

A COMPARISON OF ACCEPTANCE AND USEFULNESS OF  
HOME ECONOMICS I, BASIC CORE BY WORKSHOP  
PARTICIPANTS AND NON-WORKSHOP  
PARTICIPANTS

By

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## CHAPTER I

### INTRODUCTION

#### Description of the Problem

Home economics is not a profession with a single distinct body of knowledge, skills, and ethics (1). Home economics education has the three-fold purpose of preparing persons for the vocation of homemaking and responsibilities of home and family life, of preparing individuals for employment in occupations that require home economics knowledge and skills, and of motivating and recruiting qualified students for professional careers in home economics (2). Because these three purposes are interrelated, there is a large body of knowledge and skills common to all. The vocational home economics teacher is challenged with designing and implementing a program that will assist in the achievement of these three purposes.

Curriculum development and planning for the total home economics program is, indeed, a complex task. Taba (3) points out that the development of teaching-learning plans is usually left to classroom teachers. Furthermore, Taba (3, p. 11) states

the curriculum guides are at best only skeletal affairs, which merely describe some of the foundations, outline the content, and possibly suggest types of learning activities.

Assuming that one possessed ample time, the job of curriculum development requires a well planned and continuous system of coordinated



efforts for which many home economics teachers are neither equipped nor prepared. In order to choose, develop, and integrate materials to build an effective home economics course of study, the teacher needs outside help.

In 1961 the President's Panel of Consultants on Vocational Education in its report, Education for a Changing World of Work (4, p. 240), recommended that it be a responsibility of the U. S. Office of Education through the Division of Vocational and Technical Education to

establish and administer instructional materials laboratories through contractual arrangements with the state departments of education, a college, a university, or a large school district.

Five years later, the Advisory Council on Vocational Education supported the Panel's earlier findings and further recommended the establishment of "two to four centers for curriculum management in vocational education" (5, p. 3). The Council's report also provided Congress with the guidelines for preparing the Vocational Education Amendments of 1968 which then authorized \$10 million for curriculum development.

In accordance with the Panel's recommendations and Congressional funding, the Oklahoma Curriculum and Instructional Materials Center (CIMC) was established under the auspices of the Special Services of the State Department of Vocational and Technical Education in 1969. A pamphlet published by the Center (6, p. 2) described its function as follows:

The primary function of the Curriculum and Instructional Materials Center is to develop curriculum materials for use in vocational and technical education programs in Oklahoma. These materials include learning packages called units of instruction. Each unit includes educational (performance stated) objectives, information sheets, assignment sheets, job sheets, transparency masters, and criterion measures.

The CIMC is using the systematic approach with an extensive use of performance objectives in development of curriculum materials for all vocational programs (7). Curriculum specialists contend that this particular approach to curriculum development is effective because all resource material is focused toward a measurable outcome (8). Tracey (9) points out that the systems approach is characterized by the ability to reduce training time, cut academic failures, and improve teaching efficiency.

In January, 1973, the CIMC disseminated the first consumer and homemaking curriculum material, Home Economics I, Basic Core, to Oklahoma vocational home economics teachers. Since that time this publication has been questioned as to its usefulness for meeting the instructional needs of teachers attempting to help students achieve the three major purposes of home economics.

However, the writer contends that it is neither the format nor the content of Home Economics I, Basic Core that causes the publication to be insufficient as a useful teaching resource for which it was intended. Herrick (10, p. 242) points out that "criticism being directed at some areas of the curriculum may be due to ineffective teaching." Furthermore, Davies (11, p. 238) stated

Success will be limited by imagination, rather than by courage; teachers must ensure that their thinking is contemporary with opportunity, and not limited by out of date patterns belonging to past education and training practices.

Richmond (12) suggests that if an innovation seemingly fails in the classroom, it could be attributed to new methods calling for knowledge, understanding, and other abilities that the majority of teachers do not

possess. The same author further asserts that teachers are conservative and suspicious of new techniques.

Patton (7, p. 13) points out that

teachers who participate during inservice training contribute to better management and provide for increased diffusion of the Center's curriculum materials when the final test comes for the adaptation in the local school.

#### Statement of the Problem

The problem for investigation within this study was to compare the general acceptance of Home Economics I, Basic Core, its usefulness as a teaching resource, and acceptance of the individual components within a unit of instruction by workshop participants and non-workshop participants.

#### Significance of the Problem

There has recently been a recognition of the need for a standardization and continuity of curriculum within each vocational area in order that vocational education become more effective. During an inservice curriculum and management workshop, Arch B. Alexander (13), Deputy Director, Oklahoma State Department of Vocational and Technical Education emphasized this need by stating

It might be possible to take the same class three or four times and never recognize it as being the same class. There should be a continuity in each of the vocational areas.

Furthermore, Lenorah Polk (14), District Supervisor for Home Economics, feels that lack of continuity in home economics instruction is a prime reason for a loss in enrollment.

In 1971 a select group of home economics teachers, teacher educators, and district and state supervisors met with curriculum specialists of the CIMC in order to determine a standardized basic core curriculum for Home Economics I. This committee identified eight areas including basic knowledge and skills needed by all ninth grade home economics students in Oklahoma regardless of their residence (15). From this basic core, the following units of instruction were developed: Career Exploration; Child Development; Clothing and Textiles; Consumer Education; Foods and Nutrition; Health; Housing and Home Furnishings; and Personal and Family Relations (15).

It was the intention of the writers that Home Economics I, Basic Core be sufficient to cover only sixty percent of the available class time (15). In addition, it was intended that each home economics teacher would supplement the publication with additional materials in order to meet the individual needs of students and community. Furthermore, it became each individual teacher's responsibility "to Motivate, Personalize, and Localize the materials if the publication is to become an integral part of classroom setting" (8, p. VIII).

Popham and Baker (16) describe a "teacher-artist conception of instruction" in which instructional decisions affecting the teacher's actions and those decisions affecting the students are made largely on the basis of teacher insight regarding the demands of a particular classroom situation. The same authors point out that the quality of this type of instruction is extremely difficult to assess. In addition, in the practice of this teacher-artist instruction, it is impossible to systematically improve the quality of instruction (16). Therefore, through the development and utilization of Home Economics I, Basic Core,

it appears that the quality of Home Economics I instruction in Oklahoma can be systematically improved.

Critics of the format and content of Home Economics I, Basic Core have labeled it with many adjectives such as: dull and boring; unmotivating; hard to use; too elementary for students; tests are too hard; hinders academic freedom and teacher's creativity; and fails to meet the individual needs of the students. It has been suggested by Popham and Baker (16, p. 27) that "few teachers actually want to teach the trivial, however, many teachers are now unconsciously doing it under the guise of promoting the profound."

#### Curriculum and Management Workshops

In order to improve the knowledge, skills, and attitudes of teachers toward core curriculum developed by the CIMC, inservice education in the form of two-day curriculum and management workshops were planned and implemented through the coordinated efforts of Center personnel, supervisors of each vocational division, and teacher educators of Oklahoma State University. During the summers of 1973 and 1974 there were 107 home economics teachers who participated in one of the nine two-day curriculum management workshops. (There were five conducted in 1973 and four held in 1974.) Each of the workshops was located in an area vocational-technical school. The source of the funds used in conducting the workshops were provided by the Educational and Professional Development Act. Stipends in the amount of \$25 per day were available to the teachers participating. One hour of college credit usable for professional improvement was also available to the teachers. (See Appendix A.)

With the amount of funds available, each vocational and technical division was in charge of selection of certain teachers to attend each workshop. State supervisors of agriculture, home economics, trade and industrial education, distributive education, health, business, and office education were charged with the selection of teachers to participate in the workshops using the following criteria (17):

1. The teacher has a manual that was developed by the Curriculum and Instructional Materials Center.
2. A teacher that will report back to his or her local school or at a professional improvement meeting on the results and happenings from the workshop.
3. Select only one teacher from a school.
4. Teachers that you feel are not using the instructional materials to the greatest advantage.

#### Purpose of the Study

The major purpose of this study was to compare the general acceptance of Home Economics I, Basic Core, its usefulness as a teaching resource, and acceptance of the individual components within a unit of instruction by workshop participants and non-workshop participants.

#### Objectives of the Study

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

1. To determine the general acceptance of Home Economics I, Basic Core as the basic teaching resource for instruction of Home Economics I by workshop participants and by non-workshop participants.
2. To determine the usefulness of Home Economics I, Basic Core as the basic teaching resource for instruction of Home Economics I by workshop participants and by non-workshop participants.

3. To determine the acceptance of individual components of a unit of instruction within Home Economics I, Basic Core by workshop participants and non-workshop participants.

#### Basic Assumptions of the Study

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

1. Oklahoma vocational consumer and homemaking teachers are able to provide accurate evaluation of Home Economics I, Basic Core as a teaching resource.
2. The responses of the home economics teachers to statements related to Home Economics I, Basic Core reflected their opinions towards this approach to curriculum development.
3. The responses given by the home economics teachers were honest expressions of their opinions.
4. The instrument used was adequate in determining home economics teachers' usage and acceptance of Home Economics I, Basic Core.
5. Teacher utilization of Home Economics I, Basic Core indicates acceptance of the publication.

#### Limitations of the Study

The limitations of this study were:

1. Only Oklahoma vocational consumer and homemaking teachers were used for the population of the study.
2. The questionnaire itself only showed the acceptance and usefulness of Home Economics I, Basic Core in terms of responses to a selected number of statements.

3. Only teachers who had completed at least one year of teaching were included in the sample population.
4. The method of selection of workshop participants by state and district supervisors of home economics was not completed on a random basis.

#### Definition of Terms

These definitions were selected on a basis of the review of literature for use in this study. The following definitions were adapted:

Acceptance is a consent to receive what is offered (i.e., Home Economics I, Basic Core) with satisfaction and approval and to recognize what is offered as being a valuable resource in implementation and instruction of a course of study (i.e., Home Economics I in Oklahoma) (18).

Components within a unit of instruction in Home Economics I, Basic Core include suggested activities, educational (performance stated) objectives, information sheets, assignment sheets, job sheets, transparency masters, criterion test measures, and test answers.

Home Economics I, Basic Core is the suggested guideline for implementation and instruction of Vocational Home Economics I, Consumer and Homemaking, in Oklahoma (15).

Inservice curriculum and management workshops refer to inservice education instruction that is a planned and organized effort by CIMC personnel, supervisors of each vocational division, and teacher educators of Oklahoma State University in order to improve the knowledge,



skills, and attitudes of teachers toward curriculum developed by the Center.

Curriculum and Instructional Materials Center refers to a division of the State Department of Vocational-Technical Education of Oklahoma whose primary function is to develop curriculum materials for use in vocational and technical education programs in Oklahoma.

Units of instruction are the learning packages within Home Economics I, Basic Core which include suggested activities, educational (performance stated) objectives, information sheets, assignment sheets, job sheets, transparency masters, criterion test measures, and test measures.

Usefulness refers to ability to serve one's end or purpose (e.g., Home Economics I, Basic Core being the basic resource for implementing vocational Home Economics I instructional program) (18).

Oklahoma vocational home economics teachers are those teachers who are employed for the purpose of implementing and instructing a consumer and homemaking home economics program that meets Oklahoma requirements for reimbursements from Federal vocational funds.

Workshop participants are vocational consumer and homemaking teachers who have participated in an inservice curriculum and management workshop.

Non-workshop participants are vocational consumer and homemaking teachers who have not participated in an inservice curriculum and management workshop.

### Procedure

The following procedure was used to determine utilization and acceptance of Home Economics I, Basic Core by Oklahoma vocational consumer and homemaking teachers:

1. After the objectives of the study were formulated, a questionnaire was developed. The questionnaire was approved by the Coordinator of the CIMC and the writer's graduate committee and pre-tested by five vocational home economics teachers. Their responses and personal comments were used in the evaluation and finalization of the questionnaire.
2. The finished questionnaire was mailed to two random samples comprised of 75 workshop participants and 75 non-workshop participants. A follow-up of teachers who had not responded was completed at the end of two weeks.
3. Percentages of responses were calculated for each statement in the strongly agree, agree, undecided, disagree, and strongly disagree categories.
4. Tables were developed to compare numerical, percentage, and mean responses according to majority of responses for each statement of workshop participants and non-workshop participants.
5. Recommendations and conclusions were formulated according to the results of the analysis.

### Summary

A description of the problem, statement of the problem, objectives of the study, and other relevant information were included in this

chapter. Chapter II will give related information which has provided the background for the study. Later chapter will describe in depth the methodology which was used in determining the data, and furthermore, give an analysis of the data with recommendations and conclusions made on the basis of the information obtained from the questionnaire.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### Introduction

The dynamism associated with current social conditions, technology, and the "knowledge explosion" creates tremendous problems for educators and curriculum developers working in vocational education. The vocational consumer and homemaking teachers are charged with designing and implementing a course of study in Oklahoma secondary schools which will prepare young men and women to assume their future roles of homemakers and wage-earners.

Home Economics I, Basic Core was developed not only to assist home economics teachers prepare young people for their future roles, but also to help her determine what home economics subject matter to teach and at what grade level to teach it. This publication was also intended to be a basic Home Economics I curriculum in Oklahoma in view of today's mobile society.

This chapter is divided into the following sections: recent trends in curriculum development; performance-based curriculum; systems approach in curriculum development; and inservice education in curriculum management.

## Recent Trends in Curriculum Development

Continuous curriculum improvement is a part of educational direction and leadership (19). The history of curriculum change in the United States reveals the pressure of issues which have been peculiar to the times and places in which they developed. Doll (20, p. 7) has named some of the more pervasive issues concerning the curriculum as the following:

1. What types of educational experiences should be provided to given groups of learners?
2. What should be the organizing center of the curriculum? Subject matter? Learners? What?
3. To what extent shall the curriculum be made uniform within the school district, county, state, and nation? Are there identifiable minimum essentials to be mastered by all learners at given stages of their development?
4. How can the needs of individual learners be met? Are there feasible ways of organizing or grouping pupils to achieve individualism in teaching and learning?

Current literature reveals that each of these issues remains a valid concern in curriculum development today.

In a report of a national home economics curriculum project, Concepts and Generalizations: Their Place in High School Home Economics Curriculum Development (21, p. 17), it is stated that there is "probably no secondary school curriculum has had a richer history of development than that of home economics." The same report further points out that

through the years supervisors of home economics education at state and local levels have initiated curriculum study projects which have produced guides for home economics school programs. Most of these guides include statements on philosophy, suggestions for behavioral objectives, outlines of course content, suggestions for learning experiences, lists of reference and various teaching materials for teachers; use in studying their local communities. Supervisors, teachers, and teacher educators who have developed these guides have drawn extensively upon their knowledge of state and local conditions (21, p. 17).

Furthermore, this publication (21) reported new and emerging problems relating to curriculum reform as being the following:

1. How to set realistic goals in teaching.
2. How to select rapidly accumulating knowledge that which is needed to attain teaching goals.
3. How to organize programs of instruction to bring results (21, p. 17).

Taba (3) conceives of curriculum development as a task requiring orderly thinking, in which one needs to examine both the order in which decisions are made and the way in which they are made to insure that all relevant considerations are brought to bear on these decisions. Furthermore, Taba assumes that there is such an order and that pursuing it will result in a more thoughtfully planned and more dynamically conceived curriculum. This order is as follows:

- Step 1: Diagnosis of needs
- Step 2: Formulation of objectives
- Step 3: Selection of content
- Step 4: Organization of content
- Step 5: Selection of learning experiences
- Step 6: Organization of learning experiences
- Step 7: Determination of what to evaluate and of the ways and means of doing it (3, p. 12)

Mager and Beach (22) describe a strategy of developing effective instruction as being one that calls for performance orientation rather than subject matter orientation. This strategy utilizes the job as the basis for deciding what will be taught and in what order and depth. This system opposes the technique of curriculum in which as much subject matter is presented as possible in the allotted time.

Argyris (23) points out that in the space of a very few years, there has emerged a true technology of education and training, which provides the necessary framework for planning and organizing learning resources, so as to realize specific learning objectives or performance

levels. Furthermore, Lumsdaine (24) suggests that educational technology's different associations and consequences can be most usefully distinguished as "educational technology 1" and "educational technology 2" in the following manner:

1. Educational technology 1. This is essentially a hardware approach stressing the importance of teaching aides. Its origin lies in the application of physical science to the education and training system. The aim of educational technology 1 has been to increase the impact that teaching makes, without necessarily substantially increasing the cost of each student taught. Since the educational and training system are able to deal with an increased number of students, the cost per pupil has sometimes even been reduced.
2. Educational technology 2. This concept is essentially a software approach, and refers to the application of learning principles to the direct and deliberate shaping of behavior. Its origin lies in the application of behavioral science to the problems of learning and motivation; mechanization is seen purely as a problem of presentation. This view of educational technology is characterized by task analysis, writing precise objectives, selection of appropriate learning strategies, reinforcement of correct responses, and constant evaluation (p. 55).

Tuckman (25, p. 153) describes "curriculum as one having a purpose." His conception of "student-centered curriculum" refers to its purpose ostensibly to provide students with experiences that will lead to attain certain "desired-end" states. Tuckman further believes that

pre-specification of these end states provides a guide for direction of the instructional process as well as a basis for determining if the instructional process has been a success. Thus, a curriculum must be defined in terms of the educational goals of the students (25, p. 154).

Tuckman (25) formulated six propositions which describe the way the student-centered curriculum would be constructed and how it would operate. These propositions are as follows:

1. The curriculum must be vocationalized in order to (a) meet a student's future employment needs, and (b) provide a concrete context for learning.

2. Behavioral objective identification must precede curriculum development in order to identify goals and facilitate evaluation.
3. Behavioral objectives must be analyzed to provide sequences of learning behaviors.
4. A model for combining sequences and thus students in sequences must be developed which is consistent with the psychology of human function.
5. Individualized instruction can be approximated in groups, but these groups will be shifting rapidly in membership over time.
6. Learning must be propagated through learning experiences, i.e., "hands-on" experiences, rather than lecturing by the teacher (pp. 153-157).

Bruce (26) stated that a key principle to curriculum development was to make sure that the materials were usable, and he felt that a number of different people should be involved in their development. People who should be involved in the curriculum planning are: vocational teachers, state directors, teacher educators, curriculum materials specialists, and representatives from business and industry. As a publication by the University of California Vocational Education Division, A Guide for the Development of Curriculum in Vocational and Technical Education (27, p. 3), pointed out, "the only curriculum a teacher is likely to take seriously is one he has helped plan." Curriculum development, therefore, requires the involvement of teachers in the development, utilization, and evaluation of the curriculum materials.

In a study made by the Battelle Memorial Institute (28) the following steps were suggested in order to complete curriculum development and revision in vocational and technical education:

1. Administrative decisions are made concerning the programs to be offered and the patterns of curriculum organization to be implemented. Such decisions should be based on opportunities for the employment of graduates; student interests and needs; availability of resources to support the programs; and identification of any constraints that might impede success.



2. The characteristics of students to be served are identified.
3. Performance objectives are developed for each level of the program, along with ways to measure their achievement.
4. Courses of study are planned by developing performance objectives for both courses and learner; identifying and planning learning activities; developing strategies and instructional methods to achieve learner objectives and designing measures to evaluate student performance.
5. Instructional staff, materials, equipment, facilities, and other sources are supplied.
6. Programs and courses are implemented.
7. Student performance is evaluated through achievement of course performance objectives; job placement record; job performance record; and the assessment of student and employer satisfaction.
8. Evaluation results are fed back into the system as tools to effect course and program improvement (p. 16).

These steps form a process which is a continuous cycle.

In order to effectively design a curriculum that will fit students for life in the future, Toffler (29, p. 105) points out the need to deal with "curriculum overchoice: the reality that there is so much that could be taught that it is almost impossible to decide what should be taught."

Toffler (29) further suggests the following assumptions be made in designing a future-focused and change-oriented curriculum:

1. Program must itself be capable of change, providing a solid CURRICULAR CORE of organized concepts, but remaining open to new facts and information from many sources, so that students could move from the basic curriculum to the real environment outside the classroom to gather facts and take significant actions.
2. There must be SUPPLEMENTS TO THE CURRICULAR CORE. Curriculum materials must be designed so that they could, if necessary, stand alone. Curriculum materials have to "open" in style so that they would, whenever possible, be used in conjunction with other books or materials that would examine content in more depth, or from specific points of view or would elaborate the general concepts introduced in the CURRICULAR CORE.
3. There should be REFERENCES SOURCES FOR THE CURRICULAR CORE. Curriculum materials should provide information for the inquiries that are set in motion by the core curriculum.

4. There is an ENVIRONMENT OUTSIDE THE SCHOOL that is related to the curriculum. The core curriculum does not exist in a vacuum; the school does not exist in a vacuum. The instructional program of the school must be linked to instructional program implicit in the culture.
5. Curriculum would not be the students' only, or last experience with the social study (pp. 107-109).

In modern curriculum development the trend is away from the traditional teacher-centered, process-oriented approach and toward design and definition of programs and courses of study in terms of student outcome and his learning.

#### Performance-Based Curriculum

For several years there has been an increased emphasis upon the desirability of teacher's thinking clearly about his instructional goals. Popham (30, p. 9) proposes that a teacher should be among other things "a highly skilled technician who systematically improves the quality of his instructional efforts." The scheme depicting improvement of instructions can be diagrammed as follows:

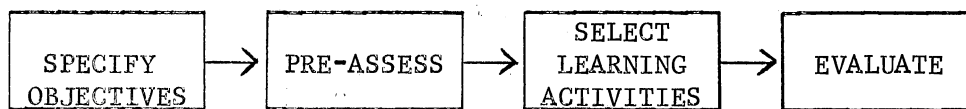


Figure 1. Scheme for Improving Instructional Efforts

The teacher first specifies precise objectives in terms of pupil behavior. Second, he pre-assesses the learner's behavior with respect to the objectives and, as a result, may modify his objectives. Third,

he devises an instructional sequence consistent with the best that is known regarding how pupils learn. Fourth, he evaluates the post-instruction performance of the learners and makes appropriate decisions regarding his instructional sequence and/or quality of his objectives.

Popham (16, p. 17) points out that in this instructional model (see Figure 1) that "the teacher must be attentive to the learner." The focus is on the student, not the teacher. This focus is clearly indicated by the inadequacy of the question, "What shall I, the teacher do" (16, p. 17)? For too many years educators have been concerned with what happens to the teacher, not with what happens to the learner. The time for that misdirected concern is over.

Furthermore, Popham (31, p. 9) approaches instruction on the basis that "the central premise that the reason for a teacher's being in the classroom is to bring about a change in the learners." If his students leave the classroom essentially unchanged, Popham suggests even in spite of any apparent attributes, "the teacher is a failure." The business of education is "to improve learners and improvement requires change" (31, p. 8). The model below emphasizes the nature of the changes that occur in learners:

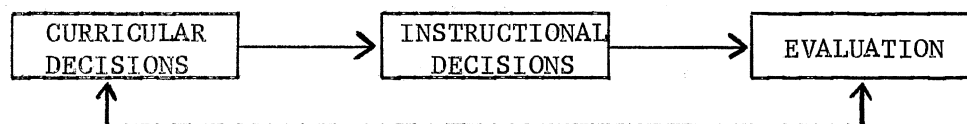


Figure 2. Self-Correcting Elements of a Criterion-Referenced Instructional Model

The purpose of evaluation in this case is to give the teacher an opportunity to carefully reconsider his instructional performance on the basis of empirical evidence so that, if necessary, modifications can be made in his curricular and instructional decisions. In this evaluation the teacher is able to reconsider the quality of his curricular decisions as well as his instructional decisions and to correct deficiencies in those decisions.

Miller (32) points out

the advantages that result from developing and working with programs and courses of study designed and defined in terms of student outcome and his learning are felt by students, instructors, and the school. To the student, performance-based instruction clearly communicates what he is to do and the standard of achievement expected. It enables the student to evaluate his own needs and progress and to assume responsibility for achievement, and thus encourages self-discipline (p. 34).

Miller (32) further suggests that performance-based curricula is motivational in that it communicates to the student what is to be performed and gives him instant feedback for correction of errors.

Performance-based curriculum enables the instructor to identify teaching strategies and methods of learning that get results with students of varying abilities, interests, and needs. His time is freed so that he becomes a resource person, diagnosing, and prescribing. He receives feedback useful for improving courses and programs (p. 34).

#### Systems Approach in Curriculum Development

The period since the close of World War II has brought startling innovation to the total process of curriculum building. Today the systems approach is being applied to curriculum development. Tracey (9) explains that

This method employs a combination of human and material resources in order to cut academic failures, improve teaching

efficiency, and lessen the overall training time. While some institutions are just discovering the implications of the process, others are embarking on refinement of the process. The systems approach has been validated and the merits of the concept thoroughly tested (p. 19).

Weagraff (33, p. 20) points out that enough evidence exists to convince all but the most skeptical that the systems approach is being applied very extensively to vocational curriculum and instructional products. The same author further states, "The day of the lone text-book is rapidly drawing to a close" (33, p. 20).

Wall (34) writes of the use of systems approach in the following way:

As applied to a process (and curriculum development involves a step-by-step process), the use of the systems approach implies comprehensiveness of steps as well as interdependence of stages, components, and concepts. The systems approach techniques enable the designer to do a better job of selecting the stage of the program operation he must validate, that is, they help him identify the relevant curriculum components with the outcome changes being measured (p. 26).

Weagraff (33) has suggested that the systems approach has provided a more vigorous way of asking and answering questions:

The systems approach forces decision makers to think logically and systematically, taking various perspectives into consideration. This in turn defines the steps to be followed in attempting to resolve curriculum problems. It helps to prescribe what action should be taken against a background of realistic conditions, social values, and development trends, and to predict what results can be expected from that action. Clearly this has been good for vocational education (p. 21).

Tracey (9) points out that progress in vocational education curriculum validation is directly dependent upon analysis. Furthermore, large-scale use of analysis for all services is essential for improvement of program planning and instruction in vocational education. However, Patton (7) asserts that Oklahoma curriculum specialists believe

curriculum development involves more than task analysis. He lists additional factors as being the following:

1. Consideration of the values of society in the attitude of the individual student.
2. The behavioral objectives must be related to the educational level and learning needs of the student.
3. The level of learning attainment eventually achieved by the student is directly related to how well a student's learning level was identified and how realistic the instructional objectives were for the particular student (7, p. 13).

The curriculum for Home Economics I in Oklahoma, Home Economics I, Basic Core, has been developed using a systems approach. The following list provides a brief synopsis of the procedure of the systems approach that is used by the CIMC in the development of curriculum materials

(34). (Also, see Appendix B.)

1. Conduct an occupational and/or task analysis of the job title or occupational cluster.
2. Specify behavioral objectives which relate directly to the job performance.
3. Determine prerequisite knowledges and skills.
4. Establish criterion reference measures for each specific objective.
5. Delimit course content to include only material necessary for student achievement of the instructional objectives.
6. Develop instructional materials (information sheets, transparency masters, assignment sheets, and job sheets) for teacher and student.
7. Develop evaluation techniques (criterion reference tests, progress charts, and observation of performance).
8. Revise materials as indicated by feedback from evaluation (p. 12).

In support of the Oklahoma use of this particular type of curriculum development, Travers (35) points out that curriculum development requires research for development of learning along three lines:

1. A theory of learning that specifies the condition under which learning takes place.
2. A body of empirical laws that permits the evaluation of specific educational materials and procedures for achieving specific objectives.
3. A system of values that determines the direction in which learning is to occur (p. 59).

Intertwined in these are the need for behaviorally stated objectives, sequencing or phasing of instruction, and continuous evaluation in the curriculum development process.

#### Inservice Education in Curriculum Management

Increased educational change emphasizes the fact that teachers are no longer completely prepared for teaching after four years of college study (36). Crabtree and Hughes (36) also point out:

Inservice education becomes essential when one considers changes resulting from the knowledge explosion, development of new concepts and methods, ever-increasing mobility of teachers, up-dated certification requirements, developments in educational media, and additional knowledge about the learner and the learning process (p. 49).

Since the influence of curriculum material must be measured in terms of the educational product, rather than the numbers of the publication sold, the evaluation of materials must be made in terms of their impact on students (7). However, Beeby (37, p. 38) believes that "children are much more adaptable than those who teach them." Evans and Terry (38, p. 191) also agree that "it is difficult for human beings to give up traditional ways."

Beeby (37, p. 39) explains that "a teacher using a technique that he has accepted but not understood can, by some strange inverted alchemy, turn the most shiny idea to lead. No technique seems proof against this . . . ." Furthermore, Helsel (39) points out:

Teachers can enthusiastically accept change and work hard to promote its implementation; they can display apathetic indifference to a new idea by using it in a perfunctory manner, and even sabotage an innovation if they are not convinced of its utility or they can refuse to use an innovation. The classroom teacher is capable of exerting considerable control over the destiny of an innovation (p. 68).

A limited amount of research has been done in the area of inservice education. Those who have made studies have indicated a definite need for this type of education for teachers.

Chesin and Walsh (40) describe inservice education as a procedure for improvement of instruction in schools and for increasing competence and professional growth of teaching personnel during their service in schools. Lawrence (41) believes inservice programs are major means for bringing instruction, content, and methods up to date. Wolansky (42) further points out that

of equal importance is the professional need to update, and in some cases, to introduce a teacher to such new teaching methods and techniques as the systems approach to learning, packaged learning, individualized instruction, and learner needs (p. 31).

Matheny (43) believes that all teachers should recognize the need for continuous learning. A study by Rader (44) found that beginning teachers as well as experienced teachers need both preservice and inservice educational programs. Furthermore, Lowman (45) points out

for seasoned teachers, those who have taught more than five years, it means reevaluating their methods and changing their approach to include up-to-date methods and ideas. For the less-than-five-year teachers, it means accepting the fact that they have now tried all the methodology learned in college and are ready to develop new and realistic approaches (p. 51).

Thompson (46) sees an immediate need for a kind of inservice education which would permit all certified teachers to keep abreast with the changing world of education. Crabtree and Hughes (36) found that subject-matter areas of home economics, trends, and new methods and techniques were checked most often as topics of concern by home economics teachers needed in inservice education.



According to Evans and Terry (38, p. 189) "inservice education is the continuing education of a person who has previously developed the basis competencies required for entry into a position on the teaching team." Furthermore, the same authors suggest that the purpose of inservice education is to improve the educators' performance within his or her current education role, a role for which he or she previously has been prepared.

The following assumptions were made by Evans and Terry (38) in light of the needs for inservice education:

1. It is imperative that vocational educators continue education to improve their performance and to keep up-to-date in: (a) the discipline(s) which provide the subject matter, the basic knowledge for an occupation, (b) the occupational field which is the source of the skills, procedures, and knowledge for occupational education, and (c) new educational processes and methods derived from current research and experimentation.
2. An important function of inservice education is to help each vocational educator develop and maintain a zest for his or her role as a vocational educator.
3. Continuing education is the responsibility of each individual vocational educator; the extent to which inservice education is dependent upon the extent to which individuals accept this responsibility.
4. The specific individual inservice needs of each vocational educator are different and the inservice program for each person needs to be tailored to fit his or her needs.
5. The inservice education needs of individual vocational educators can be met better if a wide variety of services, programs, and experiences are provided (p. 189).

Bruce and Daly (47) believe that the workshop approach serves several distinct advantages to keep teachers abreast of new methods and materials:

Teachers who participate in the workshops and become familiar with the materials are likely to use them. They are also likely to discover any weaknesses in the materials, thus alerting the curriculum specialists to changes that should be made when materials are revised (p. 30).

Patton (7) points out that one of the most important segments of curriculum management assumed by the CIMC is that of preservice and inservice training of teachers in usage of the core curriculum materials. He further stresses:

The training programs are implemented and shared jointly with curriculum center personnel, state supervisors, and personnel at Oklahoma State University. We feel that the time teachers spend during inservice training contributes to better management and provides for increased diffusion when the final test comes for the adaptation to the local school (7, p. 13).

#### Summary

A brief overview of recent trends in curriculum development, the performance based curriculum systems approach in curriculum development, and inservice education were included in Chapter II. The implications of the most recent research in these areas were a basis for the development of Home Economics I, Basic Core. Chapter III will describe the procedure used to collect the data in order to compare the utilization and acceptance of Home Economics I, Basic Core by vocational home economics teachers who were workshop participants and those who were not workshop participants.

## CHAPTER III

### METHODOLOGY

#### Introduction

The major purpose of this study was to compare the general acceptance of Home Economics I, Basic Core, its usefulness as a teaching resource, and acceptance of the individual components within a unit of instruction by workshop participants and non-workshop participants. It was necessary to incorporate the following objectives in order to deal with this purpose:

1. To determine the general acceptance of Home Economics I, Basic Core as the basic teaching resource for instruction of Home Economics I by workshop participants and by non-workshop participants.
2. To determine the usefulness of Home Economics I, Basic Core as the basic teaching resource for instruction of Home Economics I by workshop participants and by non-workshop participants.
3. To determine the acceptance of individual components of a unit of instruction within Home Economics I, Basic Core by workshop participants and non-workshop participants.

To meet the objectives of the study, the literature was reviewed to find any previous research that would relate to the study. Ways of

collecting data were also reviewed. The remainder of this chapter is divided into the following sections: collection of data; selection of the population; development of the instrument; method of collecting data employed; and analysis of the data.

### Collection of Data

The selection of the instrument used to collect the desired data was felt by the writer to be one of the most important steps in the study. Brun (48) agrees with the writer in this feeling by stating:

If education and educational research are to move forward the task of developing measuring instruments must be undertaken and the goal being to make these instruments as refined as possible. Qualities desired in any measurement procedure are objectivity, the various types of validity, and reliability (p. 19).

Ways of data collection were reviewed and the questionnaire was selected as the form to be used for the collection of data. A questionnaire is defined by Hall (49, p. 20) as "a form that is used to elicit responses to specified questions and is filled out by the respondent."

Furthermore, Hall describes

an effective questionnaire as being valid, that is, clear and without ambiguity, objective, has clear instructions and questions, is carefully formulated and tried out, has a neat and attractive appearance, is a suitable and reasonable length, and has a good accompanying letter (49, p. 21).

The main advantage of using the questionnaire method is that it is a means of reaching persons who are difficult to contact personally.

Questionnaires have the following advantages:

1. The questionnaire is likely to be a less expensive procedure than the interview.
2. The questionnaire requires much less skill to administer than an interview.
3. Questionnaires can be administered to a large number of individuals simultaneously.

4. Questionnaires can be sent through the mail.
5. The standardized wording, ordering of questions, and instructions for recording responses ensures some uniformity from one measurement situation to another.
6. Respondents tend to have confidence in their anonymity and may feel free to express their views.
7. Respondents are given ample time to fill out the questionnaire thereby allowing them to consider each point carefully (50, p. 54).

On the other hand, a questionnaire has certain disadvantages as a device for collection of data. Van Dalen (51) describes these disadvantages in the following way:

Some subjects may not supply accurate answers, however, for they may suffer from faulty perception or memory or may not be able to express their impressions and ideas adequately in words. Respondents who are not free, willing, or qualified to divulge information may ignore certain questions or falsify their answers. Many people do not give thoughtful consideration to questionnaires; they fill out the forms carelessly or report what they assumed took place. Not uncommonly, respondents tailor replies to conform with their biases, to protect their self-interests, to place themselves in a more favorable light, to please the researcher, or to conform to socially accepted patterns (p. 43).

So that a short questionnaire could be constructed, statements in the closed form with suggested possible responses were used (see Appendix A). The writer realized that open-end questions would permit the respondents to answer in their own words thereby giving insight into their answers; however, the writer also believed that this method would be too time consuming and difficult to tabulate and analyze in a large sample.

#### Selection of the Population

In Oklahoma there are approximately 400 vocational consumer and homemaking teachers who teach Home Economics I. To determine the sample population, a list of these teachers was obtained from the Home

Economics Division of the State Department of Vocational and Technical Education. Next a list of all home economics teachers who had participated in one of the inservice curriculum and management workshops was obtained from the Curriculum and Instructional Materials Center.

The names appearing on the list obtained from the CIMC were then compared to the total list and those appearing on both lists were deleted from the list obtained from the Home Economics Division in order to prevent duplication of names. A random selection was then made of 150 teachers (75 workshop participants and 75 non-workshop participants) to which to submit the questionnaire.

Two samples, workshop and non-workshop participants, were necessary for this study in order to compare the general acceptance of Home Economics I, Basic Core, its usefulness as a teaching resource, and acceptance of the individual components within a unit of instruction by workshop participants and non-workshop participants.

#### Development of the Instrument

In keeping with other research completed on curriculum development in Oklahoma, the writer reviewed the attitude scales which were developed by Patton (52), Lucas (53), and Nielson (54) to measure the favorable and unfavorable opinions and attitudes of teachers toward core curriculum developed by the CIMC.

Furthermore, in order to devise an attitude scale useful to home economics, it was necessary to review the curriculum and to interview curriculum specialists so that appropriate objectives would be stated. After the objectives were stated, it was necessary to select those questionnaire items that would be instrumental in meeting the objectives.

The instrument was constructed in two parts (i.e., Part I and Part II). Part I was completed by all home economics teachers. Part I consisted of a list of statements which required a check mark for the individual to make known her response. In addition, one open-ended statement was included in order to elicit any responses not included in the list of statements which expressed the opinion of the individual teacher.

Part II was completed by home economics teachers who were using Home Economics I, Basic Core as the one basic teaching resource in their instruction of Home Economics I. There were 92.31% of the workshop participants and 79.17% of the non-workshop participants who responded to Part II.

Before the questionnaire was submitted to the vocational consumer and homemaking teachers, a panel composed of the Coordinator, two Assistant Coordinators, and three Curriculum Specialists reviewed the items designed by the writer to achieve the three objectives of the study. The panel and the writer's graduate committee approved the questionnaire. Also, the questionnaire was mailed to a pre-test group of five home economics teachers. The panel, graduate committee, and teachers checked the instrument for clarity of statements and directions, suitability of types of statements, understanding of directions, and suitability of length. The cover letters were also evaluated to determine if they would elicit maximum response from the random sampling of teachers. Their responses and personal comments were used in the finalization of the questionnaire.

### Method of Collecting Data

The 150 high school vocational consumer and homemaking teachers (75 workshop participants and 75 non-workshop participants) selected at random to participate in the study were mailed a copy of the revised questionnaire, an introductory letter (see Appendix A), and a stamped self-addressed envelope. At the end of two weeks those teachers who had not yet responded were mailed another questionnaire and were asked to respond as soon as possible.

### Analysis of Data

In order to compare the general acceptance of Home Economics I, Basic Core, its usefulness as a teaching resource, and acceptance of the individual components within a unit of instruction by workshop participants and non-workshop participants, an analysis of the responses to a questionnaire completed by two selected samples of teachers was made. This analysis was done to determine the effect of the inservice curriculum and management workshops.

The instrument development employed the use of the Likert-Scale in order to gather data from Home Economics I teachers. The questionnaires were hand sorted according to workshop participants and non-workshop participants. In order to present accurately the opinions concerning the Home Economics I, Basic Core, a frequency distribution of each item was computed and percentages were calculated. Tables were then developed to compare numerical, percentage, and mean responses to each item of the two groups.

In an attempt to prevent participants in the study from rotely marking the questionnaire, 12 negative items were developed and



included in the questionnaire (negative items were 2, 4, 6, 7, 8, 11, 18, 20, 25, 28, 35, 37, 38). Success was realized in that there was a sharp change in response from the positive to the negative whenever negative items were encountered.

In arriving at the mean response, numerical values were assigned to each response category of the Likert-Scale as follows:

<u>Positive Item</u>	<u>Negative Item</u>
Strongly Agree - 5	Strongly Agree - 1
Agree - 4	Agree - 2
Undecided - 3	Undecided - 3
Disagree - 2	Disagree - 4
Strongly Disagree - 1	Strongly Disagree - 5

In order to calculate the mean responses to the negative items, the numerical value was reversed to permit all items to be computed in a like manner. A negative item which received a "strongly disagree" rating reflected a positive attitude.

Prior to analysis the writer decided that the actual numerical value range for each response category would be assigned as follows:

Strongly Agree-----	4.6 to 5.0
Agree-----	3.6 to 4.5
Undecided-----	2.6 to 3.5
Disagree-----	1.6 to 2.5
Strongly Disagree-----	1.5 and below

Additional comments written by the respondents were recorded.

### Summary

Chapter III has presented the methodology that was used in this study. Sections included were: collection of data; selection of the population; development of the instrument; method of collecting data employed; and analysis of the data.

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA

#### Introduction

The major purpose of this study was to compare the general acceptance of Home Economics I, Basic Core, its usefulness as a teaching resource, and acceptance of the individual components within a unit of instruction by workshop participants and non-workshop participants. To attain this purpose, the following objectives were developed and used:

1. To determine the general acceptance of Home Economics I, Basic Core as the basic teaching resource for instruction of Home Economics I by workshop participants and by non-workshop participants.
2. To determine the usefulness of Home Economics I, Basic Core as the basic teaching resource for instruction of Home Economics I by workshop participants and by non-workshop participants.
3. To determine the acceptance of individual components of a unit of instruction within Home Economics I, Basic Core by workshop participants and non-workshop participants.

The data presented in this chapter were gathered from vocational consumer and homemaking teachers in Oklahoma. Questionnaires were mailed to 150 teachers of Vocational Home Economics I (75 workshop

participants and 75 non-workshop participants) on October 8, 1974. The teachers were asked to respond and to return the questionnaire by November 1, 1974. Of the 150 questionnaires mailed, 109 were returned for a 73 percent return. Nine questionnaires were not completed properly; the respondents had not used the core curriculum materials, or the teacher had not taught previously. Therefore, of the 109 questionnaires that were returned, 100 were usable in the study. Of the 75 questionnaires mailed to workshop participants, there were 52 (69 percent) usable in the study. Of the 75 questionnaires mailed to non-workshop participants, there were 48 (64 percent) that were usable in the study.

This study was based on the three objectives previously stated. As each objective was developed, items to be placed in the questionnaire were written to help meet these various objectives. Items grouped under Objective I were to determine the general acceptance of Home Economics I, Basic Core as the basic teaching resource for instruction of Home Economics I by workshop participants and by non-workshop participants. Items 1, 2, 4, 5, 22, 23, 24, 26, 28, 29, 30, 31, and 36 were used in meeting Objective I.

In order to determine the usefulness of Home Economics I, Basic Core as the basic teaching resource for instruction of Home Economics I by workshop participants, the following items were used to gather data for Objective II: 3, 6, 7, 21, 27, 32, 33, 34, 35, 36, 37, and 38.

Objective III attempted to determine the acceptance of individual components of a unit of instruction within Home Economics I, Basic Core by workshop participants and non-workshop participants. Items grouped under this objective were: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, and 25.

The following open-ended items were included to allow teachers to add additional information relative to the acceptance and usefulness of Home Economics I, Basic Core as a teaching resource and their acceptance of the individual components within the publication: VI in Part I and 39 in Part II.

#### General Acceptance

Thirteen items were used to determine the general acceptance of the Home Economics I, Basic Core by workshop participants and non-workshop participants. Table I compares numerical, percentage, and mean responses to these items.

A total of 50 of the 52 workshop participants responded to item one, which stated that the content meets individual needs of the students. There were 68 percent of the workshop participants who agreed and 60.42 percent of the non-workshop participants who agreed with the item. It is noted that no respondent in either group "strongly disagreed" that the content meets the individual needs of students.

As teachers responded to the negatively stated item 2, there were 7.69 percent of the workshop group who "strongly disagreed" that the format is dull, boring, and un motivating, while no non-workshop participant marked "strongly disagree. There were 43.75 percent of the non-workshop group who checked "disagree" and 46.15 percent of the workshop participants who checked "disagree" to this negative item.

An examination of Table I shows that 50 percent of the workshop group disagreed that student materials were too expensive while 28.85 percent of the group marked "strongly disagree" (Item 4). There were

TABLE I

COMPARISON OF NUMERICAL, PERCENTAGE, AND MEAN RESPONSES INDICATING GENERAL ACCEPTANCE OF HOME ECONOMICS I, BASIC CORE OF WORKSHOP PARTICIPANTS AND NON-WORKSHOP PARTICIPANTS

ITEM	WORKSHOP PARTICIPANTS										NON-WORKSHOP PARTICIPANTS											
	SA		A		U		D		SD		MEAN	SA		A		U		D		SD		MEAN
	N	%	N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%	N	%	
1. Content meets individual needs of students	2	4.00	34	68.00	10	20.00	4	8.00	0	0	3.68	1	2.08	29	60.42	11	22.91	7	14.58	0	0	3.50
*2. Format is dull, boring, unmotivating	2	3.84	16	30.77	6	11.54	24	46.15	4	7.69	3.24	2	4.17	14	29.17	11	22.91	21	43.75	0	0	3.07
*4. Student materials are too expensive	2	3.84	5	9.62	4	7.69	26	50.00	15	28.85	3.91	5	10.64	4	8.51	10	21.28	23	48.94	5	10.64	3.41
5. Student materials are easily adapted	7	13.46	38	73.08	4	7.69	3	5.77	0	0	3.94	4	8.33	39	81.25	3	6.25	2	4.17	0	0	3.93
22. Student should own a personal copy	21	46.67	18	40.00	2	4.44	3	6.67	1	2.22	4.22	9	24.32	19	51.35	5	13.51	2	5.41	2	5.41	3.83
23. Classroom management facilitated when each student has own copy	22	48.89	19	42.22	0	0	3	6.67	1	2.22	4.28	11	29.73	19	51.35	2	5.41	4	10.81	1	2.70	3.94
24. Kind of help I need	10	23.26	27	62.79	6	13.95	0	0	0	0	4.09	5	13.16	29	76.32	2	5.26	2	5.26	0	0	3.97
26. Improves quality of HE I instruction in Oklahoma	14	31.11	26	57.78	5	11.11	0	0	0	0	4.20	13	34.21	21	55.26	4	10.53	0	0	0	0	4.23
*28. Difficult to adapt	1	2.22	8	17.78	3	6.67	22	48.89	11	24.44	3.76	0	0	2	5.26	7	18.42	27	71.05	2	5.26	3.77
29. Some units too advanced	3	6.52	16	34.78	3	6.52	21	45.65	3	6.52	3.11	1	2.70	10	27.03	4	10.81	21	56.76	1	2.70	3.30
30. Used for 60% of instruction	6	13.33	32	71.11	3	6.67	4	8.89	0	0	3.88	1	2.63	26	68.42	3	7.90	7	18.42	1	2.63	3.50
31. Helpful in improving content and teaching techniques in HE I instructional program	10	22.22	31	68.89	3	6.67	1	2.22	0	0	4.11	4	10.53	31	81.58	2	5.26	1	2.63	0	0	4.00
36. Content meets individual needs of students	4	8.70	32	69.57	8	17.39	2	4.35	0	0	3.82	0	0	30	78.95	5	13.16	3	7.90	0	0	3.71

\*Negatively stated items  
N = number responding

10.64 percent of the non-workshop group who checked "strongly disagree" and 48.94 percent who checked "disagree" to this negative item.

Most teachers indicated that Home Economics I, Basic Core is adaptable in meeting student needs (Item 5). There were 13.46 percent of the workshop participants marking "strongly agree" and 73.08 percent marking "agree." There were 8.33 percent of the non-workshop participants who checked "strongly agree" and 81.25 percent of this group who checked "agree." No teacher marked "strongly disagree." Over 85 percent of both groups either agreed or strongly agreed.

There were 46.67 percent of the workshop participants who "strongly agreed" that each student should own a personal copy of Home Economics I, Basic Core, while 40 percent of the same group "agreed" (Item 22). There were 24.32 percent of the non-workshop participants who checked "strongly agree" and 51.35 percent who checked "agree" to the same item. Over 75 percent of all teachers indicated that each student should own a personal copy.

Twenty-two workshop participants (48.89 percent) indicated a "strongly agree" response that classroom management is facilitated when each student has her own copy as compared to 29.73 percent of the non-workshop group who checked "strongly agree" (Item 23). There were 42.22 percent of workshop participants who agreed with item 23 while 51.35 percent of the non-workshop group agreed. There were over 90 percent of the workshop group who marked "agree" or "strongly agree" compared to 71 percent of non-workshop participants responding in same categories.

There were 23.26 percent of the workshop group who checked "strongly agree" that the core curriculum is the kind of help they need while

62.79 percent of the same group checked "agree" (Item 24). Of the 48 home economics teachers who had not participated in a workshop, there were 13.16 percent marking "strongly agree" and 76.32 percent marking "agree." Over 85 percent of all teachers indicated that the publication is the kind of help needed. It is noted that no workshop participant marked "disagree" or "strongly disagree" and that no non-workshop participant marked "strongly agree."

Table I (p. 39) shows that most teachers agree that Home Economics I, Basic Core improves the quality of Home Economics I instruction in Oklahoma (Item 26). There were 14 workshop participants or 31.11 percent who marked "strongly agree," while there were 26 or 57.78 percent who checked the "agree" response making a total of 88.89 percent agreeing or strongly agreeing. Of the non-workshop participants, there were 13 or 34.21 percent who "strongly agreed" with the item, and there were 21 teachers or 55.26 percent who marked "agree" making a total of 89.47 percent who agreed or strongly agreed. It is noted that no teacher marked "strongly disagree" or "disagree."

There were 11 workshop participants or 24.44 percent who marked "strongly disagree" and 48.89 percent who marked "disagree," while 5.26 percent of the non-workshop group marked "strongly disagree" and 71.05 percent who checked "disagree" that the publication is difficult to adapt (Item 28). Over 70 percent of the teachers felt that the publication is not difficult to adapt. No non-workshop participant strongly disagreed with this item.

According to the data in Table I, there were 34.78 percent of the workshop participants who marked "agree" that units of instruction are too advanced, while 45.65 percent of the group marked "disagree"



(Item 29). Comparatively, there were 56.76 percent of the non-workshop participants who checked "disagree" and 27.03 of the same group who checked "agree."

It is noted that 13.33 of the workshop group checked "strongly agree" as compared to 2.63 of the non-workshop group checked "strongly agree" that the publication was used for 60 percent of their instruction for Home Economics I. (Item 30). There were 84.44 percent of the workshop participants who agreed, or strongly agreed and 71.04 percent of the non-workshop participants who responded "agree" or "strongly agree." No workshop participant marked "strongly disagree" to this item.

Both groups indicated that Home Economics I, Basic Core is helpful in improving content and teaching techniques in the Home Economics I instructional program (Item 31). There were 10 or 22.22 percent of the workshop participants who marked "strongly agree" to this item. Four of the non-workshop participants or 10.53 percent marked "strongly agree." There were 68.89 percent of the workshop participants marking "agree" while 81.58 percent of the non-workshop participants marked "agree" that the Home Economics I, Basic Core is helpful in improving content and teaching techniques. There were over 90 percent of all teachers who either agreed or strongly agreed. No teacher marked "strongly disagree."

There were 8.70 percent of the workshop group who strongly agreed that content of Home Economics I, Basic Core meets the individual needs of the student while 69.57 percent of the same group checked "agree" (Item 36). There were 78.95 percent of the non-workshop group who

responded "agree." Over 75 percent of all teachers agreed or strongly agreed. No teacher marked "strongly disagree."

#### Usefulness

A total of 11 items were used in order to determine the usefulness of Home Economics I, Basic Core as a teaching resource. Table II shows that 56.84 percent of the workshop group checked either "strongly disagree" or "disagree" that there is enough time to teach the entire content of the publication (Item 3). There were 68.75 percent of the non-workshop participants who marked either of the forementioned response categories.

The majority of all teachers indicated that Home Economics I, Basic Core is not difficult to supplement (Item 6). One-fourth of the workshop participants marked "strongly disagree" and 65.85 percent checked "disagree" while 60.42 percent of non-workshop participants marked "disagree" and 27.08 percent marked "strongly disagree." Over 85 percent of the teachers disagreed or strongly disagreed with this negative item.

Furthermore, Table II shows that responses made by the groups showed that the publication does not hinder the teachers' freedom and creativity (Item 7). Of the workshop participants, there were 28.85 percent of the teachers who checked "strongly disagree" and 53.85 percent who checked "disagree." There were 29.17 percent of the non-workshop group who marked "strongly disagree" and 64.58 who marked "disagree." Over 80 percent of all teachers "disagreed" or "strongly disagreed" with this negatively stated item. No workshop participant marked "strongly agree" to this item.

TABLE II

COMPARISON OF NUMERICAL, PERCENTAGE, AND MEAN RESPONSES INDICATING THE USEFULNESS OF HOME ECONOMICS I, BASIC CORE AS A TEACHING RESOURCE OF WORKSHOP PARTICIPANTS AND NON-WORKSHOP PARTICIPANTS

ITEM	WORKSHOP PARTICIPANTS										NON-WORKSHOP PARTICIPANTS											
	SA		A		U		D		SD		MEAN	SA		A		U		D		SD		MEAN
N	%	N	%	N	%	N	%	N	%	N		%	N	%	N	%	N	%	N	%	N	
3. Enough time to teach content	3	5.88	16	31.37	3	5.88	21	41.18	8	15.68	2.70	1	2.08	11	22.92	3	6.25	25	52.08	8	16.67	2.41
*6. Student materials difficult to supplement	2	3.85	2	3.85	1	1.92	34	65.89	34	25.00	4.04	1	2.08	1	2.08	4	8.33	29	60.42	13	27.08	4.09
*7. Hinders my individual freedom and creativity	0	0	4	7.69	5	9.52	28	53.85	15	28.85	4.04	1	2.09	2	4.17	0	0	31	64.58	14	29.17	4.15
21. Supplement information needed	8	18.18	28	63.64	4	9.09	4	9.09	0	0	4.04	11	28.95	17	44.74	2	5.26	7	18.42	1	2.63	3.78
27. Allows time to be more creative	9	20.46	26	59.09	9	20.46	0	0	0	0	4.00	4	10.53	23	60.53	7	18.42	4	10.53	0	0	3.71
32. Helps teach more material in less time	6	13.04	22	47.83	13	28.26	5	10.87	0	0	3.63	3	7.90	24	63.16	3	7.90	8	21.05	0	0	3.57
33. Requires more teacher preparation time	3	6.52	10	21.74	6	13.04	22	47.83	5	10.87	2.65	0	0	6	15.79	5	13.16	20	52.63	7	18.42	2.26
34. Units useful in preparing students for dual role	7	15.22	32	69.57	3	6.52	4	8.70	0	0	3.91	0	0	33	86.84	3	7.90	1	2.63	1	2.63	3.78
*35. Some units need omitted	4	8.70	23	50.00	11	23.91	8	17.39	0	0	2.50	3	7.90	16	42.11	11	28.95	8	21.05	0	0	2.64
*37. Difficult to supplement	0	0	2	4.35	2	4.35	32	69.57	10	21.74	4.09	1	2.63	5	13.16	2	5.26	26	68.42	4	10.53	3.72
*38. Some content out of date	0	0	22	50.00	8	18.18	14	31.82	0	0	2.82	1	2.63	12	31.58	6	15.79	18	47.37	1	2.63	3.16

\*Negatively stated items  
N = number responding

In view of the teacher responses to item 21, most teachers in the study felt that supplemental information is needed to use the core more effectively. There were 18.18 percent of the workshop participants checking "strongly agree" and 63.64 percent checking "agree," while there were 28.95 percent of the non-workshop group that marked "strongly agree" and 44.75 percent marked "agree." There were over 80 percent of workshop participants who "agreed" or "strongly agreed" as compared to over 70 percent of non-workshop participants responding in these categories. There was no member of the workshop group who marked "strongly disagree."

Workshop participants and non-workshop participants indicated that most teachers feel that Home Economics I, Basic Core allows the teacher to be more creative (Item 27). There were 20.46 percent of the workshop group who marked "strongly agree" while 10.53 percent of the non-workshop group checked "strongly agree." Over 70 percent of all teachers marked "agree" or "strongly agree." No teacher marked "strongly disagree." Furthermore, no workshop participant marked "disagree."

The majority of the teachers indicated that the publication helps teach more material in less time (Item 32). There were 13.04 percent of workshop participants who checked "strongly agree" while 47.83 percent of the same group checked "agree." There were 7.90 percent of the non-workshop group who chose the "strongly agree" response and 63.16 percent choosing the "agree" category. No teacher marked "strongly disagree."

According to the data in Table II, the majority of the non-workshop group "disagree" or "strongly disagree" that the core curriculum for Home Economics I requires more teaching preparation time (Item 33) with

71.05 percent of the teachers marking these response categories. Accordingly, there were 58.70 percent of the workshop participants who checked the same responses.

In view of the data gathered, teachers felt that units in Home Economics I, Basic Core are useful in preparing students for a dual role (Item 34). There were 15.22 percent of workshop participants marking "strongly agree" and 69.57 percent marking "agree." There were 86.84 percent of the non-workshop group who checked "agree," while no member of this group checked "strongly agree." Over 85 percent of all teachers marked "agree" or "strongly agree." No workshop participant marked "strongly disagree."

No teacher responded "strongly disagree" that some units need to be omitted from the core curriculum (Item 35). There were 58.70 percent of the workshop participants who marked either "strongly agree" or "agree." There were 50.01 percent of the non-workshop group who checked either "strongly agree" or "agree."

The table shows that most teachers felt that Home Economics I, Basic Core is not difficult to supplement (Item 37). There were 21.74 percent of the workshop group who marked "strongly disagree" and 10.53 percent of the non-workshop group who marked "strongly disagree" to this negatively stated item. Over 75 percent of both groups marked "disagree" or "strongly disagree."

One-half of the workshop participants in the study agreed that some content in the core curriculum is out of date while 31.58 percent of the non-workshop participants marked "agree." No workshop participant marked "strongly agree" or "strongly disagree."

### Individual Components

There were 14 items used to determine the acceptance of the individual components within the core curriculum for Home Economics I. Table III shows that both groups felt that evaluation techniques in Home Economics I, Basic Core measure only the recall level of student learning (Item 8). There were 19.23 percent of the workshop group who marked "strongly agree" and 51.92 percent who marked "agree" while 27.08 percent of the non-workshop group checked "strongly agree" and 50 percent marked "agree." Over 70 percent of all teachers marked "agree" or "strongly agree." There was no member of the non-workshop group who marked "strongly disagree."

Over 75 percent of the workshop participants indicated that suggested activity pages are helpful in their teaching (Item 9) Accordingly, 71.05 percent of the non-workshop participants marked either "strongly disagree" or "disagree" to the negatively stated item.

Most teachers agreed that objectives help identify important elements in a unit (Item 10). There were 16 of the workshop participants (34.78 percent) who marked "strongly agree" and 60.87 percent who marked "agree." Over 90 percent of all teachers agreed or strongly agreed that objectives help identify important elements in a unit. It is noted that no workshop participant marked "disagree" and no non-workshop participant marked "strongly disagree."

As teachers responded to the negatively stated item 11, there were 11.37 percent of workshop participants who marked "strongly disagree" that information sheets should not contain specific content while 5.26 percent of the non-workshop group marked "strongly disagree." On the

TABLE III

COMPARISON OF NUMERICAL, PERCENTAGE, AND MEAN RESPONSES INDICATING THE  
ACCEPTANCE OF INDIVIDUAL COMPONENTS IN HOME ECONOMICS I, BASIC  
CORE OF WORKSHOP PARTICIPANTS AND NON-WORKSHOP PARTICIPANTS

ITEM	WORKSHOP PARTICIPANTS										NON-WORKSHOP PARTICIPANTS											
	SA		A		U		D		SD		MEAN	SA		A		U		D		SD		MEAN
	N	%	N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%	N	%	
*8. Evaluation techniques measure recall level	10	19.23	27	51.92	3	5.77	11	21.15	1	1.92	2.35	13	27.08	24	50.00	3	6.25	8	16.67	0	0	2.13
*9. Suggested activities are little help	2	4.44	7	15.56	1	2.22	29	64.44	6	13.33	3.67	2	5.26	6	15.79	3	7.90	25	65.79	2	5.26	3.50
10. Objectives helps identify most important elements	16	34.78	28	60.87	1	2.17	0	0	1	2.17	4.26	8	21.05	28	73.68	0	0	2	5.26	0	0	4.10
*11. Information sheets should not have specific content	2	4.55	8	18.18	8	18.18	21	47.73	5	11.37	3.44	1	2.63	13	34.21	5	13.16	17	44.74	2	5.26	3.16
12. Teaching-learning programs facilitated if students have information sheets	9	20.46	30	68.18	2	4.54	3	6.82	0	0	4.02	4	10.53	29	76.32	4	10.53	1	2.63	0	0	3.94
13. Assignment sheets provide appropriate practice	8	17.78	27	60.00	5	11.11	5	11.11	0	0	3.84	2	5.26	26	68.42	5	13.16	5	13.16	0	0	3.65
14. Job sheets are sufficient	6	13.33	28	62.22	7	15.56	4	8.89	0	0	3.80	3	7.90	23	60.53	2	5.26	8	21.05	2	5.26	3.44
15. Students able to achieve 85% on tests	3	6.52	21	45.65	3	6.52	17	36.96	2	4.35	3.13	0	0	11	28.95	2	5.26	17	44.74	8	21.05	2.42
16. Tests measure achievement of each objective	7	15.91	27	61.36	7	15.91	3	6.82	0	0	3.86	2	5.26	20	52.63	3	7.90	13	34.21	0	0	3.28
17. More job and assignment sheets are needed	8	17.78	18	40.00	7	15.56	12	26.67	0	0	3.48	7	18.42	16	42.11	9	23.68	6	15.79	0	0	3.63
*18. More illustrations needed	8	17.78	19	42.22	9	20.00	8	17.78	1	2.22	2.45	5	13.16	20	52.63	8	21.05	5	13.16	0	0	2.35
19. Audiovisuals should be developed or provided	19	43.18	18	40.91	4	9.10	2	6.82	0	0	4.20	15	39.47	20	52.63	3	7.90	0	0	0	0	4.31
*20. Teachers need transparencies	12	26.67	12	26.67	7	15.56	14	31.11	0	0	2.52	7	18.42	11	28.95	8	21.05	9	23.68	3	7.90	2.73
25. Some units too long	8	18.18	28	63.64	4	9.10	4	9.10	0	0	3.90	11	28.94	7	44.74	2	5.26	7	18.42	1	2.63	3.78

\*Negatively stated items  
N = number responding

other hand, there were 18.18 percent of the workshop participants who chose the "agree" response category as compared to 34.21 percent of the non-workshop participants who marked "agree."

According to the data presented in Table III, most teachers felt that the teaching-learning process was facilitated if students have information sheets (Item 12). There were 20.46 percent of the workshop group who checked "strongly agree" as compared to 10.53 percent of the non-workshop group who checked the same response. There were 68.18 percent of workshop participants who marked "agree" and 76.32 percent of the non-workshop group who checked "agree." Over 85 percent of all teachers "agreed" or "strongly agreed" that the teaching-learning process was facilitated if students had information sheets. No participant in the study responded with "strongly disagree."

Over 70 percent of both workshop participants and non-workshop participants indicated that assignment sheets provide appropriate practice (Item 13). However, there were 17.78 percent of the workshop participants who marked "strongly agree" while 5.26 percent of the non-workshop participants marked "strongly agree." No teacher in the study responded "strongly disagree" to this item.

There were 13.33 percent of workshop participants who checked "strongly agree" that job sheets are sufficiently detailed while 7.90 percent of the non-workshop participants marked "strongly agree" (Item 14). There were 8.89 percent of the workshop participants who indicated "disagree" responses while 21.05 percent checked the "disagree" category. Over 65 percent of all teachers agreed or strongly agreed with this item. No workshop participant marked "strongly disagree."



The majority of the workshop group indicated their agreement that students are able to achieve 85 percent on the unit tests while only 28.95 percent of the non-workshop group agreed that students are able to achieve the 85 percent (Item 15). No teacher who had not participated in a workshop marked "strongly agree" to this item.

Most teachers agreed that tests measure achievement of each objective (Item 16). There were 15.91 percent of the workshop participants who marked "strongly agree" and 61.36 percent who checked "agree." There were 5.26 percent of the non-workshop participants who checked "strongly agree" while 52.36 percent of the same group checked "agree." No teacher marked "strongly disagree."

Table III shows that over 55 percent of all teachers agreed or strongly agreed that more job and assignment sheets are needed (Item 17). There were 57.78 percent of workshop participants who marked "strongly agree" or "agree" and 60.53 percent in the non-workshop group who responded in these categories.

Over 50 percent of each group agreed that more illustrations are needed in Home Economics I, Basic Core (Item 18). Furthermore, both groups in the study indicated that audio visuals should be developed or provided to use with the core curriculum. There were 84.09 percent of the workshop participants who chose "strongly agree" or "agree" and 92.10 percent of the non-workshop participants who marked the same response categories. No teacher marked "strongly disagree" and no non-workshop participant marked "disagree."

With over 50 percent of each sample marking "strongly agree" or "agree," the majority of the teachers indicated the need for transparencies rather than transparency masters (Item 19). There were 18.18

percent of the workshop participants who marked "strongly agree" that some units are too long while 63.64 percent of the same group checked "agree" (Item 25). There were 28.94 percent of the non-workshop group who responded in the "strongly agree" category and 44.74 percent who marked "agree." Over 70 percent of all teachers agreed or strongly agreed with this item.

#### Summary

According to the data presented in Table III, workshop participants accumulated higher mean responses in 11 of the 14 items designed to determine teacher acceptance of the individual components of each unit within Home Economics I, Basic Core.

#### Additional Comments

The following statements are comments about Home Economics I, Basic Core as revealed by workshop participants. These comments are grouped as they related to one of the three objectives in the study.

#### General Acceptance

"I feel that all material can be adapted to fit each teaching situation."

"I like it."

"I wish I would have had something like this when I began teaching."

"I like it, and the students like it, but I must admit I wish I had had the change to participate in the workshop before I used the

curriculum core. The workshop made me want to use it even more and gave me many ideas of implementing."

"I like the HEI, Basic Core--it gives me more time to work on teaching aides."

"Think Basic Core curriculum is great! Wish we could come up with one for a Family Living class."

"The core is a flexible and helpful teaching tool."

### Usefulness

"It is a very useful tool."

"The HEI, Basic Core is an asset to my teaching because it does most of my planning for me. It must be adapted for the locale in which you live and naturally some of it could not be used or would be inappropriate."

"I do not like the unit on housekeeping, equipment, and hand tools."

"I think that adding more resource information might help teachers to make the core materials more interesting."

"I think it needs a unit of clothing construction with objectives for the first garment."

"The nutrition and relations units need more depth."

"It needs a clothing construction unit."

### Individual Components

"Needs more activities. In foods units need activities and recipies for the beginning students. Sanitation unit should deal more with prevention."

"I feel that my teaching would be even more effective with the core materials if films and filmstrips were made to supplement the units. Also, I wish that learning games, crossword puzzles, etc. could be included."

"I wish tips for introducing a unit would be provided."

"The format provides the objectives and the information, and it is our responsibility to make it interesting and motivating with supplemental materials and ideas."

The following statements are some interesting comments about the Home Economics I, Basic Core as revealed by teachers who have not participated in a workshop.

#### General Acceptance

"It is a good course guide, but would be very boring if used for the total program."

"I use the Basic Core, but not as the main resource."

"I basically like the Core--it gives me something to show parents and with paper problem saves me duplicating a lot."

"Some of the material is too boring."

"Too much paper to go through and for the students to carry."

"Need more help for teacher in teaching and presenting the material."

"The information is good, but the information sheets are too hard to study."

"Information sheets not needed--they (the students) need to read on their own and takes notes."

"Tests require too much recall."

"There seems to be too much memory work involved."

"The students don't like the tests."

"I have a hard time following an outline not made up by me for my classes."

"It needs more job and assignment sheets."

"The tests are on too many sheets of paper, so I have to retype them."

"It should be less structured--what works for teaching home economics for one person in a particular school with a certain type of student, may not even come close to another teacher's needs."

#### Miscellaneous

"A curriculum workshop should be held so that all teachers would have the opportunity to attend."

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

The major purpose of this study was to compare the general acceptance of Home Economics I, Basic Core, its usefulness as a teaching resource, and acceptance of the individual components within a unit of instruction by workshop participants and non-workshop participants. It was necessary to incorporate the following objectives in order to deal with this purpose:

1. To determine the general acceptance of Home Economics I, Basic Core as the basic teaching resource for instruction of Home Economics I by workshop participants and by non-workshop participants.
2. To determine the usefulness of Home Economics I, Basic Core as the basic teaching resource for instruction of Home Economics I by workshop participants and by non-workshop participants.
3. To determine the acceptance of individual components of a unit of instruction within Home Economics I, Basic Core by workshop participants and by non-workshop participants.

To meet the objectives of the study, the literature was reviewed to find any previous research that would relate to the study. Ways of collecting data were also reviewed.

A total of 150 teachers were contacted by mail questionnaires. There was an overall 73 percent return of the questionnaires. The instrument used was constructed in two parts. Part I was completed by all teachers and Part II was completed only by those home economics teachers who were using Home Economics I, Basic Core as the one basic teaching resource in their instruction of Home Economics I.

Two samples were used in this study in order to compare the general acceptance of Home Economics I, Basic Core, its usefulness as a teaching resource, and acceptance of the individual components within a unit of instruction by workshop participants and by non-workshop participants. One sample consisted of 52 vocational consumer and homemaking teachers who had participated in a curriculum and management workshop and who were teaching Home Economics I. The second sample was composed of 48 vocational home economics teachers who had not participated in a curriculum and management workshop and who were teaching Home Economics I.

#### Findings and Conclusions

Based on the data gathered in this study, it was determined that the majority of vocational consumer and homemaking teachers of Home Economics I in Oklahoma do accept Home Economics I, Basic Core as the basic teaching resource for the course (Objective 1). The majority of agree or strongly agree percentage responses accumulated were made by workshop and non-workshop participants in the following: content meeting basic needs; adaptability of the core curriculum; publication is the kind of help needed. However, workshop participants did accumulate higher percentages in the following: cost of student

materials; personal copies for each student; and facilitation of classroom management.

Furthermore, according to the information obtained, home economics teachers indicated that Home Economics I, Basic Core is useful as the one basic teaching resource for Home Economics I (Objective 2). A majority of agree or strongly agree percentage responses were made by both groups towards the following: time to teach entire content; is not difficult to supplement; helps teach more material in less time; useful in preparing students for a dual role; some units need omitting. Workshop participants indicated higher percentages regarding its usefulness in the following: does not hinder teacher creativity; supplemental information will increase effective use; allows teacher to be more creative; less teacher preparation time is required; and some content is out of date.

Data relating to the acceptance of the individual components within a unit of instruction in Home Economics I, Basic Core was gathered through 14 items (Objective 3). Over 70 percent of the teachers in each group indicated that evaluation techniques measure only recall type learning and that suggested activity pages are helpful. More than 90 percent of the teachers in both groups indicated that objectives do help identify the important elements in a unit. The majority of teachers felt the need for more job and assignment sheets, more illustrations, audiovisuals to be provided, transparencies rather than transparency masters, and some units are too long. Workshop participants accumulated higher percentages than did the non-workshop participants in the following: information sheets; specific information on the information sheets; assignment sheets provide appropriate practice; job sheets are



sufficient; student ability to achieve 85 percent on the tests; and test measures achievement of each objective.

#### Recommendations

After completion of the study, the writer feels that the following recommendations should be made:

1. Provide curriculum management and inservice workshops for all home economics teachers.
2. A follow-up study should be conducted of student achievement in classrooms.
3. A supplement-type publication should be developed that would provide teachers with specific ideas for using Home Economics I, Basic Core (e.g. motivational ideas, bulletin boards, learning games).
4. Curriculum and Instructional Materials Center should continue providing transparencies for purchase by teachers.
5. In order to omit certain units, up-date information in certain units, include more job and assignment sheets, and include more illustrations; plans for revision of Home Economics I, Basic Core should include teacher surveys and the expertise of resource people in curriculum and each subject matter included in the core curriculum.
6. Audiovisuals such as films, filmstrips, and slides should be developed or provided that could be used in supplementing units within Home Economics I, Basic Core.

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APPENDIX A

CORRESPONDENCE AND QUESTIONNAIRE



OKLAHOMA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION

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

October 8, 1974

Dear

I am conducting a research study to determine the usefulness and acceptance of Home Economics I, Basic Core. The results of this study should prove beneficial to the development of future home economics curriculum materials and to the revision of present home economics curriculum materials.

I need your help! The enclosed questionnaire will require approximately 15 minutes to complete. Responses based on your experience as a vocational home economics teacher can provide valuable information and feedback relating to the usefulness and acceptance of Home Economics I, Basic Core. Your assistance will be greatly appreciated.

Please complete the enclosed questionnaire and return it in the stamped, self-addressed envelope by October 30, 1974. All information will be held in strictest confidence. Any additional comments you have in regard to this study would be truly appreciated.

Thank you for your time and consideration.

Sincerely yours,

*Joyce Sawatzky*

Joyce Sawatzky  
Graduate Student  
Oklahoma State University

Sincerely yours,

*Elaine Jorgenson*

Dr. Elaine Jorgenson  
Thesis Advisor  
Oklahoma State University

Enclosures

YZVB-01/10





OKLAHOMA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION

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

October 8, 1974

Dear

I am conducting a research study to determine the usefulness and acceptance of Home Economics I, Basic Core. The results will be used to determine the effectiveness of curriculum education workshops conducted by the Oklahoma Curriculum and Instructional Materials Center (CIMC) during the summers of 1973 and 1974. Also, the results should prove beneficial to the CIMC in the development and revision of home economics curriculum materials.

I need help! The enclosed questionnaire will require approximately 15 minutes to complete. Responses based on your experience as a vocational home economics teacher can provide valuable information and feedback relating to usefulness and acceptance of Home Economics I, Basic Core. Your assistance will be greatly appreciated.

Please complete the enclosed questionnaire and return it in the stamped, self-addressed envelope by October 30, 1974. All information will be held in strictest confidence. Any additional suggestions you have in regard to this study would be truly appreciated.

Thank you for your time and consideration.

Sincerely yours,

*Joyce Sawatzky*

Joyce Sawatzky  
Graduate Student  
Oklahoma State University

Sincerely yours,

*Elaine Jorgenson*

Dr. Elaine Jorgenson  
Thesis Advisor  
Oklahoma State University

Enclosures

YZVB-02/10

- I. How many years have you been teaching vocational home economics? (not including the 1974-75 school term) \_\_\_\_\_

Please circle the correct response below:

- II. Are you using Home Economics I, Basic Core as the one basic teaching resource in the instruction of your 1974-75 Home Economics I program? YES NO
- III. Have you participated in an in-service curriculum workshop implemented by the Curriculum and Instructional Materials Center (CIMC)? YES NO
- IV. In what class school are you now teaching?

Class A Class AA Class AAA Class AAAA Class B Class C

What opinions do you have regarding Home Economics I, Basic Core as a basic teaching resource? Please indicate your opinions by circling a response of strongly agree (SA), agree (A), undecided (U), disagree (D), and strongly disagree (SD) that most nearly expresses your feeling on each individual statement.

1. The content meets the individual needs of my students. SA A U D SD
2. The format is dull, boring, and unmotivating. SA A U D SD
3. There is enough time to teach the entire content. SA A U D SD
4. The student materials are too expensive to purchase. SA A U D SD
5. The student materials for Home Economics I, Basic Core are easily adapted to meet the needs of my community. SA A U D SD
6. The student materials are very difficult to supplement with additional teaching materials. SA A U D SD
7. Home Economics I, Basic Core hinders my individual freedom and creativity in planning a course of study for Home Economics I. SA A U D SD
8. Evaluation techniques included in Home Economics I, Basic Core tend to measure only the recall level of student learning rather than student learning involving attitudes, skills, and problem solving abilities. SA A U D SD
- V. If you answered YES to QUESTION II, PLEASE TURN THE PAGE and COMPLETE THE QUESTIONNAIRE, PART II.
- VI. If you answered NO to QUESTION II, DO NOT RESPOND TO PART II. Please add any additional comments that might be helpful in making Home Economics I, Basic Core more useful and acceptable to you as a teacher.
- 
- 
-

## PART II

What opinions do you have regarding Home Economics I, Basic Core as a basic teaching resource? Please indicate your opinions by circling a response of strongly agree (SA), agree (A), undecided (U), disagree (D), and strongly disagree (SD) that most nearly expresses your feeling on each individual statement.

- |     |  |             |
|-----|--|-------------|
| 9.  | The suggested activity pages within <u>Home Economics I, Basic Core</u> are of little help in planning daily lessons.  | SA A U D SD |
| 10. | The use of the behavioral objectives enable the teacher and the students to identify the most important elements of the topic being studied.   | SA A U D SD |
| 11. | Information sheets should be restricted to subject outlines leaving specific content to each teacher.  | SA A U D SD |
| 12. | The teaching-learning process is facilitated when the students have information sheets that are provided in <u>Home Economics I, Basic Core</u> .  | SA A U D SD |
| 13. | Assignment sheets provide appropriate practice that most students need to reach specific objectives in a unit of instruction.  | SA A U D SD |
| 14. | The job sheets are sufficiently detailed for teaching a laboratory skill.  | SA A U D SD |
| 15. | Most students are able to achieve 85 percent accuracy on the unit tests.   | SA A U D SD |
| 16. | The paper-pencil and performance tests measure student achievement of each objective listed in the unit of instruction.  | SA A U D SD |
| 17. | More job and assignment sheets are needed in <u>Home Economics I, Basic Core</u> to enable the students to reach unit objectives.  | SA A U D SD |
| 18. | A more extensive use of illustrations would aid learning and understanding of student material.  | SA A U D SD |
| 19. | Films, slides, and filmstrips should be developed or provided by the State Department of Vocational and Technical Education in order to supplement <u>Home Economics I, Basic Core</u> . | SA A U D SD |
| 20. | Teachers need transparencies instead of transparency masters.  | SA A U D SD |
| 21. | Supplemental information is needed to help the home economics teacher in using <u>Home Economics I, Basic Core</u> more effectively.   | SA A U D SD |

22. Each student should own a personal copy of Home Economics I, Basic Core. SA A U D SD
23. Classroom management can be facilitated when each student has a copy of Home Economics I, Basic Core. SA A U D SD

Home Economics I, Basic Core:

24. Is the kind of help I need in implementing my teaching. SA A U D SD
25. Contains some units of instruction that are too long. SA A U D SD
26. Improves the over-all quality of Home Economics I instruction in Oklahoma. SA A U D SD
27. Allows the teacher time to become more creative in her teaching. SA A U D SD
28. Is difficult to adapt to each individual Home Economics I program. SA A U D SD
29. Contains some units of instruction that are too advanced for the ninth grade level. SA A U D SD
30. Is used to account for 60% of my total instruction time. SA A U D SD
31. Is helpful in improving the content and teaching techniques within my over-all instructional program for Home Economics I. SA A U D SD
32. Helps me to teach more material in less time. SA A U D SD
33. Requires more teacher preparation time than when I do not use Home Economics I, Basic Core as a basic teaching resource. SA A U D SD
34. Provides units of instruction that are useful in preparing the student for the dual role as wage-earner and homemaker. SA A U D SD
35. Contains some units of instruction that need to be omitted. SA A U D SD
36. Provides content which meets the individual needs of most ninth grade students. SA A U D SD
37. Is difficult to supplement with additional teaching material. SA A U D SD
38. Contains some content that is out of date. SA A U D SD
39. Please add any additional comments that might help to make Home Economics I, Basic Core more useful and acceptable as a basic teaching resource:
- 
- 
-

APPENDIX B

CURRICULUM WORKSHOP AGENDA AND SYSTEMS

APPROACH FLOW CHART

Innovative Methods of Using  
Instructional Materials

Program

First Day

8:00 - 9:00 Registration  
9:00 - 9:15 Welcome and Orientation  
9:15 - 10:00 Remarks from Assistant State Director  
10:00 - 10:30 Review of Curriculum Development and Management  
10:30 - 10:45 Break  
10:45 - 12:00 Supplementing a Unit of Instruction  
12:00 - 1:00 Lunch  
1:00 - 2:00 Continuation of Supplementing a Unit of Instruction  
2:00 - 2:15 Resource materials available from Curriculum Center  
2:15 - 2:30 Break  
2:30 - 4:00 Small Group - Preparation for Demonstration of Ideas  
on Supplementing a Unit of Instruction

Second Day

9:00 - 10:30 Small Groups - Demonstrations on Supplementing a Unit  
of Instruction  
10:30 - 10:45 Break  
10:45 - 12:00 Continuation of Small Group Demonstration  
12:00 - 1:00 Lunch  
1:00 - 2:00 Summary, Evaluation, and Adjournment

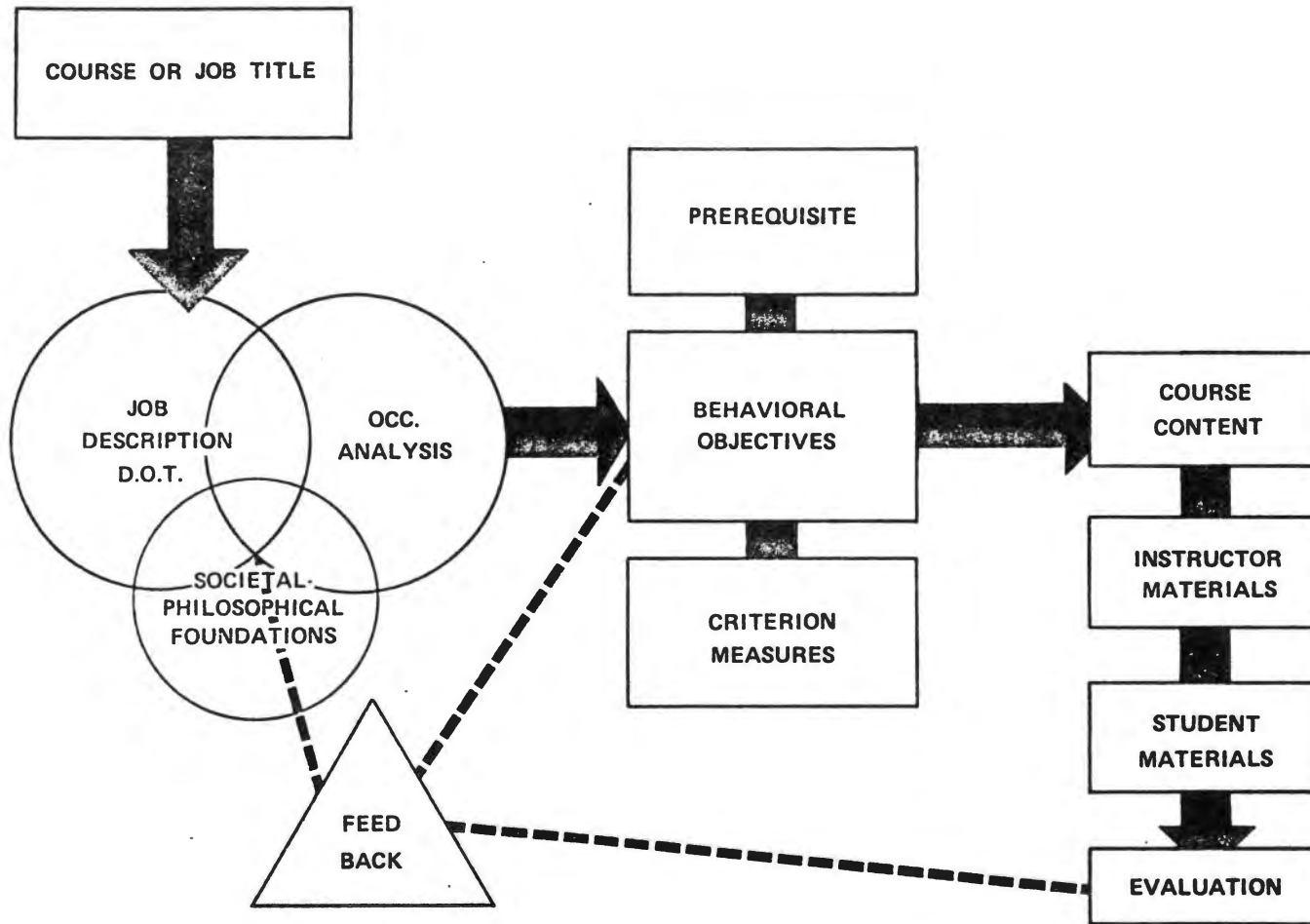


Figure 3. Graphic Representation of Systems Approach for Development of Curriculum Materials

VITA<sup>8</sup>

Shirley Joyce A. Sawatzky

Candidate for the Degree of

Master of Science

Thesis: A COMPARISON OF ACCEPTANCE AND USEFULNESS OF HOME ECONOMICS I, BASIC CORE BY WORKSHOP PARTICIPANTS AND NON-WORKSHOP PARTICIPANTS

Major Field: Home Economics Education

Biographical:

Personal Data: Born in Cushing, Oklahoma, October 8, 1949, the daughter of Sheldon and Christine Anderson. Married Fred Sawatzky on August 12, 1967.

Education: Graduated from Cushing High School, Cushing, Oklahoma, in May, 1967. Received a Bachelor of Science degree from Oklahoma State University, Stillwater, Oklahoma, with a major in Home Economics Education, July, 1972. Completed requirements for the Master of Science degree in December, 1975.

Professional Experience: Vocational Home Economics Teacher, Ripley, Oklahoma, 1972-75. Curriculum Specialist for the State Department of Vocational and Technical Education of Oklahoma, 1975 to the present.

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