INFLUENCES AFFECTING URBAN, SECONDARY STUDENT ENROLLMENT IN NONVOCATIONAL HOME ECONOMICS

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One soon recognizes as they pursue the doctoral degree that assistance from a variety of legitimate resources must be employed. At the onset of the pursuit, the student realizes much hinges on the Major Adviser who demonstrates expertise in guiding doctoral students. Without such an adviser, the plight is difficult, if not impossible. An Advisory Committee provides additional guidance and expertise necessary to facilitate the progression of the doctoral program. Without permission from appropriate individuals to conduct research, research may not be feasible. The need for competent statistical analytical advice and programming guidance is crucial. Capable coding assistance is necessary to record the research data accurately. A competent and patient word processor operator is required. If married, the doctoral student soon discovers whether he/she has a spouse prepared for the long haul or a partner just for less demanding times. The loyalty of family and friends is also essential. I feel blessed to be surrounded with outstanding resources so necessary to bring together a worthy research project to qualify for the doctoral degree.

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INTRODUCTION

A number of evaluations has been reported concerning the effectiveness of secondary vocational home economics programs (Bell and Durr, 1983; Caputo, 1981; Chandler, 1974; Griggs and McFadden, 1980; Mears, Ley, and Ray, 1981; Rougvie and Woods, 1977-80; Sinclair, 1976), as well as broader aspects of vocational education (Adams, 1977; Alvir, 1975; McKinney, 1977; Office of Education, 1971; Young, 1972). In contrast, very little literature is available in which the effectiveness of the nonvocational counterpart, that is, the secondary, urban, nonvocational home economics programs, has been assessed. Since a major portion of vocational programs are supported through governmental sources, their evaluation is generally required and underwritten by their governmental sponsors (Mears et al., 1981). Adequate evaluation of nonvocational programs is clearly of equivalent importance for developing and maintaining their quality (Aadland, Dunkelberger, Molnar, and Purcell, 1983). However, nonvocational programs tend not to be government funded and accordingly have received little or no support for their evaluation. In fact, evaluation of nonvocational programs in the public schools

is generally based on enrollment rather than content. This superficial measure of the merit of the program can have profound effects on its future effectiveness, for example, through loss of staff members due to enrollment decline.

A recent literature search has failed to identify influences that affect student enrollment in home economics except for home economics majors at the college level (Aadland et al., 1983). What are the self-perceived influences that motivate a secondary school student to include a home economics course in his/her program of study or, alternatively, not to enroll? Is it the influence of significant others, home economics' image, or expected future value? If students are to be recruited into the home economics program, there is a need to know what are perceived as sufficient reasons for selecting this program. Of particular interest for future recruitment programs are the reasons given by those who have not elected to include a home economics course in their curriculum. Many of these nonparticipants who are enrolled in urban, nonvocational, secondary schools could benefit from the classroom experiences provided by home economics.

Statement of the Problem

The present study was undertaken to assess the influences perceived by urban, secondary school students as a basis for including or not, one or more nonvocational home economics courses in their high school curriculum. The

desirability of undertaking a careful assessment of current influences has recently been stated by Aadland et al. (1983), "...home economics educators have become more aware of the need to intensify their efforts to recruit students" (pp. 3-4). They further emphasize that knowledge about students who choose to enroll is needed to increase the efficiency of recruitment programs.

Purpose and Objectives

The purpose of this research was to identify student-perceived influences that affected their enrollment in non-vocational home economics courses in an urban, secondary school environment. To accomplish the purpose of this study, the following objectives were formulated.

1. Identify the characteristics (for example, demographic factors, academic performance, post high school objectives) of students who enroll in home economics courses versus those not enrolled.

2. Assess the influence of peers, parents/guardians and counselors on enrollment or not in high school home economics courses.

3. Assess the effect of high school home economics image (for example, teachers, curriculum, perception as a basically female oriented field of study) on the enrollment or not in high school home economics courses.

4. Assess the effect of length of enrollment or perception of curriculum and teachers of middle school home

economics courses on subsequent enrollment or not in high school home economics courses.

5. Relate the student's perception of future value (that is, usefulness of information acquired) with enrollment or not in high school home economics courses.

6. Acquire information concerning student perceptions of the future benefits that they expect as a result of their enrollment in home economics courses.

Hypotheses

The null hypotheses tested were as follows.

H_1: No significant difference will be observed in the influence of significant others (that is, peers, parents/guardians, counselors) on students who enroll in high school home economics courses versus those who did not enroll.

H_2: No significant difference will be found in the effect of high school home economics' image (that is, teachers, curriculum, perception as a basically female oriented field of study) on students who enrolled in high school home economics courses versus those who did not enroll.

H_3: No significant difference will be observed in length of enrollment or perception of curriculum and teachers of middle school home economics between students who enrolled in high school home economics courses and those who did not enroll.

H_4: No significant difference will be found in the

perception of future value (that is, usefulness of information acquired) between students who enrolled in high school home economics courses and those who did not enroll.

Assumptions

The following assumptions served as a basis for planning and conducting this study:

1. Respondents to the questionnaire/opinionnaire are representative of the Oklahoma City Public Schools student population, but responses may represent some bias when results are generalized to other student populations.

2. Answers to the questionnaire/opinionnaire are honest and accurate.

Limitations

The following limitations are considered in the data analysis for this study:

1. This study was limited to students (Grades 9 through 12) from the Oklahoma City Public School system who were in attendance at the time the survey was conducted. All students in the three (of 10 eligible) participating schools were asked to complete the questionnaire/opinionnaire.

2. The data collection phase of this study was conducted in April, 1985. The survey was conducted on the same day in all three participating schools.

Definitions

Terms provided for understanding of this study are defined as follows:

Demographic characteristics: Student's age, sex, race and grade level.

Factors influencing enrollment: A perception or other characteristic that is associated with enrollment or nonenrollment in home economics courses.

Future value: A perception held by the student concerning the future usefulness, importance, or general worth, specifically related to the home economics program.

Home economics image: A perception held in common by students, representing a basic attitude or orientation toward home economics.

Intact school: The entire student enrollment from this school was included in the sample.

Perception: Awareness of elements in the school environment, such as the image of home economics courses.

Post high school objectives: Student goals after high school, for example, college- or career-bound, marriage and/or family orientation.

Prior exposure: Exposure to home economics in middle school, assessed on the basis of length of enrollment and student's perception of the experience.

Significant others: Persons with whom the student relates, for example, peers, parents/guardians, counselors,

who may have an influence on the student's behavior by virtue of their perceived relationship with the student.

Student-reported: Information provided by student. Student's lack of knowledge concerning the item could bias accuracy of information provided.

CHAPTER II

REVIEW OF LITERATURE

Psychological Concepts of Behavior

This study is concerned with identifying factors which influence student enrollment or nonenrollment in home economics courses. These influences may be viewed in the underlying context of behavioral theory. In setting this stage, a quotation from one of the noted educational psychologists, Edward L. Thorndike, is relevant (1930).

> All human activity is reactivity. For every action there is a definite incentive or cause. Activity is not the result of a sort of spontaneous combustion; it is the response to stimulation. The total state of affairs by which a man is at any time influenced is called the stimulus or situation and whatever action results -- attention, perception, thought, feeling, emotion, glandular secretion, or muscular movement -- is called the reaction or the response (p. 62).

Combs (1980), on the basis of perceptive psychology, states that "all behavior, without exception, is a function of the behaver's perceptual field at the instant of behaving" (p. 158). Watson (1980) observes that

> The behavior most likely to emerge in any situation is that which the subject found successful or satisfying previously in a similar situation. No other variable affects learning so powerfully (p. 170).

In this context, the influences to be identified serve as stimuli to elicit a behavior, that is, the enrollment decision.

Need Hierarchy Theory

Maslow (1970) has related human needs with the satisfaction that behavioral responses provide. Maslow's theory is structured as a system involving a need hierarchy, as depicted in Figure 1.

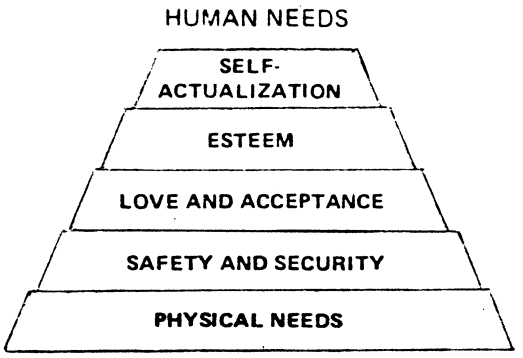

Figure 1. Diagram of Maslow's Need Hierarchy

According to this theory, physical needs represent the first priority and override in their perceived importance the next higher level of need, that is, safety and security. Thus, behavior that is perceived by the individual as likely to satisfy a physical need or one of safety and security has higher priority until this need has been met than behavior

that could satisfy a higher level need in the hierarchy. Although the behavioral pattern of each individual addresses one or more levels of this hierarchy each day, it is also clear that the proportion of behavior devoted to satisfying high-level versus lower-level needs varies considerably among individuals.

Internal Factors Influencing the Adolescent

Combs (1980) has stated that

> To understand the behavior of the individual ..., it is necessary for us to understand the field of meaning or perceptions existing for him with the instance of his behavior (p. 158).

Robert J. Havighurst (1972), a well-known educator and behavioral scientist, has characterized the adolescent period as involving 10 developmental tasks for the adolescent.

> 1. Achieving new and more mature relations with age-mates of both sexes
> 2. Achieving a masculine or feminine social role
> 3. Accepting one's physique and using the body effectively
> 4. Achieving emotional independence of parents and other adults
> 5. Achieving assurance of economic independence
> 6. Selecting and preparing for an occupation
> 7. Preparing for marriage and family life
> 8. Developing intellectual skills and concepts necessary for civic competence
> 9. Desiring and achieving socially responsible behavior
> 10. Acquiring a set of values and an ethical system as a guide to behavior (pp. 111-112)

The wide and challenging nature represented by these tasks

emphasizes the numerous and diverse changes that are underway during adolescence.

Environmental Factors Influencing the High School Student

One of the major variables affecting perception is the effect of environment (Combs, 1980). The numerous and profound magnitude of changes in the environment merit special consideration. The impact of 'high tech' on mass production, mass communication, and automation is permeating society at every level. Toffler (1971) explores the implications of the magnitude and rapidity of changes underway and observes the difficulties of the individual dealing rationally with current psychological demands imposed by the complexity of the alternatives.

Heathers (1980) explores the educational demands for living in the future imposed by these trends. Among the provisions he advocates for education in the future are:

> 1. Teach students competencies in interpersonal relations, group participation, and intergroup relations;
> 2. Involve all students in community study and participation in community activities;
> 3. Teach all students to develop leisure-time interests and skills including physical, intellectual, and esthetic expression and giving attention to both social activities and private experiences;
> 4. Individualize or personalize each student's educational program in terms of courses of study learning goals, learning methods, and rate of advancement; and
> 5. The schools should treat each student as a person of worth and dignity, recognizing

> that, at any age, the student is the client whose interests the school's staff serves (p. 84).

Theobald (1969), in his extensive writings on futurism, emphasizes that the American society is undergoing an era of transition from the industrial to the post industrial or communications era. East (1970) explores the implications of the environmental changes on family life and emphasizes the diversity of their impact on every phase.

When these and other major factors influencing high school students are considered in terms of their effect on course selection, the roles of two principal categories of variables deserve particular attention, that is, the influence of significant others and the impact of changing societal demands.

Role of Significant Others

Three major categories of individuals, that is, parents and other family members, peers, counselors and other school faculty, exert a significant influence on high school students in their course selections and other education-related decisions.

Student's Parents and Other Family Members. The family has traditionally occupied the role of the core institution in society (Bronfenbrenner, 1980). This role has deteriorated badly and in fact Bronfenbrenner observes that

> For most of us it is the individual that is the chief social unit. We speak of the individual versus the state, individual achievement, support

> for disadvantaged individuals, the rights of individuals, finding ourselves as individuals. It's always the individual, with 'the government' a weak second. The family is not currently a social unit we value or support (pp. 60-61).

His analysis of causes for this decline include working mothers, television, single parents, child abuse, and permissiveness. This could be expected to weaken substantially the influence of parents and the family generally in guiding the high school student toward course selection which would emphasize family living.

Peers. Bronfenbrenner (1980) observes that "children today show a greater dependency on their agemates than they did 10 years ago" (p. 63). The importance of peer influence is further emphasized by Ryder (1978), who states "the influence of our peer group (persons your own age) is one of the strongest forces in your life" (p. 48).

Counselors and Other School Faculty. Bewley and Diedrich (1979), in a national survey, asked high school seniors to evaluate the quality of counseling the student received. Slightly more than one-third (36.7%) report the services are very helpful, 27.1 percent report the services are somewhat helpful, and 36.2 percent report they are of little or no help. Tindall and Sklare-Lancaster (1981) emphasize the importance of the developmental approach to guidance, that is, helping the normal student acquire skills to handle developmentally appropriate skills.

Changing Societal Demands

Toffler (1971) emphasizes the pervasive effects of the changes underway in our society. Heathers (1980) recognizes the educational implications to prepare individuals to meet these demands. Three of the major influences of direct relevance to current high school students are the impact of computerization, the changing roles of both sexes, and the pressures that are now being brought to bear on education.

Impact of Computerization. In addition to the major impact of high technology and computerization on the environment in general, computers, and particularly microcomputers, may be expected to have a direct effect through their role as portable teaching devices (Evans, 1982). Horn and East (1982) note that home economists need to be literate in the use of the computer. In fact, Hass (1980) observes that

> Perhaps the illiterates of the 1990s will not be those who cannot read, but those who cannot program computers and use them for learning and solving problems (p. 46).

Walker (1983) identifies seven areas in which microcomputers can contribute to education:

1. More active learning
2. More varied sensory and conceptual modes
3. Learning with less mental drudgery
4. Learning nearer the speed of thought
5. Individually tailored learning
6. More independent learning
7. Better aids to abstraction (pp. 104-105)

This addition of a new technological capability raises two opposing possibilities:

1. The development of effective approaches to the use of computerized teaching techniques as an improvement in the presentation of home economics courses.

2. The competition between home economics courses and computer methodology courses in the use of student elective time.

Changing Roles of Both Sexes. Rollins (1981) raises the question of why the public still views all home economists as women. Thus, the field of home economics is presumably viewed as an area of curriculum appropriate basically to girls. Lee and Gropper (1980) note the strong tendency of schools to project sex-typed expectations, including the content of school books which present girls as playing secondary or passive roles. This stereotype is contrary to changes in technology which increasingly reduce the functional relevance of traditional notions of the sex role.

In a survey of mothers, Nichols, Kenney, and Schumm (1983) find that these mothers prefer that their sons more than their daughters choose equipment and consumer education, while the mothers prefer garment construction more for their daughters. Lawson (1977) lists several generalizations concerning the participation of boys in home economics courses.

> 1. The nature and degree of participation of males in home economics education has been largely determined by the prevailing social climate.
> 2. Male participation in home economics at the secondary level has been marginal and has shown relatively little improvement over time.
> 3. Home economics educators have continued to see the male role as novel, and have been unaware of the profession's previous attempts to include males.
> 4. When offered to boys, high school home economics courses have been assigned different titles, structure and content from those offered to girls.
> 5. Teachers of boys' home economics classes require a measure of stamina and special competencies.
> 6. The enhancement maintenance of 'family life' has been the most common justification for including males in home economics programs.
> 7. Home economics programs have continued to reinforce traditional sex-role stereotypes.
> 8. The urgency of including males in all facets of home economics has not been apparent to home economics professionals.
> 9. Home economics teachers have accepted the status quo, and have seemed little concerned with the need to change and innovate (pp. 222-223).

Sinclair (1976) provides an extensive review of involvement of boys in home economics education. She concludes that the current trend toward the blurring of sex roles will continue.

Brann (1984) observes the following as a <u>distinguishing</u> characteristic between boys and men versus girls and women.

> The boys and men defined themselves as distinguishing themselves from the rest of the world, and they resolved the moral situation by the application of articulated principles. The girls and women, on the other hand, saw themselves in terms of their human relationships and approached the moral case through considerations of care about hurting others. Professor Gilligan concludes that there is a special female moral code, which pays attention to

> human context and human responsibility rather than to separation of self and abstract principle, and that it has been neglected in psychological studies (p. 3).

Even though this study suggests that the value system of the two sexes exhibits some differences, much of the traditional distinctions between sexes that influence educational issues may be disappearing.

Pressures on Education. The National Commission on Excellence in Education (1983) reports that the United States is at risk from a rising tide of mediocrity. The impact has been one of creating even higher visibility for the public school. The public's attitudes toward the public schools, as surveyed by Gallup in 1983, indicate a further decline in the ratings given the public schools in 1983, when compared with all preceding years back through 1975 (Elam, 1983). One assessment, appearing in a feature article in Time magazine in late 1983, concludes that some of the tide of mediocrity has already begun to ebb (McGrath, 1983).

One questionable consequence of this emphasis on 'quality' is the preoccupation with improving the test score performance. Cuban (1983) describes this as a tunnel vision which adopts the posture that

> If a subject or skill cannot be linked to student academic performance (as measured by standardized tests), the burden of proving the worth of that subject or skill rests with those who see schooling in broader terms than spelling bees and multiplication tables (p. 696).

An additional indication of this trend is reflected in the action taken in 1983 by the Board of Education of the Oklahoma City Public Schools to increase the number of credits to graduate from high school to 40, of which 24 are required (Oklahoma City Public Schools, 1983). The effect this change will have on the enrollment in home economics courses and other elective courses is not yet clear, since this policy is in the process of full implementation. However, with a reduced number of elective hours and the competition of the new wave of computer courses which are offered at least in some schools, the opportunity for enrollment in home economics courses narrows.

Challenges for Increasing Enrollment

Combs (1980) emphasizes that "if behavior is a function of perception, then it should be possible to modify behavior by changing perceptions in the present" (p. 161). Toffler (1971) concludes that the only effective means of dealing with 'future shock' is "diagnosis precedes cure, and we cannot begin to help ourselves until we become sensitively conscious of the problem" (pp. 486-487).

CHAPTER III

PROCEDURES

Type of Research

This study represents descriptive research as exemplified by the definition provided by Best (1981).

> Descriptive research . . . is concerned with hypothesis formulation and testing, the analysis of the relationships between non-manipulated variables, and the development of generalizations (p. 24).

Population and Sample

The population was comprised of the 9,625 students enrolled in the 10 high schools (Grades 9 through 12) of the Oklahoma City Public School system during the 1984-85 school year.

A sample of three intact schools, designated Schools A, B and C, totaling 3,046 (32% of the total population of the Oklahoma City Public Schools) was selected to represent this population. Several key demographic characteristics of this sample and the overall population are listed in Table I. This sample generally approximated the population from which it was taken in those demographic characteristics (age, sex, race) for which data were available.

TABLE I

KEY DEMOGRAPHIC CHARACTERISTICS OF HIGH SCHOOL STUDENTS (GRADES 9-12) IN THE OKLAHOMA CITY PUBLIC SCHOOL SYSTEM[a]

	SCHOOLS IN SAMPLE				OTHER SCHOOLS							TOTAL ALL SCHOOLS
	A	B	C	Total	D	E	F	G	H	I	J	
Number enrolled	1,247	927	872	3,046	211	648	1,107	1,183	1,310	1,186	934	9,625
Age (mean)	16.06	16.08	16.17	16.10	16.01	16.21	16.00	16.07	16.11	16.08	16.05	16.08
Sex (% male)	53.20	51.20	50.80	51.90	38.40	54.30	51.50	51.60	50.70	52.40	49.10	51.30
Ethnic distribution												
American Indian	3.50	5.20	0.60	3.20	4.70	6.20	3.00	3.60	0.60	4.00	0.90	3.00
Black	36.60	28.40	54.60	39.30	14.20	34.70	49.40	28.10	48.90	32.80	75.60	42.30
Hispanic	4.50	7.80	1.10	4.50	5.20	8.50	6.40	2.20	1.20	5.10	0.30	3.90
Oriental	8.80	0.90	12.30	7.40	1.40	11.90	0.90	1.80	1.60	1.50	0.30	3.90
White	46.50	57.80	31.40	45.60	74.40	38.70	40.30	64.30	47.60	56.60	22.90	46.90
Number enrolled in												
Home Economics												
Nonvocational	233	238	109	580		75	170	150	161	139	243	938
Vocational			26	26		26	32	41	33		26	158
Total	233	238	135	606		101	202	191	194	139	269	1,096

[a]Based on figures dated November 12, 1984

The size of the sample reflected a compromise among the following factors:

1. The requirement of the Oklahoma City Public School system that only intact schools may be used.

2. Limiting the number of schools involved so that the number of participants will be manageable.

3. Obtaining the participation of a sufficient number of students so that statistical analysis of the limited numbers expected in some of the smallest subgroups might be feasible.

Instrumentation

A questionnaire/opinionnaire was developed for use in this study (see Appendix A for the final version, administered to the study sample). This questionnaire was designed to obtain the following information from the student:

1. Demographic data, that is, age, sex, race, grade level

2. Academic performance

3. Post high school objectives

4. Exposure to middle school and high school home economics courses

5. Perceptions from the student concerning the influence on the student by (1) significant others, that is, peers, parents/guardians, counselors, (2) high school home economics image, (3) middle school home economics teachers and curriculum, and (4) perceived future benefits, on the

decision to enroll or not in home economics courses in high school.

Information concerning student perceptions related to areas of home economics was obtained using a five-category Likert scale, that is, "agree very much", "agree", "not sure", "disagree", and "disagree very much."

Content validation was initially obtained by submitting an earlier version of the questionnaire for review by the approximately 25 home economics teachers in attendance at the September, 1984, meeting of the Oklahoma City Home Economics Teachers Association. Several helpful suggestions were subsequently incorporated into the instrument. Additional revisions were made as a consequence of suggestions made by the researcher's Major Adviser. The instrument was then submitted for content validation and approval by the researcher's Dissertation Advisory Committee.

Reliability was assessed by determining the correlation coefficients and statistical significance of specific pairs of items in the instrument that would be expected to elicit similar, but not identical responses if the student was consistent (Table II). A pilot study was conducted primarily to evaluate reliability of the questionnaire. Four classes comprising a total of 95 students in School I (Table I) were involved in this pilot study. After assessing the results of the pilot test, five questions were revised to improve the manner in which each was stated, in

TABLE II

CORRELATION COEFFICIENTS AND SIGNIFICANCE VALUES
FOR QUESTIONNAIRE ITEM PAIRS

		FINAL VERSION[a]	
Questionnaire	Number	Pearson Correlation Coefficient	p Value
10/24	565	0.345	0.0001
10/45	569	0.233	0.0001
11/20	460	0.304	0.0001
11/44	392	0.226	0.0001
12/22	576	0.381	0.0001
12/35	567	0.199	0.0001
13/26	458	0.436	0.0001
13/41	387	0.255	0.0001
14/19	567	0.472	0.0001
14/32	560	0.281	0.0001
18/23	574	0.331	0.0001
21/27	570	0.728	0.0001
25/29	575	0.592	0.0001
28/30	572	0.673	0.0001
31/38	567	0.589	0.0001
33/40	567	0.589	0.0001
34/42	573	0.714	0.0001
36/46	573	0.537	0.0001

[a]Appendix A

relationship to the paired question. In addition, four questions were revised to maintain their parallel structure with those needing improvement as a consequence of the high p values of their correlation coefficients. Several revisions were also made in the directions given in the questionnaire, to improve their clarity.

Correlation coefficients and p values were calculated for the questionnaire item pairs when the final version of the questionnaire was administered to the study sample (Table II). Although the correlation coefficients range from 0.199 (Items 14/35) to 0.728 (21/27), all have p values of 0.0001.

The instrument in its final version was judged to have been satisfactorily validated in terms of its content and reliability.

Data Collection

The students in attendance on April 24, 1985 at the three high schools comprising the sample were requested to complete the questionnaire. The instrument was administered during the period each student was attending an English class, since all students are required to be enrolled in an English class during each semester of the high school curriculum.

Responses to the questionnaire were completed by a total of 2,564 students (Table III), representing 84 percent of the 3,046 students enrolled in the three schools (Table

I). Most of the 16 percent nonresponse rate was accounted for by absences from the classes in which the questionnaire was administered.

TABLE III

TOTAL NUMBER OF QUESTIONNAIRE RESPONDENTS AND THOSE IN SPECIAL OR REMEDIAL EDUCATION GROUPS NOT INCLUDED IN ANALYSIS

School	Total Number	Number Excluded[a]	Available for Analysis	
			Number	Percent
A	1,053	301	752	71.4
B	677	208	469	69.3
C	834	260	574	68.8
Total	2,564	769	1,795	70.0

[a]Students enrolled in special or remedial education classes were excluded.

Description of Variables

The dependent variable in this study was enrollment or not in at least one high school home economics course by the time the questionnaire was completed. This variable was determined by the response provided by the student to Item 15 of the questionnaire.

The following independent variables were identified by categories:

Category	Questionnaire Item Number
Demographic	
Age	7
Sex	5
Ethnic group	4
Grade level	6
Academic performance	3
Post high school objectives	
Additional formal education	1
Career	1, 2
Marital/family status	2
Perceived influence on high school home economics enrollment by:	
Significant others	10, 12, 14, 19, 22, 24, 32, 35, 45
High school home economics image	18, 21, 23, 25, 27, 29, 31, 34, 36, 38, 42, 46
Middle school home economics	8, 9, 11, 13, 20, 26, 41, 44
Future value	28, 30, 33, 37, 39, 40, 43, 47-53

Beginning with Grade 9, enrollment in home economics courses was differentiated (Item 16) into either the individual nonvocational courses taken or a composite category for all vocational or occupational courses. In addition, information was obtained (Item 17) concerning specific grade level(s) (Grades 9, 10, 11 and/or 12) at which the student was enrolled in a home economics course. Enrollment in home economics courses in middle school (Item 8) was categorized (Item 9) into periods of 6 to 9 weeks only, one semester only, or for at least one year.

Data Analysis Sample

A total of 769 questionnaires (Table III), representing 30 percent of the 2,564 responses, was completed by students

enrolled in special or remedial education, including those classified as having emotional or learning disability, mental handicap, English second language, reading deficiency, and cultural or economic deprivation. The responses from special/remedial education students were not included in the analysis sample, based on the conclusion that the extent of the bias that might be introduced could not be determined. Consequently, the findings of this study cannot be extrapolated to include the special/remedial education component of the study population.

The 1,795 responses that were available for analysis were then sorted using the dependent variable, that is, response to questionnaire Item 15. A total of 584 students, representing 33 percent of the 1,795 responses, indicated enrollment in at least one high school home economics course (Table IV).

TABLE IV

RESPONSE TO QUESTIONNAIRE ITEM NUMBER 15 CONCERNING ENROLLMENT IN HIGH SCHOOL HOME ECONOMICS

School	Enrolled	Not Enrolled	Other[a]
A	202	530	20
B	198	260	11
C	184	378	12
Total	584	1,168	43

[a]This group was excluded in part due to uncertain enrollment status, in which question 15 had been left blank.

Coding of the questionnaire responses was then performed for each (Table IV) of the 584 who had enrolled in a high school home economics course, as well as for an equal number selected by random number from those not enrolled. The completeness of response, that is, whether a response was provided to all appropriate questions, was evaluated as part of the coding operation. All questionnaires with 10 or more missing values were excluded, resulting in the deletion of two (one each from Schools A and B) from the group with high school home economics enrollment and 22 (seven each from Schools A and C, and eight from School B) of the group not enrolled. The equivalence of the numbers between the group enrolled in high school home economics and the group not enrolled was maintained for each school by adding the required number (six from School A and seven each from Schools B and C) of questionnaires, selected by random number, from students who had not enrolled in high school home economics.

The questionnaires in this sample were categorized (Table V) according to the dependent variable, that is, enrollment or not in high school home economics as determined by response to questionnaire Item 15. Data from these questionnaires were entered on magnetic tape, in preparation for computerized analysis. All entered data were verified and edited. After completion of this procedure, a total of 60 questionnaires (10 each from the groups enrolled or not in high school home economics, at

each of the three schools), representing approximately 5 percent of the total sample, were selected by random number and used to assess the accuracy of the coding and entry procedures. A total of only four errors was found, representing an average error rate of 0.19 percent in the total of 2,100 items (based on an average of 35 items completed per questionnaire) contained on the 60 questionnaires. Results from the editing and verification of the entered (computerized) data file indicated that the quality is high. The frequency of missing values per questionnaire in this sample is tabulated in Table VI. These data indicate that more than 90 percent of these questionnaires had all values completed (78%) or only one missing value (13%).

TABLE V

CHARACTERIZATION OF COMPUTERIZED SAMPLE ACCORDING TO ENROLLMENT OR NOT IN HIGH SCHOOL HOME ECONOMICS

School	Number Enrolled	Number Not Enrolled
A	201	201
B	197	197
C	184	184
Total	582	582

TABLE VI

FREQUENCY OF MISSING VALUES PER QUESTIONNAIRE IN COMPUTERIZED SAMPLE

ENROLLMENT IN HIGH SCHOOL HOME ECONOMICS	NUMBER OF MISSING VALUES										
	0	1	2	3	4	5	6	7	8	9	TOTAL
Yes	458[a]	86	11	7	6	2	5	6	0	1	582
	39.35	7.39	0.95	0.60	0.52	0.17	0.43	0.52	0.00	0.09	50.00
	78.69	14.78	1.89	1.20	1.03	0.34	0.86	1.03	0.00	0.17	
	50.27	56.95	29.73	38.89	46.15	33.33	100.00	37.50	0.00	25.00	
No	453	65	26	11	7	4	0	20	3	3	582
	38.92	5.65	2.23	0.95	0.60	0.34	0.00	0.86	0.26	0.26	50.00
	77.84	11.17	4.47	1.89	1.20	0.69	0.00	1.72	0.52	0.52	
	49.73	43.05	70.27	61.11	53.85	66.67	0.00	62.50	100.00	75.00	
Total	911	151	37	18	13	6	5	16	3	4	1164
	78.26	12.97	3.18	1.55	1.12	0.52	0.43	1.37	0.26	0.34	100.00

[a]Frequency
Percent of Total
Row Percent
Column Percent

Table VII lists the high school home economics courses enrolled in by those in the computerized sample. Foods I was most reported (31%), followed by Clothing I (17%), Fashion/Foods Fitness (11%), Foods II (8%) and Child Development/Guidance and Marriage/Family Relations (each at 6%). None of the remaining 11 courses represented as much as 5 percent of the total.

The problem under investigation in the present study (see page 2) was limited to nonvocational secondary students. Accordingly, all respondents who indicated they had taken a vocational or occupational home economics course (a total of 25 respondents, representing 4%) were excluded from the analyses that are presented in the remainder of this dissertation.

Table VIII lists the grade level(s) at which those in the nonvocational sample enrolled in a high school home economics course. Grade levels nine and 10 represented more than 70 percent of those reported, with grade level 12 representing only about 7 percent.

Data Analysis

Computerized analyses were performed using the Statistical Analysis System (SAS, 1979) software.

Frequency Distributions

Frequency distributions of variables in the

TABLE VII
ENROLLMENT IN HIGH SCHOOL HOME ECONOMICS COURSES BY COMPUTERIZED SAMPLE[a]

COURSE	FREQUENCY	PERCENT
Child Development/Guidance	64	5.9
Clothing I	183	16.9
Clothing II	36	3.3
Clothing III	6	0.6
Clothing IV	3	0.3
Consumer Education	8	0.7
Fashion/Foods Fitness	122	11.3
Foods I	331	30.6
Foods II	91	8.4
Foods III	14	1.3
General Homemaking I	52	4.8
Housing and Decorating	8	0.7
Independent Living	42	3.9
Interpersonal/Family Relations	14	1.3
Marriage/Family Relations	64	5.9
Vocational/Occupational	25	2.3
Other	19	1.8
	1,082	100.0

[a]The 582 in this group enrolled in an average of 1.86 courses each.

TABLE VIII

GRADE LEVEL(S) OF ENROLLMENT IN A HIGH SCHOOL HOME ECONOMICS COURSE[a]

LEVEL	FREQUENCY	PERCENT
9	314	38.9
10	270	33.5
11	168	20.8
12	55	6.8
	807	100.0

[a]The 557 in this group enrolled in a course at an average of 1.45 grade levels.

questionnaire were obtained in terms of absolute and relative frequencies.

Correlation Coefficients

Correlation coefficients were calculated using the Pearson product-moment procedure.

Tests of Statistical Significance

Statistical significance was assessed using the chi-square test, with the exception that the difference between mean ages of the enrollees and nonenrollees in high school home economics was analyzed by the t test. A p value of at least 0.05 was required to reject the null hypothesis.

CHAPTER IV

RESULTS AND DISCUSSION

Sociodemographic Characteristics of Enrollees versus Nonenrollees in High School Home Economics

The sociodemographic characteristics of enrollees in high school home economics are compared with nonenrollees in Table IX. The corresponding chi-square tables (Tables XVI - XXII) are presented in Appendix B.

Those enrolled in high school home economics are older than nonenrollees. The mean age of enrollees was 16.44 years, compared with 15.96 years for the nonenrollee group ($p=0.0001$).

Female students comprised 72 percent of enrollees compared with 45 percent of nonenrollees. The gender distribution differed significantly ($p=0.0001$) between enrollees and nonenrollees.

The racial distribution of enrollees in high school home economics included 54 percent Blacks, 32 percent Whites, and less than 5 percent each Orientals, American Indians and Hispanics. Nonenrollees in high school home economics were predominantly represented by Whites (50%) and

TABLE IX

SUMMARY OF CHI-SQUARE TESTS OF SOCIODEMOGRAPHIC CHARACTERISTICS OF ENROLLEES VERSUS NONENROLLEES IN HIGH SCHOOL HOME ECONOMICS

CHARACTERISTIC	Enrollees Frequency	Enrollees Percent	Nonenrollees Frequency	Nonenrollees Percent	Chi-Square Value	Degrees of Freedom	p Value	Chi-Square Table[a]
AGE					45.660	7	0.0001	XVI
14	35	6.4	64	11.1				
15	94	17.1	168	29.2				
16	142	25.8	144	25.0				
17	164	29.8	132	22.9				
18	108	19.6	64	11.1				
19	5	0.9	4	0.7				
20	1	0.2	0	0.0				
21	1	0.2	0	0.0				
GENDER					88.512	1	0.0001	XVII
Male	155	27.9	322	55.4				
Female	401	72.1	259	44.6				
RACE					56.994	6	0.0001	XVIII
American Indian	26	4.8	30	5.2				
Black	293	53.7	183	31.8				
Hispanic	19	3.5	31	5.4				
Middle Eastern	0	0.0	1	0.2				
Oriental	27	4.9	40	6.9				
White	177	32.4	285	49.5				
Other	4	0.7	6	1.0				
CURRENT GRADE LEVEL					63.081	3	0.0001	XIX
9	80	14.4	186	32.1				
10	131	23.6	155	26.7				
11	177	31.8	120	20.7				
12	168	30.2	119	20.5				

TABLE IX (CONTINUED)

CHARACTERISTIC	Enrollees Frequency	Enrollees Percent	Nonenrollees Frequency	Nonenrollees Percent	Chi-Square Value	Degrees of Freedom	p Value	Chi-Square Table[a]
ACADEMIC PERFORMANCE					23.322	8	0.0030	XX
A	11	2.0	35	6.2				
A & B	142	26.3	175	30.9				
B	39	7.2	36	6.4				
B & C	198	36.6	179	31.6				
C	69	12.8	49	8.7				
C & D	71	13.1	75	13.2				
D	5	0.9	6	1.1				
D & F	5	0.9	11	1.9				
F	1	0.2	0	0.0				
POST HIGH SCHOOL CAREER OBJECTIVE					17.559	4	0.0015	XXI
College	304	54.7	367	63.7				
Trade School	115	20.7	87	15.1				
No Further School								
Fulltime Work	71	12.8	78	13.6				
Fulltime Homemaker	13	2.3	3	0.5				
Other	53	9.5	41	7.1				
FAMILY-CAREER OBJECTIVE					7.628	7	0.3666	XXII
Marry, Children and								
Work Outside Home	385	69.6	400	69.3				
Not Work Outside Home	46	8.3	38	6.6				
Marry, No Children, and								
Work Outside Home	25	4.5	22	3.8				
Not Work Outside Home	4	0.7	3	0.5				
Single, Children, and								
Work Outside Home	22	4.0	22	3.8				
Not Work Outside Home	2	0.4	2	0.4				
Single, No Children, and								
Work Outside Home	68	12.3	82	14.2				
Not Work Outside Home	1	0.2	8	1.4				

[a]Appendix B

Blacks (32%), with less than 7 percent each Orientals, Hispanics and American Indians. Differences in racial distribution relative to enrollment in high school home economics were significant at a p level of 0.0001.

Approximately 62 percent of those who had enrolled in high school home economics were currently at the eleventh or twelfth grade level, with only 14 percent in the ninth grade. For nonenrollees, 41 percent were in the eleventh and twelfth grade, while 32 percent were in the ninth grade. This finding is consistent with the interpretation that some of the ninth grade nonenrollees may enroll later in a home economics course. Support for this is presented in Table VIII, which indicates more than 60 percent of the enrollments in high school home economics occurred at grade levels 10 through 12. The grade level of enrollees in high school home economics differed significantly (p=0.0001) from nonenrollees.

The academic performance of those who have enrolled in high school home economics includes 35 percent with A, A/B and B grades, and 49 percent with B/C and C grades. Approximately 43 percent of the nonenrollees have A, A/B and B grades, with 40 percent in the B/C and C range. The trend toward slightly higher grades in the nonenrollees was significant (p=0.0030). Nevertheless, although the overall academic performance, as reported by the students, is slightly skewed to the midrange for enrollees, approximately

equal proportions (84% for enrollees, 83% for nonenrollees) had grades above the D level.

Approximately 55 percent of enrollees in high school home economics were college-bound (compared with 64% of nonenrollees), 21 percent trade school-bound (versus 15%), and 15 percent (versus 14%) opted for no further schooling. This difference between the two enrollment groups was significant ($p=0.0015$). Thus, for a majority of enrollees and nonenrollees in high school home economics, one important function of their high school enrollment was to satisfy college entrance requirements. Concern in meeting this objective is reflected in the finding that almost two-thirds of nonenrollees in high school home economics stated that their need for taking college preparatory courses interferred with enrollment in home economics (Table XIV). This response in nonenrollees was more frequent from young women than young men.

Almost 70 percent each of enrollees and nonenrollees in high school home economics intended to marry, have children and work outside the home. The second most frequent family-career objective was to remain single, have no children and work outside the home (12% in enrollees and 14% in nonenrollees). Similar response rates of 4 to 5 percent were found for those intending to marry, have no children and work outside the home, and those planning to remain single, have children and work outside the home. Among those not intending to work outside the home, the only

category with a frequency above one percent was the group that also expected to marry and have children (8% for enrollees, 7% for nonenrollees). This group also included a greater proportion of young women than young men (10% versus 5% in enrollees, 9% versus 5% in nonenrollees). Gender differences were also observed in the marry, have no children and work outside the home group (6% in young women versus 1% in young men enrollees, 6% versus 2% in nonenrollees), and in the remain single, have no children and work outside the home group (14% in young men versus 12% in young women enrollees, 18% versus 10% in nonenrollees). No signficiant difference ($p=0.3666$) was observed in the family-career objectives based on high school home economics enrollment and, furthermore, the difference was not significant when analyzed by gender. Those groups with different marriage/family objectives but similar intention to work outside the home comprised slightly more than 90 percent of their respective enrollment groups. Insofar as young women are concerned, this strong preference reflects the continuing trend toward increasing proportions of women working outside the home. In the last Bureau of Census report, 43 percent of married mothers in the 18 to 24 age group were employed outside the home (Dail, 1982).

Perceived Influence of Significant Others on High School Home Economics Enrollment

A summary of the chi-square tests of the perceived

influence of significant others on high school home economics enrollment is listed in Table X, with corresponding chi-square tables presented in Appendix B (Tables XXIII - XXXII).

Influence of Peers

Approximately three-quarters (69% on Question 10, 79% on Question 24) of those enrolled in high school home economics disclaimed any appreciable influence of peers on their enrollment decision. Although a similar proportion of nonenrollees indicated that peers had little influence on their enrollment, the difference between the two groups was significant ($p=0.0015$) due to the somewhat larger proportion of enrollees who reported that peers had influenced their decision. When the influence of peers on enrollment was analyzed by gender, a significant difference between enrollment groups was observed in young men ($p=0.0008$) but not young women ($p=0.5407$).

Influence of Parents or Guardians

More than 60 percent of enrollees and a similar proportion of nonenrollees indicated that parents or guardians did not have a major influence on their enrollment in high school home economics. Nevertheless, the difference between enrollment groups was significant ($p=0.0001$), due to the larger proportion of enrollees who indicated that

TABLE X

SUMMARY OF CHI-SQUARE TESTS OF PERCEIVED INFLUENCE OF SIGNIFICANT OTHERS ON ENROLLMENT IN HIGH SCHOOL HOME ECONOMICS

SIGNIFICANT OTHERS Questionnaire Item	Frequency Enrollees	Frequency Nonenrollees	Chi-Square Value	Degrees of Freedom	p Value	Chi-Square Table[a]
PEERS						
Question 10 10. My friends had a lot to do with how I felt about Home Economics in high school.	544	571	17.539	4	0.0015	XXIII
Males	150	317	18.895	4	0.0008	XXV
Females	394	253	3.103	4	0.5407	XXVI
Questions 24/45 24. I enrolled in Home Economics classes in high school because my friends suggested I take Home Economics classes. 45. I have not enrolled in Home Economics classes in high school because my friends did not suggest that I take Home Economics classes.	555	580	30.653	4	0.0001	XXIV
PARENTS/GUARDIANS						
Question 14 14. My parents or guardian had a lot to do with how I felt about Home Economics in high school.	544	563	36.046	4	0.0001	XXVII

TABLE X (CONTINUED)

SIGNIFICANT OTHERS Questionnaire Item	Frequency Enrollees	Frequency Nonenrollees	Chi-Square Value	Degrees of Freedom	p Value	Chi-Square Table[a]
PARENTS/GUARDIANS (Continued)						
Questions 19/32 19. I enrolled in Home Economics in high school because my parents or guardian suggested I take Home Economics classes. 32. I have not enrolled in Home Economics in high school because my parents or guardian did not suggest that I take Home Economics classes.	555	579	26.316	4	0.0001	XXVIII
COUNSELORS						
Question 12 12. My counselor had a lot to do with how I felt about Home Economics in high school.	554	571	19.628	4	0.0006	XXIX
Males	154	317	8.389	4	0.0783	XXXI
Females	399	253	17.234	4	0.0017	XXXII
Questions 22/35 22. I enrolled in Home Economics in high school because my counselor suggested I take Home Economics classes. 35. I have not enrolled in Home Economics classes in high school because my counselor did not suggest that I take Home Economics classes.	555	578	34.852	4	0.0001	XXX

[a]Appendix B

parents or guardians influenced their decision. This difference was not influenced by gender.

Influence of Counselors

More than 70 percent of each enrollment group indicated that counselors did not have a major influence on their enrollment in high school home economics. The influence of counselors on high school home economics enrollment differed significantly ($p=0.0006$, $p=0.0001$) between enrollment groups, due to the greater proportion of enrollees who indicated that counselors did influence their enrollment. When evaluated by gender, the influence of counselors was significant for young women ($p=0.0017$), but not young men ($p=0.0783$).

Hypothesis Concerning Influence of Significant Others

The influence of three categories of significant others was assessed, that is, peers (friends), parents/guardians, and school counselors, and in each category a difference was observed in its influence on enrollees versus nonenrollees in high school home economics. The difference was highly significant in each instance, and consequently the null hypothesis that "no significant difference will be observed in the influence of significant others (that is, peers, parents/guardians, counselors) on students who enroll in

high school home economics courses versus those who did not enroll", can be rejected.

More than 60 percent of each enrollment group indicated that neither peers, parents/guardians nor counselors had any appreciable influence on their enrollment decision. Thus, less than one-third indicated that one of these categories of significant others had an effect on their enrollment in high school home economics. A higher proportion of those who were influenced by the factor was observed in enrollees when compared with nonenrollees. Peers and counselors, but not parents/guardians had a gender-specific influence on the enrollment decision. Peers influenced the decision in young men but not young women, and counselors in young women but not young men. The lack of substantive effect of significant others on the enrollment decision may limit, but not preclude the usefulness of home economics marketing strategies which might involve these factors as primary elements.

Perceived Influence of High School Home Economics Image on Enrollment in High School Home Economics

A summary of the chi-square tests of the perceived influence of high school home economics image on enrollment in high school home economics is listed in Table XI, with corresponding chi-square tables presented in Appendix B (Tables XXXIII - XL).

TABLE XI

SUMMARY OF CHI-SQUARE TESTS OF PERCEIVED INFLUENCE OF HIGH SCHOOL HOME ECONOMICS IMAGE ON ENROLLMENT IN HIGH SCHOOL HOME ECONOMICS

HIGH SCHOOL HOME ECONOMICS FACTOR Questionnaire Item	Frequency Enrollees	 Nonenrollees	Chi-Square Value	Degrees of Freedom	p Value	Chi-Square Table[a]
TEACHERS						
Questions 21/36 21. I enrolled in Home Economics classes in high school because I liked the <u>teachers</u> that taught the classes. 36. I have not enrolled in Home Economics classes in high school because I did not like the <u>teachers</u> that taught the classes.	553	580	128.694	4	0.0001	XXXIII
Questions 27/46 27. I enrolled in Home Economics classes in high school because I liked the Home Economics <u>teachers</u> in high school 46. I have not enrolled in Home Economcis classes in high school because of my feelings about high school Home Economics <u>teachers</u>.	549	575	136.502	4	0.0001	XXXIV
CURRICULUM						
Questions 25/31 25. I enrolled in Home Economics in high school because I liked the <u>classes</u> offered. 31. I did not enroll in Home Economics in high school because I did not like the <u>classes</u> offered.	554	574	167.310	4	0.0001	XXXV

TABLE XI (CONTINUED)

HIGH SCHOOL HOME ECONOMICS FACTOR Questionnaire Item	Frequency Enrollees	 Nonenrollees	Chi-Square Value	Degrees of Freedom	p Value	Chi-Square Table[a]
Questions 29/38 29. I enrolled in Home Economics in high school because of the Home Economics classes offered. 38. I have not enrolled in Home Economics in high school because I did not like the classes offered.	551	575	121.502	4	0.0001	XXXVI
FEMALE IMAGE						
Questions 23/34 23. I believe Home Economics classes are helpful to young men as well as young women. 34. Home Economics classes are mostly for young women.	552	573	68.073	4	0.0001	XXXVII
Questions 18/42 18. I enrolled in Home Economics classes because these classes help both young men and young women. 42. I have not enrolled in Home Economics classes in high school because these classes are mostly for young women.	554	582	23.896	4	0.0001	XXXVIII
Males	153	322	7.003	4	0.1357	XXXIX
Females	400	259	71.557	4	0.0001	XL

[a]Appendix B

Influence of High School Home Economics Teachers

Substantially more nonenrollees (more than 80%) than enrollees (60%) indicated that the teachers who taught high school home economics had little influence on their enrollment decision. The difference between the enrollment groups was significant ($p=0.0001$) and not gender specific.

Influence of High School Home Economics Curriculum

More than half of those enrolled in high school home economics, but only one-quarter of nonenrollees indicated that the high school home economics curriculum influenced their enrollment decision. This difference between enrollment groups was significant ($p=0.0001$) and was observed in both genders. The positive influence of curriculum on enrollees was more prominent in young women (70% versus 21% in nonenrollees) than in young men (51% versus 31%).

Influence of Female Image of Home Economics

Less than one-quarter of either enrollment group viewed home economics as predominantly for young women or indicated that their enrollment decision was influenced by this opinion. Although the corresponding proportions expressing

agreement or disagreement with this opinion do not differ greatly, the difference between enrollees versus nonenrollees is significant (p=0.0001). When analyzed by gender, the difference between groups retains significance for young women (p=0.0001), but not for young men (p=0.1357).

Hypothesis Concerning Influence of High School Home Economics Image

The influence of high school home economics teachers, curriculum and female image, assessed individually, was found to differ significantly in enrollees in high school home economics versus nonenrollees. In each instance, the difference was highly significant, so that the null hypothesis that "no significant difference will be found in the effect of home economics image (that is, teachers, curriculum, perception as a basically female oriented field of study) on students who enrolled in high school home economics courses versus those who did not enroll", can be rejected.

High school home economics curriculum was found to have a major influence in more than half of the enrollees, and one-quarter of the nonenrollees. High school home economics teachers had an influence in one-third of the enrollees, but no more than 7 percent of the nonenrollees. No more than 21 percent of either group indicated that the issue of a female image for home economics had an influence on their enroll-

ment. When analyzed by gender, this effect was limited to young women in whom 22 percent of enrollees and only one percent of nonenrollees responded that the female image influenced their enrollment decision. Improvement in image involving high school home economics curriculum and possibly teachers would appear promising as focal areas for home economics marketing strategies.

Influence of Middle School Home Economics on Enrollment in High School Home Economics

A summary of the chi-square tests of the influence of middle school home economics on enrollment in high school home economics is listed in Table XII, with corresponding chi-square tables presented in Appendix B (Tables XLI - XLVIII).

Influence of Prior Enrollment in Middle School Home Economics

Prior enrollment in middle school home economics significantly ($p=0.0001$) influenced subsequent enrollment in high school home economics. Approximately 53 percent of those that enrolled in home economics in middle school also enrolled in home economics in high school, while 62 percent of those not enrolling in middle school home economics did not later enroll in high school home economics. Gender is a factor, since the influence of middle school home economics

TABLE XII

SUMMARY OF CHI-SQUARE TESTS OF PERCEIVED INFLUENCE OF MIDDLE SCHOOL HOME ECONOMICS ON ENROLLMENT IN HIGH SCHOOL HOME ECONOMICS

MIDDLE SCHOOL HOME ECONOMICS FACTOR Questionnaire Item	Frequency Enrollees	Frequency Nonenrollees	Chi-Square Value	Degrees of Freedom	p Value	Chi-Square Table[a]
PRIOR ENROLLMENT	556	580	20.421	1	0.0001	XLI
Males	155	321	7.781	1	0.0053	XLII
Females	401	258	1.434	1	0.2312	XLIII
LENGTH OF ENROLLMENT	439	393	19.408	2	0.0001	XLIV
TEACHERS						
Question 11 11. My middle school Home Economics teachers had a lot to do with how I felt about Home Economics in high school.	443	393	14.987	4	0.0047	XLV
Questions 20/44 20. I enrolled in Home Economics in high school because I liked my middle school Home Economics teachers. 44. I have not enrolled in Home Economics classes in high school because of my feelings about the Home Economics teachers I had in middle school.	444	395	27.746	4	0.0001	XLVI

TABLE XII (CONTINUED)

MIDDLE SCHOOL HOME ECONOMICS FACTOR Questionnaire Item	Frequency Enrollees	 Nonenrollees	Chi-Square Value	Degrees of Freedom	p Value	Chi-Square Table[a]
CURRICULUM						
Question 13 13. My middle school Home Economics classes had a lot to do with how I felt about Home Economics in high school.	444	390	16.075	4	0.0029	XLVII
Questions 26/41 26. I enrolled in Home Economics classes in high school because I liked my middle school Home Economics classes. 41. I have not enrolled in Home Economics classes in high school because of my feelings about the Home Economics classes I took in middle school.	439	393	44.218	4	0.0001	XLVIII

[a]Appendix B

enrollment on high school home economics enrollment is seen in young men (p=0.0053), but not young women (p=0.2312).

Influence of Length of Middle School Home Economics Enrollment

Approximately 88 percent of those enrolled in high school home economics completed at least one semester of middle school home economics, and 50 percent completed one year. A smaller proportion (77%) of nonenrollees in high school home economics completed at least one semester of middle school home economics and 40 percent completed one year. The difference between the two groups is significant (p=0.0001) and was observed in both genders. Among those who enrolled in high school home economics, more young women (57%) than young men (30%) completed one year of middle school home economics.

Influence of Middle School Home Economics Teachers

More enrollees (47%) than nonenrollees (34%) in high school home economics indicated that their middle school home economics teachers influenced their decision to enroll in high school home economics. This difference was significant (p=0.0047) and not gender specific. However, a majority of each group (71% of enrollees, 84% of nonenrollees) responded that their enrollment in high school home economics was not based on their liking their middle

school home economics teachers, and the predominance of this response in the nonenrollee group was significant (p=0.0001).

Influence of Middle School Home Economics Curriculum

The majority of enrollees (52%) but not nonenrollees (41%) in high school home economics indicated that their middle school home economics curriculum influenced their subsequent attitude toward home economics. The difference between groups was significant (p=0.0029) and observed in both genders. However, the majority of enrollees (51%) and an even larger proportion of nonenrollees (65%) claimed that their enrollment decision concerning high school home economics was not influenced by their middle school home economics curriculum, and the difference between groups was significant (p=0.0001).

Hypothesis Concerning Influence of Middle School Home Economics

Enrollment in middle school home economics had a highly significant effect on subsequent enrollment in high school home economics. More than half of those who took middle school home economics later took high school home economics, while only 38 percent of nonenrollees in middle school home economics enrolled in high school home economics. The influence of middle school home economics on high school

home economics enrollment was limited to young men, in whom 37 percent of those who had taken middle school home economics, compared with only one-quarter of nonenrollees, later took high school home economics.

The length of enrollment in middle school home economics as well as middle school home economics teachers and curriculum, were each found to differ significantly in their influence on enrollment in high school home economics. In each instance, the difference was highly significant, and consequently the null hypothesis that "no significant difference will be observed in length of enrollment or perception of curriculum and teachers of middle school home economics between students who enrolled in high school home economics courses and those who did not enroll", can be rejected.

More than 53 percent of those enrolled in middle school home economics for at least one semester, but only 37 percent of those taking no more than 9 weeks, subsequently enrolled in high school home economics. Middle school home economics curriculum had an influence on approximately one-half of enrollees in high school home economics and in a lesser proportion of nonenrollees. Middle school home economics teachers influenced the attitude toward high school home economics in almost half of enrollees, but was acknowledged as affecting the enrollment decision in only one-quarter of this group and in lesser proportions of nonenrollees. Home economics marketing strategies directed

at the middle school home economics level appear to have a major potential for benefit.

Perceived Influence of Future Value on Enrollment in High School Home Economics

A summary of chi-square tests of perceived influence of future value on enrollment in high school home economics is listed in Table XIII with corresponding chi-square tables presented in Appendix B (Tables XLIX, L).

A much larger proportion of enrollees (more than 80%) than nonenrollees (less than 40%), responded that perceived future value of the high school home economics curriculum influenced their enrollment in these courses. This influence was significant ($p=0.0001$) and observed in both genders. The dichotomy between the two enrollment groups was greater in young women (87% for enrollees versus 32% in nonenrollees) than in young men (78% versus 45%). Efforts directed at future value represent a possible focus for marketing of home economics.

Hypothesis Concerning Influence of Future Value

Future value, as perceived by the student, differed at a highly significant level in its influence on enrollment in high school home economics. On this basis, the null hypothesis that "no significant difference will be found in

TABLE XIII

SUMMARY OF CHI-SQUARE TESTS OF PERCEIVED INFLUENCE OF FUTURE VALUE ON ENROLLMENT IN HIGH SCHOOL HOME ECONOMICS

Questionnaire Item	Frequency		Chi-Square Value	Degrees of Freedom	p Value	Chi-Square Table[a]
	Enrollees	Nonenrollees				
Questions 28/33 28. I enrolled in Home Economics classes in high school because I believe they will benefit me later on. 33. I have not enrolled in Home Economics classes in high school because I felt they would not be helpful to me.	552	580	250.724	4	0.0001	XLIX
Questions 30/40 30. I believe that the Home Economics classes taken in high school will help me prepare for the future. 40. I have not enrolled in Home Economics classes in high school because I could not see that they would be helpful to me.	550	578	267.679	4	0.0001	L

[a]Appendix B

¶ ILL SID: 04964 IL

Beginning of record displayed.

ILL il:7313711 Record 1 of 1

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▶ :TITLE: Influences affecting urban, secondary student enrollment in nonvocational home economics / ¶
▶ :IMPRINT: 1985. ¶
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7/5

the perception of future value (that is, usefulness of information acquired) between students who enrolled in high school home economics courses and those who did not enroll", can be rejected.

Competing Academic Demands and Individual Need for Additional Home Economics Perceived by Nonenrollees in High School Home Economics

A summary of chi-square tests of gender differences in competing demands and individual need for additional home economics perceived by nonenrollees in high school home economics is listed in Table XIV, with corresponding chi-square tables presented in Appendix B (Tables LI - LIII).

The majority (63%) of nonenrollees in high school home economics indicated that their need for taking college preparatory courses interferred with enrollment in home economics. This response was more frequent in young women (68%) than young men (58%).

Only 33 percent of the nonenrollee group responded that scheduling conflicts to complete high school graduation requirements interferred with enrollment in high school home economics. The proportion was similar in both genders.

Approximately 35 percent of the nonenrollee group indicated that their nonenrollment decision reflected the conclusion that no additional home economics was needed

TABLE XIV

SUMMARY OF CHI-SQUARE TESTS OF GENDER DIFFERENCES IN COMPETING ACADEMIC DEMANDS AND INDIVIDUAL NEED FOR ADDITIONAL HOME ECONOMICS PERCEIVED BY NONENROLLEES IN HIGH SCHOOL HOME ECONOMICS

INFLUENCING FACTOR Questionnaire Item	Frequency Males	 Females	Chi-Square Value	Degrees of Freedom	 p Value	Chi-Square Table[a]
COMPETING ACADEMIC DEMANDS						
Question 37 37. I have not enrolled in Home Economics classes in high school because I had to take other classes to prepare me for college.	320	257	13.464	4	0.0092	LI
Question 39 39. There were conflicts in scheduling of classes to meet high school graduation requirements that kept me from enrolling in Home Economics classes.	320	256	4.611	4	0.3296	LII
NEED FOR ADDITIONAL HOME ECONOMICS						
Question 43 43. I have not enrolled in Home Economics classes in high school because the Home Economics classes I took in middle school are enough.	320	258	3.095	4	0.5421	LIII

[a]Appendix B

after middle school home economics. Slightly more young men (37%) than young women (33%) expressed this opinion.

Perceived Benefits by Enrollees in High School Home Economics

A summary of chi-square tests of gender differences in perceived benefits by enrollees in high school home economics is listed in Table XV, with corresponding chi-square tables presented in Appendix B (Tables LIV - LX).

The majority of those enrolled in high school home economics agreed that the following are benefits of their home economics experience:

1. Improved relationships with others: 61 percent (58% males, 62% females) agree; gender difference not significant (p=0.0968)

2. Help to be better spouse, parent or family member: 73 percent (63% males, 80% females) agree; gender difference significant (p=0.0245)

3. Preparation to be a good citizen: 54 percent (48% males, 57% females) agree; gender difference not significant (p=0.1591)

4. Learn to make wise buying decisions: 77 percent (68% males, 81% females) agree; gender difference significant (p=0.0248)

5. Help plan clothing needs, fabric selection and tailoring: 71 percent (55% males, 78% females) agree; gender difference significant (p=0.0001)

TABLE XV

SUMMARY OF CHI-SQUARE TESTS OF GENDER DIFFERENCES IN PERCEIVED BENEFITS BY ENROLLEES IN HIGH SCHOOL HOME ECONOMICS

Questionnaire Item	Frequency		Chi-Square Value	Degrees of Freedom	p Value	Chi-Square Table[a]
	Males	Females				
Question 47 47. Home Economics classes are important because they help me improve my relationships with others.	150	391	7.860	4	0.0968	LIV
Question 48 48. Home Economics classes are important because they help me to be a better husband or wife, parent, or family member.	151	395	11.194	4	0.0245	LV
Question 49 49. Home Economics classes are important because they prepare me to be a good citizen.	152	393	6.592	4	0.1591	LVI
Question 50 50. Home Economics classes are important because they teach me how to make wise buying decisions.	152	394	11.159	4	0.0248	LVII
Question 51 51. Home Economics classes are important because they help me plan my clothing needs, select fabrics, and make clothes that fit well.	152	389	38.465	4	0.0001	LVIII

TABLE XV (CONTINUED)

Questionnaire Item	Frequency Males	Frequency Females	Chi-Square Value	Degrees of Freedom	p Value	Chi-Square Table[a]
Question 52. 52. Home Economics classes are important because they teach me how to plan nutritious meals and purchase and prepare food well.	153	386	13.933	4	0.0075	LIX
Question 53 53. Home Economics classes are important because they help me when preparing for a career such as home decorator, child care worker, dietitian, seamstress, or teacher.	152	388	40.138	4	0.0001	LX

[a]Appendix B

6. Learn to plan nutritious meals, food purchase and preparation: 85 percent (79% males, 88% females) agree; gender difference significant (p=0.0075)

7. Help prepare for careers such as home decorator, child care worker, dietitian, seamstress or teacher: 71 percent (53% males, 78% females) agree; gender difference significant (p=0.0001).

CHAPTER V

SUMMARY AND IMPLICATIONS

The present study was undertaken to assess the influences perceived by urban, secondary school students as a basis for including or not, one or more nonvocational home economics courses in their high school curriculum. A questionnaire was administered to the study sample, comprised of the 3,046 students enrolled in three of 10 high schools in the Oklahoma City Public School system. Completed questionnaires were received from 84 percent of this sample. Questionnaires from students enrolled in special or remedial education classes (30% of respondents) and a small number (2%) with missing information concerning high school home economics enrollment were excluded. Students enrolled in high school home economics represented 33 percent of the remaining sample. The analysis sample of 582 enrollees in high school home economics and an equal number of nonenrollees was coded, entered on computer magnetic tape, edited and verified. The vocational home economics students (4% of total home economics enrollees) were excluded from subsequent analyses, inasmuch as the purpose and objectives of this study are concerned with the influence of the factors being evaluated on enrollment of

nonvocational students in high school home economics.

The sociodemographic characteristics of the enrollees in high school home economics versus the nonenrollees (values in parentheses) include a mean age of 16.44 years (15.96); 72 percent (45%) female; 54 percent (32%) Black, 32 percent (50%) White, 5 percent (7%) Oriental, 5 percent (5%) American Indian and 3 percent (5%) Hispanic; 62 percent (41%) currently enrolled in grades 11 and 12, with 14 percent (32%) in grade nine; career objective indicated 55 percent (64%) college-bound, 21 percent (15%) trade school-bound, and 15 percent (14%) plan no further schooling; 70 percent (69%) intend to marry, have children and work outside the home, 12 percent (14%) plan to remain single, have no children and work outside the home, with smaller percentages in four other family-career options. Enrollees in high school home economics are typified as a 16.4 year-old Black female student at the junior or senior level, who is college-bound and intends to marry, have children and work outside the home. The typical nonenrollee is a 16.0 year-old White male student at the freshman or sophomore level, who also is college-bound and intends to marry, have children and work outside the home.

This study was undertaken to test the following four hypotheses, which are stated in the null form:

H_1: No significant difference will be observed in the influence of significant others (that is, peers, parents/guardians, counselors) on students who enroll in

high school home economics courses versus those who did not enroll.

H_2: No significant difference will be found in the effect of high school home economics' image (that is teachers, curriculum, perception as a basically female oriented field of study) on students who enrolled in high school home economics courses versus those who did not enroll.

H_3: No significant difference will be observed in length of enrollment or perception of curriculum and teachers of middle school home economics between students who enrolled in high school home economics courses and those who did not enroll.

H_4: No significant difference will be found in the perception of future value (that is, usefulness of information acquired) between students who enrolled in high school home economics courses and those who did not enroll. When analyzed by the chi-square test, the difference between enrollees in high school home economics versus nonenrollees in respect to each factor included in these hypotheses was highly significant. Consequently, each of these four null hypotheses was rejected.

The need to take college preparatory courses was viewed by a majority of nonenrollees in high school home economics as a reason for their nonenrollment. Only about one-third of this group responded that their nonenrollment in high school home economics was due either to conflicts in

scheduling of classes to meet high school graduation requirements or to the view that their middle school home economics was sufficient.

A majority of enrollees in high school home economics indicated agreement with identifying several benefits of their home economics experience. These include improved relationships with others, development of skills in buying, foods and clothing, and assistance in preparing for a career.

Implications of Study Findings for the Development and Marketing of Home Economics

The findings of this study indicate that the perceived influence of significant others, high school home economics image, middle school home economics and future value differs significantly in those who enrolled in high school home economics versus nonenrollees. Thus, each must be regarded as a significant factor in influencing the student's enrollment decision. However, the fact that significant others had such a low acknowledged level of influence in either enrollment group could limit its apparent usefulness. The finding concerning parents/guardians is consistent with the views expressed by Bronfenbrenner (1980) that the individual has replaced the family as the core social unit. The low influence of counselors found in this study is less than might be expected from the survey results of Bewley and

Diedrich (1979). The low proportion of either enrollment group who reported that peers influenced their enrollment decision is particularly surprising, however, based on the assertions of Bronfenbrenner (1980) and Ryder (1978) that peer influence is a strong force. The unexpected observations from this study concerning peers and possibly counselors probably merit further evaluation, for example, by administering an opinionnaire that would elicit more specific information to confirm the findings reported here and explore whether peers or counselors have some area of significant influence that should be recognized among important factors affecting the student's enrollment decision.

The findings reported herein suggest that each factor studied except significant others might serve as a key element in efforts to develop and market home economics more effectively. These efforts would be directed to increase the proportion of students who enroll in high school home economics from its current level of approximately 33 percent, and might also include some emphasis on increasing the average home economics course enrollment from its current level of 1.86 per enrollee. Initiatives directed at attracting previous enrollees in high school home economics to enroll in additional home economics courses should reflect cognizance of the observation by Watson (1980) that successful behaviors tend to be repeated. These efforts will also need to take note of the sociodemographic

characteristics of the target population, particularly the predominance of college-bound young women who expect to have a family with children as well as pursue a career outside the home. Certainly there continues to be a place for the traditional courses that provide homemaking skills, but of at least equal importance is the need of the entire student population for education in coping with the demands of individual and interpersonal living in the challenging environment awaiting today's students as they pursue their career objectives. The home economics curriculum and, to a lesser extent, the teachers, at both the middle and high school levels, were perceived as strong influencers of student enrollment in high school home economics. Efforts in this area could be directed to developing a more contemporary curriculum with high relevancy to the evolving needs of the current generation of middle and high school students, as they prepare for living in a rapidly changing environment. Insofar as teachers are concerned, hopefully the reaffirmation of their important role in influencing student enrollment in home economics among enrollees in high school home economics, as indicated by the findings of this study, should help encourage each to insure that they present a positive image. Additionally, the proposed development of an improved home economics curriculum could enhance the level of shared enthusiasm and excitement teachers reflect to the student population.

Any revision of the curriculum that is intended to

attract a broad spectrum of students will need to appeal to students who have not enrolled in high school home economics, as well as enrollees. In this study, non-enrollees ranked future value high on the scale of factors influencing their enrollment decision. One possibility for both improving the curriculum and for offering content that might be viewed as having future value by a broader spectrum of students is a feature course concerned with adult living and family relations. The need for emphasis in this area is summarized by the following:

1. The report of the National Commission on Excellence in Education (1983) prompted a movement to a group of "basics" that were presumed to provide students with the educational necessities needed to cope successfully with life. The current "basics" are limited to the traditional topics (that is, English, mathematics, science, social studies), and should be expanded to include education in the area of adult living and family relations.

2. Spitze (1984) states that our nation is at risk because families cannot live in harmony. Weakening of family units deprives children of the emotional support needed during critical periods in their development and in conjunction with their needs during formal education.

3. Naisbitt (1982) has emphasized that the need for high-touch" will parallel the increasing level of "high-tech" in our new information (computer-intensive) environment.

4. Norris (1984) states that individuals need from their families "information that tells them they are loved, valued and esteemed and part of a caring network. A computer or word processor cannot give us that kind of information in any effective way."

5. Maslow's (1970) hierarchy of need predicts that unless the basic need for love, acceptance and self-esteem is met, the individual will be unable to achieve any degree of self-actualization.

6. Dual-career families pose an increasing threat to the family unit as it attempts to meet family needs in the achievement of self-actualization. Dail (1982) projects that by 1990, 75 percent of all women will be gainfully employed.

7. Havighurst (1972) included among those developmental tasks that characterize the adolescent period preparing for marriage and family life, developing intellectual skills and concepts necessary for civic competence, desiring and achieving socially responsible behavior, and acquiring a set of values and an ethical system as a guide to behavior.

8. Heathers (1980) has advocated that education to prepare for the future include teaching students competencies in interpersonal relations, group participation, and intergroup relations. The curriculum should involve all students in community study and participation in community activities, teach all students to

develop leisure-time interests and skills including physical, intellectual, and esthetic expression and giving attention to both social activities and private experiences, and individualize or personalize each student's educational program in terms of courses of study, learning goals, learning methods, and rate of advancement.

The proposed new coursework in adult living and family relationships would include personality development, mature approaches in personal living and in interpersonal relationships, personal commitments and responsible family relationships, fashion and nutrition fitness and child guidance. The possibility of using computer-assisted educational techniques as a teaching aid should be explored during development of the course. Although some elements of the proposed new course may have been included in several current courses, both the content in a single course and the attention to its quality and marketing are intended to highlight this initiative in a unique way. The use of contemporary marketing strategies merits careful consideration, as reflected by Funk and Usher (1985), who emphasize the important role of marketing in the educational setting. This course should be developed in a way that would insure high quality content.

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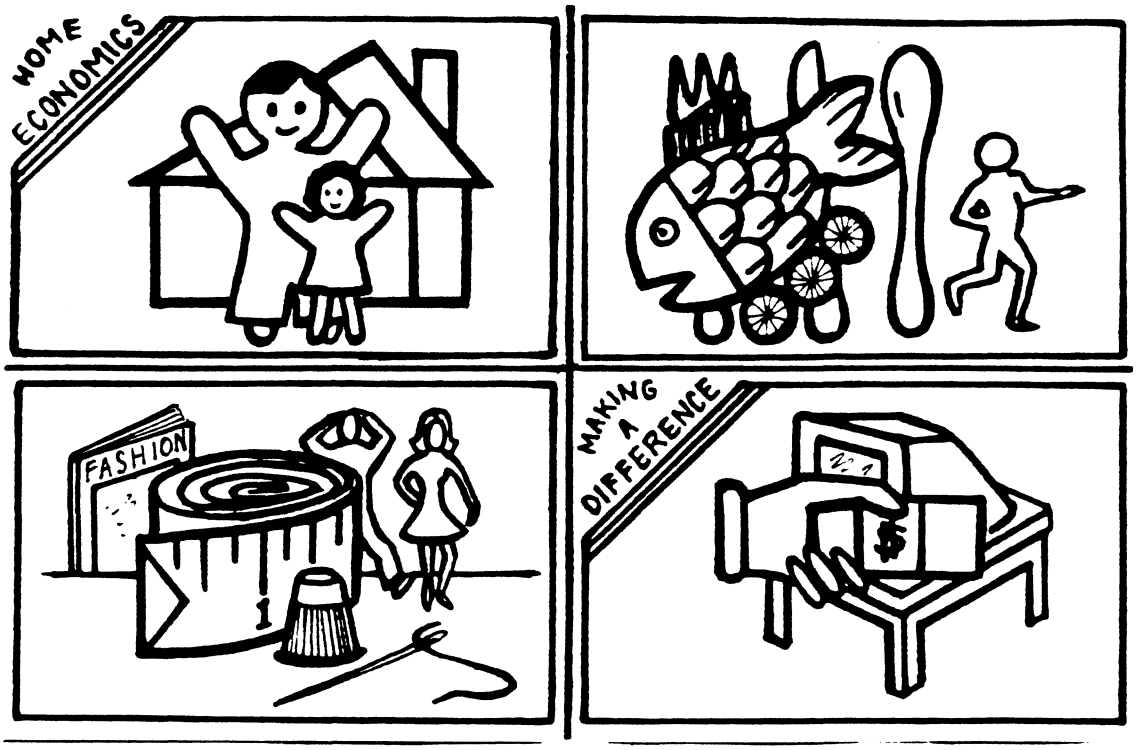
APPENDIXES

APPENDIX A

FINAL VERSION OF QUESTIONNAIRE



DIRECTIONS: Your answers to this survey are very important in giving us your feelings about Home Economics studies.

Please read each statement carefully, and then check the box ☐ beside the statement that best describes the way you feel.

1. After I complete high school, I plan to

- ☐ begin full-time work without further schooling
- ☐ become a full-time homemaker without further schooling
- ☐ go to a trade school (examples: business college, welding or beautician school)
- ☐ enroll in college
- ☐ other: _____ (be specific)

2. Some day I hope to

- ☐ marry, have children, and work outside my home
- ☐ marry, have children, but not work outside my home
- ☐ marry, have no children, and work outside my home
- ☐ marry, have no children, but not work outside my home
- ☐ remain single, have children, and work outside my home
- ☐ remain single, have children, but not work outside my home
- ☐ remain single, have no children, and work outside my home
- ☐ remain single, have no children, but not work outside my home

3. My grades usually are

- ☐ A's
- ☐ A's and B's
- ☐ B's
- ☐ B's and C's
- ☐ C's
- ☐ C's and D's
- ☐ D's
- ☐ D's and F's
- ☐ F's

4. My racial group is

- ☐ American Indian
- ☐ Black
- ☐ Hispanic (Cuban, Mexican, Puerto Rican)
- ☐ Japanese
- ☐ Middle Eastern
- ☐ Oriental
- ☐ White
- ☐ Other: _____ (specify)

5. I am a

- ☐ young man
- ☐ young woman

6. I am in grade

- ☐ 9
- ☐ 10
- ☐ 11
- ☐ 12

7. I am _____ years old.

8. Did you take Home Economics classes in middle school?
- ☐ Yes
- ☐ No

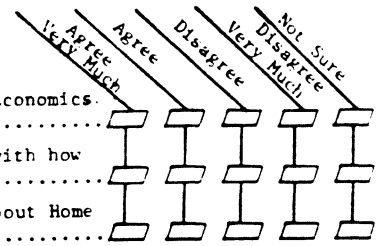
NOTE: If you checked "YES", continue with Question 9.
If you checked "NO", skip to Question 10.

9. In middle school, I took Home Economics classes for

- ☐ 6 to 9 weeks only
- ☐ 1 semester only
- ☐ 1 year or more

DIRECTIONS: Please give your feelings about the following statements. Indicate how much you agree or disagree with each statement by checking ☑ only one of the five boxes following each statement.

	Agree Very Much	Agree	Disagree	Disagree Very Much	Not Sure
10. My friends had a lot to do with how I felt about Home Economics in high school.	☐	☐	☐	☐	☐
11. My middle school Home Economics teachers had a lot to do with how I felt about Home Economics in high school.	☐	☐	☐	☐	☐



12. My counselor had a lot to do with how I felt about Home Economics in high school. .....

13. My middle school Home Economics classes had a lot to do with how I felt about Home Economics in high school. .....

14. My parents or guardian had a lot to do with how I felt about Home Economics in high school. .....

15. Did you take Home Economics classes in high school? ☐ Yes ☐ No

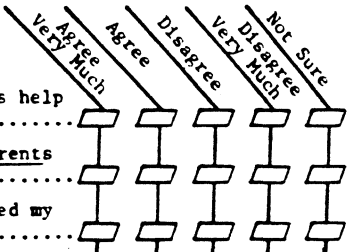
NOTE: If you checked "YES", continue with Question 16.
If you checked "NO", skip to Question 31.

16. Beginning with Grade 9, I have taken the following Home Economics classes in high school. (check each course taken)

- ☐ General Homemaking I
- ☐ Fashion Fitness/Foods Fitness
- ☐ Clothing I
- ☐ Clothing II
- ☐ Clothing III
- ☐ Clothing IV
- ☐ Foods I
- ☐ Foods II
- ☐ Foods III
- ☐ Independent Living
- ☐ Child Development/Guidance
- ☐ Housing and Decorating
- ☐ Consumer Education
- ☐ Marriage and Family Relations
- ☐ Interpersonal and Family Relationships
- ☐ Vocational or Occupational Home Economics classes
- ☐ Other

17. Check each Grade Level in which you took at least one Home Economics class.

☐ 9 ☐ 11
☐ 10 ☐ 12



18. I enrolled in Home Economics classes because these classes help both young men and young women. .....

19. I enrolled in Home Economics in high school because my parents or guardian suggested I take Home Economics classes. .....

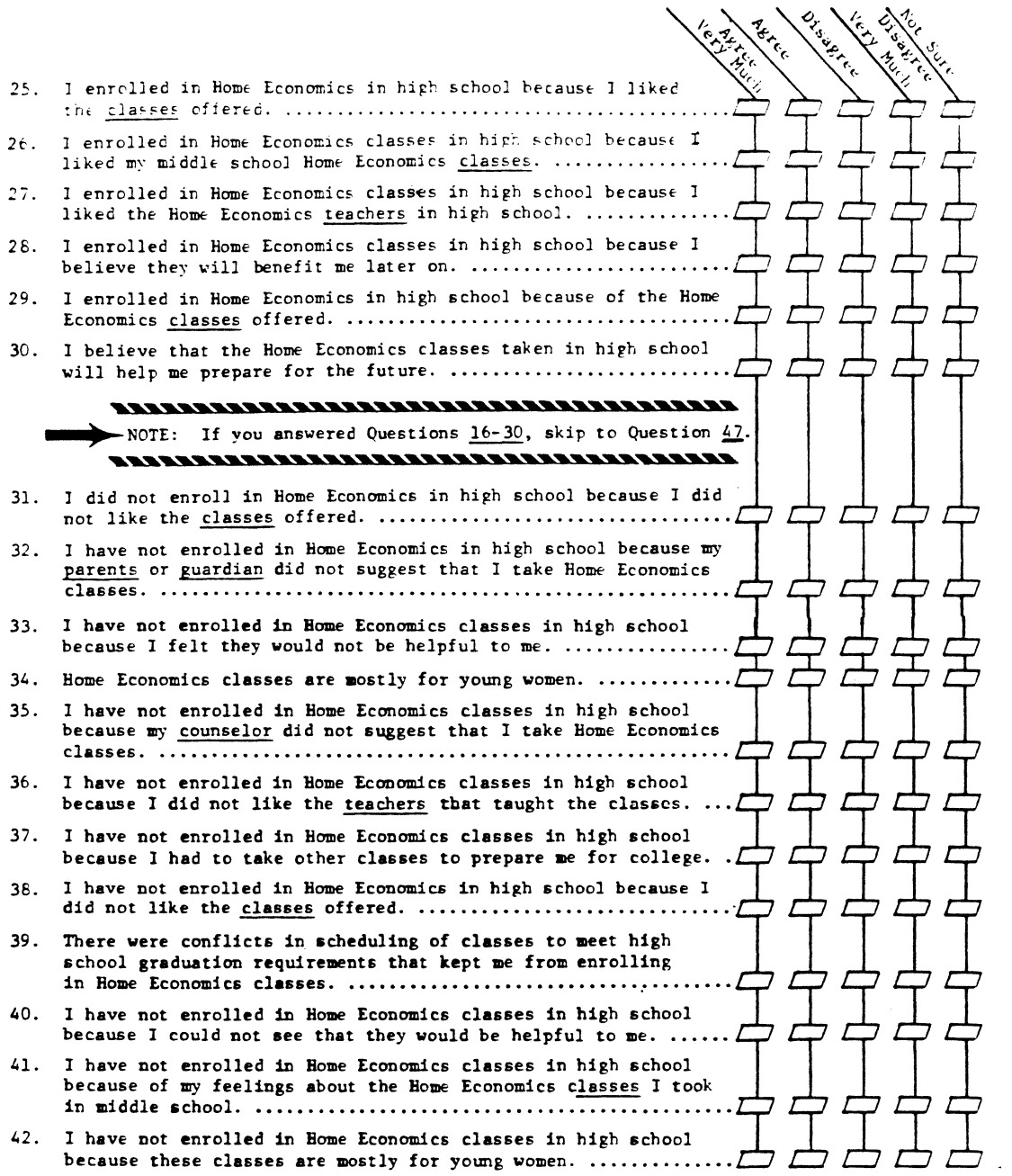
20. I enrolled in Home Economics in high school because I liked my middle school Home Economics teachers. .....

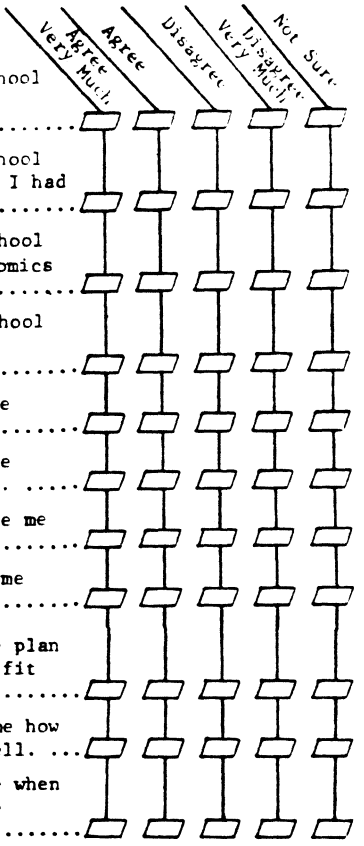
21. I enrolled in Home Economics classes in high school because I liked the teachers that taught the classes. .....

22. I enrolled in Home Economics in high school because my counselor suggested I take Home Economics classes. .....

23. I believe Home Economics classes are helpful to young men as well as young women. .....

24. I enrolled in Home Economics classes in high school because my friends suggested I take Home Economics classes. .....


Very Agree
Agree
Disagree
Very Much Disagree
Not Sure
25. I enrolled in Home Economics in high school because I liked the classes offered.
26. I enrolled in Home Economics classes in high school because I liked my middle school Home Economics classes.
27. I enrolled in Home Economics classes in high school because I liked the Home Economics teachers in high school.
28. I enrolled in Home Economics classes in high school because I believe they will benefit me later on.
29. I enrolled in Home Economics in high school because of the Home Economics classes offered.
30. I believe that the Home Economics classes taken in high school will help me prepare for the future.
NOTE: If you answered Questions 16-30, skip to Question 47.
31. I did not enroll in Home Economics in high school because I did not like the classes offered.
32. I have not enrolled in Home Economics in high school because my parents or guardian did not suggest that I take Home Economics classes.
33. I have not enrolled in Home Economics classes in high school because I felt they would not be helpful to me.
34. Home Economics classes are mostly for young women.
35. I have not enrolled in Home Economics classes in high school because my counselor did not suggest that I take Home Economics classes.
36. I have not enrolled in Home Economics classes in high school because I did not like the teachers that taught the classes.
37. I have not enrolled in Home Economics classes in high school because I had to take other classes to prepare me for college.
38. I have not enrolled in Home Economics in high school because I did not like the classes offered.
39. There were conflicts in scheduling of classes to meet high school graduation requirements that kept me from enrolling in Home Economics classes.
40. I have not enrolled in Home Economics classes in high school because I could not see that they would be helpful to me.
41. I have not enrolled in Home Economics classes in high school because of my feelings about the Home Economics classes I took in middle school.
42. I have not enrolled in Home Economics classes in high school because these classes are mostly for young women.



43. I have not enrolled in Home Economics classes in high school because the Home Economics classes I took in middle school are enough. .....

44. I have not enrolled in Home Economics classes in high school because of my feelings about the Home Economics teachers I had in middle school. .....

45. I have not enrolled in Home Economics classes in high school because my friends did not suggest that I take Home Economics classes. .....

46. I have not enrolled in Home Economics classes in high school because of my feelings about high school Home Economics teachers. .....

47. Home Economics classes are important because they help me improve my relationships with others. .....

48. Home Economics classes are important because they help me to be a better husband or wife, parent, or family member. .....

49. Home Economics classes are important because they prepare me to be a good citizen. .....

50. Home Economics classes are important because they teach me how to make wise buying decisions. .....

51. Home Economics classes are important because they help me plan my clothing needs, select fabrics, and make clothes that fit well. .....

52. Home Economics classes are important because they teach me how to plan nutritious meals and purchase and prepare food well. ...

53. Home Economics classes are important because they help me when preparing for a career such as home decorator, child care worker, dietitian, seamstress, or teacher. .....

54. Home Economics classes would be much better if they included the following topics.

_____

_____

DIRECTIONS: Do not sign or place your name on this form.

If you skipped any questions that you were asked to answer, please go back and complete them now.

THANK YOU FOR ANSWERING THIS SURVEY. YOUR HELP IS IMPORTANT IN MAKING A DIFFERENCE!

APPENDIX B

SUPPLEMENTARY TABLES

TABLE XVI

AGE DISTRIBUTION OF ENROLLEES VERSUS NONENROLLEES IN HIGH SCHOOL HOME ECONOMICS

ENROLLMENT IN HIGH SCHOOL HOME ECONOMICS	AGE								TOTAL
	14	15	16	17	18	19	20	21	
Yes	35[a]	94	142	164	108	5	1	1	550
	48.40	128.00	139.70	144.60	84.00	4.40	0.50	0.50	
	3.11	8.35	12.61	14.56	9.59	0.44	0.09	0.09	48.85
	6.36	17.09	25.82	29.82	19.64	0.91	0.18	0.18	
	35.35	35.88	49.65	55.41	62.79	55.56	100.00	100.00	
No	64	168	144	132	64	4	0	0	576
	50.60	134.00	146.30	152.40	88.00	4.60	0.50	0.50	
	5.68	14.92	12.79	11.72	5.68	0.36	0.00	0.00	51.15
	11.11	29.17	25.00	22.92	11.11	0.69	0.00	0.00	
	64.65	64.12	50.35	44.59	37.21	44.44	0.00	0.00	
Total	99	262	286	296	172	0	1	1	1126
	8.79	23.27	25.40	26.29	15.28	0.80	0.09	0.09	100.00

No response was received from seven in the "Yes" and six in the "No" group.
Chi-square = 45.660; DF=7; p=0.0001

[a]Observed Frequency
Expected Frequency
Percent of Total
Row Percent
Column Percent

TABLE XVII

GENDER DISTRIBUTION OF ENROLLEES VERSUS NONENROLLEES IN HIGH SCHOOL HOME ECONOMICS

ENROLLMENT IN HIGH SCHOOL HOME ECONOMICS	MALE	FEMALE	TOTAL
Yes	155	401	556
	233.30	322.70	
	13.63	35.27	48.90
	27.88	72.12	
	32.49	60.76	
No	322	259	581
	243.70	337.30	
	28.32	22.78	51.10
	55.42	44.58	
	67.51	39.24	
Total	477	660	1137
	41.95	58.05	100.00

No response was received from one in each of the two groups.

Chi-square=88.512; DF=1; p=0.0001

TABLE XVIII

RACIAL DISTRIBUTION OF ENROLLEES VERSUS NONENROLLEES
IN HIGH SCHOOL HOME ECONOMICS

ENROLLMENT IN HIGH SCHOOL HOME ECONOMICS	AMERICAN INDIAN	BLACK	HISPANIC	MIDDLE EASTERN	ORIENTAL	WHITE	OTHER	TOTAL
Yes	26	293	19	0	27	177	4	546
	27.30	231.60	24.30	0.50	32.60	224.80	4.90	
	2.32	26.11	1.69	0.00	2.41	15.78	0.36	48.66
	4.76	53.66	3.48	0.00	4.95	32.42	0.73	
	46.43	61.55	38.00	0.00	40.30	38.31	40.00	
No	30	183	31	1	40	285	6	576
	28.70	244.40	25.70	0.50	34.40	237.20	5.10	
	2.67	16.31	2.76	0.09	3.57	25.40	0.53	51.34
	5.21	31.77	5.38	0.17	6.94	49.48	1.04	
	53.57	38.45	62.00	100.00	59.70	61.69	60.00	
Total	56	476	50	1	67	462	10	1122
	4.99	42.42	4.46	0.09	5.97	41.18	0.89	100.00

No response was received from 11 in the "Yes" group and six in the "No" group.

Chi-square=56.994; DF=6; p=0.0001

TABLE XIX

CURRENT GRADE LEVEL OF ENROLLEES VERSUS
NONENROLLEES IN HIGH SCHOOL
HOME ECONOMICS

ENROLLMENT IN HIGH SCHOOL HOME ECONOMICS	9	10	11	12	TOTAL
Yes	80	131	177	168	556
	130.20	140.00	145.40	140.50	
	7.04	11.53	15.58	14.79	48.94
	14.39	23.56	31.83	30.22	
	30.08	45.80	59.60	58.54	
No	186	155	120	119	580
	135.80	146.00	151.60	146.50	
	16.37	13.64	10.56	10.48	51.06
	32.07	26.72	20.69	20.52	
	69.92	54.20	40.40	41.46	
Total	266	286	297	287	1136
	23.42	25.18	26.14	25.26	100.00

No response was received from one in the "Yes" and two in the "No" group.

Chi-square=63.081; DF=3; p=0.0001

TABLE XX

ACADEMIC PERFORMANCE OF ENROLLEES VERSUS NONENROLLEES
IN HIGH SCHOOL HOME ECONOMICS

ENROLLMENT IN HIGH SCHOOL HOME ECONOMICS	ACADEMIC PERFORMANCE CATEGORY									
	A	A&B	B	B&C	C	C&D	D	D&F	F	TOTAL
Yes	11	142	39	198	69	71	5	5	1	541
	22.50	154.90	36.70	184.20	57.70	71.40	5.40	7.8	0.50	
	0.99	12.83	3.52	17.89	6.23	6.41	0.45	0.45	0.09	48.87
	2.03	26.25	7.21	36.60	12.75	13.12	0.92	0.92	0.18	
	23.91	44.79	52.00	52.52	58.47	48.63	45.45	31.25	100.00	
No	35	175	36	179	49	75	6	11	0	566
	23.50	162.10	38.30	192.80	60.30	74.60	5.60	8.20	0.50	
	3.16	15.81	3.25	16.17	4.43	6.78	0.54	0.99	0.00	51.13
	6.18	30.92	6.36	31.63	8.66	13.25	1.06	1.94	0.00	
	76.09	55.21	48.00	47.48	41.53	51.37	54.55	68.75	0.00	
Total	46	317	75	377	118	146	11	16	1	1107
	4.16	28.64	6.78	34.06	10.66	13.19	0.99	1.45	0.09	100.00

No response was received from 16 in each of the two groups.

Chi-square=23.322; DF=8; p=0.0030

TABLE XXI

POST HIGH SCHOOL CAREER OBJECTIVE OF ENROLLEES VERSUS NONENROLLEES IN HIGH SCHOOL HOME ECONOMICS

ENROLLMENT IN HIGH SCHOOL HOME ECONOMICS	CAREER OBJECTIVE: NO FURTHER SCHOOL, AND FULL-TIME WORK	NO FURTHER SCHOOL, AND FULL-TIME HOMEMAKER	TRADE SCHOOL	COLLEGE	OTHER	TOTAL
Yes	71	13	115	304	53	556
	73.20	7.90	99.20	329.60	46.20	
	6.27	1.15	10.16	26.86	4.68	49.12
	12.77	2.34	20.68	54.68	9.53	
	47.65	81.25	56.93	45.31	56.38	
No	78	3	87	367	41	576
	75.80	8.10	102.80	341.40	47.80	
	6.89	0.27	7.69	32.42	3.62	50.88
	13.54	0.52	15.10	63.72	7.12	
	52.35	18.75	43.07	54.69	43.62	
Total	149	16	202	671	94	1132
	13.16	1.41	17.84	59.28	8.30	100.00

No response was received from one in the "Yes" and six in the "No" group.

Chi-square=17.559; DF=4; p=0.0015

TABLE XXII

FAMILY-CAREER OBJECTIVE OF ENROLLEES VERSUS NONENROLLEES IN HIGH SCHOOL HOME ECONOMICS

	FAMILY-CAREER OBJECTIVE								
	MARRY, HAVE CHILDREN, AND		MARRY, HAVE NO CHILDREN, AND		REMAIN SINGLE, HAVE CHILDREN AND		REMAIN SINGLE, HAVE NO CHILDREN, AND		
ENROLLMENT IN HIGH SCHOOL HOME ECONOMICS	WORK OUTSIDE HOME	NOT WORK OUTSIDE HOME	WORK OUTSIDE HOME	NOT WORK OUTSIDE HOME	WORK OUTSIDE HOME	NOT WORK OUTSIDE HOME	WORK OUTSIDE HOME	NOT WORK OUTSIDE HOME	TOTAL
Yes	385	46	25	4	22	2	68	1	553
	384.20	41.10	23.00	3.40	21.50	2.00	73.40	4.40	
	34.07	4.07	2.21	0.35	1.95	0.18	6.02	0.09	48.94
	69.62	8.32	4.52	0.72	3.98	0.36	12.30	0.18	
	49.04	54.76	53.19	57.14	50.00	50.00	45.33	11.11	
No	400	38	22	3	22	2	82	8	577
	400.80	42.90	24.00	3.60	22.50	2.00	76.60	4.60	
	35.40	3.36	1.95	0.27	1.95	0.18	7.26	0.71	51.06
	69.32	6.59	3.81	0.52	3.81	0.35	14.21	1.39	
	50.96	45.24	46.81	42.86	50.00	50.00	54.67	88.89	
Total	785	84	47	7	44	4	150	9	1130
	69.47	7.43	4.16	0.62	3.89	0.35	13.27	0.80	100.00

No response was received from four in the "Yes" and five in the "No" group.

Chi-square=7.628; DF=7; p=0.3666

TABLE XXIII

PERCEIVED INFLUENCE OF PEERS ON HIGH SCHOOL HOME ECONOMICS ENROLLMENT: QUESTION 10[a]

ENROLLMENT IN HIGH SCHOOL HOME ECONOMICS	AGREE VERY MUCH	AGREE	NOT SURE	DISAGREE	DISAGREE VERY MUCH	TOTAL
Yes	23	83	64	262	112	544
	17.60	69.30	82.90	257.60	116.60	
	2.06	7.44	5.74	23.50	10.04	
	4.23	15.26	11.76	48.16	20.59	48.79
	63.89	58.45	37.65	49.62	46.86	
No	13	59	106	266	127	571
	18.40	72.70	87.10	270.40	122.40	
	1.17	5.29	9.51	23.86	11.39	51.21
	2.28	10.33	18.56	46.58	22.24	
	36.11	41.55	62.35	50.38	53.14	
Total	36	142	170	528	239	1115
	3.23	12.74	15.25	47.35	21.43	100.00

No response was received from 13 in the "Yes" and 11 in the "No" group.

Chi-square=17.539; DF=4; p=0.0015

[a]QUESTION 10. My friends had a lot to do with how I felt about Home Economics in high school.

TABLE XXIV

PERCEIVED INFLUENCE OF PEERS ON HIGH SCHOOL HOME ECONOMICS ENROLLMENT: QUESTIONS 24/45[a]

ENROLLMENT IN HIGH SCHOOL HOME ECONOMICS	AGREE VERY MUCH	AGREE	NOT SURE	DISAGREE	DISAGREE VERY MUCH	TOTAL
Yes	8	90	18	295	144	555
	7.80	66.50	32.30	310.50	137.90	
	0.70	7.93	1.59	25.99	12.69	48.90
	1.44	16.22	3.24	53.15	25.95	
	50.00	66.18	27.27	46.46	51.06	
No	8	46	48	340	138	580
	8.20	69.50	33.70	324.50	144.10	
	0.70	4.05	4.23	29.96	12.16	51.10
	1.38	7.93	8.28	58.62	23.79	
	50.00	33.82	72.73	53.54	48.94	
Total	16	136	66	635	282	1135
	1.41	11.98	5.81	55.95	24.85	100.00

No response was received from two in each of the two groups.

Chi-square=30.653; DF=4; p=0.0001

[a]QUESTION 24. I enrolled in Home Economics classes in high school because my friends suggested I take Home Economics classes.

QUESTION 45. I have not enrolled in Home Economics classes in high school because my friends did not suggest that I take Home Economics classes.

TABLE XXV

PERCEIVED INFLUENCE OF PEERS ON MALE ENROLLEES VERSUS NONENROLLEES IN HIGH SCHOOL HOME ECONOMICS: QUESTION 10[a]

ENROLLMENT IN HIGH SCHOOL HOME ECONOMICS	AGREE VERY MUCH	AGREE	NOT SURE	DISAGREE	DISAGREE VERY MUCH	TOTAL
Yes	7	32	19	66	26	150
	4.80	19.60	28.90	66.50	30.20	
	1.50	6.85	4.07	14.13	5.57	32.12
	4.67	21.33	12.67	44.00	17.33	
	46.67	52.46	21.11	31.88	27.66	
No	8	29	71	141	68	317
	10.20	41.40	61.10	140.50	63.80	
	1.71	6.21	15.20	30.19	14.56	67.88
	2.52	9.15	22.40	44.48	21.45	
	53.33	47.54	78.89	68.12	72.34	
Total	15	61	90	207	94	467
	3.21	13.06	19.27	44.33	20.13	100.00

No response was received from five in each of the two groups.

Chi-square=18.895; DF=4; p=0.0008

[a]QUESTION 10. My friends had a lot to do with how I felt about Home Economics in high school.

TABLE XXVI

PERCEIVED INFLUENCE OF PEERS ON FEMALE ENROLLEES VERSUS NONENROLLEES IN HIGH SCHOOL HOME ECONOMICS: QUESTION 10[a]

ENROLLMENT IN HIGH SCHOOL HOME ECONOMICS	AGREE VERY MUCH	AGREE	NOT SURE	DISAGREE	DISAGREE VERY MUCH	TOTAL
Yes	16	51	45	196	86	394
	12.80	49.30	48.70	194.90	88.30	
	2.47	7.88	6.96	30.29	13.29	60.90
	4.06	12.94	11.42	49.75	21.83	
	76.19	62.96	56.25	61.25	59.31	
No	5	30	35	124	59	253
	8.20	31.70	31.30	125.10	56.70	
	0.77	4.64	5.41	19.17	9.12	39.10
	1.98	11.86	13.83	49.01	23.32	
	23.81	37.04	43.75	38.75	40.69	
Total	21	81	80	320	145	647
	3.25	12.52	12.36	49.46	22.41	100.00

No response was received from seven in the "Yes" and six in the "No" group.

Chi-square=3.103; DF=4; p=0.5407

[a]QUESTION 10. My friends had a lot to do with how I felt about Home Economics in high school.

TABLE XXVII

PERCEIVED INFLUENCE OF PARENTS/GUARDIANS ON HIGH SCHOOL HOME ECONOMICS: QUESTION 14[a]

ENROLLMENT IN HIGH SCHOOL HOME ECONOMICS	AGREE VERY MUCH	AGREE	NOT SURE	DISAGREE	DISAGREE VERY MUCH	TOTAL
Yes	43	132	32	234	103	544
	34.40	102.20	49.60	246.70	111.10	
	3.88	11.92	2.89	21.14	9.30	49.14
	7.90	24.26	5.88	43.01	18.93	
	61.43	63.46	31.68	46.61	45.58	
No	27	76	69	268	123	563
	35.60	105.80	51.40	255.30	114.90	
	2.44	6.87	6.23	24.21	11.11	50.86
	4.80	13.50	12.26	47.60	21.85	
	38.57	36.54	68.32	53.39	21.85	
Total	70	208	101	502	226	1107
	6.32	18.79	9.12	45.35	20.42	100.00

No response was received from 13 in the "Yes" and 19 in the "No" group.

Chi-square=36.046; DF=4; p=0.0001

[a]QUESTION 14. My parents or guardian had a lot to do with how I felt about Home Economics in high school.

TABLE XXVIII

PERCEIVED INFLUENCE OF PARENTS/GUARDIANS ON HIGH SCHOOL HOME ECONOMICS: QUESTIONS 19/32[a]

ENROLLMENT IN HIGH SCHOOL HOME ECONOMICS	AGREE VERY MUCH	AGREE	NOT SURE	DISAGREE	DISAGREE VERY MUCH	TOTAL
Yes	27	107	9	299	113	555
	23.50	85.20	19.60	299.50	127.20	
	2.38	9.44	0.79	26.37	9.96	48.94
	4.86	19.28	1.62	53.87	20.36	
	56.25	61.49	22.50	48.86	43.46	
No	21	67	31	313	147	579
	24.50	88.80	20.40	312.50	132.80	
	1.85	5.91	2.73	27.60	12.96	51.06
	3.63	11.57	5.35	54.06	25.39	
	43.75	38.51	77.50	51.14	56.54	
Total	48	174	40	612	260	1134
	4.23	15.34	3.53	53.97	22.93	100.00

No response was received from two in the "Yes" and three in the "No" group.

Chi-square=26.316; DF=4; p=0.0001

[a]QUESTION 19. I enrolled in Home Economics in high school because my parents or guardian suggested I take Home Economics classes.

QUESTION 32. I have not enrolled in Home Economics in high school because my parents or guardian did not suggest that I take Home Economics classes.

TABLE XXIX

PERCEIVED INFLUENCE OF COUNSELORS ON HIGH SCHOOL HOME ECONOMICS ENROLLMENT: QUESTION 12[a]

ENROLLMENT IN HIGH SCHOOL HOME ECONOMICS	AGREE VERY MUCH	AGREE	NOT SURE	DISAGREE	DISAGREE VERY MUCH	TOTAL
Yes	9	51	42	289	163	554
	9.80	37.90	59.10	292.00	155.10	
	0.80	4.53	3.73	25.69	14.49	49.24
	1.62	9.21	7.58	52.17	29.42	
	45.00	66.23	35.00	48.74	51.75	
No	11	26	78	304	152	571
	10.20	39.10	60.90	301.00	159.90	
	0.98	2.31	6.93	27.02	13.51	50.76
	1.93	4.55	31.66	53.24	26.62	
	55.00	33.77	65.00	51.26	48.25	
Total	20	77	120	593	315	1125
	1.78	6.84	10.67	52.71	28.00	100.00

No response was received from three in the "Yes" and 11 in the "No" group.

Chi-square=19.628; DF=4; p=0.0006

[a]QUESTION 12. My counselor had a lot to do with how I felt about Home Economics in high school.

TABLE XXX

PERCEIVED INFLUENCE OF COUNSELORS ON HIGH SCHOOL HOME ECONOMICS ENROLLMENT: QUESTIONS 22/35[a]

ENROLLMENT IN HIGH SCHOOL HOME ECONOMICS	AGREE VERY MUCH	AGREE	NOT SURE	DISAGREE	DISAGREE VERY MUCH	TOTAL
Yes	7	48	18	340	142	555
	14.20	69.60	27.40	321.30	122.50	
	0.62	4.24	1.59	30.01	12.53	48.98
	1.26	8.65	3.24	61.26	25.59	
	24.14	33.80	32.14	51.83	56.80	
No	22	94	38	316	108	578
	14.80	72.40	28.60	334.70	127.50	
	1.94	8.30	3.35	27.89	9.53	51.02
	3.81	16.26	6.57	54.67	18.69	
	75.86	66.20	67.86	48.17	43.20	
Total	29	142	56	656	250	1133
	2.56	12.53	4.94	57.90	22.07	100.00

No response was received from two in the "Yes" and four in the "No" group.

Chi-square=34.852; DF=4; p=0.0001

[a]QUESTION 22. I enrolled in Home Economics in high school because my counselor suggested I take Home Economics classes.

QUESTION 35. I have not enrolled in Home Economics classes in high school because my counselor did not suggest that I take Home Economics classes.

TABLE XXXI

PERCEIVED INFLUENCE OF COUNSELORS ON MALE ENROLLEES VERSUS NONENROLLEES IN HIGH SCHOOL HOME ECONOMICS: QUESTION 12[a]

ENROLLMENT IN HIGH SCHOOL HOME ECONOMICS	AGREE VERY MUCH	AGREE	NOT SURE	DISAGREE	DISAGREE VERY MUCH	TOTAL
Yes	4	19	15	74	42	154
	4.30	11.80	19.60	74.20	44.10	
	0.85	4.03	3.18	15.71	8.92	32.70
	2.60	12.34	9.74	48.05	27.27	
	30.77	52.78	25.00	32.60	31.11	
No	9	17	45	153	93	317
	8.70	24.20	40.40	152.80	90.90	
	1.91	3.61	9.55	32.48	19.75	67.30
	2.84	5.36	14.20	48.26	29.34	
	69.23	47.22	75.00	67.40	68.89	
Total	13	36	60	227	135	471
	2.76	7.64	12.74	48.20	28.66	100.00

No response was received from one in the "Yes" and five in the "No" group.

Chi-square=8.389; DF=4; p=0.0783

[a]QUESTION 12. My counselor had a lot to do with how I felt about Home Economics in high school.

TABLE XXXII

PERCEIVED INFLUENCE OF COUNSELORS ON FEMALE ENROLLEES VERSUS NONENROLLEES IN HIGH SCHOOL HOME ECONOMICS: QUESTION 12[a]

ENROLLMENT IN HIGH SCHOOL HOME ECONOMICS	AGREE VERY MUCH	AGREE	NOT SURE	DISAGREE	DISAGREE VERY MUCH	TOTAL
Yes	5	32	26	215	121	399
	4.30	24.50	36.10	224.00	110.20	
	0.77	4.91	3.99	32.98	18.56	61.20
	1.25	8.02	6.52	53.88	30.33	
	71.43	80.00	44.07	58.74	67.22	
No	2	8	33	151	59	253
	2.70	15.50	22.90	142.00	69.80	
	0.31	1.23	5.06	23.16	9.05	38.80
	0.79	3.16	13.04	59.68	23.32	
	28.57	20.00	55.93	41.26	32.78	
Total	7	40	59	366	180	652
	1.07	6.13	9.05	56.13	27.61	100.00

No response was received from two in the "Yes" and six in the "No" group.

Chi-square=17.234; DF=4; p=0.0017

[a]QUESTION 12. My counselor had a lot to do with how I felt about Home Economics in high school.

TABLE XXXIII

PERCEIVED INFLUENCE OF HIGH SCHOOL HOME ECONOMICS TEACHERS ON HIGH SCHOOL HOME ECONOMICS ENROLLMENT: QUESTIONS 21/36[a]

ENROLLMENT IN HIGH SCHOOL HOME ECONOMICS	AGREE VERY MUCH	AGREE	NOT SURE	DISAGREE	DISAGREE VERY MUCH	TOTAL
Yes	44	137	40	241	91	553
	29.30	77.60	46.40	281.10	118.60	
	3.88	12.09	3.53	21.27	8.03	48.81
	7.96	24.77	7.23	43.58	16.46	
	73.33	86.16	42.11	41.84	37.45	
No	16	22	55	335	152	580
	30.70	81.40	48.60	294.90	124.40	
	1.41	1.94	4.85	29.57	13.42	51.19
	2.76	3.79	9.48	57.76	26.21	
	26.67	13.84	57.89	58.16	62.55	
Total	60	159	95	576	243	1133
	5.30	14.03	8.38	50.84	21.45	100.00

No response was received from four in the "Yes" and two in the "No" group.

Chi-square=128.694; DF=4; p=0.0001

[a]QUESTION 21. I enrolled in Home Economics classes in high school because I liked the teachers that taught the classes.

QUESTION 36. I have not enrolled in Home Economics classes in high school because I did not like the teachers that taught the classes.

TABLE XXXIV

PERCEIVED INFLUENCE OF HIGH SCHOOL HOME ECONOMICS TEACHERS[a] ON HIGH SCHOOL HOME ECONOMICS ENROLLMENT: QUESTIONS 27/46[a]

ENROLLMENT IN HIGH SCHOOL HOME ECONOMICS	AGREE VERY MUCH	AGREE	NOT SURE	DISAGREE	DISAGREE VERY MUCH	TOTAL
Yes	37	147	38	259	68	549
	22.00	85.50	44.00	300.40	97.20	
	3.29	13.08	3.38	23.04	6.05	48.84
	6.74	26.78	6.92	47.18	12.39	
	82.22	84.00	42.22	42.11	34.17	
No	8	28	52	356	131	575
	23.00	89.50	46.00	314.60	101.80	
	0.71	2.49	4.63	31.67	11.65	51.16
	1.39	4.87	9.04	61.91	22.78	
	17.78	16.00	57.78	57.89	65.83	
Total	45	175	90	615	199	1124
	4.00	15.57	8.01	54.72	17.70	100.00

No response was received from eight in the "Yes" and seven in the "No" group.

Chi-square=136.502; DF=4; p=0.0001

[a]QUESTION 27. I enrolled in Home Economics classes in high school because I liked the Home Economics teachers in high school.

QUESTION 46. I have not enrolled in Home Economics classes in high school because of my feelings about high school Home Economics teachers.

TABLE XXXV

PERCEIVED INFLUENCE OF HIGH SCHOOL HOME ECONOMICS CURRICULUM ON HIGH SCHOOL HOME ECONOMICS ENROLLMENT: QUESTIONS 25/31[a]

ENROLLMENT IN HIGH SCHOOL HOME ECONOMICS	AGREE VERY MUCH	AGREE	NOT SURE	DISAGREE	DISAGREE VERY MUCH	TOTAL
Yes	65	293	34	134	28	554
	51.10	200.40	51.10	197.90	53.50	
	5.76	25.98	3.01	11.88	2.48	49.11
	11.73	52.89	6.14	24.19	5.05	
	62.50	71.81	32.69	33.25	25.69	
No	39	115	70	269	81	574
	52.90	207.60	52.90	205.10	55.50	
	3.46	10.20	6.21	23.85	7.18	50.89
	6.79	20.03	12.20	46.86	14.11	
	37.50	28.19	67.31	66.75	74.31	
Total	104	408	104	403	109	1128
	9.22	36.17	9.22	35.73	9.66	100.00

No response was received from three in the "Yes" and eight in the "No" group.

Chi-square=167.310; DF=4; p=0.0001

[a]QUESTION 25. I enrolled in Home Economics classes in high school because I liked the classes offered.

QUESTION 31. I did not enroll in Home Economics in high school because I did not like the classes offered.

TABLE XXXVI

PERCEIVED INFLUENCE OF HIGH SCHOOL HOME ECONOMICS CURRICULUM ON HIGH SCHOOL HOME ECONOMICS ENROLLMENT: QUESTIONS 29/38[a]

ENROLLMENT IN HIGH SCHOOL HOME ECONOMICS	AGREE VERY MUCH	AGREE	NOT SURE	DISAGREE	DISAGREE VERY MUCH	TOTAL
Yes	60	236	40	182	33	551
	46.00	162.00	49.90	238.30	54.80	
	5.33	20.96	3.55	16.16	2.93	48.93
	10.89	42.83	7.26	33.03	5.99	
	63.83	71.30	39.22	37.37	29.46	
No	34	95	62	305	79	575
	48.00	169.00	52.10	248.70	57.20	
	3.02	8.44	5.51	27.09	7.02	51.07
	5.91	16.52	10.78	53.04	13.74	
	36.17	28.70	60.78	62.63	70.54	
Total	94	331	102	487	112	1126
	8.35	29.40	9.06	43.25	9.95	100.00

No response was received from six in the "Yes" and seven in the "No" group.

Chi-square=121.502; DF=4; p=0.0001

[a]QUESTION 29. I enrolled in Home Economics classes in high school because of the Home Economics classes offered.

QUESTION 38 I have not enrolled in Home Economics in high school because I did not like the classes offered.

TABLE XXXVII

PERCEIVED INFLUENCE OF FEMALE IMAGE OF HOME ECONOMICS ON HIGH SCHOOL HOME ECONOMICS ENROLLMENT: QUESTIONS 23/34[a]

ENROLLMENT IN HIGH SCHOOL HOME ECONOMICS	AGREE VERY MUCH	AGREE	NOT SURE	DISAGREE	DISAGREE VERY MUCH	TOTAL
Yes[b]	9	28	21	256	238	552
	20.10	55.40	26.50	262.50	187.40	
	0.80	2.49	1.87	22.76	21.16	49.07
	1.63	5.07	3.80	46.38	43.12	
	21.95	24.78	38.89	47.85	62.30	
No	32	85	33	279	144	573
	20.90	57.60	27.50	272.50	194.60	
	2.84	7.56	2.93	24.80	12.80	50.93
	5.58	14.83	5.76	48.69	25.13	
	78.05	75.22	61.11	52.15	37.70	
Total	41	113	54	535	382	1125
	3.64	10.04	4.80	47.56	33.96	100.00

No response was received from five in the "Yes" and nine in the "No" group.

Chi-square=68.073; DF=4; p=0.0001

[a]QUESTION 23. I believe Home Economics classes are helpful to young men as well as young women.

QUESTION 34 Home Economics classes are mostly for young women.

[b]NOTE: The response to Question 23 was inverted ("agree very much" interchanged with "disagree very much", "agree" interchanged with "disagree") in this analysis, to parallel Question 34.

TABLE XXXVIII

PERCEIVED INFLUENCE OF FEMALE IMAGE OF HOME ECONOMICS ON HIGH SCHOOL HOME ECONOMICS ENROLLMENT: QUESTIONS 18/42[a]

ENROLLMENT IN HIGH SCHOOL HOME ECONOMICS	AGREE VERY MUCH	AGREE	NOT SURE	DISAGREE	DISAGREE VERY MUCH	TOTAL
Yes[b]	22	92	24	309	107	554
	22.90	73.20	30.20	294.10	133.60	
	1.94	8.10	2.11	27.20	9.42	48.77
	3.97	16.61	4.33	55.78	19.31	
	46.81	61.33	38.71	51.24	39.05	
No	25	58	38	294	167	582
	24.10	76.80	31.80	308.90	140.40	
	2.20	5.11	3.35	25.88	14.70	51.23
	4.30	9.97	6.53	50.52	28.69	
	53.19	38.67	61.29	48.76	60.95	
Total	47	150	62	603	274	1136
	4.14	13.20	5.46	53.08	24.12	100.00

No response was received from three in the "Yes" group.

Chi-square=23.896; DF=4; p=0.0001

[a]QUESTION 18. I enrolled in Home Economics classes because these classes help both young men and young women.

QUESTION 42. I have not enrolled in Home Economics classes in high school because these classes are mostly for young women.

[b]NOTE: The response to Question 18 was inverted ("agree very much" interchanged with "disagree very much", "agree" interchanged with "disagree") in this analysis, to parallel Question 42.

TABLE XXXIX

PERCEIVED INFLUENCE OF FEMALE IMAGE OF HOME ECONOMICS ON MALE ENROLLEES VERSUS NONENROLLEES IN HIGH SCHOOL HOME ECONOMICS: QUESTIONS 18/42[a]

ENROLLMENT IN HIGH SCHOOL HOME ECONOMICS	AGREE VERY MUCH	AGREE	NOT SURE	DISAGREE	DISAGREE VERY MUCH	TOTAL
Yes[b]	6	22	7	83	35	153
	10.00	24.50	11.30	73.40	33.80	
	1.26	4.63	1.47	17.47	7.37	32.21
	3.92	14.38	4.58	54.25	22.88	
	19.35	28.95	20.00	36.40	33.33	
No	25	54	28	145	70	322
	21.00	51.50	23.70	154.60	71.20	
	5.26	11.37	5.89	30.53	14.74	67.79
	7.76	16.77	8.70	45.03	21.74	
	80.65	71.05	80.00	63.60	66.67	
Total	31	76	35	228	105	475
	6.53	16.00	7.37	48.00	22.11	100.00

No response was received from two in the "Yes" group.
Chi-square=7.003; DF=4; p=0.1357

[a]QUESTION 18. I enrolled in Home Economics classes because these classes help both young men and young women.

QUESTION 42. I have not enrolled in Home Economics classes in high school because these classes are mostly for young women.

[b]NOTE: The response to Question 18 was inverted ("agree very much" interchanged with "disagree very much", "agree" interchanged with "disagree") in this analysis, to parallel Question 42.

TABLE XL

PERCEIVED INFLUENCE OF FEMALE IMAGE OF HOME ECONOMICS ON FEMALE ENROLLEES VERSUS NONENROLLEES IN HIGH SCHOOL HOME ECONOMICS: QUESTIONS 18/42[a]

ENROLLMENT IN HIGH SCHOOL HOME ECONOMICS	AGREE VERY MUCH	AGREE	NOT SURE	DISAGREE	DISAGREE VERY MUCH	TOTAL
Yes[b]	16	70	17	225	72	400
	9.70	44.30	16.40	227.00	102.60	
	2.43	10.62	2.58	34.14	10.93	60.70
	4.00	17.50	4.25	56.25	18.00	
	100.00	95.89	62.96	60.16	42.60	
No	0	3	10	149	97	259
	6.30	28.70	10.60	147.00	66.40	
	0.00	0.46	1.52	22.61	14.72	39.30
	0.00	1.16	3.86	57.53	37.45	
	0.00	4.11	37.04	39.84	57.40	
Total	16	73	27	3.74	169	659
	2.43	11.08	4.10	56.75	25.64	100.00

No response was received from one in the "Yes" group.
Chi-square=71.557; DF=4; p=0.0001

[a]QUESTION 18. I enrolled in Home Economics classes because these classes help both young men and young women.
QUESTION 42. I have not enrolled in Home Economics classes in high school because these classes are mostly for young women.

[b]NOTE: The response to Question 18 was inverted ("agree very much" interchanged with "disagree very much", "agree" interchanged with "disagree") in this analysis, to parallel Question 42.

TABLE XLI

PRIOR ENROLLMENT IN MIDDLE SCHOOL HOME ECONOMICS BY ENROLLEES VERSUS NONENROLLEES IN HIGH SCHOOL HOME ECONOMICS

ENROLLMENT HIGH SCHOOL HOME ECONOMICS	ENROLLMENT IN MIDDLE SCHOOL HOME ECONOMICS YES	NO	TOTAL
Yes	445	111	556
	411.60	144.40	
	39.17	9.77	48.94
	80.04	19.96	
	52.91	37.63	
No	396	184	580
	429.40	150.60	
	34.86	16.20	51.06
	68.28	31.72	
	47.09	62.37	
Total	841	295	1136
	74.03	25.97	100.00

No response was received from one in the "Yes" and two in the "No" group.

Chi-square=20.421; DF=1; p=0.0001

TABLE XLII

PRIOR ENROLLMENT IN MIDDLE SCHOOL HOME ECONOMICS BY MALE ENROLLEES VERSUS NONENROLLEES IN HIGH SCHOOL HOME ECONOMICS

ENROLLMENT IN HIGH SCHOOL HOME ECONOMICS	ENROLLMENT IN MIDDLE SCHOOL HOME ECONOMICS YES	NO	TOTAL
Yes	113	42	155
	99.30	55.70	
	23.74	8.82	
	72.90	27.10	
	37.05	24.56	
No	192	129	321
	205.70	115.30	
	40.34	27.10	67.44
	59.81	40.19	
	62.95	75.44	
Total	305	171	476
	64.08	35.92	100.00

No response to gender was received from one each in the two groups; no response concerning middle school Home Economics enrollment was received from one in the "No" group.

Chi-square=7.781; DF=1; p=0.0053

TABLE XLIII

PRIOR ENROLLMENT IN MIDDLE SCHOOL HOME ECONOMICS BY FEMALE ENROLLEES VERSUS NONENROLLEES IN HIGH SCHOOL HOME ECONOMICS

ENROLLMENT IN HIGH SCHOOL HOME ECONOMICS	ENROLLMENT IN MIDDLE SCHOOL HOME ECONOMICS YES	NO	TOTAL
Yes	332	69	401
	326.20	74.80	
	50.38	10.47	60.85
	82.79	17.21	
	61.94	56.10	
No	204	54	258
	209.80	48.20	
	30.96	8.19	39.15
	79.07	20.93	
	38.06	43.90	
Total	536	123	659
	81.34	18.66	100.00

No response to gender was received from one each in the two groups; no response concerning middle school Home Economics enrollment was received from one in the "No" group.

Chi-square=1.434; DF=1; p=0.2312

TABLE XLIV

INFLUENCE OF LENGTH OF ENROLLMENT IN MIDDLE SCHOOL HOME ECONOMICS ON HIGH SCHOOL HOME ECONOMICS ENROLLMENT

ENROLLMENT IN HIGH SCHOOL HOME ECONOMICS	LENGTH OF ENROLLMENT IN MIDDLE SCHOOL HOME ECONOMICS			
	6-9 WEEKS	1 SEMESTER	1 YEAR	TOTAL
Yes	54	166	219	439
	77.00	164.10	197.90	
	6.49	19.95	26.32	52.76
	12.30	37.81	49.89	
	36.99	53.38	58.40	
No	92	145	156	393
	69.00	146.90	177.10	
	11.06	17.43	18.75	47.24
	23.41	36.90	39.69	
	63.01	46.62	41.60	
Total	146	311	375	832
	17.55	37.38	45.07	100.00

No response was received from six in the "Yes" and three in the "No" group.

Chi-square=19.408; DF=2; p=0.0001

TABLE XLV

PERCEIVED INFLUENCE OF MIDDLE SCHOOL HOME ECONOMICS TEACHERS ON HIGH SCHOOL HOME ECONOMICS ENROLLMENT: QUESTION 11[a]

ENROLLMENT IN HIGH SCHOOL HOME ECONOMICS	AGREE VERY MUCH	AGREE	NOT SURE	DISAGREE	DISAGREE VERY MUCH	TOTAL
Yes	51	156	37	143	56	443
	43.50	136.70	43.50	160.60	58.80	
	6.10	18.66	4.43	17.11	6.70	52.99
	11.51	35.21	8.35	32.28	12.64	
	62.20	60.47	45.12	47.19	50.45	
No	31	102	45	160	55	393
	38.50	121.30	38.50	142.40	52.20	
	3.71	12.20	5.38	19.14	6.58	47.01
	7.89	25.95	11.45	40.71	13.99	
	37.80	39.53	54.88	52.81	49.55	
Total	82	258	82	303	111	836
	9.81	30.86	9.81	36.24	13.28	100.00

No response was received from two in the "Yes" and three in the "No" group.

Chi-square=14.987; DF=4; p=0.0047

[a]QUESTION 11. My middle school Home Economics teachers had a lot to do with how I felt about Home Economics in high school.

TABLE XLVI

PERCEIVED INFLUENCE OF MIDDLE SCHOOL HOME ECONOMICS TEACHERS ON HIGH SCHOOL HOME ECONOMICS ENROLLMENT: QUESTIONS 20/44[a]

ENROLLMENT IN HIGH SCHOOL HOME ECONOMICS	AGREE VERY MUCH	AGREE	NOT SURE	DISAGREE	DISAGREE VERY MUCH	TOTAL
Yes	19	86	24	227	88	444
	15.90	62.40	24.30	256.70	84.70	
	2.26	10.25	2.86	27.06	10.49	52.92
	4.28	19.37	5.41	51.13	19.82	
	63.33	72.88	52.17	46.80	55.00	
No	11	32	22	258	72	395
	14.10	55.60	21.70	228.30	75.30	
	1.31	3.81	2.62	30.75	8.58	47.08
	2.78	8.10	5.57	65.32	18.23	
	36.67	27.12	47.83	53.20	45.00	
Total	30	118	46	485	160	839
	3.58	14.06	5.48	57.81	19.07	100.00

No response was received from one in each of the two groups.

Chi-square=27.746; DF=4; p=0.0001

[a]QUESTION 20. I enrolled in Home Economics in high school because I liked my middle school Home Economics teachers.

QUESTION 44. I have not enrolled in Home Economics classes in high school because of my feelings about the Home Economics teachers I had in middle school.

TABLE XLVII

PERCEIVED INFLUENCE OF MIDDLE SCHOOL HOME ECONOMICS CURRICULUM ON HIGH SCHOOL HOME ECONOMICS ENROLLMENT: QUESTION 13[a]

ENROLLMENT IN HIGH SCHOOL HOME ECONOMICS	AGREE VERY MUCH	AGREE	NOT SURE	DISAGREE	DISAGREE VERY MUCH	TOTAL
Yes	43	190	25	131	55	444
	38.90	170.90	37.80	136.80	59.60	
	5.16	22.78	3.00	15.71	6.59	53.24
	9.68	42.79	5.63	29.50	12.39	
	58.90	59.19	35.21	50.97	49.11	
No	30	131	46	126	57	390
	34.10	150.10	33.20	120.20	52.40	
	3.60	15.71	5.52	15.11	6.83	46.76
	7.69	33.59	11.79	32.31	14.62	
	41.10	40.81	64.79	49.03	50.89	
Total	73	321	71	257	112	834
	8.75	38.49	8.51	30.82	13.43	100.00

No response was received from one in the "Yes" and six in the "No" group.

Chi-square=16.075; DF=4; p=0.0029

[a]QUESTION 13. My middle school Home Economics classes had a lot to do with how I felt about Home Economics in high school.

TABLE XLVIII

PERCEIVED INFLUENCE OF MIDDLE SCHOOL HOME ECONOMICS CURRICULUM ON HIGH SCHOOL HOME ECONOMICS ENROLLMENT: QUESTIONS 26/41[a]

ENROLLMENT IN HIGH SCHOOL HOME ECONOMICS	AGREE VERY MUCH	AGREE	NOT SURE	DISAGREE	DISAGREE VERY MUCH	TOTAL
Yes	34	164	15	182	44	439
	37.50	124.00	23.20	195.20	59.10	
	4.09	19.71	1.80	21.88	5.29	52.76
	7.74	37.36	3.42	41.46	10.02	
	47.89	69.79	34.09	49.19	39.29	
No	37	71	29	188	68	393
	33.50	111.00	20.80	174.80	52.90	
	4.45	8.53	3.49	22.60	8.17	47.24
	9.41	18.07	7.38	47.84	17.30	
	52.11	30.21	65.91	50.81	60.71	
Total	71	235	44	370	112	832
	8.53	28.25	5.29	44.47	13.46	100.00

No response was received from six in the "Yes" and three in the "No" group.

Chi-square=44.218; DF=4; p=0.0001

[a]QUESTION 26. I enrolled in Home Economics classes in high school because I liked my middle school Home Economics classes.

QUESTION 41. I have not enrolled in Home Economics classes in high school because of my feelings about the Home Economics classes I took in middle school.

TABLE XLIX

PERCEIVED FUTURE VALUE OF ENROLLMENT IN HIGH SCHOOL HOME ECONOMICS: QUESTIONS 28/33[a]

ENROLLMENT IN HIGH SCHOOL HOME ECONOMICS	AGREE VERY MUCH	AGREE	NOT SURE	DISAGREE	DISAGREE VERY MUCH	TOTAL
Yes	185	283	21	52	11	552
	129.20	210.20	39.50	132.60	40.50	
	16.34	25.00	1.86	4.59	0.97	48.76
	33.51	51.27	3.80	9.42	1.99	
	69.81	65.66	25.93	19.12	13.25	
No	80	148	60	220	72	580
	135.80	220.80	41.50	139.40	42.50	
	7.07	13.07	5.30	19.43	6.36	51.24
	13.79	25.52	10.34	37.93	12.41	
	30.19	34.34	74.07	80.88	86.75	
Total	265	431	81	272	83	1132
	23.41	38.07	7.16	24.03	7.33	100.00

No response was received from five in the "Yes" and two in the "No" group.

Chi-square=250.724; DF=4; p=0.0001

[a]QUESTION 28. I enrolled in Home Economics classes in high school because I believe they will benefit me later on.

QUESTION 33. I have not enrolled in Home Economics classes in high school because I felt they would not be helpful to me.

TABLE L

PERCEIVED FUTURE VALUE OF ENROLLMENT IN HIGH SCHOOL HOME ECONOMICS: QUESTIONS 30/40[a]

ENROLLMENT IN HIGH SCHOOL HOME ECONOMICS	AGREE VERY MUCH	AGREE	NOT SURE	DISAGREE	DISAGREE VERY MUCH	TOTAL
Yes	182	275	37	42	14	550
	119.90	207.70	47.30	135.50	39.50	
	16.13	24.38	3.28	3.72	1.24	48.76
	33.09	50.00	6.73	7.64	2.55	
	73.98	64.55	38.14	15.11	17.28	
No	64	151	60	236	67	578
	126.10	218.30	49.70	142.50	41.50	
	5.67	13.39	5.32	20.92	5.94	51.24
	11.07	26.12	10.38	40.83	11.59	
	26.02	35.45	61.86	84.89	82.72	
Total	246	426	97	278	81	1128
	21.81	37.77	8.60	24.65	7.18	100.00

No response was received from seven in the "Yes" and four in the "No" group.

Chi-square=267.679; DF=4; p=0.0001

[a]QUESTION 30. I believe that the Home Economics classes taken in high school will help me prepare for the future.

QUESTION 40. I have not enrolled in Home Economics classes in high school because I could not see that they would be helpful to me.

TABLE LI

COMPETING ACADEMIC DEMANDS PERCEIVED BY NONENROLLEES IN HIGH SCHOOL HOME ECONOMICS: QUESTION 37[a]

GENDER	AGREE VERY MUCH	AGREE	NOT SURE	DISAGREE	DISAGREE VERY MUCH	TOTAL
Male	77	109	24	94	16	320
	91.50	108.70	22.70	78.20	18.90	
	13.34	18.89	4.16	16.29	2.77	55.46
	24.06	34.06	7.50	29.38	5.00	
	46.67	55.61	58.54	66.67	47.06	
Female	88	87	17	47	18	257
	73.50	87.30	18.30	62.80	15.10	
	15.25	15.08	2.95	8.15	3.12	44.54
	34.24	33.85	6.61	18.29	7.00	
	53.33	44.39	41.46	33.33	52.94	
Total	165	196	41	141	34	577
	28.60	33.97	7.11	24.44	5.89	100.00

No response concerning gender was received on one questionnaire. In addition, no response to Question 37 was received from two in each group.

Chi-square=13.464; DF=4; p=0.0092

[a]QUESTION 37. I have not enrolled in Home Economics classes in high school because I had to take other classes to prepare me for college.

TABLE LII

COMPETING ACADEMIC DEMANDS PERCEIVED BY NONENROLLEES IN HIGH SCHOOL HOME ECONOMICS: QUESTION 39[a]

GENDER	AGREE VERY MUCH	AGREE	NOT SURE	DISAGREE	DISAGREE VERY MUCH	TOTAL
Male	32	69	33	142	44	320
	33.30	72.20	26.10	143.30	45.00	
	5.56	11.98	5.73	24.65	7.64	55.56
	10.00	21.56	10.31	44.38	13.75	
	53.33	53.08	70.21	55.04	54.32	
Female	28	61	14	116	37	256
	26.70	57.80	20.90	114.70	36.00	
	4.86	10.59	2.43	20.14	6.42	44.44
	10.94	23.83	5.47	45.31	14.45	
	46.67	46.92	29.79	44.96	45.68	
Total	60	130	47	258	81	576
	10.42	22.57	8.16	44.79	14.06	100.00

No response concerning gender was received on one questionnaire. In addition, no response was received to Question 39 from two in the male and three in the female group.

Chi-square=4.611; DF=4; p=0.3296

[a]QUESTION 39. There were conflicts in scheduling of classes to meet high school graduation requirements that kept me from enrolling in Home Economics classes.

TABLE LIII

PERCEPTION OF INDIVIDUAL NEED FOR ADDITIONAL HOME ECONOMICS BY NONENROLLEES IN HIGH SCHOOL HOME ECONOMICS: QUESTION 43[a]

GENDER	AGREE VERY MUCH	AGREE	NOT SURE	DISAGREE	DISAGREE VERY MUCH	TOTAL
Male	20	98	39	135	28	320
	18.80	93.60	34.90	141.70	31.00	
	3.46	16.96	6.75	23.36	4.84	55.36
	6.25	30.63	12.19	42.19	8.75	
	58.82	57.99	61.90	52.73	50.00	
Female	14	71	24	121	28	258
	15.20	75.40	28.10	114.30	25.00	
	2.42	12.28	4.15	20.93	4.84	44.64
	5.43	27.52	9.30	46.90	10.85	
	41.18	42.01	38.10	47.27	50.00	
Total	34	169	63	256	56	578
	5.88	29.24	10.90	44.29	9.69	100.00

No response concerning gender was received on one questionnaire. In addition, no response to Question 43 was received from two in the male and one in the female group.

Chi-square=3.095; DF=4; p=0.5421

[a]QUESTION 43. I have not enrolled in Home Economics classes in high school because the Home Economics classes I took in middle school are enough.

TABLE LIV

PERCEIVED BENEFITS BY ENROLLEES IN HIGH SCHOOL HOME ECONOMICS: QUESTION 47[a]

GENDER	AGREE VERY MUCH	AGREE	NOT SURE	DISAGREE	DISAGREE VERY MUCH	TOTAL
Males	24	63	11	40	12	150
	23.30	68.50	12.80	39.10	6.40	
	4.44	11.65	2.03	7.39	2.22	27.73
	16.00	42.00	7.33	26.67	8.00	
	28.57	25.51	23.91	28.37	52.17	
Females	60	184	35	101	11	391
	60.70	178.50	33.20	101.90	16.60	
	11.09	34.01	6.47	18.67	2.03	72.27
	15.35	47.06	8.95	25.83	2.81	
	71.43	74.49	76.09	71.63	47.83	
Total	84	247	46	141	23	541
	15.53	45.66	8.50	26.06	4.25	100.00

No response concerning gender was received on one questionnaire. In addition, no response to Question 47 was received from five in the male and 10 in the female group. group.

Chi-square=7.860; DF=4; p=0.0968

[a]QUESTION 47. Home Economics classes are important because they help me improve my relationships with others.

TABLE LV

PERCEIVED BENEFITS BY ENROLLEES IN HIGH SCHOOL HOME ECONOMICS: QUESTION 48[a]

GENDER	AGREE VERY MUCH	AGREE	NOT SURE	DISAGREE	DISAGREE VERY MUCH	TOTAL
Male	36	59	16	31	9	151
	42.30	68.00	12.20	21.60	6.90	
	6.59	10.81	2.93	5.68	1.65	27.66
	23.84	39.07	10.60	20.53	5.96	
	23.53	23.98	36.36	39.74	36.00	
Female	117	187	28	47	16	395
	110.70	178.00	31.80	56.40	18.10	
	21.43	34.25	5.13	8.61	2.93	72.34
	29.62	47.34	7.09	11.90	4.05	
	76.47	76.02	63.64	60.26	64.00	
Total	153	246	44	78	25	546
	28.02	45.05	8.06	14.29	4.58	100.00

No response concerning gender was received on one questionnaire. In addition, no response to Question 48 was received from four in the male and six in the female group.

Chi-square=11.194; DF=4; p=0.0245

[a]QUESTION 48. Home Economics classes are important because they help me to be a better husband or wife, parent or family member.

TABLE LVI

PERCEIVED BENEFITS BY ENROLLEES IN HIGH SCHOOL HOME ECONOMICS: QUESTION 49[a]

GENDER	AGREE VERY MUCH	AGREE	NOT SURE	DISAGREE	DISAGREE VERY MUCH	TOTAL
Male	19	54	18	47	14	152
	21.50	61.10	16.20	44.60	8.60	
	3.49	9.91	3.30	8.62	2.57	27.89
	12.50	35.53	11.84	30.92	9.21	
	24.68	24.66	31.03	29.38	45.16	
Female	58	165	40	113	17	393
	55.50	157.90	41.80	115.40	22.40	
	10.64	30.28	7.34	20.73	3.12	72.11
	14.76	41.98	10.18	28.75	4.33	
	75.32	75.34	68.97	70.63	54.84	
Total	77	219	58	160	31	545
	14.13	40.18	10.64	29.36	5.69	100.00

No response concerning gender was received on one questionnaire. In addition, no response to Question 49 was received from three in the male and eight in the female group.

Chi-square=6.592; DF=4; p=0.1591

[a]QUESTION 49. Home Economics classes are important because they prepare me to be a good citizen.

TABLE LVII

PERCEIVED BENEFITS BY ENROLLEES IN HIGH SCHOOL HOME ECONOMICS: QUESTION 50[a]

GENDER	AGREE VERY MUCH	AGREE	NOT SURE	DISAGREE	DISAGREE VERY MUCH	TOTAL
Male	33	71	14	26	8	152
	40.60	76.80	10.00	20.00	4.50	
	6.04	13.00	2.56	4.76	1.47	27.84
	21.71	46.71	9.21	17.11	5.26	
	22.60	25.72	38.89	36.11	50.00	
Female	113	205	22	46	8	394
	105.40	199.20	26.00	52.00	11.50	
	20.70	37.55	4.03	8.42	1.47	72.16
	28.68	52.03	5.58	11.68	2.03	
	77.40	74.28	61.11	63.89	50.00	
Total	146	276	36	72	16	546
	26.74	50.55	6.59	13.19	2.93	100.00

No response concerning gender was received on one questionnaire. In addition, no response to Question 50 was received from three in the male and seven in the female group.

Chi-square=11.159; DF=4; p=0.0248

[a]QUESTION 50. Home Economics classes are important because they teach me how to make wise buying decisions.

TABLE LVIII

PERCEIVED BENEFITS BY ENROLLEES IN HIGH SCHOOL HOME ECONOMICS: QUESTION 51[a]

GENDER	AGREE VERY MUCH	AGREE	NOT SURE	DISAGREE	DISAGREE VERY MUCH	TOTAL
Male	24	59	14	42	13	152
	39.90	68.30	13.50	23.00	7.30	
	4.44	10.91	2.59	7.76	2.40	28.10
	15.79	38.82	9.21	27.63	8.55	
	16.90	24.28	29.17	51.22	50.00	
Female	118	184	34	40	13	389
	102.10	174.70	34.50	59.00	18.70	
	21.81	34.01	6.28	7.39	2.40	71.90
	30.33	47.30	8.74	10.28	3.34	
	83.10	75.72	70.83	48.78	50.00	
Total	142	243	48	82	26	541
	26.25	44.92	8.87	15.16	4.81	100.00

No response concerning gender was received on one questionnaire. In addition, no response to Question 51 was received from three in the male and 12 in the female group.

Chi-square=38.465; DF=4; p=0.0001

[a]QUESTION 51. Home Economics classes are important because they help me plan my clothing needs, select fabrics, and make clothes that fit well.

TABLE LIX

PERCEIVED BENEFITS BY ENROLLEES IN HIGH SCHOOL HOME ECONOMICS: QUESTION 52[a]

GENDER	AGREE VERY MUCH	AGREE	NOT SURE	DISAGREE	DISAGREE VERY MUCH	TOTAL
Male	39	82	7	17	8	153
	51.70	78.90	6.20	12.50	3.70	
	7.24	15.21	1.30	3.15	1.48	28.39
	25.49	53.59	4.58	11.11	5.23	
	21.43	29.50	31.82	38.64	61.54	
Female	143	196	15	27	5	386
	130.30	199.10	15.80	31.50	9.30	
	26.53	36.36	2.78	5.01	0.93	71.61
	37.05	50.78	3.89	6.99	1.30	
	78.57	70.50	68.18	61.36	38.46	
Total	182	278	22	44	13	539
	33.77	51.58	4.08	8.16	2.41	100.00

No response concerning gender was received on one questionnaire. In addition, no response to Question 52 was received from two in the male and 15 in the female group.

Chi-square=13.933; DF=4; p=0.0075

[a]QUESTION 52. Home Economics classes are important because they teach me how to plan nutritious meals and purchase and prepare food well.

TABLE LX

PERCEIVED BENEFITS BY ENROLLEES IN HIGH SCHOOL HOME ECONOMICS: QUESTION 53[a]

GENDER	AGREE VERY MUCH	AGREE	NOT SURE	DISAGREE	DISAGREE VERY MUCH	TOTAL
Male	23	57	24	40	8	152
	41.70	65.90	12.70	25.10	6.80	
	4.26	10.56	4.44	7.41	1.48	28.15
	15.13	37.50	15.79	26.32	5.26	
	15.54	24.36	53.33	44.94	33.33	
Female	125	177	21	49	16	388
	106.30	168.10	32.30	63.90	17.20	
	23.15	32.78	3.89	9.07	2.96	71.85
	32.22	45.62	5.41	12.63	4.12	
	84.46	75.64	46.67	55.06	66.67	
Total	148	234	45	89	24	540
	27.41	43.33	8.33	16.48	4.44	100.00

No response concerning gender was received on one questionnaire. In addition, no response to Question 53 was received from three in the male and 13 in the female group.

Chi-square=40.138; DF=4; p=0.0001

[a]QUESTION 53. Home Economics classes are important because they help me when preparing for a career such as home decorator, child care worker, dietitian, seamstress, or teacher.

VITA

Conita Hargraves Bradford

Candidate for the Degree of

DOCTOR OF EDUCATION

Thesis: INFLUENCES AFFECTING URBAN, SECONDARY STUDENT ENROLLMENT IN NONVOCATIONAL HOME ECONOMICS

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