



INTERESTS OF HOMEMAKING I MALES REGARDING  
CURRICULUM OFFERINGS IN VOCATIONAL  
HOME ECONOMICS PROGRAMS  
IN OKLAHOMA

Thesis Approved:

*Elaine Jorgensen*  
\_\_\_\_\_  
Thesis Adviser

*Margaret Callsen*  
\_\_\_\_\_

*Florence McKinney*  
\_\_\_\_\_

*Norman D. Durham*  
\_\_\_\_\_  
Dean of the Graduate College

953426

## ACKNOWLEDGEMENTS

The author wishes to express appreciation to all who have helped to make this study possible. Sincere appreciation is expressed to Dr. Elaine Jorgenson, Head of Home Economics Education, whose guidance and encouragement greatly facilitated the completion of this study.

Gratitude is extended to Dr. Florence McKinney, Head of the Department of Housing, Design, and Consumer Resources, and to Dr. Margaret Callsen, Assistant Professor, Home Economics Education, for their help in the critical reading of this study. Appreciation is also extended to the home economics educators and their students who participated in the study.

Appreciation is expressed to Nedra Johnson, State Supervisor of Vocational Home Economics, for her help in locating the participants in the study.

Special mention of appreciation also goes to my parents, Harold D. Sinclair and Margaret Sinclair, and my sisters, Treva Palon and Anita Sinclair for their support and encouragement throughout this study.

## TABLE OF CONTENTS

Chapter	Page
I. PLAN FOR THE STUDY . . . . .	1
Significance of Problem . . . . .	1
Statement of Problem . . . . .	3
Objectives of the Study . . . . .	3
Limitations of the Study . . . . .	4
Definition of Terms . . . . .	4
Method of Procedure . . . . .	4
II. REVIEW OF LITERATURE . . . . .	6
Changing Image of Home Economics . . . . .	6
Male Home Economics Programs . . . . .	9
Characteristics of Male Adolescents . . . . .	13
Identifying Male Adolescent Interests . . . . .	15
Measuring Interests . . . . .	18
Relevant Curriculum Development . . . . .	21
III. PROCEDURE . . . . .	25
Objectives of the Study . . . . .	25
Development of the Instrument . . . . .	26
Selection of the Sample . . . . .	29
Analysis . . . . .	30
IV. ANALYSIS OF DATA . . . . .	31
Introduction . . . . .	31
Description of Respondents . . . . .	32
Male Interests Related to Food and Nutrition . . . . .	33
Male Interests Related to Getting Along With the Family . . . . .	36
Male Interests Related to Spending and Managing Your Money . . . . .	39
Male Interests Related to Choosing and Preparing for a Job . . . . .	42
Interests in Home Economics Subject Matter Areas According to Age Groups . . . . .	46
Effects of Mother's Working Status Upon Male Homemaking I Students . . . . .	50
Effects of Father's Working Status Upon Male Homemaking I Students . . . . .	54

Chapter	Page
IV. (Continued)	
Paying Jobs Outside the Home . . . . .	56
Duties Around the Home . . . . .	58
Summary . . . . .	58
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . . . . .	60
Summary . . . . .	60
Discussion and Conclusions . . . . .	63
Recommendations . . . . .	65
A SELECTED BIBLIOGRAPHY . . . . .	68
APPENDIX A - OPEN-ENDED QUESTIONNAIRE . . . . .	71
APPENDIX B - LETTER AND POSTCARD TO TEACHERS . . . . .	74
APPENDIX C - LETTER TO PARTICIPATING TEACHERS . . . . .	77
APPENDIX D - QUESTIONNAIRE SENT TO PARTICIPATING HOMEMAKING I MALE STUDENTS . . . . .	79

LIST OF TABLES

Table	Page
I. Age Distribution of Male Homemaking I Respondents . . . . .	32
II. Number and Percentage of Responses to Each Statement in the Food and Nutrition Category . . . . .	34
III. Number and Percentage of Responses to Each Statement in the Getting Along With the Family Category . . . . .	37
IV. Number and Percentage of Responses to Each Statement in the Spending and Managing Your Money Category . . . . .	40
V. Number and Percentage of Responses to Each Statement in the Choosing and Preparing for a Job Category . . . . .	43
VI. Number and Percentage of Responses by Age and Categorized by Home Economics Subject Matter . . . . .	47
VII. Number and Percentage of Respondents and the Mean Percentage and Standard Deviation of Home Economics Subject Matter Interests Categorized by Respondents' Age and Mother's Working Status . . . . .	51
VIII. Number and Percentage of Respondents and the Mean Percentage and Standard Deviation of Home Economics Subject Matter Interests Categorized by Respondents' Age and Working Status of Father . . . . .	55
IX. Rank Order of the Number and Percentage of Respondents' Experience in Paying Jobs Outside the Home . . . . .	57
X. Rank Order of the Number and Percentage of Respondents with Duties Around the Home . . . . .	59

## CHAPTER I

### PLAN FOR THE STUDY

#### Significance of Problem

Traditionally, the main purpose of home economics has been to emphasize the culture surrounding the homemaker and the household; therefore, home economics has focused on people as individuals or family groups who interact with the environmental resources. Unfortunately, home economics has been stereotyped by society as a female oriented career; consequently, males did not enroll in home economics courses due to society's feminine image.

Because of this traditional female stereotyping of home economics, increased emphasis is being placed on the male role within home economics. Talbot (26, p. vii) states: "Homemaking is not restricted to a few selected people; it is for everyone. Good homemaking calls for leaders: boys and girls, and men and women who have intelligent training, courage to do right, health, business ability, and vision." The broad scope and depth of home economics focuses upon the strengthening of an individual's adjustment as a family member, homemaker, and a person within the total environment.

Young men have increased their visibility in home economics in the last decade. Teachers report that increasing numbers of them are enrolling in such courses as family living, child development, consumer education, housing and home furnishings, and food and nutrition (8, p.1).

Two main factors, elaborated below, have contributed to the males' expanded view of home economics: (1) the Education Amendments of 1972 under Title IX and (2) changing and blurring sex roles within the United States.

Many schools throughout the United States propagated sex-tracking of students by requiring males to enroll in shop classes and females to enroll in home economics classes. This practice is now illegal and sex-biased schools are not federally funded. Congress voted into the Educational Amendments of 1972, which was included under Title IX, a prohibition of sex discrimination in a wide range of education programs and activities receiving federal assistance (14, p. 517). This addition has increased awareness and implementation of co-educational classes which were once sex-stereotyped. "No longer are separate home economics courses for boys and girls considered appropriate, particularly in light of emphasis on the dual role" (8, p. 16).

In the past ten years, the total work force in the United States has greatly increased. This increase resulted from women entering the labor force in order to combat the pressures of inflation by seeking employment. The drastic change in the labor force had a diversified affect on the home, family, and individual. Working mothers began allocating home responsibilities to both male and female family members, and this redistribution of female stereotyped responsibilities propagated the blurring of traditional sex roles. Dowell (8, p. 4) states, "Society as a whole, as well as young men themselves, is more likely to accept the sharing of tasks and reject stereotyping in regard to work both in and outside the home."

### Statement of Problem

The purpose of this study is to identify the interests of Homemaking I males regarding curriculum offerings which are usually considered as home economics subject matter. Traditionally, home economics education has been confronted with problems which have made it difficult to incorporate males within the classroom. Four major factors have presented obstacles: (1) most of the current curriculum was designed for females; (2) many teachers lacked competencies which were needed to instruct male students; (3) many teachers did not know how to cope with the male adolescent's characteristic behavior; and (4) teachers often did not know how to capitalize on male interests when developing curriculums.

### Objectives of the Study

In order to accomplish the purpose of this study, the following objectives were formulated:

1. Identify interests of Homemaking I males concerning home economics.
2. Identify how home responsibilities affect interests of males in Homemaking I classes.
3. Determine how a paying job outside the home affects the interests of males in Homemaking I classes.
4. Determine how the parents' working status affects the interests of males in Homemaking I classes.
5. Determine how the age of males affect their interests in Homemaking I classes.



### Limitations of the Study

Questionnaires were mailed to 124 male Homemaking I students within 21 schools throughout Oklahoma. Ninety questionnaires from 18 schools were returned, and the study was restricted to these 90 Homemaking I male students who were presently enrolled in vocational home economics classes in Oklahoma. The location of these students was obtained from the State Supervisor of Vocational Home Economics.

### Definition of Terms

For the purpose of this study, the following terms were defined:

Interests - The term interests refers to topics that a student would most like to read about, discuss, or hear discussed (19, p. 164).

Curriculum - Curriculum is considered to encompass the instructional activities planned and provided for pupils by the school or school system which includes instructional content, resources, and processes for the attainment of educational objectives (24, p. 3).

### Method of Procedure

The researcher used the following procedure to achieve the purposes of this study.

First, a review of literature was made concerning the changing image of home economics, characteristics and interests of male adolescents, existing male home economics programs, and the measurement of interests.

Second, a questionnaire for Male Vocational Homemaking I students was developed. The procedure for developing the questionnaire began by sending an open-ended questionnaire to Mulhall-Orlando School where

23 junior high homemaking male students were asked to list activities or learning experiences that they would like to learn or study about in a home economics class. The writer used their responses as the basis for content when developing the questionnaire. The writer also totaled their responses within each of the nine areas of home economics subject matter and arranged the categories in rank order. The four areas that had received the largest numbers of responses were then selected to comprise the questionnaire. This method had a two fold purpose. It concentrated the study into four areas of home economics subject matter and it provided content validity to the study. The questionnaire was then pre-tested by five male students from Coyle, Oklahoma, and three males from C. E. Donart High School in Stillwater, Oklahoma.

Third, the questionnaire was then sent to 124 male Homemaking I students to within 21 schools throughout Oklahoma. Questionnaires were received from 90 Homemaking I males in 18 schools and these respondents comprised the sample within the study.

Lastly, the data were analyzed on the basis of frequency of answers in relation to the objectives of the study. Recommendations based on an evaluation of data were made.

## CHAPTER II

### REVIEW OF LITERATURE

#### Changing Image of Home Economics

In the past few years, home economics has existed in a state of turmoil concerning its identity and status. Changes within the environment have propagated both concerns and the restructuring of the traditional image of home economics. Relevancy appears to be the most commonly stated motive and method by which home economists evaluate the existing programs and purposes. East (10, p. 387) states,

Home economics is a name which designates a related group of subject areas which are concerned with helping families shape both the parts and the whole of the pattern of daily living.

Traditionally, home economics focused upon food, clothing, and shelter; however, the definition and purpose are now beginning to emphasize environmental resources (6, p. 95). Also, many people automatically assumed that home economics was a field which was created, maintained and operated solely by female efforts. This sex-stereotyped image is slowly changing due to the increased participation of males. Talbot (26, p. vii) states:

Homemaking is a complicated job which demands trained, skilled workers. Both males and females are involved within family life, and both need the education and preparation for a future career as a homemaker.

Baker (2, p. 372) states that if home economics is to be a family-orientated discipline, it is not enough to train girls in the art of managing a household. We must involve both them and their prospective husbands in learning how to get along with people and how to rear mature self-fulfilled children.

The recent emphasis on the Equal Rights Amendment has propagated both psychological and social affects. Increasing numbers of women are working outside the home. Baker (3, p. 48) states,

If livelier participation of women in the world outside the home leads to a new look at the feminine domestic role, then it certainly should demand a re-appraisal of man's function within the home.

Males and females both need training in the field of home economics. Surely we should foster any trend toward the humanization of both sexes (3, p. 48). Baker (3, p. 48) feels:

To be an adequate husband now-a-days requires something more than breadwinning. The companionship expectations of modern marriage call for sensitivity, empathy, and the capacity to facilitate another's personal wholeness; qualities which men do not often possess. Most men have experienced little, if any, preparation for the role of the father.

Gradually, the social mores within the society are changing from the traditional masculine and feminine roles toward the blurring of sex roles. Maccoby (20, p. 40) states:

Members of each sex are encouraged in, and become interested in and proficient at, the kinds of tasks that are relevant to the roles they fill currently or are expected to fill in the future.

Consequently, males are being encouraged to explore and participate in the area of home economics, which was previously considered as a female interest or role.

Dowell (8, p. 4) states as follows:

There has been, in recent years, a growing recognition that home economics in the secondary schools has much to offer the young men of today. This recognition has been strengthened by the successes of the number of home economics teachers who over the years have experimented with home economics curricula for males and the proposed regulation to implement Title IX of the Educational Amendment of 1972 dealing with sex discrimination. Naturally, emphasis on the multiple roles and the removal of sex barriers in terms of acceptable behavior and/or jobs for the sexes has been a great contributing factor.

It appears that the current trend toward the blurring of sex roles will continue; therefore, humanism will also continue. Sex role assigning is not likely to disappear; however, the roles will be broader, thus providing more choices to each individual. Pollack (23, p. 23) states that much of this sex stereotyping stems from the popular belief that there are certain things boys should do and other things girls should do. Parents unwittingly begin this sex differentiation and most teachers perpetuate it. Farguhar (14, p. 517) states as follows:

In many school systems, sex-segregated classes have traditionally occurred for the first time when students reach the 7-grade level. Girls have typically been channeled into a year of home economics (cooking and sewing) and sometimes other 'girls only' courses such as family and personal arts or floriculture, while boys have been channeled into shop courses and sometimes other 'boys only' courses such as drafting or horticulture.

Several experts in education, sociology, and psychology agree that our schools are dominated by feminine values and that the system works a severe hardship on boys (17, p. 316). The great majority of teachers are women and they approach education from a feminine viewpoint. These teachers reward feminine values and to succeed in school, to identify with school goals, would be to identify with a feminine

world and feminine values (17, p. 21). Also, out-of-school influences are in conflict with school purposes for approximately half of our school population; consequently, boys fare less well than girls throughout their school years until they attend college (17, p. 21). The traits and interests of adolescent males are different from those of adolescent females and these differences often conflict with the feminine tone in education. Teenage boys are noteworthy for their appetities, for showing off, and for their desire to have the most fun with the least effort (30, p. 314). Female teachers find that male students are very different from female students. Males tend to be oriented toward activity, skill tasks, scientific principle application, practical and relevant application, and competition (8, p. 9).

The image of home economics is changing. Baker (3, p. 49) states: "Coeducational classes in marriage and family relations are certainly not new, but changes in the early education of boys should significantly increase in number." Programs, which include males, are drawing increased attention from students, parents, teachers, and administrators. In spite of growing public awareness and acceptance of the need for such programs, many home economics teachers still hesitate to proceed in such an adventure (2, p. 372). Uncertainty about content, fear of embarrassment with boys and girls together, or personal ambivalence in the teacher's own attitudes act as effective deterrents (2, p. 372).

#### Male Home Economics Programs

Home economics has much to offer the adolescent male in the form of knowledge, attitudes, and skills useful to him both now and in the future (8, p. 5). In the past, program offerings were designated as

male home economics classes by course titles like "Preparation for Bachelorhood" or a "Course for Male Survival." These course titles helped to create interest among adolescent males. Dowell (8, p. 1) states as follows:

Many schools have reported highly favorable responses to 'males only' classes. Often these classes have taken the form of (a) a comprehensive home economics class touching on nearly all subject matter areas or (b) a foods class.

Some of the existing home economics programs are being offered at the elementary school level. Palmer (22, p. 212) states the following:

Home economics certainly has a link with nearly all other subject areas, and all areas of living and self-development. By exploring these links at the elementary level and by individualizing and opening the program for students at an early age, the subject matter takes on an exciting light which hopefully will spread into more advanced home economics study.

Students of all ages can benefit from training which emphasizes the home, family and individual within the environment. As the years have passed, the scope of home economics has been flexible and has adapted to meet the needs of that time. Considerable time and effort has been expended in making all people aware of what home economics has to offer them as individuals and family members (8, p. 1).

Home economics education is confronted with the following problems which make it difficult to incorporate males within the classroom. First, most of the curriculum materials for home economics have been designed from a feminine viewpoint. Farguhar (14, p. 518) states

Course content and teaching materials used in some of these courses have been oriented toward one sex or the other. Obviously teaching materials that depict only females using sewing machines or only males using hammers and saws will have to be updated.

Males are reluctant to participate in female stereotyped classes

because they need peer group approval for the development of a healthy self-concept; furthermore, this approval is often denied to males who participate in all girl classes. Horn (16, p. 203) states, "Many programs are experimental in nature and lack adequate teacher preparation and curricular materials."

Secondly, many teachers lack competencies which are needed to instruct male students. This deficiency is often caused by lack of college training and lack of experience. Dowell (8, p. 7) states, "It is not at all uncommon to hear college home economics education students comment that they had never considered the possibility of teaching males." Also, many experienced teachers have similar feelings. Some teachers think they would not enjoy teaching males, and many others express feelings of uncertainty at such a prospect (8, p. 7).

Third, many teachers do not know how to cope with the male adolescent's characteristic behavior. Boys are generally more aggressive than girls, and girls are more dependent (21, p. 336). Women teachers have a tendency to reward behavior which is conforming, quiet, and passive; however, these traits are not characteristic of the male adolescent. Although all adolescents require a variety of activity-oriented learning experiences, most teachers find that this is especially true for the adolescent male (8, p. 9).

Last, teachers often do not know how to capitalize on male interests in developing curricula. Most young men who enroll in home economics want to obtain some type of skill whether it be food preparation skill or skill at decorating a bachelor apartment (8, p. 9). Curricula must be relevant, practical, have immediate applicability, and must be skill oriented. Males in our society have been taught



to be competitive and learning activities can be designed and selected to take maximum advantage of this characteristic through the use of games, team competition, and score cards for projects (8, p. 10). In short, the adolescent male student must be active in a variety of short term learning experiences.

Certain techniques have been found to be extremely effective for teachers of male students. Entertaining can be a part of the program that is stressed because it offers experience in general-social acculturation (30, p. 315). Visibility and sociability are keys to success with this group because males delight in having something to show for their efforts (30, p. 315).

Male instruction is not a new concept; however, several problems have delayed the development and implementation of these courses. One problem may be that the teaching staff of formerly sex-segregated courses may tend to reinforce traditional sexist patterns by harbouring different expectations for male and female students and by themselves (14, p. 518). Another problem is the female image of home economics. Dowell (8, p. 6) states:

Most teenagers do not want to do anything considered unacceptable by their friends. If home economics has a female only image, there is little chance of having a significant male enrollment until the image is changed within the peer group.

Baker (2, p. 373) supports this idea by stating, "If more males are not accepting the challenge, it must be because the challenge is not offered or it is not enticing."

## Characteristics of Male Adolescents

Adolescence is a period of great change between the childhood and adult years. Havighurst (15, p. 43) states the following:

The period between twelve and eighteen is primarily one of physical and emotional maturity. The sex glands ripen, and sex differences widen. The principal lessons are emotional, social, not intellectual. Emotional independence from parents is established. Boys and girls learn to be attractive to each other. Adolescents learn to work together on common interests, and to subordinate personal differences in pursuit of a common goal. School loses its appeal to the wide-open mind of the child and must cater to the selective interests of the adolescent.

The adolescent years are extremely important because the success or failure that each individual achieves will have resounding effects on their later years. A substantial number of characteristics were found to be stable from childhood to adolescence to adulthood (21, p. 336). This seems to indicate that personal characteristics continue to develop and internalize as each person continues to age. Some of these characteristics have been traditionally sex typed (21, p. 336). Males develop characteristics which are associated with their sex image. Sexton (25, p. 15) states:

It appears that male norms stress values such as courage, inner direction, certain forms of aggression, autonomy, mastery, technical skill, group solidarity, adventure, and a considerable amount of toughness in mind and body.

The male adolescent needs peer approval and this recognition is usually granted to the individuals who are most successful at mastering the image of the masculine American male.

Based on a great deal of study and research concerning the individual stages in each person's life, Havighurst produced the following developmental task concept:

A developmental task is a task which arises at or about a certain period in the life of an individual, successful achievement of which leads to his happiness and to success with later tasks, while failure leads to unhappiness of the individual, disapproval by the society, and difficulty with later tasks (15, p. 3).

His work provided insight concerning personal growth because it clearly states the Developmental Tasks for each stage. Havighurst (15, p. 7) identified the following Developmental Tasks for the adolescent period:

1. Achieving new and more mature relations with age mates of both sexes.
2. Achieving a masculine or feminine social role.
3. Accepting ones' physique and using the body effectively.
4. Achieving emotional independence of parents and other adults.
5. Preparing for marriage and family life.
6. Preparing for an economical career.
7. Acquiring a set of values and an ethical system as a guide to behavior.
8. Developing an ideology.
9. Desiring and achieving socially responsible behavior.

These adolescent tasks seem to focus on the emotional and social aspects as well as the characteristic behavior of adolescents.

Most psychologists support the theory that adolescence is a period of self-actualization. Much of the growth and development results from the intraspective analysis of personal values, standards and goals. Mussen (21, p. 337) states the following:

In western societies, adolescence is often a period of particular stress and conflict; furthermore, the adolescent faces a whole host of adjustments, many of them very difficult ones, practically simultaneously. Physiological changes such as rapid body growth, sexual maturity, and the increase in sex hormones often propagate special problems and doubts related to the self-concept, sexual identification, and relationships with others.

Changes, regardless if they be personal or environmental, often bring uncertainty and anxiety. Yudin (33, p. 149) states, "The child is motivated to seek a change in his way of life as he enters adolescence

for attempts to fill adult roles inevitably lead to conflicts and frustrations."

Several characteristics are common to the adolescent years. One of the most common characteristics of this age group is the difference between individuals (16, p. 204). Horn (16, p. 204) states the following:

There are marked differences in the size, weight, skills, interests, and maturity of adolescents. These differences appear to precipitate adjustments which may be traumatic upon the self-concept of the individual.

Tuttle also states the following:

At no other time are young people faced with so many important personal problems of which the solutions may determine future happiness and contributions to society. It is important, therefore, that we give special attention to continuing the development of an educational program appropriate for pupils in grades seven, eight, and nine (13, p. ii).

#### Identifying Male Adolescent Interests

Adolescent males have certain characteristics that distinguish them from adolescent females; therefore, it may be assumed that they also have many male sex-typed interests. Tyler (28, p. 163) states:

Very early, children begin to make distinctions about different kinds of people, and different kinds of roles in life. The first major distinction is between men and women; others follow. These are differentiated into narrower interest categories as development proceeds. Children learn to engage in activities they see as appropriate. The ruling out of some kinds of activities may be a more important aspect of the developmental process than the seeking out of others.

The development of interest patterns begins through the exploration of many activities which narrow as the individual ages. It has become increasingly apparent, however, that interests and values are not superficial and that they are less changeable than many deeper

psychological traits (27, p. 184).

One way to think about individual differences in measured interests is to interpret them as patterns of choices that different individuals have made in the past and are likely to make in the future. Lehner (18, p. 402) states, "Measures of interests have revealed differences between men and women." The Allport-Vernon Study of Values purports that men usually prefer activities of theoretical, economic, or political interests (18, p. 402). Sexton (25, p. 73) supports Lehner by pointing out that males tend to be most interested in mechanical-technical, physical science, outdoor recreation, and sports. Males have a definite tendency to correlate masculine characteristics with interests. Most boys prefer jobs that involve action, doing, working with machines, and directing others (25, p. 90).

The educational process can be an exciting challenge if the student shows an interest in the learning activities and subject matter. Many educators have tried to capitalize on student interest so that the school becomes an institution for relevant and cognitive discipline; however, the adolescent male needs more than relevant facts. He needs a variety of action-oriented experiences. Sexton (25, p. 83) states, "Most boys seem bored with school much of the time. The low achievers are the most bored, but high achievers also show some signs of boredom." This boredom may be the result of an educational system that has feminine values. Most of the elementary and secondary teachers are women; consequently, their feminine values are transmitted to the students. Pollack (23, p. 22) states:

Countless teachers, the overwhelming majority of whom are women, expect boy pupils to behave, react, and learn like girls. Even though frequently unaware of it, many of these women teachers value neatness and cleanliness above individual initiative. They prefer conformity, mental passivity, and gentle obedience-- at which girls excel--to the aggressive drive and originality of many boys.

Research by Sexton (25, p. 29) supports Pollack by indicating that in all of the elementary and secondary public schools in the United States, women comprise approximately 68 per cent of the teaching positions.

Interests tend to be cultivated in childhood and then developed during the adolescent and adult years; however, some interests do change. The environment plays a significant role in the development of individual differences and interests. Duvall (8, p. 322) states, "Teenagers' interests and concerns with problems vary with the times." Adolescents often cultivate interests which help them adjust to the changes within the society; furthermore, these interests may serve as an effective tool for gaining peer approval. Havighurst (15, p. 45) states, "The most potent single influence during the adolescent years is the power of group approval. The youth becomes a slave to the conventions of his age group."

Studies concerning life problems and interests of adolescents were conducted in 1935 and 1957. Based upon the findings of these studies, the following hierarchy was constructed which exhibits the fifteen areas of human concern by Lowry (19, p. 164):

1. Health
2. Sex Adjustment
3. Safety
4. Money
5. Mental Hygiene
6. Study Habits
7. Recreation
8. Personal and Moral Qualities

9. Home and Family Relationships
10. Manners and Courtesy
11. Personal Attractiveness
12. Daily Schedule
13. Civic Interests, Attitudes, and Responsibilities
14. Getting Along with Other People
15. Philosophy of Life

These concerns or interests seem to reflect depth within the adolescents' thinking patterns. What must be noted, however, is that despite the adolescent's keen ability to think about highly conceptual matters, his behavior often fails to reflect his interests, insights, empathy, and understanding (33, p. 147).

#### Measuring Interests

Psychologists were the first group of people to investigate interests and the significance that these have toward the personal development of an individual. Psychologists first encountered this aspect of individuality in their attempts to measure vocational interest, and interest inventories have been widely used for identifying the directions in which an individual is moving or would like to move (28, p. 143). Strong's Vocational Interest Blank and Kuder's Preference Record are the best known, most widely used measures of interests (18, p. 402).

Lehner (18, p. 90) believes "While interests reflect needs, they are not the same as needs but rather preferences for certain ways of obtaining need-satisfaction and for certain goal-objects." Tyler (27, p. 184) feels:

To many observers, an individual's assortment of interests seems to represent a hodgepodge of miscellaneous assembled from here and there, a collection that can perhaps be described but hardly ordered in any systematic fashion.

This assumption seems to exhibit a biased viewpoint; furthermore, the individual interests can be identified, measured, and used for developing curricula in male or co-educational home economics programs.

Among American educators, the problems and interests of adolescents have been frequent topics of discussion and concern, but only occasionally the subject of careful study (19, p. 164). Some teachers are reluctant to change the learning activities and content. This hesitation may be propagated by the fact that they are unaware or neglect to identify adolescent interests. Horn (16, p. 202) believes, "A number of schools are developing their curriculum with little attention to the needs and interests of the learners." Unfortunately, many teachers structure the learning activities so that the subjects being taught are directly related to the teacher's abilities and interests, rather than the student's interests. This type of curricula may lack relevancy for the student; furthermore, it may lead to boredom, or passive participation by the learner. Dowell (8, p. 7) feels:

The home economics teacher naturally has a great deal of influence in determining success or lack of success in home economics classes serving adolescent males. Rather than trying to fit the male students into our traditional courses, it would seem more helpful to determine the roles that students will be filling, and possible related problems involved and then determine what home economics has to offer in helping with this role preparation.

The importance of interest in the educational development of an individual is being more widely recognized. Interest can be used to serve a dual purpose: (1) to motivate students and (2) to develop an inventory for selecting teaching content and learning experiences. Lehner (18, p. 90) states as follows:



Whether or not we attain a goal depends upon the extent of our interest in it. If interest is strong we may persist in the pursuit of the goal regardless of difficulties. If interest is weak we are easily diverted or satisfied with a goal that calls for less effort.

Edwards (11, p. 43) also supports Lehner by stating:

If the school exercises are to interest the child, he must be able to relate the ideas to phenomena about which he is curious, or about which his curiosity can be aroused.

Steps for developing a female interest inventory were constructed in 1950 by Pattrick who used the basic format designed by Strong. The participant was given a list of activities and then asked to designate whether they liked or disliked it. The original work by Strong was revised in 1974 by Campbell and a Manual for the Strong-Campbell Interest Inventory was written. Campbell (5, p. 1) states:

Interest inventories should perform one or both of two principal functions: first, telling people something about themselves and their relationship to the working world that will lead them to greater self-understanding and to better decisions about the course of their lives; and second, providing information to people who must make decisions and dispositions might better consider the unique qualities of each individual.

Much of the Strong-Campbell Form (5, p. 6, p. 11) focuses primarily on vocational preferences; however, the following guidelines or criteria are applicable to many other types of inventories:

1. The items should cover a wide range of interests.
2. The items should be free of sex-role bias.
3. The items should not be culture-bound.
4. The items should be up to date.
5. The items should be unambiguous; everyone who reads them should interpret them the same way.
6. The item format, as distinguished from the item content, should be as simple as possible.
7. The items should be in good taste.
8. The items should have predictive as well as current validity.
9. The items should be easy to read.
10. Responding to the items should be interesting, perhaps even entertaining.

Tyler (28, p. 144) believes:

An examination of scoring keys for the Strong Vocational Interest Blank shows that many of them reveal more about what the respondents dislike than about what they like. The directions a person's life takes often depends mainly upon his efforts to avoid certain situations, and his failure to consider at all many feasible alternatives that he did not even see.

#### Relevant Curriculum Development

If the educational process is to be meaningful and relevant to students, educators need to work toward fostering the development of a humanistic curriculum. Traditionally, curriculum has been academically oriented and aimed at preparing the student for the future by imparting a set body of knowledge or in training for a specific job (7, p. 93). However, progressive educators now feel that classroom instruction must be a child-centered curriculum with a stable foundation based on the worth of the individual (7, p. 101). English and Kaufman (12, p. vi) support the progressive philosophy of education by stating:

Curriculum is a valued process for bringing about required and desired changes in learner skills, knowledges, and attitudes so that students can survive and contribute to the world of future schooling and the world of work, family, and interpersonal relationships.

Such progressive view purports that classroom content and instruction must provide relevancy for the student in order to meet the needs and demands of our rapidly changing environment. Van Til (31, p. 28) also supports the progressive educational philosophy by stating:

In order to achieve this kind of relevance, teachers will have to familiarize themselves with the thought patterns of students--their attitudes, values, beliefs, and interests.

Relevant curriculum development requires planning, organization,

and evaluation. One of the first steps toward the development of curriculum is to determine the educational objectives or educational goals that the program is designed to meet. Tyler (29, p. 3) states:

If an educational program is to be planned and if efforts for continued improvement are to be made, it is very necessary to have some conception of the goals that are being aimed at. These educational objectives become the criteria by which materials are selected, content is outlined, instructional procedures are developed and tests and examinations are prepared. All aspects of the educational program are really means to accomplish basic educational purposes.

When determining the educational goals or objectives for the curriculum, several sources of information have been used as the guidelines. The most commonly used have been: (1) studies of the learners themselves; (2) studies of the contemporary life outside the school; (3) suggestions from subject specialists; and (4) various concerns from different philosophies of education (29, pp. 4, 11, 17, 22). Educators have used these sources in a two-fold purpose--to develop and to screen educational objectives. By stating objectives, the educator has established the first phase of curriculum development which then simplifies later curriculum processes such as the selection of appropriate learning experiences and the teaching methods for implementation of the objectives.

The content of the educational objectives may be relevant subject matter but lack meaning for the student. Simply interpreted, this means the content of classroom instruction may be relevant, but meaning for the student is lacking. Effective presentation through learning experiences is the crux of relevancy for curriculum development. Tyler (29, p. 41) supports this by stating:

Essentially, learning takes place through the experiences which the learner has; that is, through the reactions he makes to the environment in which he is placed. . . . In planning an educational program to attain given objectives we face the question of deciding on the particular educational experiences to be provided, since it is through these experiences that learning will take place and educational objectives will be attained.

Based on the above statement, relevancy within the learning experience is the responsive interaction of the student to the environment and the curriculum instruction. "Learning takes place through the active behavior of the student; it is what he does that he learns, not what the teacher does" (29, p. 41). Therefore, relevant learning experiences provide meaningful implementation of the educational objectives.

The following general guidelines or principles for selecting learning experiences have been developed by Tyler (29, pp. 42, 43) and are as follows:

1. For a given objective to be attained, a student must have experience that gives him an opportunity to practice the kind of behavior implied by the objective.
2. Learning experiences must be such that the student obtains satisfaction from carrying on the kind of behavior implied by the objectives.
3. Reactions desired in the learning experience must be within the range of possibility for the students involved.
4. There are many particular experiences that can be used to attain the same educational objectives. As long as the educational experiences meet the various criteria for effective learning, they are useful in attaining the desired objective.
5. The same learning experience will usually bring about several outcomes.

Although these guidelines provide educators with useful criteria for developing and evaluating relevant learning experiences, it is also apparent that a teacher must have some prior knowledge and understanding of the interests and backgrounds of the students before it

can be effectively applied.

Relevant learning experiences can have widespread usage such as developing thinking skills, acquiring information, and developing interests. These uses must be organized so that they reinforce each other. Tyler (29, p. 54) believes:

Important changes in human behavior are not produced over night. No single learning experience has a profound influence upon the learner. Changes in ways of thinking, in fundamental habits, in major operating concepts, in attitudes, in abiding interests and the like, develop slowly.

The final step toward relevant curriculum development is the evaluation of all of the previous steps. "The learning experiences should be checked to see that they support the educational objectives" (29, p. 68). If the goals of the educational objectives have not been reached successfully, then the educator should critically review and make recommendations for future improvements for relevant curriculum development. Attainment of the educational objectives should not be the only criteria used when evaluating the success or relative success of the curriculum. In addition, student behavior, skills, and interests should be assessed along with the educational objectives in terms of outwardly observable behavior (1, p. 9).

## CHAPTER III

### PROCEDURE

This study attempts to determine the interests of Homemaking I males who are presently enrolled in vocational home economics classes in Oklahoma. Literature pertinent to the study was reviewed. Authorities within each of the following areas have been cited in their fields of expertise: (1) adolescent behavior and development, (2) adolescent male characteristics, (3) philosophy of home economics, (4) image of home economics, (5) identification of interests, (6) interest inventories, and (7) relevant curriculum development.

#### Objectives of the Study

The major objectives of the study were: (1) to identify interests of Homemaking I males concerning home economics, (2) to identify how home responsibilities affect interests of males in Homemaking I classes, (3) to determine how a paying job outside the home affects the interests of males in Homemaking I classes, (4) to determine how the parents' working status affects the interests of males in Homemaking I classes, and (5) to determine how the age of males affects their interests in Homemaking I classes.

The State Department of Home Economics Education was contacted for a list of the schools within Oklahoma which had male enrollment in Homemaking I vocational home economics classes. Thirty-one schools

were identified. Permission to conduct the study was requested from 30 vocational teachers throughout Oklahoma (Appendix B, p. 74), and the other teacher's students assisted by pre-testing the questionnaire.

#### Development of the Instrument

On the basis of the previously stated objectives, a study was undertaken which dealt with the study of interests of Homemaking I males regarding curriculum offerings in vocational home economics programs in Oklahoma. The researcher felt that a questionnaire would be the best method for securing the data for the study. The questionnaire was concerned with locating and identifying male students' interests in Home Economics subject matter.

The first step in the development of the questionnaire was to send an open-ended questionnaire (Appendix A, p.71) to the Mulhall-Orlando school in December, 1975, where 13 seventh grade and 10 eighth grade male home economics students were asked to list various activities or things that they would like to do or study in their home economics class. The open-ended questionnaire contained statements concerning the following nine subject areas which are usually taught in home economics classes: (a) Foods and nutrition, (b) Grooming and health, (c) Clothing, (d) Getting along with the family, (e) Spending and managing your money, (f) Getting to know yourself and others, (g) The house itself or something inside the house, (h) Choosing and preparing for a job, and (i) Care and understanding of children.

In the second step, the writer used the students' responses as a basis for the content of the questionnaire used in this study. The writer also totaled the responses within each of the nine areas of

home economics subject matter and arranged the categories in rank order. The four areas that had received the largest numbers of responses were then selected to comprise the questionnaire. Therefore, the responses provided both content validity and a method by which the study could be concentrated from nine to four areas of home economics subject matter. The four areas that had the largest number of responses were selected and these were as follows: (a) Food and nutrition, (b) Getting along with the family, (c) Spending and managing your money, and (d) Choosing and preparing for a job.

The third step was a compilation process to incorporate: (a) the results of the open-ended questionnaire, (b) the selected learning activities and concepts from curriculum guides that are presently in use in Oklahoma and Texas, (c) the writer's own experience in teaching in a junior high school, and (d) conferences with college home economics faculty members.

The questionnaire was developed according to the areas identified above. While this classification is not the only one that has been used in studying and determining interests, a review of the literature related to the study supports this organization.

The basic format of the questionnaire was adapted from the Likert Scale (3, p. 173) which involves presenting a series of statements about a subject and offering five responses for each statement, with each response assigned a numerical scale value. The terminology of the rating scale was adapted and each person was asked to respond to each statement by either "Like very much," "Like," "Do not know," "Dislike," or "Greatly dislike."



The fourth step in the development of the questionnaire was a pre-test which was conducted in January, 1976, by eight male students in the two following locations: (1) five 9th grade Homemaking I students from Coyle School in Coyle, Oklahoma, and (2) three 9th grade students from C. E. Donart High School in Stillwater, Oklahoma. These eight male participants were selected on the basis of their ages and sex. They were asked to check the content and form of the questionnaire by using the following statements as a guide:

1. Is the statement easy to read and understand?
2. Does the statement contain any words which are unfamiliar or confusing?
3. Is the statement misleading because of unstated ideas?
4. Is the statement unbiased?
5. Are the statements in logical sequence?
6. Are the instructions clear and easy to understand?
7. Is the length of the questionnaire reasonable?
8. Is the content of the questionnaire suitable for Homemaking I male students in vocational home economics classes?

There were 53 statements and three questions which the participants responded to within the questionnaire. As a final step, the researcher made minor adjustments in the phraseology of the statements, and major adjustments in the scoring system and the questions at the end of the questionnaire. The 53 statements were revised and reduced to 45 statements. Six questions were placed at the end to elicit data concerning the working status of parents, age of respondents, experience in paying jobs outside the home, and duties performed around the home.

### Selection of the Sample

In order to obtain the information for selecting the sample, the researcher visited with the State Supervisor of Vocational Home Economics, in November, 1975, to identify all of the vocational home economics teachers in Oklahoma who presently had male enrollments in their Homemaking I classes, and to identify the schools and mailing addresses. Thirty-one teachers were identified.

One of the 31 teachers' students assisted by pre-testing the questionnaire. The remaining 30 teachers were contacted by letter, which included a postcard to return, in February, 1976 (Appendix B, p.74). The purpose of this contact was to ask the teacher if she would be willing to have her Homemaking I male students participate in the study and also if she would be willing to administer and return the completed questionnaires. Postcards were received from 21 of the 30 teachers, and the postcard provided a space where the teacher could state the number of Homemaking I males that she instructed. This information was used for determining the number of questionnaires that should be sent to each of the teachers who had expressed a willingness to participate.

A second letter (Appendix C, p.77), with the appropriate number of questionnaires, and a self addressed and stamped envelope were then sent in March, 1976, to each of the 21 teachers who had expressed a willingness to participate. Questionnaires were received from 90 Vocational Homemaking I males in 18 of the 21 schools throughout Oklahoma and this return comprised the sample for the study.

### Analysis

When the 90 completed questionnaires were returned, a percentage and frequency count, mean scores, and standard deviations were used to analyse the respondents' data. Each of the statements were analyzed for the number of 'Like very much' responses, the number of 'Like' responses, the number of 'Do not know' responses, the number of 'Dislike' responses, and the number of 'Greatly dislike' responses. The responses made to each of the questions at the end were analyzed separately to determine implications that they might have upon the statements at the beginning of the questionnaire.

Each of the five possible responses to the 45 statements was labeled with a numerical identity (Like very much, five; Like, four; Do not know, three; Dislike, two; and Greatly dislike, one). An average per cent of respondents was recorded for each of the five possible responses for each statement as well as for the four areas of home economics subject matter.

The mean values and standard deviations for the four areas of home economics subject matter were compared with the age groups of respondents and the mothers' working status by a percentage and frequency count. The fathers' working status, paying jobs outside the home, and carrying out duties around the home were not compared due to the small number within the sample; instead, rank order listings and observed relationships were stated. The data will be shown in tables in Chapter IV with an analysis preceding each table.

## CHAPTER IV

### ANALYSIS OF DATA

#### Introduction

The information obtained from the study may have implications for those who are presently teaching and for those who plan to teach male Homemaking I students. Results of the data will help to identify: (1) interests of Homemaking I males concerning home economics, (2) how home responsibilities affect interests of males in Homemaking I classes, (3) how a paying job outside the home affects interests of males in Homemaking I classes, (4) how the parents' working status affects interests of males in Homemaking I classes, and (5) how the age of males affects their interests in Homemaking I classes.

Data analyzed in this study were obtained as responses to questionnaires completed by male Vocational Homemaking I students throughout Oklahoma. One-hundred and twenty-four questionnaires were mailed to 21 schools, and the sample for the study consisted of the 90 (76.6%) which were returned from 18 (87.5%) schools. A percentage and frequency count was used to compile the data for analysis. Mean scores and standard deviations were computed with the possible means ranging from zero to five.

## Description of Respondents

A detailed description of the 90 respondents who participated in this study is summarized in Table I. Their ages ranged from 13 years to above 16 years with the greatest percentage (33.33%) in the fifteen-year-old category.

Twenty-four (26.66%) of the respondents were identified in the above 16 years' category, and their ages were 18 (20.0%) 17-year-olds, and six (6.26%) 18-year-olds. One (1.11%) respondent did not state his age.

TABLE I  
AGE DISTRIBUTION OF MALE HOME MAKING I RESPONDENTS

Age	Number	Per Cent
Thirteen-year-olds	1	1.11
Fourteen-year-olds	20	22.22
Fifteen-year-olds	30	33.33
Sixteen-year-olds	14	15.55
Above sixteen years	24	26.26
Age not given	<u>1</u>	<u>1.11</u>
Total	90	100.00

### Male Interests Related to Food and Nutrition

Statements one through 13 comprised the Food and nutrition category as illustrated in Table II. When totalling all of the statements in the category, the two responses with the highest averages were "Like" (39.62%) and "Like very much" (23.06%) to study about Food and nutrition in a home economics class. Only a small per cent (7.25%) of the average total responses indicated that they would "Greatly dislike" studying about Food and nutrition in a home economics class.

When observing the statements separately, the responses within the "Like very much" response category with the highest interest stated were: cooking snack foods in class (49.43%), how to cook a breakfast meal (35.95%), and planning a class party (35.95%).

In the "Like" response category, reading and understanding a recipe had the largest percentage (48.31%) of total responses. Learning how food is used by the body, and how food affects looks were the percentages (44.94%) of the second highest total responses.

Almost one-fourth of the respondents indicated that they "Did not know" if they would like to study how to plan a class party (24.71%), correctly store food in the refrigerator (24.71%), correctly set the table (22.47%), and learn about the calories contained in foods (22.22%).

When all statements concerning Food and nutrition were grouped together, a total of 62.68 per cent of the responses were in the "Like very much" and "Like" categories. Nearly one-fifth (19.84%) indicated that they would "Dislike" studying Foods and nutrition; furthermore, 17.7 per cent indicated "Do not know" responses concerning the study of Food and nutrition.

TABLE II

NUMBER AND PERCENTAGE OF RESPONSES TO EACH STATEMENT IN THE FOOD AND NUTRITION CATEGORY.

Statement	N of Responses	5	4	3	2	1
		N %	N %	N %	N %	N %
I WOULD LIKE TO . . .						
1. learn about foods eaten	86	18 20.93	35 40.69	17 19.76	11 12.79	5 5.81
2. learn how food is used by my body	90	20 22.22	41 45.56	16 17.77	8 8.88	8 8.88
3. learn how food affects my looks	90	20 22.22	41 45.56	16 17.77	8 8.88	5 5.55
4. learn about the calories contained in foods	90	7 7.77	33 36.66	20 22.22	26 28.88	4 4.44
5. learn to correctly use the kitchen tools	89	19 21.34	30 33.70	17 19.10	16 17.97	7 7.86
6. learn how to work safely in the kitchen	90	19 21.11	39 43.33	12 13.33	13 14.44	7 7.77
7. read and understand a recipe	89	16 17.97	43 48.31	14 15.73	11 12.36	5 5.61

TABLE II (Continued)

Statement	N of Responses	5	4	3	2	1
		N %	N %	N %	N %	N %
I WOULD LIKE TO . . .						
8. correctly measure ingredients	89	17 19.10	40 44.94	16 17.97	9 10.11	7 7.86
9. correctly store food in the refrigerator	89	13 14.60	39 43.82	22 24.71	6 6.74	9 10.11
10. correctly set the table	89	10 11.23	27 30.33	20 22.47	22 24.71	10 11.23
11. cook snack foods in class	89	44 49.43	31 34.83	6 6.74	5 5.61	3 3.37
12. cook a breakfast meal	89	32 35.95	39 43.82	7 7.86	4 4.49	7 7.86
13. plan a class party	89	32 <u>35.95</u>	21 <u>23.59</u>	22 <u>24.71</u>	7 <u>7.86</u>	7 <u>7.86</u>
Total Per cent for Category		23.06	39.62	17.70	12.59	7.25

Code for computer mean:

5 - Like very much

4 - Like

3 - Do not know

2 - Dislike

1 - Greatly dislike



Based upon the number of the "Do not know" responses, the writer recommends that this area of home economics should be analyzed to determine why over one-third (37.54%) of the respondents expressed either uncertainty or dislike for studying about Food and nutrition.

#### Male Interests Related to Getting

##### Along With the Family

The Getting along with the family category was comprised of 12 statements as shown in Table III. When viewing each statement separately in the "Like very much" response category, being a more responsible family member, and talking with parents, each had the largest total percentage (39.32%). Learning about the stages when becoming an adult had the second highest total percentage (38.20%) of responses.

In the "Like" response category, fulfilling needs through the family had the largest percentage (47.19%) of the total responses.

Over one-third of the respondents indicated that they "Do not know" whether or not they would like to identify how I get emotional help from my family (34.83%) and identify problems of aged people (32.58%). Also in the "Do not know" category, solving problems in my family (25.84%) and understanding changes in the family life cycle (23.59%) exhibited substantial percentages.

Depending on family for needs and wants had the largest total percentage (18.18%) of the "Dislike" (12.50%) and "Greatly dislike" (5.68%) responses.

TABLE III  
NUMBER AND PERCENTAGE OF RESPONSES TO EACH STATEMENT  
IN THE GETTING ALONG WITH THE FAMILY CATEGORY

Statement	N of Responses	5	4	3	2	1
		N %	N %	N %	N %	N %
I WOULD LIKE TO . . .						
14. understand myself	89	29 32.58	29 32.58	20 22.47	3 3.37	8 8.98
15. be a more responsible family member	89	35 39.32	29 32.58	20 22.47	1 1.12	4 4.49
16. understand family member's feelings	88	31 35.22	32 36.36	19 21.59	3 3.40	3 3.40
17. get along with brother(s) or sister(s)	89	32 35.95	32 35.95	12 13.48	6 6.74	7 7.86
18. understand changes in family life cycle	89	18 20.22	35 39.32	21 23.59	9 10.11	6 6.74
19. talk with parents	89	35 39.32	33 37.07	14 15.73	2 2.24	5 5.61
20. identify how I depend on my family for needs	88	23 26.13	34 38.63	15 17.04	11 12.50	5 5.68

TABLE III (Continued)

Statement	N of Responses	5	4	3	2	1
		N %	N %	N %	N %	N %
I WOULD LIKE TO . . .						
21. identify how I get emotional help from my family	89	13 14.60	32 35.95	31 34.83	7 7.86	6 6.74
22. identify stages when becoming an adult	89	34 38.20	31 34.83	13 14.60	5 5.61	6 6.74
23. learn how to fulfill needs through the family	89	17 19.10	42 47.19	20 22.47	4 4.49	6 6.74
24. solve problems in my family	89	24 26.96	30 33.70	23 25.84	6 6.74	6 6.74
25. identify problems of aged people	89	17 <u>19.10</u>	31 <u>34.83</u>	29 <u>32.58</u>	7 <u>7.86</u>	5 <u>5.61</u>
Total Per cent for Category		28.89	36.58	22.22	6.00	6.28

Code for Computer Mean:

- 5 - Like very much
- 4 - Like
- 3 - Do not know
- 2 - Dislike
- 1 - Greatly dislike

In summary, when totaling the responses concerning the Getting along with the family category, over two-thirds (65.47%) indicated their interest in the "Like very much" and "Like" responses. Over one-fifth (22.22%) stated "Do not know" responses and approximately one-tenth (12.28%) felt that they would either "Dislike" or "Greatly dislike" to study the home economics subject matter area of Getting along with the family. These findings indicate that over one-third of the respondents are either uncertain or do not wish to study this subject matter. Therefore, it is suggested that when educators begin a unit of study concerning Getting along with the family that they teach the specific learning experiences which received sizeable interest from the respondents. The instructor could then proceed to the other activities within this area which had received less expressed interest.

#### Male Interests Related to Spending and Managing Your Money

Table IV reveals that the category of Spending and managing your money consists of 10 statements. In this area, the majority of the respondents (73.19%) stated that they would either "Like very much" (35.58%) or "Like" (38.61%) to study the home economics subject matter dealing with how to Spend and manage your money.

When observing each statement separately, getting the most for money when shopping had the largest per cent (45.55%) of responses in the "Like very much" category. The next largest per cent (43.82%) in the "Like very much" showed interest in learning how to save money by using a savings account.

TABLE IV  
NUMBER AND PERCENTAGE OF RESPONSES TO EACH STATEMENT IN  
THE SPENDING AND MANAGING YOUR MONEY CATEGORY.

Statement	N of Responses	5	4	3	2	1
		N %	N %	N %	N %	N %
I WOULD LIKE TO . . .						
26. keep track of spending	88	35 39.77	29 32.95	14 15.90	3 3.40	7 7.95
27. record money spent in one week	88	23 26.13	30 34.09	18 20.45	8 9.09	9 10.22
28. separate needs from wants	89	22 24.71	35 39.32	21 23.59	6 6.74	5 5.61
29. save money using a savings account	89	39 43.82	31 34.83	10 11.23	4 4.49	5 5.61
30. learn how money grows in a bank savings account	89	25 28.09	37 41.57	15 16.85	5 5.61	7 7.86
31. to find out about available bank checking accounts	90	23 25.55	38 42.22	18 20.00	5 5.55	6 6.66
32. learn how to use a checking account	90	31 34.44	37 41.11	12 13.33	5 5.55	5 5.55

TABLE IV (Continued)

Statement	N of Responses	5	4	3	2	1
		N	N	N	N	N
		%	%	%	%	%
I WOULD LIKE TO . . .						
33. identify money withheld from paycheck	90	36 40.00	32 35.55	16 17.77	3 3.33	3 3.33
34. get the most for money when shipping	90	41 45.55	37 41.11	3 3.33	6 6.66	3 3.33
35. plan for spending and saving money	90	34 <u>37.77</u>	39 <u>43.33</u>	9 <u>10.00</u>	2 <u>2.22</u>	6 <u>6.66</u>
Total Per cent for Category		34.58	38.61	15.24	5.26	6.28

Code for computer mean:

- 5 - Like very much
- 4 - Like
- 3 - Do not know
- 2 - Dislike
- 1 - Greatly dislike

In the "Like" response category, the largest per cent (43.33%) of interest was expressed in studying a plan for spending and saving money. The other four statements that received similar responses were: learning about available bank checking accounts (42.22%), how money grows in a bank savings account (41.57%), how to use a checking account (41.11%), and how to get the most for your money when shopping (41.11%).

Nearly one-fourth of the respondents stated "Do not know" responses to studying how to separate needs from wants (23.59%), and record of money spent in one week had the largest total percentage (10.31%) of the "Dislike" (9.09%) and "Greatly dislike" (10.22%) responses.

In conclusion, when all of the statements were totaled, the data showed that nearly three-fourths (73.19%) of the respondents would either "Like very much" or "Like" to study about Spending and managing your money. The remaining 26.78 per cent indicated either "Do not know," "Dislike" or "Greatly dislike" responses. Due to the sizeable interest that was expressed in this area of home economics subject matter, the writer suggests that this unit of study be taught in the first semester of classwork.

#### Male Interests Related to Choosing and Preparing for a Job

The Choosing and preparing for a job category consists of 10 statements as exhibited in Table V.

TABLE V  
NUMBER AND PERCENTAGE OF RESPONSES TO EACH STATEMENT IN  
THE CHOOSING AND PREPARING FOR A JOB CATEGORY.

Statement	N of Responses	5	4	3	2	1
		N %	N %	N %	N %	N %
I WOULD LIKE TO . . .						
36. learn the difference between skilled and unskilled workers	90	16 17.77	39 43.33	22 24.44	7 7.77	6 6.66
37. learn the special training needed for a job	90	38 42.22	40 44.44	7 7.77	2 2.22	3 3.30
38. learn the duties in different jobs	90	30 33.33	45 50.00	9 10.00	2 2.22	3 4.44
39. learn how to apply for a job	90	36 40.00	43 47.77	6 6.66	2 2.22	3 3.33
40. learn how to fill out a job application	88	29 32.95	40 45.45	12 13.63	3 3.40	4 4.54
41. study ways to find a job	89	36 40.44	30 33.70	13 14.60	5 5.61	5 5.61
42. visit an employment agency	90	25 27.77	41 45.55	13 14.44	5 5.55	6 6.66



TABLE V (Continued)

Statement	N of Responses	5	4	3	2	1
		N %	N %	N %	N %	N %
I WOULD LIKE TO . . .						
43. learn what bosses look for when hiring employees	90	32 35.55	39 43.33	10 11.11	3 3.33	6 6.66
44. learn how to get along with workers	90	31 34.44	41 45.55	12 13.33	3 3.33	3 3.33
45. learn how to keep a job	90	44 <u>48.88</u>	31 <u>34.44</u>	9 <u>10.00</u>	1 <u>1.11</u>	5 <u>5.55</u>
Total Per cent for Category		35.34	43.36	12.60	3.68	5.01

Code for Computer Mean:

- 5 - Like very much
- 4 - Like
- 3 - Do not know
- 2 - Dislike
- 1 - Greatly dislike

Over three-fourths of the respondents (78.7%) indicated that they would either "Like very much" (35.34%) or "Like" (43.36%) to study home economics subject matter related to the category of Choosing and preparing for a job. A small percentage (8.69%) indicated that they would "Dislike" (3.68%) or "Greatly dislike" (5.01%) studying how to Choose and prepare for a job.

When observing the separate statements in the category, nearly half of the respondents (48.88%) revealed that they would "Like very much" to study how to keep a job. The second and third most frequently given "Like very much" responses were to study special training for a job (42.22%) and ways to find a job (40.44%).

Nearly half of the respondents indicated that they would "Like" to learn the duties in different jobs (50.0%), how to apply for a job (47.77%), visiting an employment agency (45.55%), and how to get along with workers (45.55%).

Differences between unskilled and skilled workers had the greatest total percentage (14.43%) of the "Dislike" (7.77%) and "Greatly dislike" (6.66%) responses. Visiting an employment agency had the second largest total percentage (12.21%) of the "Dislike" (5.55%) and "Greatly dislike" (6.66%) responses.

The largest proportion of the "Do not know" responses were indicated by 22 (24.44%) of the respondents in relation to the statement about the differences between unskilled and skilled workers.

When reviewing the totals in the Choosing and preparing for a job category, over three-fourths (78.7%) of the respondents indicated either "Like very much" or "Like" responses. A total of 12.6 per cent indicated "Do not know" responses and only 8.69 per cent stated a

lack of interest by either "Dislike" or "Greatly dislike" responses. Based on this data, the writer recommends that curriculum materials be developed to capitalize on their expressed interest.

#### Interests in Home Economics Subject Matter

##### Areas According to Age Groups

Table VI shows that 88 (97.77%) of the respondents were categorized by age and area of home economics subject matter. One did not state his age and there was only one 13-year-old; therefore, these two respondents were not included in the table.

The "age unknown" respondent did not answer each of the statements within any of the four categories related to home economics subject matter. The 13-year-old indicated the greatest interest in the area of Food and nutrition with 46.15 per cent of the responses in the "Like" category. He revealed the least interest in the home economics subject matter area of Spending and managing money with 30.00 per cent of his responses in the "Greatly dislike" category.

The 14-year-olds exhibited the greatest interest in the Choosing and preparing for a job category with 75.5 per cent in the "Like very much" (29.0%) and "Like" (48.5%) responses. The Food and nutrition category had the least interest expressed with a total of 15.23 per cent of the responses by the 14-year-olds. The largest (30.41%) proportion of "Do not know" responses was in the home economics area of Getting along with the family.

TABLE VI  
NUMBER AND PERCENTAGE OF RESPONSES BY AGE AND CATEGORIZED  
BY HOME ECONOMICS SUBJECT MATTER

Areas of Home Economics Subject Matter N = 88	Age 14 N = 20					Age 15 N = 30				
	5	4	3	2	1	5	4	3	2	1
Food and nutrition Statements 1-12	65 25.39	92 35.93	60 23.43	26 10.15	13 5.07	68 17.48	156 40.10	70 17.99	49 12.59	46 11.82
Getting along with the family Statements 14-25	52 21.66	97 40.41	73 30.41	9 3.75	9 3.75	94 27.48	130 38.01	70 20.46	21 6.14	27 7.89
Spending and managing your money Statements 26-35	78 33.47	102 43.77	34 14.59	10 4.29	9 3.86	104 35.13	122 41.21	35 11.82	9 3.04	26 8.78
Choosing and preparing for a job Statements 36-45	58 <u>29.00</u>	97 <u>48.50</u>	34 <u>17.00</u>	9 <u>4.00</u>	3 <u>1.50</u>	94 <u>31.54</u>	136 <u>45.63</u>	35 <u>11.74</u>	7 <u>2.34</u>	26 <u>8.72</u>
Average Per cent	27.38	42.15	21.35	5.54	3.54	27.90	41.23	15.50	6.02	9.30

TABLE VI (Continued)

Areas of Home Economics Subject Matter N = 88	Age 16 N = 14					Above Age 16 N = 24				
	5	4	3	2	1	5	4	3	2	1
Food and nutrition Statements 1-13	45 24.86	57 31.49	31 17.12	33 18.23	15 8.28	76 24.50	134 43.24	54 17.36	35 13.42	11 6.54
Getting along with the family Statements 14-25	67 39.88	47 27.97	27 16.07	12 7.14	15 8.92	97 33.68	208 36.11	118 20.48	18 7.50	10 4.16
Spending and managing your money Statements 26-35	45 32.37	50 35.97	25 17.98	11 7.91	8 5.75	77 32.08	101 42.08	41 21.35	17 7.83	4 4.16
Choosing and preparing for a job Statements 36-45	64 <u>45.71</u>	43 <u>30.71</u>	17 <u>12.14</u>	4 <u>2.85</u>	12 <u>8.33</u>	96 <u>40.00</u>	100 <u>41.66</u>	26 <u>10.83</u>	14 <u>8.61</u>	4 <u>4.16</u>
Total number of responses	221	197	100	60	50	346	543	230	84	29
Average Per cent	35.70	31.53	15.82	9.03	7.88	32.56	40.77	17.50	21.58	3.82

Code for computing mean:

5 - Like very much

4 - Like

3 - Do not know

2 - Dislike

1 - Greatly dislike

Over three-fourths of the 15-year-olds indicated the highest interest in the category of Choosing and preparing for a job with a total of 77.17 per cent responding to "Like very much" (31.54%) and "Like" (46.63%). The least interest was displayed in the Food and nutrition category by a total of 24.41 per cent responding in the "Dislike" (12.59%) and "Greatly dislike" (11.82%) categories. Getting along with the family received 20.46 per cent of the "Do not know" responses.

Over three-fourths of the 16-year-olds revealed the greatest interest in Choosing and preparing for a job with a total of 76.42 per cent responding to "Like very much" (45.71%) and "Like" (30.71%). Over one-fourth expressed the least interest in the Food and nutrition category with a total of 26.51 per cent responding "Dislike" (18.23%) and "Greatly dislike" (8.28%). The Spending and managing your money category had 17.98 per cent of the "Do not know" responses.

Respondents whose ages were above 16 years expressed the most interest in Choosing and preparing for a job with a total of 81.66 per cent responding to "Like very much" (40.0%) and "Like" (41.66%). The area which appealed to them the least was the Food and nutrition category with 19.96 per cent responding to "Dislike" (13.42%) and "Greatly dislike" (6.54%). The largest proportion of "Do not know" responses was indicated by 21.35 per cent in relation to the area of Spending and managing your money.

When totaling the age groups of 14, 15, 16, and above 16 years, the majority of these respondents indicated that they would either "Like very much" or "Like" to study each of the four areas of home economics subject matter.

Effects of Mother's Working Status Upon  
Male Homemaking I Students

A detailed description of 92.22 per cent of the respondents, ages 14, 15, 16, and above 16 years of age, which are categorized by areas of home economics subject matter interests and by the mother's working status, is illustrated in Table VII. Means and standard deviations were computed with the possible means ranging from zero to five.

In the 14-year-old age group, the largest per cent (40.0%) of the respondents' mothers were classified in the working status of full time employment outside the home. These respondents indicated the greatest interest in the Choosing and preparing for a job category with a mean of 4.062 for the "Like" response. The 14-year-olds (15.0%) whose mothers did not work outside the home exhibited the largest mean of 4.069 in the "Like" response for all of the areas of home economics subject matter. The five respondents whose mothers had part time employment outside the home exhibited a considerable range in their responses with a standard deviation of 1.4570 in the Spending and managing your money area of home economics subject matter.

The largest proportion (38.0%) of the 15-year-olds' mothers were classified in the working status of part time employment outside the home. The respondents' greatest interest was expressed in the Spending and managing your money category with a mean of 4.163 in the "Like" response. They also illustrated the greatest interest for all of the areas of home economics subject matter with a mean of 3.912.

TABLE VII

NUMBER AND PERCENTAGE OF RESPONDENTS AND THE MEAN PERCENTAGE AND STANDARD  
 DEVIATION OF HOME ECONOMICS SUBJECT MATTER INTERESTS CATEGORIZED  
 BY RESPONDENTS' AGE AND MOTHER'S WORKING STATUS

Mother's Working Status*		Age 14 N = 19				Age 15 N = 28			
		A	B	C	D	A	B	C	D
Number of Responses		3	5	8	3	6	11	8	3
Percentage of Responses		15.0%	25.0%	40.0%	15.0%	21.0%	38.0%	28.0%	10.0%
Home Economics Interests									
Foods	Mean	4.102	3.630	3.528	3.410	3.282	3.580	3.519	2.948
	S.D.	.6720	.7203	.3995	.6451	.5299	.9948	.6339	1.7714
Getting Along with Family	Mean	3.944	3.633	3.864	3.416	3.722	3.995	3.677	2.861
	S.D.	.8910	.8304	.4271	.4166	.4523	.8235	.4659	1.6756
Spending and Managing Money	Mean	4.166	3.840	3.787	4.100	3.983	4.163	3.975	3.166
	S.D.	.7637	1.4570	.4969	.6082	.7547	.7473	.3240	1.9295
Choosing and Preparing for a Job	Mean	4.066	4.300	4.062	3.266	3.983	3.954	4.300	2.933
	S.D.	<u>.8326</u>	<u>.4242</u>	<u>.2503</u>	<u>.5131</u>	<u>.6400</u>	<u>.5222</u>	<u>.3854</u>	<u>1.7785</u>
Mean Average Based on N = 83		<u>4.069</u>	<u>3.850</u>	<u>3.810</u>	<u>3.548</u>	<u>3.742</u>	<u>3.912</u>	<u>3.872</u>	<u>2.977</u>
Mean Average for all Home Economics Subject Matter				3.819	3.625				



TABLE VII (Continued)

Mother's Working Status*	Age 16 N = 13				Above 16 N = 23				
	A	B	C	D	A	B	C	D	
Number of Responses	4	2	4	3	8	6	6	3	
Percentage of Responses	29.0%	14.0%	29.0%	21.0%	33.0%	25.0%	25.0%	13.0%	
Home Economics Interests									
Foods	Mean	3.461	4.384	3.519	2.820	3.788	3.384	4.153	3.205
	S.D.	1.1900	.8702	.6197	.2912	.7733	.8864	.4156	.9552
Getting Along With Family	Mean	3.395	4.708	3.875	3.750	3.510	3.694	4.486	3.944
	S.D.	1.6768	.4124	.1075	.8036	.7188	.8622	.5637	.1924
Spending and Managing Money	Mean	3.625	4.500	3.850	3.466	3.862	3.700	4.133	4.366
	S.D.	1.2230	.7071	.6454	.6027	.7909	.6899	.5853	.1159
Choosing and Preparing for a Job	Mean	3.725	4.300	4.575	3.533	4.062	3.716	4.433	4.533
	S.D.	<u>1.5303</u>	<u>.9899</u>	<u>.3304</u>	<u>.7637</u>	<u>.7670</u>	<u>1.0008</u>	<u>.4760</u>	<u>.0571</u>
Mean Average Based on N = 83		<u>3.551</u>	<u>4.473</u>	<u>3.954</u>	<u>3.392</u>	<u>3.805</u>	<u>3.623</u>	<u>4.301</u>	<u>4.012</u>
Mean Average for all Home Economics Subject Matter			3.842				3.935		

\* A - Does not work outside the home  
 B - Part time employment outside the home  
 C - Full time employment outside the home  
 D - Full time employment inside the home  
 (self employed)

Code for Computing Mean:  
 5 - Like very much  
 4 - Like  
 3 - Do not know  
 2 - Dislike  
 1 - Greatly dislike

Three respondents, whose mothers had full time employment inside the home (self employment), had the following standard deviations:

(a) 1.7714 in the Food and nutrition category, (b) 1.7785 in the Getting along with the family category, and (c) 1.7785 in the Choosing and preparing for a job category.

The largest percentage (29.0%) of the 16-year-olds' mothers were classified in two types of working statuses: (1) does not work outside the home, and (2) full time employment outside the home. Both groups of respondents indicated the greatest interest in the Choosing and preparing for a job category with a mean of 3.725 in the "Like" response from the respondents whose mothers do not work outside the home, and with a mean of 4.575 in the "Like" response from respondents whose mothers have full time employment outside the home. The 16-year-olds (14.0%) whose mothers had part time employment outside the home revealed the highest interest with a mean of 4.473 for each of the areas of home economics subject matter. The four respondents whose mothers did not work outside the home showed a range in their responses with sizeable standard deviations in the categories of Food and nutrition (1.1900), Getting along with the family (1.6768), Spending and managing your money (1.2230), and Choosing and preparing for a job (1.5303).

In the above 16-year-old age group, the highest per cent (33.0%) of respondents' mothers were classified in the working status of does not work outside the home. These respondents indicated the greatest interest in the Choosing and preparing for a job category with a mean of 4.062 in the "Like" category. Respondents above 16 years (25.0%) whose mothers had full time employment outside the home illustrated

the largest interest with a mean of 4.301 for all of the areas of home economics subject matter. The six respondents whose mothers had part time employment outside the home displayed varied interest in the Choosing and preparing for a job category with a standard deviation of 1.0008.

The highest interest for all areas of home economics subject matter and for all categories of the mothers' working status was indicated by a mean of 3.935 by the above 16-year-old age group.

#### Effects of Father's Working Status Upon

##### Male Homemaking I Students

Over two-thirds of the respondents' fathers were classified in the full time employment outside the home; therefore, the remaining respondents could not be analyzed because of the small number.

Table VIII indicates that 70.0 per cent of the respondents' data were used to analyze the fathers' working status and interest in home economics subject matter in relation to the age categories of the respondents. Only 20.0 per cent of the respondents' fathers were classified into working statuses other than full time employment outside the home. Standard deviations and means were computed with the possible mean score ranging from zero to five.

Three age groups exhibited the highest mean averages in the Getting along with the family category. These age groups were 86.0 per cent of the 15-year-olds with a mean of 3.996, 72.0 per cent of the 16-year-olds with a mean of 4.609, and 59.0 per cent of the above 16 years with a mean of 4.069. Seventy-five per cent of the 14-year-olds revealed the greatest mean with 4.233 in the Spending and

TABLE VIII

NUMBER AND PERCENTAGE OF RESPONDENTS AND THE MEAN PERCENTAGE  
AND STANDARD DEVIATION OF HOME ECONOMICS SUBJECT MATTER  
INTERESTS CATEGORIZED BY RESPONDENTS' AGE AND  
WORKING STATUS OF FATHER

		Age 14	Age 15	Age 16	Above 16
		Father's Full Time Employment Outside the Home			
Number of Responses		15	25	10	13
Percentage of Responses		75.00	86.00	72.00	59.00
N = 63					
Interests in Home Economics Subject Matter					
Food and Nutrition	Mean	3.615	3.440	3.784	3.609
	S.D.	.5184	.9889	.6820	.8631
Getting Along With Family	Mean	4.042	3.996	4.609	4.069
	S.D.	.5969	1.070	.5231	.9286
Spending and Managing Money	Mean	4.146	3.956	4.120	3.861
	S.D.	.4085	.9975	.5181	.7911
Choosing and Preparing for a Job	Mean	4.006	3.876	4.420	3.930
	S.D.	.5457	.9930	.4871	.8683
Mean Average Based on 63		3.952	3.817	4.233	3.867

Code for Computing Mean:

- 5 - Like very much
- 4 - Like
- 3 - Do not know
- 2 - Dislike
- 1 - Greatly dislike

managing your money category; furthermore, this stated interest was the highest for all of the four areas of home economics subject matter.

The fifteen-year-olds exhibited a sizeable range in their responses in all four areas of the home economics subject matter. The standard deviations were: 1.070 in the Getting along with the family category; .9889 in the Food and nutrition category; .9975 in the Spending and managing your money category; and .9930 in the Choosing and preparing for a job category.

#### Paying Jobs Outside the Home

As shown in Table IX, over half of the respondents stated that they had been either mowing lawns or any other type of lawn care (62.92%) or had a paying job outside the home that was classified as other (50.56%). The greatest proportion of the "Other" responses were identified as farm-field work. The next four "Other" responses more frequently mentioned were carpenter, factory worker, mechanic, and gas station attendant. The "Other" responses listed were life guard, food service employee, plumber's aid, amusement part attendant, babysitter, bricklayer, and custodian.

Only five (5.61%) of the respondents indicated no experience in paying jobs outside the home. Of the 98.88 per cent of the respondents, 94.38 per cent revealed that they had some experience in a paying job outside the home and that the average number of jobs per respondent was 2.69.

TABLE IX  
 RANK ORDER OF THE NUMBER\*AND PERCENTAGE OF  
 RESPONDENTS' EXPERIENCE IN PAYING JOBS  
 OUTSIDE THE HOME

Paying Jobs Outside the Home	Number	Per Cent
Mowing lawns or any type of lawn care	56	62.92
Others	45	50.56
Washing cars	20	22.47
Paper route	16	17.97
Store clerk	16	17.97
Shoveling snow	14	15.73
Taking care of people's pets	14	15.73
Selling in a concession stand	13	14.60
Helping in garage sales	11	12.35
Grocery sack boy	7	7.86
Raising and selling animals	6	6.74
Bus boy in a restaurant	5	5.61
Directing cars in parking lot	2	2.24
Car hop	1	1.12
No experience	<u>5</u>	5.61
Average number per respondent	2.69	

\* N = 89

### Duties Around the Home

Table X shows the wide range of duties that respondents did around the home. Nearly all (90.0%) of the respondents had the home duty of taking out the garbage. Over two-thirds had the following home duties: 81.0 per cent kept their own room clean; 80.0 per cent cared for the family's pets; 77.7 per cent cooked their own breakfast; 75.5 per cent washed the family cars and 70.0 per cent took care of the garden. Over one-half of the respondents cut wood (55.5%) and washed and put away the dishes (50.0%).

The remaining 14 duties ranged from 44.4 per cent to 1.1 per cent of the respondents in each category who carried out duties around the home. The average number of duties per respondent was 10.144.

### Summary

Due to the small size of the sample, comparisons could not be made between the ages of respondents and the paying jobs outside the home, and the duties around the home. Instead, these were arranged in rank order and observed for relationships that they might have upon home economics interests in relation to the total sample. Furthermore, only the father's working status of full time employment outside the home could be studied by age groups because of the limited size of the sample.

The study revealed that the category of Choosing and preparing for a job had the highest interest appeal from all of the age groups, with the exception of the one 13-year-old.

TABLE X

RANK ORDER OF THE NUMBER AND PERCENTAGE OF  
RESPONDENTS WITH DUTIES AROUND THE HOME

Duties around the home N = 90	Number	Per Cent
Take out the garbage	81	90.0
Keep my own room clean	73	81.1
Care for the family's yard	72	80.0
Care for the family's pets	71	78.8
Cook my own breakfast	70	77.7
Wash the family car	68	75.5
Take care of the garden	63	70.0
Farm field work	53	58.8
Take care of farm animals	52	57.7
Cutting wood	50	55.5
Wash and put away the dishes	45	50.0
Care for younger brother(s) and sister(s)	40	44.4
Clean out fireplace	39	43.3
Help with grocery shopping	38	42.2
Cook simple meals for the family	36	40.0
Wash and iron my own clothes	29	32.2
Other -	19	21.1
Clean entire house	4	4.4
Repair cars	4	4.4
Building fences	3	3.3
Paint home	3	3.3
Washing windows	2	2.2
Bring in wood for fireplace	1	1.1
Clean out garage	1	1.1
Replace broken windows	<u>1</u>	1.1
Average Number of Duties per Respondent	10.144	



## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to identify the interests of Homemaking I males regarding curriculum offerings which are usually considered as home economics subject matter.

#### Summary

Literature was reviewed to learn about the various factors which affect the interests of male adolescents. Research was done to determine the interests of male adolescents in relation to four areas of subject matter which are usually taught in Vocational Homemaking I classes throughout Oklahoma.

The major objectives of the study were to: (1) identify interests of Homemaking I males concerning home economics, (2) identify how home responsibilities affect interests of males in Homemaking I classes, (3) determine how a paying job outside the home affects the interests of males in Homemaking I classes, (4) determine how the parents' working status affects the interests of males in Homemaking I classes, and (5) determine how the age of males affect their interests in Homemaking I classes.

The respondents of this study were 90 male Vocational Homemaking I students from 18 schools throughout Oklahoma. Their ages ranged from 13 years to 18 years. The data were collected during the months

of March and April, 1976.

Percentages and frequencies were used to analyze the respondents' interest in the following four areas of home economics subject matter: (a) Food and nutrition, (b) Getting along with the family, (c) Spending and managing your money, and (d) Choosing and preparing for a job. Mean scores were calculated in order to compare the respondents' degree of interest. The possible mean scores ranged from zero to five. Standard deviations were figured to determine the variance of the respondents' interest according to age in relation to the working status of parents. The results of the study were as follows:

1. When the respondents' data were analyzed as a total group, Choosing and preparing for a job had the highest interest appeal with 73.19 per cent responding in the "Like very much" and "Like" categories.

2. When analyzed by ages, Spending and managing your money had the greatest interest for the 14-year-olds with 72.24 per cent responding in the "Like very much" and "Like" responses, and for the 15-year-olds with 76.34 per cent responding in the "Like very much" and "Like" responses. The 16-year-olds and the above 16 years of age groups indicated the most interest with "Like very much" and "Like" responses in the Choosing and preparing for a job category.

3. Of all of the age groups who participated in the study, the above 16 years of age group showed the most interest in all of the areas of home economics subject matter with 73.33 per cent responding in the "Like very much" and "Like" responses.

4. Eighty-three (92.22%) respondents' data were analyzed by age and the relation of the mother's working status upon interests in home economics subject matter. The 14-year-olds whose mothers did not work

outside the home had the highest interest with a mean of 4.069, of a possible 5.0, in home economics subject matter. Fifteen-year-olds whose mothers worked part time employment outside the home showed the greatest interest in home economics subject matter with a mean of 3.912. The 16-year-olds whose mothers worked part time employment outside the home also stated the greatest interest in home economics subject matter with a mean of 4.473. The above 16 years' group whose mothers had full time employment outside the home showed the greatest interest in home economics subject matter with a mean of 4.301.

5. Only 62 (70.0%) respondents were analyzed by age, fathers' full time employment outside the home status, and by interests in home economics subject matter. The following age groups illustrated the most interest in the Getting along with the family area of home economics subject matter by indicating, as listed below: (2) fifteen-year-olds had a mean of 3.996, (b) sixteen-year-olds had a mean of 4.609, (c) and above 16 years had a mean of 4.069. All of these means were in the "Like" category. The remaining respondents could not be analyzed because of the limited size of the sample.

6. Due to the small size of the sample, comparisons could not be made for Paying jobs outside the home, and Duties around the home. Instead, the data were arranged in rank order listings and relationships were observed. The study showed that adolescent males have a high participation rate or work experience. Only 5.61 per cent of the 98.88 per cent who responded had no experience in paying jobs outside the home, and the average number of jobs per respondent was 2.69. Male adolescents also have a high participation rate in home responsibilities. The average number of duties around the home per respondent

was 10.144. Duties around the home ranged from 90.0 per cent of the respondents who took out the garbage to 1.1 per cent who replaced broken windows.

#### Discussion and Conclusions

Vocational Homemaking I classes are usually taught at the ninth grade course level; however, it is interesting to note that 38 (42.21%) of the 90 respondents were classified in the ages of 16 years and above, which are usually considered as either tenth, eleventh, or twelfth grade level ages. Regardless of the varied ages within the study, the interests of male Homemaking I students appeared to be very similar. Above 75.0 per cent indicated interest ("Like very much" or "Like") by their responses in these specific learning activities: (1) How to apply for a job (87.77%), (2) get the most for money when shopping (86.66%), (3) special training for a job (86.66%), (4) cooking snack foods in class (84.26%), (5) duties in different jobs (83.33%), (6) keeping a job (83.26%), (7) plan for spending and saving money (81.10%), (8) how to get along with workers (79.99%), (9) cook a breakfast meal (79.77%), (10) what bosses look for when hiring employees (78.88%), (11) save money using a savings account (78.65%), (12) filling out a job application (78.40%), (13) talking with parents (76.39%), (14) how to use a checking account (75.55%), and (15) identify money withheld from paycheck (75.55%).

The overall findings of this study indicated that male Homemaking I students are most interested in studying about Choosing and preparing for a job. Interest was also illustrated in the areas of Spending and managing money, and Getting along with the family. The area of

Food and nutrition had the least appeal to them.

An observable relationship was found between the age groups and the degree of interest in different areas of home economics subject matter. The younger ages, 14-year-olds and 15-year-olds, had a slightly higher preference to study Spending and managing money, while the older ages, 16-year-olds and above 16 years, showed the most interest in Choosing and preparing for a job.

Another relationship was observed between the mother's working status and the interest of males in home economics subject matter areas. In each of the age groups, the males whose mothers' had full time employment inside the home (self-employment) indicated the least interest in all of the areas of home economics subject matter.

The majority (70.0%) of respondents' fathers had the working status of full time employment outside the home. It was interesting to note that the 14-year-olds whose fathers had full time employment outside the home continued to show the most interest in Spending and managing money, while the other age groups indicated a change toward greater interest in the area of Getting along with the family.

Paying jobs outside the home and duties around the home were not studied by age groups because of the size of the sample. However, when all ages were studied as one group, high participation rates by male Homemaking I students were observed. The average number of paying jobs outside the home per respondent was 2.69, and the average number of duties around the home was 10.144. These high participation rates seem to imply that home economics instruction has immediate applicability and relevancy for adolescent males. For example, the large number of males who prepare their own breakfast illustrates that home

economics instruction has immediate use. This supports the research which suggests that interests are strongly related to needs (18, p. 90).

### Recommendations

The following recommendations are made as a result of the research findings.

1. It is suggested that a Home Economics Interest Inventory may be used to carefully design a program of study which would appeal to males. This may help to increase male enrollments; furthermore, it can be used as an instrument to adapt and revise the curriculum offerings.

2. Further research should be done concerning interests of male Vocational Homemaking I students in other areas of subject matter such as clothing, interpersonal relationships, housing, child development, grooming, and management of the home. If the study was expanded to include more subject matter areas, a wider range of implications could be drawn to suggest learning experiences and curriculum for males in home economics classes.

3. Since the results of this study indicate that most males have both a high participation rate in Paying jobs outside the home, and a high interest in this subject matter, there should be curriculum materials developed for Homemaking I instruction concerning career choices and preparation. This is an excellent time for students to learn about the world of work. This instruction not only has immediate relevancy for job satisfaction but it also has applicability for planning later studies for specific career choices.

4. It is recommended that home economics educators also plan curriculum based on the males' performance of duties around the home. The results of the study indicated that males in Homemaking I classes had a high participation rate; therefore, it is increasingly important that students be taught principles for efficient use of energy, time, and management of resources related to the home.

5. More emphasis should be placed on teaching students practical methods for spending, managing, and recording money spent. The study revealed that nearly all male Homemaking I students had experience in paying jobs outside the home; therefore, they are receiving, earning, and spending money. This area of subject matter represents both an important need and a high interest appeal from male students.

6. More research should be done in the area of male Homemaking I students' interest with a larger sample group. The study could be expanded to include all 15, 16, and 17-year-old males within the schools, rather than being limited to male students who are presently enrolled in Vocational Homemaking I classes. This would also enable the factors of duties around the home and paying jobs outside the home to be studied in greater depth according to age groups.

7. Further research should be conducted which would include both rural and urban male Vocational Homemaking I students. This would provide an additional factor to compare in relation to their home economics interest; furthermore, it would enlarge the size of the sample so that all variables affecting interests in home economics subject matter areas could be studied.

8. Due to the number of "Do not know" responses that the males indicated in this study, it is recommended that educators teach these

specific learning experiences. The writer feels that students often state this type of response because they lack knowledge about the subject; consequently, they can not state a positive or negative interest to those learning experiences. Statements which received sizable "Do not know" responses should have the first priority when the instructor plans the curriculum.

9. Based upon the responses by the males in this study to the four areas in the questionnaire, units should be planned for teaching in the following order:

- a. Choosing and preparing for a job
- b. Spending and managing your money
- c. Getting along with the family
- d. Food and nutrition



#### A SELECTED BIBLIOGRAPHY

- (1) Ahmann, J. Stanley, and Marvin D. Glock. Evaluating Pupil Growth. 5th ed. Boston: Allyn and Bacon, Inc., 1975, pp. 1-29.
- (2) Baker, Jr., Luther G. "The Enigma of Men in Home Economics." Journal of Home Economics, Vol. 61 (May, 1969), pp. 371-373.
- (3) Baker, Jr., Luther G. "The Male Role in Home Economics." Education Digest, Vol. 37, No. 4 (December, 1971), pp. 48-49.
- (4) Best, John W. Research in Education. 2nd ed. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970.
- (5) Campbell, David P. Manual for the Strong-Campbell Interest Inventory, T325 (Merged Form). Palo Alto, California: Stanford University Press, 1974, pp. 1-11.
- (6) Creekmore, Anna M. "The Concept Basic to Home Economics." Journal of Home Economics, Vol. 60, No. 2 (February, 1968), pp. 93-100.
- (7) Davis, William G., and edited by William Carr. Values and the Curriculum: A Report of the Fourth International Curriculum Conference. Washington, D.C.: National Education Association, 1970, pp. 93-101.
- (8) Dowell, Judy H., and Bonnie B. Greenwood. "The Masculine Focus in Home Economics." Written for the Home Economics Association of the National Education Association, Washington, D.C., n.d., pp. 1-26.
- (9) Duvall, Evelyn Millis. Family Development. 4th ed. Philadelphia: J. B. Lippincott Company, 1971, pp. 322-327.
- (10) East, Marjorie. "What is Home Economics?" Journal of Home Economics, Vol. 57, No. 5 (May, 1965), p. 387.
- (11) Edwards, T. Bentley. "Theoretic Interests and the Schools." The Journal of Experimental Education, Vol. 36, No. 3 (Spring, 1968), pp. 43-51.

- (12) English, Fenwick W., and Roger A. Kaufman. Needs Assessment: A Focus for Curriculum Development. Washington, D.C.: Association for Supervision and Curriculum Development, 1975, pp. 1-53.
- (13) Evaluation Guide for a Junior High School. Prepared by a Committee of Oklahoma Junior High School Educators (under the auspices of the Oklahoma Curriculum Improvement Commission). Oklahoma City, Oklahoma: Oklahoma State Department of Education, 1971.
- (14) Farguhar, Norma, and Carol Mohlman. "Life Competence: A Non-Sexist Introduction to Practical Arts." Social Education, Vol. 37 (October, 1973), pp. 516-519.
- (15) Havighurst, Robert J. Developmental Tasks and Education. 3rd ed. New York: David McKay Company, 1972, pp. 43-68.
- (16) Horn, Fern M. "Home Economics in the Middle Schools." Illinois Teacher for Contemporary Roles, Vol. 15 (May-June, 1972), pp. 202-207.
- (17) Jones, Bartlett C. "Male Pupils vs. Sexist Educators." Educational Forum, Vol. 38, No. 3 (March, 1974), pp. 315-320.
- (18) Lehner, George F. G., and Ella Kube. The Dynamics of Personal Adjustment. Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1964, pp. 90-402.
- (19) Lowry, William H., and Robert R. Reilley. "Life Problems and Interests of Adolescents." Clearinghouse, Vol. 45, No. 3 (November, 1970), pp. 164-168.
- (20) Maccoby, Eleanor E. The Development of Sex Differences. Palo Alto, California: Stanford University Press, 1966, pp. 25-55.
- (21) Mussen, Paul, and Mark R. Rosenweig. Psychology: An Introduction. Lexington and London: D. C. Heath and Company, 1973, pp. 336-347.
- (22) Palmer, Barbara. "Home Economics with Younger Boys and Girls." Illinois Teacher for Contemporary Roles, Vol. 15 (May-June, 1972), pp. 208-212.
- (23) Pollack, Jack Harrison. "Are Teachers Fair to Boys?" Today's Health, Vol. 46 (April, 1968), pp. 21-25.

- (24) Putnam, John F., and W. Dale Chismore. Standard Terminology for Curriculum and Instruction in Local and State School Systems. Handbook VI. Office of Education, U. S. Department of Health, Education, and Welfare. Washington, D.C.: Government Printing Office, 1970, pp. 3, 60, 62, 88.
- (25) Sexton, Patricia Cayo. The Femininized Male. New York: Random House, 1969, pp. 55-90.
- (26) Talbot, Nora A., Florence L. Lytle, Millie V. Pearson, and Anna May Johnson. Practical Problems in Home Life for Boys and Girls. New York: American Book Company, 1936, p. vii.
- (27) Tyler, Leona Elizabeth. The Psychology of Human Differences. 3rd ed. New York: Appleton-Century-Crofts, 1965, pp. 182-188.
- (28) Tyler, Leona Elizabeth. Individual Differences: Abilities and Motivational Directions. New York: Appleton-Century-Crofts, 1974, pp. 143-163.
- (29) Tyler, Ralph W. Basic Principles of Curriculum and Instruction. Chicago, Illinois: The University of Chicago Press, 1957, pp. 1-68.
- (30) Van Deventer, Edith, and Carolyn Bathurst. "Home Economics A La Male." Family Coordinator, Vol. 23, No. 3 (July, 1974), pp. 314-315.
- (31) Van Til, William. Curriculum: Quest for Relevance. 2nd ed. Boston: Houghton Mifflin Company, 1974, pp. 234-268.
- (32) Wilson, Lucy Langdon Williams. Handbook of Domestic Science and Household Arts. New York and London: MacMillan Company, 1912, p. vii.
- (33) Yudin, Lee William. "The Nature of Adolescent Thought." Adolescence, Vol. 2, No. 6 (Summer, 1967), pp. 137-149.

APPENDIX A

OPEN-ENDED QUESTIONNAIRE

Place an X in the blank beside your grade classification.

\_\_\_\_\_ 7th grade

\_\_\_\_\_ 8th grade

\_\_\_\_\_ 9th grade

Below are some areas or subject fields that are often taught in home economics classes in Oklahoma. Please list the things that you would most like to do or study in the following areas:

Foods and nutrition:

Grooming or health:

Clothing:

Getting along with the family:

Spending and managing your money:

Getting to better know yourself and others:

The house itself or something inside the house:

Choosing and preparing for a job:

Care and understanding of children:

Home economics means different things to different people. Perhaps you would like to know or study about something that has not been listed on these sheets. Please write down some other things that you would like to learn about in a home economics class.

APPENDIX B

LETTER AND POSTCARD TO TEACHERS

**OKLAHOMA STATE UNIVERSITY • STILLWATER**

Department of Home Economics Education  
(405) 372-6211, Ext. 486

74074

February 6, 1976

As a part of my requirements for earning my Master of Science degree in Home Economics Education, I am writing a thesis which involves the development of an interest inventory for male ninth grade vocational home economics students.

Several studies have been done in this area concerning female students; however, little is known about the interests of male home economics students. My study will involve the development of a ninth grade male vocational home economics interest inventory. The results will be kept in the strictest of confidence when used to make suggestions for curriculum development. I sincerely feel that there is a need for research in this area.

You are among 30 vocational home economics teachers in Oklahoma who are presently teaching ninth grade male students; therefore, your students' participation and contributions in this study would be of great value to my research.

Please fill out the enclosed postcard and return it to me by February 16, 1976. I will be anxious to find out how many male students you teach and I would greatly appreciate your participation on this project. I hope that you will express a desire to assist me.

Sincerely yours,

Dolores Sinclair  
Graduate Student

Dr. Elaine Jorgenson  
Adviser



I would be willing for my ninth grade male students  
to participate in the study of the interest inventory:

Yes \_\_\_\_\_ No \_\_\_\_\_

The number of ninth grade males who are presently  
enrolled in my classes are:

\_\_\_\_\_

I would like to have an abstract of the study:

Yes \_\_\_\_\_ No \_\_\_\_\_

Signed \_\_\_\_\_

APPENDIX C

LETTER TO PARTICIPATING TEACHERS



---

**OKLAHOMA STATE UNIVERSITY • STILLWATER**

---

Department of Home Economics Education  
372-6211, Ext. 486

74074

Thank you very much for expressing a desire to participate with my research. Your students' contributions will be most helpful.

Enclosed is a copy of the interest inventory questionnaire for each of your Homemaking I male students along with a self addressed and stamped envelope to return the data. The questionnaire should take approximately 8 to 15 minutes to complete. All sources of information will be kept in confidence; however, I will be most happy to send you an abstract of the results.

Please have your students fill out the enclosed questionnaire and return them to me by March 21, 1976.

Thank you for all of your cooperation.

Sincerely yours,

Dolores Sinclair  
Graduate Student

Dr. Elaine Jorgenson  
Adviser

APPENDIX D

QUESTIONNAIRE SENT TO PARTICIPATING  
HOMEMAKING I MALE STUDENTS

## INTERESTS OF THE MALE HOME MAKING I STUDENT

The statements throughout this interest sheet are examples of things that you might like to learn or study about in your home economics class. The following scale should be used to rate each statement:

- |   |                 |  |
|---|-----------------|--|
| 5 | LIKE VERY MUCH  | You would <u>like very much</u> to study or learn about this in a home economics class.                      |
| 4 | LIKE            | You would <u>like</u> to study or learn about this in a home economics class.                                |
| 3 | DO NOT KNOW     | You <u>do not know</u> whether or not you would like to study or learn about this in a home economics class. |
| 2 | DISLIKE         | You would <u>dislike</u> to study or learn about this in a home economics class.                             |
| 1 | GREATLY DISLIKE | You would <u>greatly dislike</u> to study or learn about this in a home economics class.                     |

As you think about each of the statements throughout the interest sheet, use the above scale to rate them by checking only one box that best describes how you feel about that statement. For example, if you would like to learn about the foods that you eat, you would place an X in the box with 4 above it. If you would greatly dislike to learn about the foods that you eat, you would place an X in the box with the 1 above it.









## PART II

Please answer the following questions by placing an X in the appropriate blank.

1. Which of the following best describes the working status of your mother?

- Does not work outside the home
- Part time employment outside the home
- Full time employment outside the home
- Full time employment inside the home (self employment)
- Other (Please state \_\_\_\_\_)

2. Which of the following best describes the working status of your father?

- Does not work outside the home
- Part time employment outside the home
- Full time employment outside the home
- Full time employment inside the home (self employment)
- Other (please state \_\_\_\_\_)

3. My present age is:

- 13 years of age
- 14 years of age
- 15 years of age
- 16 years of age
- Other (Please state \_\_\_\_\_)

4. Have you ever had a paying job outside the home?

- Yes
- No

If your answer to question 4 was "no," skip the following checklist and go to Part III.

If your answer to question 4 was "yes," please check the jobs that you have done from the following list, and then go on to PART III.

5.  (a) Bus boy in a restaurant
- (b) Car hop
- (c) Directing cars in a parking lot
- (d) Grocery sack boy
- (e) Helping in garage sales
- (f) Mowing lawns or any other type of lawn care
- (g) Paper route
- (h) Raising and selling animals
- (i) Selling in a concession stand
- (j) Shoveling snow
- (k) Store clerk
- (l) Taking care of people's pets
- (m) Washing cars
- (n) Other (Please list below:

---



---

### PART III

6. Please check the following duties that you do or have done around your home.

- (a) Care for the family's pets
- (b) Clean out the fireplace
- (c) Cook my own breakfast
- (d) Cook simple meals for all of my family

- \_\_\_\_\_ (e) Cutting wood
- \_\_\_\_\_ (f) Farm field work
- \_\_\_\_\_ (g) Help with the grocery shopping
- \_\_\_\_\_ (h) Keep my own room clean
- \_\_\_\_\_ (i) Take care of my family's yard
- \_\_\_\_\_ (j) Take care of the garden
- \_\_\_\_\_ (k) Take care of farm animals
- \_\_\_\_\_ (l) Take care of younger brothers and sisters
- \_\_\_\_\_ (m) Take out the garbage
- \_\_\_\_\_ (n) Wash and iron my own clothes
- \_\_\_\_\_ (o) Wash and put away the dishes
- \_\_\_\_\_ (p) Wash the family car
- \_\_\_\_\_ (q) Other (Please list: \_\_\_\_\_)

VITA

Dolores Ann Sinclair

Candidate for the Degree of

Master of Science

Thesis: INTERESTS OF HOMEMAKING I MALES REGARDING CURRICULUM  
OFFERINGS IN VOCATIONAL HOME ECONOMICS PROGRAMS IN OKLAHOMA

Major Field: Home Economics Education

Biographical:

Personal Data: Born in Oklahoma City, Oklahoma, March 17, 1951,  
the daughter of Harold and Margaret Sinclair.

Education: Attended elementary and high school in Oklahoma City,  
Oklahoma. Graduated from Star Spencer High School in May,  
1969. Received the Bachelor of Science degree from Oklahoma  
State University, Stillwater, Oklahoma, with a major in  
Home Economics Education, May, 1973. Completed requirements  
for the Master of Science degree in July, 1976.

Professional Experience: Home Economics teacher, Northeast  
Junior High School, Altus, Oklahoma, 1973-1975.

Professional Organizations: American Home Economics Association;  
Oklahoma Home Economics Association; Oklahoma Education  
Association; National Education Association; Phi Kappa Phi;  
Omicron Nu; Phi Upsilon Omicron.