

JUDGMENTS OF FHA/HERO ADVISERS CONCERNING  
EDUCATIONAL PREPARATION FOR THE  
ROLE OF ADVISER

By

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## CHAPTER I

### INTRODUCTION

The idea of extracurricular activities in education is not a new one. A brief glance into history of education will show that the early schools in Greece and Rome had activity programs which were popular with students and faculty. Coming down through the years, these activities were operated independently of the school control, but in more recent years, schools in the United States have come to think of extracurricular activities as a part of the school program, whether they are credit bearing or not.

Student activities serve diverse functions in modern education. Through the activities, students direct themselves in their own endeavors, find and develop interest in leisure time, and socialize with other young people. Fredrick (1959, p. 152) stated that student activities provided a world of, by and for youth by meeting the basic needs of teen-age youth.

Student activities are incorporated into the school day to further satisfy the developmental needs of the teenager. Since student activities are generally voluntary and do not carry credit toward graduation, most students participate out of interest and enthusiasm for the activity. Thus, student activities can broaden the student's total education by serving as a means for integrating classroom learnings with the world around him.

Home Economics curriculum involves the student in the world outside the home, delving into aspects of possible job careers and community involvement. Emphasis on the family requires progress toward maturity, skills in homemaking, and an understanding of oneself and one's relationship with others (Future Homemakers of America, Inc., 1974, p. 4). Future Homemakers of America, as an extracurricular organization, supports the ways acknowledged by Frederick (1959, p. 55) in which student activities can add to the personal growth of the student: student activities reinforce classroom learnings, supplement formal studies, add toward total life adjustment and help to democratize school and American life.

Since FHA is considered an integral part of the home economics program in schools having programs, it has had a definite bearing on the responsibilities of the home economics teacher who serves as chapter adviser. Certain educational preparation of the chapter adviser should be met to have an effective chapter and ultimately, an effective organization.

If through research it could be determined which educational preparations for the role of adviser are the most important and needed, such information might well be used as a basis for improving chapters, associations and the total organization. Use of findings of this research study could prove feasible and desirable in effecting some changes in the educational preparation of the local advisers as related to their expressed needs for additional educational preparation in the use of FHA/HERO resources and publications. Such information could serve as a tool for determining areas of re-direction in teacher education programs.

### Statement of the Problem

Advisers are an important factor in all vocational youth organizations; consequently, ways need to be explored to enhance the educational preparation of the adviser. The researcher believes that the local adviser is the key to future success and growth of Future Homemakers of America.

This study examined and determined if the areas of (1) FHA member participation during junior or senior high school, (2) preservice preparation such as in methods classes or student teaching, and (3) inservice preparation serve as significant factors in the preparation for the role of FHA/HERO adviser.

This data was used as a basis for making recommendations for educational experiences as they relate to teacher educators, and state and national FHA/HERO staff.

### Significance of the Problem

In recent years a growing number of vocational educators have become concerned with the quality of the programs of youth organizations. Some professional educators feel that youth organizations should be an integral part of the instructional program, others feel they should be kept separate. The United States Office of Education strongly endorses the educational programs and philosophies embraced by the six vocational youth organizations and views them as an integral part of the training in our vocational education system (Bell and Trotter, 1974, p. 1).

The Vocational Education Act of 1963, which makes it possible to broaden vocational education, also stressed the need for the

development of leadership and citizenship by all vocational students. Herein lays a challenge for those responsible for youth organizations in vocational education (Binkley, 1968, p. 27). There was and is a definite need for professional workers who have responsibility for youth organizations to present a united front to school people and the community regarding the purpose and place of these organizations in vocational education.

There was also a need for clarity, unity and continuity of purpose in the programs of youth organizations. They should be designed and used as dynamic teaching devices to motivate instructional programs (Binkley, 1968, p. 27). This was reinforced by the Council for Vocational Student Organizations in 1975 with the following statement: "All approved Vocational Teacher Education programs should include a course for the professional preparation in competencies related to organizing, managing and operating Vocational Student Organizations" (Professional Development Task Force of the National Coordinating Council for Vocational Student Organizations, 1975, p. 1).

The American Home Economics Association issued this statement in *New Direction II*:

Home Economics views the family as a major source of nurturance, protection and renewal for the individual. As an educational force, the family significantly contributes to the qualitative development of its individual members and has the potential to prepare them for productivity for self and society (Finch, 1974, p. 26).

The goal of the Future Homemakers of America organization is to help youth assume their role in society through home economics education in the areas of personal growth, family life, vocational preparation and community involvement (Future Homemakers of America, Inc., 1973).

House Bill 3037 defines Home Economics as programs, services and activities that are designed to help individuals and families improve home environments, quality of personal and family life, and to prepare youth and adults for employment in Home Economics occupations (Bell, 1975, p. 1).

The National Board of Directors met in January, 1975 at the headquarters of Future Homemakers of America in Washington, D.C. and identified where they would like FHA/HERO chapters to be in 1980.

Where: All persons concerned at all levels would have a unified philosophy regarding the integration of FHA/HERO into home economics programs.

How:

1. Improve teacher and administrators self-concept concerning FHA/HERO so they are proud to be involved
2. Involvement of students, families and community members in all facets of the FHA/HERO program
3. A more positive approach by state and teacher education leaders in preservice and inservice activities.

Where: Total integration of FHA/HERO into home economics programs.

How:

1. Identification of new resources and better utilization
2. State and local policy requiring FHA/HERO to be an integral part of the home economics programs and curriculum that identifies it as such (Morris, 1975, p. 5).

Only by continuity and progressively establishing higher goals and presenting new challenges can youth organizations and their advisers maintain a line of advancement and success. The Future Homemakers of America organization now has a membership of approximately one-half million. Because of the widespread influence of FHA and because of the particular duties of the FHA/HERO adviser, preparation for this responsibility seems necessary.

This study examined and determined if the areas of (1) FHA member participation during junior or senior high school, (2) pre-service participation such as methods classes or student teaching, and (3) inservice preparation serve as significant factors in the preparation for the role of FHA/HERO adviser.

#### Objectives of the Study

The primary objective of the study was to identify the educational preparation needed by vocational home economics teachers in the role of FHA/HERO advisers as determined by their judgments.

Specific objectives of the study were to:

1. Describe characteristics of the first, third and fifth year FHA/HERO advisers.
2. Report the adequacy as identified by FHA/HERO advisers of previous educational preparation for the role of adviser according to the following characteristics of the adviser:
  - a. FHA membership participation at the secondary level
  - b. preservice preparation
  - c. inservice preparation.
3. Report the areas of educational preparation in which the FHA/HERO adviser presently feels inadequate.
4. Determine if the following variables were associated with number of years of teaching:
  - a. adequacy of (1) FHA membership participation at the secondary level, (2) preservice preparation, and (3) inservice preparation.

- b. areas of educational preparation in which adviser presently feels inadequate.
5. Determine if age or year of vocational teaching certification were associated with each of the following:
  - a. FHA membership participation at the secondary level
  - b. preservice preparation
  - c. inservice preparation.
6. Make recommendations and suggestions to teacher educators, state and national FHA/HERO staff based on the findings of the study.

In essence, the intent of the study was to examine the hypotheses (1) that there are no significant differences between the first, third and fifth year home economics teachers in their judged adequacy of FHA membership participation, preservice preparation, and inservice preparation and in present educational needs for fulfilling the role of advisers, and (2) that there is no significant correlation between age or year of vocational certification and each of the following:

- a. FHA membership participation at the secondary level
- b. preservice preparation
- c. inservice preparation

#### Basic Assumptions

The study was founded on the following basic assumptions:

1. The Future Homemakers of America Organization is an integral part of the total home economic education curriculum in secondary schools where a chapter exists.

2. The local adviser is the homemaking teacher in the school in which the chapter is established and is the administrative officer of the local chapter.

3. The local chapters of first, third and fifth year FHA/HERO advisers will be affiliated at both the state and national levels of FHA.

4. The local advisers have had preparation for their responsibilities in this role.

5. A large percentage of Oklahoma's vocational home economics teachers have received their education within the state.

6. The expressed needs of the first, third and fifth year FHA/HERO advisers are important factors in planning and/or evaluating the educational preparation and experiences needed by local advisers.

7. The responses of the FHA/HERO advisers will reflect present educational needs in relationship to previous educational preparation and learning experiences based on the following:

- a. FHA membership participation at the secondary level
- b. preservice preparation
- c. inservice preparation

8. The instrument will be adequate in determining previous educational preparation and experiences in relationship to present educational needs of the local adviser.

#### Limitations

1. Only first, third and fifth year vocational home economics teachers in Oklahoma were used for the population sample of the study.



2. The survey instrument did show the judgments of a selected population sample as they responded to a specific number of statements. Statistical inference will be confined to the less experienced FHA/HERO adviser.

#### Definitions of Terms

For the purpose of this study, the following terminology will be used:

Future Homemakers of America: the national youth organization of secondary students in consumer home economics and home economics related occupations courses in the United States, Puerto Rico, the Virgin Islands, and American schools overseas. The organization is co-sponsored by the American Home Economics Association and the United States Office of Education (Future Homemakers of America, Inc., 1973, p. 1).

FHA: the official initials of the national organization of the Future Homemakers of America. The terms, FHA and Future Homemakers of America, will be used interchangeably.

HERO: those FHA chapters which place major emphasis on the preparation of students for jobs and careers related to home economics with the recognition that individuals also fill the multiple roles of homemakers, wage-earners, and community leaders. The acronym represents home economics related occupations (Future Homemakers of America, Inc., 1974, p. 2).

FHA/HERO: a method of reference to identify both types of chapters within the national organization of Future Homemakers of America.

Organization: refers to the Future Homemakers of America program at the national level (Future Homemakers of America, Inc., 1968, p. 4).

Association: refers to the Future Homemakers of America program at the state level (Future Homemakers of America, Inc., 1968, p. 4).

Local chapter: refers to the local organization which consist of an FHA membership within a junior or senior high school. Membership is composed of students who have been or are presently enrolled in a home economics course and who have paid the local, state and national dues (Future Homemakers of America, Inc., 1968, p. 5).

Adviser: the local home economics teacher who assumes the supervision or sponsorship of FHA/HERO in the local school (Future Homemakers of America, Inc., 1968, p. 4). The terms adviser and sponsor will be used interchangeably.

Program: a plan to be followed which included activities, projects and possible resources to achieve the specific objectives of the local chapter in relation to the overall purposes of the organization (Future Homemakers of America, Inc., 1968, p. 5).

PROGRAM ACTION IMPACT: a multi media, self-help kit which serves as a method for FHA and HERO members to design and carry through in-depth projects based on their concerns and interest (Future Homemakers of America, Inc., 1974, p. 1).

HERO PAK IMPACT: helps for job-oriented students using PROGRAM ACTION IMPACT process for planning class/chapter projects (Future Homemakers of America, Inc., 1974, p. 4).

Extracurricular activities: refers to informal learning processes which parallel the curricular offerings (Thompson, 1953, p. 13). The terms, extracurricular, cocurricular and student activities will be used interchangeably.

Judgment: a term referring to the opinion or sentiment with regard to FHA/HERO, as expressed by respondents (Shaw, 1967, p. 5).

#### Procedure

The following procedure was used to determine the judgments and responses of the selected vocational home economics teachers who serve as advisers to Future Homemakers of America:

1. The literature was reviewed and an Educational Resources Information Center (ERIC) search was conducted through the Oklahoma State University Computer Center.
2. After determining the objectives of the study, a research instrument in the form of a questionnaire was developed and mailed to a panel of six authorities at the local, state and national levels for clarification and suggestions.
3. The finished questionnaires were mailed to the selected sample of all 104 first, third and fifth year vocational home economics teachers in Oklahoma.
4. Statistical analyses were carried out in the summer of 1975 so that conclusions could be drawn according to the responses on the questionnaire.
5. Recommendations and conclusions were formulated according to results of the statistical analyses.

## Organization

This report of research has been organized into five chapters. Chapter I includes the statement and significance of the problem to be studied, objectives of the study, basic assumptions, the limitations, definitions of terms, and the procedure used to collect the data of the questionnaire. Chapter II presents a review of literature. Chapter III includes the procedure used to complete the total study and Chapter IV includes the presentation of findings. Summary, conclusions and recommendations are presented in Chapter V.

## CHAPTER II

### REVIEW OF LITERATURE

#### Introduction

To better understand the educational preparation needed by home economics teachers in the role of FHA/HERO adviser, it is necessary for the researcher to review related literature to form a background for this study. Little research, during the past decade, has been reported concerning the study. However, much has been written about the value of student activities as an important segment of the academic curriculum. This review will be organized in the following manner: the significance of student activities, Future Homemakers of America organization, FHA and the home economics curriculum, responsibilities of the local FHA/HERO adviser, leadership qualities of an effective adviser, research related to the preparation of the FHA adviser, and educational preparation of the FHA/HERO adviser.

#### Significance of Student Activities

Student activities, cocurricular, extracurricular or allied, by whatever name they are called, are an essential part of the American educational system. In general, an activity may be classified as a student activity if it is voluntarily engaged in, if it is approved and supervised by a member of the professional staff of the school and

if it carries no credit toward promotion, certification or graduation (Frederick, 1959, p. 3).

Ancient educational leaders apparently had similar ideas related to student activities. In Greece the first known examples of student activities appeared. In both Athens and Sparta much consideration was given to athletic sports and student government. In medieval European universities there was much opportunity for self-government through organizations known as nations. In his Silesian school in 1931, Trozendorf set up student organizations, which in many ways were similar to our present student organizations. In English secondary schools there were student activities such as athletics, social clubs and musical organizations (Terry, 1930, p. 7).

The development of attitudes toward student activities has been described by Koos, Hughes, Hutson and Reaves (1940, p. 10) in their volume dealing with the American secondary schools. During the past several decades, student activities have gone through stages in which they were first opposed by the majority of educational workers, then tolerated with some misgivings and more recently definitely encouraged. Organized student activities in the secondary schools are largely a project of the twentieth century, and the evolution of school activities has been predicted for the twenty-first century (Shannon, 1952, p. 9).

With the change of emphasis in education from the subject to the student, the modern program of student activities in the school curriculum has resulted. Frederick (1959, p. 151) suggested:

A special time and place needs to be available to modern young people when and where they can individually and in groups decide and manage for themselves. Such power areas will not necessarily be restricted but should be well defined. There must be some area of action where youth will be trusted to think and decide for themselves. Student activities in the psychological sense, may have grown and become so attractive to youth because of the chances they give for self-direction.

Roemer, Allen and Yarnell (1935, p. 212) examined school clubs and classified them into three major categories as follows: administrative clubs, non-administrative clubs and national organizations. National organizations were those clubs whose program and membership are determined by some authority other than the local school officials. These organizations were a more permanent part of the school program as extracurricular activities. One segment of national organizations is the Vocational Youth Organizations. These vocational youth organizations are the Future Homemakers of America, Future Farmers of America, Distributive Education Clubs of America, Vocational Industrial Clubs of America, Future Business Leaders of America and Office Education Association. According to Bender (1964, p. 6)

One of the most significant contributions in vocational education has been the development of youth organizations. They have made vocational education more attractive to students, and have served well in promoting learning. They have supplemented vocational education and other courses with needed learnings, such as leadership abilities . . . . In addition, youth organizations have been effective public relations for vocational education.

Robbins (1969, p. 264) stated that for decades men in education have stressed the importance of the individualized instruction; yet relatively little has been done in this direction. In recent years, with the advent of flexible scheduling, team teaching, and organizational innovation, student activities have provided opportunities

for self-expression, originality, and self-direction.

The most commonly reported change in student activity policies, among all school sizes, was the reduction or removal of academic restrictions for participating in student activities in general and student government in particular. On the other hand, a number of schools reported increased academic prerequisites for participation. Efforts to increasingly involve students of all abilities and backgrounds in administering the school were evident. Other policy changes that may portend the future were reflected in a liberalized trend to pursue extracurricular interest during independent study time (Robbins, 1969, p. 264).

Despite promising developments, Buser (1971, pp. 49-50) revealed cause for concern. It was reported that no significant innovations have developed with student activities since 1965. Similarly, it was disturbing to learn that sizable groups of schools have curtailed their activities since 1965 because of financial problems, scheduling problems, or student apathy. If the perceptions of the principals responding to the study were representative, there was also a lack of faculty commitment. Asked to identify factors "most likely to reduce the effectiveness of student activity programs in the secondary schools of today," the respondents named in order of frequency, lack of: "(1) faculty commitment, (2) relevant activities, (3) student interest, (4) financing, and (5) administrative support."



## Future Homemakers of America Organization

### Organizational History

The development of the national Future Homemakers of America organization was an outgrowth of the interest of both girls in homemaking clubs and home economics teachers. A possibility of strengthening the goals of home economics was visualized through the unity of homemaking clubs. Interest in a unified program for high school homemaking students grew and in 1943, the American Home Economics Association appointed a committee to study high school homemaking club programs. The committee concluded that the existing clubs would be strengthened by united efforts (Future Homemakers of America, Inc., 1960, p. 9).

In March, 1944, plans for further development of the organization were introduced. The American Home Economics Association and the Home Economics Education branch of the United States Office of Education became co-sponsors of the new organization. In the fall of 1944, the first national adviser was employed for the national organization with headquarters in Washington, D.C., and the first state membership was accepted by the national organization. States were placed into four regions and each region divided into three subregions. National officer candidates from the subregions and an advisory group met in Chicago to complete the necessary steps in founding the organization. June 11, 1945, is recognized as the founding date. During this meeting a provisional constitution was set up and the name, Future Homemakers of America was adopted (Future Homemakers of America, Inc., 1960, p. 10).

### Future Homemakers of America at Present

Future Homemakers of America continues to be sponsored by the United States Office of Education through the Home Economics Education program (Division of Vocational and Technical Education) and the American Home Economics Association. Other groups cooperating with FHA are the Division of Home Economics, American Vocational Association and the Home Economics Education Association of the National Education Association.

The National Executive Council consists of 12 national officers elected annually by the voting delegates to the national meeting and three HERO (Home Economics Related Occupations) representatives. The National Board of Directors is composed of adult representatives in Home Economics Education plus two national officers. The national staff continues to be officed in Washington, D.C., serving the FHA/HERO members and adults in Home Economics Education through program development (Future Homemakers of America, 1973, p. 1).

Annually youth officers are elected by state associations and local chapters. The state programs come under the direction of the Home Economics Education staff in the respective State Departments of Education. Chapter advisers are the home economics teachers on the local level.

Future Homemakers of America has a national membership of one-half million young men and women in 12,000 chapters located in all 50 states, the District of Columbia, Puerto Rico, the Virgin Islands and American schools overseas. Membership is open to any student who is taking or has taken a course in home economics or related occupations-- grades six through twelve. There are two types of chapters, FHA

chapters place major emphasis on consumer education, homemaking and family life education combined with exploration of jobs and careers. HERO chapters place major emphasis on preparation for jobs and careers with recognition that workers also fill multiple roles as homemakers and community leaders (Future Homemakers of America, Inc., 1968, p. 4 and 1973, p. 1).

#### FHA and the Home Economics Curriculum

The classroom setting may continue to be the base of operation for planning, evaluation and instruction, but it is agreed by many home economics educators that home economics belongs in the mainstream of life in communities across the nation. Home Economics with its many implications for improving the quality of life of all people everywhere needs to reach out to make contact with more people at the most favorable times, in the most likely places and with the most meaningful learnings. One natural vehicle for achieving these goals is Future Homemakers of America (Hatcher and Halchin, 1973, p. 86).

Many secondary schools throughout the nation are using new approaches to education based on freedom with responsibility or independent study. Through serious probing of our formal education, the open-classroom concept has evolved. Home economics teachers who have been involved with the Future Homemakers of America organization recognize that this concept is exactly what FHA/HERO chapters have been trying to bring into the classroom for years. By using the open-classroom concept, FHA/HERO can enrich the home economics program and expand learning and involvement within and beyond the classroom (Reel, 1974, p. 19).

As an integral part of the home economics secondary program, FHA/HERO chapters encourage youth to encounter a variety of ways for self-growth. FHA/HERO helps youth to understand that growth does not happen in isolation--it comes through working with others. An adviser has the opportunity to emphasize this concept in the classroom.

FHA can strengthen the home economics program in the secondary school and give new opportunities to students and advisers in these ways:

1. Its openness and informality provides for freedom of expression, sharing of thoughts, and a closer teacher-student relationship.
2. It provides an opportunity for youth to plan and work with other youth, developing action programs around their own needs and interest.
3. It offers a new role for the teacher. She becomes an adviser, a facilitator, a counselor---helping youth discover their own potential.
4. It is a laboratory for learning how to get things accomplished through group action and for learning the importance of being both a leader and a follower.
5. It adds new impetus to what you do in the class and broadens the horizons of home economics.
6. It provides opportunities for you to work with youth and adults beyond the confines of the local school. Youth may participate at the state and national levels, thus expanding their horizons in relation to themselves, their families, the community society and to the world at large (Reel, 1974, pp. 19-20).

#### Responsibilities of the Local FHA/HERO Adviser

Talking to the counselor about organizational activities, an adviser remarked

You know, I've come to believe that the job of an adviser is really important. I used to think that my responsibility was just to keep law and order while the kids held their meeting. But now I realize that some of the significant things we do for youth actually takes place in a well-directed student activity program (Los Angeles County Board of Education and Los Angeles County Superintendent of Schools Office, 1962, pp. 206-7).

Many teachers and administrators agree. As part of their responsibility for academic growth, teachers recognize that the school activities and organizations can greatly influence the classroom work of the adolescent. An adviser who takes part in the cocurricular program has priceless opportunities to observe youth achieve personal growth without the restraint of classroom routines. These activities can build "closeness" and "understanding" between adolescents that erase the traditional distance in the teacher role.

Future Homemakers of America views the adviser's responsibility as that of initiating, organizing and sponsoring a local chapter and of seeing that the chapter is affiliated with the state and national organizations. The adviser's understanding of the organization, along with the ability to guide the chapter, the school and the community toward an understanding of the organization largely determines its success (Future Homemakers of America, Inc., 1966, p. 23).

Boland (1967, p. 13) and Estrain (1952, p. 125) described the most frequently listed functions of an adviser's responsibility as: (1) to guide and make suggestions to the group, but not force suggestions, (2) to promote growth through effective and professional leadership, and (3) to integrate the curricular and extracurricular experiences to stimulate the intellectual development of the student participants.

Binkley (1968, pp. 27-28) identified several guiding principles for vocational youth organizations. First, a chapter activity is a group of activities--selected, planned, carried out and evaluated by the chapter members. Second, the program activities should make a significant contribution to attaining the objectives of the instructional

program in vocational education; the program should be broad enough to offer every member of the chapter a chance to excel--to find his or her place in the organization, and chapter activities should motivate members in becoming established in vocations. Third, the teacher must be primarily concerned with the chapter program as a teaching device--a device to help him attain his teaching objectives.

#### Leadership Qualities of an Effective Adviser

Leadership can be a completely stimulating activity. It is up to each adviser to approach leadership with vigor. Some people seem to be "born leaders" because they were lucky as youngsters and started leading others in a way that made others want to follow; most individuals must work at it. Those who seek to work at it must identify the qualities of leadership and devote maximum time to improving the skills necessary for their application (Shepard, 1960, p. 11).

The first step in achieving an ideal leadership style is to acquire an understanding of the basic principles. Any understanding of leadership presupposes a realization that leadership carries with it a heavy burden of responsibility. Nevertheless, leadership can be exciting. In it there is the stimulation of command, organization and accomplishment (Farmland Industries, Part I).

Leadership is largely a rational process that becomes the foundation for action. To be popular is not its goal. Rather leadership concentrates on the establishment of effective relationships with other individuals and groups and on the maintenance of mutual respect. It is at all times oriented toward movement and achievement (Farmland Industries, Part II).

An organization shares in the responsibility for developing leadership. The adviser makes a contribution by helping adolescents understand the nature of leadership and the fact that while in some roles a person is called upon to be leader, the other situations he best serves as a group member (Hall and Paolucci, 1970, p. 222).

Karlin and Berger (1971, p. 37) view the adviser as a person who needs an outlet; someone who is motivated and interested in youth. The adviser throws out ideas, and then gets the students to implement them. He must also be able to very diplomatically select those student ideas which are feasible and convert those which are not usable into possibilities. But the most outstanding of his characteristics must be involvement, motivation, drive and the ability to enjoy working with people.

Graham (1958, p. 173) felt that the adviser's leadership was more effective if he performed these functions: First, he involved all students in the work of delineation of leader roles, formulated group-conceived goals, delegates responsibilities and recognizes the individual performance. Second, he builds a program of worth with activities around short-term goals and climaxes, evaluates frequently and publicizes attainments. Mix these ingredients well with creativeness, a liking for youth, plenty of time and hard work; and the adviser will be sponsoring a progressive organization. The students would also learn how to become democratic leaders and followers, to assume responsibility, to recognize merit in others, and to critically evaluate their own performances.

Dynamic adviser leadership connotes leading with human understanding rather than driving. Groups that derive the greatest benefits

from adviser leadership have advisers who adapt the interest, needs and concerns of the group to the circumstances. Advisers may have been educated yesterday when they lived in a different world or recently in the present society, but no adviser can justify inflicting personal opinions, viewpoints or prejudices on their students or membership. One of the main objectives in our American educational system is to encourage freedom and objective reasoning. It is the duty of the adviser to point the way to inquiry regarding family-life programs (Pollard, 1939, p. 102).

Education signifies changes and development. Teachers and advisers must find it essential to keep abreast in subject matter, general knowledge and methods of teaching. Plans and activities used successfully last year may not satisfy members of a class or organization a year later. The past is valuable to use in so far as we can select from it that which helps us to live more fully today. Consequently, the plans and activities of yesterday are helpful when the best are chosen and rounded out in the light of present interest, needs and concerns relating to home economics and Future Homemakers of America. Thus, education reinforces the basic philosophy behind the development of PROGRAM ACTION IMPACT.

As cited by Pollard, Graham, Shepard and other sources in the literature, there are definite qualifications needed for effective leadership; and, educational preparation is needed to fulfill the defined qualifications. Nevertheless, according to a survey of 323 beginning teachers in New Jersey schools, 96 per cent of them sponsored some kind of pupil activity. The mean number of activities sponsored by each teacher was slightly less than three. Most teachers that



were asked to serve in this capacity were already active sponsors and beginning teachers with little preparational background, if any, for the role of sponsor (Sterner, 1951, p. 33).

#### Research Related to the Preparation of the FHA Adviser

Studies relating to the preparation of the FHA adviser were a valuable source of information. Giganti (1950, pp. 87, 90, 93) in her study of "Attitudes of Homemaking Teachers in Illinois Toward Sponsorship of Chapters of Future Homemakers of America," emphasized the need for adequate preparation in the techniques of guiding FHA, as expressed by almost half of the advisers in her sample. Giganti concluded that persons responsible for planning and directing teacher training programs should give more consideration to the provision of formal instruction in the organization and operation of FHA chapters. She also suggested that much more training be given for chapter advisers at both the preservice and inservice levels.

Nelson (1950, pp. 87-90) probed the problems Iowa teachers were having in attempting to make the FHA an integral part of the homemaking program. The study recommended:

1. That future advisers of FHA organizations, through preservice training, be given increased help with ways to make the FHA an integral part of the homemaking program. This should include a study of the function, particularly those activities that can contribute effectively to objectives for actual contact with an FHA chapter in order to provide some experience with integrating the activities.
2. That present advisers of FHA organizations be given similar help through inservice training. Special attention should be given to the problems concerning the guiding of activities in the chapter and with

guiding the chapter members as they participate in activities. It is suggested that FHA advisers devote some time to the consideration of problems located in this study period. This might be done at the State Homemaking Teacher's conference, or at smaller group meetings called especially for FHA advisers. It is also suggested that bulletin materials having specific suggestions for relating more closely the FHA activities to the homemaking program be prepared by the State Adviser of FHA and sent to the local adviser.

Pfeffer (1951, p. 101) undertook a study on the pre-service training of FHA advisers. The questionnaire was in three parts: (1) how much help the advisers felt they had received from their methods courses and from their student teaching on 36 aspects of FHA, (2) 17 experiences the advisers might have had previous to their teaching and, (3) their opinions as to the strengths and weaknesses of their FHA pre-service preparation. From the results of the study, Pfeffer found that very little help on FHA was received by the advisers from method courses, student teaching and previous college experiences. Help from student teaching was reported the lowest of the three.

Pfeffer also sent a similar questionnaire to the home economics educators who were at North and South Dakota colleges and universities during the period. The degree of emphasis the teacher trainers placed on the phases of the FHA program was higher than that of the help received by the advisers from either methods courses or student teaching. However, the degree of emphasis the teacher educators believed should be placed on these phases were almost twice as high as the emphasis actually given.

The study entitled "The Nature of the Participation of Members and Advisers in Future Homemakers Association in the Central Region," by Margaret McEniry (1955, p. 97) suggested that the state associations

should plan meetings to give additional assistance for the local advisers in: (1) training for leadership, (2) understanding the philosophy and purposes of the organization, and (3) planning local programs that included more individual member participation. McEniry stressed that the teacher of home economics has the responsibility to show the relationship between the purposes of the organization and that of home economics. Advisers expressed a need for help in coordinating the FHA activities with the class work and the management of chapter activities.

Jones (1965, p. 54) surveyed 647 advisers of nationally affiliated chapters for the 1964-65 school year. The results of the study indicated the need for preservice education concerning FHA. The study also revealed the following: (1) the advisers did not indicate they were well prepared when they first began teaching although they were enthusiastic toward their role, (2) the advisers did not receive much help from their methods courses in preparation for their duties as advisers, although more help was received from student teaching than from methods course instruction, (3) the advisers expressed the desire to have more experience in many phases of the overall program while they were in college, and (4) the advisers indicated that advisory experience was of great benefit to them in understanding their responsibilities more fully.

Christman (1965, p. 87) surveyed 955 FHA members on a national basis. A questionnaire was used for the study and a general profile of members' characteristics was compiled. The study showed that the following four factors contributed most to the success of the organization and these were reported in order of importance: (1) the adviser,

(2) the officers and their quality, (3) leadership training, and (4) the integration of FHA into the regular classroom.

Ronning (1974, pp. 69-70) in her study, "Future Homemakers of America: Present and Anticipated Community Involvement of Former Members of the Vocational Student Organization," stressed that the effectiveness of the FHA organization depends on the preparation and instruction of the home economics teacher in practical methods of conducting the programs of Future Homemakers of America. Recommendations for teacher education curricula were proposed for consideration and they were as follows:

1. The sophomore student be encouraged to study an independent learning module or video-tape presentation which is designed to expose the student to the philosophy of the FHA organization, purposes, goals, and the FHA program as an integral part of the home economics curricula.
2. At the junior level, students from the varied education disciplines enrolled in general education methods courses should be required to explore the role of (a) student organizations in the secondary school and (b) the student organization for which they are likely to assume the responsibility for leadership. Therefore, those students majoring in home economics would have the opportunity to explore the role of the adviser to the Future Homemakers of America organization.
3. During the senior year in home economics education, student will be required to:
  - a. develop a unit of instruction which incorporates FHA chapter activities that are designed to enhance the classroom learning in home economics;
  - b. assume an active role as adviser to the local FHA chapter during the student teaching experience . . . .;
  - c. attend a district and/or FHA meeting.

The research cited seems to indicate that student activities accepted as a definite part of the total curriculum, and that a teacher is usually responsible for one or more of these activities. Because of

the responsibilities involved, it seems necessary for the adviser or sponsor to be prepared for the particular duties. Therefore, there is a need to investigate the various aspects of the educational preparation of the FHA/HERO adviser for this role.

#### Preparation of the FHA/HERO Adviser

When a person accepts a teaching position in home economics, she is naturally concerned about the responsibilities she is expected to assume. Most teachers have long been aware that the former concept of a teacher as simply an instructor of subject matter has been considerably modified. Today a teacher's duties extend well beyond the classroom and involve participation in a variety of activities which contribute not only to student development but to the improvement of personal, family and community living for all young people and adults. Many of the activities are considered so important that they are incorporated into the framework of a well-rounded homemaking program or as a part of the regular school curriculum. One of these activities is identified as Future Homemakers of America (Hatcher and Andrew, 1963, p. 382).

The prospective home economics teacher majoring in home economics education is usually given some background preparation in the Future Homemakers of America organization. Two factors which directly affect educational background of the prospective teacher are the regional location in which she lives and the educational institution attended (Jones, 1965, p. 55). In preparing the prospective teachers for their dual role of home economics teacher and FHA/HERO adviser, teacher educators present many varied ways to show the inter-relationship of

the two. It is the belief of many teacher educators that the educational preparation of the adviser should be more unified through established competencies and criteria. And in turn, through unified endeavors, the Future Homemakers of America is strengthened at the local, state and national levels.

The teacher educators have responsibility for cooperatively developing and implementing the preservice program that is instrumental in helping the students develop competencies for teaching, including those competencies of an FHA or HERO adviser (Future Homemakers of America Advisory Committee on Teacher Education, 1975, p. 3).

Inservice programs for teacher/advisers may be primarily the role of the city or other designated supervisors although college teacher educators and state home economics education staff also have significant roles (Future Homemakers of America Advisory Committee on Teacher Education, 1975, p. 3).

Preservice and inservice programs should involve competencies in working through FHA/HERO chapters to achieve the objectives of the home economics education program. Selected competencies and criteria have been developed to assist the teacher educator in integrating the Future Homemakers of America into the total home economics program. The format for the competency development was founded on Competency-Based Professional Education in Home Economics: Selected Competencies and Criteria, American Home Economics Association, 1974. The Future Homemakers of America Advisory Committee on Teacher Education (see Appendix D) identified the following series of competencies:

Competency A: The participant will demonstrate the ability to relate the structure and function of the Future Homemakers of America organization to home economics education as an integral part of the curriculum.

Competency B: The participant will demonstrate ability to use a variety of resources available to FHA/HERO members and adviser.

Competency C: The participant will demonstrate the ability to involve individuals and/or groups in cooperative planning.

Competency D: The participant will analyze the role of the Future Homemakers of America organization in society (Future Homemakers of America Advisory Committee on Teacher Education, 1975, pp. 4-5).

Along with the stable foundation of a competency-based education program for preservice and inservice preparation, it seems only rational to supplement the program with direct input from the teachers in the field. Too often teacher education programs are conducted without direct teacher input. Surveys of teacher needs--needs expressed by teachers--are few and infrequent.

The danger that teacher education programs may become insensitive to actual teacher needs is a perennial threat in teacher education. Almost without notice an otherwise well-organized program of teacher education can drift away from the urgent issues and problems confronting the teacher. Since professional development for vocational teachers is central in the instructional process, their input in program planning is vital. Teachers can contribute to programs being planned for teachers and they can provide some ideas concerning auxiliary professional staff development as well. Vocational teachers should be subjects of analysis for a professional development program in the same way an occupation is subject of analysis for an occupational curriculum.

Teachers' needs, desires and performance characteristics must be identified and compared with their ultimate program goals (Lano, 1971, p. 47).

For years vocational teachers have been an available source of evaluation information for both preservice and inservice programs. In this role they were free to react more than advise, and the pattern of their reactions could serve as constructive information for future program development.

Teachers set their own professional goals. Consequently, a surveillance must be kept on these goals in general to coordinate professional development programs in particular. Teacher participation in planning, conducting and evaluating teacher education programs hold great promise as a means of achieving new levels of quality and sophistication in teacher education. Teacher education programs must become "tailor-made to fit" the contemporary teacher and must be in revision continuously (Lano, 1971, p. 47).

Just as new dimensions of competency-based performance are being required of the teacher/adviser, so are similar new dimensions of performance required of teacher educators. Change in teacher education calls for adoption of new levels of teacher participation in planning preservice and inservice programs.

Through this research, the FHA/HERO adviser has been given the opportunity to express concerns, interest and needs in direct relationship to previous, present and future educational preparation. Through the adviser's input, teacher education will have a basis for re-direction in FHA/HERO program development.



### Summary

In summary, this chapter has included a background of literature related to student activities and factors which affect the educational preparation needed by a teacher for the role of adviser or sponsor. Additional FHA research was also reviewed concerning the national organization and various aspects involved in the role of home economics teacher and FHA/HERO adviser. Chapter III provides description of the procedure used for this study.

## CHAPTER III

### PROCEDURE

The major purpose of this study was to identify the educational preparation needed by teachers of vocational home economics in the role of FHA/HERO adviser as determined by their judgments. The objectives of the study were to:

1. Describe characteristics of the first, third and fifth year FHA/HERO advisers.
2. Report the adequacy as identified by FHA/HERO advisers of previous educational preparation for the role of adviser according to the following characteristics of the adviser:
  - a. FHA membership participation at the secondary level
  - b. preservice preparation
  - c. inservice preparation
3. Report the areas of educational preparation in which the FHA/HERO adviser presently feels inadequate.
4. Determine if the following variables were associated with number of years of teaching:
  - a. adequacy of (1) FHA membership participation at the secondary level, (2) preservice preparation, and (3) inservice preparation.
  - b. areas of educational preparation in which adviser presently feels inadequate.

5. Determine if age or year of vocational teaching certification were associated with each of the following:
  - a. FHA membership participation at the secondary level
  - b. preservice preparation
  - c. inservice preparation
6. Make recommendations and suggestions to teacher educators, state and national FHA/HERO staff based on the findings of the study.

In essence, the intent of the study was to test the hypotheses (1) that there are no significant differences between the first, third and fifth year home economics teachers in their judged adequacy of FHA membership participation, preservice preparation, and inservice preparation and in present educational needs for fulfilling the role of advisers, and (2) that there is no significant correlation between age or year of vocational teaching certification and each of the following:

- a. FHA membership participation at the secondary level
- b. preservice preparation
- c. inservice preparation

#### Design

The descriptive survey method was the design of this research. Surveys have become so common that they are often held in disrepute. However, meaningful surveys which are well-planned and analyzed have an important function in home economics research. Their main contribution is in describing current practices or beliefs with the intent to making intelligent plans for improving conditions or

processes in a particular local situation (Compton and Hall, 1972, p. 139).

As a teacher or administrator, a researcher may support a proposed change in the home economics program by reporting upon typical patterns and their success in other institutions. Needs that have been overlooked can be brought to surface as comparisons of practices with those of other teachers or institutions. Frequently, a survey opens up new avenues that aid in meeting current programs (Hall, 1967, p. 52).

Survey research in the social scientific sense is a development of the twentieth century. It is explanatory or analytical in nature. In this type of research, inferences can be drawn from samples to the whole population regarding prevalency, distribution and interrelations of variables. Survey research is probably most commonly used to obtain the opinions and attitudes of individuals (Kerlinger, 1974, pp. 410-411).

#### Development of the Instrument

Ways of collecting data were reviewed and the mailed questionnaire was the type of instrument selected for use in this study. Questionnaires are a popular device in educational research because they can be administered to a large number of individuals simultaneously and reach subjects in a wide geographic area. Because this research project was state-wide in scope, a questionnaire format was the most appropriate and economical method to obtain the necessary information.

Questionnaires have the further advantage of being less expensive than interviews and also permit the respondent to take as much

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

The researcher developed the instrument to identify areas of educational preparation which the local adviser judged as adequate or in need of additional educational preparation. The instrument included three parts. Part I, Subdivision A was intended to gather demographic information about each respondent (Appendix B, pages 96-99).

Additional statements included in Part I of the questionnaire dealt with information concerning the advisers' previous educational preparation at the secondary level and previous inservice preparation. Part I of the questionnaire was needed to accomplish Objectives I, II and III of the study.

Part III was composed of statements which examined needs for inservice preparation based on (a) general areas of needs at the present, and (b) use of publications and resources as judged by the advisers. Responses from Part III were compared with responses of Parts I and II to complete the fourth objective of the study.

Objective V was to determine if age or year of vocational teaching certification is associated with FHA membership participation at the secondary level; preservice preparation; and inservice preparation.

Objective VI was to make recommendations and suggestions to teacher educators, state and national FHA/HERO staff based on the findings of the study. The analysis of data was used as

a basis for determining the recommendations and suggestions of this study.

So that a more concise instrument could be constructed, statements in the closed form with suggested possible responses were used in Part I. Since judgments were to be obtained in this study, a Likert rating scale was constructed for Parts II and III. This scale allowed respondents to react to a rating scale with values from one to 11. In Part II, definitely not adequate was given the numerical value of 1; uncertain was assigned a numerical value of 6; and definitely adequate was identified with a numerical value of 11. In Part III, definitely not needed was given the numerical value of 1; uncertain was assigned a numerical value of 6; and definitely needed was identified with a numerical value of 11.

It was realized that open-ended questions would permit the respondents to answer in their own words thereby giving insight into their interest, concerns and needs. Two open-ended questions were included on the instrument in Parts I and III, however, a large percentage of the participants did not take the opportunity to express their views.

When the survey instrument was completed, a selected panel of six local, state and national judges were asked to review the instrument to test its validity and clarity. In response, they submitted additional comments and suggestions. As a result of this evaluation, the researcher made minor adjustment in the phraseology of the statements or questions.

### Selection of Sample

The population for the study was identified as the first, third and fifth year teachers of vocational home economics in Oklahoma. To determine the sample, the State Department of Vocational and Technical Education, Home Economics Division was contacted and a list was compiled including all of the 104 first, third and fifth year teachers out of the total 436 vocational home economics teachers in the secondary schools in the year 1974-1975.

The population sample was selected for three reasons. First, Bertha King, Educational Program Specialist, Home Economics and Personal Services, U. S. Department of Health, Education and Welfare, Office of Education, Washington, D.C. suggested there was a need for research related to the first, third and fifth year FHA/HERO adviser. Secondly, the researcher was concerned as to reactions and judgments of the Oklahoma vocational home economics teachers in relationship to knowledge of new facts, policies, publications and resources being issued by the National Future Homemakers of America headquarters. Another concern was whether the local advisers were educationally prepared in the dissemination of the information. Third, it is the researcher's sincere belief that the adviser and her educational preparations are key factors in the success of an FHA/HERO chapter.

On April 11, 1975, a letter requesting cooperation was sent to each of the 104 participating advisers along with the questionnaire and self addressed and stamped envelope. The participants were requested to return the questionnaire within two weeks. After the two weeks, 59.6 per cent (62) of the questionnaires had been returned.

During the last week of April the researcher made a second request for cooperation to non-respondents. The purpose of the letter was to inquire if the adviser had received the first mailing and encourage them to participate in the study. By May 21, 1975, 12 additional questionnaires were returned bringing the responses to 71.15 per cent (74).

An FHA/HERO workshop was held during the first week of June at Oklahoma State University. A check of the class enrollment indicated that six non-respondents of the sample were in the workshop. They were contacted and asked to return the questionnaire on the last day of the workshop. All six individuals responded. Consequently, the final response totaled 80 (76.92 per cent) participants.

#### Analysis of Data

Upon the return of the 80 questionnaires, the responses were submitted to Oklahoma State University Computer Center for key punching on computer cards. The analysis for Objective I was frequency of responses. The frequencies of responses were examined to determine the general characteristics of the sample.

Factor analysis and frequency of responses were the statistical analyses used for Objectives II and III. Factor analysis is a statistical method for determining the number and the nature of variables among larger numbers of measures such as in a questionnaire. It tells what statements or measures belong together--which ones virtually measure the same thing and the extent of interrelationship among statements. By means of rotating the clustered variables which form the individual factors of the analysis, a rotated factor matrix



evolved indicating factors of the study which were of importance. It thus reduced the number of variables with which the researcher must cope.

Frequency of responses and factor analysis on data related to Objectives II and III served as useful tools in comparing differences in educational preparation of the FHA/HERO advisers. Discussion of responses to statements within each factor was simplified for purposes of reporting by grouping the numbers on the Likert scale into designated categories.

One-way analysis of variance was computed on 11 factors of the study to achieve Objective IV and test the first null hypothesis of the study. One-way analysis of variance is a statistical method by which relationships and significant differences can be determined.

To accomplish Objective V the age (six age categories) and the actual year of vocational teaching certification were each correlated with each of the 11 factor scores. The second null hypothesis was tested in this manner.

#### Summary

Chapter III has described the procedures of this research. Information has been included concerning the design of the research, the development of the instrument, selection of the sample and the analysis of the data. Chapter IV will include results of the statistical analyses of the data.

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA

This chapter includes the presentation and analysis of the data gathered through the use of a questionnaire. The questionnaire which was developed and used is presented in Appendix B, page 95.

The purpose of the study was to identify the educational preparation needed by vocational home economics teachers in the role of FHA/HERO adviser. In an attempt to identify the needs concerning the educational preparation as judged by FHA/HERO advisers, an analysis of responses to a questionnaire was made.

The statistical analysis of the data is presented in relation to the objectives of the study. Objective I was to describe characteristics of the first, third and fifth year FHA/HERO advisers and it was achieved by analyzing frequency of responses. Objective II involved reporting the adequacy as identified by FHA/HERO advisers of previous educational preparation for the role of adviser according to: (a) FHA membership participation at the secondary level, (b) preservice preparation, and (c) inservice preparation. Objective III focused on the areas of educational preparation in which the FHA/HERO adviser felt inadequate at the time of the study. The method of analysis used in achieving Objective II and Objective III were factor analysis and frequency of responses.

Objective IV was to determine if the following variables are associated with number of years of teaching according to: (a) adequacy of (1) FHA membership participation at the secondary level, (2) pre-service preparation, and (3) inservice preparation; (b) areas of educational preparation in which adviser presently feels inadequate. One-way analysis of variance was computed on 11 factors of the study to achieve Objective IV and to test the first null hypothesis of the study.

Objective V was to determine if age or year of vocational teaching certification is associated with each of the following: (a) FHA membership participation at the secondary level, (b) preservice preparation, and (c) inservice preparation. Correlation coefficients was the statistical method used in achieving Objective V and to test the second null hypothesis.

#### Description of Subjects

Objective I of the study was to describe demographic characteristics of the first, third and fifth year FHA/HERO advisers as one group. A detailed description of the 80 FHA/HERO advisers who participated in this study can be found in Tables I through VI. The advisers were located in schools in communities or cities ranging in population from under 1,000 to 250,000. Table I, page 44, reveals that 77.50 per cent of the advisers reported their employment in a community or city of 10,000 or less; while only 22.50 per cent reported their employment in a community or city of 10,000 or more.

TABLE I  
 SIZE OF COMMUNITY OR CITY IN WHICH SCHOOL  
 OF FHA/HERO ADVISERS\* WERE LOCATED

Community/City Size	Responses	
	Number	Per Cent
Under 1,000	16	20.00
1,000 to 2,500	23	28.75
2,500 to 5,000	13	16.25
5,000 to 10,000	10	12.50
10,000 to 25,000	7	8.75
25,000 to 50,000	4	5.00
50,000 to 100,000	6	7.50
100,000 to 250,000	1	1.25

\* N=80

Fifty-five per cent of the respondents reported teaching in a school (grades 9-12) with an enrollment of less than 300 (Table II, page 45); while 35 per cent of the respondents indicated a teaching position in a school with enrollment of 301-1,000 students.

The advisers ranged in age from 20 to 59 years, with the majority (80 per cent) being 20 to 29 years of age (Table III, page 45). Less than one-half (46.25 per cent) of the advisers were first year teachers; 22.50 per cent were third year teachers; and 31.25 per cent were fifth year teachers.

TABLE II  
 SCHOOL ENROLLMENT - GRADES 9-12 IN SCHOOLS  
 WHERE FHA/HERO ADVISERS\* WERE LOCATED

Enrollment	Responses	
	Number	Per Cent
1-300	44	55.00
301-500	15	18.75
501-1,000	13	16.25
1,001-1,500	2	2.50
1,501-2,000	6	7.50

\*N=80

TABLE III  
 AGE OF FHA/HERO ADVISERS\* RESPONDING IN STUDY

Age	Responses	
	Number	Per Cent
20-24	27	33.75
25-29	37	46.25
30-39	11	13.75
40-49	3	3.75
50-59	2	2.50

\* N=80

Table IV shows the year vocational teaching certification was earned by the adviser. The respondents earned their vocational teaching certification between 1955 and 1974; and a majority (53.75 per cent) of these teachers were certified from 1971 to 1974.

TABLE IV  
YEAR VOCATIONAL TEACHING CERTIFICATION WAS EARNED

Year	Responses	
	Number	Per Cent
1955-1959	2	2.50
1960-1965	5	6.25
1966-1970	30	37.50
1971-1974	43	53.75

Most respondents (98.75 per cent) reported that they held a Bachelor's degree only, and 86.25 per cent received their vocational home economics degree in Oklahoma. A majority (61.25 per cent) of the respondents completed the certification requirements at a state college or university and 38.75 per cent completed requirements at a land-grant college or university.

When asked about participation in FHA/HERO inservice preparation activities, a majority (86.25 per cent) indicated that they had no previous inservice preparation (Table V, page 47). A large portion

(88.75 per cent) of the advisers expressed an interest in participating in future FHA/HERO inservice preparation although only 13 of the 80 respondents were enrolled in the FHA/HERO Workshop offered during June, 1975 at Oklahoma State University with national headquarters staff participating.

TABLE V  
PARTICIPATION AND INTEREST IN INSERVICE  
EDUCATION FOR FHA/HERO ADVISERS\*

Statement	Responses	
	Number	Per Cent
PARTICIPATION		
Yes	11	13.75
No	69	86.25
INTEREST		
Yes	71	88.75
No	9	11.25

\*N=80

Many of the home economics teachers (72.50 per cent) were located in a one teacher home economics department. When asked the method for selecting who would serve as the FHA/HERO adviser in the home economics department with more than one teacher, 20 per cent of the respondents viewed the responsibility as part of the teaching contract. The advisers of a two or more teacher home economics department also

(16.25 per cent) judged the other adviser(s) as assuming equal responsibility in duties of the advisership.

Previous FHA Experience During Junior  
or Senior High School

An investigation of FHA membership of the advisers when in secondary schools revealed that 71.25 per cent were members of FHA with 52.50 per cent having been members for three or more years. More than a third (38.75 per cent) of the advisers held no offices or committee chairmanship at the local level while 52.50 per cent did serve as an FHA officer or committee chairman at the local level. Only a small percentage (3.75 per cent) of the advisers were not members of other school organizations at the secondary level. Table VI reports that 42.50 per cent of the advisers had held membership in three or four organizations at the secondary level.

TABLE VI

PREVIOUS YOUTH ORGANIZATION EXPERIENCES  
DURING JUNIOR OR SENIOR HIGH SCHOOL

Statement	Response	Number Responses N=80	Per Cent
FHA Membership of Adviser at Secondary Level	Yes	57	71.25
	No	23	28.75
Years that Adviser was FHA Member at Secondary Level	None	23	28.75
	One	5	6.25
	Two	10	12.50
	Three or more	42	52.50



TABLE VI (Continued)

Statement	Response	Number Responses N=80	Per Cent
Level of FHA Office or Committee Chairmanship Held	None	31	38.75
	Local chapter	42	52.50
	Sub-district	6	7.50
	State	1	1.25
Membership in Other School Organizations	Yes	77	96.25
	No	3	3.75
Number of School Organizations (other than FHA) in which Membership was Held	None	2	2.50
	One or Two	21	26.25
	Three or Four	34	42.50
	Five or more	23	28.75

Previous Educational Preparation  
for Role of FHA Adviser

Objective II of the study was to report the adequacy as identified by FHA/HERO advisers of previous educational preparation for the role of adviser (statements 16-40 of questionnaire, Appendix B, page 102). Objective III was to report the areas of educational preparation in which the FHA/HERO adviser felt inadequate at the time of the study (statements 41-59 of the questionnaire, Appendix B, pages 102-103).

Factor analysis was the first statistical method applied to analyze data in relation to Objectives II and III. By means of

rotating the clustered variables which form the individual factors, a rotated factor matrix evolved indicating to the researcher the factors in the study which were of importance to the study. Table VII reports the per cent of variance in reference to the total variance associated with the 11 of the 12 factors and the per cent of variance attributable to each factor. The lowest per cent of variance for a factor to be accepted for this study was 4.34. Factor 12 of the rotated factor matrix was not included in the study because it explained only 3.33 per cent of the variance and to a large extent duplicated another factor in content.

Statement 41 was the only question from the study that was eliminated in the factor analysis. Its value to the study did not merit a placement in one of the 11 factors to be discussed in this chapter.

TABLE VII  
ROTATED FACTOR MATRIX SUMMARY OF PREVIOUS EDUCATIONAL  
PREPARATION FOR ROLE OF ADVISER

Factor	Variance	Per Cent of Variance
1. Preservice Preparation for Role of Adviser	12.40	30.23
2. Inservice Preparation for Role of Adviser	5.46	13.31
3. Previous FHA Membership Participation of Adviser in Secondary School	3.42	8.34
4. Main Resources and Publication for FHA/HERO Program Development	2.99	7.29

TABLE VII (Continued)

Factor	Variance	Per Cent of Variance
5. Present Opinions of Advisers Toward Educational Preparation	2.01	4.89
6. FHA/HERO Basic Concepts	2.95	7.20
7. Publications Relating to Specific FHA/HERO Programs in the Study	2.39	5.82
8. Involvement of Advisers in Other Youth Organizations in Secondary School	1.78	4.34
9. FHA/HERO Chapter Guidelines	2.23	5.44
10. Experiences Which Prepared Adviser for Role	1.87	4.57
11. Use of Other Publications and Resources	2.15	5.23

The results are also presented for Objectives II and III in terms of frequency of responses. The average percentages presented in this analysis were determined by dividing the number of like responses in the designated groupings of statements on the Likert scale by a total number of statements within each of the factor clusters. In presenting the responses of Part I, Subdivision B and Part II, Subdivisions A and B of the questionnaire, the researcher combined the responses and percentages in the 9 to 11 range on the scale to represent a response toward adequate in relation to educational preparation. In the same manner, the responses in the 1 to 3 range on the Likert scale indicate

a general response of not adequate in relation to educational preparation. Uncertainty is indicated by responses on the 4 to 8 range of the scale. The three combined groups of respondents will be referred to as designated groupings.

Factor I: Preservice Preparation  
for Role of Adviser

For this study preservice preparation was defined as formal college or university preparation that enables a participant to function in a professional role. By means of factor analysis, the cluster of related statements pertaining to preservice preparation were identified as Factor I.

Statements in the questionnaire which were clustered in Factor I are numbers 23 through 31, 35, 39, 40.2. Table VIII, page 53, indicates the questions asked in the study pertaining to preservice preparation, the distribution of responses and factor loadings for each statement. Average responses are presented concerning preservice preparation on the FHA/HERO adviser according to the designated groupings within Factor I.

This table reveals that a majority of the respondents were grouped in the uncertain to not adequate (85.72 per cent) range on the scale in relation to the adequacy of preservice preparation. A small percentage (14.28 per cent) of the FHA/HERO advisers expressed a judgment toward adequate preservice preparation.

TABLE VIII

DISTRIBUTION OF RESPONSES\* AND FACTOR LOADINGS OF STATEMENTS IN  
 FACTOR I: PRESERVICE PREPARATION FOR THE ROLE OF ADVISER

Statement	Not Adequate**		Uncertain**		Adequate**		Factor Loadings
	N	%	N	%	N	%	
23. FHA integration into the total home economics program	37	46.25	31	38.75	12	15.00	.80
24. *** Using a variety of techniques to identify concepts relating to the chapter members and the total home economics program	37	46.83	33	41.78	9	11.39	.79
25. Using a variety of techniques identifying goals relating to the chapter members and the total home economics program	37	46.25	35	43.75	8	10.00	.85
26. Using a variety of techniques identifying learning and growth experiences relating to chapter members and the total home economics program	39	48.75	31	38.75	10	12.50	.88
27. Dealing with positive feedback from membership in ways that could produce individual group growth in the chapter	38	47.50	32	40.00	10	12.50	.81

TABLE VIII (Continued)

Statement	Not Adequate**		Uncertain**		Adequate**		Factor Loadings
	N	%	N	%	N	%	
28. ***Dealing with negative feedback from membership in ways that could produce individual and group growth in the chapter	46	58.22	27	34.18	6	7.59	.77
29. Using FHA goals and purposes for effective communications with:							
1. parents	36	45.00	26	32.50	18	22.50	.91
2. administration	37	46.25	27	33.75	16	20.00	.92
3. community	33	41.25	30	37.50	17	21.50	.87
4. advisory committee	44	55.00	25	31.25	11	13.75	.70
5. prospective members	35	43.75	25	31.25	20	25.00	.87
30. Using available and appropriate resources to stimulate FHA individual and group growth	32	40.00	32	40.00	16	20.00	.81
31. Using a variety of FHA resources in a simulated or real situation	34	42.50	35	43.75	11	13.75	.80
35. Using TEEN TIMES in a variety of ways in FHA and the home economics program	46	57.50	24	30.00	10	12.50	.66

TABLE VIII (Continued)

Statement	Not Adequate**		Uncertain**		Adequate**		Factor Loadings
	N	%	N	%	N	%	
36. Using ENCOUNTER to promote personal growth in FHA and the home economics program	51	63.75	25	31.25	4	5.00	.50
39. FHA instruction received in the preservice preparation does meet your needs now as an adviser	49	61.25	24	30.00	7	8.75	.56
40. Rate the area according to the adequacy of contribution which most prepared you for the role of adviser							
2. preservice preparation: method classes	41	51.25	30	37.50	9	11.25	.66
AVERAGE NUMBER RESPONDING	39	49.49	30	36.23	11	14.28	

\* N=80

\*\* Code: Not Adequate - Responses of 1, 2, or 3  
 Uncertain - Responses of 4, 5, 6, 7, or 8  
 Adequate - Responses of 9, 10, or 11

\*\*\* One respondent did not answer.

Factor II: Inservice Preparation for  
Role of Adviser

Factor II was identified as inservice preparation for the role of the adviser during employment. Inservice preparation in this study includes activities designed for further development of professional competency. The training may be in or out of a higher education setting. Statements 42 through 49, 51 and 52 are included in Factor II.

For these statements in Part III, Subdivision A and B of the questionnaire, the 9 to 11 responses on the Likert scale were combined as a response toward needed in relation to additional education preparation. The responses in the 1 to 3 range on the scale were also combined to indicate a response toward not needed in relation to additional educational preparation. Uncertainty is indicated by responses on the 4 to 8 range of the scale.

The data shown on Table IX, page 57, reveal that on the average 94 per cent of the group felt uncertainty or a need for educational preparation on all statements listed in Factor II. Six per cent of the advisers reported that additional inservice educational preparation was not needed.

Factor III: Previous FHA Membership Participation of Adviser in Secondary School

To determine the participation of the adviser in FHA, questions were asked in regard to the length of membership in the organization; positions of leadership of previous FHA experience as related to preparation for role of adviser. Length of membership in the



TABLE IX

DISTRIBUTION OF RESPONSES\* AND FACTOR LOADINGS OF STATEMENTS IN  
 FACTOR II: INSERVICE PREPARATION FOR ROLE OF ADVISER

Statement	Not Needed**		Uncertain**		Needed**		Factor Loadings
	N	%	N	%	N	%	
42. Leadership abilities as an adviser	3	3.75	20	25.00	57	71.25	.79
43. Role of adviser	8	10.00	13	16.25	59	73.75	.77
44. Integration of FHA/HERO into the classroom	2	2.50	24	30.00	54	67.50	.64
45. Variety of techniques for presenting FHA/HERO at the local, state and national levels	2	2.50	19	23.75	59	73.75	.52
46. FHA/HERO Advisory Committee	7	8.75	33	41.25	40	50.00	.60
47. Identification and use of local resources	4	5.00	26	32.50	50	62.50	.74
48. Chapter management	4	5.00	19	23.75	57	71.25	.58
49. PROGRAM ACTION IMPACT	5	6.25	17	21.25	58	72.50	.69
51. ENCOUNTER	8	10.00	25	31.25	47	58.75	.62

TABLE IX (Continued)

Statement	Not Needed**		Uncertain**		Needed**		Factor Loadings
	N	%	N	%	N	%	
52. TEEN TIMES	5	6.25	26	32.50	49	61.25	.54
AVERAGE NUMBER RESPONDING	5	6.00	22	27.75	53	66.25	

\* N=80

\*\* Code: Not Needed - Responses of 1, 2, or 3  
 Uncertain - Responses of 4, 5, 6, 7, or 8  
 Needed - Responses of 9, 10, or 11

organization and positions of leadership were discussed earlier with the demographic characteristics of the subjects although they were also included in Factor III. Statements 17, 18 and 40.1 contribute to Factor III. On question 40.1 the respondents were asked to recognize the area of adequacy which contributed most toward their preparation as an adviser. Of the respondents, 33.75 per cent indicated that previous FHA participation was adequate in preparing them for the role of adviser; while 25 per cent were uncertain as to the effectiveness of previous FHA membership, and 41.25 per cent expressed that actual FHA membership and participation was not adequate in preparing them for the role of adviser (Table X, page 60).

#### Factor IV: Main Resources for FHA/HERO

##### Program Development

FHA/HERO programs at state and local levels are assisted and developed through the use of resources that are made available by the national headquarters staff. In order to have effective results in using the resources, an FHA/HERO adviser needs to have educational preparation in the understanding and use of the resources specified for program development. Factor IV identified the main resources for FHA/HERO program development as PROGRAM ACTION IMPACT, PULSE, TEEN TIMES, AND ENCOUNTER. The FHA/HERO adviser needs a working knowledge of all these publications.

The resources for FHA/HERO program development are shown on Table XI, page 61, and the statements of the study which were included in this factor are statements 32 through 36. Many of the FHA/HERO advisers who responded to the statements in Factor IV would not have

TABLE X

DISTRIBUTION OF RESPONSES\* AND FACTOR LOADINGS OF STATEMENTS  
 IN FACTOR III: PREVIOUS FHA MEMBERSHIP PARTICIPATION  
 OF ADVISER IN SECONDARY SCHOOL

Statement	Not Adequate**		Uncertain**		Adequate**		Factor Loadings
	N	%	N	%	N	%	
17*** How many years were you an FHA member during junior or senior high school							.96
18*** Indicate the highest level at which you served as an FHA officer or committee chairman during junior or senior high school							.82
40.1 Actual FHA membership participation at the junior or senior high school	33	41.25	20	25.00	27	33.75	.83

\* N=80

\*\* Code: Not Adequate - Responses 1, 2, or 3  
 Uncertain - Responses 4, 5, 6, 7, or 8  
 Adequate - Responses 9, 10, or 11

\*\*\* Type of response for statements 17 and 18 were not recorded on Likert Scale (Appendix B, page 99).

TABLE XI

DISTRIBUTION OF RESPONSES\* AND FACTOR LOADINGS OF STATEMENTS IN  
 FACTOR IV: MAIN RESOURCES FOR FHA/HERO PROGRAM DEVELOPMENT

Statement	Not Adequate**		Uncertain**		Adequate**		Factor Loadings
	N	%	N	%	N	%	
32. Understanding the program planning process and the use of PROGRAM ACTION IMPACT	51	63.75	24	30.00	5	6.25	.73
33. Application of the "in-depth" project concept of all four project areas of PROGRAM ACTION IMPACT	52	65.00	24	30.00	4	5.00	.71
34. Ways of incorporating the publication PULSE in teacher-student co-operation planning for the home economics program	62	77.50	16	20.00	2	2.50	.58
35. Using TEEN TIMES in a variety of ways in FHA and the home economics program	46	57.50	24	30.00	10	12.50	.57

TABLE XI (Continued)

Statement	Not Adequate**		Uncertain**		Adequate**		Factor Loadings
	N	%	N	%	N	%	
36. Using ENCOUNTER to promote personal growth in FHA and the home economics program	51	63.75	25	31.25	4	5.00	.68
AVERAGE NUMBER RESPONDING	52	65.50	23	28.25	5	6.25	

\* N=80

\*\* Code: Not Adequate - Responses 1, 2, or 3  
 Uncertain - Responses 4, 5, 6, 7, or 8  
 Adequate - Responses 9, 10, or 11

been exposed to the subject matter content relating to the resources during preservice preparation. Some of the resources had not been developed at the time of preservice preparation for all the advisers in the sample. Consequently, the inclusion of these findings perhaps emphasizes the indicated need for additional inservice preparation in the area of main resources for FHA/HERO program development.

According to Table XI, 93.75 per cent of the respondents indicated that educational preparation was uncertain or not adequate as related to main resources for FHA/HERO program development. A small percentage (6.25 per cent) of the advisers indicated that the educational preparation was adequate.

Factor V: Present Opinions of Advisers  
Toward Educational Preparation for Role  
of Adviser

Factor V deals with the present needs as identified by the FHA/HERO adviser in relation to educational preparation for role of adviser. Statements 37 and 38 were included in Factor V. Table XII, page 64, shows the percentages of the advisers who favored a unit in FHA preservice preparation as compared with a course in FHA preservice preparation. The average percentages of the groupings revealed that 55.72 per cent of the advisers expressed judgments of uncertain or not adequate regarding the educational preparation which would have fulfilled their needs at the preservice level; while 44.38 per cent felt that a unit or course would have fulfilled their needs.

TABLE XII

DISTRIBUTION OF RESPONSES\* AND FACTOR LOADINGS OF STATEMENTS IN FACTOR V: PRESENT  
OPINIONS OF ADVISERS TOWARD EDUCATIONAL PREPARATION FOR ROLE OF ADVISER

Statement	Not Adequate**		Uncertain**		Adequate**		Factor Loadings
	N	%	N	%	N	%	
37. A unit on FHA preservice preparation would fulfill my needs	8	10.00	43	53.75	29	36.25	.56
38. A course in FHA preservice preparation would fulfill my needs	6	7.50	32	40.00	42	52.50	.74
AVERAGE NUMBER RESPONDING	7	8.75	38	46.87	35	44.38	

\* N=80

\*\* Code: Not Adequate - Responses 1, 2, or 3  
Uncertain - Responses 4, 5, 6, 7, or 8  
Adequate - Responses 9, 10 or 11



Factor VI: FHA/HERO Basic Concepts

The basic concepts for FHA/HERO are identified in Factor VI and statements 21 and 22 of the questionnaire are included in the factor. As shown on Table XIII, page 66, the data indicate that 63.63 per cent of the respondents were uncertain to not adequate in their preservice education of FHA/HERO basic concepts. However, 36.37 per cent of the advisers appeared to not need additional education in the FHA/HERO basic concepts during preservice preparation.

Factor VII: Publications Relating to  
Specific FHA/HERO Programs in the Study

Factor VII represents the publications which are related to specific programs in the study. These programs were identified as Home Economics Related Occupations programs and FHA/HERO programs in large city schools. Statements 50, 54 and 59 of the questionnaire are presented in Factor VII. Table XIV, page 67, shows that 56.24 per cent of the respondents expressed uncertainty to needed additional information pertaining to HERO programs and FHA/HERO programs in large city schools. The table disclosed that 43.81 per cent judged that additional preparation in the above programs was not needed.

TABLE XIII

DISTRIBUTION OF RESPONSES\* AND FACTOR LOADINGS OF STATEMENTS  
IN FACTOR VI: FHA/HERO BASIC CONCEPTS

Statement	Not Adequate**		Uncertain**		Adequate**		Factor Loadings
	N	%	N	%	N	%	
21. FHA							
1. Facts	24	30.00	15	18.75	41	51.25	.72
2. Philosophy	29	36.25	28	35.00	23	28.75	.77
3. Policies	30	37.50	29	36.26	21	26.25	.63
22.*** FHA Resources and Publications	23	29.12	25	31.65	31	39.24	.59
AVERAGE NUMBER RESPONDING	27	33.22	24	30.41	29	36.37	

\* N=80

\*\* Code: Not Adequate - Responses 1, 2, or 3  
 Uncertain - Responses 4, 5, 6, 7, or 8  
 Adequate - Responses 9, 10, or 11

\*\*\* One respondent did not answer.

TABLE XIV

DISTRIBUTION OF RESPONSES\* AND FACTOR LOADINGS OF STATEMENTS IN FACTOR VII:  
PUBLICATIONS RELATING TO SPECIFIC FHA/HERO PROGRAMS IN THE STUDY

Statement	Not Needed**		Uncertain**		Needed**		Factor Loadings
	N	%	N	%	N	%	
50. HERO PAK IMPACT	33	41.25	23	28.75	24	30.00	.61
54. HERO Chapter: The Basics of Organization	35	46.72	21	25.96	21	27.26	.77
59*** FHA in Large City Schools	35	43.75	22	28.00	23	28.75	.71
AVERAGE NUMBER RESPONDING	34	43.81****	22	27.57****	23	28.67****	

\* N=80

\*\* Code: Not Needed - Responses 1, 2, or 3  
Uncertain - Responses 4, 5, 6, 7, or 8  
Needed - Responses 9, 10, or 11

\*\*\* Three respondents did not answer.

\*\*\*\* Due to rounding percentages may not equal 100 per cent.

Factor VIII: Involvement of Adviser in OtherYouth Organizations in Secondary School

In regard to Factor VIII, involvement of advisers in other youth organizations in secondary school was the only item included in this factor (statement 20). Table XV shows that 2.5 per cent of the advisers were not members of other school organizations at the secondary level; while 42.50 per cent of the advisers had held membership in three or four organizations and 28.75 per cent had held membership in five or more organizations at the secondary level.

TABLE XV  
PREVIOUS YOUTH ORGANIZATIONS EXPERIENCES DURING  
JUNIOR OR SENIOR HIGH SCHOOL

Statement	Response	Number of Responses	Per Cent
		N=80	
Number of School Organizations (other than FHA) in which Membership was held	None	2	2.50
	One or two	21	26.25
	Three or four	34	42.50
	Five or more	23	28.75

### Factor IX: FHA/HERO Chapter Guidelines

FHA/HERO chapter guidelines are essential in the organization of a new chapter. They also serve as a necessary tool in the dissemination of information about the youth organization. Statements 53, 55, and 56 of the questionnaire are presented in Factor IX. Table XVI, page 70, shows that a majority of the respondents (88.75 per cent) indicated uncertainty to a need for additional educational preparation in the area of chapter guidelines. A small percentage (11.25 per cent) of the advisers expressed no need in regard to additional information related to chapter guidelines.

### Factor X: Experiences Which Prepared

#### Adviser for Role

Factor X clustered together the statements which the respondents indicated helped them the most in their preparation for the role of adviser. Statements included in Factor X are 40.3 through 40.5 of the questionnaire. The experiences which the respondents felt prepared them the most for the role of adviser were student teaching, actual experience in the role of adviser, and inservice preparation. Table XVII, page 71, shows that 62.60 per cent of the advisers were uncertain to not adequate in regard to experiences intended to adequately prepare them for the role of adviser; while 37.50 per cent of the group had educational experiences which had been adequate.

TABLE XVI  
 DISTRIBUTION OF RESPONSES\* AND FACTOR LOADINGS OF STATEMENTS  
 IN FACTOR IX: FHA/HERO CHAPTER GUIDELINES

Statement	Not Needed**		Uncertain**		Needed**		Factor Loadings
	N	%	N	%	N	%	
53. FHA Chapter--The Basics of Organizing	14	17.50	19	23.75	47	58.75	.49
55. Chapter Guide-Bylaws	5	6.25	19	23.75	56	70.00	.86
56. FHA Facts n' Figures	8	10.00	32	40.00	40	50.00	.70
AVERAGE NUMBER RESPONDING	9	11.25	23	29.17	48	59.58	

\* N=80

\*\* Code: Not Needed - Responses 1, 2, or 3  
 Uncertain - Responses 4, 5, 6, 7, or 8  
 Needed - Responses 9, 10, or 11

TABLE XVII

DISTRIBUTION OF RESPONSES\* AND FACTOR LOADINGS OF STATEMENTS  
IN FACTOR X: EXPERIENCES WHICH PREPARED ADVISER FOR ROLE

Statement	Not Adequate**		Uncertain**		Adequate**		Factor Loadings
	N	%	N	%	N	%	
40. Rate the areas according to the adequacy of contributions which <u>most</u> prepared you for the role of adviser							
3. Student teaching	29	36.25	30	37.50	21	26.25	.55
4. Experience in the role of adviser	10	12.50	19	23.75	51	63.75	.88
5. Inservice preparation	33	41.25	29	36.25	18	22.50	.41
AVERAGE NUMBER RESPONDING	24	30.00	26	32.50	30	37.50	

\* N=80

\*\* Code: Not Adequate - Responses 1, 2, or 3  
 Uncertain - Responses 4, 5, 6, 7, or 8  
 Adequate - Responses 9, 10, or 11

Factor XI: Use of Other Publications  
and Resources

Publications and resources can serve as useful tools to the FHA/HERO adviser if the individual is aware of the existence of the materials. Out of the possible 11 statements which could have been clustered in Factor XI, only two statements were selected through the factor analysis. They were PULSE (statement 57) and PROGRAM ACTION SERIES (statement 58). A large portion (92.50 per cent) of the advisers indicated that they were uncertain or in need of additional educational preparation in relationship to those publications. A small percentage (7.50 per cent) of the advisers judged that they did not need additional educational preparation on PULSE and PROGRAM ACTION SERIES (Table XVIII, page 73). Since statement 57 of this factor was also included in Factor IV (main resources), the researcher draws the conclusion that this information reveals the advisers are not basically aware of the materials and there is a need to know how to implement them.

Test of Hypotheses

Objective IV was to determine if the following variables are associated with number of years of teaching according to: (a) adequacy of (1) FHA membership participation at the secondary level, (2) preservice preparation, and (3) inservice preparation; (b) areas of educational preparation in which adviser presently feels inadequate.



TABLE XVIII

DISTRIBUTION OF RESPONSES\*AND FACTOR LOADINGS OF STATEMENTS  
IN FACTOR XI: USE OF OTHER PUBLICATIONS AND RESOURCES

Statement	Not Needed**		Uncertain**		Needed**		Factor Loadings
	N	%	N	%	N	%	
57. PULSE	7	8.75	17	21.25	56	70.00	.62
58. ACTION PROJECT SERIES	5	6.25	24	30.00	51	63.75	.77
AVERAGE NUMBER RESPONDING	6	7.50	21	25.62	53	66.88	

\* N=80

\*\* Code: Not Needed - Responses 1, 2, or 3  
 Uncertain - Responses 4, 5, 6, 7, or 8  
 Needed - Responses 9, 10, or 11

The intent of the study was to test the first null hypothesis that there are no significant differences between the first, third and fifth year home economics teachers in their judged adequacy of FHA membership participation, preservice preparation, and inservice preparation and in present educational needs for fulfilling the role of adviser as reported by the advisers for this study.

One-way analysis of variance was used to accomplish Objective IV and to test the first null hypothesis. Reported on Table XIX are the analyses of variance for each of the 11 factors. Based on the F-test using the .01 level of significance, the first null hypothesis must be accepted. According to the findings of the study, the three groups of teachers did not differ in the judged adequacy of preparation for the role of FHA/HERO adviser or judged needs for inservice preparation.

TABLE XIX  
ONE-WAY ANALYSIS OF VARIANCE FOR FIRST, THIRD  
AND FIFTH YEAR TEACHERS BY FACTORS

Factors	Sum of Squares	Mean Square	F-Value*
1. Preservice Preparation for Role of Adviser	913.15	456.58	0.23
2. Inservice Preparation for Role of Adviser	49.96	24.98	0.07
3. Previous FHA Membership Participation of Adviser in Secondary School	35.57	17.78	0.57

TABLE XIX (Continued)

Factors	Sum of Squares	Mean Square	F-Value*
4. Main Resources for FHA/HERO Program Develop- ment	459.20	229.60	1.66
5. Present Opinions of Advisers Toward Educational Pre- paration for Role of Adviser	1.42	0.71	0.06
6. FHA/HERO Basic Concepts	254.01	127.01	0.73
7. Publications Relating to Specific FHA/HERO Programs in the Study	234.81	117.40	1.08
8. Involvement of Adviser in Other Youth Organizations in Secondary School	2.23	1.12	1.73
9. FHA/HERO Chapter Guidelines	4.34	2.17	0.04
10. Experiences Which Prepared Adviser for Role	188.09	94.04	1.70
11. Use of Other Pub- lications and Resources	10.97	5.49	0.21

\* df 2, 77; 4.999 at .01 level of significance

Objective V was to determine if age or year of vocational teaching certification is associated with each of the following: (a) FHA membership participation at the secondary level, (b) preservice preparation, and (c) inservice preparation consistent with Objective V.

The second null hypothesis was that there is no significant correlation between the age or year of vocational certification and each of the following: (a) FHA membership participation at the secondary level, (b) preservice preparation and (c) inservice preparation.

The test of the second null hypothesis revealed no correlations significant at the .05 level. Thus, there was no significant relationship between age or year of certification and any of the 11 factors. The second null hypothesis must be accepted.

#### Responses to Open-Ended Questions

Two statements on the questionnaire provided the respondents with an opportunity to share personal situations and feelings related to the role of the FHA/HERO adviser. The responses to open-ended questions are listed in Appendix C, page 104.

Part I, statement 15 of the questionnaire asked advisers who served in a home economics department with more than one teacher to respond as to the distribution of FHA/HERO responsibilities among the teacher/advisers. In summary, the responses implied that advisers' responsibilities were shared in one of the following ways:

1. Mutual agreement among the teacher/advisers.
2. Division among teacher/advisers according to personal abilities and talents.

3. Assumed responsibilities according to classes taught and projects which involved students.
4. Administration determined the assignments of responsibilities.
5. Department head determined the designated assignments of responsibility.
6. Full-time teacher/adviser made major decisions and asked part-time teacher/adviser to assist when needed.
7. Shared responsibilities mutually according to overall load of each teacher/adviser.
8. Teacher/adviser who had been in the school for the longest length of time assumed greater responsibility.

The final section of the instrument, Part III, Subdivision C asked the adviser to specify other areas of need not included in the questionnaire. Areas of needs which the advisers identified were:

1. Additional helps for beginning teacher/advisers.
2. More quality in preservice education such as methods classes and student teaching.
3. Inservice preparation at professional meetings.
4. How to use publications and resources.
5. How to integrate FHA/HERO into the classroom.
6. Ways to increase membership.
7. Ways to promote FHA goals with the organization.
8. Ways to reduce student apathy within FHA/HERO.
9. Ways to spark adviser's interest and enthusiasm.
10. Ways to relate to all members.
11. Journalism skills related to public relations.

12. Chapter management.
13. Orientation on how to establish goals and carry them through.
14. Opportunity for sharing of creative ideas between local chapters and advisers.
15. Effective ways of working with chapter parents, administration and other youth organizations.
16. Leadership training of officers.

#### Summary

Chapter IV has provided a detailed presentation and analysis of the data for this study. The summary, conclusion, and recommendations of the study will be presented in Chapter V.

## CHAPTER V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This study was undertaken in an attempt to identify the educational preparation needed by vocational home economics teachers in the role of FHA/HERO adviser as determined by their responses on the questionnaire. The objectives of the study were to:

1. Describe characteristics of the first, third and fifth year FHA/HERO adviser.
2. Report the adequacy as identified by FHA/HERO advisers of previous educational preparation for the role of adviser according to the following characteristics of the adviser:
  - a. FHA membership participation at the secondary level
  - b. preservice preparation
  - c. inservice preparation
3. Report the areas of educational preparation in which the FHA/HERO adviser presently feels inadequate.
4. Determine if the following variables are associated with numbers of years of teaching:
  - a. adequacy of (1) FHA membership participation at the secondary level, (2) preservice preparation, and (3) inservice preparation;
  - b. areas of educational preparation in which adviser presently feels inadequate.

5. Determine if age or year of vocational teaching certification is associated with each of the following:
  - a. FHA membership participation at the secondary level
  - b. preservice preparation
  - c. inservice preparation
6. Make recommendations and suggestions to teacher educators, state and national FHA/HERO staff and local advisers based on the findings of the study.

In essence, the intent of the study was to test the hypotheses (1) that there are no significant differences between the first, third and fifth year home economics teachers in their judged adequacy of FHA membership participation, preservice preparation, and inservice preparation and in present educational needs for fulfilling the role of advisers, and (2) that there is no significant correlation between age or year of vocational teaching certification and each of the following:

- a. FHA membership participation at the secondary level
- b. preservice preparation
- c. inservice preparation

The sample selected for this study was identified and limited to all 104 first, third and fifth year vocational home economics teachers in Oklahoma. The questionnaire was mailed to the 104 home economics teachers in the spring of 1975.

Data were secured from 80 (76.92 per cent) of the first, third and fifth year vocational home economics teachers. The data were processed by the Oklahoma State University Computer Center and the results were presented in the form of a factor analysis, frequency distribution,



one-way analyses of variance and correlation coefficients. The results from the statistical analyses were presented in relation to the objectives of the study. In an attempt to report the needs concerning educational preparation as judged by FHA/HERO advisers, an analysis of responses to the questionnaire was made.

#### Summary

The following summary is organized according to each of the specific objectives.

Objective I was to describe the characteristics of the first, third and fifth year FHA/HERO advisers. The advisers were located in schools in communities or cities ranging in population from under 1,000 to 250,000. Fifty-five per cent of the respondents were teaching in schools (grades 9-12) with enrollments of less than 300 students; while 35 per cent of the advisers were employed in teaching positions with enrollments of 301-1,000 students.

The advisers ranged in age from 20 to 59 years, with the majority (80 per cent) being 20 to 29 years of age. Less than half (46.25 per cent) of the advisers were first year teachers; 22.50 per cent were third year teachers; and 31.25 per cent were fifth year teachers. The respondents earned their vocational teaching certification between 1955 and 1974, and 53.75 per cent of these teachers were certified from 1971 to 1974.

Most of the respondents (98.75 per cent) held a Bachelor's degree only and a large percentage of the degrees were obtained in Oklahoma. A majority (61.25 per cent) of the respondents completed the certification requirements at a state college or university and 38.75 per cent

completed requirements at a land-grant college or university.

A majority (86.25 per cent) of the advisers had no previous FHA/HERO inservice preparation; however, an equal portion expressed an interest in participating in future FHA/HERO inservice preparation.

Three-fourths of the home economics teachers were located in a one teacher home economics department, and they viewed their FHA/HERO responsibilities as part of the teaching contract. Of the advisers who were located in a home economics department with more than one adviser, a majority shared FHA/HERO advisers' responsibilities equally.

The data revealed that approximately three-fourths of the advisers were members of FHA at the secondary level, and 52.50 per cent were members for three or more years. More than a third (38.75 per cent) of the advisers held no offices or committee chairmanships at the local level. It was reported that 42.50 per cent of the advisers had held membership in three or four other organizations at the secondary level; while only a small percentage (3.75 per cent) were not members of other school organizations.

Objective II of the study was to report the adequacy as identified by FHA/HERO advisers of previous educational preparation for the role of adviser according to the following characteristics of the adviser:

(a) FHA membership participation at the secondary level, (b) pre-service preparation, and (c) inservice preparation. Slightly more advisers (41.25 per cent) reported that previous FHA membership and participation were not adequate in preparing them for the role of adviser in comparison with the advisers (33.75 per cent) who indicated that previous FHA participation was adequate in preparing them for the role of adviser.

A large percentage of the advisers (85.72 per cent) felt uncertain to inadequate in relation to preservice preparation for the role of adviser. Approximately the same proportion of advisers were uncertain to inadequate in the evaluation of previous inservice education for the role of adviser.

Previous experiences which the advisers felt helped to prepare them for the role of adviser were: student teaching, actual experiences in the role of adviser, and inservice preparation. A majority of respondents (87.50 per cent) reported that experiences in the role of adviser had been most valuable.

Objective III of the study was to report the areas of educational preparation in which the FHA/HERO adviser presently feels inadequate.

A majority of all advisers revealed that educational preparation was uncertain to inadequate in relationship to the following:

1. Main resources for FHA/HERO program development.
2. The need for a unit in FHA/HERO as compared with a course in FHA/HERO.
3. FHA/HERO basic concepts.
4. HERO and FHA/HERO in large city schools.
5. Chapter guidelines.
6. PULSE AND PROGRAM ACTION SERIES.

Objective IV was to determine if the following variables are associated with number of years of teaching:

- a. adequacy of (1) membership participation at the secondary level, (2) preservice preparation, and (3) inservice preparation;

- b. areas of educational preparation in which adviser presently feels inadequate.

In the study, the first null hypothesis was to determine that there is no significant differences between the first, third and fifth year home economics teachers in their judged adequacy of FHA membership participation, preservice preparation, and inservice preparation and in present educational needs for fulfilling the role of adviser as reported by the advisers for this study.

One-way analysis of variance was the statistical analysis used to accomplish Objective IV and to test the first null hypothesis. Based on the F-test at the .01 level of significance, the first null hypothesis must be accepted. According to the findings of the study, the first, third and fifth year teachers did not differ in the judged adequacy of preparation for the role of FHA/HERO adviser or judged needs for inservice preparation. Consequently in Oklahoma, preservice and inservice educational preparation for the role of FHA/HERO adviser apparently has not adequately prepared the teacher for the role of FHA/HERO adviser.

Objective V was to determine if age or year of vocational teaching certification is associated with each of the following: (a) FHA membership participation at the secondary level, (b) preservice preparation, and (c) inservice preparation.

The intent of the study was to also test the second hypothesis that there is no significant correlation between the age or year of vocational teaching certification and each of the following: (a) FHA membership participation at the secondary level, (b) preservice preparation and (c) inservice preparation.

Correlation coefficients was the statistical analysis used to test the second null hypothesis. The test of the second null hypothesis revealed no significant correlations. Thus there was no significant relationship between age or year of certification and the 11 factors. The second null hypothesis must be accepted.

### Conclusions and Recommendations

The results of the study seem to indicate an increased need for quality in the preservice and inservice education related to the FHA/HERO organization; although it is a recognized fact that the effectiveness of the organization depends on the preparation and instruction of the home economics teacher for the role of FHA/HERO adviser.

The needed educational preparation can be provided by (1) the college and university home economics departments offering teacher education programs, (2) the state supervisor and the state FHA adviser in the Department of Vocational Home Economics and (3) the national headquarters staff of Future Homemakers of America.

#### Recommendations for Teacher Education

##### in Colleges and Universities

The teacher education programs in the state colleges and universities include varying degrees of FHA/HERO subject content; but the results of the study indicates the preservice education of the vocational home economics teacher in Oklahoma has been inconsistent and inadequate.

Based on the findings of the study, the following recommendations are suggested for consideration:

1. The state colleges and universities unify the subject content taught in the FHA/HERO preservice education of the home economics teacher.
2. Provide the prospective teacher with the opportunity for hands-on learning experiences with local FHA/HERO chapters beginning at the sophomore level and continue through student teaching experience.
3. The organization of an advisory committee which involves representation of FHA/HERO advisers with varying degree of teaching experience. The advisory committee would serve two purposes: (1) obtain direct input from teachers as to the needs of the FHA/HERO adviser in the field, and (2) be a liaison between the FHA/HERO Adviser and the teacher educators.
4. Members of the Student Home Economics Association, Home Economics Education Club coordinate projects and activities with the local FHA/HERO chapter(s) in the community.

Recommendations for State Supervisor  
and State FHA Adviser

Based upon the data, it is recommended that state staff promote the FHA/HERO program by:

1. Working with teacher educators to clarify and unify the FHA/HERO subject content to be included in preservice education course(s).
2. Recommend and cooperate with universities and colleges in teacher inservice training and short intensive seminars for credit.

3. Requiring that FHA/HERO programs be an integral part of the home economics classroom and curriculum.
4. Including a workshop on FHA/HERO for home economics teachers at the state vocational summer conferences; mid-winter conference; and at least one professional meeting yearly.
5. Supplying more HERO chapter guidance for the adviser and the provision of home economics related occupation curriculum.

#### Recommendations for the National FHA Staff

It is recommended that the national Future Homemakers of America continue to enrich the program by:

1. Developing a guide on FHA/HERO preservice education for teacher educators.
2. Providing workshops on the FHA/HERO program for youth leaders, teachers, educators and legislators.
3. Developing teaching aids to be used specifically for teacher education courses.
4. Providing additional FHA/HERO helps designed especially for new and beginning teachers.
5. Providing publications and resources which are self-directive and simplified in implementation.
6. Providing sub-regional training workshops for state staff, state FHA adviser and teacher educators in implementing publications and resources developed by national staff.

### Recommendations for Further Study

After completing the study and analyzing the data, the researcher wishes to make the following suggestions for future study:

1. A study be made to determine the FHA/HERO educational needs of the senior home economics education student after student teaching experience.
2. A study be made to determine the influence of the local FHA/HERO chapter adviser on the success of the chapter and its activities.
3. A study be made to investigate the progress and success of HERO programs and FHA/HERO programs in large city schools.
4. A study be made to determine how to disseminate and implement publications and resources from national and state levels to the local chapter.
5. A study be made to determine the responses of state associations to national publications and resources.
6. This study be repeated through the use of a national randomized sample of first, third and fifth year FHA/HERO advisers.
7. Repeat the study through the use of a national randomized sample with teachers of more than five years of teaching experience.



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**APPENDIX A**

**LETTER OF TRANSMITTAL**

**OKLAHOMA STATE UNIVERSITY • STILLWATER**Department of Home Economics Education  
(405) 372-6211, Ext. 486

74074

April 11, 1975

Dear Participant:

Under the direction of Dr. Elaine Jorgenson, I am conducting a research study as a master's degree student at Oklahoma State University in the Department of Home Economics Education.

Through the enclosed survey, I would like to give you the opportunity to share your concerns, interest and needs in relation to your educational preparation for the role of an adviser. It is my sincere belief that the local adviser is the key to future success and growth of Future Homemakers of America.

The purpose of the survey is to identify the experiences needed by vocational home economics teachers as related to the role of local FHA/HERO adviser. After the study is completed, this information will be used as a basis for recommendations and suggestions for teacher educators, state and national FHA-HERO staff and local advisers. It may serve as a guide to indicate areas of need in relation to future inservice preparation.

It is through your help I hope to obtain current information regarding the purposes of the study. The information received will remain confidential and the data will be analyzed as a group. Please feel free to express your opinions on the open-ended questions.

In order to not delay the progress of the thesis writing, please return the survey no later than April 25. Enclosed is a self addressed and self stamped envelope for your reply. Thank you for your time and I hope to hear from you soon. Only through such efforts can our professional growth progress toward greater achievements.

Sincerely yours,

s/ Sharron Storm  
Graduate Students/ Dr. Elaine Jorgenson  
Thesis Adviser

Enclosure

**APPENDIX B**

**QUESTIONNAIRE OF STUDY**

## A Survey of FHA/HERO Adviser Preparation

The purpose of this survey is to identify the educational experiences needed by vocational home economics teachers as related to the role of the local FHA/HERO adviser. Through the use of this survey, I hope to determine if the areas of (1) actual FHA member participation during junior or senior high school, and (2) preservice training such as in methods classes and student teaching served as significant factors in your preparation for the role of adviser.

We are also interested in your present impressions related to your preparation for the role of adviser and your expressed needs for further inservice training. This information will be used as recommendations and suggestions to teacher educators, state and national FHA-HERO staff and local advisers.

### Part I

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#### A. General Information

---

**DIRECTIONS;** Please complete the following information. Answer every question or statement, giving only one answer for each.

Please check the number of the answer you select for each question on the correct line in the ANSWER COLUMN, to the left of the question or statement.

1. In what size community or city is your school located?

- |   |  |
|---|--|
| <p>_____ (1) under 1,000</p> <p>_____ (2) 1,000 to 2,500</p> <p>_____ (3) 2,500 to 5,000</p> <p>_____ (4) 5,000 to 10,000</p> <p>_____ (5) 10,000 to 25,000</p> | <p>_____ (6) 25,000 to 50,000</p> <p>_____ (7) 50,000 to 100,000</p> <p>_____ (8) 100,000 to 250,000</p> <p>_____ (9) 250,000 to 500,000</p> |
|---|--|

2. Number of students in grades 9 through 12 in the present junior or senior high school where currently teaching:

- |   |  |
|---|--|
| <p>_____ (1) 1-300</p> <p>_____ (2) 301-500</p> | <p>_____ (3) 501-1,000</p> <p>_____ (4) 1,001-1,500</p> <p>_____ (5) 1,501 - 2,000</p> <p>_____ (6) over 2,000</p> |
|---|--|

3. In which age group are you:

- |   |   |  |
|---|---|--|
| <p>_____ (1) 20-24</p> <p>_____ (2) 25-29</p> | <p>_____ (3) 30-39</p> <p>_____ (4) 40-49</p> | <p>_____ (5) 50-59</p> <p>_____ (6) 60 or more</p> |
|---|---|--|



4. Length of time you have served as FHA/HERO adviser?

- \_\_\_\_\_ (1) First year adviser  
 \_\_\_\_\_ (2) Third year adviser  
 \_\_\_\_\_ (3) Fifth year adviser  
 \_\_\_\_\_ (4) Other: Indicate years \_\_\_\_\_

5. What year did you earn your vocational teaching certification? \_\_\_\_\_

6. What is the highest degree that you hold?

- \_\_\_\_\_ (1) Bachelor's \_\_\_\_\_ (2) Master's  
 \_\_\_\_\_ (3) Other: Please indicate: \_\_\_\_\_

7. From what type of institution did you receive your vocational teaching certification?

- \_\_\_\_\_ (1) Land-grant college or university  
 \_\_\_\_\_ (2) State college or university  
 \_\_\_\_\_ (3) Private college or university  
 \_\_\_\_\_ (4) Other: Please indicate type: \_\_\_\_\_

8. In which state did you receive your home economics degree?

- \_\_\_\_\_ (1) Oklahoma  
 \_\_\_\_\_ (2) Other: Please indicate State: \_\_\_\_\_

9. Have you ever taken an inservice course, seminar, or workshop on FHA/HERO

10. If an inservice course on FHA/HERO were offered, would you be interested?

- \_\_\_\_\_ (1) Yes \_\_\_\_\_ (2) No

11. My major for a degree beyond the Bachelor's was:

- \_\_\_\_\_ (1) Have no second degree  
 \_\_\_\_\_ (2) Clothing, Textiles and Merchandising  
 \_\_\_\_\_ (3) Foods, Nutrition & Institution Admin.  
 \_\_\_\_\_ (4) Home Economics Education  
 \_\_\_\_\_ (5) Home Management and Equipment  
 \_\_\_\_\_ (6) Housing and Interior Design  
 \_\_\_\_\_ (7) Other: Please indicate \_\_\_\_\_

12. How many home economics teachers are in your junior or senior high school unit?

- \_\_\_\_\_ (1) one
- \_\_\_\_\_ (2) two
- \_\_\_\_\_ (3) three
- \_\_\_\_\_ (4) four
- \_\_\_\_\_ (5) five or more

13. How were you selected to be an adviser?

- \_\_\_\_\_ (1) Only home economics teacher in department
- \_\_\_\_\_ (2) First year teacher at the school
- \_\_\_\_\_ (3) Advisership rotated among teachers
- \_\_\_\_\_ (4) Assignment by principal
- \_\_\_\_\_ (5) Assignment by department head
- \_\_\_\_\_ (6) Elected by FHA/HERO students
- \_\_\_\_\_ (7) Part of teaching contract
- \_\_\_\_\_ (8) Other methods: Indicate how \_\_\_\_\_

14. If other home economics teachers are assigned with the sharing of advisership duties, how much responsibility do they assume?

- \_\_\_\_\_ (1) Does not apply
- \_\_\_\_\_ (2) None
- \_\_\_\_\_ (3) Less than I
- \_\_\_\_\_ (4) As much as I
- \_\_\_\_\_ (5) More than I

15. If FHA/HERO advisers' responsibilities are shared, how were these determined?

---

B. Previous FHA Experience during junior or senior high school

---

16. Did you belong to FHA during junior or senior high school?

- \_\_\_\_\_ (1) Yes
- \_\_\_\_\_ (2) No

17. How many years were you an FHA member during junior or senior high school?

- (1) None  
 (2) One year  
 (3) Two years  
 (4) Three or more years

18. Indicate the highest level at which you served as an FHA officer or committee chairman during junior or senior high school:

- (1) None  
 (2) Local chapter  
 (3) Sub-district  
 (4) State  
 (5) National

19. Did you belong to other school organizations during junior or senior high school?

- (1) Yes       (2) No

20. Number of school organizations (other than FHA) in which you were a member:

- (1) None  
 (2) One or two  
 (3) Three or four  
 (4) Five or more

## Part II

---

A. PRESERVICE PREPARATION (Formal college or university preparation that enables a participant to function in a professional role.)

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- DIRECTIONS:
- If you believe that the preservice preparation is definitely adequate, write 11 in the blank.
  - If you believe that the preservice preparation is definitely not adequate write 1 in the blank.
  - If you are uncertain as to whether the preservice preparation was adequate, write 6 in the blank.
  - Use the numbers 2 to 5 and 7 to 10 to indicate other levels of adequacy of preservice preparation.

Definitely												Definitely
Not Adequate	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	Adequate
	Uncertain											

During preservice preparation instruction was presented about:

- 21. FHA
  - (1) Facts
  - (2) Philosophies
  - (3) Policies
- 22. FHA resources and publications.
- 23. FHA integration into the total home economics program.
- 24. Using a variety of techniques to identify concepts relating to the chapter members and the total home economics program.
- 25. Using a variety of techniques identifying goals relating to the chapter members and total home economics program.
- 26. Using a variety of techniques identifying learning and growth experiences relating to chapter members and the total home economics program.
- 27. Dealing with positive feedback from membership in ways that could produce individual and group growth in the chapter.
- 28. Dealing with negative feedback from membership in ways that could produce individual and group growth in the chapter.
- 29. Using FHA goals and purposes for effective communication with:
  - (1) Parents
  - (2) Administration
  - (3) Community
  - (4) Advisory Committee
  - (5) Prospective members
- 30. Using available and appropriate resources to stimulate FHA individual and group growth.
- 31. Using a variety of FHA resources in a simulated or real situation.
- 32. Understanding the program planning process and use of PROGRAM ACTION IMPACT.
- 33. Application of the "in-depth" project concept of all four project areas PROGRAM ACTION IMPACT.
- 34. Ways of incorporating the publication PULSE in teacher-student cooperative planning for the home economics program.
- 35. Using TEEN TIMES in a variety of ways in FHA and the home economics program.

\_\_\_\_\_ 36. Using ENCOUNTER to promote personal growth in FHA and the home economics program.

Definitely Not Adequate	1	2	3	4	5	6	7	8	9	10	11	Definitely Adequate
	----- Uncertain											

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**B. Present Impressions Related to Preparation for Role of Adviser**

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\_\_\_\_\_ 37. A unit on FHA preservice preparation would fulfill my needs.

\_\_\_\_\_ 38. A course in FHA preservice preparation would fulfill my needs.

\_\_\_\_\_ 39. FHA instruction received in the preservice preparation does meet your needs now as an adviser.

40. Rate the areas according to the adequacy of contributions which most prepared you for the role of adviser:

\_\_\_\_\_ (1) Actual FHA participation at the junior or senior high school level as a member.

\_\_\_\_\_ (2) Preservice preparation - methods classes

\_\_\_\_\_ (3) Preservice preparation - student teaching

\_\_\_\_\_ (4) Experience in the role of adviser

\_\_\_\_\_ (5) Inservice preparation

Part III

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INSERVICE PREPARATION (Activities designed for future development of professional competency. The training may be within or out of higher education setting.)

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**DIRECTIONS:** Currently considering your knowledge and experience related to the role of FHA/HERO adviser preparation, which of the following areas would fulfill your needs? Please indicate the areas of interest that would be beneficial to your role as adviser.

\_\_\_\_\_ (a) If you feel that inservice preparation is definitely needed in the following area, write 11 in the blank.

- \_\_\_\_\_ (b) If you feel that inservice preparation is definitely not needed, write 1 in the blank.
- \_\_\_\_\_ (c) If you feel uncertain as to whether inservice preparation is needed, write 6 in the blank.
- \_\_\_\_\_ (d) Use the number 2 to 5 and 7 to 10 to indicate other levels of inservice preparatory needs.

Definitely Not Needed	1	2	3	4	5	6	7	8	9	10	11	Definitely Needed
Uncertain												

A. GENERAL AREAS OF NEED

- \_\_\_\_\_ 41. Public relations related to FHA/HERO chapters
- \_\_\_\_\_ 42. Leadership abilities as adviser
- \_\_\_\_\_ 43. Role of adviser
- \_\_\_\_\_ 44. Integration of FHA/HERO into the classroom
- \_\_\_\_\_ 45. Variety of techniques for presenting FHA/HERO at the local, state and national levels
- \_\_\_\_\_ 46. FHA/HERO Advisory Committee
- \_\_\_\_\_ 47. Identification and use of local resources
- \_\_\_\_\_ 48. Chapter Management

Definitely Not Needed	1	2	3	4	5	6	7	8	9	10	11	Definitely Needed
Uncertain												

B. USE OF PUBLICATIONS AND RESOURCES

- \_\_\_\_\_ 49. PROGRAM ACTION IMPACT
- \_\_\_\_\_ 50. HERO PAK IMPACT
- \_\_\_\_\_ 51. ENCOUNTER
- \_\_\_\_\_ 52. TEEN TIMES
- \_\_\_\_\_ 53. FHA Chapter, The Basics of Organizing
- \_\_\_\_\_ 54. HERO Chapter, The Basics of Organizing

- \_\_\_\_\_ 55. Chapter Guide - Bylaws
- \_\_\_\_\_ 56. FHA Facts n' Figures
- \_\_\_\_\_ 57. PULSE--Turn On Your Teaching with FHA
- \_\_\_\_\_ 58. ACTION PROJECT SERIES (individual in-depth project brochures)
- \_\_\_\_\_ 59. FHA in Large City Schools

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C. OTHER AREAS OF NEED

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Please indicate other areas of need which were not included in the above choices. Please be specific in your comments.

APPENDIX C

RESPONSES OF SUBJECTS TO OPEN-ENDED QUESTIONS



## Responses to Open-Ended Questions

Question 15. If FHA/HERO advisers' responsibilities are shared, how were these determined?

They were to be shared equally, but were not. The department chairman designated assignments.

We work together and just divide up the activities. No problems!

Depends on the activity, who is better acquainted with the area, etc.

These were determined by mutual agreement at the beginning of the year. Each teacher has the responsibility for the FHA activities of her class, but assistance is given by each, for the various activities.

FHA projects and activities are planned in August by our local executive committee members. Each teacher is responsible for the various projects which her class is assigned by the executive committee. I teach Freshmen and Seniors. Mrs. T teaches Sophomores and Juniors. I help the Seniors and Freshmen with their FHA projects--and the other teacher does likewise with her FHA members. We divide responsibilities and help each other. This works only because both teachers are active and involved in the chapter.

All activities and responsibilities are shared equally by mutual agreement.

Administration in the school system decides on the types of activities assigned to each teacher.

The department head assigns the responsibilities.

There are two teachers in our department and we share the responsibilities. There is no set arrangement as to which one of us does what. Since the other teacher, teaches the upper classmen and has more students than I do, she usually takes more responsibilities.

Junior high teacher takes care of her students and I take care of the high school.

I make most of the decisions because I am full time. The other teacher is willing to help when I ask her to.

We work together on about all things. She is junior high and I'm senior high and we each handle the things that are concerned with our students.

We usually share in all responsibilities. We all attend meetings. When we have our style show each teacher will be responsible for a segment of the work.

We work closely enough together to understand each other's outside responsibilities. If one of use can't "sponsor" an activity, the other takes full responsibility. Otherwise we share responsibilities equally.

We each do what we can do best. The other teacher sometimes takes the lead since she has been here longer than I have.

The teacher who has been in the school for many years has assumed greater responsibilities.

I only assume a limited amount of responsibilities since I'm a one-half time teacher.

There is agreement between the two of us--working together on all projects.

The department head designates the activities and responsibilities.

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C. OTHER AREAS OF NEED

Please indicate other areas of need which were not included in the above choices. Please be specific in your comments.

Additional areas of need are methods of working effectively with other vocational programs and journalism skills.

How do we make today's teenagers half-way interested in learning things that promote the FHA goals--there is absolutely no interest--they feel it is totally irrelevant to their way of life.

We need more information on relating FHA to the social and culturally deprived students; how to get parents and administration involved in FHA; ways to reduce student apathy toward FHA.

We need assistance in methods of managing and raising necessary chapter funds; formulation of a budget.

The main thing that would be helpful would be a better class during methods. Also needed is a packet for beginning teachers. I still need one. If it were not for the experience I had in high school, I would have no idea what I should do or what FHA is about. I have no idea what the publication "PULSE" is.

Additional help is needed in the following areas: (1) how to handle the point system. Such as who takes care of it, who decides what projects are worth how many points, etc. (2) how to deal with jealousy and rivalry among the FHA. In a small school, FHA is the only club for girls and therefore competition is stiff. (3) how many different ways are there to: elect officers; install them; choose FHA mothers; and revise the constitution.

More training is needed in the areas of: officer selection; FHA ceremonies; officer training sessions; and planning of year's program of work.

I learned more during my student teaching than I did in methods classes. I felt very unprepared as an FHA adviser when I graduated.

It has puzzled me during my three years as adviser:

1. Why is a boy enrolled in Vo-Ag automatically a member of FFA?
2. Why is a boy enrolled in Voc. Auto Mechanics classes automatically a member of VICA?
3. In view of these above questions, why are girls given the elective membership? We know that many who are members are not going to participate 100 per cent. Membership of all home economics students would allow field trips and community projects without leaving part of a class unattended or on the sidelines observing the activities of others. Also would eliminate duplication when a film used in FHA meetings relates to current units of study, and needs to be shown only for non-members. It has been my observation that FHA members, more often than not, function in the classroom more efficiently.
4. What about FHA for junior high? Some superintendents do not allow them to belong or have separate chapters? ? ?

At professional meetings have a sharing session as to what other chapters are doing. Also have the FHA course taught a semester before going out student teaching, instead of on the block. This could have been a very helpful course, but it wasn't long enough. The more experience, the better.

More information is needed on the following: how to integrate FHA into the classroom; how to use TEEN TIMES; how to use IMPACT to plan year's work--help with IMPACT in all ways.

Organization is the biggest problem I have. This was my first year and I was lost at organizing.

I need help getting my junior high officers to take the lead. They never carry through--I have to do all the work. This creates a negative attitude on my part.

I need more help with membership drives, ideas for programs and activities and chapter parents.

I had absolutely no college preparation for FHA. I just did it when I began teaching. A teacher always needs new ideas for programs and projects.

I think a course in college would be very beneficial. I didn't have one, but luckily I participated in FHA in high school.

I needed an opportunity to participate in more FHA activities during student teaching and an opportunity to attend the National FHA meeting would be helpful.

I need more practical experiences and a FHA course in methods classes would have been helpful. I felt like my training was poor, I came out rather cold from college, even though I had been in FHA in high school.

Additional ways of getting members to carry out responsibilities, especially officers, is needed. (I think a lot of the training needs to be done in early years, either by parents or school.)

The needs as I see them are:

1. Changes need to be made at the state level so that state officers of FHA are passed around to various schools more-- I say this even though our school has had more than its share of state officers.
2. It seems that many times FHA at the local level is inactive because teachers are inactive. This problem I feel is partially due to the fact that they have never learned to organize and carry out goals--long term goals. Also, the ability to plan for chapter early in the year so that your chapter gets off to a good start.
3. We need better quality and better prepared teachers as they come from college.
4. In college, we need more help in the area of setting priorities. We have 10,000 different jobs which demand attention--in addition to having a personal life to live. How can one determine what is most important both for the student, the school, the community and for the adviser. It seems that so many teachers (advisers) see so much that needs to be done, they just give up and do very little or "nothing" and justify this by thinking that they are busy.

There needs to be a sharing of the following: list of projects done by other chapters; how other chapters plan, organize and carry out monthly meetings; and how other chapters use IMPACT for monthly meetings, projects, etc.

I feel the main thing that prepared me to be an FHA adviser was being active (holding offices) in the home economics related organizations at the college level. I feel that involvement in some organization is essential.

Our FHA members and the two of us are not (have not been able) able to put our in-depth project into action because of lack of motivation. I feel many students work only to go to the rally and don't see reason for working any longer. Another problem that we face is the competition with other organizations in relationship to time and finances.

**APPENDIX D**

**ADVISORY COMMITTEE**

## Future Homemakers of American Advisory

## Committee on Teacher Education

Dr. Camille Bell, Chairman  
Head, Home Economics Education  
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Lubbock, Texas 79409

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Home Economics Teacher Education  
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VITA

Sharron Kaye Storm

Candidate for the Degree of

Master of Science

Thesis: JUDGMENTS OF FHA/HERO ADVISERS CONCERNING EDUCATIONAL  
PREPARATION FOR THE ROLE OF ADVISER

Major Field: Home Economics Education

Biographical:

Personal Data: Born in Weatherford, Oklahoma, May 21, 1942, the  
daughter of Mr. and Mrs. George F. Payne.

Education: Graduated from Weatherford High School, Weatherford,  
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degree from Oklahoma State University, August, 1963; obtained  
vocational home economics teaching certification, Oklahoma  
State University, August, 1968; completed requirements for  
the Master of Science degree at Oklahoma State University  
in December, 1975.

Professional Experience: Vocational Home Economics Teacher in  
Kingfisher High School, Kingfisher, Oklahoma, 1969-1973;  
Field Consultant for Future Homemakers of America in  
Washington, D.C., 1973-1974; Graduate Teaching Assistantship  
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Oklahoma State University, 1974-1975; Vocational Home  
Economics Teacher in Yukon High School, Yukon, Oklahoma,  
1975-1976.

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