

CURRENT AND FUTURE CURRICULUM TRENDS
IN HOME ECONOMICS EDUCATION AS
ASSOCIATED WITH SELECTED
MANAGEMENT VARIABLES

By

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CHAPTER I

INTRODUCTION

The viability of home economics education in institutions of higher education lies in an ability to meet the future well prepared. Recognizing a continuing need for redirection of the professional priorities, the American Home Economics Association in Home Economics New Directions II (1975) listed futuristic thinking and planning as a professional priority.

The future evolves from the present. The impressions professional educators have of the future of home economics education influence the way present curriculum is designed. As Scruggs and Rader (1981, p. 277) stated, "Our images of the future affect our daily actions that, in turn, help to shape the future. These images need to be based on accurate conceptions."

The nexus between the present and the future appeared in the trends seen in the society as a whole. As Naisbitt (1982, p. 9) indicated, "Trends, like horses, are easier to ride in the direction they are already going." Thus, an examination of the trends formed the launching point for futuristic curriculum planning.

These trends lead in many directions. Powerful, collective leadership and astute planning enabled the profession to consider its alternatives and move in a purposeful, viable direction which meets the future needs of the profession and the people served by it. Trend analysis

requires a careful review of the present conditions and the new scenarios that are emerging. The role of the home economics educator and the overall function of home economics education lies in this analysis and the decisions which emanate from it. As exemplified by Scuggs and Radar (1981),

It is important for home economics educators to clarify their vision of future roles because if management decisions are made without the benefit of plans, many external pressures can divert educators from carrying out the roles of highest priority. No group is better prepared to assume leadership in determining the future roles of home economics educators in colleges and universities than the home economics educators themselves (p. 249).

Through examining the present goals and the perceived future goals of home economics education, educators focused on trends and began to develop the educational realm of the future.

The curriculum was the basis for the professional development and training in the field of home economics education. According to East (1980),

College-level content is most important to us because it molds, 'presses' our future home economists. They learn information, attitudes, values, intellectual skills, professional skills, and, we hope, a characteristic style of thinking and acting that marks them 'home economists' (p. 155).

Thus, a starting place for analysis of trends appeared in those trends seen in the curriculum.

Concerning the future curriculum, Ornstein (1981) stated that several broad trends were likely to influence curriculum planning. These were communication, life-long learning, international cooperation and values. Baugher and Kellett (1983) viewed the trends as indicating a strong need for leadership training as a part of the curriculum. Breen (1983, p. 18), expressed the opinion that, "To keep home economics a strong viable force, a greater emphasis on research is a necessity.

The undergraduate years have often been overlooked as the logical place to begin developing research motivation." Scruggs and Rader (1981, p. 276) pointed to a need, ". . . for home economists to become more knowledgeable about the realities of the legislative process and effective means of having an impact upon legislative and other policy-related decisions."

Johnson and Swope (1972) reported that home economics curricula in the institutions of higher education included in their study were more traditional and static than fluid and futuristic. At approximately the same time, McGrath (1968, p. 506) stated that "changing conditions of life and social trends make it impossible to meet the new opportunities simply by pursuing old ideals and goals more effectively."

Knowledge of the present goals for home economics education curriculum aided educators in identifying, analyzing, and directing the trends to meet the needs of the profession and the people the profession serves. One method of examining the trends and preparing for management decisions which direct and/or influence the future was the use of data in a management information system. Mayhew (1980) in discussing the administration and management of higher education institutions referred to management information systems as data banks of information, analyzed and utilized in a systematic fashion as an aid in decision making.

There are . . . more advanced management information systems that allow for simulation for the likely behavior of an institution under a variety of conditions. These not only show where an institution is but also what will likely happen under each of several eventualities (p. 95).

Management information systems were, also, useful to individual disciplines as an aid to forecasting and forming the future direction of a profession. Systematic utilization of data concerning present goals and

perceived future goals was useful in the analysis of curriculum.

Statement of the Problem

The National Commission of Excellence in Education (1983, p. 5) reported to the American people that "the educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a Nation and a people." The Commission addressed issues involving the lack of quality standards in public school systems. However, Newport (1983, P. 102) stated that "when the image of the public schools is tarnished, as it is today, fingers are pointed in accusation at teacher educators." Thus, criticism of the educational system at all levels was highly publicized and educators forced to address the issue of excellence in education.

As the basis for education, the curriculum was attacked by the Commission as an area of needed reform. Unruh (1975, p. 278) substantiated the Commission's concern by stating that, "Problems in curriculum development have surged to the attention of the public time and again over the decades, with increasing frequency in current times, accompanied by calls for reform and warnings of crisis in the schools." Therefore, teacher education indirectly was affected by the crisis identified by the Commission and challenged to address and improve the quality of education. Along with concerns of low educational standards and quality, teacher education has faced declining enrollment, reduced financial resources and alternations in teacher supply and demand.

The number of students enrolling in teacher education programs has declined. According to Sykes (1983), between 1972 and the present, the enrollment in teacher education has decreased by 50 percent. Vincent

and Brooks (1982) reported evidence substantiating a decline in enrollment and an era of managing this decline in educational institutions. Future enrollment problems as reported by Hodgkinson (1983) focused on population shifts and birthrate changes. Hodgkinson identified a birth-rate increase in the Sun Belt states and a decline in the Frost Belt states. Thus, according to this report, the future enrollment problems aimed toward some schools being overcrowded and some schools or programs closing. To teacher education institutions the problem evolving was the supply and demand for teachers projected in the next eight years for these geographic areas and the immediate problem of providing a viable teacher education program with declining enrollments. As exemplified by Baldrige, Kemerer, and Green (1982, p. 15): "The changing demography of the American populace, particularly among young Americans, will have a profound impact on higher education through the 1980's and into the 1990's." Schlechty and Vance (1983) indicated a decline in graduates preparing to teach. Likewise, Sykes (1983) reported that toughening of the standards for teacher education graduates and the present teacher salary status discourages enrollment in teacher education programs. Because of this, these writers projected a forthcoming teacher shortage. Furthermore, Hodgkinson (1983, p. 54) stated: "Teacher shortages are already beginning to spring up in states like Texas, not only because of a decline in the number of school of education graduates, but because of the increased populations in elementary school years."

Coupled with declining enrollment was a reduction in available financial resources to educational institutions. As stated by Baldrige, Kemerer, and Green (1982),

The enrollment difficulties will coincide with financial shortfalls during an era of reduced government support for higher

education. Taken together, these factors pose a major challenge to the health and vitality of American higher education (p. 26).

Thus, educators addressing curriculum needs also faced curriculum designs requiring less financial support. The equation of elements involving declining enrollment, reduced financial resources, and changing teacher supply and demand to high standards and quality teacher education programs has forced educators to examine curriculum in light of present conditions and the projected future conditions. As a part of a home economics education futures study, Jorgenson, Hirschlein and Brink acquired information as to the current conditions and the projected future conditions among the home economics education units within the United States.

According to the literature, the problem facing the future of home economics education was determining the direction of change in the curriculum. This direction of change was based on the emerging social and educational trends. Furthermore, educators were examining persistent problems to higher education, including declining enrollment and reduced financial resources, and their impact on curriculum. In order to be responsive to educational needs of society and the individual student's needs, the emerging trends and the persistent problems in higher education required examination.

The problem in this study was to identify and analyze curriculum emphases in home economics education in relation to the persistent problems facing higher education. Based on the literature review and consultation with the research committee, the persistent problems in higher education found to be consistent with the home economics education units' goals were (1) program emphasis, (2) planning strategies, (3) financial resources, and (4) student recruitment efforts. Thus, this study aided

in the formulation of a data base for decision making relevant to the future of home economics education curriculum.

Purpose and Objectives

The purpose of this study was to analyze the association of home economics education curriculum trends and management of persistent problems in higher education based upon information provided from home economics educators. Part of the data collected through the study titled "Home Economics Education Futures Study: Toward the Year 2000" was utilized in establishing the current status and projected future status of the units in reference to goals of the units. These data were used as the data base for this study. The criterion variables were curriculum emphases goal descriptors relevant to the educational needs of students. The chosen descriptors for these emphases were as follows:

1. life-long education
2. accommodating the unique career goals of individual students
3. interdisciplinary courses
4. problem-solving skills
5. the integrated nature of home economics as a field
6. adult education
7. special education
8. leadership development
9. preparation for leadership in public policy formation
10. competency based education
11. negotiation and conflict management skills
12. program planning and evaluation skills
13. alternative futures

14. experiential learning
15. professional standards and ethics
16. group theory and group skills
17. creative utilization of existing and emerging media
18. public relations skills
19. computer technology
20. creative utilization of community resources

These descriptors were developed by a panel of experts. The variates chosen for this study were descriptors associated with (1) program emphasis, (2) planning strategies, (3) financial resources, and (4) student recruitment efforts. The results of this study were designed to aid home economics educators in analyzing their curricula in relation to meeting future needs of the home economics education program. The following objectives were developed as guides for this study.

1. Develop a scale of measure for the descriptors for curriculum emphases, program emphasis, planning strategies, financial resources, and student recruitment efforts through a factor analysis procedure.
2. Assess the changes in curriculum emphases between the current and projected statements provided by the home economics educators.
3. Analyze the current and projected curriculum emphases reported by the educators as associated with program emphasis, planning strategies, financial resources, and student recruitment efforts.

Hypotheses

The following were the hypotheses formulated for this study:

- H₁: There will be no similarity between factor structures (underlying constructs) for the items describing current curriculum emphasis and for the items describing projected future curriculum emphasis.
- H₂: There will be no significant difference between the current curriculum emphasis descriptors and the projected future curriculum emphasis descriptors.
- H₃: There will be no significant association between current curriculum emphasis in home economics education units and current
1. program emphasis
 2. planning strategies
 3. financial resources
 4. student recruitment efforts
- H₄: There will be no significant association between the projected future curriculum emphasis in home economics education units and projected future
1. program emphasis
 2. planning strategies
 3. financial resources
 4. student recruitment efforts

Assumptions and Limitations

The assumptions formulated for this study were as follows:

1. The home economics educator's perceptions of the future goals of their units were influenced by the various trends observed in the society.
2. The participating population was representative of the total population. (An analysis of non-respondents' characteristics as presented in Chapter IV will substantiate areas and degree of bias.)

This study was limited by the following factors:

1. The curriculum emphases terms developed by a panel of teacher educators was limited to the innovative trends seen in the literature and from the panels' experience as relevant to the needs of graduates of home economics education programs.
2. The population was limited to those home economic education units which responded to the survey instrument "Home Economics Education Futures Study: Toward the Year 2000."

Definitions

In order to clarify the terminology in this study, relevant terms were defined as follows:

Curriculum emphases--Curricula developed and maintained, relevant to the educational needs of students.

Descriptors--Items stated in words or phrases and used to identify or clarify the goals.

Goals--The end toward which effort was directed in alignment with the purposes and mission of the units.

Home economics education units--An academic unit within a college or university which prepares majors in "planning, implementing, and evaluating learning experiences in home economics suited to the needs and interests of learners and based on decisions made according to educational philosophy and professional beliefs" (Dobry and Williams, 1981, p. 7).

Financial resources--Financial resources developed and maintained to adequately support the various needs of the unit.

Planning strategies--Strategies aimed at maintaining the unit's role as a viable academic program in the institution.

Program emphasis--Academic programs developed and maintained to match employer needs to graduates' preparation.

Student recruitment efforts--Activities aimed toward increasing the number of well-qualified students in the program.

Organization of the Study Report

This report is organized into five chapters. The present chapter establishes the research problem and states the research purpose and objectives, hypotheses, assumptions and limitations, and definitions. Chapter II presents a review of the literature which serves as a basis for the study. Methodology is developed in Chapter III. The findings of the study and the analysis and interpretation of these findings are presented in Chapter IV with the summary, conclusions, and recommendations being presented in Chapter V.

CHAPTER II

LITERATURE REVIEW

As a mechanism for academic preparedness, curriculum has served as a base or a foundation for the purposes of the college/university establishment. University curricula have been challenged to predict the future as closely as possible in order to realistically prepare the next generation of scholars (Unruh, 1975). Due to the increasing rate of change, an alignment of the curriculum with future needs has become more difficult. According to Combs (1981, p. 369) "Preparation for the future has always been a primary objective of education. Until recently the future to be prepared for was generally stable and predictable. But this is no longer adequate." Likewise, Horn (1982) reiterated the need for professionals to think about the new paradigms for home economics in particular and the curriculum changes needed in the academic setting. Hesburgh (1983) expressed a need for a curriculum study which examined, not only, the content and the theories underlying curriculum development, but also, the relatedness of curriculum to other aspects of the academic institution.

Curriculum and Change

A theory, defined as a clearly identified realm of phenomena (Macdonald, 1975; & Zais, 1976) appeared to be a starting point for an examination of curriculum. However, this theory did not exist because

of the diversity in the curriculum definitions (Macdonald, 1975; Unruh, 1975, & Zais, 1976). "Definitions of curriculum are as narrow as 'the subject matter to be learned' and as broad as 'all the experiences students have in school'" (Macdonald, 1975, p. 5). Therefore, numerous models of and theories for curriculum had been developed ranging from design theories to engineering theories. There did appear to be some universality in the foundational approaches to curriculum and about the need to change the curriculum in light of the changes in these foundations.

The foundational approaches represented (1) society/culture, (2) individual development, and (3) epistemology (Kliebard, 1982; Unruh, 1975; & Zais, 1976). The society/culture foundation encompassed the rate and direction of social change. Unruh (1975) indicated a lack of curriculum development to anticipate and incorporate the change at a pace realitively equal to the rate of change seen in the society. Swanson (1983) reported that teacher education needed to respond to the changing societal needs, and also, to preserve the culture as it adapts to the changes. The individual development referred to the interests, needs and learning patterns of the individual (Kliebard, 1982). As the student population changed to a larger group of adult, part-time, and minority students, the curriculum needed to change in order to accommodate the learners' developmental and interest differences. Therefore, changes in foundations which underlie curriculum development, substantiated the need for the curriculum to be responsive to changes seen in society, individuals, and the nature of knowledge. Lionberger (1970) suggested that the prime concern to the educational community was how to implement curricular changes. Furthermore, Huebner (1970, p. 133) added,

"Attempts to change the curriculum by simply rewriting courses of study or curricular guides have seldom, if ever, worked; for courses of study do not control the environment." In the educational community, this concern for a curriculum which was responsive to the societal, individual and knowledge changes suggested a need for an understanding of the change process and the change behavior.

Change is not a static concept. Change takes place with or without the control and direction of the educational community. However, according to Unruh (1975), unplanned change did not bring about the major and massive improvements that were needed in education. Planned change, on the other hand, did anticipate some future state of being and envisioned ideal conditions that motivate, guide, and direct present curriculum activities. The need for planned change was evident for a curriculum which was responsive to the global community. Unruh's planned curriculum change ideas were based on an open system. This implied that the relationship of all the parts in the academic system be coordinated and aligned. These parts included administration and management of the institution, the clientele served by the institution, as well as the academic content provided through the institution. Huebner (1970) and Unruh (1975) particularly identified financial resources as an important part of the alignment scheme.

Swanson (1983) emphasized the importance of developing a guiding process for change. In order to put forth an organized plan for change, Keller (1983) believed that the change agents be the top managers of the organization. In the field of home economics, Scruggs and Rader (1981, p. 259), stated that "home economics educators of the future need to place high priority on assuming leadership in all areas of home

economics education." Thus, suggesting the change agents for home economics education were found in the educators. According to Zaltman and Duncan (1977) to be effective, these change agents needed to recognize the process of change and the behaviors common to the resistance to change.

The process by which people change has been identified as a three level process. These processes involved (1) knowledge awareness about the need for change, (2) attitude formation concerning the need for change and (3) behavior change in accordance with the need for change (Hersey and Blanchard, 1982; & Zaltman and Duncan, 1977). Zaltman and Duncan also indicated that a commitment to change on the part of the change target was vitally important. Therefore, the change agents needed to spend time acquainting the change target with the rationale for the change. Furthermore, the change agents needed to work most directly with the group called "early majority adopters" rather than the "early adopters" or the "innovators". In Zaltman and Duncan's study analysis, the "innovators" and "early adopters", if not the change agents themselves, changed without the help of change agents. Also, the "late adopters" were difficult to convince to change, but tended to follow the bandwagon and to do so after the "early majority adopters" changed.

Several common attributes to the behavioral change of an organized group of individuals were identified in the literature. These attributes included the situation in which the group functioned and the degree to which information relative to the change was disseminated. In reference to the situation, Weiss (1972, p. 117) stated that "when organization personnel are dissatisfied with things as they are, they are more receptive to the implications of evaluation results." Weiss, then,

equated the use of evaluation results to planned change. Therefore, if people were dissatisfied with the present curriculum situation, they were more receptive to changing the curriculum. Likewise, Zaltman and Duncan (1977) suggested that the behavior of the group changed when the situation was defined as new or different and, thus, required a different behavior. However, Zaltman and Duncan did point out that the individuals within the group often did not show a unified change behavior because each individual perceived the new situation in different ways. Swanson (1983, p. 26) reiterated this by stating, "very seldom does everyone agree to a specific goal at the outset of an innovative effort." According to Havelock (1971) the greater the communicative involvement in an area of possible change, the more likely the behavior of the group changed. Havelock further explained that the more knowledge the people had on a subject, the more likely they became involved in communicative behavior. For curriculum change, this discussion indicated that greater knowledge and communicative involvement on the part of the educational organization led to greater behavioral alterations to accommodate the change.

In the studies conducted by Zaltman and Duncan (1977), resistance to change was explored. The findings indicated that the greater the magnitude of change, the greater the likelihood of resistance to change. The authors explained this phenomena as possibly due to the fact that the change required a higher degree of behavioral adjustment in reference to the situation or job. Furthermore, financial resources were identified as major causes of resistance to change. This meant that the necessary resources were not available to accommodate the expense of the change. Duncan's (1972) study of police departments showed a resistance

to change when the need for change was high. The conclusions implied that the climate of the organization was not open to change because the need for change implied failure or a loss of position power.

The changes appearing in the foundational approaches to curriculum were reflective of societal change. These societal changes indicated and directed change in curriculum. As well as the curriculum, the societal changes had also affected the functions within higher education institutions.

Changes in Higher Education

The present situation in higher education has been described from one of haunting depression and bankruptcy to one of challenge and new opportunity. The basic cause of the disruption in higher education stemmed from declines in enrollment and financial support over the recent past, as well as a suggestion of mediocrity in educational quality which has been sweeping the country. In examining the decline problems facing higher education, Keller (1983) predicted that 10 to 30 percent of the institutions will close or merge by 1995. Furthermore, Cyert (1983) stated that by 1990 there will be one-fifth fewer high school graduates eligible for enrollment in higher education institutions and that the higher education costs will continue to climb faster than the consumer price index. These perplexing problems to higher education were discussed in the literature in relationship to program offerings, student recruitment, financial resources available, and planning strategies.

Program Offerings

Keller (1983) reported the prevalence of program reconstruction,

overhaul, and change as a means of dealing with the decline climate. Werdell (1974) identified a major reason students attend colleges and universities as preparation for a good job. Zais (1976), also, indicated that the successful programs showed significance and utility to students desiring good jobs. Recently, administrators have focused efforts on improving the utility of programs and the marketing of these programs. Osborn (1983, p. 20) stressed the need for home economics education "to focus their efforts on identifying prospective clients, designing appropriate and relevant programs for them, and on marketing their services." This implied a need for the evaluation of programs against a major criterion of utility and significance. Therefore, designing and marketing programs relevant to successful employment of the students was identified as a means of increasing student enrollment.

Home economics education has been particularly plagued with declining enrollment. Harper's (1981) study indicated a substantial decline in home economics education enrollment over the past few years. Consequently, increasing program flexibility by adding a variety of program options was a frequently mentioned trend in home economics education. Rossmann, Parsons, and Holman (1983, p. 13) reported that "most persons in human services positions such as family life counselors or personal finance consultants function, in large part, as educators." Consequently, little change in the program content seemed necessary in order for home economics education graduates to successfully function in non-school settings. In a survey of home economics education units, Hall, Wallace, and Lee (1983) found that although the units historically focused on the secondary teaching option, a variety of other options were emerging. These options included cooperative extension, business,

communication/journalism, human services, consumer services, community education, early childhood education, and adult education.

The progression of change as indicated in the Hall et al. (1983) study began with changing the thrust and priorities through revision and change in the curriculum. Therefore, the changes in curriculum emphasis directly related to the changing of program options designed to attract increasing numbers of students. Likewise, these program changes concentrated on preparing the students for employment.

Financial Resources

Declines in resources available to higher education coupled with the rising consumer price index of the recent past has caused great concern among administrators at all institutional levels. Historically, financial resources were necessary to establish growth and progress in the academic setting, thus, declines in these resources attacked the very heart of the academic establishment. In recent years new efforts toward securing support from the private sector and increasing efforts toward establishing support systems in the political arena dominated the activities of these administrators.

In examining the plight of higher education, Keller (1983) reported the emergence of a significant relationship between finances and academics. As institutional management became dominated by financial concerns, the planning in relationship to academic programs became more closely aligned. Accountability for excellence in education and validity of the program offerings became a major issue involved with financial allocations.

The study conducted by Hall et al. (1983) found the major source of

revenue for home economics education units to be monies related to state and federal appropriations. The tie to this financial source had caused a degree of uncertainty to surround the financing of programs. Even though most states reported improved economic conditions for 1984, the revenues to support education remained unpredictable (Pipho, 1984). Therefore, financial concerns continued to be a dominant management problem.

Planning in Higher Education

Planning, as a management function, has always been a part of higher education activities. However, according to Keller (1983) and Kotler and Murphy (1981) the planning function recently has become a more predominant activity with a greater amount of time and money devoted to the process of planning. Part of the growth in predominance of the planning function was due to changes taking place in higher education. Declines in enrollment and reductions in available financial resources aided in a growth in the importance of planning to higher education. Much of this planning activity involved analyzing and forecasting. Planning managers were utilizing Drucker's (1964) philosophy which stated the future has already happened which will ultimately affect the organization. Therefore, elaborate information systems were useful tools to the analysis/forecasting process (Mayhew, 1980). Utilizing an information system approach, Breneman (1983) reported that enrollment in higher education will climb in the late 1990's. Therefore, the planners must weigh the short and long range plans to accommodate the fluctuation.

Another trend in institutional planning was found in the use of

strategic planning techniques. As stated by Hampton (1977, p. 148) strategic planning seeks "to identify and select outside opportunities and marshall distinctive inside capabilities to exploit those opportunities. Keller (1983, p. 70), also, reported that current planning needed to be attuned "to external conditions as well as internal strengths and after traditions." Therefore, the planning management trend was macro and micro with a focus toward preparation for the future.

Student Recruitment

The academic community increased student recruitment activities in an effort to combat the declining enrollment. The institutions analyzed non-traditional attenders and focused recruiting efforts in that direction. This group of students included part-time students and older students (Keller, 1983). Today, this group of students has become a substantial part of the student body. Marketing techniques aimed toward part-time and older students emphasized the qualities of the institution which catered to this groups' situation. One such change included changes in delivery systems, such as short courses and correspondence courses. The traditional minority students were, also, a group to which recruitment efforts were directed. Interestingly, however, Keller (1983, p. 13) suggested that this minority student group will differ in the future because as he stated "the United States is becoming a radically different nation ethnically."

On the horizon for recruitment activities appeared information derived from birthrate data. Breneman (1983) identified the trend as a visibly reduced supply of young people over the next several years followed by increasing enrollments of these young people in the late 1990's.

To higher education this implied a period of competition for available students and an emphasis on recruiting the non-traditional students followed by an increase in traditional students and a need for re-evaluation and study of recruitment activities.

In a study designed to analyze the status and trends, Harper (1980) concluded that home economics must strengthen the graduate components and concentrate recruitment on both quantity and quality of students. The Hall et al. (1983) study indicated that a few home economic units were expanding the graduate programs and their emphasis on recruiting graduate students. Much of the graduate student emphasis focused on practitioners and re-evaluating programs to meet the needs of this audience.

In response to enrollment trends, Peterson and Roscoe (1983) found that home economics administrators were modifying recruitment efforts after identifying the characteristics of attenders. Administrators were, then, striving to actively recruit students with these characteristics. Market strategies were realigned to accommodate the characteristics of the target group.

In an era of declining enrollments, particularly evident in home economics education, the academic leaders were concentrating on recruitment and marketing efforts. Marketing activities involved designing programs and curriculum which attracted students and which led to satisfactory employment of these students.

Emerging Curriculum Trends

Historically, as educational needs became known, trends developed which moved education in certain directions. The specific curriculum

content reflected these trends and changes taking place in education. Curriculum planners found the study of trends in the total environment helpful in focusing curriculum content. Presently, according to Botkin (1979, p. 118), "there are many positive trends visible on the horizon." The broad trends, likely to influence future curriculum planning were identified in the literature and summarized as learning structures, interaction skills, cognitive processing, and communication technology.

Learning Structure

Learning structure referred to the trends reflective in the structural set-up of the learning process. Lifelong learning and experiential learning emerged as predominant trends in the learning structure. Basic in these trends was a need to accommodate the unique career goals and the unique circumstances surrounding the individual learner (Combs, 1981).

As reported by Ornstein (1981), the information and technical explosion, and the rapid pace of change had created a void in the educated person's preparedness to meet future scenarios. Therefore, according to Combs (1981, p. 370) "opportunities for learning must be available at any time in a student's life when problems arise for which there are no immediate solutions." With the widespread acceptance of lifelong learning, educators were challenged to analyze the impact on present programs and to judge the potential merits of the revisions that will need to be made (Scruggs & Rader, 1981).

The Association for Experiential Education, the Council for Advancement of Experiential Education and the National Society for Internships and Experiential Education (1984, p. 1) defined experiential learning as ". . . learning in which the learner is directly in touch

with the realities being studied rather than simply reading about, hearing about, or talking about these realities." Combs (1981) suggested that schools should be microcosms of real life and that learning was more permanent when the realities were personally experienced. Scruggs and Rader (1981, p. 263) reiterated this need when stating "students usually need opportunities to gain firsthand learning experiences."

In higher education experiential learning generally had taken the form of internships or cooperative work experiences. Hall et al. (1983), in a study of home economics education units, found that 32 percent of the responding units required (beyond the student teaching experience) an occupational internship or cooperative work experience of preservice teachers. In a longitudinal study, Gansneder and Kingston (1984) studied the effects of intern experiences on students. The results indicated that internships had a long lasting and positive effect on the student.

The predominant learning structures appearing as trends in education were lifelong learning and experiential learning. Each represented efforts to accommodate the students' goals and needs in a rapidly changing environment.

Interaction Skills

With the vast communication and information systems of today, the world became as close to people as their communication device. Naisbitt (1982) and Toffler (1981) identified globalism as a part of the changing society. As individual societies formed a global community, the interactions among people became relevant to the educational process.

Therefore, the students needed to develop the abilities and skills to interact with people and with technology. Responsive educational trends reflected a movement toward the development of interaction skills, necessary in work, social, political, and personal associations. As stated by Combs (1981, p. 372) "a curriculum for the future must emphasize social interaction and responsibility."

Joyce and Clift (1984) indicated a need for a study of life in organizations. The interaction skills useful to functioning within an organization were identified as a necessary part of curriculum emphasis. Combs (1981) suggested a trend was emerging toward cooperation between school and community as a means of involving students in the larger community. With experiences relative to the community, students learned to interact with the community. Therefore, educational organizations were encouraged to develop and utilize community resources.

Scruggs and Rader (1981) further stated a trend in curriculum aimed toward involvement in public policy. More and more frequently jobs were requiring that employees have the ability to interact effectively within the political system.

Ornstein (1981, p. 53) suggested to curriculum planners, a need to be aware of the intended and unintended byproducts of technological change. "The greatest danger in planning future curriculum lies in subordination of human values to technological advances." Based on future trends, Unruh (1975) saw signs of a major conceptual shift from materialistic to humanistic values. Likewise, Combs (1981) found a greater emphasis in the study of values as a part of the students' educational development. Therefore, interactive skills between and among the

technology as well as people emerged as a curriculum trend.

Cognitive Processing

Ten years ago Werdell (1974) reported an educational movement toward introducing into the curriculum an emphasis on alternative futures and futurism. Horn (1982) stated that the need still existed for a curriculum emphasis which enabled students to be future literate. Since the future had and, predictably will change in a rapid somewhat unpredictable manner, educational leaders believed the curriculum concentration should lie in teaching cognitive processes which enabled students to mentally solve situations yet unknown to them (Lynton, 1983). As Combs (1983, p. 369) stated, "tomorrow's citizens must be effective problem solvers, persons able to make good choices, to create solutions on the spot." The processes most often mentioned by these educational leaders were problem solving, critical thinking, inquiry, reasoned judgment, and reflective thinking (Combs, 1981; Lynton, 1983; & Kitchener, 1983). Educational programs typically had identified these processes as a mainstay to student development. However, Kitchener (1983) reported a failure on the part of educational leaders to appreciate or understand the complexity of teaching these processes. Therefore, the teaching of cognitive processes was identified as a curriculum need addressing the preparation of students for the future.

Communication Technology

Communication technology referred to the new advancement in equipment and techniques for disseminating and receiving information. Since the technical equipment had become so complex, the academic programs were

required to teach students how to use as well as utilize the technology. In particular, educational leaders were concerned with the utilization of the technology. Werdell (1974) stressed a need for a curriculum emphasis based on making the technology work for the individual.

Utilization of the computer was commonly identified as a curriculum need for all students in higher education. As Keller (1983, p. 19) stated "Computers are now as essential as chalkboards, test tubes and scholarly periodical Colleges and universities simply must have computer equipment, instruction and research." According to the study of Hall et al. (1983, p. 12) "computer applications in home economics education are only beginning to emerge as a program thrust."

Technical changes in society were requiring the academic community to adjust, alter or change curriculum emphasis in order to accommodate new technology. Furthermore, the academic community was struggling with the integration of technology into existing curriculum content. A major concern to educational leaders was the financing of equipment and technical personnel needed to make the changes.

The trends appearing in the curriculum were aimed toward making the academic program relevant to the students' educational needs. In part, the increased rate of change seen in society and technology caused curriculum developers to be future focused in the planning efforts. The emerging curriculum emphases were identified as lifelong learning, experiential learning, interaction skills, cognitive processing skills, and communication technology.

Summary

Historically, curriculum had been modified and changed as a way of promoting growth in, and development of academic programs. The

curriculum has served as a base or a foundation for these academic programs and, thus, served to function as a means of organizing a learning environment designed to meet the future educational needs of the graduates.

In the midst of a move from an industrial society to an informational society as indicated by Naisbitt (1982) and Toffler (1981), higher education leaders were faced with a new set of challenges aimed toward developing academic programs relevant to the emerging needs of students. The curriculum as the basis for academic programs was deemed an essential area of concern. Controlled, planned curriculum change became an important function of the academic disciplines.

Trends in the curriculum began to emerge as changes in society and educational need became known. Curriculum trends were centering around new learning structures (lifelong learning and experiential learning), interaction skills (abilities to function and positively interact with people and with technology), cognitive processing skills (problem solving, reflective thinking, and reasoned judgment), and communication technology.

As well as designing new, relevant curriculum, academic leaders faced declines in enrollment and an unstable financial support base. Home economics education was particularly hard hit with declining enrollments. As Bortz and Dillon (1982) concluded from a market survey, a continuing decline appeared likely. The coupling of curriculum change and managing decline presented serious concern to the academic leaders.

The cogged wheels of a finely made clock must be set in perfect alignment in order for the clock to keep accurate time. So must the parts of the academic establishment be aligned in order to assure the quality of education. To keep the academic environment in fine tune,

educational leaders were challenged to creatively react and adapt to change as a part of the curriculum planning and institutional management activities.

CHAPTER III

RESEARCH DESIGN

Introduction

This study was designed (1) to assess and analyze curriculum emphasis trends in home economics education units in institutions of higher education and (2) determine the association between the curriculum trends and the units' goals related to program emphasis, planning strategies, financial resources, and student recruitment efforts. These goals were identified as efforts aimed toward eliminating the problems of declining enrollment, reduced financial resources, and alteration in the teacher supply and demand status. The purpose of this chapter is to describe the type of research, the population sampling plan, the instrumentation procedures, and the statistical treatment of the data.

Type of Research

This study employed the descriptive type research design. Best (1977) discussed descriptive design as a study that describes and interprets, a research type primarily concerning present conditions and a design which does not manipulate variables. Best, (1977, p. 116) further stated that: "It [descriptive design] is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developing." According to Isaac and Michael (1981, p. 46), "Research authorities

. . . are not in agreement on what constitutes descriptive research and often broaden the term to include all forms of research except historical and experimental." Within this broad context, descriptive designs were differentiated and classified. Correlational research was one such classification.

Correlational research was designed to investigate "the extent to which variations in one factor correspond with variations in one or more other factors based on correlation coefficients" (Isaac & Michael, 1981, p. 49). Correlational research designs were concerned with complex variables and their interrelationships. These conditions were met in the present study.

This study was based on the correlational, descriptive research design. This study was designed to gather information concerning present conditions and perceived future conditions of home economics education units in institutions of higher education. These conditions were analyzed by investigating the relationships among curriculum emphases and between the curriculum emphases and program emphasis, planning strategies, financial resources, and student recruitment efforts. In this study, the research addressed conditions that existed and trends that were developing in a correlational analysis, thus fulfilling criteria essential for the correlational, descriptive research design.

Population

The population for this study included four-year colleges and universities in the United States that grant home economics education degrees. The listing of the population was obtained from two sources: Home Economics In Institutions Granting Bachelor's or Higher Degrees, 1978-1979 (Harper, Custer, & Purdy, 1980) and 1981 National Directory

of Vocational Home Economics Teacher Educators (Weis & Pomraning, 1981). Two units not found in either listing but known to exist were also included. The total number of the population included 326 home economics education units.

Addresses for the institutions were obtained from the 1981 National Directory of Vocational Home Economics Teacher Educators (Weis & Pomraning, 1981) and the Educational Directory of Colleges and Universities 1981-1982 (Broyles & Davis, 1982). Each home economics education unit was contacted by letter explaining the purpose of the initial research study. One educator per unit was asked to respond to the research instrument. Follow-up procedures were conducted three weeks later. From the responding population, the actual participating population was obtained. Two hundred and eight usable instruments were returned, constituting a 64 percent return.

In order to establish the participants as a representative sample of the population, an assessment of non-respondents was conducted. The non-respondents were described as to (1) classification of the institution, (2) regional location, and (3) enrollment. The College Blue Book Tabular Data (1983) and American Universities and Colleges (1983) were used as sources for the non-responding units' characteristics. These characteristics were then compared to the participating sample by percentage comparisons. The researcher thus determined the degree and area of possible bias. The results are reported in Chapter IV.

The Survey Instrument

The data utilized in this study were collected from an instrument titled "Home Economics Education Futures Study: Toward the Year 2000"

(see Appendix A). This instrument was developed by Drs. Beulah Hirschlein, Elaine Jorgenson, and Carolyn Brink, a research team associated with Home Economics Education and Community Services Department at Oklahoma State University. The data were collected in November 1982. Permission to use these data was granted on August 31, 1983, by this researcher's committee and the initial research team.

The survey instrument was designed to identify trends in home economics education in institutions of higher education within the United States based upon current and projected goals of these units. The goals were chosen as being commonly associated with units of home economics education. These goals were as follows:

1. Develop and maintain curricula relevant to the educational needs of students.
2. Develop and maintain program emphasis appropriate to the needs of employers of graduates.
3. Develop strategic plans aimed at maintaining the unit's role as a viable academic program in the institution.
4. Develop and maintain financial resources necessary to adequately support the various needs of the unit.
5. Develop and maintain a student recruitment program aimed toward increasing the number of well qualified students in the program.

The selection of these goals was based upon literature review and the initial research teams' knowledge and experience as educators and administrators in the field of home economics.

The survey instrument was divided into two sections: (1) goals and descriptors and (2) demographic information. The goals and descriptors

section was subdivided into 10 parts. In each part, respondents were asked to evaluate the goal and corresponding descriptors to that goal as to (1) describes the unit as it now exists and (2) describes what the unit will be like in five years. The instrument design utilized a five-point, Likert-type scale to which the participants responded. Section one consisted of 324 response items. Section two consisted of 16 items and asked for descriptive information concerning the unit and the respondent.

Content validity was assessed by a comparative evaluation of objectives of the study with the instrument utilized in the study. A panel of experts was presented the purpose, objectives, hypotheses, and instrument of the study and asked to determine the extent to which the instrument measured the objectives. The panel consisted of administrators, educators, and experienced researchers. The instrument was examined for clarity by students in a graduate research course in the College of Home Economics at Oklahoma State University.

Selection and Preparation of Variables

This researcher chose curriculum emphases relevant to the educational needs of students (descriptors related to goal one) as the main focus and criterion variable for this study. These 20 items were related to curriculum emphases found in the literature and developed by the initial researchers. The items were consistent with emerging trends and practices seen in home economics education units in response to the students' educational needs. The instrument was designed to indicate current status and perceived future status of the units with regard to curriculum emphases.

The variates for this study were related to problems surrounding enrollment, financial resources, and teacher supply and demand trends. The portions of the instrument chosen to address these factors were (1) program emphasis (descriptors related to goal two), (2) planning strategies (descriptors relating to goal three), (3) financial resources (descriptors relating to goal six), and (4) student recruitment (descriptors relating to goal nine).

The descriptors for goal two, program emphasis, were concerned with the needs of the employers of the graduates. The descriptors expanded the employment realm for a graduate possibly aiding in enrollment into teacher education programs and an increasing demand for these graduates.

The descriptors for goal three, planning strategies, were aimed at maintaining the unit's role as a viable academic program in the institution. These descriptors related to institutional support and, thus, affect the financial support of the units.

Goal six descriptors described efforts aimed toward increasing financial support. Goal nine descriptors addressed student recruitment efforts.

Validity

Construct validity for the portions of the instrument used in this study was examined during the research process through the factor analysis of the responses generated by the participants to the portions of the instrument utilized in this study. Kerlinger (1973, p. 468) stated that "factor analysis is perhaps the most powerful method of construct validation." The researcher examined and interpreted the factor analysis results in order to help explain the dimension being measured by the instrument.

Empirically, the sub-sections of the instrument measured the same dimension. This statistically obtained structure was similar to the postulated semantic structure of the instrument. A complete explanation of the empirical results for the factor analysis procedure is presented in Chapter IV.

Reliability

Reliability for the portions of the instrument utilized in the study was analyzed by the researcher. Coefficients of internal consistency for the sub-sections of the instrument were tested through the Kuder-Richardson Formula 20 procedure. Coefficients for stability of the instrument were tested by a test-retest procedure through a Pearson Product-Moment correlational analysis.

The respondents' item scores per section were utilized in calculating the Kuder-Richardson Formula 20 coefficient. (The Kuder-Richardson Formula is based on average correlation among items.) As shown in Table I, coefficients of internal consistency for the sub-sections of the instrument ranged from .78 to .91. According to Nunnally (1978), a coefficient of .7 or above was a substantial measure to indicate consistency. Therefore, the instrument sub-sections appeared to be internally consistent and the sub-section items appeared to be homogeneous.

In order to test the stability of the instrument, a test-retest was administered to a select group of 16 graduate students and faculty at Oklahoma State University who had experience relative to home economics education. Nunnally (1978) suggested at least a two-week separation in the administration periods in order to counteract the respondents'

recall ability. Therefore, the instrument was administered on two separate occasions, one month apart.

TABLE I
KUDER-RICHARDSON FORMULA 20 FOR INTERNAL
CONSISTENCY COEFFICIENTS

Sub-section	r	KR-20 Coefficient
Current curriculum emphasis	.31	.90
Projected curriculum emphasis	.33	.91
Current program emphasis	.32	.88
Projected program emphasis	.30	.88
Current planning strategies	.33	.78
Projected planning strategies	.34	.79
Current financial resources	.26	.82
Projected financial resources	.35	.87
Current student recruitment effort	.36	.84
Projected student recruitment effort	.42	.87

As illustrated in Table II, the Pearson r coefficients for the test-retest ranged from .58 to .93. Two sections (projected planning strategies and current financial resources) did not reach a .7 value. Therefore, these sections of the instrument were shown to be less stable than other sections. This was due, in part, to the small number of items for these sections (seven and 13) and to the small sample size.

Also, a plausible rival hypothesis was considered. The present financial situation in the State of Oklahoma was requiring higher education to reduce budget spending. This activity took place during the two-month period prior to, and during the test-retest administrations. Therefore, the instability in answers to the current financial resources and the projected future planning strategies may have been affected by these conditions.

TABLE II
PEARSON PRODUCT-MOMENT COEFFICIENTS
FOR TEST-RETEST STABILITY

Sub-section	r
Current curriculum emphasis	.82*
Projected curriculum emphasis	.74*
Current program emphasis	.84*
Projected program emphasis	.76*
Current planning strategies	.78*
Projected planning strategies	.58*
Current financial resources	.65*
Projected financial resources	.82*
Current student recruitment efforts	.80*
Projected student recruitment efforts	.93*

*Significance level equals .05 alpha level.

A Pearson r correlation was conducted without subdividing the instrument into sections. The resulting Pearson coefficient for the instrument as a whole in a test-retest analysis was .86. Therefore, as a whole, the stability of the instrument appeared to be substantial.

Development of a Scale of Measure

The descriptors per goal were treated to a factor analysis procedure. The purpose of this procedure was to aid in discovering and identifying the dimensions of the goal descriptors and to aid in determining a scale of measure or evaluative factor for profiles of individual scores. As described by Kerlinger (1973), factor analysis was a method for determining the number and nature of underlying variables (factors) among larger numbers of measures (items) through intercorrelational procedures. Among a wide variety of research purposes, two purposes for a factor analysis procedure included (1) revealing patterns of interrelationships among items or variables and (2) reducing a larger number of items or variables into a smaller number of independent variables (Agresti & Agresti, 1979).

Analysis of Data

The data were collected from the participants and the responses to the instrument were tabulated for the purpose of analysis. The data were treated in accordance with the interval number structure. Kerlinger (1973) suggested that two or three measures of the same variable which were substantially and linearly related can be an evidentially assumed interval. The analysis of the data was structured according to the objectives and hypotheses stated in Chapter I. A summary which presents the relationship is found in Table III.

TABLE III
SUMMARY OF STATISTICAL TREATMENT

Hypothesis	Source of Data	Statistical Treatment
H ₁ There will be no similarity between factor structures of current and projected curriculum emphasis.	Descriptors related to goal 1, current and projected future column.	Factor analysis
H ₂ There will be no significant difference between the current and projected curriculum emphasis descriptors.	Descriptors related to goal 1, current and projected future column.	Student's t test
H ₃ There will be no significant association between current curriculum emphasis and current program emphasis, planning strategies, financial resources, and student recruitment efforts.	Descriptors related to goals 1, 2, 3, 6, and 9 in the current column. Descriptors represented by a factor structural measure.	Pearson's r Multiple regression Stepwise regression
H ₄ There will be no significant association between projected curriculum emphasis and projected program emphasis, planning strategies, financial resources and student recruitment efforts.	Descriptors related to goals 1, 2, 3, 6, and 9 in projected future column. Descriptors represented by a factor structural measure.	Pearson's r Multiple regression Stepwise regression

A factor analysis procedure, utilizing the principal axis and orthogonal rotation, was used to develop scales measuring curriculum emphasis, program emphasis, planning strategies, financial resources, and student recruitment efforts for both a current and projected future status. These scales were then used in addressing Hypotheses 3 and 4 and part of Hypothesis 2. The factor analysis procedure also provided a means of investigating the sub-dimensions of curriculum emphasis in order to determine similarities between the current and projected future emphasis, particularly, the orthogonal rotation aided in determining the distinctions in sub-dimensions of curriculum emphasis. Hypothesis 1 was tested with this procedure.

The student's t test was used to determine mean differences between the current and projected future curriculum emphasis descriptors (items). The .05 significance level was accepted as the confidence level. Hypothesis 2 was tested with this procedure. The scales developed from the factor analysis representing current and projected curriculum emphases was also tested by the t test for mean difference.

Pearson's Product-Moment correlation coefficient (Pearson's r) was used to test the association between curriculum emphasis and program emphasis, planning strategies, financial resources and student recruitment efforts, respectively. A multiple regression procedure was used to measure the proportion of the total variation in curriculum emphasis that was explained simultaneously by program emphasis, planning strategies, financial resources, and student recruitment efforts. Then, a stepwise regression procedure was used to determine which variables contributed most to the total variation in curriculum emphasis. The stepwise regression procedure started with none of the independent variables

or variates and then added one variable at a time until the remaining variables did not make a significant contribution to the prediction of the dependent or criterion variable. During this procedure variables were dropped if they lost significance as new variables were added (Agresti & Agresti, 1979). The .05 significance level was accepted as the confidence level for these procedures. Hypotheses 3 and 4 were tested by these procedures.

The analysis of the data was designed to aid in an examination of the curriculum trends in home economics education and the relationship between the curriculum emphasis and program emphasis, planning strategies, financial resources, and student recruitment efforts. The results of the findings are presented in Chapter IV.

CHAPTER IV

FINDINGS AND DISCUSSION

This study was designed to analyze the current status and projected future status of the curriculum in home economics education units in higher education. Also, the study was designed to examine the relationship between curriculum emphasis and the variates of program emphasis, planning strategies, financial resources, and student recruitment efforts. These variates were associated with efforts to combat the current problems facing higher education. The problems were identified in the literature as reduced financial resources, declines in enrollment and alterations in the teacher supply and demand. A correlational, descriptive research design was utilized to examine the variables.

This chapter presents the results of the study. Procedures utilized in analyzing the data are discussed in the following order: (1) a description of respondents summarized by frequency and percentage tabulations, (2) a comparison of the respondents to non-respondents examined through a percentage comparison procedure, (3) a factor analysis of items identified in the sub-sections of the instrument as curriculum emphasis, program emphasis, planning strategies, financial resources, and student recruitment efforts (this procedure was conducted in order to examine the sub-dimensions of the response items within the instrument sub-section and to aid in reducing/organizing the data into a scale of measure for each of the variables), and (4) results of the analysis as

directed by the hypotheses for the study.

Description of Respondents

The population for this study consisted of 326 home economics education units in four-year colleges and universities within the United States. Usable returns were obtained from 208 respondents representing a 64 percent return. Demographic descriptions provided information concerning the administrative unit in which the home economics education unit was organized as well as degrees offered, the major options available, and the graduate and undergraduate enrollments.

Administrative units to which the home economics education unit directly reported are shown in Table IV. The largest group, 51 percent, reported to a home economics administrative unit. Fifteen percent of the respondents reported to an education administrative unit, and 11 percent reported to a vocational education administrative unit. The remaining 23 percent of the home economics education units reported to a variety of administrative units which included agriculture, business, applied science, fine arts, behavioral sciences, and human services. Each respondent was asked to indicate whether a change had taken place or was expected to take place in the administrative unit. Thirty-two percent of the respondents indicated a change had taken place in the unit and 22 percent stated a change was expected in the next five years.

All responding units represented in the study offered a bachelors degree, and 97 percent of these were bachelors in home economics, while three percent were offered through other academic areas. Fifty-one percent of the responding institutions offered masters degrees and 11 percent offered a doctoral degree (Table V).

TABLE IV
 ADMINISTRATIVE UNITS TO WHICH HOME ECONOMICS
 EDUCATION UNITS REPORTED
 N=207

Administrative Unit	Frequency	Percent
Home Economics	105	51
Education	32	15
Vocational Education	22	11
Other	48	23

TABLE V
 BACHELORS, MASTERS, AND DOCTORAL DEGREES IN HOME ECONOMICS
 EDUCATION OFFERED BY HOME ECONOMICS AND OTHER UNITS
 N=206

Degree Offered	Frequency by Academic Area	Percent by Academic Area	Percent of Institutions Offering Degree
Bachelors			100
Home economics	199	97	
Other ^a	7	3	
Masters			51
Home economics	93	45	
Other ^a	13	6	
Doctorate			11
Home economics	18	9	
Other ^a	5	2	

^aOther refers to education, vocational/technical education, curriculum and instruction.

The responding units were asked to indicate the undergraduate majors or areas of emphasis available to home economics education students. Table VI shows that 98 percent offered a teacher certification option, 38 percent offered a cooperative extension option, 21 percent offered a community service option and 13 percent offered a communications and journalism option.

TABLE VI
AREAS OF EMPHASIS FOR BACHELORS DEGREES IN
HOME ECONOMICS EDUCATION
N=208

Option or Area	Frequency	Percent
Teacher certification	204	98
Cooperative extension	78	38
Community service	43	21
Communications/journalism	27	13
Other ^a	40	19

^aThe other option includes general home economics, consumer services, early childhood education, business/industry, family studies, vocational education, nutrition education.

Each respondent provided an approximate number of majors enrolled in the undergraduate and graduate programs for the Fall of 1982. As shown in Table VII, 70 percent of the responding units reported undergraduate enrollment of 50 or less, and 45 percent enrolled 25 or

less. Of the 115 units that offered graduate degrees, 45 percent enrolled ten or less and another 30 percent enrolled 11 to 25 graduate students. Thus, 75 percent of the units indicated the number of graduate students enrolled as 25 or less (Table VIII).

TABLE VII
UNDERGRADUATE ENROLLMENT IN HOME ECONOMICS EDUCATION
N=206

Enrollment	Frequency	Percent	Cumulative Percent
15 or less	48	23	23
16 - 25	45	22	45
26 - 50	52	25	70
51 - 100	46	22	92
101 - 200	11	5	97
201 - 300	3	2	99
301 or more	1	1	100

TABLE VIII
GRADUATE ENROLLMENT IN HOME ECONOMICS EDUCATION
N=115

Enrollment	Frequency	Percent	Cumulative Percent
10 or less	52	45	45
11 - 25	34	30	75
26 - 50	15	13	88
51 - 75	5	4	92
76 - 100	5	4	96
101 - 150	2	2	98
151 - 200	2	2	100

Comparison of Respondents to Non-respondents

The respondents were compared to the non-respondents in order to determine how adequately respondents represented the total population. Tables IX through XI illustrate a percentage comparison of the population by institution's enrollment, regional area, and classification.

Enrollment data for the 326 institutions were obtained from The College Blue Book Tabular Data (1983). These data represented 1982 enrollments which corresponded to the academic year in which data for this research were collected. The enrollment categories were based on categories established by the National Center for Educational Statistics (Dearman & Plisko, 1981). Comparisons (Table IX) indicated that respondents were more likely to represent institutions of 5000 or more than were the non-respondents.

The institutional classifications were obtained from American Universities and Colleges (1983). The classification categories included public land grant, public other than land grant, and private. As indicated in Table X, public and land grant institutions were represented by a greater proportion of the responding population than were the private institutions.

For regional comparisons, the American Vocational Association regions were used to establish the categories. These categories represented areas of the United States according to states within the regions (see Appendix B). As indicated in Table XI, the central and western regions were represented to a greater degree than the eastern regions.

In summary, institutions with more than 5000 students were represented more than smaller institutions, public institutions were represented slightly more than their proportion of the entire population,

and institutions from western and central regions were represented more than institutions from other regions of the United States.

TABLE IX
COMPARISON OF RESPONDENTS TO NON-RESPONDENTS ACCORDING
TO SIZE OF INSTITUTIONAL ENROLLMENT

Size of Enrollment	Respondents Percent ^a	Non-Respondents Percent ^b	Total Percent ^c
500 or below	2	6	3
501 - 999	8	14	10
1000 - 2499	15	28	20
2500 - 4999	12	11	12
5000 - 9999	21	15	18
10000 - 19999	24	16	21
20000 or above	15	8	13
Not available	3	2	3

^aIncludes 200 respondents for which institutional identification was known.

^bIncludes 118 non-respondents and 8 late return respondents for which institutional identification was not known.

^cRepresents the percent by enrollment for all 326 institutions.

TABLE X
COMPARISON OF RESPONDENTS TO NON-RESPONDENTS
ACCORDING TO INSTITUTIONAL CLASSIFICATION

Institutional Classification	Respondents Percent ^a	Non-Respondents Percent ^b	Total Percent ^c
Public/land grant	19	10	16
Public	54	40	48
Private	27	50	36

^aIncludes 200 respondents for which institutional identification was known.

^bIncludes 118 non-respondents and 8 late return respondents for which institutional identification was not known.

^cRepresents the percent by classification for all 326 institutions.

TABLE XI
COMPARISON OF RESPONDENTS TO NON-RESPONDENTS
ACCORDING TO REGION OF COUNTRY

Region ^a	Respondents Percent ^b	Non-Respondents Percent ^c	Total Percent ^d
1 northeast	24	29	26
2 southeast	16	25	20
3 northcentral	17	14	16
4 southwest	23	17	20
5 northwest/pacific west	20	15	18

^aStates included per region are found in Appendix B.

^bIncludes 200 respondents for which institutional identification was known.

^cIncludes 118 non-respondents and 8 late return respondents for which institutional identification was not known.

^dRepresents the percent by region for all 326 institutions.

Results of Factor Analysis

A factor analysis procedure was conducted through the Statistical Analysis System (SAS), using the principal axis option with an orthogonal (Varimax) rotation. The factor analysis procedure was used to aid in discovering and identifying the patterns or dimensions of the goal descriptors and to aid in determining the extent to which the descriptors measured the same dimension. Specifically, the factor analysis procedure aided in determining construct validity of the instrument, in reducing each set of goal descriptors into a scale of measure for each respondent, and in comparing the current and projected future dimensions of curriculum emphasis as directed by Hypothesis 1. The reader is reminded that the goals were identified as curriculum emphasis, program emphasis, planning strategies, financial resources, and student recruitment efforts. Respondents were asked to describe their units as they now exist (current) and describe their units as they will exist in five years (projected future). Consequently, 10 factor analyses were calculated, one for each of the five goals separated into a current status and a projected future status.

Kerlinger (1973) recommended that the number of respondents to the number of items be ten to one in order to meet the assumptions underlying the factor analysis procedure. In this study, the number of respondents was 208 while the maximum number of items per section of the instrument was 20. Using the principal factor method, a .40 factor loading was accepted as a minimum value per factor item in determining whether the factor items represented the overall goal. This standard of acceptance had been used by Cattell (1979). During the SAS Varimax (orthogonal) rotation, acceptance of an item in a specific factor was

based on a major factor loading score of twice any other factor loading score per item. For example, if an item loaded .80 on factor one and .20 on factor two, this item was included in factor one, however, if an item loaded .50 on one factor and .40 on another, this item was not included in either factor.

The total explained variation gave further indication as to the commonality of the items per factor. The percent of total explained variation, as discussed by Kerlinger (1973), was a summary measure indicating how much of the total original variance of all items was represented by a factor. Cattell (1979) pointed out that the number of factors and the size of the variation were interdependent. Thus, when the explained variation dropped substantially from one factor to the next (factor one = 50 percent explained variation, factor two = 11 percent) the remaining factors were becoming less important in describing the concept which was being examined. Therefore, in this study, if the total explained variation of factor one in the principal factor method showed a substantially greater value than the next factor, the items were considered to measure one concept or dimension represented by factor one more than any other factor. In examining home economics research reports, the acceptable total explained variation for factor one ranged from 30 to 40 percent (DeLong, Salusso-Deonier, & Larntz, 1983; Lowe & Buckley, 1982; & Pestle, Cornille, & Solomon, 1982).

The principal factor method served as a way of examining the data in order to reduce the items into a combined scale of measure for each goal. As stated by Guertin and Bailey (1970), the principal factor method was appropriate for reducing the number of variables to be used for predictions or descriptions. The orthogonal (Varimax) rotation

provided a means for examining the underlying constructs or sub-dimensions of the goals. The rotation procedure brought most of the loadings of a variable (item) close to zero so that the variable was highly correlated to only one or two factors (Agresti and Agresti, 1979). This made the interpretation of the sub-dimensions easier. The factor analysis results are reported separately for each of the variables used in this study.

Current and Projected Curriculum Emphases

For the current curriculum emphasis, the principal factor method procedure extracted five factors with the first factor loading being at least .40 for all 20 items (see Table XII). Factor one explained 37 percent of the total variation of the 20 items. Thus, the 20 item scores per individual respondent were combined to measure current curriculum emphasis. The orthogonal rotation procedure produced a clearer distinction between the five factors. The items primarily defining these five factors were as follows:

Factor One

- Negotiation and conflict management skills
- Alternative futures
- Experiential learning
- Computer technology

Factor Two

- Program planning and evaluation skills
- Group theory and group skills
- Creative utilization of existing and emerging media

Factor Three

- Life-long education
- Problem-solving skills

TABLE XII
UNROTATED AND ROTATED FACTOR LOADINGS FOR
CURRENT CURRICULUM EMPHASIS ITEMS

Item	Unrotated ^a Factors	Factors Rotated ^b Orthogonally				
		I	II	III	IV	V
Life-long education	<u>.55</u>	.06	.09	<u>.66</u>	.30	.15
Accommodating unique career goals of students	<u>.53</u>	.21	.06	.17	<u>.68</u>	.17
Interdisciplinary courses	<u>.41</u>	.17	.08	.08	.05	<u>.83</u>
Problem solving skills	<u>.62</u>	.18	.21	<u>.71</u>	.05	.30
Integrated nature of home economics field	<u>.55</u>	-.06	.36	.45	.13	.49
Adult education	<u>.58</u>	.32	.16	.15	<u>.64</u>	.02
Special education	<u>.55</u>	.07	.30	.09	<u>.76</u>	.08
Leadership development	<u>.70</u>	.43	.14	.71	.12	.03
Preparation for leadership in public policy formation	<u>.65</u>	.65	.07	.40	.28	-.11
Competency based education	<u>.40</u>	.15	.05	.23	.18	.43
Negotiation/conflict management skills	<u>.64</u>	<u>.63</u>	.16	.21	.28	.05
Creative utilization of community resources	<u>.68</u>	.47	.48	.22	.01	.29
Program planning and evaluation skills	<u>.69</u>	.16	<u>.65</u>	.20	.35	.15
Alternative futures	<u>.69</u>	<u>.61</u>	.16	.27	.27	.18
Experiential learning	<u>.49</u>	<u>.57</u>	.27	.05	-.05	.17
Professional standards and ethics	<u>.74</u>	.22	.55	.60	.05	.11
Group theory and group skills	<u>.66</u>	.19	<u>.70</u>	.36	.09	-.03
Creative utilization of existing/emerging media	<u>.61</u>	.25	<u>.68</u>	-.06	.29	.17
Public relations skills	<u>.69</u>	.50	.54	.20	.14	.00
Computer technology	<u>.53</u>	<u>.60</u>	.15	-.07	.25	.25

^aLoadings equal to or greater than .40 are underlined.

^bFactor loading value at least twice any other factor loading is underlined.

Factor Four

Accommodating the unique career goals of individual students

Adult education

Special education

Factor Five

Interdisciplinary courses

The remaining seven items loaded on two or more factors. Therefore, these items had a commonality with more than one factor. The factor structures derived from this procedure were utilized in the analysis of hypotheses in the Analysis of Findings section of this Chapter.

The principal factors method for the projected curriculum emphasis extracted four factors with the first factor loading all 20 items above a .40 value (see Table XIII). Thirty-eight percent of the total variation of the 20 items was explained by factor one. As a result, the item scores per respondent were combined to measure projected curriculum emphasis. The orthogonal rotation procedure clarified the items per factor. The items primarily defining the four factors were as follows:

Factor One

Life-long education

Problem-solving skills

Leadership development

Professional standards

Factor Two

Creative utilization of existing and emerging media

Computer technology

Factor Three

Adult education

Special education

TABLE XIII
UNROTATED AND ROTATED FACTOR LOADINGS FOR
PROJECTED CURRICULUM EMPHASIS ITEMS

Item	Unrotated ^a Factors	Factors Rotated ^b Orthogonally			
		I	II	III	IV
Life-long education	<u>.60</u>	<u>.76</u>	.10	.09	.04
Accommodating unique career goals of students	<u>.62</u>	.61	.15	.39	-.04
Interdisciplinary courses	<u>.41</u>	.11	-.01	.26	<u>.72</u>
Problem solving skills	<u>.63</u>	<u>.69</u>	.03	.32	.12
Integrated nature of home economics field	<u>.51</u>	.24	.01	.57	.37
Adult education	<u>.60</u>	.28	.24	<u>.73</u>	-.02
Special education	<u>.50</u>	.09	.16	<u>.73</u>	.19
Leadership development	<u>.71</u>	.65	.22	.23	.22
Preparation for leadership in public policy formation	<u>.64</u>	.35	.44	.28	.17
Competency based education	<u>.55</u>	.26	.38	-.06	.57
Negotiation/conflict management skills	<u>.64</u>	.48	.38	.03	.03
Creative utilization of community resources	<u>.71</u>	.39	.41	.20	.47
Program planning and evaluation skills	<u>.70</u>	.46	.46	.18	.19
Alternative futures	<u>.70</u>	.45	.38	.37	.11
Experiential learning	<u>.50</u>	-.02	.55	.20	.40
Professional standards and ethics	<u>.68</u>	<u>.66</u>	.30	.02	.24
Group theory and group skills	<u>.66</u>	.47	.56	.01	.12
Creative utilization of existing/emerging media	<u>.61</u>	.19	<u>.78</u>	.02	.15
Public relations skills	<u>.71</u>	.39	.52	.28	.15
Computer technology	<u>.48</u>	.07	<u>.69</u>	.35	-.26

^aLoadings equal to or greater than .40 are underlined.

^bFactor loading value at least twice any other factor loading is underlined.

Factor Four

Interdisciplinary courses

The remaining 11 items loaded on two or more factors. The factor structures produced by the orthogonal rotation were used in the analysis of Hypothesis 1.

Current and Projected Program Emphasis

For the current program emphasis, the principal factors method procedure resulted in all but three items loading on factor one at .40 or above. These exceptions were (1) emphasis in preparation for elementary school teaching, (2) emphasis in preparation for secondary school teaching, and (3) emphasis in preparation of consumer and homemaking teachers. These items were removed and the factor analysis procedure was repeated. At this point, the principal factors method extracted three factors with all items loading above .40 on the first factor (see Table XIV). Thirty-eight percent of the total variation of the 15 items was explained by factor one. Thus, the item scores per respondent were combined to measure current program emphasis. The orthogonal rotation procedure further explained the three factors. The items primarily defining the three factors were as follows:

Factor One

Employment in family and community service

Employment in human resource development

Employment as managers of volunteer programs

Managers of nonprofit organizations

International service

Careers in consulting

Employment in communications

TABLE XIV
UNROTATED AND ROTATED FACTOR LOADINGS FOR
CURRENT PROGRAM EMPHASIS ITEMS

Item	Unrotated ^a Factors	Factors Rotated ^b Orthogonally		
		I	II	III
PREPARATION FOR:				
Employment in family and community service	<u>.65</u>	<u>.81</u>	-.02	.04
Employment in human resource development	<u>.65</u>	<u>.77</u>	.09	.01
Elementary school teaching ^c	.33	---	---	---
Secondary school teaching ^c	.21	---	---	---
College/university teaching	<u>.47</u>	.05	<u>.88</u>	.10
Community or junior college teaching	<u>.46</u>	.33	<u>.85</u>	.13
Education related positions in business/industry	<u>.57</u>	.44	.25	.27
Employment as managers of volunteer programs	<u>.75</u>	<u>.74</u>	.08	.30
Administrative roles	<u>.67</u>	<u>.45</u>	.53	.20
Teachers for area vocational technical schools	<u>.45</u>	.11	.12	<u>.73</u>
Managers of non profit organizations	<u>.75</u>	<u>.76</u>	.13	.21
Working with disadvantaged/ handicapped persons	<u>.52</u>	.17	.27	<u>.64</u>
International service	<u>.62</u>	<u>.62</u>	.30	-.01
Researchers	<u>.62</u>	.34	<u>.67</u>	.12
Consumer/homemaking teachers ^c	.22	---	---	---
Home economics related occupations teachers	<u>.49</u>	.19	.01	<u>.82</u>
Careers in consulting	<u>.73</u>	<u>.66</u>	.20	.30
Employment in communications	<u>.72</u>	<u>.68</u>	.14	.29

^aLoadings equal to or greater than .40 are underlined.

^bFactor loading value at least twice any other factor loading is underlined.

^cFactor loading value from first analysis.

Factor Two

College and university teaching

Community or junior college teaching

Researchers

Factor Three

Teachers for area vocational technical schools

Working with disadvantaged and handicapped students

Home economics related occupational teachers

The remaining two items loaded on two or more factors. Since two items had a commonality with more than one factor, subscaling for analysis purposes was not considered. Because preparation for secondary teaching and preparation of consumer/homemaking teachers was a major part of the program design of home economics education units, these items were addressed in the subsequent analysis as a separate measure for current secondary teacher preparation.

The principal factors method procedure for the projected program emphasis loaded all items above .40 on the first factor except for one item. This item was removed and the factor analysis procedure was repeated with the result that all items loaded on the first factor above .40 in the principal factors method (see Table XV). The item removed was emphasis in preparation for elementary school teaching. In the second analysis procedure, results indicated that 34 percent of the total variation of the 17 items was explained by factor one. As a result, the item scores per respondent were combined to measure projected future program emphasis. The orthogonal rotation further explained the four extracted factors. The items which primarily defined the factors were as follows:

TABLE XV

UNROTATED AND ROTATED FACTOR LOADINGS FOR
PROJECTED PROGRAM EMPHASIS ITEMS

Item	Unrotated ^a Factors	Factors Rotated ^b Orthogonally			
		I	II	III	IV
PREPARATION FOR:					
Employment in family and community service	<u>.54</u>	.24	.11	.02	<u>.86</u>
Employment in human resource development	<u>.54</u>	.28	.05	.06	<u>.81</u>
Elementary school teaching ^c	.29	---	---	---	---
Secondary school teaching	<u>.47</u>	-.02	<u>.84</u>	.08	.15
College/university teaching	<u>.48</u>	.03	.13	<u>.92</u>	.05
Community or junior college teaching	<u>.49</u>	.02	.22	<u>.88</u>	.05
Education related positions in business/industry	<u>.49</u>	.17	.29	.24	.39
Employment as managers of volunteer programs	<u>.67</u>	<u>.62</u>	.19	.10	.31
Administrative roles	<u>.61</u>	.56	-.11	.50	.20
Teachers of area vocational technical schools	<u>.65</u>	.49	.54	.20	-.05
Managers of nonprofit organizations	<u>.69</u>	<u>.69</u>	.27	.04	.19
Working with disadvantaged/ handicapped persons	<u>.63</u>	.43	.61	.15	-.05
International service	<u>.62</u>	.62	-.04	.39	.11
Researchers	<u>.58</u>	.43	-.07	.69	.07
Consumer/homemaking teachers	<u>.49</u>	-.00	<u>.85</u>	.03	.22
Home economics related occupations teachers	<u>.60</u>	.45	.65	-.06	.03
Careers in consulting	<u>.66</u>	<u>.69</u>	.12	.08	.23
Employment in communications	<u>.67</u>	<u>.71</u>	.18	.03	.22

^aLoadings equal to or greater than .40 are underlined.

^bFactor loading value at least twice any other factor loading is underlined.

^cFactor loading value from first analysis.

Factor One

Employment as managers of volunteer programs

Managers of nonprofit organizations

Careers in consulting

Employment in communications

Factor Two

Secondary school teaching

Consumer and homemaking teachers

Factor Three

College and university teaching

Community or junior college teaching

Factor Four

Employment in family and community service

Employment in human development

The remaining seven items loaded on two or more factors. These seven items had something in common with more than one factor, therefore, subsampling was not feasible in further analysis procedures.

Current and Projected Planning Strategies

The principal factors method procedure for current planning strategies extracted one factor and this factor explained 43 percent of the total variation of the seven items. All factor loadings were greater than .60 on this factor (see Table XVI). Thus, the sum of the seven items per respondent was considered as a score to measure current planning strategies.

For projected future planning strategies, the principal factors method procedure extracted two factors (see Table XVII). Factor

TABLE XVI
UNROTATED FACTOR LOADINGS FOR CURRENT
PLANNING STRATEGIES ITEMS

Item	Unrotated Factors ^a
A strategy that protects the discipline from subject matter raids conducted by other departments	<u>.63</u>
Participation in the development of public policy relating to allocation of resources for higher education	<u>.71</u>
Participation in university-wide decision making relating to internal allocation and/or reallocation of resources	<u>.71</u>
Employment of a department head or chairman with a strong appreciation for the history and philosophy of home economics education	<u>.53</u>
Employment of a departmental leader skilled in campus politics	<u>.71</u>
The development of a strong support base among graduates	<u>.65</u>
An active recruitment program aimed at attracting high quality students to the department	<u>.63</u>

^aLoadings equal to or greater than .40 are underlined.

TABLE XVII
 UNROTATED AND ROTATED FACTOR LOADINGS FOR
 PROJECTED PLANNING STRATEGIES ITEMS

Item	Unrotated ^a Factors	Factors Rotated ^b Orthogonally	
		I	II
A strategy that protects the discipline from subject matter raids conducted by other departments	<u>.62</u>	.24	<u>.67</u>
Participation in the development of public policy relating to allocation of resources for higher education	<u>.65</u>	.16	<u>.81</u>
Participation in university-wide decision making relating to internal allocation and/or reallocation of resources	<u>.64</u>	.15	<u>.81</u>
Employment of a department head or chairman with a strong appreciation for the history and philosophy of home economics education	<u>.66</u>	<u>.74</u>	.16
Employment of a departmental leader skilled in campus politics	<u>.64</u>	<u>.78</u>	.07
The development of a strong support base among graduates	<u>.74</u>	<u>.76</u>	.26
An active recruitment program aimed at attracting high quality students to the department	<u>.69</u>	<u>.66</u>	.30

^aLoadings equal to or greater than .40 are underlined.

^bFactor loading value at least twice any other factor loading is underlined.

loadings within the first factor were greater than .60. Fifty-four percent of the total variation of the seven items was explained by this first factor. Thus, the seven item scores per respondent were combined to measure projected future planning strategies. The orthogonal rotation procedure produced a clear distinction between the two factors. Since all items factored in one of the two factors, the items per factor were combined to measure subdimensions of the projected future planning strategies. Factor one was labelled "internal departmental planning strategies". These strategies included the following items:

Employment of a department head or chairman with a strong appreciation for the history and philosophy of home economics education.

Employment of a departmental leader skilled in campus politics.

The development of a strong support base among graduates.

An active recruitment program aimed at attracting high quality students to the department.

Factor two was labelled "external departmental planning strategies". These strategies involved interaction with the total college of home economics and/or the total university. These items included the following:

A strategy that protects the discipline from subject matter raids conducted by other departments.

Participation in the development of public policy relating to allocation of resources for higher education.

Participation in university-wide decision making relating to internal allocation and/or reallocation of resources.

Current and Projected Financial Resources

The principal factors method procedure for current financial resources loaded all items at .40 or above on the first factor (see Table XVIII). Thirty-three percent of the total variation of the 13 items was explained by factor one. Thus, the item scores per respondent were combined to measure current financial resources. The orthogonal rotation procedure clarified the distinction between the three factors. The items primarily defined by the three factors were as follows:

Factor One

- State higher education appropriations
- Federal contracts and grants
- Federal flow-through revenues
- Allocations from state departments of vocational and technical education
- Legislative appropriations especially earmarked for programs related to home economics education

Factor Two

- Grants from private foundations
- Fees collected from students
- Bequests from alumni
- Contracts with business and industry

Factor Three

- Gifts or financial contributions from faculty
- Special fund raising campaigns initiated at the unit level

The remaining two items loaded on two or more factors. Therefore, subsaling for analysis purposes was not considered.

TABLE XVIII
UNROTATED AND ROTATED FACTOR LOADINGS FOR
CURRENT FINANCIAL RESOURCE ITEMS

Item	Unrotated ^a Factors	Factors Rotated ^b Orthogonally		
		I	II	III
Grants from private foundations	<u>.59</u>	.22	<u>.56</u>	.25
Fees collected from students	<u>.43</u>	.03	<u>.71</u>	.00
Bequests from alumni	<u>.57</u>	.04	<u>.82</u>	.15
Contracts with business and industry	<u>.62</u>	.27	<u>.59</u>	.22
State higher education appropriations	<u>.40</u>	<u>.71</u>	.08	-.34
Federal contracts and grants	<u>.72</u>	<u>.73</u>	.31	.08
Federal flow-through revenues	<u>.69</u>	<u>.77</u>	.16	.13
Allocations from state departments of vocational/technical education	<u>.55</u>	<u>.82</u>	-.05	.02
Legislative appropriations earmarked for programs related to home economics education	<u>.65</u>	<u>.76</u>	.10	.14
Allocations from Agricultural Experiment Station	<u>.59</u>	.47	.15	.41
Gifts or financial contributions from faculty	<u>.47</u>	-.04	.28	<u>.78</u>
Gifts and contributions from alumni/friends	<u>.60</u>	.06	.53	.59
Special fund raising campaigns initiated at the unit level	<u>.45</u>	.09	.06	<u>.82</u>

^aLoadings equal to or greater than .40 are underlined.

^bFactor loading value at least twice any other factor loading is underlined.

The principal factors method procedure for projected future financial resources extracted two factors. All items except one loaded on the first factor at .40 or above. The item which did not load was fees collected from students. This item was removed and the factor analysis repeated. The results showed a factor loading above .40 on the 12 remaining items with the first factor accounting for 41 percent of the total variation of the 12 items (see Table XIX). As a result, the item scores per respondent were combined to measure projected future financial resources. The orthogonal rotation procedure clarified the items per factor. The items primarily defining the two factors were as follows:

Factor One

- State higher education appropriations
- Federal contracts and grants
- Federal flow-through revenues
- Allocations from state departments of vocational and technical education
- Legislative appropriations especially earmarked for programs related to home economics education

Factor Two

- Grants from private foundations
- Bequests from alumni
- Gifts or financial contributions from faculty
- Gifts and contributions from alumni and friends
- Special fund raising campaigns initiated at the unit level

The remaining two items loaded on both factors. Since these two items had a commonality with more than one factor, subsaling for analysis purposes was not considered.

TABLE XIX
 UNROTATED AND ROTATED FACTOR LOADINGS FOR
 PROJECTED FINANCIAL RESOURCE ITEMS

Item	Unrotated ^a Factors	Factors Rotated ^b Orthogonally	
		I	II
Grants from private foundations	<u>.63</u>	.25	<u>.66</u>
Fees collected from students ^c	.37	---	---
Bequests from alumni	<u>.61</u>	.17	<u>.71</u>
Contracts with business and industry	<u>.68</u>	.41	.55
State higher education appropriations	<u>.53</u>	<u>.80</u>	-.09
Federal contracts and grants	<u>.80</u>	<u>.78</u>	.33
Federal flow-through revenues	<u>.74</u>	<u>.81</u>	.22
Allocations from state departments of vocational/technical education	<u>.65</u>	<u>.83</u>	.06
Legislative appropriations earmarked for home economics education	<u>.72</u>	<u>.82</u>	.18
Allocations from Agricultural Experiment Station	<u>.56</u>	.41	.38
Gifts or financial contributions from faculty	<u>.51</u>	-.01	<u>.76</u>
Gifts and contributions from alumni/friends	<u>.66</u>	.11	<u>.85</u>
Special fund raising campaigns initiated at the unit level	<u>.56</u>	.02	<u>.80</u>

^aLoadings equal to or greater than .40 are underlined.

^bFactor loading value at least twice any other factor loading is underlined.

^cThe factor loading value from first factor analysis.

Current and Projected Student Recruitment Efforts

For both current and projected student recruitment efforts, all but two items loaded at .40 or higher on one factor. These two items were removed and the principal factors method repeated, producing factor loadings of .50 or greater for each item on the current and projected scales. The items removed from analysis were (1) increased emphasis on undergraduate students and (2) emphasis on student enrollment in options other than teacher certification. For the current student recruitment efforts, the total explained variation among the nine items in factor one was 45 percent and 49 percent of the total variation among the nine items for projected student recruitment efforts was explained by factor one. Therefore, the sums of the item scores for current and projected student recruitment efforts (respectively) per respondent were considered as scores to measure current student recruitment efforts and projected future student recruitment efforts. As illustrated in Tables XX and XXI, the orthogonal rotation procedure produced a clearer distinction among the factors. In both the current and projected student recruitment efforts, the same items factored highly on the same sub-scales. Therefore, the items per factor were combined to measure (1) increasing the quality of students entering the program and (2) increasing quantity of student. These sub-scales were utilized in the correlational procedures used to test Hypotheses 3 and 4.

Summary of Factor Analysis

The factor analysis procedure was used to reduce the items into a scale to measure the goals of curriculum emphasis, program emphasis, planning strategies, financial resources, and student recruitment

TABLE XX

UNROTATED AND ROTATED FACTOR LOADINGS FOR CURRENT
STUDENT RECRUITMENT EFFORT ITEMS

Item	Unrotated ^a Factors	Factors Rotated ^b Orthogonally	
		I	II
Recruitment of part-time students	<u>.76</u>	<u>.82</u>	.17
Recruitment of older students	<u>.75</u>	<u>.84</u>	.12
Recruitment of minority students	<u>.76</u>	<u>.80</u>	.20
Emphasis on enrollment of male students	<u>.72</u>	<u>.74</u>	.21
Service to international students	<u>.70</u>	<u>.64</u>	.28
Increased emphasis on undergraduate students ^c	.36	---	---
Increased emphasis on graduate students	<u>.58</u>	.16	<u>.76</u>
Development or revisions of student screening process for acceptance into the program	<u>.60</u>	.20	<u>.75</u>
Emphasis on quality of students rather than quantity	<u>.54</u>	.21	<u>.63</u>
Recruitment of students for graduate program immediately upon completion of bachelors degree	<u>.56</u>	.15	<u>.74</u>
Emphasis on student enrollments in options other than teacher certification ^c	.36	---	---

^aLoadings equal to or greater than .40 are underlined.

^bFactor loading value at least twice any other factor loading is underlined.

^cThe factor loading value from first factor analysis.

TABLE XXI
UNROTATED AND ROTATED FACTOR LOADINGS FOR PROJECTED
STUDENT RECRUITMENT EFFORT ITEMS

Item	Unrotated ^a Factors	Factors Rotated ^b Orthogonally	
		I	II
Recruitment of part-time students	<u>.80</u>	<u>.76</u>	.33
Recruitment of older students	<u>.79</u>	<u>.77</u>	.30
Recruitment of minority students	<u>.75</u>	<u>.81</u>	.18
Emphasis on enrollment of male students	<u>.73</u>	<u>.80</u>	.17
Service to international students	<u>.67</u>	<u>.72</u>	.17
Increased emphasis on undergraduate students ^c	.36	---	---
Increased emphasis on graduate students	<u>.62</u>	.25	<u>.67</u>
Development or revisions of student screening process for acceptance into the program	<u>.64</u>	.18	<u>.79</u>
Emphasis on quality of students rather than quantity	<u>.64</u>	.25	<u>.73</u>
Recruitment of students for graduate program immediately upon completion of bachelors degree	<u>.60</u>	.16	<u>.76</u>
Emphasis on student enrollments in options other than teacher certification ^c	.39	---	---

^aLoadings equal to or greater than .40 are underlined.

^bFactor loading value at least twice any other factor loading is underlined.

^cThe factor loading value from first analysis.

efforts in both a current and projected future status. The principal factor method provided the means for the scale development. These scales were used in correlational procedures which are presented in the next section of this chapter. The total explained variation of the first factor per scale gave some indication of the importance of the factor. The greater the variation explained by a factor, the better the factor was considered. The orthogonal rotation aided in determining the constructs or unique components of the goals. The factor structures produced in the current and projected future curriculum emphases were used in testing Hypothesis 1.

Analysis of Findings

The analysis of the data was structured in accordance with a correlational, descriptive research design. These procedures aided in an examination of the trends and the changes seen in the curriculum emphasis. Furthermore, the procedure allowed for an investigation of the relationship between curriculum emphasis and activities associated with program emphasis, planning strategies, financial resources, and student recruitment efforts.

Results Pertaining to Hypotheses 1 and 2--

Current and Projected Curriculum Emphases

Hypotheses 1 and 2 dealt with an analysis of the descriptors (items) used to define a curriculum emphasis. The goal statement read, "develop and maintain curricula relevant to the educational needs of students". The formulated hypotheses stated that:

- H₁ There will be no similarity between factor structures (underlying constructs) for the items describing current

curriculum emphasis and for the items describing projected future curriculum emphasis.

- H₂ There will be no significant difference between the current curriculum emphasis descriptors and the projected future curriculum emphasis descriptors.

These hypotheses were addressing the current trends and projected changes within curriculum in home economics education units in higher education.

Current/Projected Curriculum Structural Differences. The responses to the current and projected future descriptors (items) were factor analyzed separately utilizing the Statistical Analysis System (SAS). As noted in Tables XII and XIII, the principal factor method procedure results for both the 20 current curriculum item responses and the 20 projected future item responses loaded on the first factor at or above .40. Therefore, responses to both sections (current and projected future) addressed curriculum emphasis.

However, as shown in Table XXII, the orthogonal (Varimax) rotation revealed differences in the factor structures. Even though the descriptors (items) represented curriculum emphasis, the descriptors (items) did not associate with each other in the same configuration. Furthermore, the items in the first factor, which explained the greatest amount of variation among items belonging to a factor, were not identical for both current and projected future curriculum emphasis. For the current curriculum emphasis, rotated factor one explained 25 percent of the variation in items across the five factors. The items loading highest on the rotated factor one were negotiaton/conflict management skills (.63), alternative futures (.61), experiential learning, (.57), and computer technology (.60). For the projected future curriculum emphasis, rotated factor one explained 35 percent of the variation in items across

TABLE XXII
 COMPARISON OF FACTOR STRUCTURES FOR CURRENT
 AND PROJECTED CURRICULUM EMPHASIS

Item	Current Factor Number						Projected Factor Number					
	1	2	3	4	5	indep ^a	1	2	3	4	indep ^a	
Negotiation/conflict management skills	•											•
Alternative futures	•											•
Experiential learning	•											•
Computer technology	•							•				
Program planning/evaluation skills		•										•
Group theory/group skills		•										•
Creative utilization of existing/emerging media		•							•			
Lifelong education			•					•				
Problem solving skills			•					•				
Accommodating unique career goals of students				•								•
Adult education				•					•			
Special education				•					•			
Interdisciplinary courses					•					•		
Leadership in public policy formation						•						•
Leadership development						•		•				
Competency based education						•						•
Integrated nature of home economics as a field						•			•			
Creative utilization of community resources						•						•
Professional standards and ethics						•		•				
Public relations skills						•						•

^aThese items factor loaded on more than one factor.

the four factors. The items which loaded highest in factor one were lifelong education (.76), problem solving skills (.69), leadership development (.65), and professional standards/ethics (.66).

The only items which remained constant in both current and projected future emphasis as associated with a factor were (1) adult education and special education, (2) lifelong education and problem solving skills, and (3) interdisciplinary courses. Among the items which changed, computer technology loaded on factor one along with negotiation/conflict management skills, alternative futures, and experiential learning for the current curriculum emphasis. However, for the projected future curriculum emphasis, computer technology loaded on factor two along with creative utilization of existing/emerging media. Also, among the items which changed, the item concerning the integrated nature of home economics as a field loaded with community resources, professional standards/ethics, and public relation skills in the current curriculum analysis and with adult education and special education in the projected future analysis. These changes in structure may indicate that the current factor one items were viewed as emerging needs or trends in the curriculum. Then at a projected five-year period when these items became more common in the curriculum, they were associated with state-of-the-art items.

These results indicated that there were basically different associations among the items for current and projected future curriculum. Therefore, Hypothesis 1 was not rejected because the factor structures were not similar between the descriptors (items) for the current and projected future curriculum.

Current/Projected Curriculum Item Differences. The mean and mode

scores per descriptor (item) were examined in order to discern the central tendency of the respondents. These results indicated the areas of highest curriculum emphasis. A student's t test was then utilized to determine if the change from current to projected curriculum emphasis was significantly different. These results showed the areas of greatest change.

As illustrated in Table XXIII, the mean scores per descriptor increased in a positive direction. The student's t test results showed a statistically significant difference between the current means scores and the projected future mean score for every item. This indicated a change toward a greater emphasis for every item in a projected future. Summatively, the curriculum areas of highest emphasis for a projected future were as follows:

- computer technology
- problem solving skills
- program planning and evaluation skills
- professional standards and ethics
- lifelong education

The curriculum areas of greatest change from the current to the projected future status were as follows:

- computer technology
- preparation for leadership in public policy formation
- negotiation and conflict management skills
- public relations skills
- adult education
- creative utilization of existing and emerging media
- alternative futures

TABLE XXIII

MEAN, MODE AND STUDENT'S T TEST SCORES FOR CURRENT
AND PROJECTED CURRICULUM EMPHASIS

Item	Current Curriculum		Projected Curriculum		t
	Mode	Mean ^a	Mode	Mean ^a	
Life-long education	4	4.08	5	4.52	8.78*
Accommodating the unique career goals of individual students	4	4.08	5	4.42	7.21*
Interdisciplinary courses	4	3.79	5	4.28	8.14*
Problem solving skills	4	4.22	5	4.61	9.08*
Integrated nature of home economics field	5	4.22	5	4.51	5.68*
Adult education	4	3.31	4	4.08	11.54*
Special education	4	3.35	4	3.89	8.73*
Leadership development	4	4.00	5	4.44	9.25*
Preparation for leadership in public policy formation	4	3.14	4	4.10	16.75*
Competency based education	4	3.89	4	4.10	4.33*
Negotiation and conflict management skills	4	3.07	4	3.88	12.84*
Creative utilization of community resources	4	3.98	5	4.47	9.23*
Program planning and evaluation skills	5	4.31	5	4.58	6.21*
Alternative futures	4	3.53	4	4.20	10.94*
Experiential learning	4	4.01	5	4.48	8.58*
Professional standards and ethics	5	4.30	5	4.58	6.74*
Group theory and group skills	4	3.60	4	4.10	9.58*
Creative utilization of existing and emerging media	4	3.89	5	4.49	11.20*
Public relations skills	4	3.72	5	4.42	12.01*
Computer technology	2	2.85	5	4.63	21.61*
Sum of Items	3.75	3.77	4.45	4.34	19.26*

*.05 alpha level of significance

^aRange is 1 to 5 with 5 indicating the greatest degree of agreement.

According to mean scores, the lowest current curriculum emphasis items were computer technology, negotiation/conflict management skills and preparation for leadership in public policy formation, while the highest current curriculum emphasis items were program planning/evaluation skills, lifelong education, professional standards/ethics, and the integrated nature of the home economics field. In examining the mean scores for the projected future curriculum emphasis items, professional standards/ethics and the integrated nature of the field remained at a high emphasis. Likewise, negotiation/conflict management remained at a lower level of emphasis. However, computer technology which had a lower emphasis in the current status, had a higher emphasis in the projected future status.

The items which showed the most change (greatest difference in mean scores as computed by the t test) were computer technology, preparation for leadership in public policy formation, negotiation/conflict management skills, adult education, creative utilization of existing/emerging media, and alternative futures. Apparently, the respondents felt a stronger need for change from the current activities to projected future activities in these areas. Computer technology was by far the area of greatest change from very little emphasis currently to a strong emphasis in a projected future.

The items which showed the least change were competency based education, the integrated nature of home economics field, program planning/evaluation skills, and professional standards/ethics. To further understand the reason for these least change items, the mode score per item was examined. Professional standards/ethics, program planning/evaluation skills and the integrated nature of home economics

as a field had a strong current emphasis, thus a change, although statistically significant, was not as great a change as some other items. Apparently, competency based education was a less important curriculum emphasis item. A significant mean change was indicated, however, the mode score showed a common response for both the current and projected future curriculum emphasis. A possible explanation for this was suggested by Joyce and Clift (1984). These authors stated that "the highly publicized attempts to generate competency-based teacher education programs had little impact on most program" (p. 6).

Since the principal factors method of the factor analysis loaded above .40 on the first factor for both the current and projected future curriculum emphasis, a sum of item scores was also compared (see Table XXIII). The results of the student's t test indicated a statistically significant change from the current to the projected curriculum emphasis. This change was in a positive direction, thus, indicating a trend toward change and stronger emphasis in developing/maintaining curriculum relevant to the educational needs of student.

Hypothesis 2 stated that there will be no significant difference between the current and projected future curriculum emphasis descriptors (items). Based on the statistical analysis, Hypothesis 2 was rejected because current and projected curriculum emphasis descriptors were significantly different.

Results Pertaining to Hypotheses 3 and 4--

Association between Curriculum Emphasis and

Variates

Hypotheses 3 and 4 dealt with an analysis of the association

between curriculum emphasis and activities associated with program emphasis, planning strategies, financial resources, and student recruitment efforts. The formulated hypotheses were as follows:

H₃ There will be no significant association between current curriculum emphasis in home economics education units and current

1. program emphasis
2. planning strategies
3. financial resources
4. student recruitment efforts

H₄ There will be no significant association between projected future curriculum emphasis in home economics education units and projected future

1. program emphasis
2. planning strategies
3. financial resources
4. student recruitment efforts

These hypotheses were designed to examine the relationship among the variables in order to determine the coherence of the activities represented by the variables.

The hypotheses were tested through statistical procedures provided by SAS. Pearson's product moment correlations and multiple regression techniques provided the statistical means for analyzing the data. Significance levels were determined for the statistical procedure at the .05 alpha level. Substantive interpretations of statistically significant correlations were determined by the conventions or levels described by Davis (1971). These conventions were accepted by the researcher for substantive interpretation. The convention or level of statements was as follows:

Value	Appropriate Interpretation
+ .70 or higher	A very strong positive association.
+ .50 to + .69	A substantial positive association.
+ .30 to + .49	A moderate positive association.
+ .10 to + .29	A low positive association.

+ .01 to +.09	A negligible positive association.
.00	No association.
- .01 to - .09	A negligible negative association.
- .10 to - .29	A low negative association.
- .30 to - .49	A moderate negative association.
- .50 to - .69	A substantial negative association.
- .70 or lower	A very strong negative association.

(Davis, 1971, p. 49)

The responses to the instrument items were scaled together in accordance to the factor analysis results as combined mean scores for curriculum emphasis, program emphasis, planning strategies, financial resources, and student recruitment efforts, respectively. The resulting combined mean scores were utilized in the subsequent analyses.

The correlations (Pearson r) as illustrated in Table XXIV, showed the association of curriculum emphasis to the other variables in both the current status and the projected future status. All the correlations were positive and significant at a .05 level. Except for student recruitment efforts, all the projected future correlations were higher than the current correlations. Furthermore, program emphasis had a higher correlation with curriculum emphasis than did planning strategies, financial resources, or student recruitment efforts. Financial resources had the lowest correlation with curriculum emphasis.

As shown in Table XXV, the correlations of each variable were illustrated according to the institutional classification (land grant, public, or private). All the correlations were positive and all were statistically significant except for the correlations between curriculum emphasis and financial resources among public institutions in the projected future. Again program emphasis had the highest correlations with curriculum emphasis and financial resources the lowest. In the current status, public institutions had the lowest associations except for the association of curriculum emphasis with student recruitment efforts.

TABLE XXIV
 PEARSON PRODUCT MOMENT CORRELATIONS FOR CURRENT AND
 PROJECTED CURRICULUM EMPHASIS

Variates	Pearson r		z Score for Correlation Difference
	Current	Projected	
Program with curriculum emphasis	.67*	.63*	.60
Planning strategies with curriculum emphasis	.51*	.48*	.36
Financial resources with curriculum emphasis	.32*	.28*	.49
Student recruitment efforts with curriculum emphasis	.56*	.61*	.81

*Significant at .05 alpha level with N = 208.

TABLE XXV

PEARSON PRODUCT MOMENT CORRELATIONS OF CURRICULUM EMPHASIS WITH
VARIABLES ACCORDING TO INSTITUTIONAL CLASSIFICATION

Correlated Variables	Categories by Classification			Total Sample (N=208)
	Land Grant (N=48)	Public (N=104)	Private (N=55)	
Current program with curriculum emphasis (projected)	.74* (.69*)	.66* (.60*)	.67* (.72*)	.67* (.63*)
Current planning strategies with curriculum emphasis (projected)	.62* (.60*)	.44* (.45*)	.57* (.45*)	.51* (.48*)
Current financial resources with curriculum emphasis (projected)	.39* (.51*)	.31* (.16*)	.33* (.35*)	.32* (.28*)
Current student recruit- ment with curriculum emphasis (projected)	.50* (.68*)	.60* (.60*)	.55* (.61*)	.56* (.61*)

*Significant at .05 alpha level.

However in the projected future, public institutions had the lowest correlations among all the variables.

Table XXVI illustrates the correlations according to size of undergraduate enrollment (25 or less and 26 or more) in home economics education. All the correlations were positive and all were statistically significant except for the correlation of projected curriculum emphasis with projected financial resources among smaller enrollment institutions. Program emphasis and curriculum emphasis continued to have the higher correlations; financial resources and curriculum emphasis the lower correlations. Furthermore, the larger enrollment institutions had higher correlations with other variables than smaller institutions.

The correlations among the variables according to the size of graduate enrollment (10 or less and 11 or more) in home economics education are shown in Table XXVII. All the correlations were positive. Furthermore, all correlations were statistically significant except for the correlation between curriculum emphasis and financial resources among smaller graduate enrollment institutions. Among all the correlations, the correlation between financial resources and curriculum emphasis remained lower. For the projected future, the larger enrollment units had higher correlations with curriculum emphasis than smaller enrollment units. Particularly high among the larger units was the correlations of curriculum emphasis with student recruitment and with program emphasis.

Due to the results of the correlation statistical procedures, Hypothesis 3 and 4 were rejected. There was a significant association between curriculum emphasis and program emphasis, planning strategies,

TABLE XXVI

PEARSON PRODUCT MOMENT CORRELATIONS OF CURRICULUM EMPHASIS WITH
VARIABLES ACCORDING TO UNDERGRADUATE ENROLLMENT SIZE

Correlated Variables	Categories by Size		
	25 or less (N=93)	26 or more (N=113)	Total Sample (N=208)
Current program with curriculum emphasis	.63*	.70*	.67*
(projected)	(.55*)	(.70*)	(.63*)
Current planning strategies with curriculum emphasis	.48*	.52*	.51*
(projected)	(.45*)	(.50*)	(.48*)
Current financial resources with curriculum emphasis	.26*	.37*	.32*
(projected)	(.14)	(.37*)	(.28*)
Current student recruitment with curriculum emphasis	.42*	.65*	.56*
(projected)	(.51*)	(.68*)	(.61*)

*Significant at .05 alpha level.

TABLE XXVII

PEARSON PRODUCT MOMENT CORRELATIONS OF CURRICULUM EMPHASIS
WITH VARIABLES ACCORDING TO GRADUATE ENROLLMENT SIZE

Correlated Variables	Categories by Size		
	10 or less (N=52)	11 or more (N=63)	Total Sample (N=208)
Current program with curriculum emphasis	.58*	.78*	.67*
(projected)	(.61*)	(.78*)	(.63*)
Current planning strategies with curriculum emphasis	.58*	.52*	.51*
(projected)	(.48*)	(.60*)	(.48*)
Current financial resources with curriculum emphasis	.24*	.53*	.32*
(projected)	(.26)	(.45*)	(.28*)
Current student recruitment with curriculum emphasis	.45*	.70*	.56*
(projected)	(.57*)	(.80*)	(.61*)

*Significant at .05 alpha level.

financial resources, and student recruitment efforts for both the current status and the projected future status. Each of the correlations of the variables with curriculum emphasis are examined in detail in the succeeding sections of this chapter.

Curriculum Emphasis and Program Emphasis. Current curriculum emphasis was correlated with current program emphasis at a value of .67 with statistical significance at the .05 alpha level (see Table XXIV). This indicated a substantial positive association (Davis, 1971). Therefore, the responding home economics education units, as a whole, coordinated the activities of developing/maintaining a curriculum emphasis relevant to the educational needs of students and the activities of developing/maintaining a program emphasis appropriate to the needs of employers of the graduates.

The correlations were further examined by classification of the institutions. These analyses showed that land grant institutions had an r value of .74 which substantively indicated a very strong positive association (see Table XXV). Public and private institutions correlation coefficients were .66 and .67, and represented only a substantial positive association. When the data were analyzed by size of undergraduate and graduate enrollment, the larger enrollment institutions had higher association scores. The r value for undergraduate enrollment of 26 or more was .70 (see Table XXVI) and the r value for graduate enrollment of 11 or more was .78 (see Table XXVII). Consequently these values indicated a very strong positive association. Thus, the land grant and the larger enrollment institutions currently showed more coordination of current curriculum emphasis with current program emphasis than did their counterparts in non-land grant and smaller institutions.

For the projected future curriculum emphasis and the projected program emphasis, $r = .63$ (significant at a .05 level) indicated a substantial positive association (see Table XXIV). Again this suggested an alignment of curriculum and program emphasis for a projected future among the responding institutions.

When examining the associations by institutional classification, the private institutions had the highest and substantively, a very strong association. Therefore, private institutions had the lower association. Therefore, private institutions were showing a stronger coordination of curriculum and program activities for a projected future. The examination of association by size indicated that undergraduate enrollments of 26 or more showed a higher correlation ($r = .70$) than the enrollments of 25 or less ($r = .55$) (see Table XXVI). Likewise, graduate enrollments of 11 or more correlated at a value of .78, while the enrollments of ten or less correlated at a value of .61 (see Table XXVII). Thus, the private and the larger enrollment home economics education units showed a greater coordination of curriculum and program activities for a projected future than did the public and smaller enrollment institutions.

Curriculum Emphasis and Secondary Teacher Preparation. Since two current program emphasis items did not factor into the first factor of the factor analysis, these items were not included in the analysis of current program emphasis. Thus, these items were examined separately. The items were preparation of secondary teachers and preparation of consumer/homemaking teachers. In interpreting the factor analysis results for the current program emphasis, secondary and consumer/homemaking teacher preparation meant something other than development/

maintenance of a program emphasis appropriate to the needs of employers of home economics education graduates.

Table XXVIII illustrates the mode, mean, and standard deviation of the two items in both the current and projected future status. (The reader is reminded that secondary/consumer homemaking did factor load at or above .40 in the projected future status and was included in the projected future program emphasis analyses.) The mean scores for each item in the current status were 4.68 (secondary teaching) and 4.75 (consumer/homemaking teaching). The possible response range was one to five and a response of five indicated the respondent strongly agreed that the item accurately described the home economics unit. The standard deviations for the mean scores were .54 (secondary teaching) and .51 (consumer/homemaking teaching). These means and standard deviations indicated that these items were currently a primary function of the units, and the variance from the average means was slight. Therefore, secondary/consumer homemaking teacher preparation was a strong part of the home economics education programs.

TABLE XXVIII

CENTRAL TENDENCY OF PROGRAM EMPHASIS ITEMS ON PREPARATION
FOR SECONDARY AND CONSUMER HOMEMAKING TEACHERS

Item	Current			Projected		
	Mode	Mean	SD	Mode	Mean	SD
Secondary teaching	5	4.68	.54	5	4.63	.68
Consumer homemaking teaching	5	4.75	.51	5	4.69	.63

In comparing the current responses to the projected future responses, the average mean score dropped slightly (4.63 for secondary teaching and 4.69 for consumer/homemaking teaching). Also, the standard deviations increased slightly (.68 and .63 respectively). This indicated a possible shift in the strong emphasis of the items to a slightly less important emphasis. This could explain why the items loaded higher in the projected program emphasis factor analysis than in the current program emphasis factor analysis.

Since the two items did not factor load high enough to be included in current program emphasis, the items were analyzed as a separate variable. The two items were factored together and the resulting factor scores were .91 for both items. Furthermore, the two items were correlated together, resulting in a r value of .66 (significant at .05 level). Therefore, the two items were determined to be similar and the two items were combined into one score per individual respondent. The combined scores were then correlated to curriculum emphasis. The resulting Pearson r coefficient was .21 (significant at .05 level). Substantively, this was a low positive association (Davis, 1971). This means that the developing/maintaining of curriculum relevant to educational needs of students had little association with preparation for secondary and consumer homemaking teachers in the current perceptions of the respondents.

Curriculum Emphasis and Planning Strategies. Current curriculum emphasis and current planning strategies correlated at .51 (statistically significant .05 level) and represented a substantial positive association (Table XXIV). This means that those home economics education units with a high emphasis on the activities surrounding the

development/maintenance of curriculum emphasis relevant to the educational needs of student, tended to have a high emphasis on the activities designed to maintain the unit's role as a viable academic program within the institution. To further examine the data, correlations by classification were conducted. The results showed that public institutions ($r = .44$) had a lower correlation than land grant and private institutions ($r = .62$ and $.57$, respectively). Therefore, the public institutions showed a moderate positive association while the land grant and private institutions showed a substantial positive association (Table XXV). The examination of the data by enrollment size indicated little difference between smaller and larger enrollment institutions for the correlation of current curriculum emphasis with current planning strategies (Table XXVI and XXVII).

Correlation of projected curriculum emphasis with projected planning strategies was statistically significant at .05 level with a $r = .48$ (Table XXIV). This indicated a moderate positive association. The land grant institutions had a higher correlation value than the public or private institutions (Table XXV). Furthermore, institutions with graduate enrollments in home economics education at 11 or more had a higher correlation than institutions with enrollments of 10 or less (Table XXVII). The results indicated that land grant institutions and institutions with larger graduate programs seem to align curriculum emphasis relevant to students' educational needs more closely to planning strategies designed to maintain the units' viability within an institution than do non-land grant and smaller institutions.

To further examine the association, the factor structures of projected planning strategies were correlated with curriculum emphasis.

These factor structures were extracted from the factor analysis orthogonal rotation procedure (see Table XVII). Factor one was labelled as "internal departmental planning strategies" and factor two as "external departmental planning strategies". As shown in Table XXIX, internal departmental planning strategies had a higher correlation to curriculum emphasis (factor one $r = .47$ and factor two $r = .34$). Therefore, for a projected future the association between curriculum emphasis relevant to the educational needs of students was stronger for internal planning than for external planning. The internal departmental planning factor included the following items:

employment of a department head or chairman with a strong
appreciation for history/philosophy of home economics
education

employment of a department leader skilled in campus politics

development of a strong support base among graduates

active recruitment program aimed at attracting quality students

The external departmental planning factor included items as follows:

strategies to protect discipline from subject matter raids

participation in development of public policy relating to

allocation of resources of higher education

participation in university-wide decision making relating to

internal allocation of resources

Curriculum Emphasis and Financial Resources. Current curriculum emphasis and current financial resources available to the institutions correlated .32 (statistically significant at .05 level) and according to Davis (1971) indicated a moderate positive association (Table XXIV). This means that curriculum emphasis relevant to educational needs of

TABLE XXIX
 PEARSON PRODUCT MOMENT CORRELATIONS BETWEEN PROJECTED
 CURRICULUM EMPHASIS AND PROJECTED PLANNING
 STRATEGIES FACTOR SUB-SCALES

Factor	\bar{x} ^c	r	P> r
Projected factor one -- a internal departmental planning strategies	4.39	.47	.05
Projected factor two -- b external departmental planning strategies	4.15	.34	.05

^aItems in this factor included: employment of a department head with strong appreciation for history/philosophy of home economics education, employment of a department leader skilled in campus politics, development of a strong support base among graduates, and active recruitment program aimed at attracting quality students.

^bItems in this factor include: strategies to protect discipline from subject matter raids, participation in development of public policy relating to allocation of resources for higher education, participation in university wide decision making relating to internal allocation of resources.

^cRange is 1 to 5 with 5 = a strong agreement.

students was moderately associated to the development/maintenance of financial resources necessary for adequate support of the various needs of the unit. The reader is reminded that the respondents responded to the finance items by indicating the types of resources available to their unit. When examined according to classification, the land grant, public, and private institutions showed similar associations (see Table XXV). The size of the undergraduate enrollment in home economics education did, however, indicate a difference in association with the larger (26 or more) enrollment institutions having a greater association (Table XXVI). In the institutions with graduate programs, enrollment sizes of 11 or more correlated at .53 which substantively indicated a substantial positive association (Table XXVII). Correlations involving institutions with graduate enrollments of 10 or less were not statistically significant. Thus, home economics education units with larger graduate programs showed a relationship between curriculum emphasis relevant to the educational needs of students and financial resources available to development/maintenance of the academic unit, while the low enrollment institutions showed no significant relationship between these two concepts.

The correlation between projected curriculum emphasis and projected financial resources was .28 (statistically significant at .05 level) (see Table XXIV). This indicated a low positive association. Thus, curriculum emphasis relevant to the educational needs of students had a low association to the development/maintenance of financial resources necessary for adequate support of the various needs of the unit. When data were examined according to classification, the land grant institutions had a r value of .51 which indicated a substantial positive

association. However, the correlation for the public institutions was $r = .16$ and was not statistically significant (see Table XXV). In the investigation of the correlations by enrollment size, the smaller enrollment units did not have statistically significant associations (see Tables XXVI and XXVII).

Overall, financial resources correlated at a lower level with curriculum emphasis than any of the other variables examined by this study. Also, the projected future association of financial resources with curriculum emphasis had a lower correlation than the current association. Furthermore, the units with small enrollments and the public units had low, non-significant associations with financial resources.

Curriculum Emphasis and Student Recruitment. Current curriculum emphasis and current student recruitment efforts correlated .56 (at a .05 significance level) which showed a substantial positive association (Table XXIV). These results indicated that the alignment between developing/maintaining curriculum emphasis relevant to the educational needs of students and developing/maintaining a student recruitment program aimed toward increasing the number of well-qualified students was substantial. To further examine this association, the factor structure of student recruitment efforts were correlated with curriculum emphasis. These factor structures were extracted from the factor analysis orthogonal rotation procedure (see Table XX). Factor one was labelled as "increasing quantity of non-traditional student" and factor two as "increasing the quality of students entering the program". Factor one correlated to curriculum emphasis at .55 (statistically significant beyond .05 level) and showed a substantial positive association. Factor two correlated to curriculum emphasis at .39 (significant beyond .05

level) and substantively indicated a moderate positive association (Table XXX). Thus, the association between curriculum emphasis relevant to the educational needs of students was stronger for increasing quantity of students than for increasing quality of students.

The correlations of curriculum emphasis with student recruitment efforts were also correlated by institutional classification. These results showed little difference in the correlation values between land grant, public, and private institutions (see Table XXV). In examining the correlations according to size of undergraduate enrollment, the units enrolling 26 or more correlated at a $r = .65$ and units enrolling 25 or less at a $t = .42$ (Table XXVI). Respectively, these findings indicated a difference of a substantial association for larger enrollment units and a moderate association for smaller institutions. Likewise, the examination of graduate enrollment revealed a $r = .70$ for units with enrollments of 11 or more and a $r = .45$ for units with enrollments of 10 or less (Table XXVII). Consequently, this difference was interpreted as a very strong association for the larger graduate enrollment units and a moderate association for the smaller graduate enrollment units. Overall, the larger enrollment units had a stronger association between the curriculum emphasis and the student recruitment efforts than the smaller enrollment units.

The correlation between a projected curriculum emphasis and a projected student recruitment effort was $.61$ (significant $.05$ level). This result represented a substantial positive association (Table XXIV). The projected student recruitment factor representing increasing quantity of students correlated at $r = .62$ with curriculum emphasis and factor two (increasing quality) correlated $r = .45$ (Table XXX).

TABLE XXX

PEARSON PRODUCT MOMENT CORRELATIONS BETWEEN CURRICULUM
EMPHASIS AND STUDENT RECRUITMENT BY
QUANTITY AND QUALITY

Factor	\bar{x} ^c	r	p> r
Current factor one -- a Increase in quantity of non-traditional students	3.29	.55	.05
Current factor two -- b Increase in quality of students	2.99	.39	.05
Projected factor one -- a Increase in quantity of non-traditional students	4.03	.62	.05
Projected factor two -- b Increase in quality of students	3.55	.45	.05

^aItems in this factor include: part-time students, older students, minority students, male students, and international students.

^bItems in this factor include: increase emphasis on graduate students, development of student screening process for students, emphasis on quality of students rather than quantity, and recruitment of students for graduate programs immediately upon completion of bachelors degree.

^cRange is 1 to 5 with 5 = a strong agreement.

Therefore, increasing the quantity of students was more highly associated with curriculum emphasis than increasing the quality of students. In examining the data according to institutional classification, little difference appeared in the r values (see Table XXV). Also, between size of undergraduate enrollment in home economics education and curriculum emphasis, little difference was indicated in the associations (see Table XXVI). However, in the correlations of graduate enrollment size, the units with 11 or more students had an r value of .80 which was a very strong positive association, while graduate programs of 10 or less correlated at .57 and showed a substantial positive association (Table XXVII).

Results from correlations of curriculum emphasis with student recruitment efforts for a projected future were almost identical to results obtained for current associations. This finding indicated that there was little change between the relationship of curriculum emphasis to student recruitment efforts from a current status to a projected future status. The associations were remaining rather constant with quantity of students having a higher relationship to curriculum emphasis than quality and with larger graduate enrollment programs having a higher relationship than smaller graduate enrollment programs.

Correlation Difference Analysis. The correlations were further analyzed in order to determine if the associations between the current status and the projected future status for each variate to curriculum emphasis were different. To test for significant difference between correlation scores, a z score correlational difference test was used (Blalock, 1972). The .05 alpha level for a two-tailed test was used as the confidence level. The level was numerically represented at ± 1.96 .

There was no significant difference between the current and projected associations of curriculum emphasis to program emphasis, planning strategies, financial resources, and student recruitment efforts (Table XXIV). Although the curriculum emphasis changed between the current and the projected future perceptions of the respondents (as indicated by the results related to Hypotheses 1 and 2), the association to program emphasis, planning strategies, financial resources, and student recruitment efforts did not change.

Regression Analysis of Variables. The SAS General Linear Model (GLM) procedure was performed using the criterion variable of curriculum emphasis and the variates of program emphasis, planning strategies, financial resources, and student recruitment efforts. The purpose of the GLM procedure was to determine the effects of more than one variate on the criterion variable of curriculum emphasis (Kerlinger, 1973). Three separate GLM models were set up and analyzed. The models represented two current status analyses and one projected status analysis. The models utilized were as follows:

Model One--Current program emphasis, planning strategies,
financial resources, and student recruitment
efforts on curriculum emphasis

Model Two--Current program emphasis, planning strategies,
financial resources, student recruitment efforts,
and preparation of secondary/consumer homemaking
teachers on curriculum emphasis

Model Three--Projected program emphasis, planning strategies,
financial resources, and student recruitment
efforts on curriculum emphasis

The multiple correlation coefficient of determination (R^2) for models one and two were .53 (Table XXXI). Interpretively, this indicated that 53 percent of the variation in curriculum emphasis was explained by the concert of the models' variates. Models one and two represented a current status of home economics education units. The difference between model one and model two was one variable titled secondary/consumer homemaking teacher preparation. As indicated by the results, this variable in addition did not explain any of the variance in curriculum emphasis. Model three (representing a projected future status of home economics education units) showed that 47 percent of the variation in curriculum emphasis was explained by program emphasis, planning strategies, financial resources, and student recruitment efforts. Thus, the variates chosen for this study accounted for approximately half the variance in curriculum emphasis with the current status having a slightly higher explained variance than the project future status.

The SAS Stepwise Regression procedure facilitated further exploration of the data. This procedure added one variable at a time to the model until a point was reached where thereafter none of the remaining variables made a significant contribution to the model (Agresti and Agresti, 1979). The Stepwise Regression for current curriculum emphasis, as illustrated in Table XXXII, showed that program emphasis explained the largest portion of the variation in curriculum emphasis and student recruitment efforts was the second most contributing variable. Likewise, the Stepwise Regression procedure for projected curriculum emphasis indicated that program emphasis and student recruitment efforts, respectively, were the greatest contributors to the

TABLE XXXI
 MULTIPLE CORRELATION COEFFICIENT FOR
 MODELS REPRESENTING CURRICULUM
 EMPHASIS BY VARIATES

Model	Variables	R ²
One	Curriculum emphasis, program emphasis, planning strategies, financial resources, student recruitment efforts	.53*
Two	Curriculum emphasis, program emphasis, planning strategies, financial resources, student recruitment efforts, preparation for secondary/consumer homemaking teaching	.53*
Three	Curriculum emphasis, program emphasis, planning strategies, financial resources, student recruitment efforts	.47*

*Significant at .05 alpha level.

TABLE XXXII
STEPWISE REGRESSION FOR CURRENT CURRICULUM BY VARIATES

Step	Variate Entry	Cumulative R ²
One	Program Emphasis	.43*
Two	Student Recruitment Effort	.49*
Three	Planning Strategies	.52*
Four	Financial Resources	.53*

*Significant at .05 alpha level

variance in curriculum emphasis (see Table XXXIII). The basic difference between the current and projected analysis was that the current variates explained more about the current curriculum emphasis than the projected variates did for the projected curriculum emphasis.

Summary

This study examined the curriculum emphases in home economics education units. The curriculum items represented emphasis in home economics education found in the literature and developed into an instrument by a research team at Oklahoma State University. This study analyzed the data in order to determine the trend changes in curriculum emphasis from a current to a projected five year future. Also, the study investigated the relationship between the curriculum emphasis and activities involved with program emphasis, planning strategies, financial resources, and student recruitment efforts. These activities related to problems facing higher education such as declines in enrollment, declines in financial resources, and alterations in teacher supply and demand. According to Goodlad (1979, p. 129), "institutional curriculum planning is critical to the school because it brings programmatic coherence to the institution". Therefore, examining the association of curriculum emphasis to the above activities aided in discovering the degree of alignment of curriculum emphasis to program emphasis, planning strategies, financial resources, and student recruitment efforts and, thus in discovering the coherence of home economics education units.

The respondents represented 208 home economics education units within the United States and represented a 64 percent return from the

TABLE XXXIII

STEPWISE REGRESSION FOR PROJECTED CURRICULUM BY VARIATES

Step	Variate Entry	Cumulative R ²
One	Program Emphasis	.34*
Two	Student Recruitment Effort	.42*
Three	Planning Strategies	.44*
Four	Financial Resources	.47*

*Significant at .05 alpha level.

population of 326. In comparing respondents to non-respondents, the percentage comparisons indicated that the respondents tended to represent public institutions, institutions with larger enrollments, and institutions within the western and central regions.

Hypotheses 1 and 2 concerned analysis of the current and projected curriculum emphasis items. Hypothesis 1 was statistically examined through a factor analysis procedure. The results indicated that there was no similarity between the factor structures of the current and projected curriculum emphasis items therefore, Hypotheses 1 was not rejected. Hypothesis 2 was statistically tested with a student's t test. The results showed a significant difference, thus, there was a significant difference between the current and projected future curriculum items.

Figure 1 illustrates the differences between mean scores in a current and projected future status of curriculum emphasis. The greatest degree of change was seen in computer technology, preparation for leadership in public policy formation, negotiation and conflict management skills, and alternative futures. In general, the projected status had a higher level of emphasis than the current status.

Hypotheses 3 and 4 addressed the association between curriculum emphasis and program emphasis, planning strategies, financial resources, and student recruitment efforts, respectively, for the current and projected status. These analyses were conducted by using the Pearson r correlation procedure. Figure 2 illustrates the results of these analyses. All respondents indicated a significant positive association with the variables. Therefore, Hypotheses 3 and 4 were rejected because there was an association among curriculum emphasis and the other variables.

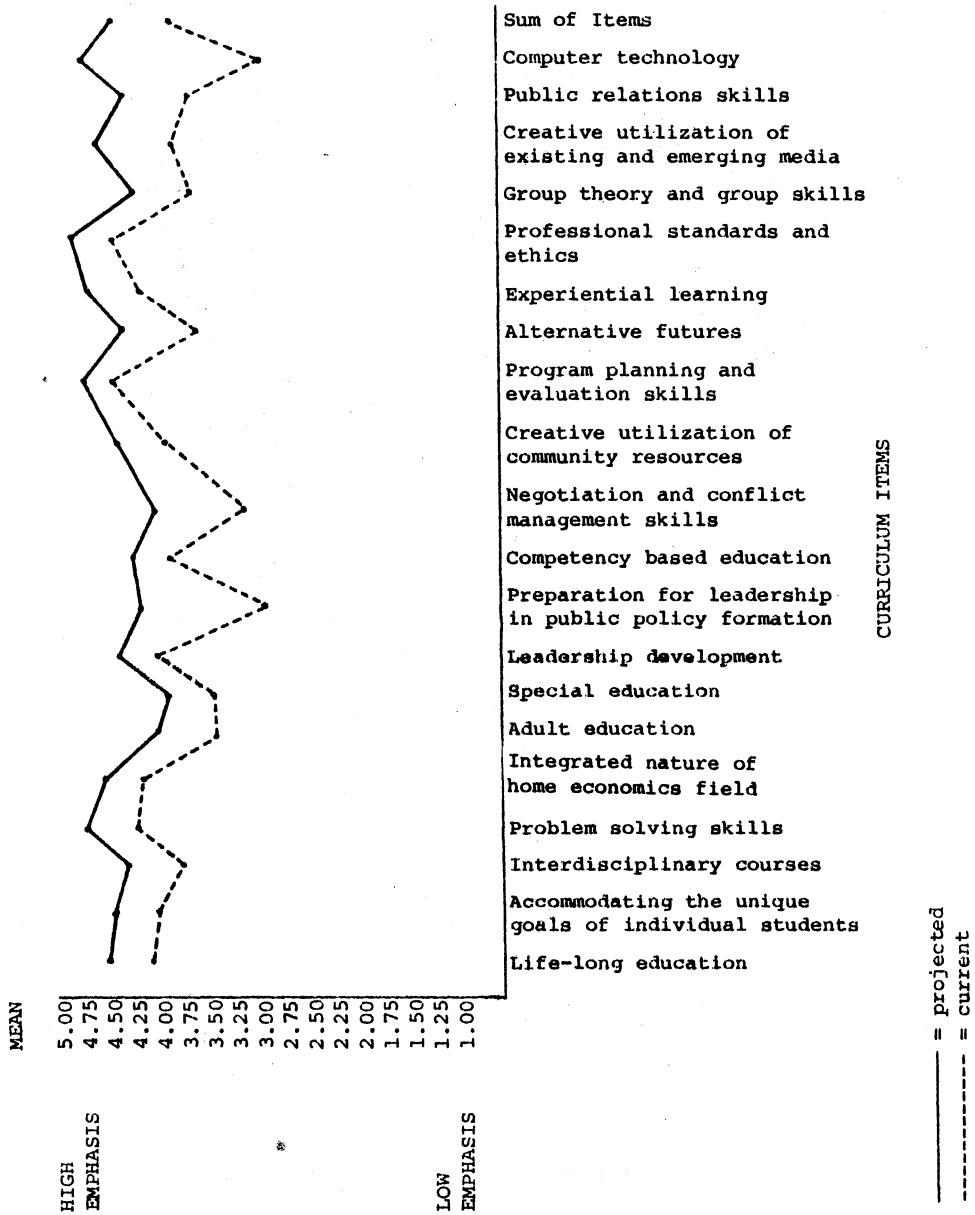


Figure 1. Mean Score Comparison for Current and Projected Curriculum Emphasis

	CURRENT				PROJECTED			
All respondents, curriculum emphasis	.67	.51	.32	.56	.63	.48	.28	.61
Curriculum emphasis by land grant inst.	.75	.62	.39	.50	.69	.60	.51	.68
Curriculum emphasis by public inst.	.66	.44	.31	.60	.60	.45	not signif.	.60
Curriculum emphasis by private inst.	.67	.57	.33	.55	.72	.45	.35	.61
Curriculum emphasis by small undergrad. enrollment	.63	.48	.26	.42	.55	.45	not signif.	.51
Curriculum emphasis by large undergrad. enrollment	.70	.52	.37	.65	.70	.50	.37	.68
Curriculum emphasis by small graduate enrollment	.58	.58	.24	.45	.61	.48	not signif.	.57
Curriculum emphasis by large graduate enrollment	.78	.52	.53	.70	.78	.60	.45	.80
	Program emphasis	Planning strategies	Financial resources	Student recruitment	Program emphasis	Planning strategies	Financial resources	Student recruitment

Figure 2. Summary of Correlations for Current and Projected Curriculum Emphasis With Program Emphasis, Planning Strategies, Financial Resources, and Student Recruitment Efforts

Program emphasis had a greater association with curriculum emphasis than the other variables analyzed. Land grant institutions and institutions with large enrollments in home economics education had a stronger association between curriculum emphasis and program emphasis than other institutions. Of the variables analyzed, financial resources and curriculum emphasis correlated the lowest. Particularly low in this association were institutions with small enrollments in home economics education.

Examining all the respondents together, the current associations were slightly higher than the projected associations except for student recruitment efforts and curriculum emphasis. Therefore, more emphasis on the coordination of student recruitment with curriculum emphasis was indicated. Conclusions and recommendations based on these results are presented in Chapter V.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

Traditionally the curriculum has served as a basis for the professional development of home economics education graduates. Thus, the curriculum has been given major importance in preparing graduates for the future. With an accelerated rate of change in the society as a whole, this future has become less clearly defined. Therefore, the designing of a curriculum relevant to meeting the educational needs of these graduates became a more difficult task. The trends seen in curriculum served as a signal to change because as Naisbitt (1982) suggested, trends were reflective of social change. In the current study the author analyzed curriculum by examining curriculum trends.

Occurring simultaneously with curriculum change were changes in the management of higher education. As financial resources became less stable and student enrollment began declining, the institutional leaders were developing new planning strategies to combat the situation. Therefore, meeting the immediate management problems and meeting the future educational needs of the graduates presented new challenges to the academic leaders.

This chapter presents a summary of a study designed to analyze home economics education curriculum trends and to investigate the relationship between the curriculum and management activities in home economics education units in higher education. The chapter includes statement of

problem, objectives, hypotheses, research design, population, instrument, data collection, procedures, results and conclusions, and recommendations.

Statement of Problem

The problem in this study was to identify and analyze curriculum emphases in home economics education and to assess the association of curriculum emphasis with the management of the persistent problems facing higher education. The problems were identified as decline in enrollment and as uncertainty concerning available financial resources. These problems were related to decisions and activities surrounding program emphasis, planning strategies, financial resources, and student recruitment efforts.

Objectives

Three objectives were developed for this study. These objectives were stated as:

1. Develop a scale of measure for the descriptors (items) for curriculum emphasis, program emphasis, planning strategies, financial resources, and student recruitment efforts.
2. Assess the changes in curriculum emphasis between a current and a projected future status as provided by statements from home economics educators.
3. Analyze the current and projected curriculum emphasis reported by the educators as associated with program emphasis, planning strategies, financial resources, and student recruitment efforts.

Hypotheses

Four hypotheses were tested in this study. These were stated as follows:

- H₁: There will be no similarity between factor structures (underlying constructs) for the items describing current curriculum emphasis and for the items describing projected future curriculum emphasis.
- H₂: There will be no significant difference between the current curriculum emphasis descriptors and the projected future curriculum emphasis descriptors.
- H₃: There will be no significant association between current curriculum emphasis in home economics education units and current
1. program emphasis
 2. planning strategies
 3. financial resources
 4. student recruitment efforts
- H₄: There will be no significant association between projected future curriculum emphasis in home economics education units and projected future
1. program emphasis
 2. planning strategies
 3. financial resources
 4. student recruitment efforts

Research Design

This study employed a correlational, descriptive research design. Utilization of this research design allowed for identification of and correlational analysis of conditions that existed and trends that were developing among a set of selected variables. Curriculum emphasis was the criterion variable. Program emphasis, planning strategies, financial resources, and student recruitment efforts were the variates.

Population

The population for this study included four-year colleges and universities in the United States which granted home economics education degrees. The total population included 326 home economics education units. Of this group 208 usable returns were obtained and comprising a 64 percent response rate.

The largest percent of the respondents reported to a home economics administrative unit. All the responding units offered bachelors degrees and 51 percent offered advanced degrees. A teacher certification option was the predominant degree option for the responding units. Seventy percent of the responding units reported undergraduate enrollments of 50 or less and 75 percent of the units offering graduate programs indicated graduate enrollments of 25 or less.

A comparison of respondents to non-respondents was conducted. The responding group represented public institutions, larger institutions, and institutions from western/central regions of the United States slightly more than their proportion of the total population.

Instrument

The data utilized in this study were collected from an instrument titled "Home Economics Education Futures Study: Toward the Year 2000". This instrument was developed by a research team from the Home Economics Education and Community Services Department of Oklahoma State University. The instrument was designed to identify trends in home economics education in institutions of higher education within the United States based upon current and projected future goals of these units. Five subsections of this instrument were used for this research study.

The subsections were curriculum emphasis, program emphasis, planning strategies, financial resources, and student recruitment efforts.

Content validity and clarity of the instrument were established by the initial research team. Construct validity was examined for the portions of the instrument used in this study and was established through a factor analysis procedure. Furthermore, the reliability coefficients for the portions of the instrument used in this study were established. The internal consistency and the stability of the total instrument were determined to be above a coefficient value of .70 and, thus, were substantially reliable.

Data Collection

Data were collected in November of 1982 by the initial research team. Permission to use these data was granted on August 31, 1983. As stated earlier, usable returns were received from 64 percent of the population.

Procedures

The Statistical Analysis System (SAS) was used for analysis of data. A factor analysis, utilizing the principal axis option with an orthogonal rotation was used to develop a scale of measure for each variable and to examine the sub-dimensions of each variable. A student's *t* test was used to determine significant difference between current and projected future curriculum emphasis descriptors (addressing Hypothesis 2). The Pearson *r*, General Linear Models, and stepwise regression procedures were used to test the association among the variables (addressing Hypotheses 3 and 4).

Results and Conclusions

Table XXXIV summarizes the analysis procedures and the results of the analysis for each hypothesis. The complete explanation of these procedures and results is reported in Chapter IV.

For the curriculum descriptors used in this study, the analysis of the current curriculum emphasis items and the projected future curriculum emphasis items indicated that:

1. As a result of a factor analysis to discern the sub-dimensions of curriculum emphasis, the curriculum descriptor items clustered differently on factors for the current status as compared to the projected future status. This result may indicate a change in the underlying constructs of curriculum emphasis from what currently existed to what would exist in five years.

2. The respondents were optimistic that a greater degree of emphasis would be placed on the curriculum descriptor items in a projected future. This was indicated by the positive direction of, and by the significant difference in, the mean scores per item from the current status to a projected future status.

3. Computer technology, problem solving skills, program planning/evaluation skills, and professional standards/ethics had the highest degree of emphasis for curriculum in a projected future. This was concluded from the mean score examination.

4. The curriculum emphasis areas of greatest change were found in the areas of computer technology, preparation for leadership in public policy formation, and negotiation/conflict management skills. These conclusions were based on the mean score difference analysis.

The emerging curriculum trends, as reported in the review of

TABLE XXXIV

SUMMARY OF CONCLUSIONS REGARDING HYPOTHESIS

Hypothesis	Test	Result
H ₁ : There will be no similarity between factor structures of current and projected curriculum emphasis.	Factor analysis	not rejected
H ₂ : There will be no significant difference between the current and projected curriculum descriptors.	Student's t test	rejected
H ₃ : There will be no significant association between current curriculum emphasis and current program emphasis, planning strategies, financial resources, and student recruitment efforts.	Pearson's r Multiple regression Stepwise regression	rejected
H ₄ : There will be no significant association between projected future curriculum emphasis and projected future program emphasis, planning strategies, financial resources and student recruitment efforts.	Pearson's r Multiple regression Stepwise regression	rejected

literature, Chapter II of this report, were identified as new learning structures, interaction skills, cognitive processing skills, and communication technology. The results from this study inferred that home economics education was, also, projecting a curriculum emphasis in these trend areas.

The most predominant home economics education trend identified in this study was computer technology. The communication technology was referred to in the literature as advancement in equipment and technique for disseminating and receiving information, and the most frequently mentioned curriculum need was utilization of the computer. Problem solving skills and program planning/evaluation skills reported in this study substantiated the cognitive processing skills trend which was discussed in the literature. The curriculum items of leadership in public policy formation, negotiation/conflict management skills, and professional standards/ethics corresponded to the interaction skills trend. This trend focused on the development of abilities to interact with people and with technology in the global environment.

A little over a decade ago, Johnson and Swope (1972) conducted a survey study to examine current issues and trends in home economics in institutions of higher education. As a result of the findings, they concluded that (1) home economics curricula was tightly prescribed and gave little latitude to accommodating the student's individual goals and (2) home economics curricula provided few field experiences. Furthermore, Johnson and Swope recommended interdisciplinary and interdepartmental courses. Three curriculum response items in the present study (accommodating the unique career goals of individual students, experiential learning, and interdisciplinary courses) addressed the

concerns expressed by Johnson and Swope.

The respondents in the present study indicated that accommodating the unique goals of students and experiential learning were presently a fairly strong emphasis in their programs and would continue to be emphasized in the future. The item relating to an interdisciplinary course showed a moderate current emphasis, however, a fairly strong emphasis was indicated for a projected future. Therefore, a change seemed to have occurred relative to the importance of these items in the curriculum when compared to the Johnson and Swope study.

The correlational analysis of curriculum emphasis with program emphasis, planning strategies, financial resources, and student recruitment efforts indicated that all the variables correlated positively with curriculum emphasis. Program emphasis represented the highest association with curriculum emphasis and financial resources the lowest association. Specifically, the correlational analysis indicated that:

1. For the projected future, public institutions and small enrollment home economics education units had low, non-significant associations between financial resources available and curriculum emphasis. Therefore, changes in curriculum emphasis were not reflective of changes in financial resources.

2. There was strong association between student recruitment efforts and curriculum emphasis in home economics education units having larger graduate programs. Thus, as student recruitment efforts increased, the curriculum emphasis relevant to student's educational needs increased.

3. The recruitment of quantities of students had a higher association with curriculum emphasis than the recruitment of quality students.

This indicated that curriculum emphasis tended to align more with increasing quantity than quality of students entering the program. As enrollments declined, a logical counteraction was to increase recruitment efforts. However, if the direction of this effort were too heavily directed toward quantity rather than quality of students, then the threat of mediocrity may be more difficult to combat.

4. Land grant institutions and larger enrollment home economics education units had the higher association between program emphasis and curriculum emphasis. Therefore, as program emphasis was increased to meet the needs of employers of the graduates, so was curriculum emphasis relevant to student's educational needs increased.

5. For a projected future, planning strategies relative to internal departmental affairs had a higher association with curriculum emphasis than did planning strategies relative to external affairs. Thus, as curriculum relevant to student's educational needs increased so did the internal and external planning efforts with internal planning more closely aligned to curriculum. The internal planning referred to (1) employment of department head knowledgeable in philosophy of home economics education and campus politics, (2) development of plans aimed toward attracting quality students, and (3) development of a strong support base among graduates. External planning referred to (1) strategies to protect the discipline from subject matter raids, (2) participation in the development of public policy relating to allocation of resources for higher education, and (3) participation in university wide decision making relating to internal allocation of resources. External planning efforts were, in part, related to securing financial resources. The lower association of external planning with curriculum emphasis may

account for the lower association between financial resources and curriculum emphasis. If planning efforts were not directed toward securing resources for the home economics education units, the future availability of the resources may be uncertain.

Keller (1983) stressed the importance of a significant relationship between finances and academics in order to keep the academic program viable and to combat mediocrity in higher education. Thus, Keller was suggesting a need for a strong association between finances and academic programs. In the present study financial resources had a low association to curriculum emphasis particularly for a projected future. The curriculum emphasis of computer technology was identified as the predominant trend for a projected future and according to Keller, the integration of computer technology into a field of study required substantial financial support. Therefore, a possible conflict may arise between the curriculum need for computer technology and the financial resources available to pay for the implementation. The smaller enrollment home economics education units and the public institutions may particularly notice this problem because these units had low, non-significant associations between curriculum emphasis and financial resources for a projected future.

The respondents in this study seemed rather idealistic or optimistic in their perceptions of a projected future for home economics education. Schwitzgebel and Kolb (1974) reported that in measuring a projected behavior, when asked to respond, people tended to give the socially acceptable or ideal response rather than actual projected behavior. Therefore, comparing what presently existed to what would exist in five years possibly should be viewed as an actual current state

compared to an ideal future state. According to Unruh (1975), the difference between existing actuality and envisioned ideal circumstances was the definition of a need. Thus, the results from the comparison of current and projected future may have identified curriculum needs as perceived by the respondents rather than changes that will actually take place.

Recommendations

This study assessed the current and projected future status of curriculum emphasis and determined the association between curriculum emphasis and program emphasis, planning strategies, financial resources, and student recruitment efforts. This section of the report presents recommendations for further study.

The results of this study revealed differences in the factor structures (clustering of items within a factor through a factor analysis procedure) between the current and projected future curriculum emphasis. Therefore, the constructs within curriculum emphasis derived by the factor analysis procedure were different. This study did not address the meaning behind these differences. A study designed to examine the reason for the clustering of items into certain patterns seems appropriate to understanding the curriculum constructs. This researcher theorizes that the current curriculum emphasis patterns represented emerging trends and the projected future curriculum emphasis patterns represented the placement of these trends into the actual curriculum. If this were true, predictions of upcoming trends could be made by periodically surveying the population with the instrument design and development procedures used in this study.

A longitudinal study utilizing this instrument design is recommended. This type of study would result in the development of a data bank through which a management information system could be developed. This would provide a means of recording and predicting information relative to the future of home economics education.

According to the literature review, a relationship between management activities and academic activities was important to the vitality and relevance of an institution. The present study addressed the association between curriculum and the management activities related to the problems presently facing higher education. The results suggested a significant association between planning, finance, program, and recruitment activities with academic curriculum, however, not all management functions were examined. Therefore, a study which analyzes the relationship between a variety of and/or different management activities with academic activities is recommended.

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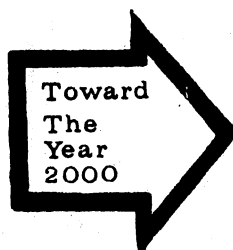
APPENDIXES

APPENDIX A

SURVEY INSTRUMENT

No. _____

Home
Economics
Education
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STUDY



Challenges Toward the Year 2000
Home Economics Education Futures Study

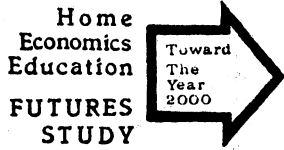
Part I. GOALS AND DESCRIPTORS OF HOME ECONOMICS EDUCATION PROGRAMS

Directions: In this questionnaire you are asked to consider ten goals commonly associated with home economics education units in higher education. Each goal is accompanied by a number of related items called "descriptors." Please respond to each goal and each descriptor in two different ways. First indicate the extent to which you agree that the goal or descriptor accurately describes your unit at the present time. Second indicate the extent to which you agree that the goal or descriptor will accurately describe your unit in five years. Based on what you know today, try to be as realistic as you can in describing your current situation and what you expect your unit to be like in five years. For all items, please respond with your total home economics education program (undergraduate and graduate) in mind. Indicate your responses to the items by circling the appropriate number in the scale.

Positions on the five point scale are as follows:

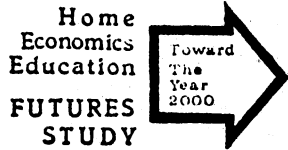
- 1 = "STRONGLY DISAGREE" that the item accurately describes the home economics education unit
- 2 = "DISAGREE" that the item accurately describes the home economics education unit
- 3 = "UNDECIDED" whether the unit accurately describes the home economics education unit
- 4 = "AGREE" that the item accurately describes the home economics education unit
- 5 = "STRONGLY AGREE" that the item accurately describes the home economics education unit

(over)



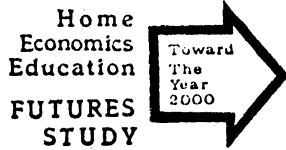
	PRESENT					FUTURE				
	Describes our unit as it now exists					Describes what our unit will be like in five years				
	SD	D	U	A	SA	SD	D	U	A	SA
GOAL 1: Develop and maintain curricula relevant to the educational needs of students.	1	2	3	4	5	1	2	3	4	5
DESCRIPTORS RELATED TO GOAL 1. Curricula includes/will include a <u>strong</u> emphasis on:										
a. life-long education	1	2	3	4	5	1	2	3	4	5
b. accommodating the unique career goals of individual students	1	2	3	4	5	1	2	3	4	5
c. interdisciplinary courses	1	2	3	4	5	1	2	3	4	5
d. problem solving skills	1	2	3	4	5	1	2	3	4	5
e. the integrated nature of home economics as a field	1	2	3	4	5	1	2	3	4	5
f. adult education	1	2	3	4	5	1	2	3	4	5
g. special education	1	2	3	4	5	1	2	3	4	5
h. leadership development	1	2	3	4	5	1	2	3	4	5
i. preparation for leadership in public policy formation	1	2	3	4	5	1	2	3	4	5
j. competency based education	1	2	3	4	5	1	2	3	4	5
k. negotiation and conflict management skills	1	2	3	4	5	1	2	3	4	5
l. creative utilization of community resources	1	2	3	4	5	1	2	3	4	5
m. program planning and evaluation skills	1	2	3	4	5	1	2	3	4	5
n. alternative futures	1	2	3	4	5	1	2	3	4	5
o. experiential learning, e.g. volunteer work and internships	1	2	3	4	5	1	2	3	4	5
p. professional standards and ethics	1	2	3	4	5	1	2	3	4	5
q. group theory and group skills	1	2	3	4	5	1	2	3	4	5
r. creative utilization of existing and emerging media	1	2	3	4	5	1	2	3	4	5
s. public relations skills	1	2	3	4	5	1	2	3	4	5
t. computer technology	1	2	3	4	5	1	2	3	4	5

(continued on next page)



	PRESENT					FUTURE				
	Describes our unit as it now exists					Describes what our unit will be like in five years				
	SD	D	U	A	SA	SD	D	U	A	SA
GOAL 2: Develop and maintain program emphases appropriate to the needs of employers of graduates.	1	2	3	4	5	1	2	3	4	5
DESCRIPTORS RELATED TO GOAL 2. Curricula includes/will include a <u>strong</u> emphasis on:										
a. preparation for employment in family and community services	1	2	3	4	5	1	2	3	4	5
b. preparation for employment in human resource development	1	2	3	4	5	1	2	3	4	5
c. preparation for elementary school teaching	1	2	3	4	5	1	2	3	4	5
d. preparation for secondary school teaching	1	2	3	4	5	1	2	3	4	5
e. preparation for college or university teaching	1	2	3	4	5	1	2	3	4	5
f. preparation for community or junior college teaching	1	2	3	4	5	1	2	3	4	5
g. preparing students to fill education related positions in business and industry	1	2	3	4	5	1	2	3	4	5
h. preparing students for employment as managers of volunteer programs	1	2	3	4	5	1	2	3	4	5
i. preparation of students for administrative roles	1	2	3	4	5	1	2	3	4	5
j. preparation of teachers for area vocational-technical schools	1	2	3	4	5	1	2	3	4	5
k. the preparation of managers for non profit organizations	1	2	3	4	5	1	2	3	4	5
l. preparation of students to work with disadvantaged and handicapped persons	1	2	3	4	5	1	2	3	4	5
m. preparation for international service	1	2	3	4	5	1	2	3	4	5
n. preparation of researchers	1	2	3	4	5	1	2	3	4	5
o. preparation of consumer and homemaking teachers	1	2	3	4	5	1	2	3	4	5

(over)



DESCRIPTORS RELATED TO GOAL 2, continued:

- p. preparation of teachers for home economics related occupations
- q. preparation of students for careers in consulting
- r. preparation of students for employment in communications

GOAL 3: Develop strategic plans aimed at maintaining the unit's role as a viable academic program in the institution.

DESCRIPTORS RELATED TO GOAL 3. Strategic planning for the unit includes/will include:

- a. a strategy that protects the discipline from subject matter raids conducted by other departments
- b. participation in the development of public policy relating to allocation of resources for higher education
- c. participation in university-wide decision making relating to internal allocation and/or reallocation of resources
- d. employment of a department head or chairman with a strong appreciation for the history and philosophy of home economics education
- e. employment of a departmental leader skilled in campus politics
- f. the development of a strong support base among graduates
- g. an active recruitment program aimed at attracting high quality students to the department

	PRESENT					FUTURE				
	Describes our unit as it now exists					Describes what our unit will be like in five years				
	SD	D	U	A	SA	SD	D	U	A	SA
p. preparation of teachers for home economics related occupations	1	2	3	4	5	1	2	3	4	5
q. preparation of students for careers in consulting	1	2	3	4	5	1	2	3	4	5
r. preparation of students for employment in communications	1	2	3	4	5	1	2	3	4	5
GOAL 3: Develop strategic plans aimed at maintaining the unit's role as a viable academic program in the institution.	1	2	3	4	5	1	2	3	4	5
a. a strategy that protects the discipline from subject matter raids conducted by other departments	1	2	3	4	5	1	2	3	4	5
b. participation in the development of public policy relating to allocation of resources for higher education	1	2	3	4	5	1	2	3	4	5
c. participation in university-wide decision making relating to internal allocation and/or reallocation of resources	1	2	3	4	5	1	2	3	4	5
d. employment of a department head or chairman with a strong appreciation for the history and philosophy of home economics education	1	2	3	4	5	1	2	3	4	5
e. employment of a departmental leader skilled in campus politics	1	2	3	4	5	1	2	3	4	5
f. the development of a strong support base among graduates	1	2	3	4	5	1	2	3	4	5
g. an active recruitment program aimed at attracting high quality students to the department	1	2	3	4	5	1	2	3	4	5

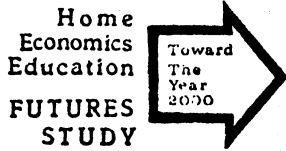
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	PRESENT					FUTURE				
	Describes our unit as it now exists					Describes what our unit will be like in five years				
	SD	D	U	A	SA	SD	D	U	A	SA
GOAL 4: Utilize state of the art delivery systems that maintain unit vitality respected by colleagues, students and employers.	1	2	3	4	5	1	2	3	4	5
DESCRIPTORS RELATED TO GOAL 4. Delivery systems include/will include:										
a. use of interactive satellite television as an instructional medium	1	2	3	4	5	1	2	3	4	5
b. telelectures involving professors and guests in distant locations	1	2	3	4	5	1	2	3	4	5
c. use of computer assisted instruction	1	2	3	4	5	1	2	3	4	5
d. use of personal computers for completing course requirements	1	2	3	4	5	1	2	3	4	5
e. use of individual computer programming skills for meeting course requirements	1	2	3	4	5	1	2	3	4	5
f. utilization of distance learning (correspondence or home study) for the completion of required course work	1	2	3	4	5	1	2	3	4	5
g. access university libraries via personal computers	1	2	3	4	5	1	2	3	4	5
h. utilization of long distance telephone for student-teacher conferences/consultations	1	2	3	4	5	1	2	3	4	5
i. credit available through validation of life experiences	1	2	3	4	5	1	2	3	4	5
j. use of video disks and/or video cassettes for independent study	1	2	3	4	5	1	2	3	4	5
k. use of audio cassettes for independent study	1	2	3	4	5	1	2	3	4	5
l. utilization of cable tv for departmental course offerings	1	2	3	4	5	1	2	3	4	5
m. a variety of workshops, seminars offered in off campus locations	1	2	3	4	5	1	2	3	4	5

(over)



DESCRIPTORS RELATED TO GOAL 4,
continued:

n. open entry, open exit enrollment options

GOAL 5: Develop and implement an evaluation program that utilizes appropriate measures of unit effectiveness

DESCRIPTORS RELATED TO GOAL 5.
Measures of program effectiveness include/will include:

- a. the number of faculty publications produced annually
- b. the number of student credit hours generated annually
- c. the total amount of external funds generated annually
- d. faculty participation in positions of national leadership
- e. faculty participation in college/university committees
- f. the faculty-student ratio
- g. faculty contributions to the development fund
- h. faculty involvement in international programs
- i. student enrollment trends
- j. the number of endowed chairs in the department
- k. the number and size of student scholarships awarded annually
- l. the number and value of bequests to the department
- m. faculty involvement in public service programs
- n. departmental rank in overall institutional enrollment

PRESENT					
Describes our unit as it now exists					
SD	D	U	A	SA	
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	

FUTURE					
Describes what our unit will be like in five years					
SD	D	U	A	SA	
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	

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	PRESENT					FUTURE				
	Describes our unit as it now exists					Describes what our unit will be like in five years				
	SD	D	U	A	SA	SD	D	U	A	SA
b. fees collected from students	1	2	3	4	5	1	2	3	4	5
c. bequests from alumni	1	2	3	4	5	1	2	3	4	5
d. contracts with business and industry	1	2	3	4	5	1	2	3	4	5
e. state higher education appropriations	1	2	3	4	5	1	2	3	4	5
f. federal contracts and grants	1	2	3	4	5	1	2	3	4	5
g. federal flow-through revenues	1	2	3	4	5	1	2	3	4	5
h. allocations from state departments of vocational and technical education	1	2	3	4	5	1	2	3	4	5
i. legislative appropriations especially earmarked for programs related to home economics education	1	2	3	4	5	1	2	3	4	5
j. allocations from the Agricultural Experiment Station	1	2	3	4	5	1	2	3	4	5
k. gifts or financial contributions from faculty	1	2	3	4	5	1	2	3	4	5
l. gifts and contributions from alumni and friends	1	2	3	4	5	1	2	3	4	5
m. special fund raising campaigns initiated at the unit level	1	2	3	4	5	1	2	3	4	5
GOAL 7: Implement an external relations program that enhances unit visibility and assures constituent support.	1	2	3	4	5	1	2	3	4	5
DESCRIPTORS RELATED TO GOAL 7. The external relations program includes/will include:										
a. utilization of an advisory committee	1	2	3	4	5	1	2	3	4	5
b. a viable network for coordination and recruitment with feeder colleges and secondary programs	1	2	3	4	5	1	2	3	4	5
c. a viable network for coordination and recruitment with youth organizations such as 4-H and FHA	1	2	3	4	5	1	2	3	4	5

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	PRESENT					FUTURE				
	Describes our unit as it now exists					Describes what our unit will be like in five years				
	SD	D	U	A	SA	SD	D	U	A	SA
GOAL 8: Maintain and utilize facilities and equipment that enhance the home economics education program.	1	2	3	4	5	1	2	3	4	5
DESCRIPTORS RELATED TO GOAL 8. The management of facilities and equipment includes/will include:										
a. access to up-to-date equipment and technology.	1	2	3	4	5	1	2	3	4	5
b. alternatives to purchasing equipment such as rental, free loan and shared ownership	1	2	3	4	5	1	2	3	4	5
c. adequate budgets for upkeep of equipment	1	2	3	4	5	1	2	3	4	5
d. long-range plans for equipment, maintenance and replacement	1	2	3	4	5	1	2	3	4	5
e. utilization of off campus educational facilities	1	2	3	4	5	1	2	3	4	5
f. access to adequate library resources	1	2	3	4	5	1	2	3	4	5
GOAL 9: Develop and maintain a student recruitment program aimed toward increasing the number of well-qualified students in the program.	1	2	3	4	5	1	2	3	4	5
DESCRIPTORS RELATED TO GOAL 9. Student recruitment efforts include/will include:										
a. recruitment of part-time students	1	2	3	4	5	1	2	3	4	5
b. recruitment of older students	1	2	3	4	5	1	2	3	4	5
c. recruitment of minority students	1	2	3	4	5	1	2	3	4	5
d. emphasis on enrollment of male students	1	2	3	4	5	1	2	3	4	5
e. service to international students	1	2	3	4	5	1	2	3	4	5

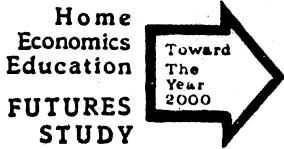
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	PRESENT					FUTURE				
	Describes the unit as it now exists					Describes what the unit will be like in five years				
	SD	D	U	A	SA	SD	D	U	A	SA
DESCRIPTORS RELATED TO GOAL 9, continued:										
f. increased emphasis on undergraduate students	1	2	3	4	5	1	2	3	4	5
g. increased emphasis on graduate students	1	2	3	4	5	1	2	3	4	5
h. development or revision of student screening process for acceptance into the program	1	2	3	4	5	1	2	3	4	5
i. emphasis on quality of students rather than quantity of students enrolled	1	2	3	4	5	1	2	3	4	5
j. recruitment of students for graduate programs immediately upon completion of bachelors degree	1	2	3	4	5	1	2	3	4	5
k. emphasis on student enrollments in options other than teacher certification	1	2	3	4	5	1	2	3	4	5
GOAL 10: Employ, develop and retain qualified, productive faculty.	1	2	3	4	5	1	2	3	4	5
DESCRIPTORS RELATED TO GOAL 10. The faculty personnel program includes/will include:										
a. emphasis on positive faculty morale	1	2	3	4	5	1	2	3	4	5
b. recruitment of faculty with backgrounds and expertise in areas other than teaching and education	1	2	3	4	5	1	2	3	4	5
c. development of faculty expertise in research and writing skills for publication	1	2	3	4	5	1	2	3	4	5
d. opportunities for faculty release time to study, travel and attend professional meetings	1	2	3	4	5	1	2	3	4	5
e. emphasis on in-service training for faculty members	1	2	3	4	5	1	2	3	4	5

(over)



DESCRIPTORS RELATED TO GOAL 10, continued:

- f. employing only faculty who possess a doctoral degree
- g. the inclusion of a yearly publication as a criterion for graduate faculty membership
- h. utilization of adjunct faculty who do not have doctoral degrees
- i. utilization of part-time faculty
- j. emphasis on faculty expertise in research
- k. emphasis on faculty expertise in public policy development
- l. employment of faculty who are proficient in a second language
- m. emphasis on computer literacy of faculty
- n. development of faculty skills in advisement and counseling
- o. development of faculty expertise in working with adult learners
- p. emphasis on the instructor role of facilitator, resource person and consultant
- q. development of faculty expertise in the management of self, family time and other resources
- r. an effort to assure that a majority of the faculty have academic credentials in home economics education

PRESENT					
Describes our unit as it now exists					
SD	D	U	A	SA	
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	

FUTURE					
Describes what our unit will be like in five years					
SD	D	U	A	SA	
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	

(continued on next page)

Please write in other goals or descriptors which you believe are important to your unit. Indicate your responses to the items by circling the appropriate number in the scale.

GOALS OR DESCRIPTORS

	PRESENT					FUTURE				
	Describes our unit as it now exists					Describes what our unit will be like in five years				
GOALS OR DESCRIPTORS	SD	D	U	A	SA	SD	D	U	A	SA
	1	2	3	4	5	1	2	3	4	5
	1	2	3	4	5	1	2	3	4	5
	1	2	3	4	5	1	2	3	4	5

Part II. DEMOGRAPHIC INFORMATION

Directions: Please respond to the following statements and questions about yourself, your institution, and the home economics education unit at your institution

1. Which classification best describes your institution (check one)?

- public land grant
- public, other than land grant
- private
- other, please specify _____

2. What is the official name of the home economics education unit at your institution?

3. Has there been a change in the name of the home economics education unit at your institution within the last five years?

yes no

4. Do you expect any change in the name of the home economics education unit at your institution within the next five years?

yes no

If "yes", please explain _____

5. What is the administrative unit to which the home economics education unit directly reports?

- Home Economics
- Vocational/occupational/technical education
- Education
- Other, please specify _____

(over)

6. Has there been a change in the administrative structure of the unit which includes home economics education at your institution within the last five years?

yes no

7. Do you expect a change in the administrative structure of the unit which includes home economics education at your institution within the next five years?

yes no

If "yes", please explain _____

8. What degrees are offered through the home economics education unit at your institution?

Bachelors
 Masters
 Doctorate
 Other, please specify _____

9. What is the approximate student enrollment (undergraduate and graduate) at your institution for Fall, 1982?

10. What is the approximate number of home economics education majors enrolled in the undergraduate program at your institution as of Fall, 1982?

15 or less 201-300
 16-25 301-500
 26-50 501-700
 51-100 701-900
 101-200 Over 900

11. What are the undergraduate options, majors or areas of emphasis available to the home economics education majors at your institution (check all that apply)

Teacher certification
 Communications and journalism
 Cooperative extension
 Community services
 Other, please specify _____

12. What is the approximate number of home economics education majors enrolled in the graduate program at your institution as of Fall, 1982

Not Applicable 76-100
 Less than 10 101-150
 11-25 151-200
 26-50 Over 200
 51-75

13. List (if applicable) the three most common program options (or majors) selected by home economics education graduate students at your institution.

Master's Level

Doctoral Level

14. What is your current title? (Check all that apply.)

Coordinator
 Chairperson or chairman
 Director
 Head
 Faculty member
 Other, please specify _____

15. What is the highest degree you have earned?

Doctorate
 Masters
 Bachelors
 Other, please specify _____

16. What is the specialty area of your highest degree?

Thank you for participating in this study.

APPENDIX B

AMERICAN VOCATIONAL ASSOCIATION REGIONS

States Within American Vocational
Association Regions

Region One

Connecticut
Delaware
Maine
Maryland
Massachusetts

Michigan
New Hampshire
New Jersey
New York
Ohio

Pennsylvania
Rhode Island
Vermont
West Virginia
Washington D. C.

Region Two

Alabama
Florida
Georgia
Kentucky
North Carolina

South Carolina
Tennessee
Virginia

Region Three

Illinois
Indiana
Iowa
Minnesota

Missouri
Wisconsin

Region Four

Arkansas
Louisiana
Mississippi
New Mexico

Oklahoma
Texas

Region Five

Alaska
Arizona
California
Colorado
Hawaii

Idaho
Kansas
Montana
Nebraska
Nevada
North Dakota

Oregon
South Dakota
Utah
Washington
Wyoming

VITA[~]

Margaret Ruth Crouse

Candidate for the Degree of

Doctor of Philosophy

Thesis: CURRENT AND FUTURE CURRICULUM TRENDS IN HOME ECONOMICS EDUCATION
AS ASSOCIATED WITH SELECTED MANAGEMENT VARIABLES

Major Field: Home Economics -- Education and Administration

Biographical:

Personal Data: Born in Garden City, Kansas, March 23, 1949, the daughter of Clinton C. and Barbara L. Crouse.

Education: Graduated from Garden City Senior High School, Garden City, Kansas, in May, 1967; received Bachelor of Science in Home Economics Education degree from Kansas State University in 1971; received Master of Science degree in Home Economics Education, Oklahoma State University, July, 1979; completed requirements for the Doctor of Philosophy degree at Oklahoma State University in July, 1984.

Professional Experience: Vocational Home Economics teacher: Conway Springs, Kansas, 1971-72, Anthony/Harper, Kansas, 1972-77; graduate teaching assistant, Home Economics Education, Oklahoma State University, 1977-79; Assistant Professor, Home Economics, Chadron State College, Chadron, Nebraska, 1979-83; graduate teaching associate, Home Economics Education and Community Services, Oklahoma State University, 1983-84.

Professional Organizations: American Home Economics Association, American Vocational Association, Phi Upsilon Omicron, Omicron Nu, Kappa Delta Pi, Phi Delta Kappa.