THE INFLUENCE OF SELECTED VARIABLES ON TEACHERS' USE OF THE OKLAHOMA HOME ECONOMICS II, BASIC CORE

By

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THE INFLUENCE OF SELECTED VARIABLES ON TEACHERS' USE OF THE OKLAHOMA HOME ECONOMICS II, BASIC CORE

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PREFACE

Curriculum materials are useful only to the extent they meet the needs of those who use them. The major purpose of this study is to determine the extent that vocational consumer and homemaking teachers use the Oklahoma Home Economics II, Basic Core curriculum; the influence of selected variables upon this use; and the reasons for non-use and partial use of this curriculum. It is hoped that such feedback will help to improve curriculum planning and materials.

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Appreciation is also expressed to Joyce Sawatzky, Assistant Coordinator of the Curriculum and Instructional Materials Center, for her enthusiastic support of my research efforts and to the Curriculum Division of the State Department of Vocational and Technical Education for their generous financial assistance in the collection of data for this study. Sincere thanks is extended to the 126 vocational consumer and homemaking teachers in Oklahoma who so willingly participated in this study and to Mrs. Linda Howard for typing the final copy.

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CHAPTER I

INTRODUCTION

Curriculum development in Oklahoma's Vocational and Technical Education program has been strongly supported in recent years. Two major goals have been established for state-wide vocational programs: (1) minimum standards and (2) program uniformity. These two goals can be obtained through supervision and standard curriculum materials. The Curriculum and Instructional Materials Center was established in 1970 to develop standardized curriculum materials for each division in vocational education. The performance-based format of these materials aims at outlining subject matter content as well as delineating minimum standards of achievement in each program across the state. However, if teachers do not use the prepared curriculum materials, achievement of these goals is not possible (Patton, 1978). If curriculum materials are to enable local home economics programs to accomplish the goal of the preparation of students as homemakers and wage earners, these materials must be useable for the teacher and therefore, must be constantly revised and rewritten (Benson, 1973).

Dissemination of home economics curriculum began in January, 1973, with the Home Economics I, Basic Core. The Home Economics II, Basic Core followed in August, 1973. Both core curricula, designed for ninth and tenth grade students, respectively, are organized to provide a basic core of instruction around seven subject matter areas, as outlined in

vocational legislation: Career Exploration; Child Development; Clothing and Textiles; Consumer Education; Foods and Nutrition; Housing and Home Furnishings; and Personal and Family Relationships. The Home Economics II, Basic Core is designed to build upon basic knowledge and skills developed in Home Economics I.

Hollenback (1975) concludes that Oklahoma vocational home economics teachers accept the Home Economics II, Basic Core. The majority of teachers agree that use of the curriculum improves teaching, clarifies teaching goals and aids lesson planning. The teachers also agree that the curriculum is not adequate in its present development.

The teacher, the most knowledgeable person about student needs, is best prepared to make curriculum decisions. Any curriculum will fail if teachers' problems are not addressed and their participation is excluded (Tanner and Tanner, 1975). In support of teachers' participation, Langenbach (1972) reports that teachers have a more positive attitude toward curriculum use and planning if they are involved in the curriculum planning process. Krug (1957) notes that problems related to the flexibility of materials can be overcome as long as curriculum can be adapted to local needs and revision is continual with teacher input.

Curriculum development is a continuing process. Although evaluation is an essential element in this process, it is too often omitted. "Feedback and evaluation constitute the major basis of continuing curriculum improvement" (Saylor, 1974, pp. 34-35). Federal legislation mandates that curriculum be developed and evaluated to eliminate sex-bias. Such on-going evaluation and revision of the Oklahoma vocational home economics curriculum materials are needed. Curriculum revision is

most viable when teachers can provide input concerning present use of curriculum materials.

Problem and Purpose

Revision of the Oklahoma Home Economics II, Basic Core curriculum is recommended. To provide materials of greatest use for Oklahoma consumer and homemaking teachers, data are needed concerning teachers' present use of the core curriculum and personal variables which may influence such use.

It is the purpose of this study to determine the extent of teachers' use of the Home Economics II, Basic Core units of instruction; the influence of selected personal variables on this use and the reasons for non-use and partial use of the curriculum. In addition, an assessment of teachers' perceptions of sex stereotyping within the Home Economics II, Basic Core units of instruction will help insure elimination of such presentations in its revision.

Objectives of the Study

The following objectives are formulated to guide this study.

1. To determine the extent to which Oklahoma vocational consumer and homemaking teachers use the Home Economics II, Basic Core units of instruction.

2. To assess the reasons for non-use or partial use of the Home Economics II, Basic Core units of instruction.

3. To determine the differences which exist between the teachers' use of the units of instruction and selected personal variables:

    a. Age

b. Years of teaching vocational home economics

c. Level of educational achievement

d. Institution granting the bachelor's degree

e. Enrollment of school

f. Population of community

g. Home Economics II enrollment

h. Presence of male students

i. Provision of student curriculum materials

4. To assess teachers' perceptions concerning the presence of sex stereotyping in the Home Economics II, Basic Core units of instruction.

5. To provide the data, conclusions and recommendations to the Oklahoma home economics curriculum specialist as input for the possible revision for the Home Economics II, Basic Core curriculum.

6. To recommend improvements of pre-service and in-service education of Oklahoma vocational teachers.

Hypotheses

In regard to objective 3, the following hypotheses are formulated to guide the analysis of data in this study:

H_1: There are no differences between teachers' use of each unit of instruction in the Home Economics II, Basic Core curriculum and the teachers' age.

H_2: There are no differences between teachers' use of each unit of instruction in the Home Economics II, Basic Core curriculum and the total number of years of teaching vocational home economics.

H_3: There are no differences between teachers' use of each unit of instruction in the Home Economics II, Basic Core curriculum and the teachers' level of educational achievement.

H_4: There are no differences between teachers' use of each unit of instruction in the Home Economics II, Basic Core curriculum and the institution granting the bachelor's degree.

H_5: There are no differences between teachers' use of each unit of instruction in the Home Economics II, Basic Core curriculum and the enrollment of the school in which they teach.

H_6: There are no differences between teachers' use of each unit of instruction in the Home Economics II, Basic Core curriculum and the population of the community in which they teach.

H_7: There are no differences between teachers' use of each unit of instruction in the Home Economics II, Basic Core curriculum and Home Economics II enrollment.

H_8: There are no differences between teachers' use of each unit of instruction in the Home Economics II, Basic Core curriculum and the presence of male students enrolled in Home Economics II.

H_9: There are no differences between teachers' use of each unit of instruction in the Home Economics II, Basic Core curriculum and the provision of student curriculum materials.

Assumptions

The assumptions accepted for the purposes of this study are:

1. The vocational consumer and homemaking teachers constituting the population for this study are representative of their peers across the state.

2. The teachers provide an accurate evaluation of their use of the Home Economics II, Basic Core units of instruction.

Limitations

The limitations inherent in this study are:

1. Inferences concerning extent of use of the Home Economics II, Basic Core curriculum can only be applied to Oklahoma vocational consumer and homemaking teachers.

2. Only those teachers who both teach Home Economics II and use the Home Economics II, Basic Core curriculum are used as a population for this study.

Definition of Terms

The following terms are defined as used in this study:

1. Vocational consumer and homemaking teacher: certified secondary teacher who is employed for the purpose of implementing a consumer and homemaking home economics program that meets requirements for reimbursements from Federal vocational funds (Sawatsky, 1975).

2. Home Economics II, Basic Core: the suggested guideline for a basic core of instruction at the Home Economics II level in Oklahoma (Benson, 1973).

3. Unit of instruction: the basic format for the instruction of topics within the Home Economics II, Basic Core curriculum. This format includes behavioral objectives, suggested activities page, information sheets, transparency masters/illustrations, assignment sheets, job sheets, criterion-referenced tests, and answer sheets for assignment sheets and tests (CIMC, xeroxed).

4. Sex stereotyping: assignment of characteristics on the basis of gender (McGraw-Hill, 1975).

Summary

Chapter I has outlined the problem and purpose of this study; and the objectives, hypotheses, assumptions, limitations, and definition of terms which were formulated to guide this study. Chapter II presents the review of literature to gain an understanding of the elements of

curriculum development and evaluation. Chapter III includes the methodology used to collect the data, and Chapter IV presents the analysis of the data. Summary, conclusions and recommendations of this study are presented in Chapter V.

CHAPTER II

REVIEW OF LITERATURE

Introduction

Vocational education has as its main goal the preparation of individuals with entry level occupational skills. Home economics programs, as a part of vocational education, are designed to prepare individuals for the dual role of homemakers and wage earners. If secondary home economics is to effectively attain this purpose "the home economics curriculum must change along with society, if the profession is to make any impact at all on individuals' ability to survive in a rapidly changing world" (Spitze, 1977, p. 7). Both Spitze (1977) and East (1976) agree that the content of home economics courses should be based primarily on students' needs for everyday living skills in nutrition, consumer education, human relationships, child development, and home environments. Knowledge in these areas is increasing so rapidly that curriculum change is imperative.

Home Economics II, Basic Core was developed as a core of instruction for the Home Economics II level student in Oklahoma. This curriculum aids the consumer and homemaking teacher in the organization of the course and provides for state-wide program uniformity within vocational home economics.

A review of the literature was conducted to provide an understanding of the elements involved in this study. This chapter includes the

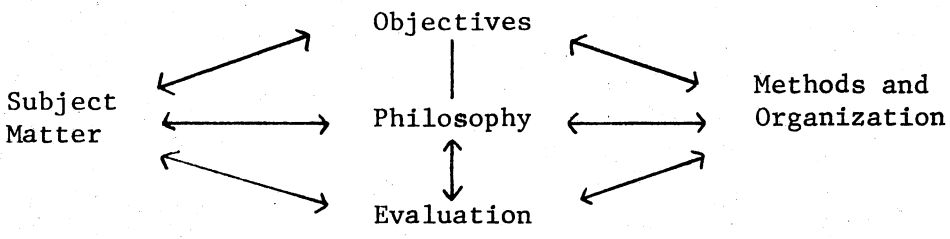
following sections: the process of curriculum development, bases for curriculum decisions, teacher participation in curriculum development and curriculum development and evaluation in Oklahoma.

The Process of Curriculum Development

Curriculum design in education during the past century was greatly influenced by society's views of the functions of the school. At the turn of the twentieth century, education was designed primarily to transmit the cultural heritage. The focus of this function was the strict adherence to academic disciplines and the development of mental faculties. During the era of the Great Depression of the thirties, the schools were looked to in solving the prevalent social ills of the times. With the launching of the Soviet Sputnik came a resurgence of attention to academic disciplines, particularly mathematics and science, in the late fifties and early sixties. The late sixties brought an increasing demand for relevance of curriculum for the individual student. Today, amid a resurgent "Back to the Basics" movement, education is charged with providing a curriculum which is relevant to effective living in society (Tanner and Tanner, 1975).

Curriculum development responded to major emphases throughout the century and, as a result, many proposals for its organization were recognized. However, almost all of these emphasized the identification of four major elements in the planning process: (1) educational objectives; (2) content or subject matter; (3) methods and organization; and (4) evaluation. Whereas, Tyler (1949), Taba (1962) and Mager and Beach (1967) viewed curriculum development as a systematic, step-by-step process, some educators emphasized that each element is interrelated (Giles, McCutchen and Zechiel, 1942; Tanner and Tanner, 1975).

The method by which planners approach the elements of curriculum development is dependent on the philosophy of education advocated, as shown in Figure 1.



Source: Tanner, D., and Tanner, L. N. Curriculum Development: Theory into Practice (1975).

Figure 1. Interrelationship of Problem Areas with Philosophy in Curriculum Development

Vocational education, since its inception, has focused upon the preparation of workers with occupational skills. Until the 1940's, curriculum development was largely the teacher's responsibility and was based upon occupational analysis. However, increasing enrollments, and rapid social and technological change lead to many problems in vocational curriculum development which the teachers were not prepared to correct:

1. varying ability of States to provide appropriate curriculum materials,
2. duplication of curriculum efforts,
3. large number of occupations,
4. curriculum needs of special groups of people,

5. outdated materials, and

6. the preparation of curriculum specialists (University of California Division of Vocational Education, 1969, p. 4).

Consequently, vocational curriculum development received national legislative and funding support in the 1960's.

Vocational educators encouraged nation-wide efforts in developing standards of curriculum. Suggested recommendations for these efforts emphasized that

> the occupational goal of the student should become the center of the instructional program, and the experience and knowledge necessary to prepare for this goal should become the basis of curriculum (University of California Division of Vocational Education, 1969, p. 14).

Thus, the development process should include (1) occupational analysis; (2) development of a course outline; and (3) development of a course of study. The use of behaviorally stated objectives was recommended to provide clarity regarding the expected performance of the student.

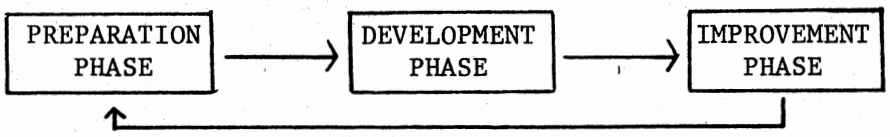
Mager and Beach (1967) fully detailed the process of vocational curriculum planning. The job is used as a basis for what will be taught, in what order and what depth. Three phases of curriculum planning were identified as:

1. Preparation: Deriving and describing objectives in a meaningful form.

2. Development: Developing lessons and materials designed to meet these objectives and trying out the course.

3. Improvement: Determining how well the objectives were achieved and improving the course to improve the results (p. 2).

These three phases of course development were viewed as phases of a continuous cycle, as shown in Figure 2.



Source: Mager, R. F., and Beach, K. M., Jr. Developing Vocational Instruction (1967).

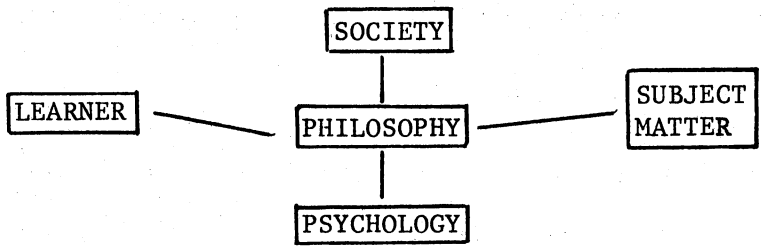
Figure 2. Phases of Course Development

In the preparation phase, course objectives are derived from a detailed job description, task analysis and knowledge of the students. Instruction must begin with what a student is able to do; the end result is a student capable of satisfactory job performance. With the use of performance-based objectives, "the concern is not with comparing students against each other, but with a comparison of each student against a pre-defined criterion" (Mager and Beach, 1967, p. 40). Specific objectives stated in terms of who performs what behavior, when, under what conditions, and at what level of performance define the required performance for the student. Therefore, a "mastery-level" philosophy of instruction which allows the student to achieve each objective regardless of initial failure is recommended (Patton, 1978).

The development phase involves selection and sequencing of content and planning of instructional procedures which most closely approximates the desired job performance. The course improvement phase involves determining how many students achieved each objective and how relevant each objective is to the actual job. Course revision is made based upon this information.

Bases for Curriculum Development

In the preparation of educational objectives, input is needed from knowledge about society, the learner and the structure of knowledge, or subject-matter. These elements are analyzed according to the curriculum planner's philosophy of education and theories about the psychology of learning, as shown in Figure 3.



Source: University of California Division of Vocational Education. A Guide for the Development of Curriculum in Vocational and Technical Education (1969).

Figure 3. Bases of Curriculum Development

Society

Information about society as a source of educational objectives is viewed with much criticism. Many believe that education suffers too much from fluctuating expectations of society. However, if curriculum fails to reflect contemporary problems and issues, the rising generation will not have a background to build a better future society (Tanner and Tanner, 1975). Regardless of one's philosophy about the role of

education in society or the complexity of a changing society "a continuous examination of the goals and demands of society and of the forces operating in it is necessary in order to keep education reality-oriented" (Taba, 1967, p. 31).

Learner

Knowledge of the learner is the second major source for educational objectives. As a basis of curriculum planning, Tyler (1949) suggested studies to determine students' needs and interests. Need was defined as "the difference between the present condition of the learner and the identified accepted norm" (p. 6). Curriculum which considers student interests can insure the active participation, thus effective learning of the student.

Other views of the learner considered the growth patterns of children versus the traditional view of the child as a "miniature adult." Both Piaget and Havighurst contributed to education with the outlining of developmental states upon the premise that "appropriate environing conditions in the school and home must be provided in connection with each stage" (Tanner and Tanner, 1975, p. 133). Piaget (1950) proposed that intellectual capability undergoes qualitative developmental changes linked to the child's maturation. These developmental stages are:

1. Sensory-motor (birth-2 years)
2. Preoperational (two-six or seven years)
3. Concrete operations (seven to eleven years)
4. Formal operations (late childhood-early adolescence) (p. 123).

Havighurst (1972) outlined developmental tasks which combined the physical, intellectual, psychological, and social needs for learners of all ages. The successful achievement of each task is essential to continued growth. Havighurst emphasized the idea that there are "teachable moments--special times in life for the achievement of developmental tasks" (p. 40). Therefore, each task has educational implications whether or not the school accepts direct responsibility for its achievement. Developmental tasks for the adolescent, aged 12 through 18, are primarily concerned with physical and emotional maturation:

1. Achieving new and more mature relations with age-mates of both sexes.
2. Achieving a masculine or feminine social role.
3. Accepting one's physique and using the body effectively.
4. Achieving emotional independence of parents and other adults.
5. Preparing for marriage and family life.
6. Preparing for an economic career.
7. Acquiring a set of values and an ethical system as a guide to behavior--developing an ideology.
8. Desiring and achieving socially responsible behavior (Havighurst, 1972, pp. 45-75).

Havighurst (1972) further noted that as society and culture changes the tasks may be given different emphases and have varying implications for education.

In addition to an awareness of student needs, interests and growth patterns, McNeil (1977) stressed the importance of gaining insight into the informal subsystems operating in the adolescent society and relating this information to the curriculum. The "half-world of unrecognized cliques, factions and other groups" (p. 210) has influenced the success

or failure of the attainment of educational objectives. McNeil (1977) recognized the changing trends of the adolescent society reported by sociologist, C. Wayne Gordon in 1975:

1. Organized around off-campus rather than on-campus activities.
2. Strongly influenced by popular figures in music, art and television.
3. More concerned with self-identity.
4. More likely to break with established values and benefits (p. 212).

Curriculum content which reflects these trends and focuses on the real-life situations that adolescents are facing was recommended.

Subject Matter

The organization of knowledge is a third key element in determining educational objectives. A traditional view of knowledge is the division of disciplines into subject matter confines. Taba (1962) proposed the development of a structure within the content areas which outlines more than specific facts and establishes the basic principles, concepts and methods of inquiry. Students should be trained in the use of knowledge for learning a disciplined way of thinking. Critics of the subject matter divisions claim that curriculum fragmentation does not allow the student to grasp broad understandings. Tanner and Tanner (1975) supported a generalist versus specialist view of knowledge in which an interdisciplinary approach to curriculum content is developed.

In the preparation of curriculum materials, an outline of scope and sequence of subject matter is recommended. Thus, the questions of "What should be taught?" and "At what level should topics be taught?" are answered. The advantage of adherence to a scope and sequence are:

1. No duplication of topics from one level to another,
2. Avoids omission of important areas,
3. Facilitates transfer of students from one program to another, and
4. Corresponding teaching materials and aids can be developed (Krug, 1957, p. 217).

Krug (1957) further proposed that scope should be determined by prevailing educational and social values. Sequence should be based on the growth patterns, developmental tasks, and interests of students. Scope and sequence is often adopted according to that which is most common in school systems. The disadvantages of such an approach is that (1) significant areas may be omitted, and (2) the status quo is not necessarily valid (Krug, 1957).

Philosophy of Education

Regardless of the process used in curriculum design, there is agreement that a philosophy of education is basic to the curriculum planner's ideas about what should be taught, to whom, when and how. Those who have defined such a philosophy "will be better able to formulate ideas regarding purpose, content, method, organization and evaluation of curriculum" (McNeil, 1977, p. 1). Four prevailing philosophies are: (1) humanist: the individual's needs for personal growth, self-actualization and integrity are foremost; (2) social reconstructionist: social reform for a better future for society is stressed; (3) academic: subject-matter disciplines are stressed and (4) technologist: systematic process for achieving learning outcomes is advocated (McNeil, 1977).

Psychology of Learning

Knowledge of the psychology of learning enables the curriculum planner to determine the optimum sequence and learning conditions for the attainment of objectives as well as the interrelationship of objectives (Bloom et al., 1956). Thus, conceptions of how a learner learns has implications for curriculum development. Three prevailing conceptions have identified the learner as:

1. an autonomously thinking socially responsible individual who is capable of controlling his own destiny;
2. an organism to be conditioned so as to respond in an externally controlled and predictable way; or
3. a mind to be disciplined through the rigorous strengthening of mental faculties (Tanner and Tanner, 1975, p. 119).

Tyler (1949, p. 5) defined education as "the process of changing the behavior patterns of people." Thus, a means of guiding learning outcomes, the use of objectives became a recognized practice in education. The use of behavioral objectives lead to much research on the assessment of learning and its outcomes. Three types of domains of learning were identified: (1) cognitive: thinking processes; (2) affective: attitudinal, valuing processes; and (3) psychomotor: manipulative skill processes. Each domain has been further classified into a taxonomy which "is designed to be a classification of the student behaviors which represent the intended outcomes of the educational process" (Bloom et al., 1956, p. 12). These classifications proceed from simple to complex and from concrete to abstract behaviors. The domains and taxonomies were designed to give curriculum developers a system for providing a wide range of learning outcomes rather than focusing only on lower level cognitive processes.

Teacher Participation in Curriculum Development

Curriculum development is a continuous process. All designs for curriculum development view evaluation as an integral part of the process. Due to the "knowledge explosion" and the increasingly rapid rate of change in society, curriculum must also change. Evaluation is the basis of determining the direction of this change. Tyler (1949) aptly described this process:

> . . . as materials and procedures are developed, they are tried out, their results appraised, their inadequacies identified, suggested improvements indicated; there is replanning, redevelopment and then reappraisal; and in this kind of continuing cycle, it is possible for the curriculum and instructional program to be continuously improved over the years . . . rather than depending so much on hit or miss judgments as a basis for curriculum development (p. 123).

Curriculum evaluation may be viewed in terms of "microevaluation or macroevaluation" (Grobman, 1968, p. 18). Microevaluation judges curriculum in terms of students' performance in the use of materials and/or it judges the content, presentation and sequencing which may influence learning outcomes. Macroevaluation investigates the implementation process of curriculum. Rather than revision of materials, what may be needed are new methods of material preparation, field testing, packaging, and dissemination as well as teacher training and preparation. Also, the patterns of adoption and rejection of materials and how well they fit into school programs could be determined (Grobman, 1968).

Therefore, in terms of macroevaluation, the determination of curriculum materials

> acceptability to potential users is important . . . by providing information on the results to be expected

> with the use of materials and on the kinds of situations where these materials have been successful (Grobman, 1968, p. 15).

Thus, teachers play an important role in providing feedback on the use of materials, in both formative and summative evaluation.

Langenbach (1972) developed the Curriculum Attitude Inventory (CAI), an instrument to distinguish between teachers' positive and negative attitudes toward curriculum use and planning. CAI scores of teachers with and without curriculum planning experiences were compared. Using an analysis of variance technique, it was determined that "there was a significant difference ($p < .01$) in attitude toward curriculum use and planning between those who participated in curriculum planning and those who did not" (p. 38). In conclusion, teachers who had participated in curriculum planning had more positive attitudes toward curriculum use and planning.

From a historical perspective, curriculum change was largely due to efforts of college content specialists but shifted to the local administrative levels in the early decades of the twentieth century. This shift

> yielded many publications but did not always achieve a corresponding impact on the classrooms, because the changes in curriculum were not accompanied by changes in the skills and attitudes of the teaching personnel (Taba, 1962, p. 447).

Teachers began to accept more responsibility in curriculum efforts. The rationale for teacher involvement was exemplified by the curriculum revision program of the Denver Public Schools during the year of 1922-28. The benefits of teacher participation, viewed as an educational innovation, were described as (1) a staff increasingly alert to educational problems; (2) increased motivation for professional study; (3) increased

desire for constructive supervision; (4) emergence of faculty leadership; and (5) evidence of improved supervision (Peltier, 1967).

Teachers are inextricably involved in curriculum planning and evaluation because the ultimate decisions about what is taught and how it is taught are made in the classroom (Krug, 1957; Tanner and Tanner, 1975). However, many barriers to teacher participation in curriculum improvement exist. Foremost is the lack of pre-service and in-service education in curriculum theory and practice. Taba (1962) stressed not only the importance of aiding teachers to develop necessary skills, but particularly in changing teachers' personal attitudes toward curriculum development. The philosophical basis of curriculum change is another aspect of the affective component of teacher preparation.

> . . . philosophy gives meaning and direction to our actions. In the absence of philosophy, the teacher is vulnerable to externally imposed prescriptions . . . and to whatever schemes are dominant and fashionable at any time (Tanner and Tanner, 1975, p. 67).

In other words, giving teachers a means of curriculum change will have little meaning without a concurrent change in attitudes and philosophy.

Other barriers to curriculum improvement by teachers include:

1. Defect-oriented in-service education; teachers real classroom concerns are ignored.
2. "Don't rock the boat" atmostphere in the schools.
3. Administrators and supervisors do not have faith in teachers' abilities to make curriculum decisions (Tanner and Tanner, 1975, p. 587).

Taba (1962) proposed experimentation at the classroom level as the basis for curriculum change. Thus, the teacher became the major thrust of the change process. Additional barriers were: (1) teachers lack of confidence in their own curriculum expertness, and (2) the lack of

freedom to experiment. Grobman (1968, p. 6) identified "the politics of evaluation--the extent to which the project can afford the consequences of evaluation," as another barrier.

Curriculum Development and Evalaution in Oklahoma

The process for curriculum development in Oklahoma Vocational and Technical Education was influenced by national curriculum development efforts (University of California Division of Vocational Education, 1969). This process, involving many groups of people, is outlined below.

1. Priorities for curriculum development are established by the state supervisor of each division.
2. Curriculum specialists of each division coordinate the activities of a curriculum committee, composed of teachers, teacher educators, state supervisory staff and a consultant from the particular field or industry.
3. The curriculum committee examines and evaluates existing materials and publications and decides on occupational tasks and higher level objectives of each unit to be developed.
4. The curriculum specialist performs the adaptation and developmental work for the curriculum project.
5. The curriculum committee evaluates and authenticates the compiled curriculum material.
6. Final revision and approval is made at this point. Materials are edited, typed and printed.
7. Materials developed for new programs are used in pilot programs before mass production.
8. Materials are introduced and explained to teacher groups by the Curriculum and Instructional Materials Center (CIMC, n.d., p. 2).

A standard format was established for curriculum materials in all Oklahoma vocational divisions. This format includes eight basic

components which form a unit of instruction. Each unit begins with terminal and specific objectives which are aimed at student performance at the end of each unit. The suggested activities page offers suggestions to the teacher in planning instruction. Information sheets present content in a topical outline form keyed to the specific objectives. Transparency master/illustrations are provided to further clarify the unit's content. Assignment sheets give students a chance at problem solving and practical experience with the information. Job sheets outline step-by-step procedure for psychomotor skills. Tests are keyed to the specific objectives of each unit. Answers to the assignment sheets and tests are included for the teacher (CIMC, n.d.). The advantages of this format were cited as (1) each unit is self-contained, specifying student performance with low to higher level objectives and (2) student materials are provided (Patton, 1978).

The Oklahoma State Department of Vocational and Technical Education (1975) evaluated the effectiveness of the objective based unit of instruction. The criteria for an effective unit were (1) 80 percent of the students would attain 80 percent mastery on a criterion-referenced post-test; (2) the lowest post-test score is greater than 59 percent; and (3) the post-test mean is at least 85 percent with a standard deviation less than 10. Pre- and post-test data were recorded for 397 students using 34 units from 12 manuals. Using the established criteria it was determined that 44 percent of the units were effective. These results were concluded "not because of design [of the unit] but because of the differences in student and teacher effectiveness . . . If teachers would use the mastery level approach, the problems would disappear" (p. 10).

A scope and sequence for vocational agriculture was recommended in 1968 as an aid in program planning for vocational agriculture teachers. Lucas (1970) determined that the majority of the teachers' programs were modeled after the proposed guidelines and that the teachers held favorable attitudes toward the idea of standardized core curriculum materials. Besides teaching experience, the recommended quidelines were cited as being the most useful aid in program planning. The greater the teaching experience, education and age of the teacher the greater was the adherence to program guidelines; tenure and supervisory district were determined to be unimportant factors. The teachers were most receptive to idea of curriculum which is developed by other teachers.

Patton (1971) reported that vocational agriculture teachers accepted the Basic Core Curriculum for Vocational Agriculture I. Through the use of a 30-item Likert Scale questionnaire, teachers reported that supplementary materials and in-service training on curriculum use were needed. Although content was considered timely, and materials were judged to be adaptable to local programs, the teachers agreed that improvement, expansion and continuous revision is needed for the curriculum materials.

Sawatzky (1975) determined that the majority of teachers, whether workshop or non-workshop participants, accepted the Home Economics I, Basic Core as the basic teaching resource. The majority agreed that the curriculum was adaptable and met student needs. Workshop participants more strongly agreed that students should be provided individual copies and that the curriculum facilitated classroom management.

The majority of the teachers sampled agreed that the core curriculum was useful as a basic teaching resource, although most agreed some

units needed revision. The workshop participants more strongly agreed that the curriculum did not hinder creativity and that supplementary materials increased its effectiveness. In regard to the usefulness of the components, the majority of teachers were favorable, except for the total recall element of the tests. Most agreed that more supplemental materials in the form of more job sheets, assignment sheets and illustrations were needed.

In conclusion, Sawatzky (1975) recommended the development of supplementary publications and audio-visuals for use with the core curriculum. Continued updating and revision of the subject matter of the Home Economics I, Basic Core, undertaken by both teachers and curriculum specialists, was also recommended.

Drummond (1976) completed an evaluation study of the Home Economics I, Basic Core. Through the use of a mailed questionnaire, data were collected concerning the extent to which vocational consumer and homemaking teachers use each of the areas and units of instruction as well as the perceived usefulness of each of the components of a unit of instruction. Reasons for not teaching or partially teaching each unit was solicited. Selected personal variables were then analyzed to determine their effect on the extent of use and perceived usefulness. Of the 177 questionnaires mailed, 63.8 percent were useable for the study.

In regard to teacher age, the 41-50 age group showed the highest percentage of usage of all areas and units. This was followed by age groups: 31-40, 21-30, and 51 years and above, respectively. The highest percentage of teachers rated all components most useful in the 31-40 age group followed by 21-30, 51 and over, and 41-50 age group.

Teachers with 11-20 years of experience in vocational home economics showed the highest percentage of usage of all the areas and units within the Home Economics I, Basic Core. The highest percentage of non-usage was the group with 1-4 years of teaching experience. The teachers with 1-4, 11-20, 21 years and over, and 5-10 years of experience, respectively, rated the unit components "useful" to "highly useful."

Teachers with a master's degree showed a higher percentage of usage of all areas and units. Both respondents with master's and bachelor's degrees perceived unit components to be equally "useful" to "highly useful." In regard to the percentage usage of all areas and units, the following sizes of schools ranked respectively: 500-899, 100-299, 900 and above, 300-499 and below 99 students.

Drummond (1976) recommended the concentration of pre-service and in-service training on the three noticeably weakest areas in terms of usage: Career Exploration, Housing and Home Furnishings and Consumer Education. Planning of instructional time was recognized as a need. Providing a regular means of curriculum evaluation to institute revision on a three to five year basis; continuing to involve teachers in curriculum development; and revision of specific units were offered as further recommendations.

Hollenback (1975) reported teachers' evaluation of the Home Economics II, Basic Core. The purpose of the study was to determine general acceptance of the Home Economics II, Basic Core curriculum and the components of the units of instruction. The study also attempted to determine the extent that teachers used the curriculum; the value of the curriculum for students; teacher knowledge of curriculum development

and design; and teacher attitude toward the curriculum as an aid to teaching. A 35-item Likert-scale was distributed to 200 vocational consumer and homemaking teachers in Oklahoma with a return of 64 percent. Numerical and percentage responses was computed for each item.

Hollenback (1975, p. 73) concluded that "teachers had accepted the Home Economics II, Basic Core curriculum and were finding the various aspects of the format [components] . . . useful in their teaching." A review of responses on specific items revealed the weakest majority of teachers accepted the post-tests and behavioral objectives. The teachers agreed that the Home Economics II curriculum was an aid to better teaching and lesson planning and helped to clarify teaching goals, even for the experienced teacher. However, the teachers felt that the curriculum was not adequate in its present development indicating that improvement and revision was needed.

Teachers reported using the Home Economics II, Basic Core in classes other than Home Economics II and agreed that students should have their own copies of the curriculum. The majority believed that their students gained from using the core and performed at higher levels with use of behavioral objectives. No data were collected concerning which areas and units were taught. Hollenback (1975, p. 73) concluded that "the teachers have not been inhibited by the core curriculum."

Hollenback (1975) recommended that curriculum be evaluated continuously for revision every three to five years and that further development of post-tests was needed. Provision of funds for student materials for lower income school districts was endorsed. Greater participation of teachers in curriculum development was encouraged and the use of in-service training on the effective use of the core curriculum was stressed.

A follow-up report on the in-depth Housing and Home Furnishings curriculum materials, conducted by the Curriculum and Instructional Materials Center (Halmes, 1977) determined that both teachers and students accepted the curriculum. A student gain score of 134 percent from pre-test to post-test was reported. Through the use of a student opinionnaire, students indicated an agreeable attitude toward the class. Final recommendations included in-service training for teachers in curriculum management and in upgrading technical knowledge; provision of supplementary audio-visual and teaching aids, and continued study on student achievement.

Recent legislative mandates supporting the elimination of sex stereotyping in educational practices and materials have particularly strong implications for home economics curricula. "If home economics as a discipline supports multi-dimensional roles for both men and women, then texts [and materials] used at any grade level ought to reflect this support" (Hutton, 1976, p. 30). In this light, Jones (1978) evaluated Oklahoma home economics teachers' perceptions of sex stereotyping in the newly revised Home Economics I, Basic Core curriculum. The teachers' perceptions were compared with those of a select panel; both groups perceived that the curriculum was "rarely" sex stereotyped. "Thus . . . using established guidelines, it is possible to develop curriculum materials which teachers perceive to be relatively free of sex-role stereotyping" (Jones, 1978, p. 53). In addition, it was determined that the institution granting the bachelor's degree and whether or not sex stereotyping was studied in the teachers' school had a significant bearing on the teachers' perceptions of sex-role stereotyping. Jones (1978) recommended pre-service and in-service education to increase

teachers' awareness; studies to determine students' sex bias awareness and the extent of sexist attitudes transmitted by the teacher.

Summary

An overview of the process of curriculum development, bases of curriculum decisions, teacher participation in curriculum development, and curriculum development and evaluation in Oklahoma was presented in Chapter II. Chapter III will describe the procedure used to determine the influence of selected variables on teachers' use of the Home Economics II, Basic Core.

CHAPTER III

DESIGN OF THE STUDY

This chapter described the procedure used in conducting the research. An explanation of the development of the instrument, sampling plan, and methods of collection and analysis of the data was included.

Type of Research

The survey type of research with the use of a mailed questionnaire was conducted to obtain the data for this study. A survey is best used

> in describing current practices or beliefs with the intent of making intelligent plans for improving conditions or processes in a particular local situation (Compton and Hall, 1972, p. 139).

The questionnaire method of data collection was determined to have several advantages. A questionnaire can provide anonymity for its respondents who, in turn, give information more freely. This method can be administered to a large group, thus eliminating the expense of time and financial resources. The disadvantages of using questionnaires include: (1) the diversity of meanings given to the questions, (2) the difficulty in securing valid personal information, and (3) the uncertainty of receiving an adequate number of responses (Compton and Hall, 1972). The use of a checklist provides ease in the reporting of information, but may limit the responses given to only those listed (Grobman, 1968).

Development of the Instrument

A review of past studies on Oklahoma vocational curriculum revealed a questionnaire developed by Drummond to evaluate teacher use of Home Economics I, Basic Core (Drummond, 1976). This questionnaire contained three parts: (1) Curriculum Data Information Form: questions to obtain personal information; (2) Evaluation of the Use of Home Economics I, Basic Core Areas and Units of Instruction: a checklist of Home Economics I, Basic Core units of instruction as well as columns to determine the extent of use and reasons for not teaching or partially teaching each unit, and (3) Evaluation of Home Economics I, Basic Core Components: a Likert scale to measure perceptions of usefulness of each of the eight components of a unit of instruction. The basic format of Drummond's checklist was selected for use in this study. Permission was secured from the author to use the questionnaire and make any necessary adaptations (see Appendix A).

After formulation of the objectives for this study, a questionnaire entitled Teacher Use of Oklahoma Home Economics II, Basic Core was developed. The Information Form portion of the questionnaire first identified those teachers who both taught vocational Home Economics II and used the Home Economics II, Basic Core curriculum. The remainder was composed of a series of questions to collect personal information including: a. age; b. years of teaching vocational home economics; c. level of educational achievement; d. degree-granting institution; e. size of school; f. size of community; g. Home Economics II enrollment; h. presence of males and females enrolled in Home Economics II; and i. provision of student curriculum materials. A checklist portion of the instrument listed each unit of instruction within the Home Economics II,

Basic Core. The checklist columns were divided into three parts: Part I: "Have you taught the unit?--'Yes,' 'No,' or 'In Part;'" Part II: "Sex stereotyping is present in this unit;" and Part III: Reasons for Non-use or Partial use of the unit. Space was provided for additional comments. (See Appendix B.)

In the development of a questionnaire, a pre-test helps "to determine whether it is easily understood and elicits the information desired" (Compton and Hall, 1972, p. 141). The Teacher Use of Oklahoma Home Economics II, Basic Core questionnaire was administered to a pre-test group. The group consisted of six Oklahoma vocational consumer and homemaking teachers who teach Home Economics II and use the Home Economics II, Basic Core curriculum. Information was solicited concerning length of time for completion, clarity of questions and directions and opinions regarding the checklist format. Opinions were also solicited from the researcher's graduate committee and the home economics curriculum specialist. All responses and comments were used to finalize the questionnaire.

Selection of the Population

Of the approximately 400 vocational consumer and homemaking teachers in Oklahoma, a list of 342 teachers who were teaching vocational Home Economics II during the 1977-78 school year was obtained from the State Department of Vocational-Technical Education. A sample size of approximately 50 percent was arbitrarily determined by the researcher. In the selection of a random sample, 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. Thus, a random sample of 175 teachers was selected from the list which constituted the population of this study.

Collection of Data

The revised Teacher Use of Oklahoma Home Economics II, Basic Core questionnaire was mailed the third week in April, 1978, to the 175 vocational consumer and homemaking teachers selected to participate in the study. An introductory letter and a stamped, self-addressed envelope were included (see Appendix B). The total response was 148 or 84.57 percent.

Two weeks later, during the first week in May, a follow-up letter, including an additional questionnaire and stamped, self-addressed envelope were mailed to those teachers who had not responded. At the time the first follow-up was sent, 96 questionnaires (54.86 percent had been returned.

During the third week of May, a follow-up postcard was mailed to insure the greatest possible return (see Appendix B). At the time the second follow-up letter was sent, a total of 121 questionnaires (69.15 percent) had been returned.

Of the 175 questionnaires which were mailed, 148 or 84.57 percent were returned. Of the 148 questionnaires returned, 22 were not useable; 17 were eliminated because the teachers did not teach vocational Home Economics II or did not use the Home Economics II, Basic Core, and five were eliminated because they were too incomplete. The remaining 126 responses (72.00 percent) were useable for the purposes of this study.

Analysis of Data

Upon return of the questionnaire the responses were coded and computed. Coded data were verified twice. The computed results were analyzed according to the objectives formulated for this study.

The extent of teachers' use of the Home Economics II, Basic Core was reported by the number and percentage responding "Yes," "No," and "In Part" for each unit of instruction. The reasons for the teachers' non-use and partial use of each unit were reported. The number and percentage responding "No" and "In Part" were recorded separately for each reason listed.

The null hypotheses stating that there are no differences between teachers' use of each unit and selected personal variables were tested with use of the chi-square contingency table. The chi-square (x^2) statistic is used when "the variables are expressed in nominal form (classified in categories and represented by frequency counts)" (Best, 1977, p. 289). The chi-square values were reported as a measure of the difference between observed and expected frequencies of teachers' use of each unit of instruction and each selected variable. The .05 level of significance was chosen to accept or not accept the null hypotheses. A significant chi-square value indicates that variables are not independent and that the relationship is a result of something other than what would have been observed by chance or a sampling error.

The Cramer's V measure of association is used to measure the strength of the association between two variables which were determined to have statistically significant differences in the chi-square contingency problems. Cramer's V attains a limit of 1.0 when the relationship is a perfect one, and the value zero when there is no relationship at

all between two variables. Blalock (1972) noted that one of the advantages of using Cramer's V is that it is consistent even when the number of rows and columns of a contingency problem are not equal. Loether and McTavish (1974) outlined the following scale to be used in the interpretation of Cramer's V values:

Value of Cramer's V	Appropriate Phrase
± 0.70 or higher	a very strong association
± 0.50 to 0.69	a substantial association
± 0.30 to 0.49	a moderate association
± 0.10 to 0.29	a low association
± 0.01 to 0.09	a negligible association
0.00	no association

Teachers' perceptions concerning the presence of sex stereotyping in each unit of instruction were reported. The number and percentage of the teachers who believed that sex stereotyping was present in each unit was computed.

Summary

Chapter III presented the methodology used in this study. The development of the instrument, selection of the population, collection of the data and analysis of the data are described. Chapter IV will present and analyze the data.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

This chapter presents the data of this study in five sections. The first section will describe the population in terms of personal variables. The remaining sections will analyze data as required by objectives one through four: Teachers' Use of Home Economics II, Basic Core Units of Instruction; Reasons for Non-use and Partial Use; Differences Between Teachers' Use and Selected Personal Variables; and Teachers' Perceptions of Sex Stereotyping. Percentages throughout the study are rounded to the nearest hundredth and therefore may not equal 100 percent. Additional comments solicited from teachers in this study are reported in Appendix D.

The data presented in this chapter were gathered from Oklahoma vocational consumer and homemaking teachers who both teach vocational Home Economics II and use the Home Economics II, Basic Core curriculum. Questionnaires were mailed to 175 teachers; of these, 148 or 84.57 percent were returned. Of those responses returned, 22 were not useable; 17 respondents did not teach vocational Home Economics II or use the Home Economics II, Basic Core curriculum; and 5 respondents did not complete the questionnaires properly. Therefore, of 148 completed instruments returned, 126 or 72 percent were useable for this study.

Description of Population

The subjects of this study include 126 vocational consumer and homemaking teachers who both teach vocational Home Economics II and use the Home Economics II, Basic Core curriculum. A brief description of personal information is given.

Age

The ages of the respondents range from 22 to 62 years. As shown in Table I, over one-half of the teachers are aged 22-31 and 29 or 23.02 percent are aged 32-41. Thus, almost 75 percent are aged 41 years or less.

TABLE I

AGES REPORTED BY RESPONDENTS

	22-31	32-41	41-51	52-62	No Response	Total
N	64	29	18	10	5	126
Percent	50.79	23.02	14.27	7.94	3.97	100.00

Education

A master's degree is the highest degree completed by 29 or 23.02 percent of the respondents with the remaining 97 or 76.98 percent having

completed a bachelor's degree (see Table II). Over one-half, 52.39 percent, of the respondents have received their bachelor's degree since 1970. Of those 29 who have earned a master's degree, 62.07 percent have received their degree since 1970 (see Table XVII, Appendix C).

TABLE II

HIGHEST DEGREE COMPLETED BY RESPONDENTS

	Bachelor's Degree	Master's Degree	Total
N	97	29	126
Percent	76.98	23.02	100.00

As of 1977 five institutions in Oklahoma--Oklahoma State University, University of Oklahoma, Central State University, Langston University, and University of Science and Arts of Oklahoma--offered vocational certification in home economics. Therefore, the largest percentage of teachers in this study, 78.57 percent, obtained their bachelor's degree from these five institutions with over one-half graduating from Oklahoma State University (OSU). The institutions from which the teachers received a master's degree are more diversified, but again with the largest percentage, 31.03 percent, graduated from OSU. For both the bachelor's and master's degree, 10.31 percent and 27.58 percent, respectively, were received from other in-state institutions and 10.32

percent and 13.79 percent, respectively, were received from out of state institutions. The breakdown is detailed in Table III.

TABLE III

INSTITUTIONS GRANTING DEGREES TO RESPONDENTS

	Bachelor's Degree N=126		Master's Degree N=29	
	N	Percent	N	Percent
Oklahoma State University	69	54.76	9	31.03
University of Oklahoma	8	6.35	3	10.34
Central State University	4	3.17	2	6.90
Langston University	2	1.59	0	0.00
University of Science and Arts of Oklahoma	16	12.70	0	0.00
Southeastern O. S. U.	5	3.97	2	6.90
East Central O. S. U.	1	.79	0	0.00
Southwestern O. S. U.	5	3.97	3	10.34
Panhandle	1	.79	0	0.00
Northwestern O. S. U.	0	0.00	0	0.00
Northeastern O. S. U.	1	.79	3	10.34
Out of State	13	10.32	4	13.79
No. Response	1	.79	3	10.34
Total	125	100.00	29	100.00

The majority of the teachers, 92.86 percent, majored in vocational home economics education or general home economics at the bachelor's degree level. Of the 29 respondents who received a master's degree, over

one-half majored in home economics, followed closely by 17.24 percent in the counseling and behavior science fields (see Table XVII, Appendix C).

Teaching Experience in Home Economics

According to Table IV, over two-thirds of the respondents have taught vocational home economics for ten years or less with 42.06 percent of these having taught from 1 to 4 years. A total of 29 teachers or 23.01 percent have taught from 11 to 40 years. The number of years at their present position varied only slightly from total number of years in teaching home economics (see Table XIX, Appendix C).

TABLE IV

TOTAL YEARS TEACHING VOCATIONAL HOME ECONOMICS

	Years Teaching				No Response	Total
	1-4	5-10	11-20	21-40		
N	53	43	15	14	1	126
Percent	42.06	34.13	11.90	11.11	0.79	100.00

Enrollment of School

The greatest proportion, 31.75 percent, of the respondents teach in schools with a total enrollment of 150-299 students in grades nine through twelve. As shown in Table V, over one-half of the schools

represented have an enrollment of 299 and below.

TABLE V

SCHOOL ENROLLMENT

	Number of Students							
	99 and below	100-149	150-299	300-449	450-749	750 and above	No Response	Total
N	17	15	40	21	16	14	3	126
Percent	13.49	11.90	31.75	16.66	12.70	11.11	2.38	100.00

Population of Community

As reported in Table VI, only 14.29 percent of the subjects teach in communities with a population over 15,001. Slightly over 70 percent teach in communities of 5,000 or less, with the greatest percentage, 41.27 percent, teaching in communities of 2,000 or less.

TABLE VI

POPULATION OF COMMUNITY

	2,000 and below	2,001-5,000	5,000-15,000	15,001 and above	No Response	Total
N	52	37	18	18	1	126
Percent	41.27	29.37	14.29	14.29	0.79	100.00

Home Economics II Enrollment

Total enrollment for Home Economics II ranged from three to 120. Almost one-half, 46.03 percent, of the respondents had enrollments of 1-20 students and approximately one-fourth, 24.59 percent, of the programs had an enrollment of 41 or above (see Table VII).

TABLE VII

ENROLLMENT IN VOCATIONAL HOME ECONOMICS II

	1-20	21.40	41.60	61 and above	No Response	Total
N	58	20	16	15	17	126
Percent	46.03	15.87	12.69	11.90	13.49	100.00

Male Student Enrollment

The number of programs which have at least one male present, as shown in Table VIII, is 28 or 22.22 percent. Upon scanning the data, 16, over one-half, of these programs have only one to five male students and three programs have male students only.

Provision of Students Materials

Respondents were asked "Do your students have individual copies of Home Economics II, Basic Core curriculum?" A large majority, 102 or 80.95 percent, responded "Yes," and 24 or 19.05 percent responded

"No) (see Table IX). Further inquiry revealed that 65.69 percent of those programs providing student materials by school purchase followed by 28.43 percent by student purchase (see Table XX, Appendix C).

TABLE VIII

HOME ECONOMICS II PROGRAMS WITH MALE STUDENTS PRESENT

	Females Present	Males Present*	Not Determined	Total
N	87	28	11	126
Percent	69.05	22.22	8.73	100.00

*Three programs have male students only.

TABLE IX

STUDENT CURRICULUM MATERIALS PROVIDED

	Yes	No	Total
N	102	24	126
Percent	80.95	19.05	100.00

Teachers' Use of Home Economics II, Basic Core

Part I of the checklist portion of the questionnaire is designed to collect information about the extent to which teachers use each of the

units of instruction in the core curriculum. For each unit of instruction, the respondents are asked, "During the 1977-78 school years--Have you taught the unit?" Each possible response is defined in the directions: Yes-if you have taught or plan to teach the unit in total; No-if you have not taught or do not plan to teach the unit; and In Part-if you have taught the unit, but omitted 50 percent or more of the unit's objectives.

In reviewing the results shown in Table X, it is apparent that the majority of the teachers use the units. The unit showing the lowest percentage of total use, was Middle Childhood with a 53.17 percent usage, over one-half of the respondents. The units--Buying Practices, Business Etiquette, Progress on the Job, and Inspection and Grading--respectively, follow this pattern of comparatively low use with an approximate 57 to 58 percent rate of use.

The Pastry unit shows the greatest use in total with a rate of 87.30 percent. As shown in Table XI, this unit is followed by the Yeast Breads and Garment Construction unit with an 82 to 84 percent rate of use and the Labeling and Textiles unit with a 73 to 75 percent rate of use. In general, the housing, Guiding the Preschool Child and meats units are grouped next. The Career Exploration, Consumer Education and the Personal and Family Relationships sections show comparatively low usage with all indicating that two-thirds or less of the respondents use these units in total.

Table XII ranks units according to the percentage of teachers responding that they do not use the units of instruction. Business Etiquette, Progress on the Job, Middle Childhood, Selection of Housing and Home Furnishings and Inspection and Grading rank highest with an

TABLE X

TEACHERS' USE OF HOME ECONOMICS II, BASIC CORE UNITS OF INSTRUCTION (N=126)

Units	Yes		No		In Part		No Response	
	N	Percent	N	Percent	N	Percent	N	Percent
Section A - Career Exploration								
I - Obtaining a Job	84	66.67	22	17.46	19	15.08	1	0.79
II - Progress on the Job	74	58.73	29	23.02	18	14.29	5	3.97
III - Business Etiquette	72	57.14	30	23.81	20	15.87	4	3.17
Section B - Child Development								
I - Guiding the Preschool Child	89	70.63	15	11.90	19	15.08	3	2.38
II - Middle Childhood	67	53.17	29	23.02	25	19.84	5	3.97
Section C - Clothing and Textiles								
I - Labeling	95	75.40	11	8.73	14	11.11	6	4.76
II - Textiles	93	73.81	14	11.11	14	11.11	5	3.97
III - Buying Ready to Wear Garments	81	64.29	14	11.11	21	16.67	10	7.94
IV - Garment Construction	104	82.54	5	3.97	12	9.52	5	3.97
Section D - Consumer Education								
I - Banking Services	80	63.49	16	12.70	26	20.63	4	3.17
II - Credit	76	60.32	17	13.49	29	23.02	4	3.17
III - Buying Practices	72	57.14	18	14.29	31	24.60	5	3.97
Section E - Foods and Nutrition								
I - Meat Identification	88	69.84	17	13.49	21	16.67	0	0.00
II - Nutrition of Meats	87	69.05	17	13.49	22	17.46	0	0.00
III - Consumer Buying of Meats	84	66.67	17	13.49	24	19.05	1	0.79
IV - Inspection and Grading	74	58.73	24	19.05	27	21.43	1	0.79

TABLE X (Continued)

Units	Yes		No		In Part		No Response	
	N	Percent	N	Percent	N	Percent	N	Percent
Section E - Foods and Nutrition (continued)								
V - Meat Purchasing	81	64.29	21	16.67	22	17.46	2	1.59
VI - Meat Preparation	85	67.46	17	13.49	23	18.25	1	0.79
VII - Yeast Breads	107	84.92	10	7.94	8	6.35	1	0.79
VIII - Pastry	110	87.30	10	7.94	3	2.38	3	2.38
Section F - Housing and Home Furnishings								
I - Selection of Housing and Home Furnishings	90	71.43	25	19.84	10	7.94	1	0.79
II - Room Arrangement	89	70.63	22	17.46	14	11.11	1	0.79
Section G - Personal and Family Relationships								
I - Introduction to Adolescence	82	65.08	16	12.70	24	19.05	4	3.17
II - Dating and Mate Selection	83	65.87	18	14.29	21	16.67	4	3.17

TABLE XI

RANKING OF UNITS OF INSTRUCTION BY PERCENTAGE OF TEACHERS REPORTING TOTAL USE (N=126)

	Units	Percent
1	Pastry	87.30
2	Yeast Breads	84.92
3	Garment Construction	82.54
4	Labeling	75.40
5	Textiles	73.81
6	Selection of Housing and Home Furnishings	71.43
7	Guiding the Preschool Child	70.63
8	Room Arrangement	70.63
9	Meat Identification	69.84
10	Nutrition of Meats	69.05
11	Meat Preparation	67.46
12	Obtaining a Job	66.67
13	Consumer Buying of Meats	66.67
14	Dating and Mate Selection	65.87
15	Introduction to Adolescence	65.08
16	Buying Ready to Wear Garments	64.29
17	Meat Purchasing	64.29
18	Banking Services	63.49
19	Credit	60.32
20	Inspection and Grading	58.73
21	Progress on the Job	58.73
22	Business Etiquette	57.14
23	Buying Practices	57.14
24	Middle Childhood	53.17

TABLE XII

RANKING OF UNITS OF INSTRUCTION BY PERCENTAGE OF TEACHERS REPORTING NON-USE (N=126)

Units	Percent
1 Business Etiquette	23.81
2 Progress on the Job	23.02
3 Middle Childhood	23.02
4 Selection of Housing and Home Furnishings	19.84
5 Inspection and Grading	19.05
6 Obtaining a Job	17.46
7 Room Arrangement	17.46
8 Meat Purchasing	16.67
9 Buying Practices	14.29
10 Dating and Mate Selection	14.29
11 Credit	13.49
12 Meat Identification	13.49
13 Nutrition of Meats	13.49
14 Consumer Buying of Meats	13.49
15 Meat Preparation	13.49
16 Banking Services	12.70
17 Introduction to Adolescence	12.70
18 Guiding the Preschool Child	11.90
19 Textiles	11.11
20 Buying Ready to Wear Garments	11.11
21 Labeling	8.73
22 Yeast Breads	7.94
23 Pastry	7.94
24 Garment Construction	3.97

approximate range of 19 to 23 percent of the teachers sampled reporting non-use. These units which rank highest in non-use correspondingly rank lowest in total use with the exception of the Selection of Housing and Home Furnishings unit. Although 71.43 percent of the teachers use this housing unit, almost 20 percent do not. The same trend is noted for the Room Arrangement unit, with a 70 percent rate of total use but a relatively high, 17.46 percent, rate of non-use.

Those units which rank highest in partial use by teachers correspondingly rank low in total use (see Table XIII). Buying Practices, Credit, Inspection and Grading, Banking Services, and Middle Childhood are used only partially by 20 to 25 percent of the teachers. Note that all three Consumer Education units are ranked highest in partial use.

Although most units have similar rankings in non-use and partial use, some units are noticeably dissimilar. The Dating and Mate Selection and Introduction to Adolescence units rank relatively high in partial use, 16.67 and 19.05 percent, respectively, when compared to non-use. Relative to the percentage of teachers reporting total use and non-use of the Progress on the Job unit, the number of teachers who partially use this unit is low.

Reasons for Non-use and Partial Use

Part III of the checklist portion of the questionnaire, Teacher Use of Oklahoma Home Economics II, Basic Core, is designed to collect information about the reasons that teachers do not use or partially use each unit of instruction. If the respondents checked "No" or "In Part" in Part I of the instrument, they were directed to check all of the reasons that applied.

TABLE XIII

RANKING OF UNITS OF INSTRUCTION BY PERCENTAGE OF TEACHERS REPORTING PARTIAL USE (N=126)

Units	Percent
1 Buying Practices	24.60
2 Credit	23.02
3 Inspection and Grading	21.43
4 Banking Services	20.63
5 Middle Childhood	19.84
6 Consumer Buying of Meats	19.05
7 Introduction to Adolescence	19.05
8 Meat Preparation	18.25
9 Nutrition of Meats	17.46
10 Meat Purchasing	17.46
11 Buying Ready to Wear Garments	16.67
12 Meat Identification	16.67
13 Dating and Mate Selection	16.67
14 Business Etiquette	15.87
15 Obtaining a Job	15.08
16 Guiding the Preschool Child	15.08
17 Progress on the Job	14.29
18 Labeling	11.11
19 Textiles	11.11
20 Room Arrangement	11.11
21 Garment Construction	9.52
22 Selection of Housing and Home Furnishings	7.94
23 Yeast Breads	6.35
24 Pastry	2.38

Table XIV displays the data collected from Part III of the questionnaire. The number of teachers answering "No" and "In Part" is shown for each unit. Under each reason for non-use and partial use, the frequency and percentage of those reporting "No" and "In Part" for each unit are separately displayed. This provides a basis for the comparison of reasons given for non-use with those given for partial use of each unit.

The most frequent reason checked for the whole core curriculum is "Not Enough Time." "Prefer Using Personally Developed Materials" and "Have Better Resource Materials Available" are checked second and third most often. The reasons reported least often for all units include: "Personal Background Weak in Subject;" "Facilities and Equipment Unavailable in Department;" "Not Needed in Community;" "No Available Resources in Community;" "Need More Detailed Teaching Guide;" "Students Pretested High on Some Objectives;" and "Advisory Committee Recommendation." The major reasons for non-use and partial use of each unit is reported according to the following sections.

Section A - Career Exploration

The major reason for non-use and partial use of the Career Exploration units is "Not Enough Time." The second most frequent reasons is the "Other" column. Upon inspection of reasons which were specified, it is noted that career education courses are often taught in other courses outside of home economics (see Appendix D). Teachers partially use these units because they tend to "Have Better Resource Materials Available" and "Prefer Using Personally Development Materials." Compared to other sections, the greatest number of responses recorded

TABLE XIV

REASONS FOR NON-USE AND PARTIAL USE OF HOME ECONOMICS II, BASIC CORE

Units		Personal Background Weak in Subject		Content Too Difficult for Students		Facilities and Equipment Unavailable in Department		Not Needed in My Community		Not Enough Time		Too Elementary		No Available Resources in Community		Need More Detailed Teaching Guide		Have Better Resource Materials Available		Prefer Using Personally Developed Material		Students Pretented High on Some Objectives		Advisory Committee Recommendation		Taught at Another Level of Home Economics*		Other	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Section A-Career Exploration																													
I-Obtaining a Job	No 22	-	-	-	-	1	4.44	-	-	8	36.36	-	-	1	4.55	-	-	1	4.55	2	9.09	-	-	1	4.55	4	18.18	6	27.27
	In Part 19	-	-	-	-	-	-	1	5.26	7	36.84	-	-	2	10.53	-	-	3	15.79	3	15.79	-	-	-	-	-	-	4	21.05
II-Progress on the Job	No 29	1	3.45	-	-	1	3.45	-	-	13	44.83	-	-	1	3.45	-	-	1	3.45	1	3.45	-	-	1	3.45	4	13.79	6	22.67
	In Part 18	-	-	-	-	-	-	1	5.56	10	55.56	-	-	1	5.56	-	-	3	16.67	2	11.11	-	-	-	-	-	-	3	16.67
III-Business Etiquette	No 30	1	3.33	-	-	1	3.33	-	-	15	50.00	-	-	1	3.33	-	-	1	3.33	1	3.33	-	-	1	3.33	3	10.00	6	20.00
	In Part 20	-	-	-	-	-	-	1	5.00	10	50.00	-	-	1	5.00	-	-	3	15.00	5	25.00	1	5.00	-	-	1	5.00	3	15.00
Section B-Child Development																													
I-Guiding the Preschool Child	No 15	-	-	-	-	1	6.67	-	-	11	73.33	-	-	-	-	1	6.67	1	6.67	3	20.00	-	-	-	-	3	20.00	-	-
	In Part 19	-	-	-	-	2	10.63	-	-	4	21.05	-	-	-	-	1	5.26	6	31.58	7	36.84	-	-	-	-	1	5.26	-	-
II-Middle Childhood	No 29	2	6.90	-	-	1	3.45	-	-	21	72.41	-	-	-	-	2	6.90	2	6.90	5	17.24	-	-	-	-	4	13.79	-	-
	In Part 25	-	-	-	-	2	8.00	-	-	9	26.00	-	-	-	-	1	4.00	7	28.00	3	12.00	-	-	-	-	-	-	-	-
Section C-Clothing and Textiles																													
I-Labeling	No 11	-	-	-	-	-	-	-	-	6	54.55	-	-	-	-	1	9.09	1	9.09	1	9.09	-	-	-	-	2	18.18	-	-
	In Part 14	1	7.14	1	7.14	-	-	-	-	3	21.43	-	-	-	-	-	-	1	7.14	3	21.43	-	-	-	-	-	-	1	7.14
II-Textiles	No 14	-	-	2	14.29	-	-	-	-	8	57.14	-	-	-	-	1	7.14	2	14.29	3	21.43	-	-	-	-	2	14.29	-	-
	In Part 14	1	7.14	3	21.43	-	-	-	-	2	14.29	-	-	-	-	-	-	1	7.14	3	21.43	-	-	-	-	-	-	1	7.14
III-Buying Ready to Wear Garments	No 14	-	-	-	-	-	-	-	-	9	64.29	2	14.29	-	-	2	14.29	2	14.29	2	14.29	-	-	-	-	-	-	-	-
	In Part 21	-	-	-	-	-	-	-	-	-	-	7	33.33	1	4.76	-	-	-	-	3	14.29	5	23.81	1	4.76	-	-	-	-
IV-Garment Construction	No 5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	20.00	2	40.00	-	-	-	-	-	-	-	-
	In Part 12	-	-	-	-	-	-	-	-	1	8.35	1	8.35	-	-	-	-	4	33.33	6	50.00	-	-	-	-	-	-	-	-
Section D-Consumer Education																													
I-Banking Services	No 16	-	-	1	6.25	1	6.25	-	-	9	56.25	-	-	-	-	-	-	2	12.50	-	-	-	-	-	-	2	12.50	5	31.25
	In Part 26	1	3.85	5	19.23	-	-	-	-	5	19.23	1	3.85	1	3.85	-	-	5	19.23	5	19.23	1	3.85	1	3.85	1	3.85	6	23.08
II-Credit	No 17	-	-	1	5.88	1	5.88	-	-	10	58.82	-	-	-	-	1	5.88	-	-	1	5.88	-	-	-	-	3	17.65	3	17.65
	In Part 29	1	3.45	2	6.90	-	-	1	3.45	7	24.14	1	3.45	1	3.45	-	-	5	17.24	6	20.69	1	3.45	2	6.90	1	3.45	5	17.24
III-Buying Practices	No 18	-	-	-	-	1	5.56	-	-	9	50.00	-	-	-	-	-	-	1	5.56	1	5.56	-	-	-	-	2	11.11	3	16.67
	In Part 31	-	-	1	3.23	-	-	1	3.23	10	32.25	1	3.23	1	3.23	-	-	6	19.35	4	12.90	1	3.23	2	6.45	-	-	7	22.58

TABLE XIV (Continued)

Units			Personal Background Weak in Subject		Content Too Difficult for Students		Facilities and Equipment Unavailable in Department		Not Needed in My Community		Not Enough Time		Too Elementary		No Available Resource in Community		Need More Detailed Teaching Guide		Have Better Resource Materials Available		Prefer Using Personally Developed Material		Students Presented High on Some Objectives		Advisory Committee Recommendation		Taught at Another Level of Home Economics		Other	
			N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Section E-Foods and Nutrition																														
I-Meats Identification	No	17	-	-	8	47.06	1	5.88	-	-	5	29.41	-	-	-	-	-	-	1	5.88	1	5.88	-	-	-	-	10	58.82	-	-
	In Part	21	2	9.52	7	38.33	-	-	1	4.76	7	33.33	-	-	-	-	-	-	3	14.29	5	23.81	-	-	-	-	2	9.52	2	9.52
II-Nutrition of Meats	No	17	-	-	8	47.06	1	5.88	-	-	4	23.53	-	-	-	-	-	-	1	5.88	1	5.88	-	-	-	-	10	58.82	-	-
	In Part	22	1	4.55	6	27.27	1	4.55	1	4.55	11	50.00	-	-	-	-	-	-	4	18.18	5	22.73	-	-	-	-	2	9.09	2	9.09
III-Consumer Buying of Meats	No	17	-	-	6	35.29	1	5.88	-	-	4	23.33	-	-	-	-	-	-	2	11.76	2	11.76	-	-	-	-	10	58.82	-	-
	In Part	24	1	4.17	7	29.17	1	4.17	1	4.17	10	41.67	1	4.17	-	-	-	-	3	17.50	6	25.00	-	-	-	-	1	4.17	3	12.50
IV-Inspection and Grading	No	24	-	-	7	29.17	1	4.17	-	-	6	25.00	-	-	-	-	-	-	3	12.50	4	16.67	-	-	-	-	11	45.82	-	-
	In Part	27	1	3.70	8	29.63	1	3.70	1	3.70	9	33.33	-	-	-	-	1	3.70	3	11.11	6	22.22	-	-	-	-	1	3.70	4	14.82
V-Meat Purchasing	No	21	-	-	7	33.33	1	4.76	-	-	6	28.57	-	-	-	-	-	-	2	9.52	2	11.76	-	-	-	-	11	52.38	-	-
	In Part	22	1	4.55	6	27.27	1	4.55	1	4.55	7	31.82	-	-	-	-	1	4.55	4	18.18	7	31.82	-	-	-	-	1	4.55	4	18.18
VI-Meat Preparation	No	17	-	-	7	41.18	1	5.88	-	--	4	23.53	-	-	-	-	1	5.88	1	5.88	2	11.76	-	-	-	-	10	58.82	-	-
	In Part	23	1	4.35	4	17.39	1	4.35	1	4.35	10	43.48	-	-	-	-	1	4.35	1	4.35	4	17.39	-	-	-	-	2	8.70	4	17.39
VII-Yeast Breads	No	10	-	-	-	-	1	10.00	-	-	4	40.00	-	-	-	-	-	-	-	-	2	20.00	-	-	-	-	3	30.00	1	10.00
	In Part	8	-	-	-	-	-	-	-	-	1	12.50	-	-	-	-	1	12.50	3	37.50	1	12.50	-	-	-	-	-	-	-	-
VIII-Pastry	No	10	-	-	-	-	1	10.00	-	-	5	50.00	-	-	-	-	-	-	-	-	2	20.00	-	-	-	-	3	30.00	-	-
	In Part	3	-	-	-	-	-	-	-	-	1	33.33	-	-	-	-	1	33.33	-	-	-	-	-	-	-	-	-	-	-	-
Section F-Housing and Home Furnishings																														
I-Selection of Housing & Home Furnishings	No	25	1	4.00	-	-	-	-	-	-	13	57.00	-	-	-	-	-	-	3	12.00	6	24.00	-	-	-	-	3	12.00	1	4.00
	In Part	10	-	-	1	10.00	-	-	-	-	5	50.00	-	-	-	-	-	-	1	10.00	1	10.00	-	-	-	-	1	10.00	-	-
II-Room Arrangement	No	22	1	4.55	-	-	-	-	-	-	14	63.64	1	4.55	-	-	-	-	2	9.09	4	18.18	-	-	-	-	1	4.55	1	4.55
	In Part	14	-	-	2	14.29	1	7.14	-	-	3	21.43	-	-	1	7.14	-	-	2	14.29	3	21.43	-	-	-	-	2	14.29	-	-
Section G-Personal & Family Relationships	No	16	-	-	-	-	-	-	-	-	9	56.25	1	6.25	-	-	-	-	4	25.00	2	12.50	-	-	-	-	3	18.75	1	6.25
I-Introduction to Adolescence	In Part	24	1	4.17	-	-	-	-	-	-	6	25.00	3	12.50	-	-	-	-	6	25.00	7	29.17	-	-	-	-	1	4.17	1	4.17
II-Dating and Mate Selection	No	18	-	-	-	-	-	-	-	-	9	50.00	2	11.11	-	-	-	-	4	22.22	2	11.11	-	-	-	-	3	16.67	1	5.56
	In Part	21	-	-	-	-	-	-	-	-	3	14.29	3	14.29	-	-	1	4.76	6	28.57	7	33.33	-	-	-	-	1	4.76	1	4.76

*New category was coded after compiling "other" reasons.

under "No Available Resources in Community" was in the Career Exploration section.

Section B - Child Development

For non-use of both Child Development units and partial use of the Middle Childhood unit the most frequent reason checked is "Not Enough Time." However, teachers who only partially use the Guiding the Preschool Child unit, check "Prefer Using Personally Developed Materials" and "Have Better Resource Materials Available" more often than "Not Enough Time."

Section C - Clothing and Textiles

"Not Enough Time" is the major reason reported for non-use of the Labeling, Textiles and Buying Ready to Wear Garments units. However, no respondent gave this reason for non-use of Garment Construction or the partial use of Buying Ready to Wear Garments. Reasons for partial use of the Clothing and Textiles units varied, with "Prefer Using Personally Developed Materials" given most often for the Labeling, Textiles and Garment Construction units. One-third of teachers partially use Buying Ready to Wear Garments because it is "Too Elementary" and almost one-fourth because "Students Pretested High on Some Objectives." "Content Too Difficult for Students" was reported by teachers as a reason for non-use and partial use of the Textiles unit.

Section D - Consumer Education

For non-use and partial use of all Consumer Education units "Not Enough Time" and "Other" reasons were given most often. Among the

"Other" reasons specified, two reasons for non-use and partial use became apparent: (1) Consumer Education units are taught in other courses outside of home economics, and (2) teachers tend to incorporate Consumer Education in the other units of the core curriculum (see Appendix D). "Have Better Resource Materials Available" and "Prefer Using Personally Developed Materials" are given as reasons for partial use by 12 to 20 percent of teachers who reported partial use of each unit.

Section E - Foods and Nutrition

The Foods and Nutrition section of the core curriculum consists of eight units. Units I through VI are concerned with the identification, purchase, and preparation of meats. Units VII and VIII are concerned with Yeast Breads and Pastry. In regard to reasons given for non-use and partial use, there appears to be a definite departure from the meats units and Units VII and VIII. This is largely due to the Yeast Breads and Pastry units being the two units with the highest percentage of teacher use.

For the meats units, "Taught at Another Level of Home Economics," followed closely by "Content Too Difficult for Students" are the two major reasons checked for non-use. "Not Enough Time" ranked third as a reason for non-use. However, for partial use of the meats units "Not Enough Time" is the major reasons reported followed by "Content Too Difficult for Students," "Prefer Using Personally Developed Materials" and "Have Better Resource Materials Available."

"Not Enough Time" is the major reason for non-use of the Yeast Breads and non-use and partial use of the Pastry unit. Teachers tend

to "Have Better Resource Materials Available" when only partially using the Yeast Breads unit.

Section F - Housing and Home Furnishings

The major reason for non-use and partial use of both housing units is "Not Enough Time." Secondary reasons include "Prefer Using Personally Developed Materials," "Have Better Resource Materials Available," and "Taught at Another Level of Home Economics," respectively.

Section G - Personal and Family Relationships

The major reasons reported for non-use of both Personal and Family Relationships units are first, "Not Enough Time," second, "Have Better Resource Materials Available," and third, "Taught at Another Level of Home Economics." However, reasons for partial use of this section are, in order, "Prefer Using Personally Developed Materials," "Have Better Resource Materials Available," then "Not Enough Time." A relatively large proportion (six to 15 percent) of teachers reported that both Introduction to Adolescence and Dating and Mate Selection are "Too Elementary."

Differences Between Teachers' Use of Each Unit of Instruction and Selected Variables

The differences which exist between teachers' use of each unit of instruction in the Home Economics II, Basic Core curriculum and selected variables are measured with the use of chi-square contingency tables. The selected variables include: age of the teacher; total years of teaching vocational home economics; highest degree completed;

institution granting bachelor's degree; school enrollment; population of community; Home Economics II enrollment; presence of male students and the provision of student materials. These variables are described further in Tables I-IX. The computed chi-square values are shown in Table XV. The significant values are designated and the corresponding contingency tables are reported in Appendix E. The values for Cramer's V measure of association are also reported in Appendix E for each significant chi-square contingency problem.

Age

There are significant differences between the age of the teachers and the teachers' use of the Yeast Breads, Pastry, Introduction to Adolescence; and Dating and Mate Selection units. Significant differences at the .01 level are apparent for both the Yeast Breads and Pastry unit and the Cramer's V values are .233 and .263, respectively, indicating a low association. It appears that a greater number of teachers than the expected value in the 32-41 age group do not use these two units (see Tables XXI and XXII, Appendix E).

The chi-square value for the Introduction to Adolescence unit is significant at the .001 level with a Cramer's V score of .304, indicating a moderate association. The Dating and Mate Selection unit ($p < .01$) shows a Cramer's V value of .273, a low association (see Tables XXIII and XXIV, Appendix E). In regard to both units, almost twice as many teachers than the expected value in the 42-51 age group partially use and a greater number than the expected value in the 52-62 age group do not use these two Personal and Family Relationships units.

TABLE XV

DIFFERENCES BETWEEN TEACHERS' USE OF EACH UNIT OF INSTRUCTION AND SELECTED PERSONAL VARIABLES COMPUTED CHI-SQUARE VALUES

	Age	Years of Teaching Home Economics	Highest Degree Completed	Institution Granting B.S. Degree	School Enrollment	Population of Community	Home Economics II Enrollment	Presence of Male Students	Provision of Student Materials
	df=6	df=6	df=2	df=12	df=10	df=6	df=6	df=2	df=2
Section A-Career Exploration									
I-Obtaining a Job	9.37	7.00	4.63	7.22	11.71	7.18	6.99	1.46	4.60
II-Progress on the Job	3.36	4.18	5.09	9.99	12.19	1.52	9.62	3.67	3.34
III-Business Etiquette	4.23	4.90	6.87*	9.29	7.12	2.35	8.62	5.34	4.10
Section B-Child Development									
I-Guiding the Preschool Child	8.00	11.20	1.09	7.65	14.10	2.61	3.55	2.21	2.70
II-Middle Childhood	7.65	6.25	.18	df=6 16.54**$_1$	8.14	4.21	5.11	.27	5.41
Section C-Clothing and Textiles									
I-Labeling	11.14	9.11	.71	df=6 6.00$_1$	7.55	4.20	4.71	2.88	1.39
II-Textiles	df=4 45.90$_1$	6.94	.36	df=6 8.00$_1$	7.77	5.69	1.51	.37	4.19
III-Buying Ready to Wear Garments	4.13^1	7.37	2.59	15.83^1	10.80	3.99	11.63	1.88	2.25
IV-Garment Construction	5.21	4.28	2.33	13.66	8.94	2.34	2.44	.78	2.21
Section D-Consumer Education									
I-Banking Services	df=4 3.30^1	1.20	3.54	16.55	12.51	8.97	11.20	.72	5.04
II-Credit	7.24	1.10	4.23	20.30	14.45	6.77	7.21	.80	5.64
III-Buying Practices	6.11	3.25	2.02	14.87	9.89	6.48	11.66	.26	8.41*
Section E-Foods and Nutrition									
I-Meat Identification	9.99	6.38	1.59	19.62	9.65	9.49	8.26	1.70	4.26
II-Nutrition of Meats	6.70	1.21	1.23	15.21	6.94	9.66	11.81	.30	5.43
III-Consumer Buying of Meats	5.78	1.03	.87	20.46	14.08	7.80	15.84**	2.04	6.14*
IV-Inspection and Grading	1.63	2.31	.06	11.37	12.88	13.56*	18.10**	.79	9.84**
V-Meat Purchasing	4.25	2.40	.25	9.15	13.60	3.94	12.09	.46	6.41*
VI-Meat Preparation	8.56	6.41	2.21	7.59	8.66	2.60	10.29	.35	5.82*
VII-Yeast Breads	df=4 13.22**$_1$	5.85	2.13	df=6 12.42*$_1$	15.44	4.16	8.45	6.35*	.21
VIII-Pastry	16.35**^{1}	8.09	2.47	15.65^1	12.77	5.85	2.67	6.46*	.71
Section F-Housing and Home Furnishings									
I-Selection of Housing and Home Furnishings	3.11	9.80	.46	18.94	9.77	6.68	13.64*	7.44*	7.90*
II-Room Arrangement	3.68	df=4 8.70$_1$	1.71	df=6 10.40$_1$	6.31	6.89	7.29	5.74	2.97
Section G-Personal and Family Relationships									
I-Introduction to Adolescence	21.68***	10.28	4.10	17.62	10.99	2.23	5.12	6.09*	5.79
II-Dating and Mate Selection	17.43**	7.93	4.77	12.73	8.01	1.85	8.33	10.45**	5.52

* .05 level of significance.

** .01 level of significance.

*** .001 level of significance.

1 - recomputed collapsing categories.

Years of Teaching Home Economics

There are no significant chi-square values for the variables, number of years of teaching vocational home economics and teachers' use of each of the units of instruction. Therefore, there are no significant differences between these two variables.

Highest Degree Completed

Significant differences exist, at the .05 level of significance, between teachers' educational achievement and use of the Business Etiquette unit. The Cramer's V score of .237 indicates a low degree of association. As shown in Table XXV, Appendix E, of those teachers with a master's degree, almost twice as many than the expected value partially use this unit.

Institution Granting Bachelor's Degree

The institution at which teachers earned their bachelor's degree made a significant difference with respect to teachers' use of the Middle Childhood ($p \leq .01$) and the Yeast Breads ($p \leq .05$) units. The Cramer's V scores, .257 and .225, respectively, indicate a low association. As shown in Table XXVI, Appendix E, over twice as many of the teachers who graduated from out of state institutions than the expected value do not use the Middle Childhood unit. The Yeast Breads unit showed significant differences because more teachers than the expected value from both other Oklahoma schools granting vocational certificates and out of state schools as well as fewer than the expected value from Oklahoma State University partially use this unit.

Enrollment of School

There are no significant chi-square values for the variables, school enrollment and teachers' use of each unit of instruction. Therefore, there are no significant differences between these variables.

Population of Community

There are significant differences between community population and the teachers' use of the Inspection and Grading unit ($p < .05$). However, the Cramer's V value is .234, indicating a low association. Table XXVIII, Appendix E, reveals that of those who teach in communities of 5,001 to 15,000 population, more than twice as many teachers than the expected value partially use the Inspection and Grading unit.

Home Economics II Enrollment

The teachers' use of the Consumer Buying of Meats and Inspection and Grading units, significant at the .01 level, and the Selection of Housing and Home Furnishings unit, significant at the .05 level, appear to be influenced by the total enrollment in Home Economics II of each program represented in the sample. The variables of these units show a low degree of association with Cramer's V scores of .252, .269 and .234, respectively. In both of the foods units, of those teachers whose enrollment is 21-40 students, over twice as many than the expected value partially use the units. None of the teachers with 41-60 students partially uses the Consumer Buying of Meats unit, and none of the teachers with 61 and more students partially uses the Inspection and Grading unit (see Tables XXIX and XXX, Appendix E). The most significant differences of Table XXXI, Appendix E, are that none of the

teachers with 21-40 students does not use the housing unit when four were expected. Also, in general more teachers than the expected values in all categories of enrollment, partially use the Selection of Housing and Home Furnishings unit.

Presence of Male Students

There are significant differences between programs which have male students and teachers' use of the Yeast Breads; Pastry; Selection of Housing and Home Furnishings; Introduction to Adolescence; and Dating and Mate Selection units. The Cramer's V scores for all units except the Dating and Mate Selection unit indicate a low degree of association (.232 to .254). The Dating and Mate Selection unit has a Cramer's V value of .305, a moderate association. In both of the foods units and Introduction to Adolescence, significant at the .05 level, and the Dating and Mate Selection unit, significant at the .01 level, twice as many teachers than the expected value in programs with male students do not use these units (see Tables XXXII, XXXIII, XXXV and XXXVI, Appendix E). In Table XXXIV, Appendix E, twice as many teachers than the expected value in programs with male students partially use the Selection of Housing and Home Furnishings unit.

Provision of Student Materials

There are significant differences between whether or not student curriculum materials are provided and teachers' use of the Buying Practices ($p < .05$); Consumer Buying of Meats ($p < .05$); Inspection and Grading ($p < .01$); Meat Purchasing ($p < .05$); Meat Preparation ($p < .05$); and the Selection of Housing and Home Furnishings units

($p < .05$). The Cramer's V scores for all six units, ranging from .216 to .281, indicate a low degree of association. As shown in Table XXXVII, Appendix E, of those who do not provide student materials, twice as many teachers than the expected value partially use the Buying Practices unit. With respect to the other five units mentioned above, all contingency tables indicate twice as many teachers than the expected value do not use these units when student materials are not provided (see Tables XXXVIII through XLII, Appendix E).

Teachers' Perceptions of Sex Stereotyping

Part II of the checklist portion of the questionnaire is designed to determine the teachers' perceptions of sex stereotyping in the Home Economics II, Basic Core units of instruction. Teachers were directed to indicate if each unit presented sex stereotyped messages, wording or illustrations. For the purpose of clarification, sex stereotyping was defined for the respondents as: "assigning characteristics solely on the basis of sex."

As shown in Table XVI, teachers rarely perceived sex stereotyping in the units of instruction with the exception of two units. The greatest percentage of teachers, almost 20 percent, believed that sex stereotyping was most evident in the Buying Ready to Wear Garments unit. This is followed by 11 percent who indicated the same for the Garment Construction unit. Therefore, according to the respondents, the Clothing and Textiles section of the curriculum most blatantly exhibits sex stereotyping. Although few responses are recorded, this section is followed by the Career Exploration, Personal and Family Relationships, Housing and Home Furnishings and Consumer Education units, respectively,

TABLE XVI

TEACHERS' PERCEPTIONS OF SEX STEREOTYPING IN HOME ECONOMICS II, BASIC CORE CURRICULUM (N=126)

Units	N	Percent
Section A-Career Exploration		
I-Obtaining a Job	4	3.17
II-Progress on the Job	5	3.97
III-Business Etiquette	6	4.76
Section B-Child Development		
I-Guiding the Preschool Child	0	0.00
II-Middle Childhood	0	0.00
Section C-Clothing and Textiles		
I-Labeling	6	4.76
II-Textiles	3	2.38
III-Buying Ready to Wear Garments	25	19.84
IV-Garment Construction	14	11.11
Section D-Consumer Education		
I-Banking Services	0	0.00
II-Credit	1	0.79
III-Buying Practices	1	0.79
Section E-Foods and Nutrition		
I-Meat Identification	0	0.00
II-Nutrition of Meats	0	0.00
III-Consumer Buying of Meats	0	0.00
IV-Inspection and Grading	0	0.00
V-Meat Purchasing	0	0.00
VI-Meat Preparation	0	0.00
VII-Yeast Breads	0	0.00
VIII-Pastry	0	0.00
Section F-Housing and Home Furnishings		
I-Selection of Housing and Home Furnishings	1	0.79
II-Room Arrangement	2	1.59
Section G-Personal and Family Relationships		
I-Introduction to Adolescence	3	2.38
II-Dating and Mate Selection	4	3.17

with a range of .79 to 4.76 percent of the teachers responding for each unit. It is noted that none of the respondents believed sex stereotyped wording, illustrations or messages to be present in any of the Child Development or Foods and Nutrition units.

Teachers comments regarding sex stereotyping are as follows:

"I don't feel like it was all that evident in any of the units, but I may not be that aware of any since I only teach girls."

"Haven't really been aware of this."

"Home Economics II should be changed about like Home Economics I to prevent sex stereotyping."

"Needs revision but not bad."

(Career Exploration) "The items on dress and interviewing."

(Clothing and Textiles) "Examples used."

"Transparencies--need some for boys."

(Garment Construction) "Needs emphasis for boys."

Summary

Based on the data, the majority of teachers use all the units of instruction in total. The greatest percentage of teachers use the following units in total: Pastry; Yeast Breads; Garment Construction; Labeling and Textiles. The unit with the least percentage of teachers reporting total use was the Middle Childhood unit, followed by the Buying Practices; Business Etiquette; Progress on the Job and Inspection and Grading units. The most common reasons given for non-use and partial use the units were "Not Enough Time," "Prefer Using Personally Developed Materials," and "Have Better Resource Materials Available."

There are no significant differences reported between the

teachers' use of all the units of instruction and the total number of years of teaching vocational home economics and the enrollment of the school. Significant differences appear to exist between teachers' use of specific units and age; highest degree completed; institution granting the bachelor's degree; population of community; Home Economics II enrollment; the presence of male students and the provision of student materials (see Table XV). All units which reported significant chi-square values showed a low degree of association with the exception of the teachers' use of the Introduction to Adolescence unit and age and the teachers' use of the Dating and Mate Selection unit and the presence of male students, reporting a moderate degree of association.

Teachers perceived sex stereotyping to be present in the Buying Ready to Wear Garments and the Garment Construction units. Other units were reported to have little or no sex stereotyping present. Chapter V will present the summary, conclusions and recommendations of this study.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The major purpose of this study is to evaluate teachers' use of the Home Economics II, Basic Core curriculum units of instruction and reasons for non-use and partial use. The influence of selected personal variables upon teacher use of each unit of instruction is determined. Hypotheses are tested which state that there are no differences between the teachers' use of each unit of instruction and age, number of years of teaching vocational home economics; highest degree completed; institution granting bachelor's degree; school enrollment; population of community; Home Economics II enrollment; the presence of male students; and the provision of student materials. Teachers' perceptions of the presence of sex stereotyping in each unit of instruction are also reported.

The literature was reviewed to gain an understanding of the elements of curriculum development and evaluation. Methods of data collection were also reviewed.

A survey type of research, the Teacher Use of Oklahoma Home Economics II, Basic Core questionnaire was mailed to 175 vocational consumer and homemaking teachers in Oklahoma. Overall, 84.57 percent of teachers responded; 72 percent of the responses were useable for the

study. Only teachers who both teach vocational Home Economics II and use the Home Economics II, Basic Core are used in this study. The instrument was constructed into two parts. The information form sought personal background data about the respondents. The checklist portion of the instrument collected data about each unit of instruction: the extent of the teachers' use; the reasons for non-use and partial use; and the teachers' perceptions about the presence of sex stereotyping.

Personal variables are grouped and the number and percentage reported. The extent of teachers' use of the Home Economics II, Basic Core is reported by the number and percentage responding "Yes," "No," and "In Part" for each unit instruction. The number and percentage of teachers responding "No" and "In Part" are reported for each listed reason. The chi-square contingency table is used to measure the differences between the teachers' use of each unit of instruction and nine selected variables. The number and percentage of teachers who perceived the presence of sex stereotyping is reported for each unit of instruction. Additional solicited background information and comments are reported in Appendixes C and D.

Findings and Conclusions

Teachers' Use of the Home Economics II, Basic Core

Based on the data collected in this study, it is determined that the majority of the vocational consumer and homemaking teachers use each of the units of instruction in total. The units showing the greatest percentage of total use are: Pastry, Yeast Breads, Garment Construction, Labeling and Textiles, with an approximate range of 87 to 73 percent of

the teachers indicating use. The Middle Childhood, Buying Practices, Business Etiquette, Progress on the Job and Inspection and Grading units are the least used in total. Correspondingly, these units are reported most often by teachers who do not use or partially use the units.

Total use of all of the units in the Career Exploration, Consumer Education and Personal and Family Relationships sections appears to be weak with only two-thirds or less of the teachers indicating use. Relative to the percentage of teachers who use the units in total, both of the Housing and Home Furnishings units show a high rate of non-use and both of the Personal and Family Relationships units show a high rate of partial use.

Reasons for Non-use and Partial Use

The most frequent reasons checked for the non-use and partial use of all the units are "Not Enough Time," "Prefer Using Personally Developed Materials," and "Have Better Resource Materials Available." The latter two reasons are reported most often as reasons for partial use of the units.

For the units in both the Career Exploration and Consumer Education sections, "Other" reasons are frequently specified. Further inquiry reveals that these units are most often taught in another course outside of home economics. Teachers also indicate that they incorporate the Consumer Education units with other units.

Units I through VI of the Foods and Nutrition section, the meats units, showed that non-use is attributed to teaching the units at another level (usually higher) of Home Economics and in the teachers' opinion the content is too difficult for students. A relatively

significant reason for the non-use and partial use of the Personal and Family Relationships units is "Too Elementary." Other reasons included on the checklist showed little or no response.

Differences Between Teachers Use of Each Unit of Instruction and Selected Variables

The chi-square contingency table is used to test the hypotheses that there are no differences between the teachers' use of each unit of instruction and selected variables. Chi-square values are computed for each unit and each variable. The level of significance is .05. The significant chi-square tables are shown in Appendix E.

Age. Hypothesis 1 is accepted for all units with the exception of the Yeast Breads; Pastry; Introduction to Adolescence and Dating and Mate Selection units. It appears the significant differences resulted because more teachers than the expected value in the 32-41 age group do not use the Yeast Breads and Pastry units; more teachers than the expected value in the 42-51 age group partially use the Introduction to Adolescence unit; and more teachers than the expected value in the 52-62 age group do not use the Introduction to Adolescence and Dating and Mate Selection units.

Years of Teaching Home Economics. Hypothesis 2 is accepted. There are no significant differences between teachers' use of each unit of instruction and the number of years of teaching home economics.

Highest Degree Completed. Hypothesis 3 is accepted for all units with the exception of Business Etiquette. It appears the significant differences resulted because more than the expected value who have

earned a master's degree partially use this unit.

Institution Granting Bachelor's Degree. Hypothesis 4 is accepted for all units with the exception of the Middle Childhood and Yeast Breads units. It appears that the significant differences, regarding the use of the Middle Childhood unit, resulted because more teachers than the expected value who graduated from out-of-state institutions do not use this unit and none of the teachers who graduated from other schools in Oklahoma and out-of-state partially use this unit. Significant differences regarding the use of the Yeast Breads unit, appear to be the result of more teachers than the expected value who graduated from out-of-state as well as other vocationally certified schools in Oklahoma partially use this unit; and fewer than the expected value who graduated from Oklahoma State University partially use this unit.

Enrollment of School. Hypothesis 5 is accepted. There are no significant differences between teachers' use of each unit of instruction and the enrollment of the school in which the teachers teach.

Population of Community. Hypothesis 6 is accepted for all units with the exception of the Inspection and Grading unit. It appears the significant differences resulted because a greater number of teachers than the expected value who teach in communities of 5,001 to 15,000 population partially use the Inspection and Grading unit.

Home Economics II Enrollment. Hypothesis 7 is accepted for all units with the exception of the Consumer Buying of Meats, Inspection and Grading and Selection of Housing and Home Furnishings units. It appears that significant differences resulted because more teachers than the

expected value who had 21-40 Home Economics students partially use the Consumer Buying of Meats and Inspection and Grading units; there are no teachers who reported partial use of these two units in the 41-60 and 61-above categories of enrollment, respectively. Regarding the Selection of Housing and Home Furnishings unit, the significant differences appear to be that none of the teachers with 21-40 students do not use this unit; more teachers than the expected value in all categories of enrollment partially use this unit.

Presence of Male Students. Hypothesis 8 is accepted for all units with exception of the Yeast Breads; Pastry; Selection of Housing and Home Furnishings; Introduction to Adolescence; and Dating and Mate Selection units. For all of these except the Selection of Housing and Home Furnishings unit, more teachers than the expected value who teach in programs with male students present do not use the units. More teachers than the expected value who teach in programs with male students present partially use the Selection of Housing and Home Furnishings unit.

Provision of Student Materials. Hypothesis 9 is accepted for all units with the exception of the Buying Practices, Consumer Buying of Meats, Inspection and Grading, Meat Purchasing, Meat Preparation and Selection of Housing and Home Furnishings units. It appears that significant differences result because more teachers than the expected value who do not provide student curriculum materials partially use the Buying Practices and do not use the other five units.

In conclusion, there are no significant differences between the teachers' use of each unit of instruction in the Home Economics II, Basic Core and the total number of years of teaching vocational home

economics and school enrollment. Significant differences are noted between the remaining variables and the teachers' use of specific units.

There are no significant differences between selected variables and teachers' use of all the units in the Clothing and Textiles section. There are no significant differences between selected variables and teachers' use of all the units in the Career Exploration; Child Development; and Consumer Education sections with the exception of significant differences which appear to exist between teachers' use of the Business Etiquette unit and the highest degree completed; the Middle Childhood unit and the institution granting the bachelor's degree; and the Buying Practices unit and the provision of student materials.

Significant differences appear to exist between the teachers' use of the Yeast Breads unit and age, the institution granting the bachelor's degree and the presence of male students; and the teachers' use of the Pastry unit and age and the presence of male students. Significant differences appear to exist between the teachers' use of various meats units and population of community; Home Economics II enrollment; and particularly the provision of student materials.

Significant differences appear to exist between the teachers' use of the Selection of Housing and Home Furnishings unit and Home Economics II enrollment, the presence of male students and the provision of student materials. Significant differences appear to exist between the teachers' use of both of the Personal and Family Relationships units and age of the teacher and the presence of male students. Cramer's V measure of association indicates a low degree of association between teachers' use of the units and selected variables with two exceptions. Significant differences between teachers' use of the Introduction to

Adolescence unit and age and the Dating and Mate Selection unit and the presence of male students show a moderate association.

Teachers' Perceptions of Sex Stereotyping

The greatest percentage of the teachers perceive sex stereotyping to be present in the Buying Ready to Wear Garments and Garment Construction units respectively. None of the respondents perceive sexist wording, illustrations or messages to be present in the Child Development or Foods and Nutrition units. Very few responses, 4.76 percent of the teachers and less, are recorded for the Career Exploration; Personal and Family Relationships; Housing and Home Furnishings and the Consumer Education units.

Recommendations

After reviewing the literature, conducting the research and reporting the data, the following recommendations are made:

1. The Home Economics II, Basic Core curriculum should be revised in the light of teachers' comments solicited in this study to coincide with the newly revised Home Economics I, Basic Core, particularly in the Middle Childhood, Buying Practices, Business Etiquette, Progress on the Job, Selection of Housing and Home Furnishings and the meats units.

2. The scope and sequence for Oklahoma vocational home economics should be reviewed regularly by teachers, teacher educators, state supervisory staff and curriculum specialists to determine if the content and sequence remains relevant to the roles of homemakers and wage earners in today's society.

3. Vocational curriculum materials should be continually revised

with the deletion, improvement and addition of individual units of instruction.

4. The purchase of student curriculum materials should continue to be encouraged.

5. Teachers should continue to be involved in curriculum development, evaluation and improvement.

6. Regular publications designed to share teaching ideas on the use of curriculum materials and resources should be produced.

7. Pre-service and in-service education is needed which encourages the "mastery level" philosophy of teaching with the use of behavioral objectives.

8. Pre-service and in-service education is needed which emphasizes the use of core curriculum materials in program planning and time management particularly in the areas of Career Exploration; Consumer Education and Personal and Family Relationships.

9. Pre-service and in-service education should foster the awareness and elimination of sexist teaching behaviors and educational practices.

10. Vocational home economics teachers should be encouraged to become involved in interdisciplinary curriculum planning within local school systems.

11. Research concerning the effectiveness of vocational curriculum materials should focus on student achievement and those variables which may influence student achievement, such as, teaching methods and materials, teaching behaviors and the sequencing of content.

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APPENDIXES

APPENDIX A

PERMISSION TO USE THE INSTRUMENT

March 15, 1978

Mrs. Vicki Rogers
717 East Erie
Yale, Oklahoma 74085

Dear Vicki,

I am pleased that you feel the basic format used in my evaluation of the use of the Home Economics I, Basic Core, will be helpful in your study. I understand that it will be used with the home economics teachers in Oklahoma to revise the Home Economics II, Basic Core.

Consider this my permission to adapt the questionnaire to the Home Economics II study. I will be interested to know your results.

Sincerely,

Mary Jo Drummond

Mary Jo Drummond

APPENDIX B

CORRESPONDENCE AND INSTRUMENT

OKLAHOMA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION
FRANCIS TUTTLE, DIRECTOR • 1515 WEST SIXTH AVE., • STILLWATER, OKLAHOMA 74074 • A.C. (405) 377-2000

April 12, 1978

Dear Vocational Home Economics Teacher:

In these last few weeks of school, you can be of great help to Oklahoma secondary home economics and yourself! As you know the Home Economics II, Basic Core is next in line for revision. To aid in this effort, we are collecting information about how teachers use the core curriculum in Home Economics II. Would you take about twenty minutes of your time to complete the enclosed questionnaire? Any comments are welcome. All responses will be confidential. Identification numbers are used for follow-up purposes only.

Please return the questionnaire by May 3 in the enclosed stamped self-addressed envelope. If you do not teach Home Economics II, but another teacher does, please forward this questionnaire to her.

Thank you for your help. The end result will be curriculum materials better suited to your needs.

Sincerely,

Vicki Rogers

Vicki Rogers, Graduate Student
Home Economics Education
Oklahoma State University

Joyce

Joyce Sawatzky
Home Economics Curriculum Specialist
State Department of Vocational-Technical Education

Margaret Callsen

Margaret Callsen, Ph.D.
Thesis Advisor
Home Economics Education
Oklahoma State University

Enclosure

VR:JS:MC:/YZGN-01/15

SEE OKLAHOMA PLAN

Identification No.:_____

TEACHER USE OF OKLAHOMA HOME ECONOMICS II, BASIC CORE
Information Form

DIRECTIONS: Please complete the following statements as directed.

1. Are you presently teaching Vocational Home Economics II?
   (circle one) YES NO
2. Do you use the Home Economics II, Basic Core curriculum in your Home Economics II class?
   (circle one) YES NO

****

-If you answered YES to both questions 1 and 2, please complete the remainder of the questionnaire.
-If you answered NO to question 1 and/or 2, it is unnecessary to complete the remainder of the questionnaire. Please return in the envelope provided.

****

3. Total number of years you have taught Vocational Home Economics:_____
4. Number of years at your present teaching position: _____
5. Your age: _____.
6. B.S. Degree, Year: _____ Institution granting: _____
   B.S. Degree, Major: _____
7. M.S. Degree, Year: _____ Institution granting: _____
   M.S. Degree, Major: _____
8. Highest degree completed: _____
9. Check (✓) the approximate enrollment of the high school (grades 9-12) in which you are now teaching:

_____99 and below	_____300-449	_____750-899
_____100-149	_____450-599	_____900 and above
_____150-299	_____600-749	

10. Check (✓) the approximate population of the community in which you are now teaching:

_____2,000 and less	_____10,001-15,000	_____60,001 and above
_____2,001-5,000	_____15,001-30,000	
_____5,001-10,000	_____30,001-60,000	

11. 1977-78 Home Economics II enrollment: Female:_____
    Male:_____
12. Do your Home Economics II students have individual copies of Home Economics II, Basic Core curriculum?
    (circle one) YES NO
    If YES, check (✓) below the method by which you provide student materials:
    _____ Purchased by the school
    _____ Purchased by the students
    _____ Individual units are duplicated
    _____ Other, Specify: _____

TEACHER USE OF OKLAHOMA HOME ECONOMICS II, BASIC CORE

Identification No.: _____

DIRECTIONS:

Part I: This part is about the use of units during the 1977-78 school year.
- YES: if you have taught or plan to teach the unit in total.
- NO: if you have not taught or do not plan to teach the unit.
- IN PART: if you have taught the unit, but omitted 50% or more of the unit's objectives.

Part II: Place a check (✓) in this column if the unit presents sex stereotyped messages wording or illustrations.*

Part III: For each unit checked in the "NO" or "IN PART" column of Part I, check (✓) all the reasons that apply.

Section and Unit	Part I. HAVE YOU TAUGHT THE UNIT? YES	NO	IN PART	Part II. Sex Stereotyping is present in this unit.	Part III. Reasons for Non-use or Partial Use of the Unit: Personal Background Weak in Subject	Content Too Difficult for Students	Facilities and Equipment Unavailable in Department	Not Needed in my Community	Not Enough Time	Too Elementary	No Available Resources in Community	Need More Detailed Teaching Guide	Have Better Resource Materials Available	Prefer Using Personally Developed Materials	Students Protested High on Some Objectives	Advisory Committee Recommendation	Other: Specify	Comments:
Section A - Career Exploration																		
I - Obtaining a Job																		
II –Progress on the Job																		
III - Business Etiquette																		
Section B - Child Development																		
I –Guiding the Preschool Child																		
II - Middle Childhood																		
Section C - Clothing and Textiles																		
I - Labeling																		
II - Textiles																		
III - Buying Ready to Wear Garments																		
IV - Garment Construction																		
Section D - Consumer Education																		
I - Banking Services																		
II - Credit																		
III - Buying Practices																		
Section E - Foods and Nutrition																		
I - Meat Identification																		
II - Nutrition of Meats																		
III - Consumer Buying of Meats																		
IV - Inspection and Grading																		
V - Meat Purchasing																		
VI - Meat Preparation																		
VII - Yeast Breads																		
VIII - Pastry																		
Section F - Housing and Home Furnishings																		
I - Selection of Housing and Home Furnishings																		
II - Room Arrangement																		
Section G - Personal and Family Relationships																		
I - Introduction to Adolescence																		
II - Dating and Mate Selection																		

*As used in this study, sex stereotyping is defined as: "assigning characteristics solely on the basis of sex."

VOTECH OKLAHOMA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION
FRANCIS TUTTLE, DIRECTOR • 1515 WEST SIXTH AVE., • STILLWATER, OKLAHOMA 74074 • A.C. (405) 377-2000

May 2, 1978

Dear Vocational Home Economics Teacher:

Two weeks ago you received a questionnaire about the use of the Home Economics II, Basic Core. Information gathered from you will be vital in the revision of the core curriculum. This is your chance to have input!

If you have already returned the questionnaire, thank you! If not, please take about twenty minutes to complete the enclosed questionnaire. Return by May 17 in the enclosed, stamped, self-addressed envelope.

Your help is greatly appreciated.

Sincerely,

Vicki Rogers

Vicki Rogers, Graduate Student
Home Economics Education
Oklahoma State University

Joyce Sawatzky

Joyce Sawatzky
Home Economics Curriculum Specialist
Oklahoma State Department of
Vocational & Technical Education

enclosures

Hello,

A few weeks ago you received a second questionnaire entitled Teacher Use of the Home Economics II, Basic Core. If you have already completed and returned this questionnaire, thank you! If not, would you take about twenty minutes to complete the survey?

Your help is greatly appreciated and will result in better teaching materials for you. Please return the questionnaire in the stamped self-addressed envelope by June 7th.

Thank you,

Vicki E. Rogers
717 E. Erie
Yale, OK 74085

APPENDIX C

ADDITIONAL DATA ABOUT RESPONDENTS

TABLE XVII

YEAR RESPONDENTS EARNED DEGREES

	Bachelor's Degree N=126		Master's Degree N=29	
	N	Percent	N	Percent
1935-1944	8	6.35	0	0.00
1945-1954	13	10.32	1	3.45
1955-1964	20	15.87	6	20.69
1965-1969	16	12.70	3	10.34
1970-1974	48	38.10	11	37.93
1975-1977	18	14.29	7	24.14
No Response	3	2.38	1	3.45
Total	126	100.00	29	100.00

TABLE XVIII

DEGREE MAJORS REPORTED BY RESPONDENTS

	Bachelor's Degree N=126		Master's Degree N=29	
	N	Percent	N	Percent
Vocational Home Economics	96	76.19	12	41.38
General Home Economics	21	16.67	3	10.34
Behavior Science	0	0.00	1	3.45
Counseling	0	0.00	4	13.79
Secondary Education	0	0.00	3	10.34
Elementary Education	1	.79	1	3.45
Business Education	0	0.00	1	3.45
Clothing, Textiles and Merchandising	0	0.00	1	3.45
Family Relations	0	0.00	1	3.45
No Response	8	6.35	2	6.90
Total	126	100.00	29	100.00

TABLE XIX

TOTAL YEARS AT PRESENT TEACHING POSITION

	1-4	5-10	11-20	21-40	No Response	Total
N	65	40	14	6	1	126
Percent	51.59	31.75	11.11	4.76	0.79	100.00

TABLE XX

METHOD OF PROVIDING STUDENT CURRICULUM MATERIALS (N=102)

	Purchased by school	Purchased by students	Duplication of units	Other*	No Response	Total
N	67	29	2	2	2	102
Percent	65.69	28.43	1.96	1.96	1.96	100.00

*Library copies are provided and materials are reused each year by duplication of assignment sheets and tests.

APPENDIX D

"OTHER" REASONS SPECIFIED AND ADDITIONAL TEACHER COMMENTS

"Other" Reasons Specified for Non-use and

Partial Use of Units of Instruction

Section A - Career Exploration

"Students usually have a career education course for a semester."

"Taught by another teacher."

"We have several other classes where students learn these items: COE, CVE and Business."

"Most students get this at the Vo-Tech building."

"Many students are enrolled in work orientation."

"Subject covered in detail in work orientation."

"Careers are emphasized on the ninth grade level. We offer nine weeks of careers to all eighth graders. We also offer a Senior semester course."

"Made to fit our community--used tapes from counselor."

"Repeated material in two or three objectives. Overlaps with Unit I on good characteristics. Overlaps with Units I and II (Objectives 6, 7 and 8 are good)."

"A required careers class is taught to all sophomores."

"Taught in other classes in the school."

Section C - Clothing and Textiles

"(Units I - Labeling and II - Textiles) not as relevant as some of the other units."

Section D - Consumer Education

"This information is presented to students in another class in our school."

"Correlate with all units."

"Consumer Education is actually included in all areas of study."

"Students have received in other classes."

"A banker comes and teaches a course to all sophomores for three weeks on credit, banking, etc."

"Taught in General Business."

"Covered in other classes in school (General Business). I incorporate buying into other units: foods, housing, and clothing.

Unit I - Banking Services

"Emphasized in other classes."

"Objective four, bank payments, is not needed. Unit is taught in Business Education."

Unit III - Buying Practices

"Combined with other units."

Section E - Foods and Nutrition

"Units I through V--too much. Needs to be incorporated with other units. Too detailed, takes too much time."

"(Units I-VI) These units are too long and students often protest."

Unit IV - Inspection and Grading

"4-H meat science had already covered it with most students."

Unit V - Meat Purchasing

"Expensive unit to teach."

"Budget not sufficient to allow much meat cooking."

"Expenses involved."

Unit VI - Meat Preparation

"Unit is needed but can be simplified."

Unit VII - Yeast Breads

"I don't teach this unit anymore in Home Economics II because the foods unit is too long."

Section F - Housing and Home Furnishings

"I have previously taught these units and found that most of the students did not like the unit and weren't interested."

Section G - Personal and Family Relationships

"Covered in another class."

"Students are often bored with this unit."

"These sections needed to be included before Home Economics II."

Additional Teacher Comments

General

"Most of the units within a section are repetitious in content. The tests have entirely too much listing. The core needs more assignment sheets, job sheets and suggested activities. Revision is needed!"

"I tried having the school purchase the core and then use them two years, but this isn't satisfactory. So next year I will return to student purchase."

"I have never used 100 percent of a unit. In the careers unit as well as clothing, meats and housing I have found it much better to combine parts into one unit rather than using it as is. Some units are so short while others are so long. All tests are too hard for my students."

"All units need more suggested learning activities."

"Home Ec II is too much of a drastic jump from I, which is so basic and simple."

"Home Ec II Core needs revision. I feel that many times there is repetition from unit to unit."

"My first year I used the guides as they were. This year I have changed several items. It is incomplete in all areas except meats."

"Needs more material. Some of my students had much of this is 7th and 8th grade. Good, but needs more material for gifted or even average students."

"I feel the curriculum guides are very effective and extremely helpful. However, I would like to see the Home Ec II patterned more after the new Home Ec I."

"Redo whole like did Home Ec I. Include more activities. Home Ec I is great!"

"The tests need to be more like Home Ec I tests."

"As a first year teacher the curriculum has been very helpful to me. The only suggestion I have is to make a supplement for each one as for Home Ec I and Housing."

"I ran out of things to do! I think the Home Ec II curriculum needs to be longer."

"I will not at the present time have my students buy the curriculum next year."

"Assignment sheets are good. Tests: Matching questions good. Discussion questions based on memory not thinking. Do not encourage research reading."

"Overall this is a very good curriculum."

"All units need more work and assignment sheets. Some illustrations of poor quality."

"I feel the core curriculum uses words that aren't familiar to the students. Also, some of the questions have lists that are so similar to other questions in the same unit that is is confusing. I plan to have desk copies next year and rework some of the material. It's excellent as a guide as what to teach. It saved my last year!"

Section A - Career Exploration

"Same as in Home Ec I."

"Very good unit--supplemented with application blanks from stores. Wrote to businesses for their rules and regulations and benefits."

"I feel HE I has a good career exploration unit, so this is one I leave out when I run out of time."

"Combine units with 'filling out forms' unit."

"More on abilities and aptitudes."

"Too wordy--needs more practical application like information on job interviews, etc."

"This is a good unit."

"I have some personally developed material that I add here."

"These units might be put into two shorter units--all are just too long."

Unit II - Progress on the Job

"Too many listing questions."

(Units II and III) "Much seems to be repeated."

Section B - Child Development

"I like to use Understanding and Guiding Young Children by Katherine Baker and Xenia Fane for Child Development. Chapter Two, Three and Four seem to fit in real well with Guiding the Preschool Child. I think we are trying to crowd in too many years (from pre-school to middle childhood) in the limited amount of time we have."

"Needs to include materials on Child Development that was in old Home Ec I."

"This is one of the weakest areas in Home Ec II. Need more fun things for students. Also--all the information on playschool--I don't use at all with Home Ec II. I have a playschool for Home Ec III."

"We used the preschool child mostly."

"Concentrated on playschool for three and four year olds."

"Like some activities similar to Home Ec I."

"Child Development needs better help sheets on observing and more facts could be presented about different ages of children."

"Will have Child Development, but not pointed to nursery school."

"Needs work on observation sheets and tests. Needs some case studies."

"I supplement this unit with The Developing Child as to how children at this age are supposed to act."

"Needs more material."

Unit I - Guiding the Preschool Child

"Too many assignment sheets."

"I have found many sophomores too immature for a preschool, therefore, the last two years we have worked with kindergarten on nutrition education."

"More examples of things to do in playschool could be added."

"Could use more information on activities for preschool."

Unit II - Middle Childhood

"Middle Childhood covered in more detail next year."

"Condense and use a text also."

Section C - Clothing and Textiles

"Not enough time to cover all units thoroughly."

"This is really in need of revision--outdated."

"Long, some not useable."

"Section C needs help extensively."

"I don't think this is too difficult for the students, but I don't think I have had much luck in getting my students to understand it."

(Units I, II, and III) "Did not emphasize these as much as I should."

"Textiles and Buying Ready to Wear good."

Unit I - Labeling

"Poor unit."

"I like brown sheets on labels."

Unit II - Textiles

"Good unit."

"Question need for technical details."

Unit IV - Garment Construction

"Poor unit."

"Spent too much time but not because of curriculum."

"It was hard for my students to complete a collar, zipper and sleeves. It seemed like too much."

"Much is now in Home Ec I."

"Concentrated more on the construction--all students completed two garments."

"Good unit plus illustrations, but used mine this year."

Section D - Consumer Education

"I try to incorporate consumer education into all the units as they are being taught."

"Other than Foods and Clothing I emphasize this more during the third year in Home Economics."

"Very good. Work sheets good. Used consumer guides and newspapers."

"Some covered in another course."

"Coordinate with all units."

"Use old Co-Eds with these units."

"Section D needs more explanation. Good facts but hard to teach."

"Needs some case studies."

"More illustrations and worksheets needed."

"I like this unit--I do supplement with more assignment sheets."

"These units are too detailed in many ways."

"Check examples, etc.--misleading copy, actual statement, etc."

Unit I - Banking Services

"Excellent unit if you get pamphlet from banker."

Section E - Foods and Nutrition

"I feel that the Foods and Nutrition section is too complex in order to get it all taught within a certain amount of time."

"Need for units on lunch food preparation."

"Would like to see salads in foods section."

"I usually cover the nutrients before we start foods."

"Section E--Bad--Unit VII and VIII could be improved. Units I-VI seems like they need experiences cooking a lunch meal or different foods--Meats should be for Home Ec III and IV.

Units I - VI: Meats

"I think too much emphasis is put on the meats units. This is the first year that I have taught all the units on meats. The students really did get tired of these units."

"This unit is too difficult for Sophomores. I can't see a need for them to learn parts of this unit."

"Condense meats units more. They are much longer and picky in terms. Include consumer terms: Pro-Ten beef--other names for cuts and additives."

"There is too much on meat."

"The meat unit should be left in, but III, IV, and V should be combined."

"In Home Ec II I teach more nutrition and menu planning instead."

"Units are not good. Need much better assignment sheets, but I dislike the units at this level."

"Meats units are too in-depth."

"Possibly too much emphasis on meats--a lot to comprehend in one course."

"Meats units could be shortened some."

"These units are long and detailed--students often protest."

"Meats units may not be so difficult, but there is so much of it! Could use some meal service again and review all nutrition."

"Meats unit too detailed for Home Ec II students."

"Are too long."

"The Sophomore students are not involved in buying the family groceries and do not see a need for this. I feel this unit would be better received in the Junior and Senior levels."

"I was discouraged to use this in Home Ec II. I added milk and milk products and quick breads."

"Due to circumstances beyond my control, I could not instruct in a foods lab. My department had been flooded most of the school year. However, I have taught it before--it is pretty difficult but not impossible to teach."

"Next year I intend to leave the meat unit out so I can cover the other two sections."

"Better with Home Ec III or IV."

"There is too much meat. Too much content."

"Is a little long--the whole unit on meats--but is effective."

"Meat unit is too long and repeats itself, dull."

"I teach meats units depending on how much time I have."

"Too much time spent on meat. Budget can't stand it."

"I feel meats units are too long."

"Needed and good. Do not remove bone chart, though. Could have better worksheets."

"These units could be condensed and some objectives that are vey similar could be left out."

"I feel like this unit is too strung out."

"I taught but thought too difficult."

"Good information but too much for sophomores."

"Have found that the majority of my Sophomores do not get much from the meat unit and I think I will exclude the meats and put it in my Home Ec III and IV classes. I will include basic meat preparation."

"Meats unit is too long."

"The foods units are too long. The meat identification, etc, would be better in Home Ec IV."

"Too advanced for Home Ec II after Home Ec I is so basic."

"I have condensed some of the material in these units."

"These units are difficult. Material added to help clarify these units would be helpful."

(Units IV-VIII) "All are OK, just used supplementary parts."

Unit I - Identification

"Meat chart needs to be revised and possibly updated."

Unit IV - Inspection and Grading

"Should be included in Unit II."

Unit VI - Meat Preparation

"Some students include this unit in meal preparation."

"Expensive unit to teach."

Unit VII - Yeast Breads

"Good recipe for job sheets."

"Excellent unit."

Unit VIII - Pastry

"Good unit."

"Excellent unit."

Section F - Housing and Home Furnishings

"Includes ideas on how can add to room--simple things to make, decorations, etc."

"Should be revised to go along with in-depth housing curriculum"

"Good-needs updating."

"Cover more thoroughly next year."

"Flower arrangement and care of plants needed."

"Has been good when taught in other years."

"Girls tend not to be very interested."

"Section F--needs more information on buying a house. Unit II could be much better."

"Could use some improving."

"Feel that this is a weak unit."

Unit I - Selection of Housing and Home Furnishings

"Unit needs re-working--is a good concept but assignment sheets are rinky-dink."

"Emphasis placed on kitchens."

"Needs more worksheets, case studies on life cycle and finance. Illustrations need improvement for principles--leave in unit."

Unit II - Room Arrangement

"House floor plan--students were not given enough measurements to draw the house on their own."

"Give assignments on one room not all the house."

"Lousy houseplan."

"Drawing a floor plan too hard and time consuming for Sophomores."

"Floor plan needs more measurements."

Section C - Personal and Family Relationships

"Use resource people."

"Too much emphasis on vocabulary. Not interesting without such as films, stories, articles."

"Use in Home Ec I."

"These units need to be included before Home Ec II."

"Has been good when taught in other years."

"Fair."

"Section C--outdated--behind times for my students."

"Needs more case studies."

"Good--but we went more into the development of the child. I would like to see a little more emphasis in this unit."

"Combine this unit with the Child Development unit using filmstrips and questionnaires."

"Students are often bored with this unit."

"Could use some improving."

"I use all the material but feel it is inadequate."

"Too much listing on tests."

"Use Personal Adjustment book."

"I would like to have a unit on family relations or parenting at this level. I have thought about using the text Married Life at this level, but I haven't found time to include it, but I feel that it is really needed."

APPENDIX E

SIGNIFICANT CHI-SQUARE CONTINGENCY TABLES

TABLE XXI

DIFFERENCES BETWEEN TEACHERS' USE OF THE YEAST BREADS UNIT AND AGE

AGE	USE				
FREQUENCY / EXPECTED / CELL CHI2		YES	NO	IN PART	TOTAL
	0	4	0	1	.
	.	.	.	.	
	.	.	.	.	
22-31	1	58	2	3	63
	.	54.1	5.3	3.7	
	.	0.3	2.0	0.1	
32-41	0	23	6	0	29
	.	24.9	2.4	1.7	
	.	0.1	5.3	1.7	
42-62	0	22	2	4	28
	.	24.0	2.3	1.6	
	.	0.2	0.0	3.4	
TOTAL	.	103	10	7	120

Chi-square = 13.218
df = 4
Probability = 0.0103
Cramer's V = 0.233

TABLE XXII

DIFFERENCES BETWEEN TEACHERS' USE OF THE PASTRY UNIT AND AGE

AGE	USE			
FREQUENCY / EXPECTED / CELL CHI2		YES	NO	IN PART	TOTAL
	0	5	0	0	.
	.	.	.	.	
	.	.	.	.	
22-31	1	59	2	2	63
	.	56.1	5.3	1.6	
	.	0.2	2.1	0.1	
32-41	1	21	7	0	28
	.	24.9	2.4	0.7	
	.	0.6	9.0	0.7	
42-51	1	16	1	0	17
	.	15.1	1.4	0.4	
	.	0.1	0.1	0.4	
52-62	0	9	0	1	10
	.	8.9	0.8	0.3	
	.	0.0	0.8	2.2	
TOTAL	.	105	10	3	118

Chi-square = 16.345
df = 6
Probability = .012
Cramer's V = 0.263

TABLE XXIII

DIFFERENCES BETWEEN TEACHERS' USE OF THE INTRODUCTION TO ADOLESCENCE UNIT AND AGE

AGE	USE				
FREQUENCY EXPECTED CELL CHI2		YES	NO	IN PART	TOTAL
	0	2	1	2	.
	.	.	.	.	
	.	.	.	.	
22-31	1	50	6	7	63
	.	43.1	8.1	11.8	
	.	1.1	0.5	2.0	
32-41	1	18	4	6	28
	.	19.1	3.6	5.3	
	.	0.1	0.0	0.1	
42-51	0	9	1	8	18
	.	12.3	2.3	3.4	
	.	0.9	0.7	6.3	
52-62	2	3	4	1	8
	.	5.5	1.0	1.5	
	.	1.1	8.6	0.2	
TOTAL		80	15	22	117

Chi-square = 21.681
df = 6
Probability = 0.0014
Cramer's V = 0.304

TABLE XXIV

DIFFERENCES BETWEEN TEACHERS' USE OF THE DATING AND MATE SELECTION UNIT AND AGE

AGE	USE				
FREQUENCY / EXPECTED / CELL CHI2		YES	NO	IN PART	TOTAL
	0	2	1	2	.
	.	.	.	.	
	.	.	.	.	
22-31	2	49	8	5	62
	.	42.9	9.0	10.1	
	.	0.9	0.1	2.6	
32-41	0	18	4	7	29
	.	20.1	4.2	4.7	
	.	0.2	0.0	1.1	
42-51	0	11	1	6	18
	.	12.5	2.6	2.9	
	.	0.2	1.0	3.2	
52-62	2	3	4	1	8
	.	5.5	1.2	1.3	
	.	1.2	6.9	0.1	
TOTAL	.	81	17	19	117

Chi-square = 17.432
df = 6
Probability = 0.0078
Cramer's V = 0.273

TABLE XXV

DIFFERENCES BETWEEN TEACHERS' USE OF THE BUSINESS ETIQUETTE UNIT AND HIGHEST DEGREE COMPLETED

DEGREE	USE				
FREQUENCY / EXPECTED / CELL CHI2		YES	NO	IN PART	TOTAL
BS	4	56	26	11	93
	.	54.9	22.9	15.2	
	.	0.0	0.4	1.2	
MS	0	16	4	9	29
	.	17.1	7.1	4.8	
	.	0.1	1.4	3.8	
TOTAL	.	72	30	20	122

Chi-square = 6.873
df = 2
Probability = 0.0322
Cramer's V = 0.237

TABLE XXVI

DIFFERENCES BETWEEN TEACHERS' USE OF THE MIDDLE CHILDHOOD UNIT AND INSTITUTION GRANTING BACHELOR'S DEGREE

INST	USE				
FREQUENCY EXPECTED CELL CHI2		YES	NO	IN PART	TOTAL
	0	1	0	0	.
	.	.	.	.	
	.	.	.	.	
OSU	2	38	13	16	67
	.	36.8	16.2	14.0	
	.	0.0	0.6	0.3	
OTHR VOCA	1	15	5	9	29
	.	15.9	7.0	6.0	
	.	0.1	0.6	1.4	
OTHR IN OK	0	9	4	0	13
	.	7.1	3.1	2.7	
	.	0.5	0.2	2.7	
OUT OF OK	2	4	7	0	11
	.	6.0	2.7	2.3	
	.	0.7	7.1	2.3	
TOTAL	.	66	29	25	120

Chi-square = 16.543
df = 6
Probability = 0.0111
Cramer's V = 0.257

TABLE XXVII

DIFFERENCES BETWEEN TEACHERS' USE OF THE YEAST BREADS UNIT AND INSTITUTION GRANTING BACHELOR'S DEGREE

INST	USE				
FREQUENCY EXPECTED CELL CHI2		YES	NO	IN PART	TOTAL
	0	1	0	0	.
	.	.	.	.	
	.	.	.	.	
OSU	1	62	5	1	68
	.	58.1	5.5	4.4	
	.	0.3	0.0	2.6	
OTHR VOCA	0	23	3	4	30
	.	25.6	2.4	1.9	
	.	0.3	0.1	2.2	
OTHR IN OK	0	12	1	0	13
	.	11.1	1.0	0.8	
	.	0.1	0.0	0.8	
OUT OF OK	0	9	1	3	13
	.	11.1	1.0	0.8	
	.	0.4	0.0	5.6	
TOTAL	.	106	10	8	124

Chi-square = 12.415
df = 6
Probability = 0.0533
Cramer's V = 0.225

TABLE XXVIII

DIFFERENCES BETWEEN TEACHERS' USE OF THE INSPECTION AND GRADING UNIT AND POPULATION OF COMMUNITY

POP	USE				
FREQUENCY EXPECTED CELL CHI2		YES	NO	IN PART	TOTAL
	0	1	0	0	.
	.	.	.	.	
	.	.	.	.	
2000 &LESS	1	30	13	8	51
	.	30.0	9.9	11.1	
	.	0.0	1.0	0.9	
2001 -5000	0	26	4	7	37
	.	21.8	7.2	8.1	
	.	0.8	1.4	0.1	
5001-15000	0	7	2	9	18
	.	10.6	3.5	3.9	
	.	1.2	0.6	6.6	
75001 & UP	0	10	5	3	18
	.	10.6	3.5	3.9	
	.	0.0	0.7	0.2	
TOTAL	.	73	24	27	124

Chi-square = 13.559
df = 6
Probability = 0.0350
Cramer's V = 0.234

TABLE XXIX

DIFFERENCES BETWEEN TEACHERS' USE OF THE CONSUMER BUYING OF MEATS UNIT AND HOME ECONOMICS II ENROLLMENT

ENHE	USE				
FREQUENCY / EXPECTED / CELL CHI2		YES	NO	IN PART	TOTAL
1 - 20	0	50	11	14	75
	.	50.4	10.2	14.4	
	.	0.0	0.1	0.0	
21 - 40	1	9	1	9	19
	.	12.8	2.6	3.6	
	.	1.1	1.0	7.9	
41 - 60	0	14	2	0	16
	.	10.8	2.2	3.1	
	.	1.0	0.0	3.1	
61 & UP	0	11	3	1	15
	.	10.1	2.0	2.9	
	.	0.1	0.5	1.2	
TOTAL	.	84	17	24	125

Chi-square = 15.842
df = 6
Probability = 0.0146
Cramer's V = 0.252

TABLE XXX

DIFFERENCES BETWEEN TEACHERS' USE OF THE INSPECTION AND GRADING UNIT AND HOME ECONOMICS II ENROLLMENT

ENHE	USE				
FREQUENCY / EXPECTED / CELL CHI2		YES	NO	IN PART	TOTAL
1 - 20	1	41	17	16	74
	.	43.8	14.2	16.0	
	.	0.2	0.5	0.0	
21 - 40	0	8	2	10	20
	.	11.8	3.8	4.3	
	.	1.2	0.9	7.5	
41 - 60	0	13	2	1	16
	.	9.5	3.1	3.5	
	.	1.3	0.4	1.7	
61 & UP	0	12	3	0	15
	.	8.9	2.9	3.2	
	.	1.1	0.0	3.2	
TOTAL	.	74	24	27	125

Chi-square = 18.099
df = 6
Probability = 0.0060
Cramer's V = 0.269

TABLE XXXI

DIFFERENCES BETWEEN TEACHERS' USE OF THE SELECTION OF HOUSING AND HOME FURNISHINGS UNIT AND HOME ECONOMICS II ENROLLMENT

ENHE	USE				
FREQUENCY / EXPECTED / CELL CHI2		YES	NO	IN PART	TOTAL
1 - 20	1	55	17	2	74
	.	53.3	14.8	5.9	
	.	0.1	0.3	2.6	
21 - 40	0	17	0	3	20
	.	14.4	4.0	1.6	
	.	0.5	4.0	1.2	
41 - 60	0	9	5	2	16
	.	11.5	3.2	1.3	
	.	0.6	1.0	0.4	
61 & UP	0	9	3	3	15
	.	10.8	3.0	1.2	
	.	0.3	0.0	2.7	
TOTAL	.	90	25	10	125

Chi-square = 13.651
df = 6
Probability = 0.0339
Cramer's V = 0.234

TABLE XXXII

DIFFERENCES BETWEEN TEACHERS' USE OF THE YEAST BREADS UNIT AND THE PRESENCE OF MALE STUDENTS

SEX	USE				
FREQUENCY EXPECTED CELL CHI2		YES	NO	IN PART	TOTAL
	0	11	0	0	.
	.	.	.	.	
	.	.	.	.	
FEMALES ONLY	0	74	5	8	87
	.	73.3	7.6	6.1	
	.	0.0	0.9	0.6	
MALES PRESENT	1	22	5	0	27
	.	22.7	2.4	1.9	
	.	0.0	2.9	1.9	
TOTAL	.	96	10	8	114

Chi-square = 6.345 Probability = 0.0419
df = 2 Cramer's V = 0.236

TABLE XXXIII

DIFFERENCES BETWEEN TEACHERS' USE OF THE PASTRY UNIT AND THE PRESENCE OF MALE STUDENTS

SEX	USE				
FREQUENCY EXPECTED CELL CHI2		YES	NO	IN PART	TOTAL
	0	10	1	0	.
	.	.	.	.	
	.	.	.	.	
FEMALES ONLY	1	79	4	3	86
	.	76.8	6.9	2.3	
	.	0.1	1.2	0.2	
MALES PRESENT	2	21	5	0	26
	.	23.2	2.1	0.7	
	.	0.2	4.1	0.7	
TOTAL	.	100	9	3	112

Chi-square = 6.463 Probability = 0.0395
df = 2 Cramer's V = 0.240

TABLE XXXIV

DIFFERENCES BETWEEN TEACHERS' USE OF THE SELECTION OF HOUSING AND HOME FURNISHINGS UNIT AND THE PRESENCE OF MALE STUDENTS

SEX	USE				
FREQUENCY EXPECTED CELL CHI2		YES	NO	IN PART	TOTAL
	1	8	1	1	.
	.	.	.	.	
	.	.	.	.	
FEMALES ONLY	0	67	16	4	87
	.	62.0	18.2	6.8	
	.	0.4	0.3	1.2	
MALES PRESENT	0	15	8	5	28
	.	20.0	5.8	2.2	
	.	1.2	0.8	3.6	
TOTAL	.	82	24	9	115

Chi-square = 7.443 Probability = 0.0242
df = 2 Cramer's V = 0.254

TABLE XXXV

DIFFERENCES BETWEEN TEACHERS' USE OF THE INTRODUCTION TO ADOLESCENCE UNIT AND THE PRESENCE OF MALE STUDENTS

SEX	USE				
FREQUENCY EXPECTED CELL CHI2		YES	NO	IN PART	TOTAL
	2 . .	6 . .	1 . .	2 . .	.
FEMALES ONLY	2 . .	62 57.2 0.4	8 11.3 1.0	15 16.5 0.1	85
MALES PRESENT	0 . .	14 18.8 1.2	7 3.7 2.9	7 5.5 0.4	28
TOTAL	.	76	15	22	113

Chi-square = 6.089 Probability = 0.0476
df = 2 Cramer's V = 0.232

TABLE XXXVI

DIFFERENCES BETWEEN TEACHERS' USE OF THE DATING AND MATE SELECTION UNIT AND THE PRESENCE OF MALE STUDENTS

SEX	USE				
FREQUENCY EXPECTED CELL CHI2		YES	NO	IN PART	TOTAL
	1	6	1	3	.
	.	.	.	.	
	.	.	.	.	
FEMALES ONLY	3	64	8	12	84
	.	57.8	12.8	13.5	
	.	0.7	1.8	0.2	
MALES PRESENT	0	13	9	6	28
	.	19.3	4.3	4.5	
	.	2.0	5.3	0.5	
TOTAL	.	77	17	18	112

Chi-square = 10.451 Probability = 0.0054
df = 2 Cramer's V = 0.305

TABLE XXXVII

DIFFERENCES BETWEEN TEACHERS' USE OF THE BUYING PRACTICES UNIT AND THE PROVISION OF STUDENT MATERIALS

MATRL	USE				
FREQUENCY / EXPECTED / CELL CHI2		YES	NO	IN PART	TOTAL
NO	2	9	2	11	22
	.	13.1	3.3	5.6	
	.	1.3	0.5	5.1	
YES	3	63	16	20	99
	.	58.9	14.7	25.4	
	.	0.3	0.1	1.1	
TOTAL	.	72	18	31	121

Chi-square = 8.406 Probability = 0.0150
df = 2 Cramer's V = 0.264

TABLE XXXVIII

DIFFERENCES BETWEEN TEACHERS' USE OF THE CONSUMER BUYING OF MEATS UNIT AND THE PROVISION OF STUDENT MATERIALS

MATRL	USE				
FREQUENCY / EXPECTED / CELL CHI2		YES	NO	IN PART	TOTAL
NO	0	13	7	4	24
	.	16.1	3.3	4.6	
	.	0.6	4.3	0.1	
YES	1	71	10	20	101
	.	67.9	13.7	19.4	
	.	0.1	1.0	0.0	
TOTAL	.	84	17	24	125

Chi-square = 6.143 Probability = 0.0464
df = 2 Cramer's V = 0.222

TABLE XXXIX

DIFFERENCES BETWEEN TEACHERS' USE OF THE INSPECTION AND GRADING UNIT AND THE PROVISION OF STUDENT MATERIALS

MATRL	USE				
FREQUENCY / EXPECTED / CELL CHI2		YES	NO	IN PART	TOTAL
NO	0	11	10	3	24
	.	14.2	4.6	5.2	
	.	0.7	6.3	0.9	
YES	1	63	14	24	101
	.	59.8	19.4	21.8	
	.	0.2	1.5	0.2	
TOTAL	.	74	24	27	125

Chi-square = 9.884 Probability = 0.0073
df = 2 Cramer's V = 0.281

TABLE XL

DIFFERENCES BETWEEN TEACHERS' USE OF THE MEAT PURCHASING UNIT AND THE PROVISION OF STUDENT MATERIALS

MATRL	USE				
FREQUENCY / EXPECTED / CELL CHI2		YES	NO	IN PART	TOTAL
NO	1	12	8	3	23
	.	15.0	3.9	4.1	
	.	0.6	4.3	0.3	
YES	1	69	13	19	101
	.	66.0	17.1	17.9	
	.	0.1	1.0	0.1	
TOTAL	.	81	21	22	124

Chi-square = 6.410
df = 2
Probability = 0.0406
Cramer's V = 0.227

TABLE XLI

DIFFERENCES BETWEEN TEACHERS' USE OF THE MEAT PREPARATION UNIT AND THE PROVISION OF STUDENT MATERIALS

MATRL	USE				
FREQUENCY / EXPECTED / CELL CHI2		YES	NO	IN PART	TOTAL
NO	1	11	6	6	23
	.	15.6	3.1	4.2	
	.	1.4	2.6	0.7	
YES	0	74	11	17	102
	.	69.4	13.9	18.8	
	.	0.3	0.6	0.2	
TOTAL	.	85	17	23	125

Chi-square = 5.824
df = 2
Probability = 0.0544
Cramer's V = 0.216

TABLE XLII

DIFFERENCES BETWEEN TEACHERS' USE OF THE SELECTION OF HOUSING AND HOME FURNISHINGS UNIT AND THE PROVISION OF STUDENT MATERIALS

MATRL	USE				
FREQUENCY / EXPECTED / CELL CHI2		YES	NO	IN PART	TOTAL
NO	1	14	9	0	23
	.	16.6	4.6	1.8	
	.	0.4	4.2	1.8	
YES	0	76	16	10	102
	.	73.4	20.4	8.2	
	.	0.1	0.9	0.4	
TOTAL	.	90	25	10	125

Chi-square = 7.898
df = 2
Probability = 0.0193
Cramer's V = 0.251

VITA - 2

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