls' High School, Cape Coast, Ghana, 1970-1975; instructor, Specialist Training College, Winneba, Ghana, 1975-1978; graduate teaching assistant, Louisiana State University, 1980-1982; graduate research associate, Oklahoma State University, 1982-1985.

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