

CHARACTERISTICS OF PROFESSIONALISM FOR THE
HOME ECONOMICS EDUCATOR AS EXPRESSED
BY CALIFORNIA HOME ECONOMICS
EDUCATORS

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CHAPTER I

INTRODUCTION

Description of the Problem

Intro
<The perpetuation of a profession and the status afforded its members in society are dependent upon the personal commitment of its members to the ideals and goals of the profession. Status level and maintenance of a profession are achieved through the actions of individual members and their willingness to uphold the ideals and goals and to adapt them to the changing needs of society. This responsibility is described by Stinnett and Haskew (1962, p. 91) with a quotation from Theodore Roosevelt "that every man owes some of his time to the upbuilding of the profession to which he belongs.">

The home economics educator is afforded membership in two professions, education and home economics, which received professional recognition in 1908 with the founding of the American Home Economics Association (Andrews, 1948). Membership provides a professional identity for an individual and conveys whatever status that profession holds. However, in that study level and maintenance of a profession are achieved through the action of individual members, Nygren (1976, p. 3) challenges the members of the home economics profession by asking, "How would we stand in her (Ellen H. Richards, the founder) eyes as individual professional Home Economists?"

Intro

< A study which focuses its attention on the characteristics of professional behavior of the home economics educator will provide a basis for measuring professionalism in that segment of the profession. This research is desirable because of the concern for the image of home economics and the increasing concern for the growth and maintenance of home economics programs in education (Nieman, 1971, 1973, American Home Economics Association, 1974). >

There are evidences that some leaders in home economics education are accepting the challenge to preserve the profession of home economics education and to raise the status of its members (Dressel and Lee, 1963; Serra, Hooser, Rosfeld, Cable, 1974; Swope, 1974; "Home Economics, New Directions II," 1975; Bonde, 1976). However, a profession cannot raise its status nor guarantee its survival through the actions of a few. The aggregate behavior of all those in the profession will determine the status of the profession in the public eye. This research is designed to provide increased knowledge and understanding of those characteristics of behavior which affect the professional image of the home economics educator.

Need for Research

Concern for the image of the profession of home economics has caused an evaluation of goals and objectives for the profession. A new statement of priorities was developed for the profession ("Home Economics-New Directions II," 1975). However, even though the "profession of home economics depends almost entirely on its constituency for credence" (Ray, 1970, p. 716), little has been done to measure the professionalism of the individual home economists, or specifically

the home economists in education. There is a need to gain a greater understanding of the value placed on specific professional characteristic behaviors by individual home economists in education and to examine those characteristics in relationship to the image of the home economist in education. Individuals, as professionals, should be interested in those characteristic behaviors which affect the image of the profession. The home economics professional organizations will have identifiable characteristics which affect the image of the home economics educator. Identifiable characteristics of professionalism for the home economist in education will be available for teacher educators to use in assisting students in home economics education to build a philosophy toward professionalism.

Purpose of Study

The general purpose of the proposed study was to investigate characteristics of professionalism of home economics educators. The specific objectives were to:

- I. Develop an instrument identifying certain characteristics of professionalism expressed by home economics educators.
- II. Examine the hypotheses:
 1. That there is no significant difference in the degree to which home economics educators express professionalism relating to participation in professional home economics organizations and indication of holding membership in the American Home Economics Association.

2. That there is no significant difference in the degree to which home economics educators express professionalism according to the following:

- 2.1 Sex
- 2.2 Age
- 2.3 Marital Status
- 2.4 Educational Background
- 2.5 Length of Teaching Experience
- 2.6 Level of Teaching
- 2.7 Size of institution where teaching
- 2.8 Size of community where teaching
- 2.9 Character of community where institution is located
- 2.10 Membership in professional home economics organizations

Definition of Terms

For this study, the following definitions will be used:

< Profession: an occupation which is not mechanical but which requires special education (Webster's Elementary Dictionary, 1959). The American Association of Colleges for Teacher Education uses the definition as "combining a high quality of basic knowledge, informed practice, and social commitment with a . . . dedication to helping people enrich their lives" (Educating a Profession, 1976, p. 133). >

< Professionalism (individual): the degree of commitment to a profession and the manner in which it is exhibited.

Characteristic: a special quality or trait that distinguishes one person or thing from another (Webster's Elementary Dictionary, 1959).

Image: the impression that a person makes or wishes to make upon the public or a segment of it (The World Book Dictionary, 1967).

Commitment: a devotion, a dedication, a loyalty to a cause.

Professional organization: an organization which furthers the interests of the profession by establishing standards for the profession, coordinating and planning research, providing interesting meetings, professional journals and literature, and providing for interaction with leaders in the field (Fleck, 1968).

Home economics educators: home economists who actively participate in home economics education.

⟨ Leaders in home economics education: individuals who have positions of authority among their peers, who speak out for and about the profession, who hold positions of leadership in the home economics professional organization and in their educational institutions, and who have had long experience in the profession. These individuals have written for professional publications, particularly the Journal of Home Economics, have served on committees establishing goals for the profession, and have been chosen to represent the profession in dealings with the government, the business world, and other professional organizations. ⟩

Procedure to Meet the Objectives

Specific procedures were undertaken to meet the objectives of this study. The method used was the following:

1. Identification of problem.
2. Review of literature.
3. Review of data collection methods.
4. Development of research instrument:
 - a. Identify leaders in home economics education.
 - b. Contact leaders in home economics education.
 - c. Develop research instrument
 - d. Pretest research instrument
 - e. Revise and finalize research instrument
5. Identification of population and selection of sample.
6. Gathering of data.
7. Analysis of data.
8. Summarize, draw conclusions, make recommendations.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

Home economists have been concerned with achieving professional status since the late 1800's. This movement began with the leadership of Ellen H. Richards, who called the first Lake Placid Conference in 1899. The establishment of the American Home Economics Association in 1908, identifying 700 charter members (Andrews, 1948), selection of Ellen H. Richards as the first president, and the founding of The Home Economics Journal (Dressel and Lee, 1963) were landmark events. Dressel and Lee also note that in 1908 Mrs. Richards, home economist, was recognized at the National Education Association when she presented a paper on home economics, thereby giving recognition to the profession of home economics.

A group may bear an identification labeling it a profession, and it may possess the characteristics identified as inherent in a profession, but labels and group characteristics do not automatically insure acceptance or status in society. It is the constituency which gives a profession credence (Ray, 1970) and the altruistic motivation of that constituency to "codes or standards which govern members' professional activities" (Brown, 1964, p. 20). For this study altruistic motivation is synonymous with commitment and is exhibited as professionalism.

Because the individual has the liberty to control his own conduct and "individuals seek to find meaning and a sense of responsibility in their existence" (The Importance of the Individual, 1971, p. 1), the concept of professionalism must be inherent in the value structure of the individual. This prompts examination of value which Kluckhohn and Murray (1953), define as:

A value is a conception, explicit or implicit, distinctive of an individual or characteristic of a group which influences the selection from available modes, means, and ends of action (p. 59).

Thus, according to the definition provided by Kluckhohn and Murray, a home economist must value the concept of professionalism as alternatives for action are presented and selections are made. It is the value placed on being a member of a profession and being recognized as a professional that directs the individual's actions. In turn, these actions become the gauge for measuring professionalism in that individual.

Koontz (1972) chided that too many home economists attain professional standing, then tend to retire to a private tower, learning too late that modern times shift and they are then left in a wasteland. She warns of professional detachment, exhorting the individual to "stay where the action is" (p. 22) and to take the courage to make a stand. She further stipulates that "if you don't have such courage, you ought to get out of your profession" (p. 22). Such strong admonishment prompts a recollection of the characteristics of a group commonly attributed to being recognized as a profession:

1. Commands a specialized and unique body of knowledge.
2. Requires extended professional preparation through in-depth and sequential learning.

3. Establishes standards for admittance.
4. Affords a life career and permanent membership.
5. Develops a code of ethics.
6. Develops a strong professional organization.
7. Emphasizes service rather than economic gain (Stinnet and Haskeew, 1962; McGrath, 1962; Brown, 1964; Weil and Weil, 1971; Fleck, 1973; Weigley, 1976; and Crabtree, 1976).

All sources do not support the positive concept of professionalism presented above. The Bicentennial Commission on Education for the Profession of Teaching of the American Association of Colleges for Teacher Education (1976, p. 133) reports that "at its worst, professionalism connotes exclusion, self-protectiveness, excessive specialization, selfaggrandizement, formalism, authoritarianism, hierarchy, and mystification," none of which is behavior urged for the home economics educator. Professionalism is called a divisive factor in society by Hayward (1974, p. 12) when the profession regards "its own interests as of supreme importance," but he recognizes that this is necessary in modern life.

Admittance to a profession places certain role expectations upon its members. The manner in which these role expectations are carried out is an indication of the value assigned professional status by the individual and the degree of professionalism displayed. James and Jongeward (1976, p. 7) use a quotation from Galileo, "You cannot teach a man anything. You can only help him discover it within himself," which further makes the point that because a professional is expected to hold particular attitudes and display certain characteristic behavior does not insure that each professional will exhibit these

characteristics in the same degree.

Though little research has been undertaken to determine the degree of professionalism in the individual, expectations of professionalism have been widely published.

Fleck (1968) established criteria for a professional home economist by pointing out:

It behooves every home economist to consider the future of her profession. A true professional seeks to develop her skill as a specialist, to maintain an attitude of inquiry, to develop her appreciation of other professions and disciplines, to encourage human relations, and to contribute to her profession and the world in which she lives (pp. 83-84).

Fleck (1973, F- 84) further advises that interaction with others in the profession is necessary to establish a "professional culture (and through) meetings, journals, literature, and other means . . . to maintain a profession that reflects change, develops cohesiveness, and encourages research and development." "Professionalism can best be developed through interaction with individuals who have previously established themselves in the profession" ("Breakthrough Toward Professionalism," 1966).

Participation in the Professional Organization

Membership and participation in professional organizations was identified by many as a prime responsibility of the professional person (Massey and Vineyard, 1961; Sterrett, 1966; Fleck, 1968; Brown, 1973; Fleck, 1973; Bidleman, 1975; Rush, 1962; Stahl, 1975; Nygren, 1976, and Weigley, 1976). This participation establishes a vehicle for interaction which Rush (1962) and Lebaron (1967) classify as significant in the indoctrination, maintenance, and growth of the professional.

Brown (1973, F-117) supports this, saying, "the success of any professional group depends on the active involvement of each of its members." Bidleman (1975) and Stahl (1975) advocate involvement, because it provides direction, makes the participant aware of the professional structure system, and lets him or her recognize the potential of the profession.

The degree of involvement in a professional organization is individual. However, Sterret (1974) reminds the profession that the more active the individual is in an organization the better the opportunity will be to influence the organization to reflect upon concerns important to that individual. Hall and Paolucci (1970, p. 438) use the illustration that growth and advancement of the profession must go "hand-in-hand" with the individual's growth and advancement. They believe that the home economics educator should serve an active part in setting the goals and standards of the profession. Nygren (1976, p. 3) also reminds the home economists that "communication and involvement . . . are both means by which a professional identity is attained." The professional organization also establishes directions for the profession and provides guidelines for action by its members ("Home Economics-New Directions II," 1975).

Participation in Public Affairs

Participation in public affairs is one of the top priorities for action established by the professional organization in 1975 ("Home Economics-New Directions II," 1975). This in itself directs the membership to become involved with those issues related to the home economics profession. LeBaron (1976, p. 105) forcefully makes the

point by stating, "As a group we must become more vocal and have something to say on public issues." The home economists are chided into action by Gonzalez (1975, p. 4) who cites a special responsibility "to be a part of the policy making process," because home economists have special expertise in family management. They "know what the actual impact of policies are (sic) on families" and this places responsibility on the home economists to make sure "that government packages have in them what the labels promise."

The fact that home economists have a great deal to offer as citizens was identified by Wood (1966, p. 16) who believes that home economists have "a message which should be getting across to the people, for home economics operates in the public interest." She specifically notes that home economists should become proficient in the art and science of government and participation in legislative activity.

Porteous (1977, p. 43) emphasizes the importance of involvement by the home economists in public affairs with a statement by Dean Griffin, "It's a matter of professional responsibility to communicate to the Congress what the profession has determined to be its policy." He further admonishes that failure to communicate this will begin a break down and lack of confidence in the profession. This concept is supported by Jolly (1974, p. 16) who argues that it is the home economists' responsibility and duty to keep the legislators informed and responsible to the "needs of society." Koontz (1972) had earlier warned that the home economists should not retire to a private tower and placed responsibility on the home economists to become involved in the realities of the community because it is one way of making things happen. Lund ("The Eleventh Lake Placid Conference," 1974, p. 10)

wants the home economists "to enter the external world arena," becoming involved with the real world. However, entrance into the external world arena and the struggle for acceptance there is often more difficult for home economists than in other teaching fields.

Stereotyping the Home Economists

The literature provides some assumptions about why the battle by home economists for acceptance in the public arena is necessary. Ray (1970) holds the opinion that home economists have been supporters, not leaders, have responded to innovation but haven't innovated, and asserts that home economists have not lived up to their professional responsibilities. Nosow (1964, p. 47) adds that the subject of home economics is stereotyped as women's work because family activities have been identified with "women's work and women's work, along with women, has been accorded low status." Marshall (1973, p. 9) agrees that home economics is in a leadership crisis as a result of the "dual-role syndrome" and indicates that home economists must develop leadership potential.

Serra et al. (1974, pp. 12-13) describe the stereotype of home economists as "domestic, unintelligent, or passive," and often seen as limited in ability by school administrators. They also cite the diversity of philosophy of home economists as being an obstacle to changing this image because "part of the problem may be that as women . . . we are socialized to be compliant." Nygren (1977, p. 2) also identifies the stereotype of home economists not being intellectual-- "that they tend to be doers, not thinkers," a finding supported by the Yankelovitch study (1974). Blass (1975) also supports this

identification of doers, not thinkers.

That there is a battle for acceptance in the public arena is supported by Yankelovitch (1974). His study indicated that the business community did not see home economists in top management positions.

Is the female home economist guilty of fostering this thinking? Crabtree (1976) notes that "as women, we have been willing to let people perceive us in women's roles." Horn (1969) indicates that women tend to regard work as a step between schooling and motherhood and those who return to work after marriage tend to work for the income rather than for intrinsic satisfactions. She explains that these trends are an outgrowth of the American social system, further reasoning that this explains women's lack of commitment to a profession. This rationale has particular meaning for this research and the expressions toward professionalism identified by the home economics educators. Brown (1974) further identifies a reason. She cites the limited number of males in the field of home economics as a factor. Being identified as home economists is discouraging to men. Even though home economics is "one of the great, undiscovered frontiers for men" ("Men in Home Economics," 1974, p. 36), men who have entered the field have felt some degree of alienation from former colleagues who do not respect the field of home economics.

Taking for granted and accepting partial responsibility for the image, the home economists must now seek the means to eliminate the stereotype. Rush (1962) believes that women who want to be successful at both marriage and a career must decide what they are physically and emotionally able to handle and then organize. Marshall (1973) p. 9

warns that home economists must cease reinforcing cultural stereotyping of men and women. Further, Marshall believes that it is mandatory to reaffirm and revitalize "the ties that bind home economics together as a field and its practitioners as professionals."

Boucher (1962) supported that theory with the thought that home economists should advance their knowledge and be able and willing to tell people about the workings and values of the profession. Nygren (1977, p. 2) continues this line of thinking by encouraging the home economists to "present oneself as a Home Economist who will command respect from others; . . . hold your head up high and challenge those who disparage you as a Home Economist." Since "nearly half of all practicing home economists are in the field of education" (Ray, 1970, p. 716), this places increased responsibility on the home economics educator to give credence to the profession and to give leadership.

Curriculum Development

Massey and Vineyard (1961); Fleck (1968); Nieman (1970, 1973); Marshall (1973) identify curriculum development as being a primary responsibility of the home economics educator. "The success of a home economics program depends largely upon teachers who are well-prepared to integrate the rapid changes in society and in education to instruction in home economics" (Fleck, 1968, p. 18). Dressel and Lee (1963, p. 70) found that, in general, top-level administrators are not "knowledgeable about home economics curricula" but did find one opinion "that home economics programs . . . should be less 'how-to-do-it,' placing more emphasis on the 'why'." They also found that at one institution of higher education the curriculum committee did not

believe home economics had any contribution to make to general education.

Serra et al. (1974) foresee difficulty in establishing a curriculum reflecting the study of several disciplines because of administrative attitudes. But Nieman (1971, 1973) tells us that home economists must direct a home economics education where teachers are capable, unafraid, and willing to teach and discuss every subject relevant to the lives of young people. He further states that home economics educators must take a critical look at education, rethinking and reshaping the discipline, taking leadership for initiation of innovative and current curriculum. Otherwise, if home economists do not have the foresight or willingness to direct their programs, direction will come from outside the discipline and home economics will be in danger of becoming obsolete or taken over by other disciplines. Benson (1968) found that administrators advocate that setting goals and objectives and planning home economics curriculum is the responsibility of the home economists.

The point that "the expansion of knowledge requires a curriculum of broader scope," is made by Fleck (1968, p. 124). Le Baron (1967) specifies stepping into the interdisciplinary arena, which means curriculum development. She prefaces this task with the necessity for evaluating programs. Wadsworth, Allgaier, and Keast (1976, p. 31) argue that the "home economist should be the one who sets the pace, not one who struggles to keep up with it."

The capability of developing relevant curriculum, as well as achieving and maintaining status with students and those outside the discipline of home economics, makes it necessary to be cognizant of

and in tune with the needs of society. Home economists must prepare for new roles to meet new developments (Yule, 1975).

Continuing Education

The primary means to broaden one's background or development of a new role is through education, re-education, continuing education. McGrath (1962, p. 284) specifically identifies continuing education, "both professional and general, as a means to keep the individual intellectually alive and broadly informed after he discontinues . . . formal higher education." Further "continuing education refers to all efforts to expand and update the skills of the individual professional beyond the level required for entry to the profession" ("Educating a Profession," 1976, p. 66). Turney (1975) in listing characteristics related to a professional, cites being curious and keeping the mind sharpened. Leslie and Morrison (1974, p. 356) support this because professionals should be "sensitive to the impact of changing social demands upon their profession and willing to meet the new obligations." Rush (1962) also notes that keeping up professionally includes continuing education.

Hall and Paolucci (1970, p. 430) are more specific in treating continuing education, stating, "Present knowledge is only tentative." The home economics educator should plan for graduate study, travel, in-service workshops, meetings of professional organizations, college courses, and preparation for leadership positions. They support these suggestions by stating, "Ten years of teaching should be ten years of new and challenging experiences rather than one-year's work taught over again ten times."

Fleck (1968, p. 81) places responsibility on the home economics teacher to notice that rapid changes are taking place and to intensify her efforts to be aware of the world in which she and her students live and to realize that the many social phenomena have impact on the home economics program. She notes that the home economics teacher "must grow professionally," identifying the activities listed by Hall and Paolucci (see above). Nieman's (1973) warning of an outdated image and the danger of being phased out places added importance on continuing education. Home economists should advance their knowledge (Boucher, 1962), for as Bonde (1976, p. 219) so aptly states it, "Clearly the whole profession stands to lose when an incompetent (member of a profession) faces a (group) in any institution, large, small, private, or public." Bidleman (1975, p. 3) finishes with the statement that, "a professional continues to grow in expertise as he or she explores and creates," for "when teachers develop inquiring minds and commitment to continued learning, they are able to contribute to the profession throughout their lives" (Howsam, Corrigan, Denmark, Nash, 1976, p. 91).

In addition to being intellectually alive, there are other factors affecting professional status. Certain specifics have been identified as being necessary to maintenance of stature in each profession.

Other Factors Affecting Professional Status

An individual code of ethics is of prime importance. Rush (1962) emphasizes certain real qualities such as judgment, integrity, and a devotion to principles which distinguish a professional person. Brown (1964), p. 20) touches on the topic of ethics, stating, "Home economists

. . . must have a system of professional values," an altruistic motivation. Bush (1962, p. 39) reiterates that "the professional person must not be only a skilled and knowledgeable man but also an honorable one of high principle." He goes so far as to recommend a code of ethics established for a profession be enforced, which most certainly has implications for the individual. "Accepting responsibility for professional conduct" was given by Hall and Paolucci (1970, p. 430). Fleck (1968, p. 80) further suggests that a code of ethics is of importance because "ethics has a bearing . . . on the way a teacher feels about her profession." Chamberlain and Kelly (1975, pp. 216-218) specifically identify characteristics associated with professionalism and professional conduct:

1. The professional's primary desire is to render services.
2. The professional does not require close supervision or direction.
3. The professional assumes responsibility.
4. The professional does not work by the hour or expect to be paid by the hour. You work to get the job done.
5. The professional continually seeks to improve.
6. The professional is loyal to colleagues.
7. The professional does not attempt to advance at the expense of others.
8. The professional meets obligations.
9. The professional is proud of work and field.

Gerler (1974, p. 187) introduces another interesting element by suggesting that a professional should be willing to take risks and to share, because by doing so the individual can derive greater satisfaction from work and "consequently experience increased professional

commitment."

Other criteria are identified by the literature that home economists should uphold, criteria that may not be applicable to educators in other disciplines. Rush (1962, p. 21) mentions that the home economists will be judged by "the image you establish in the eyes of others by your actions and dress," noting especially a judicious use of make-up and good grooming. Attention to weight control and ability to handle personal and family problems is added by Blass (1975). Chamberlain and Kelly (1975, p. 29) identify "personal appearance and actions as two means of interpreting the values of home economics to others." These criteria are supported by Crabtree (1976) and Scruggs (1976).

Barlow (1962, p. 679) maintains that "effectiveness gets back to people's willingness to be affected, and reputation plays a key part in the progress" citing "good performance . . . doing a good professional job . . . (and) assisting people to understand that such a job is being done," as integral parts of a professional image. This concept is expanded by Chamberlain and Kelly (1975, p. 220), who state "the task of expanding and improving the image of home economics should be a responsibility assumed by each individual in the profession." Fleck (1968) and Koontz (1972) support this theory and point out that a home economics teacher who is not proud to be a member of the profession should leave the profession.

A quotation from James and Jongeward (1976, p. 7) summarizes this attitude by making a challenge applicable to the professional home economics educator:

Each human being is born as something new, something that never existed before. He is born with what he needs to win at life. Each person in his own way can see, hear, touch, taste, and think for himself. Each has his own unique potential--his capabilities and limitations. Each can be a significant, thinking, aware, and creatively productive person in his own right.

A winner is one who responds authentically by being credible, trustworthy, responsive, and genuine, both as an individual and as a member of society.

This exemplifies that each home economics educator has the potential to be a responsible member of the profession, but the degree of professionalism expressed will be dependent upon the value placed on being professional and the commitment made in achieving that status.

The review of literature leaves no doubt that many elements are involved in being accepted and given status as a professional in home economics education. Five studies have important implications to the research of the characteristics requisite for a true professional home economics educator.

In 1962 (p. 65) Loftis "investigated the extent to which teachers differed in their commitment to the teaching profession." She developed a study which was designed to describe commitment to the teaching profession in behavioral terms and to measure the degree to which it might be found among those individuals who possess it. The major hypothesis of the Loftis study was that teachers differ to a measurable extent in their commitment to the teaching profession, and that they will be aware of their level of commitment. She used an instrument entitled "The Measure of Professional Commitment, Form E," which was a self-report instrument containing 100 items. Her study was conducted in 14 public secondary schools in Allegheny County, Pennsylvania. The

study found that teacher's level of commitment was independent of sex, age, marital status, educational level, and length of teaching experience. The teacher's reported level of commitment was consistent with the administrator's estimate of level of commitment of the teacher. Finally, her study indicated that the MOPC was shown to discriminate among teachers with varying degrees of professional commitment, was independent of personal factors, and related positively to validating criteria. She indicates that these results would encourage further investigation.

Weil and Weil (1971), in a study of attitudes and values toward professionalism, found that degree of professionalism is independent of value orientation. They discern that women who have limited or no commitment to careers because of a commitment to homemaking will have a lower degree of professionalism orientation. Their study indicates that among female students there was a strong relationship between the degree of professionalism and the commitment to teach. Membership in a professional organization was identified as being an element in degree of professionalism expressed by respondents.

McKinney (1972) researched perceptions of professional role expectations held by a selected sample of home economics teachers in Michigan. Using the questionnaire method of inquiry, McKinney developed a 150-item checklist of role expectations for home economics teachers. She used a five-point scale, ranging from a low of 1 to a high of 5. A mean score of 4 or above was obtained for 107 of the role expectations indicating which of the expectations respondents perceived to be of some importance. Her findings indicate a high degree of similarity among teachers' perceptions of professional role expectations. Some

differences were identified among perceptions associated with variables of educational attainment, extent of professional affiliations, teaching experience, age, and program approach.

Research findings by Moore (1974) indicate that the professional image projected by home economists depends upon such factors as their age and experience as well as the personal conception of their role as home economists. She also found that the amount of administrative support received in their work and preconceived ideas about the profession by those outside of it were factors influencing the image of the profession.

A most recent study by Wilson (1976, p. 1) indicates that teachers most involved in professional growth activities rate highest in degree of professional commitment. Another "highly significant correlation was found between participation in self-initiative activities and professional commitment." Her findings also indicate that the quality of professional growth activities does not necessarily "motivate change in practices for the more experienced teacher."

Each of the studies deals with characteristics of professionalism which were identified in the literature and by leaders in home economics education. These characteristics, with others, constituted the basis for development of the research instrument.

Summary

A brief description about concern for the image of home economics and characteristics influencing that image have been included in Chapter II. Since the image of a profession is determined by the actions of the constituency, there is need to gain a greater under-

standing about those characteristic behaviors which give credence to the profession. Chapter III will describe the procedure used to collect the data for this study.

CHAPTER III

PROCEDURE

Introduction

The major purpose of this study was to investigate characteristics of behavior related to the professional image of the home economics educator, and identified as professionalism. To meet the objectives of the study, the literature was reviewed to find any previous research that would relate to the study. Possible implications for such a study were identified so that a further study of these areas might be made. Methods of data collection were reviewed, and a modification of the questionnaire and Likert-type scale methods was selected as appropriate. The questionnaire, as defined by Hall (1967, p. 90) "is a form that is used to elicit response to specified questions and is filled out by the respondent." The Likert technique, as described by Hall, allows a person to indicate how strongly he approves or disapproves of each item. The questionnaire method of research provided additional advantages of reaching persons who are difficult to contact personally and

. . . of being less expensive than interviews and of permitting the respondent to take as much time as he wishes to think about his answers without feeling under pressure to respond. There may be less desire on the part of the respondent to try to impress the investigator, and he may think through his answers more carefully than would be possible in an interview (Hall, 1967, p. 90).

Criteria were established for construction of the research instrument, the sample was identified, and methods of tabulating results explored.

Instrument Development

Fourteen leaders in the field of home economics education were contacted by letter (see Appendix B) and requested to give their definition of professionalism, as relevant to a home economics educator, and to identify characteristics of behavior that affect the professional image of the home economist in education. Responses were received from 11 of the 14 leaders contacted.

A short instrument to be used in the research study was developed from those characteristics identified by the leaders in home economics education to be inherent in professionalism. Any characteristic identified by a leader and supported by at least one other source, either by another leader or the review of literature, was included in the instrument. This instrument, using statements in a closed form with suggested possible responses, was entitled Degree of Professionalism Scale (see Appendix A). Statements on this instrument were directed toward characteristics of behavior which reflect the professionalism of the home economics educator.

The instrument was constructed to allow respondents to strongly agree, agree, disagree, strongly disagree, or be undecided about characteristics related to professionalism of the home economics educator which were identified in the objectives of this study. An additional item was included on the instrument requesting respondents to rank themselves in degree of professionalism on a scale of 1.0 to

5.0, with 1.0 being the lowest and 5.0 being the highest.

Pretesting the Instrument

Prior to sending the research instruments to subjects in the sample, the proposed instrument was presented to six home economics educators, two each from secondary, community college, and college/university teachers, who were requested to evaluate the items in terms of the following criteria:

1. Does the item possess sufficient clarity?
2. Is the item sufficiently specific?
3. Is the item related to the concept under investigation?
4. Are there other items that need to be included to measure the concepts under investigation?

As a result of pretesting the instrument, the writer revised some of the items and a cover letter (see Appendix B) was developed to accompany the final research instrument (see Appendix A).

Selection of the Sample

The total population for this study was identified as 1,386 home economists teaching home economics on the secondary level (9-12 grades), community college, or college/university levels from 34 counties in California, 19 in northern California, 13 in the central valley area of California, and two from southern California (see Appendix B). These counties were chosen in an attempt to include home economists teaching in a broad range of teaching situations, i.e., inner city, urban, suburban, or rural; from a variety of sizes of communities, i.e., under 5,000 population, under 10,000, under 25,000, 20,000-50,000,

50,000-100,000, over 100,000, and from a range of school sizes, i.e., 500-1,000, 1,000-1,500, 1,500-2,000, or over 2,000. The total population was made up of three categories, 957 from secondary teachers, 300 community college teachers, and 129 college/university teachers. These numbers were ascertained to be the number of home economics teachers qualified to be included in the population for sampling for this study. A $33 \frac{1}{3}$ per cent sample was then randomly selected from each category for a total of 462 home economics teachers.

Gathering the Research Data

Research instruments, with a cover letter stating the purposes and importance of the study, were mailed to 319 secondary home economics educators, 100 community college home economics educators, and 43 college/university home economics educators. A self-addressed, stamped envelope was enclosed for convenience in responding. Of the 462 research instruments mailed, a total of 211 were returned. Of those, 11 were deemed invalid, giving a 43 per cent response.

Analysis of Data

Frequencies and percentages were calculated for the general information questions. In addition, frequencies and percentages were obtained for the responses of strongly agree (SA), agree (A), undecided (U), disagree (D), and strongly disagree (SD) which were appropriate for sections A, B, C, D, and E.

For statistical analysis, items in sections A, B, C, D, and E of the research instrument were categorized as either positive or negative characteristics of professionalism. Responses were given

numerical values of 1 to 5, 5 being the most positive and 1 being most negative. These factors were utilized in the over-all analysis of the instruments.

The chi-square test was used to test hypothesis 1, whether or not there were significant differences in the degree to which home economics educators express professionalism relating to section A of the instrument (Participation in Professional Home Economics Organizations) and indication of holding membership in the American Home Economics Association (item 12).

The analysis of variance-F test was used to test hypothesis 2, whether or not there were significant differences in the degree to which home economics educators express professionalism according to each of the following: 2.1 sex, 2.2 age, 2.3 marital status, 2.4 educational background, 2.5 length of teaching experience, 2.6 level of teaching, 2.7 size of institution where teaching, 2.8 size of community where teaching, 2.9 character of community where institution is located, and 2.10 membership in professional home economics organizations.

Item 80 requested respondents to mark on a scale of 1.0 to 5.0, with 1.0 being the lowest and 5.0 being the highest, where they considered themselves to rank in degree of professionalism. Frequencies and percentages were calculated for responses to this item.

Summary

Chapter III has presented the procedure implemented in this study. Information has been included concerning the development of the instrument, selection of the sample, pretesting of the instrument, gathering

the research data, and the method by which the data collected was analyzed. An analysis of the data collected will be presented in Chapter IV.

CHAPTER IV

PRESENTATION AND ANALYSIS OF RESULTS

Analysis of Data

In order to identify certain characteristics affecting the professional image of home economists in education, herein categorized as professionalism, an analysis was made of responses to an instrument completed and returned by the random sample of home economists identified for the study. This analysis was made to identify respondents' perceptions of characteristics affecting the professional image of the home economists in education and to determine whether certain factors inherent in the individual influenced expressions of professionalism by the random sample. The analysis of the data in this chapter is presented to show general tendencies and support for the responses on the research instrument.

Table I shows the number in the sample and level of responses received. According to Table I, of the 462 instruments mailed out, valid instruments were returned by 128 secondary respondents, 45 community college respondents, and 27 college-university respondents. There were 200 valid instruments returned, or 43 per cent of the 462 instruments mailed to the sample selected randomly from the identified population.

TABLE I
HOME ECONOMISTS IN EDUCATION AT EACH LEVEL OF
TEACHING RESPONDING TO RESEARCH INSTRUMENT

Level of Teaching	No. in Sample	Invalid Responses Returned	Valid Responses Returned	Percentage Valid Responses
Secondary	319	8	128	.4013
Community College	100	2	45	.4500
College/University	43	1	27	.6279
Totals	462	11	200	.4329

Voluntary participation in research related to the professional was not considered as a factor in this study. However, it is appropriate to note that the percentage of responses from college/university respondents (63 per cent) was higher than the percentage of responses from either community college respondents (45 per cent) or secondary respondents (41 per cent). This may indicate that home economists teaching in higher levels of education consider this participation more important as a professional than the home economists teaching at either the secondary or community college level.

Table II provides a detailed description of the subjects who participated in this study.

TABLE II
CHARACTERISTICS OF THE SUBJECTS

Characteristic	Classification	Number	Per Cent
Sex	Male	2	1.00
	Female	198	99.00
Age	22-30 years	49	24.50
	31-45 years	79	39.50
	46-55 years	51	25.50
	56+ years	21	10.50
Marital Status	Single	21	10.50
	Married	153	76.50
	Divorced	22	11.00
	Widowed	4	2.00
Degrees Held	B.S. - B.A.	113	59.16
	M.S.	67	35.08
	Ph.D.	7	3.67
	Ed.D.	3	1.57
Length of Teaching Experience	Under 1 year	3	1.50
	1-3 years	14	7.00
	3-5 years	25	12.50
	5-10 years	64	32.00
	10-15 years	52	26.00
	15-20 years	22	11.00
	over 20 years	20	10.00
Level of Teaching	Secondary	128	64.00
	Community College	45	22.50
	College/University	27	13.50
Size of Institution Where Teaching	500-1,000	32	16.00
	1,000-1,500	37	18.50
	1,500-2,500	61	30.50
	over 2,500	70	35.00

TABLE II (Continued)

Characteristic	Classification	Number	Per Cent
Size of Community where Institution is Located	Under 5,000	13	6.88
	Under 10,000	21	11.11
	Under 15,000	5	2.65
	Under 20,000	12	6.34
	20,000-50,000	56	29.63
	50,000-100,000	29	15.34
	Over 100,000	53	28.04
Type of Community where Institution is Located	Inner City	16	8.08
	Urban	61	30.81
	Suburban	73	36.87
	Rural	48	24.24

*The number of respondents to each question does not always total 200, since respondents did not always answer every question.

**Two items on the questionnaire (items 9 and 11) were eliminated from the analysis since confusion resulted in manner of responses to those items.

Table II shows that 99.0 per cent of the respondents were women. It should be noted, however, that the number of males in the sample was affected by the limited number of males available in the identified population. Statistics also indicate that the majority of respondents were married and hold bachelor's degrees; with 5-10 years teaching experience, and who are presently teaching on the secondary level. They are teaching in suburban communities of 20,000-50,000 population in schools with populations of over 2,500 students.

Table III provides a detailed list of home economics related professional organizations in which respondents indicated membership.

TABLE III
 FREQUENCIES AND PERCENTAGES INDICATING
 MEMBERSHIP IN HOME ECONOMICS RELATED
 PROFESSIONAL ORGANIZATIONS*

Professional Organization	Number	Per Cent
American Home Economics Association - California Home Economics Association**	132	66.00
California Association for Education of Young Children	14	7.00
American Vocational Association	11	5.50
International Federation of Home Economics	10	5.00
California Association of Vocational Education	10	5.00
Home Economics Education Association	9	4.50
Phi Upsilon Omicron	8	4.00
American Dietetics Association	5	2.50
Omicron Nu	5	2.50
Society of Nutrition Education	4	2.00
Council on Consumer Interests	3	1.50
National Council on Family Relations	1	.50

*Number of responses does not total 200, since all respondents did not indicate membership in any home economics related professional organization and some respondents indicated membership in more than one.

**It is not possible to belong to the California Home Economics Association without holding membership in the American Home Economics Association.

Statistics in Table III indicate that a majority of respondents (66.00 per cent) hold membership in the American Home Economics Association, the primary professional organization identified for the home economics profession. Membership in the professional organization indicates support for the belief that membership in the professional organization is a characteristic of professionalism.

The general purpose of this study was centered around the general objective of identifying characteristics of professionalism of the home economics educator. Responses from the sample indicated general agreement in identification of characteristics of professionalism. Tables IV through VIII provide a detailed analysis of responses to each item examined by the home economists.

Table IV shows frequencies and percentages of responses by home economics educators toward characteristics of professionalism relating to participation in professional home economics organizations. By studying the table, the reader will observe that the majority, 151 (78.89 per cent), of respondents either strongly agreed or agreed that it is the responsibility of all members of a profession to be involved in related professional activities (item 13). It is interesting to note, however, that 45 (22.96 per cent) strongly agreed or agreed that membership in a professional organization is unrelated to being a professional (item 22), and an additional 20 (10.20 per cent) are undecided on this issue.

TABLE IV

FREQUENCIES AND PERCENTAGES IDENTIFYING CHARACTERISTICS OF A HOME ECONOMICS
EDUCATOR THAT INDICATE PROFESSIONALISM RELATING TO PARTICIPATION
IN PROFESSIONAL HOME ECONOMICS ORGANIZATIONS

Characteristic	SA		A		U		D		SD	
	N	%	N	%	N	%	N	%	N	%
13. Believes it is the responsibility of all members to be involved in related professional activities.	77	38.69	80	40.20	17	8.54	22	11.06	3	1.51
14. Believes that home responsibilities should not consistently alter responsibilities to the profession.	43	21.61	100	50.25	17	8.54	25	12.56	14	7.04
15. Will accept an appropriate leadership role in the professional organization.	32	16.00	100	50.00	42	21.00	22	11.00	4	2.00
16. Takes appropriate action that will facilitate goals of the profession.	57	28.64	130	65.33	8	4.02	4	2.01	0	.00
17. Believes a profession is judged by the actions of its members and works to be a productive member of the profession.	99	50.00	90	45.46	8	4.04	1	.51	0	.00
18. Believes that home economics is an important subject matter and assumes that significant others feel the same.	129	65.15	55	27.78	6	3.03	7	3.54	1	.51

TABLE IV (Continued)

Characteristic	SA		A		U		D		SD	
	N	%	N	%	N	%	N	%	N	%
19. Will join professional organizations because everyone else joins.	1	.51	9	4.55	10	5.05	116	58.59	62	68.69
20. Joins a professional organization because the membership fee is tax deductible.	0	.00	9	4.55	9	4.55	107	54.04	73	36.87
21. Who has a family is not obligated to participate in professional activities.	5	2.54	11	5.58	35	9.65	110	55.84	52	26.40
22. Believes membership in a professional organization is unrelated to being a professional.	13	6.63	32	16.33	20	10.20	75	38.27	56	28.57

Note: The number of responses to each question does not always total 200, since respondents did not always answer every question.

Items 14 and 21 of the questionnaire were related to family responsibilities and participation in professional activities. Responses indicated by a majority of respondents supported the concept that family responsibilities should not consistently alter responsibility to the profession. However, the number of respondents, 17 (8.54 per cent) to item 14 and 35 (9.65 per cent) to item 21 who indicated in-decision should be noted.

Table V shows the frequencies and percentages of responses by home economics educators toward characteristics of professionalism relating to participation in public affairs. A study of these responses indicated the majority of home economics educators identified being informed and actively supporting issues relating to the home economics profession (item 26) and willingness to operate in an arena of both sexes, dealing with issues rather than personal aspects (item 23) as characteristics of professionalism. This includes taking action in home economics related issues (items 24, 25, 26, 29) and support for involvement in community affairs (item 30). As many as 168 (85.28 per cent) disagreed or strongly disagreed with the concept that a home economics educator should participate in service projects only if time off from work is made available.

TABLE V

FREQUENCIES AND PERCENTAGES IDENTIFYING CHARACTERISTICS OF A HOME
ECONOMICS EDUCATOR THAT INDICATE PROFESSIONALISM RELATING TO
PARTICIPATION IN PUBLIC AFFAIRS

Characteristic	SA		A		U		D		SD	
	N	%	N	%	N	%	N	%	N	%
23. Is willing to operate in an arena of both sexes, dealing with issues rather than personal aspects.	105	53.03	86	43.43	4	2.02	1	.41	1	.51
24. Makes suggestions that are appropriate to home economics related issues and participates in suitable action.	80	40.61	112	56.85	5	2.54	0	.00	0	.00
25. Will give behind the scenes support for an important issue.	76	38.58	114	57.87	5	2.54	2	1.02	0	.00
26. Will keep informed about issues involving the field of home economics.	109	55.05	84	42.42	4	2.02	1	.51	0	.00
27. Will rarely know about issues involving the field of home economics.	0	.00	0	.00	3	1.52	92	46.70	102	51.78
28. Will not express an opinion or work for an issue because involvement in anything public is unprofessional.	0	.00	2	1.02	6	3.05	98	49.75	91	46.19

TABLE V (Continued)

Characteristic	SA		A		U		D		SD	
	N	%	N	%	N	%	N	%	N	%
29. Is engaged in at least one or more home economics related projects.	24	12.18	115	58.38	42	21.32	12	6.09	4	2.03
30. Demonstrates interest in community affairs.	63	32.14	120	61.22	8	4.08	5	2.55	0	0.00
31. Does not participate in service projects unless given time off from work to do them.	2	1.02	7	3.55	20	10.15	111	56.35	57	28.93
32. Does not have time for public affairs.	2	1.02	7	3.55	23	11.68	116	58.88	49	24.87

Note: The number of responses may not total 200 since respondents did not always mark every item.

Table VI identifies characteristics of professionalism selected by home economics educators relating to curriculum development and program evaluation. Items 33 and 34 show that the majority of respondents support being involved in goal setting for the institution where the home economist is employed. Statistics also revealed that the majority of respondents agreed that changes in today's society require a professional to be flexible and adaptable to this change. See responses to items 35 and 36. The majority of respondents also agreed that home economists should take leadership in interdisciplinary education and be one who is willing to integrate the home economics program with the whole of education (see items 37, 38, 39). Strong support was given by a majority of the home economists in the area of accountability for the home economics program of work, and that critiquing and examination of home economics programs is necessary (items 42 and 43). A few, 24 (12.06 per cent), were undecided about willingness to be evaluated by another home economics teacher, while as many as 94.50 per cent (189) responded that they either agreed or strongly agreed with this kind of evaluation.

Participating in continuing education was identified earlier as a necessary characteristic for the home economics educator. Table VII indicates a majority of respondents believed continuing education is important to the home economist in education. As indicated in Table VII, they supported all reasons for continuing education. Item 49, which identified a spectrum of ways other than college course work to continue education, received an overwhelming response (97.48 per cent) of agreement.

TABLE VI

FREQUENCIES AND PERCENTAGES IDENTIFYING CHARACTERISTICS OF A HOME ECONOMICS
 EDUCATOR THAT INDICATE PROFESSIONALISM RELATING TO PARTICIPATION
 IN CURRICULUM DEVELOPMENT AND PROGRAM EVALUATION

Characteristic	SA		A		U		D		SD	
	N	%	N	%	N	%	N	%	N	%
33. Is concerned with goal setting for the institution in which employed.	105	53.30	87	44.16	3	1.52	2	1.02	0	0.00
34. Is not concerned with setting the goals for the institution where employed. The administration will take care of it.	2	1.02	1	0.51	5	2.54	75	38.07	114	58.87
35. Believes curriculum development is necessary to meet the challenges of today's society and is continually involved in curriculum development.	119	60.14	75	38.07	1	0.51	1	0.51	1	0.51
36. Is one who makes a difference, who contributes to the development of the individual and society through a relevant program.	99	50.51	94	47.96	3	1.53	0	0.00	0	0.00
37. Believes in leadership in curriculum involving other disciplines.	58	29.59	111	56.63	23	11.74	4	2.04	0	0.00

TABLE VI (Continued)

Characteristic	SA		A		U		D		SD	
	N	%	N	%	N	%	N	%	N	%
38. Will integrate the home economics program with the whole of education.	102	51.78	88	44.67	4	2.03	2	1.02	1	0.51
39. Believes in curriculum development and will serve on school committees if asked, but does not volunteer.	13	6.67	40	20.51	24	12.31	100	51.28	18	9.23
40. Believes good curriculum exists so it is unnecessary to change.	0	0.00	4	2.05	10	5.13	94	48.21	87	44.62
41. Believes that if money is not available, curriculum development is a waste of time.	3	1.51	16	8.04	11	5.53	113	56.78	53	26.63
42. Should be held accountable for the home economics program of work.	78	39.00	107	53.50	8	4.00	6	3.00	1	0.50
43. Believes critiquing and examination of home economics programs is necessary.	95	47.50	99	49.50	2	1.00	3	1.50	1	0.50
44. Is willing to be evaluated by another person in the home economics profession.	81	40.50	108	54.00	7	3.50	4	2.00	0	0.00

TABLE VI (Continued)

Characteristic	SA		A		U		D		SD	
	N	%	N	%	N	%	N	%	N	%
45. Believes it is unnecessary to be evaluated by another person in the home economics profession, will evaluate self.	4	2.01	10	5.03	24	12.06	113	56.78	48	24.12

Note: The number of responses to each question does not always total 200, since respondents did not always answer every question.

TABLE VII

FREQUENCIES AND PERCENTAGES IDENTIFYING CHARACTERISTICS OF A HOME ECONOMICS
 EDUCATOR THAT INDICATE PROFESSIONALISM RELATING TO PARTICIPATION
 IN CONTINUING EDUCATION

Characteristic	SA		A		U		D		SD	
	N	%	N	%	N	%	N	%	N	%
46. Values the search for knowledge as much as knowledge itself.	86	43.43	97	48.99	12	6.06	3	1.52	0	0.00
47. Finds self-advancement a worthwhile purpose.	103	51.76	90	45.23	4	2.01	2	1.01	0	0.00
48. Develops expertise in new areas as needed.	102	51.00	96	48.00	1	0.50	1	0.50	0	0.00
49. Is interested in upgrading competence through professional meetings, workshops and seminars	117	58.79	77	38.69	1	0.50	4	2.01	0	0.00
50. Does not have time for workshops and seminars unless given time off from work to attend.	4	2.03	12	6.09	14	7.11	103	52.28	64	32.49
51. Takes course work to insure being well-prepared for students.	97	48.74	101	50.75	0	0.00	1	0.50	0	0.00
52. Takes course work to prepare for a higher degree.	45	22.61	107	53.77	35	17.59	11	5.53	1	0.50

TABLE VII (Continued)

Characteristic	SA		A		U		D		SD	
	N	%	N	%	N	%	N	%	N	%
53. Takes course work to prepare for a change of position.	38	19.19	107	64.04	38	19.19	14	7.07	1	0.51
54. Takes course work to expand personal knowledge.	99	49.50	97	48.50	2	1.00	2	1.00	0	0.00
55. Takes course work to give creative outlet.	83	41.50	106	53.00	8	4.00	3	1.50	0	0.00
56. Believes it is unnecessary to subscribe to professional journals unrelated to the program.	3	1.51	18	9.04	28	14.07	108	54.27	42	21.11
57. Subscribes to professional journals because they are the voice of the profession.	47	23.50	102	51.00	30	15.00	20	10.00	1	0.50

Note: The number of responses to each question does not always total 200, since respondents did not always answer every question.

These findings also supported the concept that self-advancement is a worthwhile purpose (item 47). Table VII shows that the characteristic of developing expertise is important (item 48). Individuals and institutions working in the area of research should appreciate the support that is indicated in item 46 through identification of valuing the search for knowledge as much as knowledge itself as a necessary characteristic of professionalism. Seventy-five per cent of the home economists also identified subscribing to professional journals as a characteristic of professionalism (items 56 and 57).

Data in Table VIII encompasses the area of ethics and other characteristics which influence the professional image of the home economist in education.

A large majority of respondents, 147 (73.87 per cent) supported the concept that a professional home economist should be a leader rather than a follower (item 58), while approximately one-fourth, 33 (16.58 per cent), indicated indecision or disagreed, 19 (9.55 per cent). At least 89 per cent of the educators responded that if a person works, personal commitment should be exhibited (item 76).

Item 59, that a professional home economist seeks power, evoked a range of responses. Slightly more than half of the respondents, 118 (59.30 per cent) disagreed that seeking power is a characteristic of professionalism. One-fourth of those responding, 50 (25.12 per cent), are shown in Table VIII as being undecided about this characteristic. It is interesting to note however, that 31 (15.59 per cent) of those responding supported seeking power as a characteristic of professionalism.

TABLE VIII

FREQUENCIES AND PERCENTAGES IDENTIFYING CHARACTERISTICS OF A HOME ECONOMICS
 EDUCATOR THAT INDICATE PROFESSIONALISM RELATING TO PARTICIPATION
 IN A CODE OF ETHICS

Characteristic	SA		A		U		D		SD	
	N	%	N	%	N	%	N	%	N	%
58. Believes it is important to be a leader rather than a follower.	46	23.12	101	50.75	33	16.58	18	9.05	1	0.50
59. Seeks power.	5	2.50	26	13.07	50	25.13	99	49.75	19	9.55
60. Respects strengths and limitations of individuals.	82	41.21	115	57.79	1	0.50	1	0.50	0	0.00
61. Places welfare of clients above personal gain.	67	33.67	120	60.30	10	5.02	2	1.01	0	0.00
62. Insists upon right to exercise professional judgment rather than leaving decisions to others.	55	27.64	115	57.79	17	8.54	12	6.03	0	0.00
63. Is willing to accept the consequences of own actions.	78	39.20	119	59.80	2	1.00	0	0.00	0	0.00
64. Is open with colleagues and students.	80	40.00	118	59.00	2	1.00	0	0.00	0	0.00

TABLE VIII (Continued)

Characteristic	SA		A		U		D		SD	
	N	%	N	%	N	%	N	%	N	%
65. Exhibits behavior consistent with the goals, philosophy and tools of home economics	89	44.50	103	51.50	6	3.00	2	1.00	0	0.00
66. Is willing to uphold standards established by the home economics profession.	71	35.86	102	51.52	24	12.12	1	0.50	0	0.00
67. Does not need standards to be established by the related professions. Will establish own standards.	9	4.57	40	20.31	48	24.36	78	39.59	22	11.17
68. Will evaluate criticism and implement positive change.	68	34.52	123	62.44	4	2.03	2	1.01	0	0.00
69. Will take criticism as a personal affront.	4	2.02	5	2.52	16	8.08	126	63.64	47	23.74
70. Exhibits a positive attitude and philosophy of life.	99	49.75	95	47.74	2	1.005	2	1.005	1	0.50
71. Puts into practice concepts which are believed and taught.	90	45.23	107	53.77	2	1.005	0	0.00	0	0.00

TABLE VIII (Continued)

Characteristic	SA		A		U		D		SD	
	N	%	N	%	N	%	N	%	N	%
72. Has social ideals as well as ideas.	82	41.62	112	56.85	3	1.52	0	0.00	0	0.00
73. Serves as an identity figure to others.	69	34.67	115	57.79	12	6.03	3	1.51	0	0.00
74. Believes that actions of another member of the profession is of no personal concern.	4	2.03	13	6.60	30	15.23	118	59.90	32	16.24
75. Believes personal actions are of no concern to the profession.	6	3.06	15	7.65	27	13.78	107	54.59	41	20.92
76. Believes that if a person works, personal commitment should be exhibited.	51	26.29	123	63.40	16	8.25	4	2.08	0	0.00
77. Believes that involvement in activities related to the profession comes second to family.	33	16.75	53	26.90	36	18.27	58	29.44	17	8.63
78. Believes that the personal appearance of an individual member influences opinions of others about the profession.	89	44.72	97	48.74	5	2.51	6	3.02	2	1.01

TABLE VIII (Continued)

Characteristic	SA		A		U		D		SD	
	N	%	N	%	N	%	N	%	N	%
79. Feels that personal appearance is a personal matter and has no relationship to professionalism.	6	3.05	10	5.08	9	4.57	102	51.77	70	35.33

Note: The number of responses to each question does not always total 200, since respondents did not always answer every question.

Over 75.00 per cent of respondents indicated importance in the characteristics of insisting upon the right to exercise professional judgment (item 62), accepting the consequences of one's own actions (item 63), exhibiting behavior consistent with the goals, philosophy and tools of home economics (item 65), upholding standards established by the home economics profession (item 66), and putting into practice that which is believed and taught (item 71). Respecting strengths and limitations of individuals, placing the welfare of clients above personal gain, and being open with colleagues and students received overwhelming support from all respondents (see items 60, 61, and 64).

Home economics educators agreed, 191 (96.9 per cent) that a professional should be able to evaluate criticism and implement positive change (item 68), without taking the criticism as a personal affront (item 69). Agreement was also indicated that a home economist should exhibit a positive attitude and philosophy of life (item 70), and should have social ideals as well as ideas (item 72). Respondents also agreed that a home economics educator should serve as an identification figure for others (item 73). A majority agreed that personal actions and the actions of another member of the profession are of concern to members of the home economics profession (items 74 and 75). However, a considerable number of respondents to item 73, 41 (23.86 per cent), either agreed, or were undecided, that the actions of another member of the profession are of no personal concern to other members of the profession. Item 75 also evoked a considerable number of responses, 48 (29.49 per cent) indicating agreement, or indecision, in the belief that personal actions are of no concern to the profession.

Items 78 and 79 deal with personal appearance. Respondents strongly support the concept that personal appearance influences the professional image of the home economics educator.

Table IX presents the chi-square values reflecting differences between participation in professional home economics organizations and holding membership in the American Home Economics Association.

Hypotheses Investigated

The following hypotheses were investigated in this study:

Hypothesis 1

There is no significant difference in the degree to which home economics educators express professionalism relating to participation in professional home economics organizations and holding membership in the American Home Economics Association.

Hypothesis 2

There is no significant difference in the degree to which home economics educators express professionalism according to the following: 2.1 sex; 2.2 age; 2.3 marital status; 2.4 educational background; 2.5 length of teaching experience; 2.6 level of teaching; 2.7 size of institution where teaching; 2.8 size of community where teaching; 2.9 character of community where institution is located; and 2.10 membership in professional home economics organizations.

Table IX shows the data relating to Hypothesis 1. Table IX presents the chi-square values indicating differences between characteristics reflecting participation in professional home economics organizations and indication of holding membership in the American Home Economics Association.

TABLE IX

CHI-SQUARE VALUES INDICATING DIFFERENCES BETWEEN CHARACTERISTICS REFLECTING PARTICIPATION IN PROFESSIONAL HOME ECONOMICS ORGANIZATIONS AND MEMBERSHIP IN THE AMERICAN HOME ECONOMICS ASSOCIATION

Characteristics Statements	Membership in AHEA N	Non-member N	X^2	Level of Significance
1.1 Believes that it is the responsibility of all members of a profession to be involved in related professional activities.	131	67	44.138	.05
1.2 Believes that home responsibilities should not consistently alter responsibilities to the profession.	131	67	3.206	NS
1.3 Will accept an appropriate leadership role in the professional organization.	132	67	25.608	.05
1.4 Takes appropriate action that will facilitate the goals of the profession.	132	66	4.476	NS

TABLE IX (Continued)

Characteristics Statements	Membership in AHEA	Non-member	χ^2	Level of Significance
1.5 Believes a pro- fession is judged by the action of its members and works to be a productive member of the pro- fession.	130	67	12.981	.05
1.6 Believes that home economics is an important subject matter and assumes that significant others feel the same.	131	66	10.074	.05
1.7 Will join professional organizations because everyone else joins.	131	66	4.251	NS
1.8 Joins a professional organization because the membership fee is tax deductible.	131	66	1.021	NS
1.9 Who has a family is not obligated to parti- cipate in professional activities.	131	66	7.754	NS
1.10 Believes membership in a professional organization is un- related to being a professional.	132	67	12.276	NS

Note: The number of responses does not always total 200 since respondents did not always answer every time.

Data relating to Hypothesis 1 was analyzed according to ten characteristics. On the basis of this analysis, Hypothesis 1 is rejected at the .05 level. However, certain characteristics reflecting professionalism through participation in professional activities were supported by respondents who hold membership in the American Home Economics Association. Characteristics 1.2, 1.4, 1.7, 1.8, 1.9, and 1.10 were accepted when chi-square values indicated no significant differences at the .05 level. Characteristics 1.1, 1.3, 1.5, and 1.6 were rejected when chi-square values indicated significant differences at the .05 level.

Table X shows the data relating to Hypothesis 2. Table X presents the analysis of variance-F test values reflecting differences in the degree to which home economics educators expressed professionalism in the five areas identified for this study: A. membership in professional home economics organizations; B. public affairs; C. curriculum development and program evaluation; D. continuing education; and E. a code of ethics, according to demographic data.

According to data analyzed, Hypothesis 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, and 2.9 were accepted when F values indicated no significant differences at the .05 level in expressions of professionalism according to those demographic data. Hypothesis 2.10 was rejected when the F-value indicated a significant difference at the .05 level.

TABLE X

ANALYSIS OF VARIANCE-F TEST VALUES REFLECTING DIFFERENCES IN EXPRESSIONS OF
PROFESSIONALISM TOWARD PARTICIPATION IN PROFESSIONAL HOME
ECONOMICS ORGANIZATIONS ACCORDING TO DEMOGRAPHIC DATA

Characteristics	Number of Responses*	Sum of Squares	df	Mean Square	F Value	Significance
2.1 Sex	200	36.7479 4872.2071	1 198	36.7479 24.6071	1.4934	N.S.
2.2 Age	200	432.5414 4476.4136	1 196	144.1805 22.8388	6.3130	N.S.
2.3 Marital Status	200	42.5530 4866.4020	3 196	14.1843 24.8286	0.5713	N.S.
2.4 Educational Background	191	412.0663 4411.3682	4 186	103.0166 23.7170	4.3436	N.S.
2.5 Length of Teaching Experience	200	262.8942 4646.0608	6 193	43.8157 24.0729	1.8201	N.S.
2.6 Level of Teaching	200	443.9772 4464.9778	2 197	221.9886 22.6649	9.7944	N.S.
2.7 Size of Institution Where Teaching	200	383.9921 4524.9629	3 196	127.9974 23.0865	5.5442	N.S.

TABLE X (Continued)

Characteristics	Number of Responses*	Sum of Squares	df	Mean Square	F Value	Significance
2.8 Size of Community Where Teaching	189	202.3279 4474.6245	6 182	33.7213 24.5858	1.376	N.S.
2.9 Character of Community Where Institution is Located	198	116.3158 4769.5277	3 194	38.7719 24.5820	1.5770	N.S.
2.10 Membership in Professional Home Economics Organizations	199	518.8354 4329.9887	1 197	518.8354 21.9796	23.6053	.05

p < .05

**The number of responses to each question does not always total 200, since respondents did not always answer every question.

Item 80 on the instrument requested respondents to rank themselves in degree of professionalism on a scale of 1.0 to 5.0, with 1.0 being the lowest ranking and 5.0 being the highest, or ultimate in professionalism for a home economics educator. Table XI shows how respondents ranked themselves in degree of professionalism.

TABLE XI
PERSONAL RANKING OF PROFESSIONALISM

Placement on Scale*	Number of Responses	Per Cent in Each Category
5.0	7	3.63
4.5	43	22.28
4.0	80	41.45
3.5	33	17.10
3.0	20	10.36
2.5	7	3.63
2.0	3	1.55
1.5	0	0.00
1.00	0	0.00
Totals	193**	100.00

*Scale 1.0 to 5.0, 1.0 being lowest, 5.0 highest

**The number of respondents does not total 200, since all respondents did not complete item 80.

A major portion of those responding to item 80 ranked themselves in the 4.0 category (41.45 per cent) and 22.28 per cent identified their professionalism level at 4.5, only slightly below a perfect rating. No respondents indicated professionalism below the 2.0 level, but seven ranked themselves at the highest level of professionalism.

The instrument did not request respondents to make personal comments about the study. However, some comments were voluntarily added and those that particularly related to the study are shown in Appendix C.

Summary

Chapter IV has included the presentation and analysis of the data for determining the characteristics of professionalism identified by home economics educators in the random sample. Chapter V will include the summary and the conclusions of the study. Suggestions will also be made for further research in the area.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This study was undertaken in an attempt to gain a greater understanding about the characteristics that affect the professional image of the home economics educator, and identified as professionalism.

A study was made of related literature in the area of professional image of the home economist to find any previous research that would relate to professionalism. Fourteen leaders in the field of home economics education were contacted by letter and requested to give their definition of professionalism, relating to the individual, and to identify characteristics of professionalism they considered significant for the home economics educator. From these responses came the areas and characteristics selected as a basis for the development of the statements on the research instrument. Any characteristic identified by a leader and supported by one other source, either the literature or another leader, was included on the instrument.

Prior to sending the research instrument to subjects in the sample, the proposed instrument was presented to six home economics educators, two each from secondary, community college, and college/university. As a result of pretesting the instrument, revisions were made and characteristic statements were combined into five major categories of participation, i.e., professional home economics organizations, public affairs, curriculum development and program evaluation, continuing

education, and code of ethics. As the American Home Economics Association is recognized as the policy making organization for home economists, membership in the AHEA was identified as the major criteria for analysis.

The research instruments and cover letters were mailed to 462 home economists in education, 33 1/3 per cent of the random sample of 1,386 home economics educators identified in 34 counties of California as the population for this study. Of the 462 instruments mailed out, 200 valid responses were returned for a 43 per cent return.

Data gathered from responses were analyzed. Percentages and frequencies were obtained for general information questions. In addition, percentages and frequencies were obtained for responses of strongly agree, agree, undecided, disagree, or strongly disagree in identification of characteristics of professionalism which were given on the instrument. The majority of respondents expressed either strongly agreed or agreed that the following are characteristics of professionalism for the home economics educator. Characteristics are grouped into the five categories of the study.

A. Participation in Professional Home Economics Organizations

1. Be involved in related professional activities.
2. Will accept an appropriate leadership role in the professional organization.
3. Takes appropriate action that will facilitate goals of the profession.
4. Works to be a productive member of the profession.

5. Believes that home economics is an important subject matter.
6. Does not consistently allow home responsibilities to alter responsibilities to the profession.

B. Participation in Public Affairs

7. Deals with issues rather than personal aspects, in an arena of both sexes.
8. Will be informed and support issues involving the field of home economics.
9. Demonstrates interest in community affairs and is engaged in at least one or more home economics related projects.

C. Participation in Curriculum Development and Program

Evaluation

10. Is concerned with goal setting for the institution in which employed.
11. Is a leader in curriculum development, both in the home economics programs and involving other disciplines, integrating home economics with the whole of education.
12. Accepts accountability for the home economics program of work.
13. Is willing to be evaluated by another person in the home economics profession.

D. Participation in Continuing Education

14. Values the search for knowledge as much as knowledge itself.

15. Will continue to seek knowledge, upgrading competence through course work, professional meetings, workshops, and seminars. (The following specific reasons for continuing education were identified on the instrument: to expand knowledge, to develop expertise in new areas, for self-advancement, to insure being well-prepared for students, in preparation for a higher degree, in preparation for a change of position, and to give creative outlet.)
16. To subscribe to professional journals because they are the voice of the profession.

E. Participation in a Code of Ethics

17. Respects strengths and limitations of individuals.
18. Places the welfare of clients above personal gain.
19. Is open with colleagues and students.
20. Makes decisions, exercising professional judgment.
21. Accepts the consequences of own actions.
22. Exhibits behavior consistent with goals, philosophy and tools of home economics, upholding standards established by the profession.
23. Believes it is important to be a leader rather than a follower.
24. Exhibits a positive attitude and philosophy of life.
25. Is able to evaluate criticism and implement positive change.
26. Puts into practice concepts which are believed and taught.

27. Has social ideals as well as ideas.
28. Serves as an identification figure to others, exhibiting commitment.
29. Believes that personal appearance of an individual member influences opinion of others about the profession.
30. Believes that personal actions and actions of other members of the profession are of concern to the profession.

Identification of these characteristics supports the research done by Weil and Weil (1971), who also identified membership in a professional organization as being an element of professionalism.

Hypotheses Investigated

Hypothesis 1

There is no significant difference in the degree to which home economics educators express professionalism relating to participation in professional home economics organizations and holding membership in the American Home Economics Association, encompassed 10 items on the research instrument (see Appendix A). Hypothesis 1.2, 1.4, 1.7, 1.8, 1.9, and 1.10 were accepted when chi-square values indicated no significant differences in expressions of professionalism toward participation in professional home economics organizations and indication of holding membership in the American Home Economics Association.

Hypothesis 1.1, believes that it is the responsibility of all members of a profession to be involved in related professional activities, was rejected when statistics indicated a chi-square value of

44.138, which was significant at the .05 level.

Hypothesis 1.3, will accept an appropriate leadership role in the professional organization, was rejected when statistics indicated a chi-square value of 25.608, which was significant at the .05 level.

Hypothesis 1.5, believes a profession is judged by the actions of its members and works to be a productive member of the profession, was rejected when statistics indicated a chi-square value of 12.981, which was significant at the .05 level.

Hypothesis 1.6, believes that home economics is an important subject matter and assumes that significant others feel the same, was rejected when statistics indicated a chi-square value of 10.074, which was significant at the .05 level.

Hypothesis 2

There is no significant difference in the degree to which home economics educators express professionalism according to the following:

2.1 sex; 2.2 age; 2.3 marital status; 2.4 educational background; 2.5 length of teaching experience; 2.6 level of teaching; 2.7 size of institution where teaching; 2.8 size of community where teaching; 2.9 character of community where institution is located; and 2.10 membership in professional home economics organizations. Hypothesis 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, and 2.9 were accepted when analysis of variance-F test values indicated no significant differences in expressions of professionalism according to those personal characteristics. This would tend to support Loftis (1962) who found that degree of commitment was independent of sex, age, marital status, and length of teaching.

Hypothesis 2.10 was rejected when statistics indicated an F-value of 23.6053, which was significant at the .05 level. This finding indicated that home economics educators expressed belief that participation in professional home economics organizations is a characteristic of professionalism, but all those identifying such characteristics did not uphold that belief through membership in the American Home Economics Association. If this finding is not unique to the areas in California that were sampled, the American Home Economics Association might be interested in supporting research into reasons why members of the profession are not joining the organization.

Item 80 on the research instrument requested respondents to rank themselves in degree of professionalism on a scale of 1.0 to 5.0, with 1.0 being the lowest ranking and 5.0 being the highest, or ultimate in professionalism for a home economics educator. A major portion (41.45 per cent) of those responding to this item ranked themselves in the 4.0 category and 22.28 per cent identified their professionalism level at 4.5, only slightly below a perfect rating. No respondents indicated professionalism below the 2.0 level, but seven ranked themselves at the highest (5.0) level of professionalism.

The research instrument did not request respondents to make personal comments about the study. However, some comments were voluntarily added. These comments were not included in the analyses, but some important ideas related to areas in the study were contributed. A list of those comments is included in Appendix C.

The findings of this research have served to meet the general objectives of the study, to gain a greater understanding about characteristics which affect the degree of professionalism exhibited by the

home economics educator. From the findings, 30 specific characteristics of professionalism were identified.

Recommendations

On the basis of the findings and conclusions of this study, the following recommendations are proposed:

1. It is recommended that the findings of this study be made available to home economics teacher educators who are working with future home economics teachers.
2. It is recommended that the findings of this study be made available, possibly through the media of publication, to members of the profession who are concerned with characteristics of professionalism.
3. It is recommended that home economics educators be encouraged to support young home economics teachers, or colleagues who desire to improve their professional image, by serving as an identity figure, exhibiting those characteristics identified.
4. It is recommended that the research instrument be reviewed and changed to solve the conflicts in some statements, or to make additions to the instrument.
5. It is recommended that this research study be conducted in another state so that comparisons might be made.
6. It is recommended that research be conducted to determine the reasons why home economics educators may not join the American Home Economics Association.

7. It is recommended that further research be undertaken determining the degree which home economics educators actually put into action those characteristics identified, and any others that may be added through future research.

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APPENDIXES

APPENDIX A

INSTRUMENTS

Degree of Professionalism Scale

Directions: Please check each answer as appropriate to each question.

Definition: Inner City - a school situated within the central core of a large metropolitan area

Urban - a school situated outside the central part of a metropolitan area but identified as being a part of the city, OR a school situated in a city of up to 50,000 population.

Suburban - a school situated in a community located near a metropolitan area but identified with a particular community

Rural - a school situated in a community of less than 20,000 population

1. Sex: Male Female
2. Age: 22-30 31-45 45-55 56+
3. Marital Status: Single Married Divorced
 Widowed
4. Degrees held: B.S. M.S. Ph.D. Ed.D.
 Other
5. How long teaching: under 1 yr. 1-3 yrs. 3-5 yrs.
 10-15 yrs. 15-20 yrs. over 20 yrs.
6. Level of teaching: Secondary Community College
 University or College
7. Size of institution where you teach: 500-1,000
 1,000-1,500 1,500-2,500
 over 2,500
8. Number of instructors in home economics department: 1
 2 3 4 5 5+
9. Size of community where institution is located:
 Under 5,000 Under 10,000 Under 15,000
 Under 20,000 20,000-50,000 50,000-100,000
 Over 100,000
10. Type of community where institution is located: Inner city
 Urban Suburban Rural

11. Number of schools in your district: _____ 1 _____ 2-4 _____ 5-9
 _____ 10-15 _____ over 15

12. Hold membership in the following professional organizations:

- _____ American Home Economics Association
 _____ California Association Vocational Education
 _____ California Home Economics Association
 _____ American Vocational Association
 _____ International Federation of Home Economics
 _____ Home Economics Education Association

Others: _____

What beliefs do you have about characteristics of a home economics educator that indicate professionalism? Circle your response of strongly agree (SA), agree (A), undecided (U), disagree (D), strongly disagree (SD)

A. Participation in Professional Home Economics

Organizations

A professional home economist:

- | | | | | | |
|--|----|---|---|---|----|
| 13. Believes it is the responsibility of all members of a profession to be involved in related professional activities. | SA | A | U | D | SD |
| 14. Believes that home responsibilities should not consistently alter responsibilities to the profession. | SA | A | U | D | SD |
| 15. Will accept an appropriate leadership role in the professional organization. | SA | A | U | D | SD |
| 16. Takes appropriate action that will facilitate goals of the profession. | SA | A | U | D | SD |
| 17. Believes a profession is judged by the actions of its members and works to be a productive member of the profession. | SA | A | U | D | SD |

A professional home economists:

- | | | | | | |
|--|----|---|---|---|----|
| 18. Believes that home economics is an important subject matter and assumes that significant others feel the same. | SA | A | U | D | SD |
| 19. Will join professional organizations because everyone else does. | SA | A | U | D | SD |
| 20. Joins a professional organization because the membership fee is tax deductible. | SA | A | U | D | SD |
| 21. Who has a family is not obligated to participate in professional activities. | SA | A | U | D | SD |
| 22. Believes membership in a professional organization is unrelated to being a professional. | SA | A | U | D | SD |

B. Participation in Public Affairs

A professional home economist:

- | | | | | | |
|--|----|---|---|---|----|
| 23. Is willing to operate in an arena of both sexes, dealing with issues rather than personal aspects. | SA | A | U | D | SD |
| 24. Makes suggestions that are appropriate to home economics related issues and participates in suitable action. | SA | A | U | D | SD |
| 25. Will give behind the scenes support for an important issue. | SA | A | U | D | SD |
| 26. Will keep informed about issues that relate to the field of home economics | SA | A | U | D | SD |
| 27. Will rarely know about issues involving the field of home economics. | SA | A | U | D | SD |
| 28. Will not express an opinion of work for an issue because involvement in anything public is unprofessional. | SA | A | U | D | SD |
| 29. Is engaged in at least one or more home economics related projects. | SA | A | U | D | SD |
| 30. Demonstrates interest in community affairs. | SA | A | U | D | SD |

A professional home economist:

- | | | | | | | |
|-----|--|----|---|---|---|----|
| 31. | Does not participate in service projects unless given time off from work to do them. | SA | A | U | D | SD |
| 32. | Does not have time for public affairs. | SA | A | U | D | SD |

C. Participation in Curriculum Development and Program Evaluation

A professional home economist:

- | | | | | | | |
|-----|---|----|---|---|---|----|
| 33. | Is concerned with goal setting for the institution in which employed. | SA | A | U | D | SD |
| 34. | Is not concerned with setting the goals for the institution where employed. The administration will take care of it. | SA | A | U | D | SD |
| 35. | Believes curriculum development is necessary to meet the challenges of today's society and is continually involved in curriculum development. | SA | A | U | D | SD |
| 36. | Is one who makes a difference, who contributes to the development of individual and society through a relevant program. | SA | A | U | D | SD |
| 37. | Believes in leadership in curriculum development involving other disciplines. | SA | A | U | D | SD |
| 38. | Will integrate the home economics program with the whole of education. | SA | A | U | D | SD |
| 39. | Believes in curriculum development and will serve on school committees if asked, but does not volunteer. | SA | A | U | D | SD |
| 40. | Believes good curriculum exists so it is unnecessary to change. | SA | A | U | D | SD |
| 41. | Believes that if money to implement is not available, curriculum development is a waste of time. | SA | A | U | D | SD |
| 42. | Should be held accountable for the quality of the home economics program of work. | SA | A | U | D | SD |

A professional home economist:

- | | | | | | | |
|-----|--|----|---|---|---|----|
| 43. | Believes critiquing and examination of home economics programs is necessary. | SA | A | U | D | SD |
| 44. | Is willing to be evaluated by another person in the home economics profession. | SA | A | U | D | SD |
| 45. | Believes it is unnecessary to be evaluated by another person in the home economics profession, will evaluate self. | SA | A | U | D | SD |

D. Participation in Continuing Education

A professional home economist:

- | | | | | | | |
|-----|--|----|---|---|---|----|
| 46. | Values the search for knowledge as much as knowledge itself. | SA | A | U | D | SD |
| 47. | Finds self-advancement a worthwhile purpose. | SA | A | U | D | SD |
| 48. | Develops expertise in new areas as needed. | SA | A | U | D | SD |
| 49. | Is interested in upgrading competence through professional meetings, workshops, and seminars. | SA | A | U | D | SD |
| 50. | Does not have time for workshops and seminars unless given time off to attend. | SA | A | U | D | SD |
| 51. | Takes course work to insure being well-prepared for students. | SA | A | U | D | SD |
| 52. | Takes course work to prepare for a higher degree. | SA | A | U | D | SD |
| 53. | Takes course work to prepare for a change of position. | SA | A | U | D | SD |
| 54. | Takes course work to expand personal knowledge. | SA | A | U | D | SD |
| 55. | Takes course work to give creative outlets. | SA | A | U | D | SD |
| 56. | Believes it is unnecessary to subscribe to professional journals unrelated to the instructional program. | SA | A | U | D | SD |

A professional home economist:

57. Subscribes to professional journals because they are the voice of the profession. SA A U D SD

E. Participation in a Code of Ethics

A professional home economist:

58. Believes it is important to be a leader rather than a follower. SA A U D SD
59. Seeks power. SA A U D SD
60. Respects strengths and limitations of individuals. SA A U D SD
61. Places welfare of clients above personal gain. SA A U D SD
62. Insists upon right to exercise professional judgment rather than leaving decisions to others. SA A U D SD
63. Is willing to accept the consequences of own actions. SA A U D SD
64. Is open with colleagues and students. SA A U D SD
65. Exhibits behavior consistent with the goals, philosophy and tools of home economics. SA A U D SD
66. Is willing to uphold standards established by the home economics profession. SA A U D SD
67. Does not need standards to be established by the related profession. Will establish own standards. SA A U D SD
68. Will evaluate criticism and implement positive change. SA A U D SD
69. Will take criticism as a personal affront. SA A U D SD
70. Exhibits a positive attitude and philosophy of life. SA A U D SD

A professional home economist:

71. Puts into practice concepts which are believed and taught.	SA	A	U	D	SD
72. Has social ideals as well as ideas.	SA	A	U	D	SD
73. Serves as an identification figure for others.	SA	A	U	D	SD
74. Believes that actions of another member of the profession is of no personal concern.	SA	A	U	D	SD
75. Believes personal actions are of no concern to the profession.	SA	A	U	D	SD
76. Believes that as a person works, personal commitment should be exhibited.	SA	A	U	D	SD
77. Believes that involvement in activities related to the profession comes second to family.	SA	A	U	D	SD
78. Believes that the personal appearance of an individual member influences opinions of others about that person's profession.	SA	A	U	D	SD
79. Feels that personal appearance is a personal matter and has no relationship to professionalism.	SA	A	U	D	SD

On a scale of 1 to 5, with 1 being the lowest and 5 being the highest, please rank yourself where you think you might fall in degree of professionalism. You should place yourself at any point on the scale as it is not necessary to fall directly on a number.

Lowest

Highest

1.0 1.5 2.0 2.5 3.0 3.5 4.0 4.5 5.0

APPENDIX B

CORRESPONDENCE

July 29, 1976

Letter to the experts

Dear

Concern has been expressed for the image of our profession and measures are being taken to insure that a positive image is maintained and that home economics is afforded the prestige it has earned. However, even though the profession depends on its constituency for credence, little has been done to measure the level of professionalism of the individual home economist, and more specifically the home economics educator. Under the direction of Dr. Elaine Jorgenson, Head of Home Economics Education at Oklahoma State University, as a research study for my master's thesis, I propose to develop a scale to measure the degree of professionalism expressed by selected home economics educators. In order to do this it is first necessary to identify those characteristics of behavior of home economics teachers that exhibit a high degree of professionalism.

As an expert in the field of home economics education, and one who is afforded the prestige of being highly professional, your assistance in identifying these characteristic behaviors of professionalism will assist in the development of an instrument that identifies the degree of professionalism expressed by the sample. Please respond on the enclosed sheet, adding any criticisms or suggestions you feel will make the research more valid, and return to me in the enclosed, stamped and self-addressed envelope by October 1.

I would hope that this research will be of value to the members of our profession who are concerned about the image of home economics. The results will be available to teacher educators for purposes of program planning and in assisting students toward building a philosophy of professionalism.

Your participation in this project will be greatly appreciated. If you would like to be informed of the progress being made and the results of this study you may indicate this on your response sheet. It is only through contributions of leaders such as you that materials of this nature can be developed.

Sincerely,

Sue Blass
Graduate Student

Dr. Elaine Jorgenson
Thesis Adviser

Enclosure

Leaders in Home Economics Education

Dr. Beverly Crabtree, Dean, Division of Home Economics
Oklahoma State University, Stillwater, Oklahoma

Dr. Marguerite Scruggs, Assistant Dean, Division of Home Economics
Oklahoma State University, Stillwater, Oklahoma

Audrey Geiseking, School of Fine and Applied Arts
California State University at Los Angeles, Los Angeles, California

Dr. Naomi G. Albanese, Dean, School of Home Economics
University of North Carolina, Greensboro, North Carolina

Dr. Elizabeth M. Ray, Department of Home Economics
Pennsylvania State University, University Park, Pennsylvania

Dr. Beatrice Paolucci, College of Human Ecology
Michigan State University, East Lansing, Michigan

Dr. Gladys Chalkley (retired), Member of 10th and 11th Lake Placid
Conferences, San Diego, California

Dr. Helen Loftis, Department of Home Economics
Winthrop College, Rock Hill, South Carolina

Dr. Joyce Terass, Chairman, Home Economics Education
Kansas State University, Manhattan, Kansas

Dr. Martha Lee Blankenship, Department of Home Economics
Marshall University, Huntington, West Virginia

Dr. Ann Kapp, Department of Home Economics
Northeast Louisiana State University, Monroe, Louisiana

Dr. Camille Bell, School of Home Economics
Texas Technological University, Lubbock, Texas

Dr. Joan Baird, Department of Home Economics Education
University of Maryland, College Park, Maryland

Dr. Marjorie Brown, Home Economics Education
University of Minnesota, St. Paul, Minnesota

Dr. Henriette Fleck (retired), Adjunct Professor of Home Economics,
New York University, New York City, New York

January 30, 1977

Dear Colleague:

Concern has been expressed for the image of our profession and measures are being taken to insure that a positive image is maintained and that home economics is afforded the prestige it has earned. However, even though the profession depends on its constituency for credence, little has been done to measure the level of professionalism of the individual home economist, and more specifically the home economics educator. Under the direction of Dr. Elaine Jorgenson, Head of Home Economics Education at Oklahoma State University, as a research study for my master's thesis, I propose to develop a scale to measure the degree of professionalism expressed by selected home economics educators.

You were selected from a random sample of secondary, community college, and college/university home economics educators to be a member of this research group. Please participate in this research by completing the enclosed questionnaire which was developed with the assistance of twelve experts in the field of home economics education. Responses are to be anonymous, so please do not put your name on the questionnaire. An envelope is enclosed for your convenience in returning the survey. Please return it by February 20, 1977.

I hope this research will be of value to the members of our profession who are concerned about the image of home economics. The results will be available to teacher educators for purposes of program planning and in assisting students toward building a philosophy of professionalism.

If you would like a brief summary of the findings of this study when it is completed, I will be happy to send it to you if you will send me a post card or request in a separate envelope with your name and address. This summary should be available in the latter part of the summer of 1977.

Your assistance in this research is greatly appreciated. Since professions do gain credence through the constituency, it is through individuals such as you that we will gain greater knowledge and understanding of those characteristics that influence the image and status of home economics educators.

Sincerely,

Sue Blass
Graduate Student

Dr. Elaine Jorgenson
Thesis Adviser

Enclosures

Counties Identified as Sites for Random

Sampling of Home Economics Educators

Selected for this Study

Northern California:

Amador
Butte
Calaveras
Colusa
El Dorado
Glenn
Lassen

Modoc
Nevada
Placer
Plumas
Shasta
Sierra
Siskiyou

Sutter
Tehama
Trinity
Yolo
Yuba

Central Valley:

Fresno
Mono
Kings
Kern
Mariposa
Merced
Tulare

San Joaquin
Stanislaus
Tuolumne
Alpine
Madera

Southern California:

Orange
San Diego

APPENDIX C

COMMENTS MADE BY RESPONDENTS

"What I have seen offered by the AHEA membership does nothing to enhance my professionalism."

"Seminars, when publicized should give exact information so worth can be evaluated."

"Another person in the home economics profession is too opinionated and narrow to evaluate a home economics teacher."

"Participation depends on ages of children."

Response to characteristic of exhibiting behavior consistent with the goals, philosophy and tools of home economics: "whatever that is."

Serves as an identification figure for others: "as a person not a home economist."

"Family comes first but if you work you must have commitment."

Seeks power: "if it is positive power."

"Professionalism is all in the way one looks at it. For myself, a Home Economics Educator, I am a teacher first, a Home Economist second. Someone in business or industry would most certainly have a different viewpoint."

"I am too busy teaching school and taking classes to participate in what I feel are worthless activities of a local organization."

"Sounds like little rubber dolls--all carbon copies. A real home economist is an individual with unique interests who decides for him or herself what is important and acts accordingly, whether or not it's related to the field."

Is willing to uphold standards "only if they're meaningful and appropriate."

"I would belong to AHEA but too expensive for what you receive locally."

"Never turned on by any of the home economics related organizations --(stuffy) group."

"Some journals are good, some are a waste of \$."

Exhibits behavior consistent with the goals, philosophy, and tools of home economics--"which include???"

Evaluation by a home economist: "A few I wouldn't want doing it."

"I do not believe the questionnaire is valid. Awareness of the attributes of a professional home economist does not mean that the individual puts this knowledge into action. Would like to see it related to personal actions and decisions."

"Ranking the home economists I know and work with would certainly show a wide difference between the ideal and the real."

"It is the responsibility of a member of a profession to belong to professional organizations, if you have the free time."

"A fat foods teacher is not practicing what she preaches."

"Particularly overweight teachers teaching nutrition."

"I can rate myself as a person who happens to be a home economist but I don't really know what professionalism means."

"Personal appearance shouldn't have a relationship to professionalism, but it does. Appearance is quite a superficial value when comparing it to honesty, responsibility, concern for mankind."

"Agree very strongly on personal appearance and we need to make lots of improvements as a profession in the area of personal appearance."

Has social ideals as well as ideas: "Doesn't make sense."

"Family needs should be taken care of but not the exclusion of the profession. Young children need more time."

"I hate the term 'professionalism' it can be so phony. I'm dedicated to my students. I take my job seriously. I really don't care whether I'm 'professional' or not."

"Suggest you add ages and number of children."

"Would be most interesting to show the relationships of beliefs and the respondents perception of their professionalism to background data including number and ages of children."

VITA²

Sue Catron Blass

Candidate for the Degree of

Master of Science

Thesis: CHARACTERISTICS OF PROFESSIONALISM FOR THE HOME ECONOMICS
EDUCATOR AS EXPRESSED BY CALIFORNIA HOME ECONOMICS EDUCATORS

Major Field: Home Economics Education

Biographical:

Personal Data: Born in Ponca City, Oklahoma, June 29, 1933, the daughter of Mr. and Mrs. J. M. Catron; married to Ned E. Blass, 1953; one son, Darren Ned, 1959.

Education: Graduated from Ponca City High School, Ponca City, Oklahoma, in May, 1951; received the Bachelor of Arts degree from San Diego State University, San Diego, California, in June, 1969; completed the requirements for the Master of Science degree at Oklahoma State University in December, 1977.

Professional Experience: Home economics teacher in Mount Miguel High School, Spring Valley, California, 1969-1974; member planning team for Valhalla High School, El Cajon, California, 1970-1974; home economics teacher in Valhalla High School, El Cajon, California, 1974-present; home economics resource teacher, Grossmont Union High School District, La Mesa, California, 1974-present.

Professional Organizations: American Home Economics Association; California Home Economics Association-San Diego District, president, 1977; American Vocational Association; California Association of Vocational Education; International Federation of Home Economics.