

OKLAHOMA HOME ECONOMICS TEACHERS' PERCEPTIONS OF
SEX-ROLE STEREOTYPING IN THE HOME ECONOMICS I
BASIC CORE CURRICULUM GUIDE

By

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CHAPTER I

INTRODUCTION

Since this Country's beginnings, and even before in other countries, men have been recognized as brave leaders and women as helpers or followers. The American society assumed women would stay home to take care of children, cook, keep house, and see to the well-being of the family while the man went out each day either to a paying job or full-time work on his land as a farmer.

However, some women found they had to work in paying jobs to support themselves or their family. The jobs available to women in the nineteenth century were nursing or, toward the end of the century, in the school system as a teacher (Woody, 1929). Later, women were employed for office work, sewing, and cooking as well. "In short, women were admitted to the work place to do labor that was primarily an extension of domestic skills" (Steele, 1974, p. 1).

With the passage of the Smith-Hughes Act in 1917, vocational education was made available for persons in home economics, trade, and agricultural education. Since women had been trained for household duties for so long, they saturated the available home economics classes, though most trained to be better housewives instead of training for employment. Not until the 1940's, during World War II, did women go into the labor force in jobs traditionally reserved for men.

Today, nearly one-half of all women are employed or are seeking

work, comprising approximately 41 percent of the total labor force, yet they are still concentrated in the educational, health, service, and clerical occupations (Pifer, 1976).

Significance of the Study

Stereotyping of jobs and careers as appropriate for one sex over another stems from historical developments and societal attitudes instead of biological capabilities. Research studies (Macleod and Silverman, 1973; Epstein, 1974; Clark, 1975) point out these stereotypes are limiting both sexes from making choices that will affect their future vocational lives by directing them into socially accepted sex roles whether or not the individual is suited for that role. "From cradle to grave, the pressures of sex-role stereotyping serve to channel and limit male and female behavior" (Sadker, 1977, p. 3).

South-Western Publishing Company (1976) has stated

Although experiences in all facets of the society have their impact, the school is the most pervasive influence in the shaping and reinforcing of an individual's perceptions of self and others in a pluralistic society . . . (p. 4).

Saario, Jacklin, and Tittle (1973, p. 381) go on to say that schools "not only socialize children in a general way but also exert a powerful and limiting influence on the development of sex roles."

The instructional materials used by educators "remain the most universally used learning tool in the schools (South-Western Publishing Company, 1976, p. 4). This publishing company also states that "In mirroring the culture, instructional materials in narrative and illustrations have contributed to the perpetuation of indefensible stereotypes" (p. 3).

One major area included in the Education Amendments of 1976 is the encouragement to eliminate sex stereotyping from instructional materials in vocational education (Ellis, 1976). This area is also emphasized in the home economics section of the act. Oklahoma's State Department of Vocational-Technical Education (1977) issued the following objective as a priority in the 1978-1982 State Plan as required in the 1976

Amendments:

Revise present curriculum in line with . . . developments in trends in home economics education. To eliminate sex bias/stereotyping aspect now present in current curriculum . . . (p. 276).

In accordance with the Education Amendments of 1976 as well as the needs of society, instructional materials used in the schools need to be reviewed for possible changes to eliminate sex-role stereotyping.

Howard and Garton (1975) maintain that

Sex-role stereotyping is antiethical to humanistic education, for it denies the value of individual differences and personal growth by prejudging and molding students on the basis of sex (p. 303).

Purpose of the Study

The major purpose of this study was to determine Oklahoma home economics teachers' perceptions of sex-role stereotyping in the Home Economics I Basic Core curriculum guide.

Objectives of the Study

To fulfill the purpose of the study, the following objectives were formulated:

1. To develop an instrument for determining perceptions of sex-

role stereotyping in the Home Economics I Basic Core curriculum guide.

2. To determine teacher perceptions of sex-role stereotyping in the Home Economics I Basic Core curriculum guide by using an instrument to gather perceptions and variables of background information.
3. To compare teacher perceptions of sex-role stereotyping in the Home Economics I Basic Core to such variables as age, institution granting Bachelor's degree, and years of teaching experience in home economics.
4. To make recommendations for curriculum revision, as well as in-service training, teacher workshops, and/or other methods to increase perceptions, based on the analysis of the data and review of literature.

Hypotheses of the Study

The hypotheses of this study were:

1. There is no significant relationship between teacher perceptions of sex-role stereotyping in the Home Economics I Basic Core curriculum guide and the teacher's age.
2. There is no significant relationship between teacher perceptions of sex-role stereotyping in the Home Economics I Basic Core curriculum guide and the educational attainment of the teacher as measured by (a) year Bachelor's degree completed, (b) institution granting Bachelor's degree, (c) year Master's degree completed, and (d) total college hours completed beyond the Bachelor's degree.

3. There is no significant relationship between teacher perceptions of sex-role stereotyping in the Home Economics I Basic Core curriculum guide and the teacher's total years' teaching experience in home economics.
4. There is no significant relationship between teacher perceptions of sex-role stereotyping in the Home Economics I Basic Core curriculum guide and the number of male students enrolled in the teacher's Home Economics I section(s).
5. There is no significant relationship between teacher perceptions of sex-role stereotyping in the Home Economics I Basic Core curriculum guide and the population of the community in which the school is located.
6. There is no significant relationship between teacher perceptions of sex-role stereotyping in the Home Economics I Basic Core curriculum guide and the sources of awareness raised by schools as measured by (a) determination of whether or not sex-role stereotyping was studied in the local school, (b) the methods used to study sex-role stereotyping in the local school, (c) class(es) in which the teacher has tried to eliminate sex-role stereotyping, and (d) determination of whether or not the teacher has had formal classwork in which sex-role stereotyping was discussed.

Basic Assumptions of the Study

For the purpose of the study, the following assumptions were made:

1. Vocational teachers who received the Home Economics I Basic Core curriculum guide have utilized the materials.

2. Teachers revealed their perceptions of sex-role stereotyping in the Home Economics I Basic Core curriculum guide.
3. The instrument developed was adequate to reveal teacher perceptions of sex-role stereotyping in the Home Economics I Basic Core curriculum guide.

Limitations of the Study

This study had the following limitations:

1. The teacher's actual use of and familiarity with the Home Economics I Basic Core curriculum guide were necessary for a valid response.
2. The teacher's sensitivity to sex-role stereotyping affected the individual's responses.
3. The number of instruments returned influenced the acceptance of the study and the results obtained through the statistical treatments.
4. Only Oklahoma Vocational Home Economics I teachers were used as the sample.
5. The instrument used for evaluation reviewed sex-role stereotypes in male and female abilities and interests, career aspirations, language, illustrations, and specific parts of the curriculum guide.
6. The study determined perceptions of sex-role stereotyping in the Home Economics I Basic Core curriculum guide, but did not measure the validity of those perceptions.

Definitions of Terms

The following terms were defined for purposes of this study.

Other terms or phrases were considered to be self-explanatory.

1. Non-sexist words - "Bias free language . . ." which ". . . deals with people as individuals, not as members of stereotyped groups" (Association of American Publishers, 1976, p. 3).
2. Sexism - ". . . words or actions that arbitrarily assign characteristics to people on the basis of sex" (Steelman, 1977, Introduction).
3. Sex role - ". . . the 'institutionalization' of behaviors, values, attitudes, and expectations which a given society regards as appropriate for one sex or the other" (Lee and Gropper, 1975, p. 335); ". . . a role performed by persons of a particular sex" (Trebilcot, 1977, p. 124).
4. Stereotype - A standard picture of a group of people.

Summary

American society has recently become aware of the adverse effects sex-role stereotyping has had in educational institutions on the development of students. Much of this influence has been from instructional materials. As a result, the Education Amendments of 1976 require the elimination of sex-role stereotyping from vocational programs and instructional materials.

Chapter I has presented the significance of this study; the purpose, objectives, hypotheses, assumptions, limitations, and

definitions of the study. Chapter II presents a review of the literature related to this research.

CHAPTER II

REVIEW OF LITERATURE

Introduction

To further study the causes and effects of sex-role stereotyping in education and on individual development, a review of related literature was conducted. The major findings of that review are reported in this chapter.

This chapter summarizes the research findings in the following topics: vocational education and sex-role stereotypes, overcoming sex-role stereotypes in home economics, sex-role stereotyping in schools, and sex-role stereotyping in instructional materials.

Vocational Education and Sex-Role Stereotypes

In 1976, Sexton (p. 105) contended that "Like graduate and professional education, vocational education is more sex discriminatory than are the various forms of general and liberal arts education."

Reider (1977) agrees with this by stating

Because vocational-education enrollments faithfully mirror the occupational segregation by sex in the labor force, it may be inferred that vocational education has done little to eliminate occupational segregation. Although women make up 55 percent (6.4 million) of the 11.6 million students enrolled in federally funded vocational education and two-thirds of all secondary vocational enrollments, they are heavily concentrated in home economics (leading mainly to unpaid homemaking roles), and in office and health occupations (p. 29).

The historical reasoning for the saturation of females in vocational home economics began with the Smith-Hughes Act in 1917. This act provided for the funding and development of three vocational areas-- agriculture, trade and industry, and home economics. Education for women in vocational home economics primarily included cooking and sewing skills intended for home use, but that could also be used in a wage-earning position (Grubb and Lazerson, 1974; Sexton, 1976).

"From the passage of the Smith-Hughes Act in 1917 up until the Vocational Education Act of 1963, [federal] support focused upon particular occupations or categories" (Alford, 1977, p. 10). The Vocational Education Act of 1963, which provided funds to maintain, extend, and improve existing programs, develop new programs, and provide part-time employment necessary for students to continue their training (Fleck, 1974), was a large boost for vocational education. One of the requirements of the Vocational Education Amendments of 1968 included in the "Consumer and Homemaking Education" section was the preparation of students for the dual role of homemaker and wage earner (Fleck, 1974). This was designed to give students some orientation into the type of lifestyle they could expect after school.

Testifying before the U.S. House Committee on Education and Labor, Subcommittee on Elementary, Secondary, and Vocational Education, Dr. JoAnn Steiger (1975) reported that

Nationwide, half of all women enrolled in vocational education are in homemaking courses, another 30% are in office occupation, and another 14% are in other traditionally female fields. Only 8% are receiving training in traditionally male fields, the fields which, on the average, offer women the best opportunities (p. 33).

Because of this and many other similar testimonies, the committee

concluded that vocational education contributes to the inferior position that women hold in the labor market because of its practices.

Not until the Education Amendments of 1976, which Reid (1976, p. 30) contends ". . . will probably have greater impact on the future of vocational education than anything that has occurred since the passage of the Smith-Hughes Act of 1917," was any type of vocational education legislation passed to remove sex-role stereotypes from curriculum and instructional materials as well as programs. Brooking (1977) states that the law

Provides a clear mandate to educators to overcome sex bias in their programs by removing bias and stereotyping from all vocational and technical materials and by maximizing equal opportunities for both sexes in all programs (p. 12).

Vetter and Peterson (1978) agree that this section of the Amendments

. . . spells out ways of overcoming sex bias and sex stereotyping in vocational education Vocational education has now been given the chance to forge ahead in overcoming the more subtle problems associated with sex bias (p. 24).

Reider (1977) suggests six steps for vocational educators to follow to eliminate sex-role stereotyping as well as occupational segregation:

- . . . implement fully the vocational-education section of the Education Amendments of 1976
- . . . change recruitment and admission practices and policies
- . . . improve guidance and counseling efforts
- . . . revise curricular materials and teaching practices
- . . . increase the number of female vocational administrators and qualified women teachers in male-dominated courses and male teachers in female-dominated fields
- . . . continue important research and development efforts on women in vocational education (pp. 29-30).

Overcoming Sex-Role Stereotypes in Home

Economics

Can we accept and encourage girls to develop intellectual assertiveness and independent qualities without labeling them as masculine? Can we allow boys to express more emotion than in the past without viewing them as effeminate? In the view of vast changes occurring in the world today, just what is our position in home economics regarding the future roles of women and men? (Harriman, 1977, p. 12).

Questions similar to these have been raised more frequently in recent years than ever before (Fleck, 1974; Steele, 1974; Pierce, 1976; Richardson, 1977).

Lawson (1977, p. 223) contends "The essential implication for home economics education is that it must be set free from the bonds of sex-role stereotyping." Several authors agree this action must initiate with the teacher. Dobry (1977, p. 155) suggests that home economics teachers may be unconsciously using phrases that reveal stereotypes, such as "my girls," "mother" rather than "parent," and "housewife" used interchangeably with "homemaker." Richardson (1977, p. 163) states that while home economics teachers should examine their classrooms and departments for evidence of ". . . sexist materials and practices. . .", it is also ". . . important to begin to change the sexist policies of the school. . . ." Richardson (1977) also maintains

A home economics teacher can be an effective force for change if s/he plans carefully and involves other people. The results will be an educational environment which provides equal opportunity for all students to develop their potential more fully (p. 164).

Finally, Thurston (1977) maintains

. . . the teacher of home economics can play a very important role in getting both sexes to view themselves outside of the sexist roles. This means encouraging boys to engage in activities of the home as important, and often scientific,

managerial, artistic, tasks. Girls also have much to gain from a broad view of homemaking which includes participation of men in domestic activities as well as women engaging in business and public matters, whether it be professionally or privately (p. 161).

Students must also be directly involved in the change process.

Their outlooks and opinions should provide major contributions to classroom discussions.

One of the first steps in examining sex stereotyping is for teacher and student to evaluate the extent of their awareness. . . . By re-sorting ideas and ways of thinking, the vicious cycle of accepting outmoded roles may be broken. There is an urgent need to look at the multiplicity of roles that youth and adults assume during life that should be considered without sex connotations. Optimal development should be the goal--not sex-role orientation. It might be helpful for teacher and students to consider sex stereotyping as related to areas of study in home economics (Fleck, 1974, p. 19).

For secondary home economics teachers that need additional solutions to eliminate sex-role stereotypes in classes, McClelland (1977) offers these suggestions:

1. Refuse to teach sex segregated classes and emphasize dual roles for each student.
2. Help students clarify values relating to sex role stereotypes and work.
3. Advise students about the potential for low-pay, dead-end jobs as well as benefits of occupations related to home economics.
4. Encourage teachers, counselors, and administrators to vigorously recruit girls for courses that are not traditionally female (pp. 166-167).

Weis (1974) adds that home economists should

assume active roles in examining their programs; in developing non-biased curriculums; in opening all program offerings to male and female students and in participating in local, state, and national efforts to overcome discrimination and stereotyping in the schools (p. 88).

A report published by Feminists Northwest (1975) emphasizes

Our goal should be to assist members of both sexes to realize their potential as independent, thoughtful,

cooperative, and assertive beings. In order to do this, we must help students understand the limits imposed on them by traditional sex-role stereotyping (p. 5).

Sex-Role Stereotyping in Schools

"One pressure for change that has emerged in society and in education is our growing awareness of the nature and prevalence of sex discrimination and sex role stereotyping" (McCune and Matthews, 1975, p. 294). Fantini (1975, p. 292) goes on to say "Only recently have we been paying attention to the process of socialization which takes place in the school, and which perpetuates the sexism that is dominant in our society." Sadker (1975, p. 318) agrees that ". . . through a pervasive network of signals, the school does reinforce and even intensify sex stereotyping." Finally, Alexander (1975, p. 293) states "Sexual stereotyping permeates the educational system from top to bottom, in habit patterns, if not in lip-service, in practice if not in philosophy."

Several authors (Bem, 1970; Davis, 1975; Feshback, 1975; Saunders, 1975; Stinnett and Walters, 1977) agree that sex roles are learned early in the family setting and remain undisturbed throughout the school years. Males are encouraged to enroll in scientific and mathematical courses, while females are programmed into the business, health, and homemaking areas. Clark (1975) goes on to say

Coming as it does at a time when young people are formulating their self-image, this kind of role definition not only limits the horizons of female students, but also inhibits males from developing in many directions that their desires and abilities might lead them (p. 23).

Fantini (1975, p. 292) concludes by saying ". . . the role of the school is not to reflect sexism merely because it happens to exist, but rather to create the conditions that foster equality." However, Howard

and Garton (1975, p. 303) maintain that "Eliminating sexism in schools is no easy task, for the school is a complex institution in a complex society." And yet, Howard and Garton (1975) contend

Eliminating sexist policies and practices in the schools is not only desirable--it is essential if our society is to become a learning center in which all individuals can explore and develop their human potential (p. 303).

Steele (1974, p. 141) agrees by saying "Once educators eradicate sex stereotyping in the schools, girls and boys will have greater freedom in choosing satisfying careers and life roles." Also, Verheyden-Hilliard (1975) emphasizes

Preparation for Cinderellahood is no longer a long-range vocation for responsible educators to be offering their female students. The glass slipper of sex-stereotyped education is far too fragile for tomorrow's world (p. 37).

Sex-Role Stereotyping in Instructional

Materials

Any girl who derived her mental model of the world entirely from her contact with textbooks might well conclude that her appropriate behavior was to be quiet and obedient, her destined roles few and narrowly circumscribed. Any boy who accepted the textbook model might rejoice in the excitement of the wealth of possibilities lying open before him, but at the same time be compelled to forsake certain activities, roles, and emotions that are 'only for girls' (Science Research Associates, Inc., 1976, p. 2).

South-Western Publishing Company (1976, p. 2) agrees by saying that in the past, instructional materials ". . . have mirrored a culture which has, in the main, reserved for white males its positions of leadership and centrality and has cast minorities and females in secondary roles."

Other publishing companies (Ginn and Company, n.d.; Holt, Rinehart and Winston, 1975; Macmillan, 1975) have emphasized the fact that instructional materials play a large part in influencing the attitudes

students carry with them into adult life. However,

. . . women and girls have been represented in textbooks dramatically less often than men and boys, despite the fact that they constitute something more than half the American population. Moreover, they have been presented in a severely limited range of activities, emotions, and job roles (Science Research Associates, 1976, p. 2).

Ampola (1974) agrees by stating

. . . analyses of school texts and readers illustrate the dominance of stereotypes, in part through over-emphasizing the marrying and mothering roles of women, in part through omitting the lives of working women in the present or in history (pp. 145-146).

South-Western Publishing Company (1976, p. 4) contends that

"instructional materials must not continue to mirror stereotyped roles

. . ." because

stereotyping limits the optimal fulfillment in line with aspirations and capabilities of many women . . . and men; and society and the individuals so limited are the losers as the result of the inappropriate utilization of talents (p. 4).

As a result, many publishing companies and associations have issued writers and illustrator's guidelines to eliminate sex-role stereotyping in their instructional materials. Examples of these are: Association of American Publishers, 1976; Doubleday & Company, Inc., 1976; Ginn and Company, n.d.; Holt, Rinehart and Winston, 1975; McGraw-Hill Book Company, n.d.; Macmillan Publishing Company, Inc., 1975; Science Research Associates, Inc., 1976; and South-Western Publishing Company, 1976.

Summary

An overview of vocational education and sex-role stereotypes, overcoming sex-role stereotypes in home economics, sex-role stereotyping in

schools, and sex-role stereotyping in instructional materials was presented in Chapter II.

According to the literature, sex-role stereotypes have been prevalent for many years in vocational education, home economics, schools, and instructional materials. These stereotypes have limited the behavior and choices of females as well as males. However, the Vocational Education Amendments of 1976 specify that sex-role stereotyping must be eliminated from all vocational programs and materials. Therefore, educators, writers, and publishers are now beginning to recognize the need for individuality among students instead of perpetuating sex-role stereotypes.

Chapter III will describe the methodology used in this study to determine teacher perceptions of sex-role stereotypes in the Home Economics I Basic Core curriculum guide.

CHAPTER III

METHODOLOGY

Introduction

The major purpose of this study was to determine Oklahoma home economics teachers' perceptions of sex-role stereotyping in the Home Economics I Basic Core curriculum guide. It was necessary to include the following objectives in order to deal with this purpose:

1. To develop an instrument for determining perceptions of sex-role stereotyping in the Home Economics I Basic Core curriculum guide.
2. To determine teacher perceptions of sex-role stereotyping in the Home Economics I Basic Core curriculum guide by using an instrument to gather perceptions and variables of background information.
3. To compare teacher perceptions of sex-role stereotyping in the Home Economics I Basic Core to such variables as age, institution granting Bachelor's degree, and years of teaching experience in home economics.
4. To make recommendations for curriculum revision, as well as in-service training, teacher workshops, and/or other methods to increase perceptions, based on the analysis of the data and review of literature.

This chapter, in describing the methodology used, is divided into the following sections: development of the instrument, selection of the population, method of collecting data employed, and analysis of data.

Development of the Instrument

A thorough review of the literature failed to reveal an instrument designed to gather the specific information needed for this research study. Therefore, it was necessary for the researcher to develop an original instrument to fulfill the purpose of this study; i.e., to determine Oklahoma home economics teachers' perceptions of sex-role stereotyping in the Home Economics I Basic Core curriculum guide.

The questionnaire was chosen as the method to collect the data for this research. It is described by Compton and Hall (1972) as an

. . . instrument that has items or questions to which individuals respond directly. It is usually associated with self-administered instruments composed of items of a closed or fixed alternative type (p. 240).

The main advantages of the questionnaire are that it ". . . can provide anonymity of the respondents and can be administered to a large group simultaneously" (Compton and Hall, 1972, p. 240). Other advantages are

The respondent can take as much time as he wishes to think about his answers without feeling pressure to respond. It is an impersonal instrument with standardized instructions and wording. Unusual or personal kinds of activities may be discussed more freely . . . There may be less desire on the part of the respondent to try to impress the investigator (Compton and Hall, 1972, p. 240)..

The questionnaire has certain limitations, also. These include: the possibility of low returns; the possibility that individuals may interpret items differently; and, respondents may not wish to write answers if open-ended questions are given, yet they may wish to elaborate on closed items (Kerlinger, 1973).

To determine teachers' perceptions of sex-role stereotyping in the Home Economics I Basic Core curriculum guide, a Likert-type rating scale was used. This is described by Kerlinger (1973) as

. . . a set of attitude items all of which are considered of approximately equal 'attitude value,' and to each of which subjects respond with degree of agreement or disagreement (intensity). The scores of the items of such a scale are summed, or summed and averaged, to yield an individual's attitude score. As in all attitude scales, the purpose of the summated rating scale is to place an individual somewhere on an agreement continuum of the attitude in question (p. 496).

Further characteristics and comparisons given by Kerlinger (1973) include

The summated rating scale concentrates on the subjects and their places on the scale. The equal-appearing interval scale concentrates on the items and their places on the scale. Cumulative scales concentrate on the scalability of sets of items and on the scale positions of individuals. Of the three types of scales, the summated rating scale seems to be the most useful in behavioral research (p. 499).

Established guidelines (McGraw-Hill Book Company, n.d.; Macmillan Publishing Company, Inc., 1975; Mussett and Stone, 1977; U.S. Office of Education, n.d.) for reviewing textbooks and instructional materials for the presence of sex-role stereotypes were used in the development process. Suggestions for appropriate wording and clarity were offered by the researcher's thesis adviser and the editors and Home Economics Curriculum Specialist at the Curriculum and Instructional Materials Center of the State Department of Vocational-Technical Education.

The complete instrument included four definitions and examples, a section for background information of the teacher, and a section to evaluate the curriculum guide. The definitions and examples were included to insure each person had the same basis for understanding of terms used in the study. Those definitions given were for the terms "non-sexist words," "sexism," "sex roles," and "stereotype." Examples of the usage of the terms followed the definition. The next section comprised a checksheet which included age, educational background, teaching experience, number of students, population of town, use of the Home Economics I Basic Core curriculum guide, sources of awareness of sex-role stereotyping, and recommendations for increasing teacher perceptions of sex-role stereotyping. Part II included a frequency chart and key of ranges from "never" to "always" in a Likert-type rating scale for teachers to accurately describe the frequency of use of the 23 statements presented. So that respondents could not answer randomly and accurately at the same time, eight, or 34.78 percent, of the statements were written with the intention of the researcher reversing the frequency scale. Also, space was reserved to allow respondents to include other sex-role stereotypes in the curriculum guide not mentioned in the evaluation as well as comments or recommendations toward the elimination of sex-role stereotyping in the Home Economics I Basic Core curriculum guide.

The complete instrument, with minor revisions, was approved for use in a pre-test by the researcher's graduate committee. To validate, check for clarity and understanding of definitions, examples, directions, and statements, as well as to determine the amount of time required to complete the instrument, six non-vocational home economics teachers in

Oklahoma were chosen to pre-test the instrument. Non-vocational teachers were chosen to avoid narrowing the actual population size of the study. However, all six of the teachers regularly used the Home Economics I Basic Core curriculum guide.

The definitions, examples, and Part II of the instrument were not changed following the pre-test. However, minor revisions were made in Part I: six questions were left open-ended to gather more specific data than grouping would allow, abbreviations were changed to words, and sections of questions were added as well as deleted.

A cover letter was co-signed by the researcher's thesis adviser and the researcher. A separate cover letter from the Assistant Coordinator of the Curriculum and Instructional Materials Center of the State Department of Vocational-Technical Education was also included. (See Appendix A.)

The researcher's graduate committee gave final approval to the revised version of the instrument for use with the sample population (see Appendix A).

Selection of the Population

Selection of Teachers

The revised edition of the Home Economics I Basic Core curriculum guide was distributed to approximately 370 vocational home economics teachers by the State Department of Vocational-Technical Education during its 1977 August Conference. The list of teachers receiving the guide was obtained from the Home Economics Curriculum Specialist.

Teachers from other states purchase and utilize the curriculum

guide, but the primary intended use is for Oklahoma's Vocational teachers. Therefore, the sample was limited to Oklahoma Vocational Home Economics I teachers.

To receive approximately 100 responses from the population, the researcher sent the instrument to 175 teachers. Each teacher, listed alphabetically by surname, was assigned a three-digit number. To allow for duplication, 221 numbers were chosen from a random number table and matched to the list of teacher's numbers for the selection of the sample.

Selection of Select Panel

Select panels are commonly used in educational research for evaluation of programs, curriculum, problems, or other areas that require the opinions of experts in the field (Metfessel and Michael, 1974; Stake, 1976). Therefore, to further validate the study, a select panel was chosen to complete Part II of the instrument. Since the sample of teachers was entirely female, the select panel was also female to keep the sample homogeneous. In addition, the select panel members were all residing in Oklahoma, as were the teachers. Members of the select panel fit into one or more of the following areas (Metfessel and Michael, 1974):

1. Professional home economist
2. Curriculum specialist
3. Sex-role stereotyping interest/awareness
4. Curriculum developer

The researcher selected one member from five of the vocational home economics districts and two from the sixth. Those chosen to serve

included a district supervisor of home economics, two home economics teacher educators, three teachers who served on the Home Economics I Basic Core curriculum revision committee, and the chairman [sic] of the Home Economics section of the Oklahoma Vocational Association. It was felt by the researcher and the researcher's graduate committee that these persons would be thoroughly familiar with the Home Economics I Basic Core curriculum guide and, because of their background experiences, could perceive the presence of sex-role stereotypes.

Collection of Data

Teachers

At the State Department of Vocational-Technical Education's 1978 Mid-Winter Conference, the researcher spoke briefly before the entire gathering of vocational home economics teachers explaining the rationale and purpose of the study and asked for their participation.

The 175 vocational home economics teachers who were selected were mailed a copy of the instrument, two cover letters asking for participation with one also giving directions for completing the questionnaire (see Appendix A), and a stamped self-addressed envelope to use in returning the questionnaire to the researcher. These items were mailed during the second week in March.

A follow-up postcard was mailed during the first week of April, approximately three and one-half weeks after the original mail-out, to teachers who had not responded (see Appendix A). At the time the follow-up card was sent, 52, or 29.71 percent, were returned. The researcher delayed sending the follow-up card because the teachers had

one week of spring vacation after the instrument was mailed.

Slightly over one week later, or during the second week of April, a second follow-up was mailed. This reminder included a cover letter (see Appendix A) and another copy of the instrument. At the time the second follow-up was sent, 75, or 42.85 percent, of the instruments had been returned.

The researcher received 122 responses, or 69.71 percent, of the total. Of these, 109, or 62.28 percent, were usable.

Select Panel

The seven members of the select panel were mailed a copy of the instrument approximately one week after the second follow-up was sent to the teachers. All seven members, or 100 percent, returned the instrument.

Analysis of Data

In order to determine Oklahoma home economics teachers' perceptions of sex-role stereotyping in the Home Economics I Basic Core curriculum guide, an analysis of the responses to the questionnaire used in this study was made.

In Part I of the instrument, responses fit into a category given by the researcher or were put in categories if the item was given open-ended. Each category was then coded with a number to be used in computer programming. Part II of the checksheet contained 23 questions, with each question having five choices of answers from "never" to "always" in a Likert-type rating scale. A key was provided to explain the frequency of use for each level (see Appendix A). For 15 of the

questions, the following table was used for coding:

Never = 1
 Rarely = 2
 Sometimes = 3
 Often = 4
 Always = 5

However, for the other eight questions, the scale was reversed so that

Never = 5
 Rarely = 4
 Sometimes = 3
 Often = 2
 Always = 1

Individual responses were coded according to these scales.

Of the 20 items in Part I of the instrument, ten were selected by the researcher as variables to be measured to determine their relationship to teachers' perceptions of sex-role stereotyping in the Home Economics I Basic Core curriculum guide. Individual scores of Part II were summed to give a total score, then the means of each item were compared to the selected variables in a one-way analysis of variance. "The analysis of variance determines whether there is a significant difference between mean scores of two or more groups" (Compton and Hall, 1972, p. 352).

A significance level of 0.05 rather than 0.01 was selected by the researcher to be used in the statistical analysis due to the originality of the study as well as the instrument. According to Kerlinger (1973, p. 170), the 0.05 level ". . . is neither too high nor too low for most social scientific research."

Summary

Chapter III has presented the methodology that was used in this study. Sections included were: development of the instrument,

selection of the population, method of collecting data employed, and analysis of data.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The major purpose of this study was to determine Oklahoma home economics teachers' perceptions of sex-role stereotyping in the Home Economics I Basic Core curriculum guide. It was necessary to include the following objectives in order to deal with this purpose:

1. To develop an instrument for determining perceptions of sex-role stereotyping in the Home Economics I Basic Core curriculum guide.
2. To determine teacher perceptions of sex-role stereotyping in the Home Economics I Basic Core curriculum guide by using an instrument to gather perceptions and variables of background information.
3. To compare teacher perceptions of sex-role stereotyping in the Home Economics I Basic Core to such variables as age, institution granting Bachelor's degree, and years of teaching experience in home economics.
4. To make recommendations for curriculum revision, as well as in-service training, teacher workshops, and/or other methods to increase perceptions, based on the analysis of the data and review of literature.

The data presented in this chapter were gathered from a select panel and Vocational Home Economics I teachers in Oklahoma. Questionnaires were mailed to 175 teachers on March 10, 1978. Of the 175 mailed, 122 were returned for a 69.71 percent return. Of these, 13 were not usable because ten of the respondents did not teach Home Economics I and three did not complete the instrument properly. Therefore, of the 122 completed instruments returned, 109 were usable for a 62.28 percent return.

The data of this study are presented in three sections. The first section gives selected variables of background information of the respondents. Other background information is included in Appendix C. The second section presents the responses to the curriculum evaluation of the teachers and the select panel. The third section includes the relationship of the selected variables of background information to the curriculum evaluation of the teachers.

Percentages throughout the study are rounded to the nearest hundredth and therefore may not equal 100 percent.

Description of Subjects

The subjects of this study included 109 Vocational Home Economics I teachers in Oklahoma. A brief description of selected variables of background information is given.

Age

Fifty-five, or 50.46 percent, were aged 21-30; while 54, or 49.54 percent, were aged 31-70. Therefore, over one-half of the sample were under 31 years of age. The ages of the subjects are given in Table I.

TABLE I
AGES REPORTED BY RESPONDENTS

	21-30	31-40	41-50	51-60	61-70	TOTAL
N	55	20	20	12	2	109
Percent	50.46	18.35	18.35	11.00	1.84	100.00

Education

Slightly less than 50 percent of the teachers finished their Bachelor's degree between 1972 and 1977, while the remaining respondents finished theirs between 1936 and 1971. As shown in Table II, over one-half of the respondents completed their Bachelor's degree between 1936 and 1971.

TABLE II
YEAR RESPONDENTS COMPLETED BACHELOR'S DEGREE

	1936- 1941	1942- 1947	1948- 1953	1954- 1959	1960- 1965	1966- 1971	1972- 1977	TOTAL
N	3	8	11	9	10	17	51	109
Percent	2.75	7.34	10.09	8.26	9.17	15.60	46.79	100.00

Until recently, only four institutions of higher education in Oklahoma--Langston University, Oklahoma State University, University of Oklahoma, and University of Science and Arts of Oklahoma--recommended students for certification in Vocational Home Economics Education. Now, however, other institutions, including Cameron University, Central State University, and South Western State University, recommend for certification in Vocational Home Economics Education. In this study, as shown in Table III, 79, or 72.48 percent, graduated from one of the institutions granting vocational degrees in home economics for the longest period of time. Also, 16, or 14.68 percent, graduated from an out-of-state institution. The out-of-state institutions included: Arkansas--Henderson State University, University of Arkansas; Hawaii--University of Hawaii; Kansas--Kansas State College of Pittsburg, Kansas State University; and Texas--Baylor University, Texas Technological University, Texas Woman's University.

TABLE III
INSTITUTION GRANTING BACHELOR'S DEGREE
TO RESPONDENTS

	Langston Univer- sity	Oklahoma State Univer- sity	Univer- sity of Oklahoma	University of Science and Arts of Oklahoma	Other In- State	Out of State	TOTAL
N	1	61	9	8	16	14	109
Percent	0.92	55.96	8.26	7.34	14.68	12.84	100.00

Only 22, or 20.18 percent, of the respondents have completed their Master's degree. Of those 22, 11, or 50.00 percent, were completed from 1954 through 1971; while 11, or 50.01 percent, were completed from 1972 through the summer of 1978. Table IV gives the breakdown of this data.

TABLE IV
YEAR RESPONDENTS COMPLETED MASTER'S DEGREE

	1954- 1959	1960- 1965	1966- 1971	1972- 1977	Summer 1978	TOTAL
N	1	7	3	9	2	22
Percent	4.55	31.82	13.64	40.91	9.09	100.01*

* Statistical error due to rounding.

Of those responding, 56, or over 50 percent, have completed between one and 18 college hours beyond the Bachelor's degree; 19, or approximately 18 percent, have completed 19 to 30 college hours beyond the Bachelor's degree; and 32, or approximately 30 percent, have completed more than 31 college hours beyond the Bachelor's degree (see Table V).

TABLE V
TOTAL COLLEGE HOURS BEYOND BACHELOR'S DEGREE
COMPLETED BY RESPONDENTS

	1-18	19-30	More Than 31	TOTAL
N	56	19	32	107
Percent	52.34	17.76	29.91	100.01*

* Statistical errors due to rounding.

Not responding - 2

Teaching Experience in Home Economics

When surveyed, approximately 50 percent of the respondents had from zero to five years teaching experience in home economics; while slightly over 50 percent had six to thirty-five years teaching experience in home economics, as shown in Table VI.

TABLE VI
TOTAL YEARS TEACHING IN HOME ECONOMICS
REPORTED BY RESPONDENTS

	0-5	6-10	11-15	16-20	21-25	26-30	31-35	TOTAL
N	54	19	12	6	12	4	2	109
Percent	49.54	17.43	11.01	5.50	11.01	3.67	1.84	100.00

Number of Male Students

Over 66 percent of the respondents have no male students enrolled in their section(s) of Home Economics I. Of those responding, 22 percent have from one to five male students; while approximately 11 percent have 6 to 35 male students enrolled in their section(s) of Home Economics I (see Table VII).

TABLE VII

NUMBER OF MALE STUDENTS ENROLLED IN SECTION(S)
OF HOME ECONOMICS I TAUGHT BY RESPONDENTS

	0	1-5	6-10	11-15	31-35	TOTAL
N	72	24	7	4	1	108
Percent	66.67	22.22	6.48	3.70	0.93	100.00

Not responding - 1

Population of Community

Slightly over 66 percent of the respondents indicated the population of the community in which the local school is located is less than 2,500, while 11 percent indicated their population is between 2,501 and 5,000. The remaining 22 percent indicated the population of the community in which the local school is located is from 5,001 to more

than 25,001. Therefore, over two-thirds of the sample teach in a community with a population under 2,500. Table VIII gives a further breakdown of community size.

TABLE VIII
POPULATION OF COMMUNITY IN WHICH RESPONDENT
TEACHES

	Less Than 2,500	2,501- 5,000	5,001- 10,000	10,001- 15,000	15,001- 20,000	20,001- 25,000	More Than 25,001	TOTAL
N	72	12	13	4	1	1	6	109
Percent	66.06	11.00	11.93	3.67	0.92	0.92	3.51	100.01*

* Statistical error due to rounding.

Study of Sex-Role Stereotyping

Of those responding, 15, or 13.89 percent, indicated they had studied sex-role stereotyping in their local school; while 93, or 86.11 percent, indicated they had not. One teacher did not respond to this item. These data are shown in Table IX.

TABLE IX
 RESPONDENTS THAT HAVE STUDIED SEX-ROLE
 STEREOTYPING IN THE SCHOOL

	Yes	No	TOTAL
N	15	93	108
Percent	13.89	86.11	100.00

Not responding - 1

Teachers responding "yes" in the above items were then asked the method used in studying sex-role stereotyping in their school. Workshops were attended by six, or 42.86 percent, with one teacher not responding. In-service training was the method used by four, or 28.57 percent, of the teachers; while one teacher did not respond to this item. Sex-role stereotyping was discussed in faculty meetings attended by seven, or 50.00 percent, of the respondents, with one teacher not responding. Also, three, or 23.08 percent, of the teachers indicated other methods were used; while ten, or 76.92 percent, did not respond to this item. The "other" methods listed were checksheets, informal classes, and self-ideas. The above information is shown in Table X.

TABLE X
METHODS USED BY RESPONDENTS TO STUDY SEX-ROLE
STEREOTYPING IN THE SCHOOL

	Workshops		In-Service Training		Faculty Meetings		Other	
	Yes	No	Yes	No	Yes	No	Yes	No
N	6	8	4	10	7	7	3	10
Percent	42.86	57.14	28.57	71.43	50.00	50.00	23.08	76.92
Not Re- sponding		1		1		1		2

Respondents were then asked in which class(es) they had tried to eliminate sex-role stereotypes. Over 64 percent indicated all of their classes, and over 21 percent specified Family Living. Other classes given were Home Economics I, Work Orientation, other, and none. Responses given for "other" include Child Development, Cooperative Vocational Education, and Home Economics II. However, 58 teachers did not respond to this item. The researcher believes this high number of non-respondents (58) was due to a weakness in the instrument. This particular item should have been numbered separately. These data are summarized in Table XI.

TABLE XI

CLASS(ES) IN WHICH RESPONDENTS TRIED TO
ELIMINATE SEX-ROLE STEREOTYPES

	All	Home Economics I	Family Living	Work Orientation	Other	None	TOTAL
N	33	1	11	1	2	3	51
Percent	64.71	1.96	21.57	1.96	3.92	5.88	100.0

Not responding - 58

Over 65 percent of the respondents have not had formal classwork in which sex-role stereotyping was discussed while 34 percent have. There were four teachers not responding to this item (see Table XII).

TABLE XII

FORMAL CLASSWORK OF RESPONDENTS IN WHICH
SEX-ROLE STEREOTYPING WAS DISCUSSED

	Yes	No	TOTAL
N	36	69	105
Percent	34.29	65.71	100.00

Not responding - 4

Respondents were then asked their opinion of the most effective methods of increasing teacher awareness of sex-role stereotyping in the classroom. Those choices recommended and the frequency for each are: in-service training--53, or 49.53 percent; films--22, or 20.56 percent; college classes--17, or 15.89 percent; workshops--44, or 41.12 percent; checksheet for classroom use--17, or 15.89 percent; faculty meetings--13, or 12.15 percent; leave to each teacher--13, or 12.15 percent; guest speakers--11, or 10.28 percent; no need to increase awareness--14, or 13.08 percent; and other--3, or 2.80 percent. Two teachers did not respond to this item. Recommendations for "other" methods were: "each teacher make a constant effort to eliminate it," "I do not think it is a problem," and "vo-tech curriculum materials." These data are summarized in Table XIII.

Responses to Curriculum Evaluation

Teacher Responses

Each teacher's responses to the 23 questions in Part II of the instrument were totaled to give a summed score for that teacher. If an item was omitted, a value of "3" was assigned to that item in order that the summed score would not be lowered. However, if an individual omitted more than three items, the questionnaire was not used in the study.

The possible range of scores was from 23 to 115. To rank the total scores for teacher perceptions of sex-role stereotyping, the range of scores was divided five ways, just as Part II of the actual questionnaire was. The actual divisions for the total scores were as

TABLE XIII

RESPONDENTS' OPINIONS OF THE MOST EFFECTIVE METHODS OF INCREASING TEACHER
AWARENESS OF ELIMINATING SEX-ROLE STEREOTYPING IN THE CLASSROOM

	In- service Training	Films	College Classes	Work- shops	Check- sheet for Classroom Use	Journal Articles	Faculty Meetings	Leave to Each Teacher	Guest Speakers	No Need to In- crease Awareness	Other
N	53	22	17	44	17	7	13	13	11	14	3
Percent	49.53	20.56	15.89	41.12	13.89	6.54	12.15	12.15	10.28	13.08	2.80

Not responding - 2

follows:

- 23-41.4 = 1 (Never)
- 41.5-59.8 = 2 (Rarely)
- 59.9-78.2 = 3 (Sometimes)
- 78.3-96.6 = 4 (Often)
- 96.7-115 = 5 (Always)

Table XIV gives the actual scores of the respondents, as well as the numerical and percentage occurrence of each score. The totals range from 32 to 71, with the highest frequencies occurring from 48 to 52, with a mode of 52. The median score was also 52.

Panel Responses

The responses of the select panel to Part II of the instrument were totaled and ranked according to summed score. One person omitted one item; therefore, a value of "3" was assigned to that item.

The possible range of scores was the same as that of the teachers, or from 23 to 115. The meaning of each level was

- 23-41.4 = 1 (Never)
- 41.5-59.8 = 2 (Rarely)
- 59.9-78.2 = 3 (Sometimes)
- 78.3-96.6 = 4 (Often)
- 96.7-115 = 5 (Always)

The actual range, however, was 36 to 53. This data is summarized in Table XV.

TABLE XIV
 CUMULATIVE TOTALS OF RESPONDENTS' PERCEPTIONS
 TO CURRICULUM EVALUATION OF SEX-ROLE
 STEREOTYPING

Total Scores	Frequency	Percent
32	1	0.92
35	2	1.84
36	2	1.84
37	1	0.92
38	4	3.67
39	1	0.92
40	2	1.84
41	2	1.84
42	3	2.75
43	2	1.84
44	5	4.59
45	4	3.67
46	2	1.84
47	3	3.67
48	6	5.50
49	5	4.59
50	6	5.50
51	5	4.59
52	8	7.34
53	4	3.67
54	2	1.84
55	2	1.84
56	2	1.84
57	4	3.67
58	4	3.67
59	6	5.50
60	4	3.67
61	1	0.92
62	2	1.84
63	3	2.75
64	1	0.92
65	2	1.84
66	4	3.67
68	2	1.84
71	1	0.92
TOTAL	109	100.07*

* Statistical error due to rounding.

TABLE XV
 CUMULATIVE TOTALS OF SELECT PANEL PERCEPTIONS
 TO CURRICULUM EVALUATION OF SEX-ROLE
 STEREOTYPING

Total Score	Frequency	Percent
36	1	14.29
37	1	14.29
40	1	14.29
42	1	14.29
45	1	14.29
49	1	14.29
53	1	14.29
TOTAL	7	100.03*

* Statistical error due to rounding.

Relationship of Selected Variables to
Curriculum Evaluation

To compare teacher perceptions of sex-role stereotyping in the Home Economics I Basic Core curriculum guide to selected variables, a one-way analysis of variance statistical treatment was performed on the data. Variables selected by the researcher for comparison were: age; year Bachelor's degree completed; institution granting Bachelor's degree; year Master's degree completed; total college hours completed beyond Bachelor's degree (grouped by 1-18 hours, 19-30 hours, and more than 31 hours); total years teaching experience in home economics; number of male students enrolled in section(s) of Home Economics I; population of community in which local school is located; determination of the study of sex-role stereotyping in the school and if so, the methods used; the class(es) in which the teacher has tried to eliminate sex-role stereotyping; and determination of formal classwork in which sex-role stereotyping was discussed. These data are summarized in Table XVI. Refer to Tables I-XII for the total responding to each variable.

The "F value" given in the table was used for comparison only and depended on the number of respondents. The " $PR > F$ " was the probability of receiving responses greater than the F value. The significance level chosen was 0.05.

The institution granting the Bachelor's degree and whether or not sex-role stereotyping was studied in the local school were the significant variables at the 0.05 level. All other variables were not significant at the 0.05 level.

TABLE XVI
 COMPARISON OF TEACHER PERCEPTIONS OF SEX-ROLE
 STEREOTYPING IN THE HOME ECONOMICS I
BASIC CORE CURRICULUM GUIDE TO
 SELECTED VARIABLES

Item Number	Item	F Value	PR > F
1	Age	0.16	0.96
2	Year Bachelor's degree completed	1.33	0.25
3	Institution granting Bachelor's degree	2.74	0.02*
4	Year Master's degree completed	1.67	0.20
5	Total college hours completed beyond Bachelor's degree	1.53	0.22
8	Total years teaching experience in home economics	1.07	0.38
14	Number of male students	0.65	0.63
15	Population of community in which local school is located	1.19	0.32
18 pt. 1	Sex-role stereotyping studied in school	7.30	0.00*
18 pt. 2	Workshops	0.01	0.93
18 pt. 3	In-service training	0.05	0.83
18 pt. 4	Faculty meetings	0.00	1.00
18 pt. 5	Other	2.28	0.16
18 pt. 6	Elimination of sex-role stereotypes in class(es)	0.37	0.87
19	Formal classwork in which sex-role stereotyping was discussed	0.09	0.77

* Significance level - 0.05

Table XVII shows the means of the total scores for each selected variable of Part I of the instrument. Data are grouped according to similar classifications. Each possible answer for items in Part I are described with the number of teachers giving that response. Refer to the scale on page 41 to determine the level of perception indicated.

Summary

Chapter IV included a detailed presentation and analysis of the data gathered in this study. Sections given were: description of subjects, teacher and panel responses to curriculum evaluation, and relationship of selected variables to curriculum evaluation.

According to the data, the majority of teachers and select panel members perceived the Home Economics I Basic Core as "rarely" stereotyped in the areas studied. Two selected variables--the institution granting the Bachelor's degree and whether or not sex-role stereotyping was studied in the local school--had a significant relationship on teachers' perceptions of sex-role stereotyping in the Home Economics I Basic Core curriculum guide.

Chapter V includes the summary, conclusions, and recommendations of the study.

TABLE XVII

MEANS OF TOTAL SCORES OF CURRICULUM EVALUATION
TO SELECTED VARIABLES IN PART I

Item Number	Item	Levels	Description	N	Means
1	Age	1	21-30	55	51.18
		2	31-40	20	50.65
		3	41-50	20	52.30
		4	51-60	12	51.00
		5	61-70	2	54.50
2	Year Bachelor's degree completed	1	1936-1941	3	46.67
		2	1942-1947	8	50.88
		3	1948-1953	11	53.91
		4	1954-1959	9	54.33
		5	1960-1965	10	46.10
		6	1966-1971	17	53.53
		7	1972-1977	51	50.88
3	Institution granting Bachelor's degree	1	Langston Univ.	1	41.00
		2	Okla. State Univ.	61	50.82
		3	U.S.A. of Okla.	8	53.38
		4	Univ. of Okla.	9	58.89
		5	Other In-state	16	52.44
		6	Out-of-State	14	47.00
4	Year Master's degree completed	1	1954-1959	1	60.00
		2	1960-1965	7	55.57
		3	1966-1971	3	45.67
		4	1972-1977	9	47.67
		5	Summer 1978	2	54.00
5	Total college hours completed beyond Bachelor's degree	1	1-18	56	50.09
		2	19-30	19	53.63
		3	More than 31	32	52.50
8	Total years teaching experience in home economics	1	0-5	54	50.41
		2	6-10	19	53.26
		3	11-15	12	47.50
		4	16-20	6	54.67
		5	21-25	12	52.50
		6	26-30	4	55.25
		7	31-35	2	56.00

TABLE XVII (Continued)

Item Number	Item	Levels	Description	N	Means
14	Number of male students enrolled in section(s) of Home Economics I	1	0	72	52.03
		2	1-5	24	50.33
		3	6-10	7	49.14
		4	11-15	4	51.75
		5	31-35	1	41.00
15	Population of community in which local school is located	1	Less than 2,500	72	51.44
		2	2,501-5,000	12	54.50
		3	5,001-10,000	13	50.54
		4	10,001-15,000	4	53.75
		5	15,001-20,000	1	38.00
		6	20,001-25,000	1	40.00
		7	More than 25,001	6	47.83
18 pt. 1	Study of sex-role stereotyping in school	1	Yes	15	56.87
		2	No	93	50.61
18 pt. 2	Methods--workshops	1	Yes	6	57.50
		2	No	8	57.87
18 pt. 3	Methods--In-service training	1	Yes	4	57.00
		2	No	10	58.00
18 pt. 4	Methods--faculty meetings	1	Yes	7	57.71
		2	No	7	57.71
18 pt. 5	Methods--other	1	Yes	3	52.67
		2	No	10	59.80
18 pt. 6	Class(es) in which tried to eliminate sex-role stereotyping	1	All	33	52.82
		2	Home Economics I	1	50.00
		3	Family Living	11	51.82
		4	Work Orientation	1	49.00
		5	Other	2	59.00
		6	None	3	49.67
19	Formal classwork in which sex-role stereotyping was discussed	1	Yes	36	52.05
		2	No	69	51.53

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The major purpose of this study was to determine Oklahoma home economics teachers' perceptions of sex-role stereotyping in the Home Economics I basic Core curriculum guide. It was necessary to include the following objectives in order to deal with this purpose:

1. To develop an instrument for determining perceptions of sex-role stereotyping in the Home Economics I Basic Core curriculum guide.
2. To determine teacher perceptions of sex-role stereotyping in the Home Economics I Basic Core curriculum guide by using an instrument to gather perceptions and variables of background information.
3. To compare teacher perceptions of sex-role stereotyping in the Home Economics I Basic Core to such variables of age, institution granting Bachelor's degree, and years of teaching experience in home economics.
4. To make recommendations for curriculum revision, as well as in-service training, teacher workshops, and/or other methods to increase perceptions, based on the analysis of the data and review of literature.

In addition, the following hypotheses were formulated for this study:

1. There is no significant relationship between teacher perception of sex-role stereotyping in the Home Economics I Basic Core curriculum guide and the teacher's age.
2. There is no significant relationship between teacher perception of sex-role stereotyping in the Home Economics I Basic Core curriculum guide and the educational attainment of the teacher as measured by (a) year Bachelor's degree completed (b) institution granting Bachelor's degree, (c) year Master's degree completed, and (d) total college hours completed beyond the Bachelor's degree.
3. There is no significant relationship between teacher perception of sex-role stereotyping in the Home Economics I Basic Core curriculum guide and the teacher's total years' teaching experience in home economics.
4. There is no significant relationship between teacher perception of sex-role stereotyping in the Home Economics I Basic Core curriculum guide and the number of male students enrolled in the teacher's Home Economics I section(s).
5. There is no significant relationship between teacher perception of sex-role stereotyping in the Home Economics I Basic Core curriculum guide and the population of the community in which the school is located.
6. There is no significant relationship between teacher perception of sex-role stereotyping in the Home Economics I Basic Core curriculum guide and the sources of awareness raised by schools

as measured by (a) determination of whether or not sex-role stereotyping was studied in the local school, (b) the methods used to study sex-role stereotyping in the local school, (c) class(es) in which the teacher has tried to eliminate sex-role stereotyping, and (d) determination of whether or not the teacher has had formal classwork in which sex-role stereotyping was discussed.

A review of the literature was conducted to study the causes and effects of sex-role stereotyping in education on students.

A total of 175 vocational home economics teachers in Oklahoma were contacted by mail to respond to an original questionnaire. There was an overall 69.71 percent return of the questionnaire, with 62.28 percent usable for the study. The instrument was constructed in two parts. Part I sought background information about the respondent, while Part II was an evaluation of teachers' perceptions of sex-role stereotyping in the Home Economics I Basic Core curriculum guide. Definitions and examples were also included to insure each individual had a clear understanding of all terms and phrases.

Teacher responses were coded and computer programmed for the statistical treatment. Of the 22 variables in Part I, 15 were selected by the researcher to be compared to the individual's total score of Part II; and an one-way analysis of variance test was performed on the data. Also, data were grouped and totaled for each selected variable in Part I to give the number of respondents in each group. Other variables of background information were also totaled (see Appendix C).

Seven select panel members were chosen to complete Part II of the instrument to compare their perceptions of sex-role stereotyping in the

Home Economics I Basic Core curriculum guide to those of the teachers. Their individual scores were summed.

Findings and Conclusions

An original instrument was developed and used by the researcher to determine teacher perceptions of sex-role stereotyping in the Home Economics I Basic Core curriculum guide and to gather variables of background information. The instrument was further validated by pre-testing and by the select panel.

The possible range of scores for Part II, the curriculum evaluation, of the questionnaire was from 23 to 115. To rank the total scores for teacher perceptions of sex-role stereotyping, the range of scores was divided five ways, just as Part II of the actual questionnaire was. The actual divisions for the total scores were as follows:

- 23-41.4 = 1 (Never)
- 41.5-59.8 = 2 (Rarely)
- 59.9-78.2 = 3 (Sometimes)
- 78.3-96.6 = 4 (Often)
- 96.7-115 = 5 (Always)

The highest score recorded by a teacher was "71," while the lowest was "32." The mean score for the guide being "never" stereotyped was 32; therefore, this response was almost equal to the mean. The mean for the guide being "sometimes" stereotyped was 69.05; therefore, the highest response was slightly above the mean. However, the highest score of the select panel was "53," while the lowest score was "36." This low score was above the mean, yet fits in the category of "never" being stereotyped. The high score of the select panel was in the category of

"rarely" being stereotyped.

Of those responding, 15, or 13.79 percent, of the teachers agreed the guide is "never" stereotyped; while 3, or 42.86 percent, of the select panel indicated this response. However, 74, or 67.91 percent, of the teachers agreed the guide was "rarely" stereotyped; while 4, or 57.14 percent, of the panel indicated this. In addition, 20, or 18.37 percent, of the teachers agreed the guide was stereotyped "sometimes." None of the select panel indicated this.

The greatest majority of the teachers and the select panel agree that the Home Economics I Basic Core curriculum guide is "rarely" stereotyped. Thus, teacher perceptions of sex-role stereotyping in the Home Economics I Basic Core curriculum guide is comparable to the select panel's perceptions of sex-role stereotyping.

Thus, the researcher believes that, using established guidelines, it is possible to develop curriculum materials which teachers perceive to be relatively free of sex-role stereotyping.

The comparison of selected variables to teachers' perceptions of sex-role stereotyping in the Home Economics I Basic Core curriculum guide is given below.

Age

According to the data, there is no significant relationship between the age of the respondent and the perception of sex-role stereotyping in the Home Economics I Basic Core curriculum guide. Those aged 31 to 40 had the lowest scores, while those aged 61 to 70 had the highest scores.

Thus, hypothesis 1 is accepted.

Year Bachelor's Degree Completed

There is no significant relationship between the year the Bachelor's degree was completed and the teacher perception of sex-role stereotyping in the Home Economics I Basic Core curriculum guide. Those teachers graduating from 1960 through 1965 had the lowest scores, while those graduating from 1948 through 1953 had the highest scores.

Therefore, hypothesis 2a is accepted.

Institution Granting Bachelor's Degree

According to the data, there is a significant relationship between the institution granting the Bachelor's degree and teacher perception of sex-role stereotyping in the Home Economics I Basic Core curriculum guide. The teacher graduating from Langston University had the lowest score, while the teachers graduating from the University of Oklahoma had the highest scores.

Hypothesis 2b is rejected.

Year Master's Degree Completed

There is no significant relationship between the year the Master's degree was completed and teacher perception of sex-role stereotyping in the Home Economics I Basic Core curriculum guide. The lowest scores correspond to those completed between 1966 and 1971, while the highest scores were those completed between 1954 and 1959.

Therefore, hypothesis 2c is accepted.

Total College Hours Completed Beyond Bachelor's Degree

According to the data, there is no significant relationship between total college hours completed beyond the Bachelor's degree and teacher perception of sex-role stereotyping in the Home Economics I Basic Core curriculum guide. The lowest scores were given by those with 1-18 hours, with the highest scores given by those with 19-30 hours.

Thus, hypothesis 2d is accepted.

Total Years' Teaching Experience in Home Economics

There is no significant relationship between total years' teaching experience in home economics and teacher perception of sex-role stereotyping in the Home Economics I Basic Core curriculum guide. Those respondents teaching 11-15 years had the lowest scores, while those teaching 31-35 years had the highest scores.

Hypothesis 3 is accepted.

Number of Male Students Enrolled in Home Economics I Section(s)

There is no significant relationship between the number of male students enrolled in Home Economics I section(s) and teacher perception of sex-role stereotyping in the Home Economics I Basic Core curriculum guide. The teachers having the lowest scores have 31-35 male students, while those with the highest scores have 0 (zero) male students.

Therefore, hypothesis 4 is accepted.

Population of Community in Which Local School
Is Located

There is no significant relationship between the population of the community in which the local school is located and teacher perception of sex-role stereotyping in the Home Economics I Basic Core curriculum guide. Respondents with the lowest scores teach in communities of 15,001-20,000 population, while the highest scores were given by those who teach in communities with a population of 2,501-5,000.

Thus, hypothesis 5 is accepted.

Study of Sex-Role Stereotyping in School

According to the data, there is a significant relationship between whether or not sex-role stereotyping was studied in the local school and teacher perception of sex-role stereotyping in the Home Economics I Basic Core curriculum guide. Those teachers having the lowest scores indicated they had not studied sex-role stereotyping in the local school.

Hypothesis 6a is rejected.

Methods Used to Study Sex-Role Stereotyping in
the Local School

There is no significant relationship between the methods used to study sex-role stereotyping in the local school and teacher perception of sex-role stereotyping in the Home Economics I Basic Core curriculum guide. The lowest scores were given by those who used "other" methods, while the highest scores were given by those who indicated faculty

meetings were the method used.

Therefore, hypothesis 6b is accepted.

Class(es) In Which Teacher Tried to Eliminate
Sex-Role Stereotyping

There is no significant relationship between the class(es) in which the teacher tried to eliminate sex-role stereotyping and teacher perception of sex-role stereotyping in the Home Economics I Basic Core curriculum guide. Teachers having the lowest scores tried to eliminate sex-role stereotyping in Work Orientation, while those having the highest scores tried to eliminate sex-role stereotyping in "Other" classes.

Thus, hypothesis 6c is accepted.

Formal Classwork in Which Sex-Role Stereotyping
Was Discussed

There is no significant relationship between whether or not the teacher has had formal classwork in which sex-role stereotyping was discussed and teacher perception of sex-role stereotyping in the Home Economics I Basic Core curriculum guide. Those respondents having the lowest scores have not had formal classwork in which sex-role stereotyping was discussed.

Therefore, hypothesis 6d is accepted.

In summary, there is a significant relationship between teacher perception of sex-role stereotyping in the Home Economics I Basic Core curriculum guide and two variables: the institution granting the Bachelor's degree and whether or not sex-role stereotyping was studied

in the school. However, there is no significant relationship between teacher perception of sex-role stereotyping in the Home Economics I Basic Core and the following variables: age, year Bachelor's degree completed, year Master's degree completed, total college hours completed beyond Bachelor's degree, total years' teaching experience in home economics, number of male students enrolled in Home Economics I section(s), population of community in which local school is located, methods used to study sex-role stereotyping in the local school, class(es) in which teacher has tried to eliminate sex-role stereotyping, and formal classwork in which sex-role stereotyping was discussed.

Factors which may have influenced the reason for such a large number of non-significant variables are: (1) each variable may have had an effect on teachers' perceptions, yet was not distinct enough to have a significant effect; (2) the instrument developed may not have been adequate to reveal significant variables; (3) the sample may not have been diverse enough in such factors as socio-economic class, sex, grade level taught, etc., to reveal a greater number of significant variables. These suggestions were formulated by the researcher.

Recommendations

After reviewing the literature, conducting the research, and reporting the data, the researcher feels the following recommendations should be made:

1. Based on the data gathered in this study, the institution granting the Bachelor's degree does have a significant effect on teacher perception of sex-role stereotyping in the Home Economics I Basic Core. Therefore, institutions of higher

learning should make a more concentrated and formalized effort to increase student awareness and subsequent perception of sex-role stereotyping.

2. Sex-role stereotyping should be studied in schools, due to the significance of teachers' perceptions of sex-role stereotyping where it is studied.
3. The State Department of Vocational-Technical Education should continue to eliminate sex-role stereotyping in instructional materials since the teachers and select panel agreed the Home Economics I Basic Core is "rarely" sex-role stereotyped.
4. Vocational home economics teachers should make greater efforts to eliminate sex-role stereotyping from their programs as shown through the review of literature.
5. According to the respondents of this study, various methods should be used to increase teacher awareness of sex-role stereotyping.
6. The instrument developed for this study or a similar one should be standardized for use in determining teachers' perceptions of sex-role stereotyping in vocational education instructional materials since one is not available now.
7. As discussed in the review of literature, a study should be conducted to gather student's awareness of and perception of sex-role stereotyping.
8. As indicated by the comments of the respondents to this study and the review of literature, the teacher can subtly or consciously present sex-role stereotypes to students regardless of the instructional materials used. Therefore, a study should

be conducted to determine the extent of sex-role stereotyping transmitted by a teacher to students.

9. Comments of the teachers and select panel from this study should be examined when similar research is to be undertaken to gain insight to the thoughts and feelings of Oklahoma's home economics educators.

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APPENDIX A

CORRESPONDENCE AND INSTRUMENT

**OKLAHOMA STATE UNIVERSITY • STILLWATER**Department of Home Economics Education
(405) 372-6211, Ext. 486

74074

March 9, 1978

Dear Vocational Home Economics Teacher:

During the 1978 Mid-Winter Conference I had the opportunity to speak briefly to you about my research plans for my master's degree in Home Economics Education. As you may recall, I am surveying vocational home economics teachers in Oklahoma for their perceptions of sex role stereotyping in the Home Economics I Basic Core curriculum guide.

You have been selected to participate in this study. I have enclosed terms and definitions used in the project, the questionnaire, and a stamped, addressed envelope for your convenience in returning the form. The entire questionnaire requires approximately 25 minutes to complete. Please refer to your curriculum guide while completing the second section. All information will be held confidential and used only for summary purposes.

Please return the questionnaire as soon as possible. The information you return will be used for future curriculum revision and/or teacher training. Thank you for your help with this study.

Sincerely,

Paula Jones
Graduate StudentMargaret S. Callsen
Thesis Adviser

Enclosures



OKLAHOMA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION

FRANCIS TUTTLE, DIRECTOR • 1515 WEST SIXTH AVE., • STILLWATER, OKLAHOMA 74074 • A.C. (405) 377-2000

March 9, 1978

Dear Vocational Home Economics Teacher:

As the Home Economics I, Basic Core curriculum guide was being revised, we made a conscious effort to remove the sex role stereotypes from the material to make it more applicable for males as well as females. The only way we can know your perceptions of the stereotypes, though, is for you to tell us.

Paula Jones, a graduate student at Oklahoma State University and an employee of the Oklahoma State Department of Vocational-Technical Education, is using this project for her thesis. You may remember Paula from the brief presentation she gave at Mid-Winter Conference about her study.

I would like for you to take about twenty-five minutes to complete this questionnaire and return it as soon as possible. Please consider your responding to this questionnaire as your option or choice, but it will be a tremendous help for Paula and for me.

Thank you for taking time out of your busy schedule to help us.

Sincerely,

Joyce Sawatzky, Assistant Coordinator
Curriculum and Instructional
Materials Center

JS:sa

enclosures

SEE OKLAHOMA FIRST

NOTE: Some words and phrases are defined particularly for this research project. The terms and explanations from the study used in this checksheet are as follows:

1. Nonsexist words - Bias-free language which deals with people as individuals, not as members of stereotyped groups.

Example: Avoid the use of "man" or "mankind" to denote the average person or the human race. Use "women and men," "humanity," or other similar terms instead.

2. Sexism - ". . . words or actions that arbitrarily assign characteristics to people on the basis of sex."

Example: Females are expected to be weak, passive, dependent, and emotional, while males are perceived to be strong, aggressive, independent, and logical. Actually, members of either sex may possess any combination of these traits.

3. Sex role - ". . . the 'institutionalization' of behaviors, values, attitudes, and expectations which a given society regards as appropriate for one sex or the other"; "a role performed by persons of a particular sex."

Example: In educational materials, women are usually shown working in the kitchen or some other part of the house, while men are portrayed as having full-time employment away from home and being "the breadwinner." However, in reality, over 45 percent of all married women work outside the home, and men regularly share in household duties.

4. Stereotype - "A standard picture of a group of people."

Example: Members of both sexes are assumed to work best at sex-typed jobs: females as nurses, teachers, secretaries, etc., and males as doctors, managers, construction workers, etc. However, anyone with the proper training and qualifications should be encouraged to enter the occupational field of his or her choice.

CURRICULUM CHECKSHEET FOR VOCATIONAL HOME ECONOMICS I TEACHERS

This checksheet is divided into two major areas. The first seeks background information, while the second division is a specific evaluation of Oklahoma's Home Economics I, Basic Core curriculum guide. The entire form requires approximately 25 minutes to complete.

I. Background Information

Directions: Place your answers to each item in the blanks provided.

1. Age

21-30 _____ 31-40 _____ 41-50 _____ 51-60 _____ 61-70 _____

2. Year Bachelor's degree completed

3. Institution granting Bachelor's degree

Bethany Nazerene _____ Cameron University _____ Central State _____

East Central _____ Langston University _____ North Eastern _____

North Western _____ Oklahoma Baptist _____ Oklahoma Christian _____

Oklahoma Panhandle _____ Oklahoma State _____ South Eastern _____

South Western _____ University of Science and Arts of Oklahoma _____

University of Oklahoma _____ Other (specify) _____

4. Year Master's degree completed

5. Total college hours completed beyond Bachelor's degree

None _____ 1-6 _____ 7-12 _____ 13-18 _____ 19-24 _____

25-30 _____ More than 31 _____

6. Major area of study of Master's degree

Clothing, Textiles & Merchandising _____ Family Relations &

Child Development _____ Food, Nutrition & Institution

Administration _____ Home Economics Education _____ Hotel &

Restaurant Administration _____ Housing, Design & Consumer

Resources _____ Not pursuing _____

Other (specify) _____

7. Institution granting Master's degree

8. Total years teaching experience in home economics

9. Total years teaching experience in subjects other than home economics

10. Subjects taught (past or present) other than home economics
 Counseling & Guidance _____ Elementary Education _____ English _____
 Mathematics _____ P.E. _____ Health _____ Science _____ None _____
 Other (specify) _____
11. Do you presently teach home economics full-time or part-time?
 Full-time _____ Part-time _____
12. Professional position(s) held before accepting present job
 _____ None _____
13. Number of female students enrolled in your section(s) of Home Economics I

14. Number of male students enrolled in your section(s) of Home Economics I

15. Population of community in which local school is located
 Less than 2,500 _____ 2,501-5,000 _____ 5,001-10,000 _____
 10,001-15,000 _____ 15,001-20,000 _____ 20,001-25,000 _____
 More than 25,001 _____
16. Approximate time use of Home Economics I Basic Core guide in the classroom
 0-25% _____ 26-50% _____ 51-75% _____ 76-100% _____
17. Number of units completed (taught) in curriculum guide as of March 22, 1978
 0-5 _____ 6-10 _____ 11-15 _____ 16-20 _____ More than 21 _____
18. Have you studied sex role stereotyping in your school?
 Yes _____ No _____
 If yes, what methods were used?
 Workshops _____ In-service training _____ Faculty meetings _____
 Other (specify) _____
 In which class(es) have you tried to eliminate sex role stereotyping?

19. Have you had formal classwork in which sex role stereotyping was discussed?
 Yes _____ No _____
20. What, in your opinion, would be the most effective methods of increasing teacher awareness of eliminating sex role stereotyping in the classroom?
 In-service training _____ Films _____ College classes _____ Workshops _____
 Checksheet for classroom use _____ Journal articles _____ Faculty meetings _____
 Leave to each teacher _____ Guest speakers _____ No need to increase awareness _____
 Other (specify) _____

KEY:

Never - Not used in the guide
 Rarely - One or two uses in the entire guide
 Sometimes - One or two uses in each unit
 Often - Three or four uses in each unit
 Always - Used on most pages in the guide

18. How often were occupations presented as appropriate to qualified persons of either sex?
19. How often were some occupations assumed to be "feminine"?
20. How often were some occupations assumed to be "masculine"?
21. How often can suggested activities effectively be used for both sexes?
22. How often are information sheets practical for male and female students?
23. How often are assignment sheets practical for female and male students?

Never	Rarely	Sometimes	Often	Always

Are there other sex role stereotypes included in the guide not mentioned above?

Additional comments or recommendations toward the elimination of sex role stereotyping in the Home Economics I Basic Core curriculum guide:

Dear Vocational Home Economics Teacher,

A few weeks ago, I sent you a copy of a questionnaire I prepared to determine teacher awareness of sex role stereotyping in the Home Economics I Basic Core curriculum guide. I do realize that you have been on semester break and have many obligations at this time of year. However, by setting aside approximately 25 minutes to complete the questionnaire, you will aid the State Department of Vocational-Technical Education in their curriculum revision and/or in-service training, and will be a great help to me in my research at Oklahoma State University.

Thank you very much for participating in this study.

Sincerely,

Paula Jones
Paula Jones



OKLAHOMA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION

FRANCIS TUTTLE, DIRECTOR • 1515 WEST SIXTH AVE., • STILLWATER, OKLAHOMA 74074 • A.C. (405) 377-2000

April 13, 1978

Dear Vocational Home Economics Teacher:

Several weeks ago you were selected to participate in a research study to determine teachers' perceptions of sex role stereotypes in the Home Economics I Basic Core curriculum guide. At that time you received a copy of the definitions used in the study and the questionnaire designed to gather the information needed for the research. However, because of busy schedules at this time of year and other reasons, I have not received your completed questionnaire.

Enclosed you will find another copy of the definitions and the questionnaire for your immediate use. Please set aside approximately 25 minutes to refer to the curriculum guide while completing the questionnaire and return it to me as soon as possible, yet no later than Friday, April 28, 1978, in the return envelope provided.

The information gathered will be used by the Home Economics Education department at Oklahoma State University for teacher preparation, by the State Department of Vocational-Technical Education for curriculum revision, by both for in-service training, and for my master's thesis at O.S.U. in Home Economics Education.

If you have already returned your questionnaire, please disregard this letter. Thank you very much for participating in this study.

Sincerely,

Paula Jones

Paula Jones

enclosures

SEE OKLAHOMA FIRST

APPENDIX B

TEACHER AND PANEL COMMENTS TO INSTRUMENT

NOTE: Abbreviations, grammatical and punctuation errors are those of the respondents.

Teachers' Comments

I. 18. In which class(es) have you tried to eliminate sex-role stereotypes?

"All. FHA integrated classroom work. Films & discussion. The Woman's Game discussion included culturally imposed roles due to textbooks, community, toys, clothes, TV & movies. Women's rights to jobs, careers, education."

II. General

"I only had girls in HE I, so I really wasn't that aware (as I was covering the units) of these things. Teachers that have both sexes in class would be more aware of these questions."

"You must be out of your mind to think teachers are going to take the time to do this. 25 min. Ha."

II. Are there other sex-role stereotypes included in the guide not mentioned above?

"I only have girls in class so the stereotypes have not bothered us."

"None that I found." (answer given twice)

"The sewing pattern illustrating job skills to know (blue sheets) used girls garments--for Home Ec I there are few (if any) really suitable men's garments to select as a 1st project which will cover all of the skills expected of the girls."

"I did not discover any."

"None that I can think of or locate." (answer given three times)

"No." (answer given seven times)

"Very few."

"Example in clothing section--p. 23--Bust Waist Hip--sample strictly for female."

"I think the guide is fine because non sexist terms are always used such as teens, others, individuals or her/his or he/she. Case studies use boys & girls. Pictures show both boys and girls."

"Several of the photo type pictures used include women as models. Example: A woman is used to raise and lower a sewing machine."

"Not to my knowledge."

"This guide is much better than the old ones. My 'boys' feel much more comfortable with it."

"Sex role stereotyping is extremely overdone. If there is not some certain amount of stereotyping how are children going to learn to identify with their own sex."

"None" (answer given twice)

"I noticed it most in the clothing unit. Most of the job sheets were related to women's clothing. We need something there for guys."

Additional comments or recommendations toward the elimination of sex-role stereotyping in the Home Economics I Basic Core curriculum guide:

"I certainly feel that role stereotyping should be eliminated but not to the expense of working up a whole new guide when revision on other guides should come first."

"I appreciate your concern for sex role stereotyping--but the individual teacher is responsible for eliminating this and not a lot of paper work!"

"It was revised very well. I enjoy using it."

"Nomination blank for FHA State Officers refers to 'her.' In Foods & Nutrition unit--male figures used for exercise and females are in cooking illustrations. I am very pleased with the efforts made to eliminate the stereotyping of Home Economics for girls. I have noticed where male figures have been used more than I really noticed that both were used."

"The revised Home Ec. I Basic Core curriculum is very useful."

"Much better than older curriculum guides. It shows there was a concentrated effort to improve sex stereotyping."

"Sex role stereotyping is one thing that doesn't bother me. There are words which I do not think of as male & female--ex. mankind, chairman. The units I have used have applied to my students. They haven't commented on any words."

"Even though I don't have any boys in H.E. I think it is good to eliminate sex role stereotyping because H.E. is not just for girls anymore & the public & students need to be aware of this."

"Personally I feel the Basic Core I guide is well written. I have females who like to relate to being male but the less attention of the fact concerning this the better they settle down to getting to work."

"Pictures of males & females especially in Clothing & Foods."

"As I do not have boys at this time, I have not seen or noticed activities, etc. which would not be suitable for both boys and girls. I have not checked page for page concerning this. I only remember one illustration of a dress pattern which 'might' be more appropriate for girls."

"12H Example You want new clothes, but your Dad has just been laid off his job. Career education application--imply that man is an office manager & women are child care supervisor."

"I think the new 'core' is very liberated from sexist phrases and illustrations. I don't see how either sex would feel uncomfortable using it."

"I feel H.E. I has done a very good job in eliminating sex role stereotyping."

"I'm not at all sure that my responses will be helpful. I suppose I'm not aware of stereotyping, except when it's glaring, and your guide certainly doesn't have glaring stereotypes in it. I think this curriculum is super, and the kids certainly haven't objected to stereotyping."

"I feel that this Guide really does a good job of eliminating stereotyping of sexes. I have not yet taught through the whole unit, so there may be others that I have not come across."

"None--much better than last guide!!"

"As with all matters related to sex, this is blown out of proportion. Our value system is being grossly distorted!!"

"1--Since I helped revise one unit on this curriculum and know how hard we tried to eliminate sex role stereotyping, I'm not conscious of seeing much of it left in. 2--I do not have a strong compulsion to make the sex roles identical and I have a strong feeling of satisfaction with being female, so I'm not too conscious of sex role stereotyping."

"I think, personally, that the guide is not sex stereotyped to any major extent at all."

"Pictures in clothing section used female hands too much--this was true also in foods & nutrition."

"I feel that this particular guide has been successful in eliminating sex role stereotyping."

"Really don't put alot of emphasis on sex roles as such, the boys would be expected to complete the same amount of Freshman work as the girls on the same level. My freshman girls usually have very little experience in homemaking skills."

"I think the guide is fine like it is."

"I'm very pleased at the lack of sex role stereotyping in HE I Core. I did not have males in my HE I class, but I feel the core curriculum would have been suitable for them."

"In my opinion the curriculum was very fair toward both sexes."

"Do not eliminate completely."

"I think this revised addition has done a tremendous job on this."

"I would like more ideas for activities that boys would enjoy."

"Marvelous guide--very updated."

"I feel that much has been done to eliminate sex stereotyping in HE I Basic Core--much depends on the teacher's application of information provided."

General

"25 min is hard to find this time of year. Please do me a favor & exclude me from any further 'surveys'!!"

"Paula, I am sorry that I did not get mine back to you. I had half completed when it got misplaced. Thanks for sending me another one."

Panel's Comments

Part II

"Some of these I have really not noticed. I do have all girls but in going back over--it really does not appear to be that big of a deal--would depend on teacher."

Are there other sex-role stereotypes included in the guide not mentioned above?

"1. The letter and nomination blanks sent to prospective nominees for state office evidently exclude males from holding office. All nominees are referred to as 'she.' 2. The drawings for clothing used a bodice to illustrate certain techniques. Pants or a blazer might be used. 3. All exercise illustrations are male."

"Examples--39B chairman, busboy
 71B waitress, him or her (use the person)
 189D men have no laundry. Clothing area has more feminine
 kinds of illus & wording--what about slacks in work
 load."

"I did not take the time to count. I consider this not--not important in the total Home Eco. curr. As a matter of fact, I find this entire survey utterly ridiculous. You could put your time to better use. It is obvious that you have not been teaching. There are both boys & girls & each still have a role to play--and the neither should feel out of place in the role of homemakers."

"Some of the FHA/HERO information used 'she' throughout the unit."

"One thing we had in mind while doing this was, for both to be able to use it. Maybe I just think of them as being both--"

Additional comments or recommendations toward the elimination of sex-role stereotyping in the Home Economics I Basic Core curriculum guide:

"I think you have done a remarkable job in eliminating sex role stereotyping from a typically (stereotyped) feminine subject matter area. Many of the tasks are generally thought of as feminine, therefore you may find that some consider the tasks stereotyped. The fact that 'Home Economics student' is stereotyped as female will have some effect on attitudes toward curriculum. I believe that you have taken the 'work' of homemaking and presented the tasks in a relatively sex-bias free curriculum."

"I think the guide is a very good example of eliminating sex role stereotyping."

"Some females could have been in exercise illustrations. In my opinion the Curriculum Guide I does an excellent job of presenting Home Ec I to boys and girls equally well. It is even better than I thought when we worked on it."

APPENDIX C

ADDITIONAL INFORMATION OF TEACHERS

TABLE XVIII

MAJOR AREA OF STUDY OF MASTER'S DEGREE REPORTED BY RESPONDENTS

	Clothing Textiles and Merchandising	Family Relations and Child Development	Home Economics Education	Counseling	Health and Physical Education	Education	Elementary Education	TOTAL
N	1	1	15	1	1	2	1	22
Percent	4.55	4.55	68.18	4.55	4.55	9.09	4.55	100.02*

* Statistical error due to rounding.

TABLE XIX

INSTITUTION GRANTING MASTER'S DEGREE TO RESPONDENTS

	Central State	East Central	North Eastern	North Western	Oklahoma State University	South Western	University of Oklahoma	Out of State**	TOTAL
N	1	1	3	1	7	2	3	4	22
Percent	4.55	4.55	13.67	4.55	31.82	9.09	13.64	18.18	100.05*

* Statistical error due to rounding.

** Includes University of Arkansas, Colorado State University, Kansas State University, Texas Technological University.

TABLE XX
TOTAL YEARS TEACHING OF RESPONDENTS IN
SUBJECTS OTHER THAN HOME ECONOMICS

	0-5	6-10	11-15	16-20	TOTAL
N	102	5	1	1	109
Percent	93.58	4.59	0.92	0.92	100.01*

* Statistical error due to rounding.

TABLE XXI
SUBJECTS TAUGHT BY RESPONDENTS (PAST OR
PRESENT) OTHER THAN HOME ECONOMICS

	Elementary Education	English	Science	Other*	TOTAL
N	13	10	15	19	57
Percent	11.93	9.17	13.76	17.43	52.29

* Includes Business, Cooperative Vocational Education, Counseling and Guidance, Health, History, Librarian, Mathematics, Music, Nursery School, Physical Education, Reading, Vocations.

TABLE XXII

NUMBER OF FULL-TIME AND PART-TIME TEACHERS
PARTICIPATING IN STUDY

	Full-time	Part-time	TOTAL
N	108	1	109
Percent	99.08	0.92	100.00

TABLE XXIII

PROFESSIONAL POSITION(S) HELD BY RESPONDENTS
BEFORE ACCEPTING PRESENT JOB

	Teaching in Other Schools	Utility	Foods	Business and Clerical	Other**	None	TOTAL
N	20	4	3	5	5	72	109
Percent	18.35	3.67	2.75	4.59	4.59	66.06	100.01*

* Statistical error due to rounding.

** Includes Assistant Director of Adult Education, Junior College; Assistant to Home Economist; Head, Family Life, City Job Corps; Newspaper; Social Worker.

TABLE XXIV
 NUMBER OF FEMALE STUDENTS ENROLLED IN HOME
 ECONOMICS I SECTION(S) TAUGHT BY
 RESPONDENTS

	0-20	21-40	41-60	61-80	81-100	101-120	121-140	TOTAL
N	44	32	17	7	5	1	1	107
Percent	41.12	29.91	15.89	6.54	4.67	0.94	0.94	100.03*

TABLE XXV
 APPROXIMATE TIME USE OF HOME ECONOMICS I
BASIC CORE GUIDE IN THE CLASSROOM
 BY RESPONDENTS

	0-25%	26-50%	51-75%	76-100%	TOTAL
N	3	11	37	57	108
Percent	2.78	10.19	34.26	52.78	100.01*

* Statistical error due to rounding.

TABLE XXVI
 NUMBER OF UNITS COMPLETED (TAUGHT) IN
 CURRICULUM GUIDE AS OF MARCH 22,
 1978, BY RESPONDENTS

	0-4	6-10	11-15	16-20	More Than 21	TOTAL
N	19	14	26	25	26	100
Percent	19.00	14.00	26.00	25.00	26.00	100.00

VITA⁹

Paula Anne Jones

Candidate for the Degree of

Master of Science

Thesis: OKLAHOMA HOME ECONOMICS TEACHERS' PERCEPTIONS OF SEX-ROLE STEREOTYPING IN THE HOME ECONOMICS I BASIC CORE CURRICULUM GUIDE

Major Field: Home Economics Education

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