

A FOLLOW-UP STUDY OF THE NAZARENE COLLEGES'  
HOME ECONOMICS GRADUATES

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Submitted to the Faculty of the Graduate College  
of the Oklahoma State University  
in partial fulfillment of the requirements  
for the Degree of  
DOCTOR OF PHILOSOPHY  
December, 1981

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## ACKNOWLEDGMENTS

I wish to express sincere appreciation and special thanks to members of my doctoral advisory committee: to Dr. Elaine Jorgenson, who served as committee chairperson, for her patient guidance and support throughout the study; to Dr. Anna Gorman, thesis adviser, for her scholarly advice and constant encouragement; to Dr. William Adrian, Dr. Bernice Kopel and Dr. Esther Winterfeldt for their invaluable assistance as members of the advisory committee. The committee's guidance and assistance were vital to the completion of the study, as was the assistance received from Mr. Gary Lance, consultant for the statistical analysis of the data.

Appreciation is also expressed to members of the panel of experts, Dr. Joan Baird, Dr. Lora Cacy and Dr. Beulah Hirschlein, for their assistance in refining the instrument used for the study.

Special acknowledgment is due Mrs. Sandy Foster, Miss Eula Tombaugh and Mrs. Rubalee Wickland, home economics faculty members who so graciously assisted in contacting home economics graduates, and to the 116 graduates who participated in the study. Appreciation is expressed to Dr. Lou Dennard and the many other friends whose genuine concern provided the incentive to succeed.

Finally deepest gratitude is expressed to my husband, Jim. His consistent encouragement and many sacrifices throughout my graduate studies made possible the achievement of this goal. This work is dedicated to him.

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## CHAPTER I

### INTRODUCTION

From early in the twentieth century, home economists have been concerned with serving the individual and mankind through programs focusing on the family as a basic unit of society. Today there are approximately 360 institutions offering degrees in home economics (Harper, 1981). More than 125,000 home economists are employed in professional positions that serve people by helping them deal with problems arising from a rapidly developing technology and changing society (East, 1980). Home economics is a vital part of the total education program in the United States, and it is the responsibility of each college and university offering instruction in this field to continually evaluate and to revise its program for the betterment of the entire home economics profession in the nation (Partney, 1972).

Trends suggest that the changing needs of society place new demands on college and university home economics programs. Albanese (1962) has stated that the home economist must face the realities of a changing world and must continue to effect the needed changes in a profession which is concerned for the total well-being of families and individuals. Colleges and universities are challenged to develop the best educational programs possible - programs that are relevant to professional employment opportunities and improved family life.

On the national scene, many momentous shifts have affected people

as well as educational programs. Although these shifts may not be typical of every locale, they do serve as clues to probable social changes and the need to be flexible and skillful in dealing with these changes. Osternig (1977) observes the following changes in families:

1. Each individual, on an average, will move 14 times in a lifetime.
2. Work patterns are shifting. By one estimate, 18 million persons now hold more than one job.
3. Approximately 90 percent of all women will be in the work force at some time in their lives.
4. Children are spending less time at home, although their families still have financial and moral responsibility for them. In fact, it will not be long before half of all children under six go to day care or preschool.
5. Life-styles are changing. In some states, the divorce rate exceeds 50 percent among couples married for the first time.
6. There are more than 20 million people over 65 years of age. Some demographers estimate that in our country alone there will be 2 million older people in institutions by the year 2000.
7. Smaller houses with fewer rooms are inevitable as building costs continue to spiral.
8. We have traditionally thought that eating meals together is a family custom of great value. This practice, however, is fast fading. The average person eats only one meal at home each day, and takes other meals at work, school, or en route.
9. Impoverishment, inadequate concern for others, and poor housing breed crime. Statistics tell us that there was an 8 percent increase in larceny and theft during the last quarter of 1976.
10. Equality in jobs, antidiscrimination laws, economic pressures, and the various countercultures all influence the directions people elect to follow. . . . we must try our best to detect differences between what are simply short-lived fashions and lasting cultural changes (pp. 36-37).

O'Toole (1962, p. 345) states that: "Every college student should be educated to be a person, a family member and parent, a citizen and a worker." Trotter (1979) states that a task of educators is to see that

education is so unified with "real life" that it succeeds in improving the quality of lives. A major step toward the goal of unifying education and life is preparing men and women to face the pressures of a changing world.

Quality of life rests not in what one has, but in what one is. What individuals are in large part depends on the quality of educational preparation they have had. To prepare young people for their family careers, as well as professional careers, education focuses on enhancing their capabilities, their perceptions and the attitudes essential for occupational mobility, individual productivity and satisfying human relationships (Trotter, 1975).

It, therefore, becomes the responsibility of home economics in higher education to make available a program to fulfill these requirements. To do this, there is a continued need for graduate follow-up studies to provide input for program and curriculum evaluation.

Follow-up studies of home economics graduates from Bethany Nazarene College, Bethany, Oklahoma; Northwest Nazarene College, Nampa, Idaho; Olivet Nazarene College, Kankakee, Illinois; and Point Loma College, San Diego, California, institutions of the Church of the Nazarene, have not been conducted. The problem of this investigative study is that a void exists concerning graduates' demographic characteristics, education data, employment status, professional involvement, and their appraisals of the strengths and weaknesses of the colleges' home economics departments.

#### Purpose and Objectives

The purpose of this study is to provide a research base for decision

making in home economics curriculum at Bethany Nazarene College (BNC), Northwest Nazarene College (NNC), Olivet Nazarene College (ONC), and Point Loma College (PLC) to provide future graduates with competencies relevant to the demands of society. In order to do this, it is necessary to analyze the competencies that graduates have found useful in their respective professions and to analyze suggestions for curriculum revision that graduates believe could have benefited them in their professions, including the profession of homemaking. Specific objectives include:

1. To develop a profile of home economics graduates of the four year Nazarene colleges;
2. To assess the differences between graduates' perceptions of the importance of selected competencies and their perceptions of their ability to perform those competencies believed to be important for home economics graduates;
3. To analyze the differences between graduates' self-assessed competence scores and various personal and professional variables; and
4. To make recommendations for further research based on the findings obtained from recent graduates.

#### Hypotheses

The null hypotheses to be tested by the collection and analysis of the data by subject matter areas are as follows:

1. There will be no significant differences between the degree to which graduates believe a competency is important and the degree to which they believe they can perform that competency.

2. There will be no significant differences between graduates' self-assessed competence scores and
  - A. College from which bachelor's degree was received
  - B. Major emphasis of bachelor's degree
  - C. Plans for an advanced degree ✓
  - D. Current employment status
  - E. Nature of primary employer
  - F. Major function performed in current job
  - G. Types of volunteer service to the community
  - H. Average hours per week devoted to volunteer services.

#### Assumptions Basic to the Study

The following assumptions are made in initiating this study.

1. That home economics graduates of the Nazarene colleges are pursuing home economics related careers outside the home.
2. That professional competence is related to the preparation received by the graduates in home economics degree programs.
3. That the survey instruments completed by the graduates are candidly and conscientiously answered.
4. That the variables selected for study are those which would be most likely to influence graduates' self-assessed competence scores and perceived usefulness of competencies important to home economics.
5. That reliable suggestions can be made for the home economics curriculum of an institution as a result of the judgments of the graduates of that program.



### Limitations

Home economics competencies, identified by the researcher for the study, are limited to those developed by the American Home Economics Association, the Home Economics Education Division of the American Vocational Association and the American Vocational Association. These competencies are published in Competencies for Home Economics Teachers (1978).

Data for this study have been collected only from home economics graduates of BNC, NNC, ONC, and PLC between the years of 1976 and 1980. The study is limited to the graduates' opinions of the undergraduate program. The method of seeking information is limited to the kinds of information available through a survey mailed to graduates. Names and addresses of graduates have been obtained from department heads and Alumni Offices of the four institutions; however, current addresses are not available for all graduates.

### Definitions

Definitions are formulated and adapted from the literature that has been reviewed for conducting the study. The following terms are defined as they are used in the study:

Competence: a behavioral outcome of the educational preparation that the individual has attained and which is considered essential for the performance of the various roles of the home economics graduate (Carano, 1970).

Curriculum: "The organizing of an instructional plan integrating the needs and interest of students with planned educational experiences" (Lamb, 1972, p. 8).

Follow-up study: "A procedure for accumulating pertinent data from or about individuals after they have had similar or comparable experiences" (McKinney and Oglesby, 1972, p. 1).

Graduates: Individuals who have received a bachelor's degree in home economics from a Nazarene college.

Home economics:

The study of the reciprocal relations of the family to its natural and man-made environments, the effect of these singly or in unison as they shape the internal functioning of families, and the interplays between the family and other social institutions and the physical environment (Bivens, Fitch, Newkirk, Paolucci, Riggs, St. Marie, and Vaughn, 1975, p. 26).

Likert-type scale: positive response statements arranged so that answers to them can be assigned numerical values from one to five which represent degrees of competence for one scale and degrees of importance for another scale (Carano, 1970).

Perception: "An awareness on the part of the individual of his/her attitude toward a condition, event, a training activity, or person" (Darcey, 1980, pp. 7-8).

## CHAPTER II

### REVIEW OF LITERATURE

#### Introduction

The following section provides a review of selected literature pertaining to the study. It has been directed toward the following four specific areas:

1. The history of home economics in higher education;
2. Enrollment data;
3. Related studies; and
4. Challenges for the future.

#### History of Home Economics in Higher Education

Studying personal characteristics and professional pursuits of home economics graduates from four year colleges and universities, added meaning to the present day picture of the field of study. When looking at today's home economics programs, Harper (1981) reported that in 1979 there were approximately 360 colleges and universities throughout the United States that offered bachelors degrees in home economics. She further stated that some 23,667 individuals received bachelors degrees in home economics during the 1978-79 school year.

Prior to the 1830's, formal education for women was rudimentary, if not nonexistent. Carver (1979) reported that:

In 1833 Oberlin College initiated coeducation and the elevation of the female character by admitting thirty-eight women as members of the first class which had an enrollment of 101 students. The following year a 'Young Ladies College' opened its doors in Kentucky (p. 5).

Along with the classical curriculum, theoretical instruction in domestic economy was offered. This instruction was provided through textbooks and lectures, plus some hours for sewing, care of clothing, and care of the home (Lee and Dressel, 1963, p. 22).

Mt. Holyoke College in Massachusetts was founded by Mary Lyon in 1837. Craig (1945) stated that

. . . students would assist with certain domestic duties because it was difficult to find domestic help. However, no formal education in home economics was given because the home was considered the place to teach 'housewifery.' Elmira College, founded in 1855, required its young women to take work in domestic science and general household affairs, the 'severe tasks to be done by domestics.'

When Vassar College was founded in 1865 the trustees discussed domestic economy but agreed that it did not belong in a liberal arts college. They compromised in agreeing to give lectures, visible illustrations in the kitchen and dining room and instruction on the care of clothes and rooms upon request, and set aside a time for sewing. This half-hearted experiment petered out in three years. Lasell Seminary founded at Auburndale, Massachusetts, in 1877, offered courses in cookery, housekeeping, sewing, dressmaking, and millinery. In 1880 Wellesley College offered domestic science under Miss Marion Talbot, but the course was discontinued when Miss Talbot was called to the University of Chicago as Dean of Women (p. 3).

Land grant colleges were established with the passage of the Morrill Act in 1862. East (1980) stated that

Two new ideas were embodied in the land grant act. Higher education was to be available at minimum cost to the common person. Students were to be able to study matters of practical value to their lives as well as the traditional scholarly subjects (p. 43).

Carver (1979) added

The land-grant colleges, being without tradition and consequently without the prejudice of the older colleges in the East, admitted women on the same basis as men. Home economics was thereby given the opportunity to develop as a field in the higher education of women.

With the admission of women into the land-grant colleges, courses to meet their special needs and interests began to develop, and the idea of the application of science to the affairs of the household received fair chances of development. Academic work in the field was first introduced into the land-grant colleges of Iowa, Kansas, and Illinois (p. 6).

Ten Lake Placid Conferences, held between the years of 1899 and 1908, had great influence in charting the course of home economics.

Committee members defined home economics as

. . . the study of the laws, conditions, principles, and ideals which are concerned on the one hand with man's immediate physical environment, and on the other hand with his nature as a social being, and is the study, specially, of the relation between these two factors (Lake Placid Conferences on Home Economics, 1902, pp. 70-71).

One of the most significant works of the sixth conference was the Ellen H. Richards' Creed (Lake Placid Conferences, 1904).

Home Economics stands for:

The ideal home life for today unhampered by the traditions of the past.

The utilization of all the resources of modern science to improve the home life.

The freedom of the home from the dominance of things and their due subordination to ideals.

The simplicity in material surroundings which will most free the spirit for the more important and permanent interests of the home and of society (p. 31).

During the first decade of the twentieth century, an effort was made to pursue the family-centered ideals of the Lake Placid Conference participants. In 1911, it was stressed that

. . . students taking degree programs in home economics should be required to take other groups of subjects having more or less direct relationship to the life of men, women, and children in the home and in the community - such courses as mathematics, language, science, economics, sociology . . . and at the same time contribute to the thoroughness of their work in home economics (Committee on Instruction in Agriculture of the Association of American Agricultural Colleges and Experiment Stations, 1922, pp. 25-26).

The same Committee recommended required courses in home architecture, sanitation, home decoration, textiles, food selection and preparation, and household management as part of the standard undergraduate program in home economics. This proposal, though not its intent, opened the way for a proliferation of courses emphasizing skills and techniques (Carver, 1979, p. 21).

In 1912, the term home economics became the official name for all programs in domestic sciences, home sciences and household arts and sciences (Lee and Dressel, 1963). The American Home Economics Association was formed in 1909. In 1912, Committees of this organization began to get the subject matter of home economics into pedagogical form so that it might take its proper place in the curricula of institutions of higher education. Findings of these committees were included in the Syllabus of Home Economics (American Home Economics Association, 1913) which stressed "family" application as a criterion for determining the boundaries of home economics content.

By about 1915, the public began to realize that home economics meant not only the selection and preparation of food and clothing but also the improvement of the home (Bevier, 1928). The home economics curricula continued to be evaluated, and additional emphasis was placed on child development and child care, family relationships, housing, family economics, consumer education, and home management. Home management practice houses became prevalent (Hall, 1958).

The passage of the Smith-Lever Act in 1914 and the Smith-Hughes Act in 1917 contributed much to the development of home economics. The Smith-Lever Act established the Cooperative Extension Bureau "to aid in diffusing . . . useful and practical information on subjects relating to home economics and agriculture and to encourage the application of the same" (McGrath and Johnson, 1968, p. 12).

### The Smith-Hughes Act

. . . shaped home economics in education at both the precollegiate and the collegiate levels, providing federal funds to pay teachers in home economics and subsidize their preparation in college, and was influential in bringing about the concept of homemaking as a vocation. This Act thus tied home economics in institutions of higher education to teacher preparation and training as well as to supervisory programs and provided a major source of financial support for home economics in education (Carver, 1979, p. 22).

World War I created tremendous demands for women trained in institutional management, dietetics and home economics journalism. In 1918, attention focused on conservation and other energy measures such as the cost of living, home projects on conservation of food and clothing, thrift and savings, social sanitation, the relation of food to health, and information about food values (Baldwin, 1949).

After the war, job opportunities increased rapidly for graduates of home economics programs. Bevier (1925) noted

The world having learned the value of home economics in the time of war was unwilling to abandon it in time of peace. Many new lines of effort were opened to women . . . trained in the problems of the home (p. 11).

Carver (1979) stated that

Many new avenues of service opened up for home economists aside from dietetics, teaching, and extension. Opportunities mushroomed into public health, social service, community services, child care, industrial feeding and school lunches, and other areas. Growing interest within home economics in the areas of consumer protection, home management, family welfare, family economics, child development and parent education, and interpersonal relations within the family as well as the acceptance of the need to educate women for the broader responsibility of the home and society led to increased emphasis on the importance of the social sciences as essential contributions to home economics. In addition to the emphasis placed on family living, attention was given to the development of home-demonstration programs and nursery schools, the teaching of nutrition, the effects of cooking on nutrition, and other nutritional considerations (p. 23).

With the passing of the demand for concentrating efforts on physical

needs, the emphasis of higher education swung to educational needs. Recommendations were made to give less attention to the teaching of skills and techniques and more emphasis on sound scholarship, on teaching the richness and fullness of life, on principles based on scientific research, and on world understanding (Bane, 1928).

In 1930, it was suggested that there was a need to decrease the requirements in education, science and home economics in order to increase courses in the social sciences such as sociology, economics and philosophy (West, 1930). Thus, the emphasis shifted from the mechanics of the household to the functions of the family (Samuelson, 1936).

Also during the 1930's, courses started to deal with various problems of students such as maintaining health, budgeting, understanding of self, and adjusting to new relationships (Coon, 1937). Fundamental revisions in curricula were underway. Some curricula were designated by such terms as core curricula, dynamic or life-centered curricula, and unified or coordinated programs (Zuill, 1938). Greater emphasis was being placed on elective courses available to students not majoring in home economics (Godfrey, 1939).

By the beginning of the 1940's, with the United States on the verge of war, there was a call for "quality leaders for projects in nutrition, food service, child care, budgeting, and other phases of homemaking" (The AHEA and Defense, 1941, pp. 591-592). At the end of the war, the emphasis was on the knowledge and attitudes basic to satisfying family life. Clara Brown (1943, p. 102) suggested that one of the major curricular problems in institutions of higher education was the determination of "how to provide professional education without too much encroachment on the traditional liberal arts requirements."



During the 1950's, interest in home economics research increased in several institutions of higher education. Research in textiles, clothing, foods, and nutrition had grown to meet the emergencies of two world wars. Research in home economics education expanded in the areas of personality growth and in the roles of home and family life (Hoeflin, 1970).

In 1956, an American Home Economics Association committee was appointed to review the past, survey the present, and make suggestions for the future. The important findings that emerged from the committee's report of 1959, Home Economics New Directions: A Statement of Philosophy and Objectives, reinforced the emphasis that home economics is primarily concerned with strengthening family life and is a field that focuses on knowledge from its own research and from the natural sciences, the social sciences, and the humanities, and physical milieu (Carver, 1979, p. 32).

During the 1960's, home economics educators explored the "concept approach" as a means of identifying, organizing, structuring, and unifying the subject matter content of home economics (Home Economics Seminar, 1961). As stated by Carver (1979), the challenges that emerged from this seminar were the need to (1) develop curricula which have a reasonable balance and interrelationship between general-liberal education and professional-technical specialization, (2) liberalize the content of home economics itself and (3) assume greater responsibility for making contributions to the general education of all students.

McGrath (1968) formulated basic concepts of home economics as a whole.

Home economics is not a profession with a single distinct body of knowledge, skills, and ethics. Like the whole of the educational enterprise, home economics is an area of human interest and concern that encompasses and impinges on a number of occupations and other life activities. Its central mission has been and must continue to be that of family service. . . . From the beginning the preoccupation of home economics has been centered in the family as a milieu in which individuals grow and achieve their basic learning in preparation for a productive, rewarding, and satisfying life (p. 87).

During 1973, the American Home Economics Association sponsored the Eleventh Lake Placid Conference.

The Conference concentrated on questions and statements concerning important issues in the field: the definition, focus, role, name, and values. These issues were as important in 1973 as they were in the original ten conferences. . . . A committee of the American Home Economics Association, in 1975, completed its work in the development of 'Home Economics - New Directions II'. Just as the original 'New Directions', written in 1959, recognized the strengths of home economics, so, too, the 'New Directions II' was hoped to provide leadership to the field at the time when interplays between family and society called for new insights and emphases (Carver, 1979, p. 39).

Seeking to define home economics for the 1980's, Brown and Paolucci (1979) published Home Economics: A Definition. In it they wrote:

The mission of home economics is to enable families, both as individual units and generally as a social institution, to build and maintain systems of action which lead (1) to maturing in individual self-formation and (2) to enlightened, cooperative participation in the critique and formulation of social goals and means for accomplishing them (p. 23).

#### Enrollment Data

Enrollment figures and trends were essential when planning effective programs and curricula for higher education. Gorman and Harper (1970) stated that

Statistical information pertaining to enrollment and degrees granted in colleges and universities is essential to any professional and academic field in order to predict potential in the field and determine trends and changes (p. 741).

Although there were no enrollment figures for higher education in the earliest days, Benjamin Andrews (1914) reported that 257 colleges (57 percent of the 450 colleges which admitted women) taught some home economics courses in the early 1900's. Beulah Coon (1951) reported that

about half of all colleges admitting women had home economics degree-granting programs in 1949.

Gorman and Harper (1970) reported the following.

During the past decade, from 1958-59 through 1968-69, home economics in higher education grew vigorously in enrollments and degrees granted at all levels of study. For the fall of 1969, undergraduate . . . enrollments in home economics were 95 percent . . . higher . . . than in the fall of 1959. Undergraduate . . . degrees granted were 93 percent . . . higher . . . than in 1958-59. Little change occurred in percentage of men receiving baccalaureate . . . degrees in home economics either in the fifties or sixties (p. 745).

In 1975, Harper found that

During the past decade (1962-63 through 1972-73), home economics in higher education . . . grew vigorously . . . at the undergraduate level. Undergraduate enrollment increased by 96 percent. . . . Degrees granted increased by 157 percent at the baccalaureate level. . . .

When compared to national trends in higher education for the same period of time, home economics at the undergraduate level exhibited a greater proportionate rate of growth than was generally true for higher education at the undergraduate level.

Beginning with the academic year 1968-69, . . . undergraduate . . . enrollment in home economics grew approximately twice as fast as enrollments in higher education generally. In the same period of time, approximately 10 percent more baccalaureate . . . degrees . . . were awarded in home economics as in all disciplines of study in higher education.

Using degrees granted as the measure of achievement, the five most productive specializations subsumed under home economics are home economics education; child development and family relations; textiles, clothing, and merchandising; general home economics; and food, nutrition, and dietetics. In 1972-73, these five specializations accounted for 87 percent of all the degrees granted in home economics (p. 9).

Again, Harper (1981) summarized recent enrollments and degrees granted in home economics in the United States. She found that

During the 20-year period (1958-59 to 1975-79) the number of undergraduate degree-granting programs decreased by 18 percent. Most of the decline occurred during the sixties but leveled off in 1972-73. . . . While the available programs decreased, enrollment in undergraduate home economics increased by 143 percent.

A slight decrease (3,028 students or 2.8 percent) occurred in the fall of 1979. Twenty years ago, undergraduates accounted for about 94 percent of all students enrolled in home economics. By 1979, the percentage had decreased to 90 percent.

The number of bachelor's degrees awarded peaked at 24,305 granted in 1974-1975.

Percent increases in degrees granted at all levels of study were larger in the 1960's than in the 1970's; however, more home economics degrees - baccalaureates, masters, and doctorates - were awarded between 1968-1969 and 1978-1979 than in any previous decade in the history of home economics in higher education.

The decade of the 1970's is distinctive for the fact that in this period home economics, for the most part, moved from a generalized field of study to specialized areas of professional education.

Within the decade of the seventies the actual number of baccalaureate degrees granted annually changed as follows: food, nutrition, dietetics increased 256 percent; clothing, textiles, apparel design and merchandising increased 160 percent; child development, family studies, etc. increased 143 percent; general home economics increased 5 percent; home economics education decreased 42 percent. In 1978-79 at the baccalaureate level more degrees (4,770) were granted in clothing and textiles than in any other home economics area of study.

Only a very small proportion of male students chose home economics as a field of study; as late as 1978-79, men received less than 5 percent of the home economics degrees awarded (pp. 14-17).

#### Related Studies

Several years ago, Pace (1941) suggested that one way to evaluate education and to plan education for the future was to find out what graduates were doing. Byram (1965) stated that follow-up studies could reveal the number of graduates employed, job titles and job descriptions, the value of academic courses, and education shown to be needed.

In the early 1950's, Lehman (1953) reported on a survey of the alumnae of the School of Home Economics of Ohio State University. The

period covered was from 1900 to 1950. Responses were received from 2,284 graduates. Most of the graduates held the bachelor's degree only; the rest had either done some graduate work or had received one or more advanced degrees. A large proportion of the group was married, or had been married and then widowed, or in a few cases divorced. Twenty-five percent of the married graduates and 90 percent of the single women were employed either part-time or full-time. Three-fourths of the alumnae had children. Close to half of the respondents lived in cities of 100,000 or more. Practically all reported that they had taken part in one or more nonpaid community activities during the preceding five years.

Fehlmann (1954) sent a questionnaire to all graduates of the department of home economics at the University of Colorado. She found that 85.1 percent of the alumnae were married and that 61 percent had children. Over half of the respondents had done graduate work in home economics. In addition, she found that

The majority of the graduates found the core of required courses very helpful or somewhat helpful in homemaking.

Sixty-five per cent of the respondees listed a course in marriage as a desirable addition to the curriculum core, 57 per cent requested 'The Family', and 30 per cent stressed the need for a nursery school.

Courses in psychology were named by 30.5 per cent of the graduates as courses which would contribute toward a better understanding of family problems (p. 11).

A study of alumnae done by Wilson (1956) at Brooklyn College, Brooklyn, New York found that 51 percent of the home economics graduates reported a total of 72 connections with community and professional organizations. Forty-seven percent of the graduates belonged to the American Home Economics Association or the American Dietetic Association.

Thirty-two percent were members of other professional groups, and the remaining alumnae belonged to various welfare, educational, religious, cultural, and civic organizations.

A further purpose of this study was to

. . . determine the relative value of courses which graduates had taken . . . by asking them if they would choose 'more', the 'same,' 'less,' or 'none' of the 25 listed course areas, if they could select courses over again. Graduates were in general well satisfied with the departmental courses they had taken (Wilson, 1956, p. 416).

Lyle (1957) conducted a follow-up study of home economics graduates at Iowa State College between 1933 and 1952. Replies were received from 1,496 (83.6 percent) of the sample. She found that 87 percent of the respondents were married, 12 percent were single and less than one percent reported they were widowed or divorced. Of the 1,313 graduates who were or had been married, 81 percent had one or more children. The national trend of more married women entering professional employment was characteristic of these alumnae also. Sixty-four percent of the married graduates had been employed after marriage with 42 percent of these employed full-time. About 70 percent reported membership in three or more types of community and professional organizations.

Lyle's (1957) research further revealed

In answer to the question 'How do you rate the education you obtained as preparation for professional work?' 57 percent of those who had used their professional training thought it had been 'very helpful and adequate;' 40 percent rated it 'helpful but not adequate.' The majority of the married graduates . . . thought the preparation for marriage . . . was 'very helpful and adequate' (57.5 per cent) (p. 11).

A study done in Louisiana by Helen Nichols (1961) involved 293 home economics graduates from five colleges and two universities who were graduated between 1954 and 1959. Nichols (1961) found that

Two hundred and eighteen of these graduates were married and 149 had children; 66 had devoted full time to homemaking; 238 had held full-time positions; 23 had worked part-time; 52 had done some graduate work.

Some of the graduates had held several different positions. The number of positions reported were: teachers, 113; extension agents, 59; home service consultants, 36; dietitians, 29; and others (chiefly business and secretarial), 39.

In indicating courses which have been most helpful since graduation, food preparation was ranked first, clothing second, and home management third.

In listing courses valuable but inadequate for the life lived since graduation, housing and home furnishings were given by the largest number.

Of courses not taken but needed since graduation, housing, home furnishing, and food preservation were most frequently mentioned (p. 200).

Stevens and Osborn (1965) found the following of their study of 256 home economics graduates from University of Iowa from 1953 to 1964: "Though 78.2 percent of the graduates were married or had been married, 66.0 percent or approximately two-thirds of the total group had worked professionally since graduation" (p. 275). They found that approximately 35 percent were teaching home economics, 23 percent were in retailing, 18 percent were in dietetics and food service, and 24 percent were in other professions. About 20 percent had taken some work beyond a baccalaureate degree. Twenty-two percent of the graduates were members of one or more professional groups. Courses in foods and/or nutrition were mentioned most frequently as being useful to the graduates. The majority of the women found their education useful in their professional and family life roles.

Hutchison (1971), in her study of home economics graduates from three colleges and universities in Tennessee, found that 36.71 percent of the recent graduates were working in home economics related occupations.

A total of 63.29 percent of the graduates felt that their college training was beneficial to their work.

Partney (1972) found that 88 percent of the graduates participating in a study at Texas Tech had been employed for some period of time after graduation. The respondents concluded that the competencies taught in home economics education courses were useful to graduates in any teaching or home economics related profession.

In 1962, a survey of 23,369 American Home Economics Association (AHEA) members revealed that 84 percent worked full-time, five percent part-time, 9.4 percent were not employed, and 1.6 percent were retired. Approximately 22 percent of the members were under age 25, 28 percent were between the ages of 25-39, 32 percent were between 40-54, 15 percent were between 55-64, and 3 percent were age 65 or over. Of those employed professionally, 58.9 percent were in education, 13.6 percent were in extension, 11.4 percent in business, 5.1 percent in dietetics, 1.5 percent in research, 1.7 percent in health and welfare, and 7.8 percent were in other areas of employment. Approximately 66 percent of the members had bachelors' degrees, approximately 28 percent had masters' degrees, and about three percent had doctoral degrees. Fifty-eight percent of the AHEA members earned more than \$5500 annually ("Profile of the Home Economics Profession," 1963).

A 1973 AHEA membership survey found that 59 percent of the members earned between \$10,000 and \$20,000 per year with 36 percent earning less than \$10,000 and five percent earning more than \$20,000. Approximately 53 percent held bachelors' degrees, 37 percent masters' degrees and six percent doctoral degrees. Individuals under 35 years old made up more than 40 percent of the membership. Approximately eight percent were



members of a minority group, and almost one percent was male (Profile of Home Economists, 1973).

Fanslow, Andrews, Scruggs, Vaughn, and Botts (1980) found the following from 16,894 AHEA members in 1979:

About 96 percent of the AHEA membership are female.

A majority (57 percent) . . . are under age 40, 17 percent are between ages 26 and 30, and 15 percent are age 25 or younger. Slightly more than a third (34 percent) . . . are between ages 41 to 60 and 8 percent are 61 or older.

The AHEA membership is largely white (approximately 94 percent).

More than half (61 percent) . . . are married; about 27 percent are single (never married); approximately 6 percent are divorced; about 4 percent are widowed; and less than one percent are separated.

About 65 percent of the membership are the 'major source,' or a 'co-equal source' of income to the money income of the immediate household. About 18 percent are a 'contributing source,' and about 16 percent are a 'minor source.'

The majority . . . engage in some type of volunteer service. About 52 percent of this activity is church-related or religious; 47 percent is related to education and school activities, and 41 percent is social and human service oriented. Eleven percent is public policy involvement (pp. 14-16).

Contrary to research done by Curtis (1971) and Rose (1959) indicating that volunteerism declined after retirement, Enders and Fanslow (1981) reported that AHEA members over 61 years old donated the greatest amount of volunteer time. Almost 50 percent of the respondents gave some time to volunteer service. Approximately 11 percent of black AHEA members and 6 percent of white members donated 13 hours or more in volunteer work each week. Approximately 77 percent of the married members, 73 percent of divorced, widowed or separated members, and 66 percent of single persons gave some time to volunteer service.

Quilling (1970) stated that home economists were primarily middle class, stable, unified, responsible to society, healthy, normal, and their needs relative to food, clothing and shelter adequately met. They strived to improve their life style, and they promoted the culture's ideology. She believed that home economists attempted to train individuals who will build families that had the above characteristic life style.

East (1980) described home economists as follows:

And so we are considered to be common-sense people who can do things. We are useful, logical, orderly, and reliable: the kind of teacher schools need; the kind of dietitian hospitals need; the kind of technician test kitchens need. We do the work. We don't usually take the leadership position where we would decide what work was to be done (p. 132).

#### Challenges for the Future

Spitze (1976) stated that home economists will have contributions to make as the nation strives to find solutions to the problems of crime, racism, mental illness, prejudice and discrimination, sexism, unemployment, drug and alcohol abuse, poverty, ignorance and misinformation, and a deteriorating environment. She predicted that home economists will be greatly needed in helping people to accommodate social change, in helping to influence the direction and speed of change and in helping to make change less traumatic.

Byrd (1970) cited some significant long-range predictions which have implications for home economists. These included:

1. A doubling of world population - within the United States greater population density will occur in the urban complex. Three-fourths of the population, 10 million persons, will live in 200 densely populated urban centers on 10 percent of the land;

2. Increased physical and mental stress - noise, crowding, emotional strain, changes in body chemistry caused by limitations in man's adaptation to physical extremes;
3. Mounting environmental pollution - with pure air becoming one of the scarcest natural resources;
4. A soaring gross national product - resulting from improvement in the productivity of the labor force and high consumption;
5. A move to ocean farming and the use of synthetic proteins - to supplement farm production, which will include controlled environmental breeding and raising of livestock and indoor farms using artificial light;
6. A dilemma of 'people problems' - accentuated by a diversity of backgrounds (economic, education, and cultural) coupled with immediate needs and growing aspirations which have reached an intensity that renders people combustible;
7. A pro-family shift - stressing family competence rather than family adjustment, searching for other values besides material goods, and concerned with making society fit for the family;
8. Added momentum to the knowledge explosion - created by massive technological advances. Education will be the new dynamic of our national economy, with nearly one-half of the population between the ages of 20 and 60 possibly being college graduates;
9. Shortened work time - brought about by large-scale automation technology with increased needs for education, cultural development, entertainment, and travel;
10. Unemployment as a major problem for the unskilled - advanced technology will leave few work opportunities for the unskilled and will render many skills obsolete;
11. Scarcity of natural resources - due to excessive consumption in the twentieth century. Advanced methods of conservation will be required; and
12. The prolongation of life beyond the age of 70 - through medical science and practice and related technologies and industries (p. 413).

Spitze (1976) stated that if the profession were to continue to grow in the future and attract new people of both sexes, certain ideas needed to be put into action. These included:

1. Stronger leadership in administration, research, and in colleges and universities;
2. More elementary and adult home economics education; more secondary and higher home economics education for nonmajors;
3. More coeducational home economics;
4. More innovation in delivery systems - mobile units; self-teaching devices such as computers, telephone; correspondence; broadcast media; and in using one-to-one teaching by such persons as private consultants;
5. More home economics taught in the professional preparation of lawyers, doctors, social workers, and other elementary school teachers;
6. More home economists in leadership positions in federal and state government, in the Congress and the legislatures, in corporations, and in journalism and broadcasting;
7. More home economists in specialized services for the aging, parents, women, and for those in rehabilitation centers and prisons, as well as in advocacy positions for children and youth; and
8. More home economics leadership in the areas of ethics and moral integrity (p. 8).

In a study involving 105 human development competence statements, Dewald-Link (1980) found that there is reason to believe that the development of individuals' self-concepts was just as important as their acquisition of subject matter knowledge. As a result, greater emphasis needed to be placed upon the "developing self" of students. Using strategies and techniques which encouraged individuals to gain a better understanding of themselves and others was a priority in home economics programs.

Carver (1979) believed that the challenge of home economists in higher education included the following:

Major emphasis of home economists should focus on adapting subject matter to current needs of students and contributing to other related academic fields or disciplines, the identification of a name associated with the underlying meaning of the field which portrays a positive image, and activities focusing on professional growth and development, intellectual stimulation, ideas, and continuing education (p. 44).

#### Summary

A review of the selected literature showed that home economics graduates were likely to pursue professional careers in their lifetime. Post secondary institutions were responsible to society to prepare quality individuals for various careers. Studies indicated that the follow-up method was successful in identifying demographic data needed for long term decision making as well as assessing the value of the programs of former students.

The literature showed home economists had substantial contributions to make as the nation strives to solve its many complex problems. They still had contributions by helping people to accommodate social change.

## CHAPTER III

### RESEARCH DESIGN

The principal objectives of this study were to (1) ascertain from graduates information regarding demographic characteristics, education data, employment status, and professional involvement; (2) assess graduates' perceptions of the importance of selected competencies and their ability to perform those competencies identified as pertinent to the home economics curriculum; and (3) analyze differences between graduates' self-assessed competence scores and the variables designated for inclusion in the study. This chapter described the type of research design, sample plan, instrumentation procedure, data collection, and the data analysis used in the study.

#### Type of Research Design

Fifield and Watson (1968) stated that some home economics programs were archaic or inappropriate for today's complex and fast moving society, and one method of determining the value of an educational program was by studying the products of the program in terms of its graduates. Follow-up studies, procedures for accumulating pertinent data from individuals after they had similar experiences, were demonstrated to be useful tools in evaluating training and were recommended for future assessment of programs (Sharp and Krasnegor, 1966).

Since many problems in education do not lend themselves to experimental inquiry, the ex post facto design was frequently used in the survey method of research which was concerned with the follow-up of a particular group (Carano, 1970). Kerlinger (1964) defined ex post facto research as

. . . that research in which the independent variable or variables have already occurred and in which the research starts with the observation of a dependent variable or variables. He then studies the independent variables in retrospect for their possible relations to, and effects on, the dependent variable or variables (p. 360).

Advantages and disadvantages of this type of research design were cited. Best (1977, p. 152) stated the following disadvantages: "1. The independent variables cannot be manipulated. 2. Subjects cannot be randomly assigned to treatment groups. 3. Causes are often multiple rather than single." Barnes (1964, p. 71) cited advantages of ex post facto design as follows: "The ex post facto pattern in effect compresses time, permitting study of the effect of many years' experience now, rather than waiting for the experience to happen."

The design of this investigation was a follow-up study which can properly be considered an ex post facto design. The means of graduates' self-assessed competence scores were compared with the means of "graduate should be able to" scores to determine if there was a significant difference between the degree graduates believed selected competencies were important and the degree they believed they could perform those competencies.

The dependent variable, self-assessed competence, was examined for its affect on variables listed in the hypotheses section. These included: (a) college from which bachelor's degree was received, (b) major emphasis of bachelor's degree, (c) plans for an advanced degree,

(d) current employment status, (e) nature of primary employer, type of employer, (f) major function performed in current job, (g) types of volunteer service to the community, and (h) average hours per week devoted to volunteer services.

#### Sample Plan

Academic Vice Presidents at Northwest Nazarene College (NNC), Nampa, Idaho; Olivet Nazarene College (ONC), Kankakee, Illinois; and Point Loma College (PLC), San Diego, California were contacted, as was the Academic Dean at Bethany Nazarene College (BNC), Bethany, Oklahoma, to determine if a follow-up study of home economics graduates would be of benefit to their respective institutions. Upon receiving replies in the affirmative, plans were made to include all home economics graduates of BNC, NNC, ONC, and PLC, institutions of the Church of the Nazarene offering four year home economics degree programs in the study. One hundred and eighty-five individuals who graduated between the years 1976 to 1980 were invited to participate in this study.

#### Instrumentation Procedure

Because many of the graduates resided in several states in the United States, a mailed questionnaire developed by the researcher was determined to be the most practical instrument for obtaining the relevant data. The data collection instrument was developed with five major sections (see Appendix A). Section I was designed to obtain demographic data; Section II indicated education data; Section III, employment information; Section IV, professional association; and Section V, professional competence.



Sections I through IV were patterned primarily after the 1979 AHEA Membership Survey Questionnaire designed for studying membership characteristics. Members of the AHEA Advisory Committee were contacted to secure permission to use selected items from the national survey. As with the AHEA survey, a primary concern of this study was the need to compile comprehensive data from individuals for descriptive and analytic study. Purposes of the survey instrument were to: (1) furnish data supporting liberal arts programs, priorities and goals based on graduate traits and requirements; (2) determine where emphasis might be placed in home economics programs to provide future graduates with competencies relevant to contemporary life; and (3) add to the field of research regarding home economics graduates. The data collection instrument provided space for the respondents' answers. The Director of Planning and Placement at BNC evaluated those items comprising Sections I through IV and made suggestions for the inclusion of five additional items.

Section V, professional competence, was constructed to measure the attitudes of home economics graduates toward the importance of selected competencies and to measure self-assessed competency performance. A Likert-type scale was used with the possible responses for each competency assigned numerical values from 1 to 5. A rating of 5 indicated a high level of importance and a high level of competence. A rating of 1 indicated a low level of importance as well as a low level of competence.

Selltiz et al. (1959) summarized the advantages of the Likert-type scale as follows:

First, it permits the use of items that are not manifestly related to the attitude being studied. . . . Second, a Likert-type scale is generally considered simpler to construct.

. . . Third, the range of responses permitted to an item given in a Likert-type scale provides, in effect, more precise information about the individual's opinion on the issue referred to by the given item (p. 36).

The competence statements were adapted from the publication, Competencies for Home Economic Teachers, developed at a national working clinic at Kansas City, in 1977. This clinic was sponsored by the U.S. Office of Education and endorsed by the American Home Economics Association, the Home Economics Education Division of the American Vocational Association and the Home Economics Education Association. The five subject-matter competency areas identified by the clinic participants were:

1. Clothing/Apparel and Textile Products
2. Consumer Education and Management
3. Housing and Living Environments
4. Human Development and Family
5. Nutrition and Food Management

Adapted versions of all competencies included in the publication were used with the exception of those relating primarily to teaching majors only and those that seemed duplicated by other competencies.

The purpose of the publication, Competencies for Home Economics Teachers (1978), was to define broadly the professional levels of knowledge in home economics subject matter areas. It served the following functions (vi):

1. As a source for teacher educators to use in planning the home economics component in the home economics teacher preparation curriculum.
2. As a resource for communicating with the subject matter specialists as to the competencies expected . . . in each of their respective areas.

3. As a communication to school boards, school administrators, parents, and other interested groups that describes the levels of knowledge and competencies of home economics . . . [graduates].

As explained, Sections I through IV of the instrument were patterned from the 1979 AHEA Survey. This instrument was refined by the AHEA Board of Directors and the membership. Seventy-five members and headquarters staff pretested the survey instrument for question clarity, response ease and response time.

The reliability of Section V, professional competence, was established by determining the split-halves stability of the items when administered to junior and senior home economics students at BNC. Pairs of scores were formed by dividing the test items into two equal groups. Evennumbered items comprised one group, and odd-numbered items the other group. The correlation for the two equivalent halves according to the Pearson product-moment correlation coefficient, corrected to apply to the whole group, was .95 for both categories, "graduate should be able to" and "degree to which I can do." This indicated a high positive correlation and deemed the items equally satisfactory for inclusion in the study.

Content validity for Section V of the instrument was determined according to a panel of experts composed of three home economics educators from Oklahoma State University (see Appendix B). Garrett (1966, p. 355) stated that "The validation of content through competent judgments is most satisfactory when the sampling of items is wide and judicious, and when adequate standardization groups are utilized." It was an assumption of the researcher that the jury selected was qualified and adequate.

The panel of experts was asked to rate the representativeness of each competency to a quality program of home economics and then to rate each competency for degree of clarity using a scale ranging from 1 to 5. A rating of 5 indicated the item was most representative or most clear. A rating of 1 indicated lack of representativeness and lack of clarity. Panel members were asked to reword a competency if they rated it below 3. They were also asked to add any additional competencies considered to be needed.

Prior to meeting with the panel of experts, the researcher recorded the numerical ratings for representativeness and clarity of each competency from all panel members and determined criteria for the inclusion or rejection of each competency. The criteria were as follows:

1. In each subject matter area, competencies that received ratings of all 4's or 5's for both representativeness and clarity were discussed first and included as a part of the study.
2. A competency that received ratings of all 3's or less for representativeness was to be eliminated from the study.
3. A competency that received a rating less than 4 on representativeness or clarity had to be reworded or dropped from the study.
4. A reworded competency had to be accepted by two of the three panel members before it could be included in the study.

The panel members identified 46 competencies, all of which were included in the study, as being representative of a quality program of home economics.

#### Data Collection

The data were collected in February and March, 1981, from graduates

of four Nazarene colleges located in California, Idaho, Illinois, and Oklahoma. The initial mailing to the 185 graduates in February contained a cover letter explaining the study (see Appendix C); the Home Economics Graduates' Follow-Up Instrument; and a stamped, self-addressed envelope for returning the completed survey form to the researcher. It was stressed that all information provided would be held in the strictest confidence.

Due to the possibility of poor returns on the mailed instrument, precautions were taken in the procedures for gathering the data. Since all graduates of the colleges in California, Idaho and Illinois were familiar with the present department heads of their respective institutions, it was felt that each cover letter to the graduates of these should be co-signed by the appropriate department head and the researcher. It was believed that a co-signed letter would be helpful in securing a higher return. Each survey instrument was coded so that those responding to the survey would not be recontacted.

Approximately two and one-half weeks later, a second mailing was initiated for the individuals who had not responded to the first survey. A second cover letter also accompanied this mailing (see Appendix C). Another copy of Home Economics Graduates Follow-Up Instrument was included in the mailings until the supply of instruments was exhausted.

Of the 185 instruments which were mailed, thirteen lacked correct addresses and were undeliverable. One hundred twenty-four (67.03 percent) completed responses were returned to the writer. Of the 124 instruments returned, eight were not usable; five were eliminated because the graduates had received only associate degrees, and three were eliminated because they were too incomplete. The remaining 116 responses

(62.7 percent) were usable for the purposes of this study. An analysis of the number in the population from each college is presented in Table I.

TABLE I  
DISTRIBUTION OF SURVEY POPULATION  
AND RESPONSES BY INSTITUTION

College	No. of Survey Forms Sent	Unusable Responses	Undeliverable Responses	Usable Responses	
				No.	Percent
1	35	0	1	26	74.3
2	34	3	2	21	61.8
3	82	5	5	49	59.8
4	34	0	5	20	58.8
Total	185	8	13	116	62.7

#### Data Analysis

Analysis of the data received was done in three parts. The procedure for Sections I through IV of the study was a descriptive analysis using a table format with numbers and percentages for presentation of data obtained.

Analysis of the second part, Section V, of the investigation concerning graduates' opinions of the importance of selected competencies and their ability to perform those competencies involved the use of a

Likert-type scale. Possible responses for each statement were assigned numerical values from 1 to 5. A rating of 5 indicated the respondent felt the competency was most important to a home economics graduate and that he/she believed in his/her ability to perform the competency most well. A rating of 1 indicated that the respondent felt the competency was of least importance and that he/she was not skilled in performing the competency. A total score was obtained for each respondent by adding his/her scores for each competence statement, and a total score was obtained for each competence statement by adding the scores of all of the respondents for a given statement.

To assist with treatment of the data, a range of actual limits and response categories were assigned for numerical values as follows:

<u>Numerical Value</u>	<u>Range of Actual Limits for Categories</u>	<u>Reponse Category</u>
5	4.5 - 5.0	Most
4	3.5 - 4.49	Much
3	2.5 - 3.49	Some
2	1.5 - 2.49	Little
1	0 - 1.49	Least

These actual limits for categories facilitated interpretation of the research findings. In the case of a mean numerical response of 3.65, a numerical value of 4 would be assumed, according to the range of numerical values set up.

This portion of the investigation was also descriptive in nature with statistics such as percentages and mean responses selected as methods of describing findings of the study. In addition to the descriptive statistics, further analysis of the data was desired. Part III of the analysis was done through the use of the t-test, analysis of variance and the Duncan's Multiple Range analysis.

One use of the t-test is to determine the significance of a difference between two correlated means. It is commonly used in this way when two scores are recorded for the same individuals (Bruning and Kintz, 1977). By use of the t-test, the null hypothesis that the means of "graduate should be able to" scores and "degree to which I can do" scores were not significantly different was tested. The following formula was given by Bruning and Kintz (1977, p. 14):

$$t = \frac{\bar{X} - \bar{Y}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

D = difference score between each X and Y pair

N = number of pairs of scores

The critical value for rejection for the null hypothesis was found for N - 1 degrees of freedom using the t-distribution table. The level of significance was set at the .05 level.

The analysis of variance - F test was used to test hypothesis two. This research hypothesis stated there were no significant differences between home economics graduates' self-assessed competence scores and each of the following: (a) college from which bachelor's degree was received, (b) major emphasis of bachelor's degree, (c) plans for an advanced degree, (d) current employment status, (e) nature of primary employer, (f) major function performed in current job, (g) types of volunteer service to the community, and (h) average hours per week devoted to volunteer service. The value of F was obtained by dividing the between mean square by the within mean square (Popham, 1967, p. 185).



$$F = \frac{\text{Between groups mean square}}{\text{Within groups mean square}}$$

In order to compute the formula, the following quantities were needed (Popham, 1967, p. 180):

1. The sums of squares for the total group, within groups, and between groups;
2. The degrees of freedom for the within groups and between groups; and
3. The mean squares for the within groups and between groups.

The F value was calculated from observed data, and the results were checked against an F table. If the researcher's calculated F value was larger than the tabled critical value, there was a significant difference between the sample means, and the null hypothesis was not accepted (Huck, Corimer and Bounds, 1974). The .05 level of probability was selected as the level which the F score must equal in order for the difference to be significant. The F score, however, did not indicate which differences were considered statistically significant among the various levels of the independent variables. The Duncan's Multiple Range analysis was used to determine which levels of the independent variables were significantly different. The basic computational formula for computing the Duncan's Multiple Range critical analysis was (Steel and Torrie, 1960):

$$C. \text{ diff.} = k \sqrt{(\text{MS within group error}) (1/2 [1/N_i + 1/N_j])}$$

$N_i$  = Number in the  $i^{\text{th}}$  group

C. diff. = critical difference

MS = mean square

N = number in group

k = significant studentized range for .05 level

### Summary

Chapter III described the basic research design used for the study. Information was included concerning the type of research design, selection of the sample, developing and refining the instrument, gathering the research data, and the methods by which the data collected were analyzed. Chapter IV will present an analysis of the data collected.

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA

#### Introduction

The purpose of this chapter was to present and analyze the data received from the survey instruments returned by home economics graduates of four Nazarene colleges. Results of the analysis of data were presented in three parts: (1) description of the population, (2) graduates' assessments of the competence statements and (3) findings of the study.

Part I, description of the population, included personal characteristics of the graduates, education data, employment information, and professional and volunteer associations. Utilizing a 5 point Likert-type scale, Part II listed frequencies, percentages and means of graduates' self-assessed competence scores and their perceptions of the importance of those competencies to home economics graduates. Competence statements were assigned to five subject matter areas: (1) clothing and textiles, (2) family economics and home management, (3) housing, (4) family relations and child development, and (5) foods and nutrition. Part III, findings of the study, included information related to the differences between graduates' self-assessed competence scores and their perceptions of their ability to perform those competencies believed to be important for home economics graduates as well as information related to differences between graduates' self-assessed competence scores and

various personal and professional variables. These variables included: (1) college from which bachelor's degree was received, (2) major emphasis of bachelor's degree (3) plans for an advanced degree, (4) current employment status, (5) nature of primary employer, (6) major functions performed in current job, (7) type of volunteer services to the community, and (8) average hours per week devoted to volunteer services.

To assist in analyzing the data, and to achieve the purpose of the study, various statistical procedures were used. Frequencies, percentages and means; the t-test; analysis of variance; and the Duncan's Multiple Range test were utilized to analyze the data.

Frequencies, percentages and means were reported to identify the population characteristics and graduates' ratings of competence statements. The t-test was computed to test the differences between graduates' self-assessed competence scores and their perceptions of their ability to perform those competencies believed to be important for home economics graduates. Analyses of variance were utilized to indicate the existence of significant differences between the means of graduates' self-assessed competence scores and various personal and professional variables. The Duncan's Multiple Range test provided the direction of the significant differences.

The data presented in this chapter were gathered from home economics graduates of Bethany Nazarene College, Bethany Oklahoma; Northwest Nazarene College, Nampa, Idaho; Olivet Nazarene College, Kankakee, Illinois; Point Loma College, San Diego, California. Survey instruments were mailed to 185 graduates; of these 124 or 67.0 percent were returned, and an additional 13 were undeliverable. Of those responses returned by graduates, eight were not usable; five respondents were not

four year graduates, and three respondents did not complete the instrument properly. Therefore, of the 124 completed surveys returned, 116 or 62.7 percent were usable for this study.

### Description of Population

The subjects of this study included 116 home economics graduates from four Nazarene colleges located in Oklahoma, Idaho, Illinois, and California. A brief description of personal characteristics was given.

#### Personal Characteristics

The respondents indicated that 95.70 percent of the graduates were women. Seventy-seven (66.38 percent) of the graduates were 25 years of age or younger. Thirty-five (30.17 percent) ranged from 26 to 30 years. The remainder, 3.45 percent, were over age 30. The marital status revealed that 73 (63.48 percent) were married, and 36.52 percent were single, never married. Eighty-six (75.44 percent) of the graduates had no children. Approximately 22 percent had one or two children, and the remainder of the respondents (2.63 percent) had more than two children (Table II).

#### Education Data

A bachelor's degree was the highest degree completed by 109 or 96.47 percent of the respondents with the remaining four or 3.54 percent having completed a master's degree. The majority of graduates (94.69 percent) were under 25 years of age when they received the bachelor's degree. Three (2.66 percent) were between the ages of 26 and 30, and the remainder (2.66 percent) were over 30 years old when they received

TABLE II  
 A PROFILE OF PERSONAL CHARACTERISTICS OF HOME  
 ECONOMICS GRADUATES FROM FOUR  
 PRIVATE COLLEGES

Characteristic	Classification	Number	Percent
1. Sex	Male	5	4.31
	Female	<u>111</u>	<u>95.70</u>
	Total	116	100.01 <sup>b</sup>
2. Age	25 years or under	77	66.38
	26-30 years	35	30.17
	31-35 years	2	1.72
	36-40 years	1	.86
	41 + years	<u>1</u>	<u>.86</u>
Total	116	99.99 <sup>b</sup>	
3. Marital Status	Single, never married	42	36.52
	Married	73	63.48
	Divorced	0	0
	Widowed	<u>0</u>	<u>0</u>
Total	115 <sup>a</sup>	100.00	
4. Number of Children	None	86	75.44
	1-2	25	21.93
	3-4	3	2.63
	5-6	0	0
	7 or more	<u>0</u>	<u>0</u>
Total	114 <sup>a</sup>	100.00	

<sup>a</sup> Not all 116 respondents answered all questions.

<sup>b</sup> Due to the rounding off of numbers, the percent will not always equal 100.

the bachelor's degree. Twenty-five (22.12 percent) of the respondents graduated in 1976; 18 (15.93 percent) graduated in 1977; 21 (18.58 percent) in 1978; 19 (16.81 percent) in 1979; and 30 (26.55 percent) in 1980 (Table III).

The respondents were asked to check the major emphasis of their bachelor's degree. Fifty-one (38.93 percent) checked emphases relating to home economics education and community services; 32 respondents (24.43 percent) checked foods, nutrition and dietetics; 20 (15.27 percent) indicated general home economics; nine (6.87 percent) checked clothing, textiles and merchandising; eight (6.11 percent) indicated an emphasis in home economics in business; and 11 (8.40 percent) comprised the category labeled other which included housing, design and consumer resources as well as family relations and child development (Table III). These subject matter areas were included in the category labeled other because of the small number of respondents in each subject matter area.

Forty-eight (43.64 percent) graduates indicated they had no plans for an advanced degree. Twelve (10.91 percent) individuals indicated they were currently in a degree program, and 49 (44.55 percent) graduates checked that they planned to begin a degree program in the future (Table IV).

The majority of graduates (62.83 percent) indicated they selected home economics as a major to prepare for a career outside the home. Thirty-one (27.43 percent) individuals selected home economics to develop skills that would enrich their daily lives. Seven (6.20 percent) graduates chose home economics to prepare for the career of homemaking, and four (3.54 percent) individuals checked the category "other" when responding to Item 10, most important reason for selecting home economics

TABLE III  
EDUCATIONAL PROFILE OF HOME ECONOMICS GRADUATES  
FROM FOUR PRIVATE COLLEGES

Characteristic	Number	Percent
1. College Degree		
Bachelor's Degree	109	96.47
Master's Degree	4	3.54
Education Specialist's Degree	0	0
Doctoral Degree	0	0
Other	<u>0</u>	<u>0</u>
Total	113 <sup>a</sup>	100.01 <sup>b</sup>
2. Age Range When Bachelor's Degree was Received		
25 years or under	107	94.69
26-30 years	3	2.66
31-35 years	1	.89
36-40 years	1	.89
41 years or over	<u>1</u>	<u>.89</u>
Total	113 <sup>a</sup>	100.02 <sup>b</sup>
3. Year Received Bachelor's Degree		
1976	25	22.12
1977	18	15.93
1978	21	18.58
1979	19	16.81
1980	<u>30</u>	<u>26.55</u>
Total	113 <sup>a</sup>	99.99 <sup>b</sup>
4. Major Emphasis of Bachelor's Degree		
Home Economics Education and Community Services	51	38.93
Foods, Nutrition and Dietetics	32	24.43
General Home Economics	20	15.27
Clothing, Textiles and Merchandising	9	6.87
Home Economics in Business	8	6.11
Other	<u>11</u>	<u>8.40</u>
Total	131 <sup>c</sup>	100.01 <sup>b</sup>

<sup>a</sup> Not all 116 respondents answered all questions.

<sup>b</sup> Due to the rounding off of numbers, the percent will not always equal 100.

<sup>c</sup> Some individuals had co-majors which made the total number larger.



TABLE IV  
 PLANS FOR AN ADVANCED DEGREE BY HOME ECONOMICS  
 GRADUATES FROM FOUR PRIVATE COLLEGES

	Number	Percent
No plans for another degree	48	44.04
Presently in a degree program	12	11.01
Plan to begin a degree program	<u>49</u>	<u>44.95</u>
Total	109 <sup>a</sup>	100.00

<sup>a</sup> Not all respondents answered all questions.

as a major (Table V). Of those four, three indicated they chose home economics for all of the reasons indicated above, and one selected dietetics so she could work part-time and spend more time at home. Item 11 asked graduates to indicate if the home economics curriculum at their respective college was adequate to prepare them for their objectives. Seventy-three (65.18 percent) of the respondents felt it was adequate, while 39 (34.82 percent) felt the curriculum was inadequate. When responding to Item 12, 74 (65.49 percent) indicated they would again select home economics if they were choosing a bachelor's major today. Thirty-nine (34.51 percent) indicated they would not select home economics today (Table VI).

Thirty-eight of those individuals who stated they would not select home economics as a major today indicated their choice of majors in Item 13. Six (15.79 percent) stated they would select nursing, 18 (47.37

TABLE V  
GRADUATES' REASONS FOR SELECTING HOME ECONOMICS  
AS A MAJOR AT FOUR PRIVATE COLLEGES

Reason	Number	Percent
To develop skills for daily life	31	27.43
To prepare for a career outside the home	71	62.83
To prepare for the career of homemaking	7	6.20
Other	<u>4</u>	<u>3.54</u>
Total	113 <sup>a</sup>	100.00

<sup>a</sup> Not all respondents answered all questions.

percent) indicated business, three (7.90 percent) preferred elementary education, five (13.16 percent) preferred nutrition and food service, and six (15.79 percent) indicated other majors that included petroleum engineering, horticulture, mathematics, history, art, and dental hygiene (Table VI).

When asked to make suggestions for improving the curriculum, 33 (51.56 percent) individuals suggested a broader curriculum with additional home economics courses. Twelve (18.75 percent) graduates suggested the inclusion of field work experience. Seven (10.94 percent) individuals recommended more emphasis on business courses, and seven recommended more career information. Five (7.81 percent) graduates suggested that course material be covered in more depth (Table VII).

TABLE VI  
 PERCEPTIONS OF HOME ECONOMICS GRADUATES FROM FOUR PRIVATE  
 COLLEGES REGARDING ADEQUACY OF PREPARATION AND  
 WILLINGNESS TO AGAIN SELECT HOME ECONOMICS AS  
 A COLLEGE MAJOR

Item	Number	Percent
1. The home economics curriculum at your college was adequate to prepare you for your objectives.		
Yes	73	65.18
No	<u>39</u>	<u>34.82</u>
Total	112 <sup>a</sup>	100.00
2. If you were choosing a bachelor's major today, you would again select home economics.		
Yes	74	65.49
No	<u>39</u>	<u>34.51</u>
Total	112 <sup>a</sup>	100.00
3. If you answered No to question 2, please write what academic major you would choose.		
Nursing	6	15.79
Business	18	47.37
Elementary Education	3	7.90
Nutrition and Food Service	5	13.16
Other	<u>6</u>	<u>15.79</u>
Total	38 <sup>a</sup>	100.01 <sup>b</sup>

<sup>a</sup> Not all respondents answered all questions.

<sup>b</sup> Due to the rounding off of numbers, the percent will not always equal 100.

#### Employment Information

The majority of graduates (80.17 percent) indicated they were employed, while 23 (19.83 percent) stated they were not employed. Of

those employed, 65 (69.89 percent) were employed full-time; 10 (10.75 percent) were employed three-fourths time; 12 (12.90 percent) half-time; and six (6.45 percent) were employed quarter-time or between 10 and 20 hours per week. Fifty-seven (61.30 percent) graduates indicated their job was related to home economics, while 36 (38.71 percent) stated their job was not related to home economics (Table VIII). Examination of the job titles revealed this was true. For example, one graduate was working as a manual editor for a savings and loan and another was working as a counselor at a lending institution.

TABLE VII  
GRADUATES' SUGGESTIONS FOR IMPROVING THE HOME ECONOMICS  
CURRICULUM AT FOUR PRIVATE COLLEGES

Suggestion <sup>d</sup>	Number	Percent
1. Broader curricula with additional courses	33	51.56
2. Field experience work	12	18.75
3. More emphasis on business courses	7	10.94
4. More career information	7	10.94
5. Course material covered more in depth	<u>5</u>	<u>7.81</u>
Total	64 <sup>a</sup>	100.00

<sup>a</sup> Not all respondents answered all questions.

<sup>d</sup> Individuals were asked to make more than one suggestion, if applicable.

TABLE VIII  
A PROFILE OF EMPLOYMENT CHARACTERISTICS OF HOME ECONOMICS  
GRADUATES FROM FOUR PRIVATE COLLEGES

Item	Number	Percent
1. Current employment status		
Employed	93	80.17
Non-employed	23	19.83
Retired	<u>0</u>	<u>0</u>
Total	116	100.00
2. Hours worked per week in current position		
Full-time (36 hours or more)	65	69.89
Three-fourths time (30 hours or more)	10	10.75
Half-time (20 hours or more)	12	12.90
Quarter-time (10 hours or more)	<u>6</u>	<u>6.45</u>
Total	93 <sup>a</sup>	99.99 <sup>b</sup>
3. Job is related to home economics		
Yes	57	61.30
No	<u>36</u>	<u>38.71</u>
Total	93	100.01 <sup>b</sup>

<sup>a</sup> Not all respondents answered all questions.

<sup>b</sup> Due to the rounding off of numbers, the percent will not always equal 100.

The thirty-six graduates employed in careers unrelated to home economics indicated several factors contributing to their choice of careers. Nineteen (52.78 percent) indicated there were no jobs available for their major field of study. Nine (25.00 percent) indicated other careers provided better salaries. Six (16.67 percent) respondents believed other careers provided more opportunities for advancement, and

six were continuing formal study. Nine individuals checked the category entitled "other" and indicated factors such as desired part-time work, better benefits, needed more experience, did not feel prepared with major, did not know where to look for a job, unhappy with area of study, and moving shortly (Table IX).

TABLE IX  
HOME ECONOMICS GRADUATES' REASONS FOR SELECTING  
CAREERS UNRELATED TO HOME ECONOMICS

Reason	Number	Percent of Total Responses	Percent of Respondents
1. Better salary	9	18.37	25.00
2. No jobs available for my major	19	38.78	52.78
3. Homemaking	0	0	0
4. Continuing formal study	6	12.25	16.67
5. More opportunity for advancement	6	12.25	16.67
6. Other	<u>9</u>	<u>18.37</u>	<u>25.00</u>
Total	49	100.02 <sup>b</sup>	136.12 <sup>d</sup>

<sup>b</sup> Due to the rounding off of numbers, the percent will not always equal 100.

<sup>d</sup> Individuals were asked to indicate more than one response, if applicable.

Graduates checked a variety of answers when responding to Item 46, nature of primary employer. Forty-three (33.08 percent) indicated business was the nature of their primary employer; four (3.08 percent)

indicated church; two (1.54 percent) listed preschool institutions; two listed elementary educational institutions; 23 (17.70 percent) indicated secondary educational institutions; five (3.85 percent) marked university educational institutions; 10 (7.70 percent) checked government; six (4.62 percent) noted industry; four checked non-profit organizations; six indicated they were self-employed; and three (2.31 percent) checked "other" (Table X).

TABLE X  
NATURE OF PRIMARY EMPLOYER OF HOME ECONOMICS GRADUATES  
FROM FOUR PRIVATE COLLEGES

Response	Number	Percent
a. Not applicable	22	16.92
b. Business	43	33.08
c. Church	4	3.08
d. Cooperative extension	0	0
e. Preschool educational system	2	1.54
f. Elementary educational system	2	1.54
g. Secondary educational system	23	17.70
h. University educational system	5	3.85
i. Government	10	7.70
j. Industry	6	4.62
k. Non-profit organization	4	3.08
l. Self-employed	6	4.62
m. Other	3	2.31
Total	130 <sup>d</sup>	100.04 <sup>b</sup>

<sup>b</sup> Due to the rounding off of numbers, the percent will not always equal 100.

<sup>d</sup> Individuals were asked to check more than one response, if applicable.

These home economics majors indicated that they performed a variety of functions in their current jobs. Seven (4.07 percent) stated that administration was a major function of their jobs; 16 (9.30 percent) indicated counseling or advising was a major function; 20 (11.63 percent) checked food service as a major function; four (2.33 percent) noted health care services; 45 (26.16 percent) marked instruction; nine (5.23 percent) listed management; 12 (6.98 percent) indicated marketing; four checked product development/testing; three (1.74 percent) noted research; and 30 (17.44 percent) checked other (Table XI). Of the 30 respondents who checked the "other" category, 18 (60 percent) indicated clerical and secretarial functions, while the remaining 12 indicated the functions of drafting, driving, dispatching, typesetting, interior design consulting, computer programming, and grocery checking.

TABLE XI

MAJOR FUNCTIONS PERFORMED IN CURRENT JOBS HELD BY HOME  
ECONOMICS GRADUATES FROM FOUR PRIVATE COLLEGES

Function	Number	Percent
a. Not applicable	22	12.79
b. Administration	7	4.07
c. Counseling or advising	16	9.30
d. Food service	20	11.63
e. Health care services	4	2.33
f. Instruction	45	26.16
g. Management	9	5.23
h. Marketing	12	6.98
i. Product development/testing	4	2.33
j. Research	3	1.74
k. Other	30	17.44
Total	172 <sup>d</sup>	100.00

<sup>d</sup> Individuals were asked to check more than one response, if applicable.



Eight (15.93 percent) graduates indicated their annual salary was \$4,999 or less. Twenty-one (18.58 percent) indicated an annual salary between \$5,000 and \$9,999. Forty (35.40 percent) stated that their salary ranged between \$10,000 and \$14,999 each year. Nine (7.97 percent) graduates indicated an annual salary between \$15,000 and \$19,999, and two (1.77 percent) graduates acknowledged an annual salary between \$20,000 and \$24,999 (Table XII).

TABLE XII  
ANNUAL PERSONAL INCOME OF HOME ECONOMICS  
GRADUATES FROM FOUR PRIVATE COLLEGES

Range	Number	Percent
a. Not applicable	23	20.35
b. \$4,999 or under	18	15.93
c. \$5,000 - \$9,999	21	18.58
d. \$10,000 - \$14,999	40	35.40
e. \$15,000 - \$19,999	9	7.97
f. \$20,000 - \$24,999	2	1.77
g. \$25,000 - \$29,999	0	0
h. \$30,000 - \$39,999	0	0
i. \$40,000 or over	0	0
Total	113 <sup>a</sup>	100.00

<sup>a</sup> Not all respondents answered all questions.

#### Professional Association

From the data collected, it was evident that home economics graduates were more involved in a variety of volunteer services than they

were in professional organizations. Many (85.97 percent) respondents indicated that they did not belong to the American Home Economics Association. Sixteen (14.04 percent) indicated that they held membership in this association (Table XIII).

TABLE XIII  
NUMBERS AND PERCENTAGES FROM FOUR PRIVATE COLLEGES INDICATING  
HOME ECONOMICS GRADUATES' MEMBERSHIP IN THE  
AMERICAN HOME ECONOMICS ASSOCIATION

Response	Number	Percent
Yes	16	14.04
No	<u>98</u>	<u>85.97</u>
Total	114 <sup>a</sup>	100.01 <sup>b</sup>

<sup>a</sup> Not all respondents answered all questions.

<sup>b</sup> Due to the rounding off of numbers, the percent will not always equal 100.

The majority of graduates (76.79 percent) indicated that they participated in some volunteer service during the past year. Forty-two (37.50 percent) individuals gave between one and four hours each week to volunteer activities. Seventeen (15.18 percent) gave between five and eight hours; 12 (10.71 percent) contributed nine to 12 hours; three (2.68 percent) gave 13 to 16 hours; three gave 17 to 20 hours; and nine (8.04 percent) contributed over 20 hours each week to volunteer service (Table XIV).

TABLE XIV  
 NUMBER OF HOURS HOME ECONOMICS GRADUATES FROM FOUR  
 PRIVATE COLLEGES DEVOTED TO VOLUNTEER  
 ACTIVITIES EACH WEEK

Hours	Number	Percent
a. None	26	23.21
b. 1-4 hours	42	37.50
c. 5-8 hours	17	15.18
d. 9-12 hours	12	10.71
e. 13-16 hours	3	2.68
f. 17-20 hours	3	2.68
g. 21 hours or more	<u>9</u>	<u>8.04</u>
Total	112 <sup>a</sup>	100.00

<sup>a</sup> Not all respondents answered all questions.

Eleven (7.91 percent) individuals participated in social/human volunteer services such as hospital service, boy scouts or girl scouts. The majority (61.87 percent) participated in services for their churches. Sixteen (11.51 percent) contributed to school activities. Three (2.16 percent) were involved in public policy advocacy and political activities. The remaining six were involved in other activities that included exercise classes, hospital visitation, drug rehabilitation work, work for the March of Dimes, and board member responsibilities for a health association (Table XV).

#### Graduates' Assessments of Competence Statements

The general purpose of this study centered around the task of assessing graduates' perceptions of the importance of selected competencies and their perceptions of their ability to perform those competencies

TABLE XV

TYPES OF SERVICES HOME ECONOMICS GRADUATES FROM FOUR PRIVATE  
COLLEGES DEVOTED TO VOLUNTEER ACTIVITIES EACH WEEK

Type of Service	Number	Percent
a. Not applicable	17	12.23
b. Social/human services	11	7.91
c. Church or religious	86	61.87
d. School/education	16	11.51
e. Public policy advocacy/ political involvement	3	2.16
f. Other	<u>6</u>	<u>4.32</u>
Total	139 <sup>d</sup>	100.00

<sup>d</sup> Individuals were asked to check more than one response, if applicable.

believed to be important for home economics majors. Tables XVI through XXV provided an analysis of responses to each competence statement examined by graduates.

As illustrated in Chapter III, a range of actual limits and response categories were assigned for numerical values as follows.

<u>Numerical Value</u>	<u>Range of Actual Limits for Categories</u>	<u>Response Category</u>
5	4.5 - 5.0	Most
4	3.5 - 4.49	Much
3	2.5 - 3.49	Some
2	1.5 - 2.49	Little
1	0 - 1.49	Least

In the case of a mean numerical response of 3.65, a numerical value of 4 would be assumed, according to the range of numerical values set up.

#### Clothing and Textiles

The number of responses and percentage responses, rated on the one

to five scale in the clothing and textiles subject matter area, was reported in Table XIV. Total responses, as well as mean scores, were also included in this table.

When assessing the importance of competence statements, responses resulted in means that ranged from a low of 3.14 for competency number two, Describe the cultural, social and psychological factors that influence the selection and use of clothing and textile products, to a high of 4.01 for competency four, Identify opportunities for careers in occupations related to clothing and textiles. Approximately one-half of the respondents gave competency two a rating of 3 on the Likert-type scale, while slightly over 70 percent assigned a rating of 4 or 5 to competency four. Graduates felt it was more important to be Knowledgeable regarding careers in the clothing and textiles area, than to be able to Identify various factors that influence the selection and use of clothing and textile products.

Graduates' self-assessed competence scores for clothing and textiles were illustrated in Table XVII. Means ranged from a low of 2.91 for competency two to a high of 3.74 for competency one, Apply art elements and principles of design in the selection and use of apparel and textile products. Over 70 percent of the respondents rated competency two with a 3 or less, while almost 90 percent rated competency one with a 3 or above. Competence statement one and competence statement three, Identify characteristics of clothing and textile products that will provide safety, protection and comfort as they relate to age, health, occupation, and life style, were above the mean of 3.206. Competence statements two, four and five were below the mean. Graduates' self-assessed competence scores were not as high as their "importance of" scores for this subject matter area.

TABLE XVI

FREQUENCIES, PERCENTAGES AND MEANS FROM FOUR PRIVATE COLLEGES  
REGARDING HOME ECONOMICS GRADUATES' ASSESSMENTS  
OF THE IMPORTANCE OF CLOTHING AND  
TEXTILES COMPETENCIES

Competency	Importance										Total N	Mean
	(Least)← 1		2		3		4		5 ,(Most)			
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent		
1. Apply art elements and principles of design in the selection and use of apparel and textile products	0	0	4	3.61	30	27.03	46	41.44	31	27.93	111	3.94
2. Describe the cultural, social and psychological factors that influence the selection and use of clothing and textile products	5	4.51	19	17.12	53	47.75	24	21.62	10	9.01	111	3.14
3. Identify the characteristics of clothing and textile products that will provide safety, protection and comfort as they relate to age, health, occupation, and life style	1	.90	6	5.41	27	24.32	37	33.33	40	36.04	111	3.98
4. Identify opportunities for careers in occupations related to clothing and textiles	2	1.80	5	4.51	24	21.62	39	35.14	41	36.94	111	4.01
5. Identify the contributions and inter-relatedness of clothing and textiles to the whole of home economics	6	5.41	8	7.21	25	22.52	44	39.64	28	25.23	111	3.72

Note: The number of respondents to each question does not total 116, since respondents did not answer every question.

$\bar{X}$  = 3.757  
N = Number

TABLE XVII

FREQUENCIES, PERCENTAGES AND MEANS FROM FOUR PRIVATE  
COLLEGES REGARDING HOME ECONOMICS GRADUATES'  
SELF-ASSESSED COMPETENCE SCORES  
FOR CLOTHING AND TEXTILES

Competency	(Least)←		Competent		→(Most)		Total N	Mean				
	N	Percent	N	Percent	N	Percent						
1. Apply art elements and principles of design in the selection and use of apparel and textile products	4	3.60	8	7.21	31	27.93	38	34.23	30	27.03	111	3.74
2. Describe the cultural, social and psychological factors that influence the selection and use of clothing and textile products	14	12.61	19	17.12	48	43.24	23	20.72	7	6.31	111	2.91
3. Identify the characteristics of clothing and textile products that will provide safety, protection and comfort as they relate to age, health, occupation, and life style	8	7.21	15	13.51	43	38.74	34	30.63	11	9.91	111	3.23
4. Identify opportunities for careers in occupations related to clothing and textiles	14	12.73	16	14.55	42	38.18	27	24.55	11	10.00	110	3.05
5. Identify the contributions and inter-relatedness of clothing and textiles to the whole of home economics	13	11.82	15	13.64	39	35.46	33	30.00	10	9.10	110	3.11

Note: The number of respondents to each question does not total 116, since respondents did not answer every question.

$\bar{X}$  = 3.206  
N = Number

### Family Economics and Home Management

As evidenced by data in Table XVIII, mean scores of "importance of" scores for the family economics and home management subject matter area ranged from a low of 3.81 for competence three, Discuss ways life styles affect the process of acquiring information upon which choices are made, to a high of 4.76 for competency seven, Demonstrate the ability to manage family resources. Respondents felt that the competency to be able to manage family resources was "most" important and rated this competence statement above the eight others included in this subject matter area. The remaining family economics and home management competence statements had means above 3.5 and were, therefore, believed to be of "much" importance to graduates.

Graduates' self-assessed competence scores for family economics and home management ranged from 3.02 for number four, Evaluate consumer issues as they relate to public policy, to 4.33 for competency seven, Demonstrate the ability to manage family resources (Table XIX). Slightly over 87 percent of the respondents gave competence statement seven ratings of 4's and 5's for "graduate should be able to" scores.

Graduates perceived themselves as having "much" competence when performing competencies five, six and seven: Identify procedures available for the consumer to make complaints directly to the manufacturer, retailer, or other appropriate agencies; Evaluate the effect of management on the quality of human life; and Demonstrate the ability to manage family resources. They felt "some" competence with the remaining six statements.



TABLE XX

FREQUENCIES, PERCENTAGES AND MEANS FROM FOUR PRIVATE COLLEGES  
REGARDING HOME ECONOMICS GRADUATES' ASSESSMENTS  
OF THE IMPORTANCE OF HOUSING COMPETENCIES

Competency	(Least) ←		Important		→ (Most)		Total N	Mean				
	N	1 Percent	N	2 Percent	N	3 Percent			N	4 Percent	N	5 Percent
1. Analyze varying income and consumption patterns of families/consumers	1	.91	8	7.27	26	23.64	36	32.73	39	35.46	110	3.95
2. Analyze the interrelatedness of the economy and the family as a consuming unit	0	0	6	5.41	18	16.22	40	36.04	47	42.34	111	4.15
3. Discuss ways life styles affect the process of acquiring information upon which choices are made	4	3.60	3	2.70	30	27.03	47	42.34	27	24.32	111	3.81
4. Evaluate consumer issues as they relate to public policy	2	1.82	4	3.64	21	19.10	48	43.64	35	31.82	110	4.00
5. Identify procedures available for the consumer to make complaints directly to the manufacturer, retailer, or other appropriate agencies	1	.91	4	3.64	16	14.55	30	27.27	59	53.64	110	4.29
6. Evaluate the effect of management on the quality of human life	0	0	6	5.41	21	18.92	35	31.53	49	44.14	111	4.14
7. Demonstrate the ability to manage family resources	0	0	1	.91	3	2.73	17	15.46	89	80.91	110	4.76
8. Identify job opportunities in consumer-related areas	1	.91	6	5.46	16	14.55	48	43.64	39	35.46	110	4.07
9. Identify the contributions and inter-relatedness of family economics and home management to the whole of home economics	1	.91	5	4.55	20	18.18	43	39.10	41	37.27	110	4.07

Note: The number of respondents to each question does not total 116, since respondents did not answer every question.

$\bar{X}$  = 4.230

N = Number

TABLE XIX

FREQUENCIES, PERCENTAGES AND MEANS FROM FOUR PRIVATE COLLEGES REGARDING  
HOME ECONOMICS GRADUATES' SELF-ASSESSED COMPETENCE SCORES FOR  
FAMILY ECONOMICS AND HOME MANAGEMENT

Competency	N	Competent										Total N	Mean
		(Least) 1 Percent	2 Percent	3 Percent	4 Percent	(Most) 5 Percent							
1. Analyze varying income and consumption patterns of families/consumers	6	5.46	18	16.36	37	33.64	37	33.64	12	10.91	110	3.28	
2. Analyze the interrelatedness of the economy and the family as a consuming unit	3	2.70	14	12.61	43	38.74	45	40.54	6	5.41	111	3.33	
3. Discuss ways life styles affect the process of acquiring information upon which choices are made	4	3.60	10	9.01	47	42.34	36	32.43	14	12.61	111	3.41	
4. Evaluate consumer issues as they relate to public policy	6	5.46	25	22.73	46	41.82	27	24.55	6	5.46	110	3.02	
5. Identify procedures available for the consumer to make complaints directly to the manufacturer, retailer, or other appropriate agencies	4	3.64	11	10.00	32	29.10	42	38.18	21	19.10	110	3.59	
6. Evaluate the effect of management on the quality of human life	1	.90	13	11.71	28	25.23	42	37.84	27	24.32	111	3.73	
7. Demonstrate the ability to manage family resources	0	0	1	.91	13	11.82	45	40.91	51	46.36	110	4.33	
8. Identify job opportunities in consumer-related areas	6	5.46	14	12.73	53	48.18	28	25.46	9	8.18	110	3.18	
9. Identify the contributions and inter-relatedness of family economics and home management to the whole of home economics	1	.91	18	16.36	35	31.82	40	36.36	16	14.55	110	3.47	

Note: The number of respondents to each question does not total 116, since respondents did not answer every question.

X = 3.578  
N = Number

### Housing

Responses to "Graduate should be able to" housing scores ranged from a low of 3.74 for competence five, Identify the contributions and interrelatedness of housing to the whole of home economics, to a high of 4.31 for competence three, Analyze the interrelationships of available resources and the management of those resources to maximize satisfactory living environments for individuals and families. It should be noted that competence statements one and two ranked closely to item three. Respondents felt that all housing competencies should be of "much" importance for home economics graduates (Table XX).

As with the two previous subject matter areas, graduates did not rate their "I can do" housing competencies as high as they rated the "graduate should be able to" housing competence statements. Mean scores ranged from a low of 2.89, Identify job opportunities in housing-related areas, to a high of 3.72, Identify the needs of individuals and families as they affect the selection and use of housing and living environments (Table XXI). Housing competencies were rated only slightly higher than clothing and textile competencies. (Refer to Tables XVI and XVII.)

### Family Relations and Child Development

The family relations and child development subject matter area consisted of 14 competence statements. Means for "graduate should be able to" scores ranged from a low of 3.63 for item 12, Identify formal and informal family support systems in the community, to a high of 4.59 for item 10, Evaluate the effect of parenting on human growth and development. Approximately 55 percent of the respondents gave statement 12 ratings of 4's and 5's while slightly more than 90 percent gave item 10 ratings of 4's and 5's (Table XXII).

TABLE XX

FREQUENCIES, PERCENTAGES AND MEANS FROM FOUR PRIVATE COLLEGES  
REGARDING HOME ECONOMICS GRADUATES' ASSESSMENTS  
OF THE IMPORTANCE OF HOUSING COMPETENCIES

Competency	(Least) ← ————— Important ————— → (Most)										Total N	Mean
	N	1 Percent	N	2 Percent	N	3 Percent	N	4 Percent	N	5 Percent		
1. Identify the needs of individuals and families as they affect the selection and use of housing and living environments	0	0	1	.92	19	17.43	37	33.95	52	47.71	109	4.28
2. Assess housing alternatives available to individuals and families	0	0	1	.91	15	13.64	44	40.00	50	45.46	110	4.30
3. Analyze the interrelationships of available resources and the management of those resources to maximize satisfactory living environments for individuals and families	0	0	0	0	19	17.27	38	34.55	53	48.18	110	4.31
4. Identify job opportunities in housing related areas	0	0	12	11.01	24	22.02	41	37.62	32	29.36	109	3.85
5. Identify the contributions and interrelatedness of housing to the whole of home economics	2	1.82	9	8.18	34	30.91	36	32.73	29	26.36	110	3.74

Note: The number of respondents to each question does not total 116, since respondents did not answer every question.

$\bar{X}$  = 4.098

N = Number

TABLE XXI  
 FREQUENCIES, PERCENTAGES AND MEANS FROM FOUR PRIVATE  
 COLLEGES REGARDING HOME ECONOMICS GRADUATES'  
 SELF-ASSESSED COMPETENCE SCORES  
 FOR HOUSING

Competency	N	(Least)←		Competent		→(Most)		Total N	Mean			
		1 Percent	N	2 Percent	N	3 Percent	N			4 Percent	N	5 Percent
1. Identify the needs of individuals and families as they affect the selection and use of housing and living environments	2	1.84	6	5.51	35	32.11	44	40.37	22	20.18	109	3.72
2. Assess housing alternatives available to individuals and families	2	1.82	10	9.10	35	31.82	37	33.64	26	23.64	110	3.68
3. Analyze the interrelationships of available resources and the management of those resources to maximize satisfactory living environments for individuals and families	5	4.55	15	13.64	38	34.55	32	29.10	20	18.18	110	3.43
4. Identify job opportunities in housing related areas	12	11.11	24	22.22	39	36.11	30	27.78	3	2.78	108	2.89
5. Identify the contributions and interrelatedness of housing to the whole of home economics	10	9.17	20	18.35	39	36.78	29	26.61	11	10.10	109	3.10

Note: The number of respondents to each question does not total 116, since respondents did not answer every question.

$\bar{X}$  = 3.371

N = Number

TABLE XXII

FREQUENCIES, PERCENTAGES AND MEANS FROM FOUR PRIVATE  
COLLEGES REGARDING HOME ECONOMICS GRADUATES'  
ASSESSMENTS OF THE IMPORTANCE OF FAMILY  
RELATIONS/CHILD DEVELOPMENT  
COMPETENCIES

Competency	(Least) ← ————— Important ————— → (Most)										Total N	Mean
	N	1 Percent	N	2 Percent	N	3 Percent	N	4 Percent	N	5 Percent		
1. Analyze the impact of environmental and personal variables on the orderly sequence of human development	1	.92	2	1.84	28	25.69	36	33.03	42	38.52	109	4.06
2. Identify conditions conducive to the development and maintenance of a positive self concept throughout the various stages of the life cycle	1	.92	0	0	10	9.17	31	28.44	67	61.47	109	4.50
3. Analyze factors that contribute to a person's psychosexual adjustment	1	.93	4	3.70	32	29.63	44	40.74	27	25.00	108	3.85
4. Analyze the impact of forces outside the family on human growth and development	0	0	2	1.84	12	11.01	37	33.95	58	53.21	109	4.39
5. Analyze effects of societal and technological change on the structure and functions of families	0	0	5	4.59	20	18.35	44	40.37	40	36.70	109	4.09
6. Evaluate ways that education and socialization within the family can prepare an individual to function outside the family	0	0	4	3.67	4	3.67	39	36.78	62	56.88	109	4.46
7. Use communication skills that contribute to positive interpersonal relationships	1	.92	0	0	11	10.10	22	20.18	75	68.81	109	4.56
8. Demonstrate an understanding of and appreciation for varying types of family units	1	.89	8	7.14	22	19.64	58	51.79	23	20.54	112	3.84

TABLE XXII (Continued)

Competency	Important										Total N	Mean
	(Least) ←								→ (Most)			
	N	1 Percent	N	2 Percent	N	3 Percent	N	4 Percent	N	5 Percent		
9. Assess the impact of varying life conditions on the achievement of developmental tasks	0	0	6	5.50	30	27.52	45	41.28	28	25.69	109	3.87
10. Evaluate the effect of parenting on human growth and development	0	0	2	1.82	7	6.36	25	22.73	76	69.10	110	4.59
11. Evaluate the effects of cultural patterns that are transmitted from one generation to another (i.e., social, moral, economic, and educational values and family customs) on the development and function of the individual and societal units	1	.89	1	.89	25	22.32	43	38.39	42	37.50	112	4.11
12. Identify formal and informal family support systems in the community	3	2.70	11	9.91	35	31.53	37	33.33	25	22.52	111	3.63
13. Identify opportunities for careers in occupations related to family relations and child development	0	0	8	7.14	16	14.29	38	33.93	50	44.64	112	4.16
14. Identify the contributions and inter-relatedness of family relations and child development to the whole of home economics	1	.89	6	5.36	28	25.00	40	35.71	37	33.04	112	3.95

Note: The number of respondents to each question does not total 116, since respondents did not answer every question.

$\bar{X}$  = 4.163

N = Number

Graduates' self-assessed competence scores for family relations and child development ranged from a low of 2.87 for item 12 to a high of 4.22 for item 10. Respondents felt only "some" degree of competence in Identifying formal and informal family support systems in the community. They felt "much" competence when Evaluating the effect of parenting on human growth and development (Table XXIII).

#### Foods and Nutrition

The foods and nutrition subject matter area also received high scores for the "graduate should be able to" section. Thirteen competence statements, ranging from 3.63 to 4.77, were included in this area. As evidenced by Table XXIV, competence statement seven, the Importance of analyzing relationships among technological and societal developments on the production and consumption of food, was rated the lowest. Competence two, the Importance of assessing the impact of nutrition on the well-being of the individual, received the highest rating. Less than 20 percent of the respondents gave item seven a rating of 5, while more than 80 percent gave item two a score of 5.

Respondents' self-assessed scores for foods and nutrition ranged from a low of 2.94 to a high of 4.33. Competence seven again received the lowest rating as graduates felt only "some" degree of competence in Analyzing relationships among technological and societal developments on the production and consumption of food (Table XXV). Graduates rated competence six, the ability to Demonstrate food preparation practices that conserve nutrients and enhance the appearance and acceptance of food, the highest in this subject matter area. Over 80 percent gave this item a rating of 4 or 5.



TABLE XVIII

FREQUENCIES, PERCENTAGES AND MEANS FROM FOUR PRIVATE COLLEGES REGARDING  
HOME ECONOMICS GRADUATES' ASSESSMENTS OF THE IMPORTANCE OF FAMILY  
ECONOMICS AND HOME MANAGEMENT COMPETENCIES

Competency	(Least) ← ————— Competent ————— → (Most)										Total N	Mean
	N	1 Percent	N	2 Percent	N	3 Percent	N	4 Percent	N	5 Percent		
1. Analyze the impact of environmental and personal variables on the orderly sequence of human development	3	2.75	26	23.85	24	27.02	39	35.78	17	15.60	109	3.38
2. Identify conditions conducive to the development and maintenance of a positive self concept throughout the various stages of the life cycle	2	1.85	8	7.41	26	24.07	46	42.59	26	24.07	108	3.80
3. Analyze factors that contribute to a person's psychosexual adjustment	5	4.63	25	23.15	38	35.19	30	27.78	10	9.26	108	3.14
4. Analyze the impact of forces outside the family on human growth and development	0	0	10	9.17	35	32.11	33	30.28	31	28.44	109	3.78
5. Analyze effects of societal and technological change on the structure and functions of families	1	.92	24	22.02	37	33.94	29	26.61	18	16.51	109	3.36
6. Evaluate ways that education and socialization within the family can prepare an individual to function outside the family	0	0	7	6.42	35	32.11	40	36.70	27	24.77	109	3.80
7. Use communication skills that contribute to positive interpersonal relationships	0	0	6	5.50	21	19.27	49	44.95	33	30.28	109	4.00
8. Demonstrate an understanding of and appreciation for varying types of family units	1	.91	17	15.45	37	33.64	43	39.10	12	10.91	110	3.44

TABLE XXIII (Continued)

Competency	(Least) ← ————— Competent ————— → (Most)										Total N	Mean
	N	1 Percent	N	2 Percent	N	3 Percent	N	4 Percent	N	5 Percent		
9. Assess the impact of varying life conditions on the achievement of developmental tasks	2	1.87	19	17.76	50	46.73	23	21.50	13	12.15	107	3.24
10. Evaluate the effect of parenting on human growth and development	2	1.80	7	6.31	29	26.13	44	39.64	29	26.13	111	4.22
11. Evaluate the effects of cultural patterns that are transmitted from one generation to another (i.e., social, moral, economic, and educational values and family customs) on the development and function of the individual and societal units	4	3.67	19	19.43	37	33.94	26	23.85	23	21.10	109	3.41
12. Identify formal and informal family support systems in the community	12	11.11	25	23.15	43	39.81	21	19.44	7	6.48	108	2.87
13. Identify opportunities for careers in occupations related to family relations and child development	8	7.21	20	18.02	38	34.23	34	30.63	11	9.91	111	3.25
14. Identify the contributions and inter-relatedness of family relations and child development to the whole of home economics	6	5.41	16	14.41	41	36.94	30	27.03	18	16.22	111	3.34

Note: The number of respondents to each question does not total 116, since respondents did not answer every question.

$\bar{X}$  = 3.469

N = Number

TABLE XXIV  
 FREQUENCIES, PERCENTAGES AND MEANS FROM FOUR PRIVATE  
 COLLEGES REGARDING HOME ECONOMICS GRADUATES'  
 ASSESSMENTS OF THE IMPORTANCE OF  
 FOODS AND NUTRITION  
 COMPETENCIES

Competency	(Least) ← Important → (Most)										Total N	Mean
	N	1 Percent	N	2 Percent	N	3 Percent	N	4 Percent	N	5 Percent		
1. Assess the impact of cultural and socio-economic influences on food practices	4	3.51	6	5.26	32	28.07	43	37.72	29	25.44	114	3.76
2. Assess the impact of nutrition on the well-being of the individual	0	0	1	.88	4	3.51	15	13.16	94	82.46	114	4.77
3. Identify relationships among psychological and physiological satisfactions and food practices	2	1.77	5	4.42	24	21.24	40	35.40	42	37.17	113	4.02
4. Identify the nutritional contributions of various foods and food groups	1	.88	0	0	4	3.51	15	13.16	94	82.46	114	4.76
5. Identify ways nutritional needs vary throughout the life cycle	0	0	2	1.75	6	5.26	34	29.82	72	63.16	114	4.54
6. Demonstrate food preparation practices that conserve nutrients and enhance the appearance and acceptance of food	0	0	3	2.63	5	4.39	23	20.18	83	72.81	114	4.63
7. Analyze relationships among technological and societal developments on the production and consumption of food	2	1.75	11	9.65	36	31.58	43	37.72	22	19.30	114	3.63
8. Assess the interrelationships among food marketing practices, consumer interest, food acceptance, nutritional needs and use of consumer resources	2	1.75	3	2.63	16	14.04	36	31.58	57	50.00	114	4.25

TABLE XXIV (Continued)

Competency	Important										Total N	Mean
	(Least)←	1	2	3	4	5	(Most)→					
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent		
9. Demonstrate safe procedures in the production, processing, handling and storing of food	0	0	1	.88	7	6.14	22	19.30	84	73.68	114	4.66
10. Interpret government guidelines, standards and grades as established by USDA, FDA and other regulatory agencies	1	.88	1	.88	20	17.54	41	35.96	51	44.74	114	4.23
11. Analyze the relationship of environmental conditions and resources to food technology, production and consumption	1	.88	9	7.89	38	35.33	42	36.84	24	21.05	114	3.69
12. Identify opportunities for careers in occupations related to food and nutrition	2	1.75	2	1.75	18	15.79	40	35.09	52	45.61	114	4.21
13. Identify the contributions and inter-relatedness of family relations and child development to the whole of home economics	2	1.75	2	1.75	24	21.05	34	29.82	52	45.61	114	4.16

Note: The number of respondents to each question does not total 116, since respondents did not answer every question.

$\bar{X}$  = 4.270  
N = Number

TABLE XXV

FREQUENCIES, PERCENTAGES AND MEANS FROM FOUR PRIVATE  
COLLEGES REGARDING HOME ECONOMICS GRADUATES'  
SELF-ASSESSED COMPETENCE SCORES FOR  
FOODS AND NUTRITION

Competency	(Least) ← ————— Competent ————— → (Most)										Total N	Mean
	N	1 Percent	N	2 Percent	N	3 Percent	N	4 Percent	N	5 Percent		
1. Assess the impact of cultural and socio-economic influences on food practices	7	6.19	17	15.04	29	25.66	38	33.63	22	19.47	113	3.45
2. Assess the impact of nutrition on the well-being of the individual	1	.88	1	.88	18	15.93	38	33.63	55	48.67	113	4.28
3. Identify relationships among psychological and physiological satisfactions and food practices	4	3.54	18	15.93	32	28.32	35	30.97	24	21.24	113	3.50
4. Identify the nutritional contributions of various foods and food groups	1	.88	3	2.63	16	14.04	33	28.95	61	53.51	114	4.32
5. Identify ways nutritional needs vary throughout the life cycle	1	.88	10	8.77	17	14.91	46	40.35	40	35.09	114	4.00
6. Demonstrate food preparation practices that conserve nutrients and enhance the appearance and acceptance of food	0	0	2	1.75	19	16.67	32	28.07	61	53.51	114	4.33
7. Analyze relationships among technological and societal developments on the production and consumption of food	9	7.89	27	23.68	47	41.23	24	21.05	7	6.14	114	2.94
8. Assess the interrelationships among food marketing practices, consumer interest, food acceptance, nutritional needs and use of consumer resources	5	4.39	13	11.40	35	30.70	32	28.07	29	25.44	114	3.59

TABLE XXV (Continued)

Competency	(Least) ← ————— Competent ————— → (Most)										Total N	Mean
	N	1 Percent	N	2 Percent	N	3 Percent	N	4 Percent	N	5 Percent		
9. Demonstrate safe procedures in the production, processing, handling and storing of food	1	.88	6	5.26	17	14.91	39	34.21	51	44.74	114	4.17
10. Interpret government guidelines, standards and grades as established by USDA, FDA and other regulatory agencies	5	4.39	8	7.02	39	34.21	38	33.33	24	21.05	114	3.60
11. Analyze the relationship of environmental conditions and resources to food technology, production and consumption	11	9.65	28	24.78	39	34.51	25	22.12	10	8.85	113	2.96
12. Identify opportunities for careers in occupations related to food and nutrition	4	3.51	10	8.77	32	28.07	42	36.84	26	22.81	114	3.67
13. Identify the contributions and inter-relatedness of family relations and child development to the whole of home economics	4	3.54	11	9.73	33	29.20	31	27.43	34	30.09	113	3.71

Note: The number of respondents to each question does not total 116, since respondents did not answer every question.

$\bar{X}$  = 3.731

N = Number

According to the range of actual limits for categories, the graduates' perceptions of the importance of the 46 competence statements were in one of three categories: (1) "some" importance, (2) "much" importance and (3) "most" importance. One (2.17 percent) of the competence statements was in the category of "some importance, 37 (80.43 percent) were in the category of "much " importance and eight (17.39 percent) were distributed in the category of "most" importance. None of the statements received a rating lower than the "some" category. Table XXVI illustrated the distribution of competence statements according to the defined degree of importance.

TABLE XXVI  
DISTRIBUTION OF COMPETENCY STATEMENTS ACCORDING TO DEGREE  
OF IMPORTANCE AS ASSESSED BY HOME ECONOMICS GRADUATES  
FROM FOUR PRIVATE COLLEGES

Range of Actual Limits for Categories	Degree of Importance	Number of Competencies	Percentage of Competencies
4.5 - 5.0	Most	8	17.39
3.5 - 4.49	Much	37	80.43
2.5 - 3.49	Some	1	2.17
1.5 - 2.49	Little	0	0
0 - 1.49	Least	<u>0</u>	<u>0</u>
	Total	46	99.99 <sup>b</sup>

<sup>b</sup> Due to the rounding off of numbers, the percent will not always equal 100.

The means of graduates' self-assessed competence scores were in one to two categories, either "some" competence or "much" competence. Twenty-four (52.17 percent) of the 46 competence statements were in the category of "some" competence, and 22 (47.83 percent) statements were distributed in the category of "much" competence. As evidenced by Table XXVII none of the statements received a rating below the "some" competence range nor above the "much" competence category.

TABLE XXVII

DISTRIBUTION OF COMPETENCY STATEMENTS ACCORDING TO DEGREE  
OF COMPETENCE AS ASSESSED BY HOME ECONOMICS  
GRADUATES FROM FOUR PRIVATE COLLEGES

Range of Actual Limits for Categories	Degree of Competence	Number of Competencies	Percentage of Competencies
4.5 - 5.0	Most	0	0
3.5 - 4.49	Much	22	47.83
2.5 - 3.49	Some	24	52.17
1.5 - 2.49	Little	0	0
0 - 1.49	Least	<u>0</u>	<u>0</u>
	Total	46	100.00

When the competence statements were ranked according to "some", "much" or "most" degrees of importance and the five subject matter areas they represented, an uneven distribution among the subject matter areas



was indicated. As illustrated in Table XXVIII, only one (2.17 percent) statement associated with the clothing and textiles area was ranked in the "some" importance range with the remaining four (8.70 percent) statements ranked in the "much" importance range.

For the family economics and home management area, graduates rated eight (17.39 percent) competence statements as being of "much" importance and one (2.17 percent) as "most" important. Of the five competencies associated with the housing area, all were ranked as being of "much" importance.

Eleven (23.91 percent) competence statements were ranked as being of "much" importance for family relations and child development, and three (6.52 percent) were ranked as "most" important. Foods and nutrition had nine (19.57 percent) competence statements ranked as being of "much" importance and four (8.70 percent) ranked as "most" important.

When the competence statements were ranked according to "some" competence and "much" competence and the five subject matter areas they represented, an uneven distribution also occurred among the subject matter areas (Table XXIX). Of the five competence statements associated with clothing and textiles, four (8.70 percent) were ranked in the "some" competence range, and one (2.17 percent) was ranked in the "much" competence range.

For the family economics and home management area, graduates ranked five (10.87 percent) statements as being of "some" competence and four (8.70 percent) statements as "much" competence. A similar ranking was illustrated for the competencies related to housing where three (6.52 percent) of the five were assessed as being of "some" competence and two (4.35 percent) were ranked as "much" competence.

TABLE XXVIII  
 DISTRIBUTION OF COMPETENCY STATEMENTS ACCORDING  
 TO DEGREE OF IMPORTANCE AND FIVE SUBJECT  
 MATTER AREAS AS ASSESSED BY HOME  
 ECONOMICS GRADUATES FROM FOUR  
 PRIVATE COLLEGES

Degrees of Importance	Subject Matter Areas													
	Clothing and Textiles		Family Economics/ Home Management		Housing		Family Relations/ Child Development		Foods and Nutrition		Total			
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent		
Some	1	2.17	0	0	0	0	0	0	0	0	0	0	1	2.17
Much	4	8.70	8	17.39	5	10.87	11	23.91	9	19.57	37	80.44	37	80.44
Most	0	0	1	2.17	0	0	3	6.52	4	8.70	8	17.39	8	17.39
TOTAL	5	10.87	9	19.56	5	10.87	14	30.43	13	28.27	46	100.00	46	100.00

N = Number

TABLE XXIX

DISTRIBUTION OF COMPETENCY STATEMENTS ACCORDING  
TO DEGREES OF COMPETENCE AND FIVE SUBJECT  
MATTER AREAS AS ASSESSED BY HOME  
ECONOMICS GRADUATES FROM FOUR  
PRIVATE COLLEGES

Degrees of Competence	Subject Matter Areas										Total	
	Clothing and Textiles		Family Economics/ Home Management		Housing		Family Relations/ Child Development		Foods and Nutrition			
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Some	4	8.70	5	10.87	3	6.52	9	19.57	3	6.52	24	52.18
Much	1	2.17	4	8.70	2	4.35	5	10.87	10	21.74	22	47.83
TOTAL	5	10.87	9	19.57	5	10.87	14	30.44	13	28.26	46	100.01 <sup>b</sup>

<sup>b</sup> Due to the rounding off of numbers, the percent will not always equal 100.

N = Number

Nine (19.57 percent) competence statements in the family relations and child development area were ranked as having "some" competence while five (10.87 percent) were ranked as "much" competence. The only area for which a smaller number of statements was ranked as having "some" competence as compared to "much" competence was the area of foods and nutrition. Three (6.52 percent) of the 13 statements were rated as having "some" competence as compared to 10 statements assessed as having "much" competence.

#### Analysis of the Data

Hypothesis number one involved a comparison of graduates' perceptions of the importance of selected competencies and their perceptions of their ability to perform those competencies believed to be important for home economics graduates. The statistical procedure used for this comparison was the t-test for significant differences between means. The significance level chosen by the researcher was the .05 level. The computational formula used for this test was the one reported in Chapter III.

The critical table value for t using the .05 significance level was found to be 1.98 with N-1 degrees of freedom. A t-value was calculated for the competencies in the five subject matter areas using group means of graduates' assessments of the importance of each competency and their assessments of their ability to perform each competency.

As evidenced by Table XXX, t-values in all subject matter areas were far above the table value. These results indicated that there were significant differences between means of all subject matter areas at the .05 level. From these comparisons, it was concluded that graduates did

not believe they could perform the competencies in all subject matter areas as well as they felt home economics graduates should be able to perform the competencies. The null hypothesis was not accepted.

TABLE XXX

A COMPARISON OF THE PERCEPTIONS OF HOME ECONOMICS GRADUATES FROM FOUR PRIVATE COLLEGES REGARDING THE IMPORTANCE OF SELECTED COMPETENCIES AND THEIR ABILITY TO PERFORM THOSE COMPETENCIES

Subject Matter Area	Group Means		df	t-value
	Importance of Competency	Ability to Perform Competency		
1. Clothing and Textiles	3.757	3.206	110	7.497*
2. Family Economics and Home Management	4.230	3.578	110	10.549*
3. Housing	4.098	3.371	109	10.413*
4. Family Relations and Child Development	4.163	3.469	111	10.478*
5. Foods and Nutrition	4.270	3.731	114	8.267*

df = number of pairs - 1

Table value = 1.98

\* Significance level .05

Hypothesis two stated that there will be no significant differences between graduates' self-assessed competence scores and various personal and professional variables. To test the null hypothesis, analyses of variance were computed (see Appendix D).

In order to assist with data analysis and in order to have an adequate number of responses in each category, the 17 categories comprising items 15-31 of the survey instrument, major emphasis of bachelor's degree, were combined into six categories. These were home economics education and community services; clothing, textiles and merchandising; foods and nutrition; general home economics; home economics in business; and other, composed of family relations and child development, home economics education and early childhood education, home economics communications, family economics and home management and interior design, all with a small number of respondents. (See Appendix E for a listing of major emphasis of bachelor's degree by colleges.)

Item 36, plans for an advanced degree, was analyzed according to three plans. These were: (1) no plans for an advanced degree, (2) presently in a degree program and (3) planning to begin a degree program in the future.

Items 46-58, nature of primary employer, were combined into five categories. These were: (1) business and industry, (2) church and non-profit, (3) educational institutions, (4) government, and (5) self-employed and other.

Items 59-69, major functions performed in current job, were collapsed into seven categories. These included: (1) administration and management; (2) counseling or advising; (3) food service; (4) instruction; (5) marketing; (6) product development, testing and research; and (7) other, including health care.

Types of volunteer service performed for the community, items 74-79, were combined into five groups. These were: (1) none, (2) social/human service, (3) church or religious, (4) school/education, and (5) public policy and other.

Average hours worked per week in volunteer service to the community, item 80, were divided into five categories. These included: (1) no hours, (2) 1 to 4 hours, (3) 5 to 8 hours, (4) 9 to 12 hours, and (5) over 12 hours.

College from Which Bachelor's Degree  
Was Received

Analyses of the difference between graduates' self-assessed competence scores and college from which bachelor's degree was received revealed obtained F scores lower than tabled F values for all five subject matter areas. It was concluded that assessed competence scores of graduates of Bethany Nazarene College, Northwest Nazarene College, Olivet Nazarene College and Point Loma College did not differ significantly (Table XXXI).

TABLE XXXI

F-VALUES REFLECTING DIFFERENCES IN HOME ECONOMICS GRADUATES'  
SELF-ASSESSED COMPETENCE SCORES BY SUBJECT MATTER AREA  
AND COLLEGE FROM WHICH BACHELOR'S DEGREE WAS RECEIVED

Subject Matter Area	F-Value	Significance
Clothing and Textiles	.7795	N.S.
Family Economics and Home Management	2.6539	N.S.
Housing	.2864	N.S.
Family Relations and Child Development	1.4016	N.S.
Foods and Nutrition	1.9001	N.S.

p < .05  
F = 2.68

Major Emphasis of Bachelor's Degree

The results of the analyses of variance of the difference between self-assessed competence scores and major emphasis of bachelor's degree were significant with obtained F-scores higher than the tabled F-values for all subject matter areas (Table XXXII).

TABLE XXXII

F-VALUES REFLECTING DIFFERENCES IN HOME ECONOMICS GRADUATES'  
SELF-ASSESSED COMPETENCE SCORES BY SUBJECT MATTER AREA  
AND MAJOR EMPHASIS OF BACHELOR'S DEGREE

Subject Matter Area	F-Value	Significance
Clothing and Textiles	5.2084	.05
Family Economics and Home Management	5.0307	.05
Housing	3.6593	.05
Family Relations and Child Development	2.8912	.05
Foods and Nutrition	3.1641	.05

$p < .05$ ,  $F = 2.29$

The direction of the significant difference between self-assessed competence scores and emphasis of bachelor's degree was obtained through the use of the Duncan's Multiple Range test. Significant differences were indicated by means not grouped by the same vertical line.

As evidenced by Table XXXIII, clothing and textile majors rated themselves significantly higher than foods and nutrition majors, general home economics majors, home economics in business majors, and other majors rated themselves. These results were what one would expect in the clothing and textiles subject matter area. Home economics education



and community service majors rated themselves significantly higher than the foods and nutrition majors and general home economics majors rated themselves.

TABLE XXXIII

DUNCAN'S MULTIPLE RANGE ANALYSIS BETWEEN HOME ECONOMICS GRADUATES' SELF-ASSESSED CLOTHING AND TEXTILES COMPETENCE SCORES AND MAJOR EMPHASIS OF BACHELOR'S DEGREE

Emphasis of Bachelor's Degree	Number	Mean	Significant Differences
Clothing, Textiles and Merchandising	8	3.825	A
Home Economics Education and Community Services	50	3.506	
Other	11	3.182	B
Home Economics in Business	8	3.100	
General Home Economics	20	2.940	C
Foods and Nutrition	22	2.764	

df = 113  
p < .05

As seen in Table XXXIV, self-assessed family economics and home management competence scores of clothing, textiles and merchandising graduates; home economics education and community services graduates; and "other" graduates were significantly higher than the scores of home economics in business graduates and general home economics graduates. Scores of home economics in business graduates were not significantly different from scores of foods and nutrition graduates and scores of general home economics graduates.

TABLE XXXIV

DUNCAN'S MULTIPLE RANGE ANALYSIS BETWEEN HOME ECONOMICS GRADUATES'  
 SELF-ASSESSED FAMILY ECONOMICS AND HOME MANAGEMENT  
 COMPETENCE SCORES AND MAJOR EMPHASIS OF  
 BACHELOR'S DEGREE

Emphasis of Bachelor's Degree	Number	Mean	Significant Differences
Clothing, Textiles and Merchandising	8	3.707	*
Home Economics Education and Community Services	50	3.610	A
Other	11	3.595	*
Foods and Nutrition	22	3.505	*
Home Economics in Business	8	3.291	B
General Home Economics	20	3.267	*

df = 113  
 p < .05

As illustrated in Table XXXV, housing self-assessed competence scores of clothing, textiles and merchandising graduates were significantly higher than scores of general home economics graduates, foods and nutrition graduates, home economics in business graduates, and other graduates, including interior design majors. Housing scores of home economics education and community services graduates were significantly higher than housing scores of general home economics and foods and nutrition graduates.

Self-assessed family relations and child development competence scores of clothing, textiles and merchandising graduates; home economics in business graduates; "other" graduates; and home economics education and community services graduates were significantly higher than the scores of general home economics graduates (Table XXXVI). Once again

general home economics majors perceived themselves as having less competence than other majors perceived themselves as having.

TABLE XXXV  
DUNCAN'S MULTIPLE RANGE ANALYSIS BETWEEN HOME ECONOMICS GRADUATES'  
SELF-ASSESSED HOUSING COMPETENCE SCORES AND MAJOR  
EMPHASIS OF BACHELOR'S DEGREE

Emphasis of Bachelor's Degree	Number	Mean	Significant Differences
Clothing, Textiles and Merchandising	9	3.978	*
Home Economics Education and Community Services	49	3.602	A ↓ *
Other	11	3.418	B ↓ *
Home Economics in Business	8	3.300	*
Foods and Nutrition	28	3.111	C ↓ *
General Home Economics	20	3.000	*

df = 119,  $p < .05$

TABLE XXXVI  
DUNCAN'S MULTIPLE RANGE ANALYSIS BETWEEN HOME ECONOMICS GRADUATES'  
SELF-ASSESSED FAMILY RELATIONS AND CHILD DEVELOPMENT  
COMPETENCE SCORES AND MAJOR EMPHASIS OF  
BACHELOR'S DEGREE

Emphasis of Bachelor's Degree	Number	Mean	Significant Differences
Clothing, Textiles and Merchandising	8	3.745	*
Home Economics in Business	8	3.661	B ↓ *
Other	11	3.656	*
Home Economics Education and Community Services	50	3.602	*
Foods and Nutrition	22	3.412	A ↓ *
General Home Economics	20	3.005	*

df = 113,  $p < .05$

Self-assessed foods and nutrition competence scores for foods and nutrition majors were significantly higher than the scores of general home economics graduates or home economics in business graduates (Table XXXVII). There were no significant differences in the scores of foods and nutrition graduates and the scores of clothing, textiles and merchandising graduates; home economics education and community service graduates; and other graduates.

TABLE XXXVII

DUNCAN'S MULTIPLE RANGE ANALYSIS BETWEEN HOME ECONOMICS GRADUATES' SELF-ASSESSED FOODS AND NUTRITION COMPETENCE SCORES AND MAJOR EMPHASIS OF BACHELOR'S DEGREE

Emphasis of Bachelor's Degree	Number	Mean	Significant Differences
Foods and Nutrition	25	4.166	
Other	11	3.781	*
Home Economics Education and Community Services	50	3.764	A
Clothing, Textiles and Merchandising	8	3.654	
Home Economics in Business	8	3.453	
General Home Economics	20	3.416	*

df = 116

p < .05

In four of the five subject matter areas, clothing and textiles majors had the highest mean scores for self-assessed competence. General home economics graduates had the lowest mean scores for self-assessed competence in three subject matter areas. Graduates' mean scores for feelings of competency, according to major emphasis of bachelor's degree and subject matter area were assessed (see Table XXXVIII).

TABLE XXXVIII  
 DISTRIBUTION OF HOME ECONOMICS GRADUATES' MEAN SCORES  
 FOR SELF-ASSESSED COMPETENCE ACCORDING TO  
 EMPHASIS OF BACHELORS DEGREE AND  
 SUBJECT MATTER AREA

Major Emphasis of Bachelor's Degree	Subject Matter Areas				
	Clothing, Textiles and Merchandising	Family Economics/ Home Management	Housing	Family Relations/ Child Development	Foods and Nutrition
Home Economics Education and Community Services	3.51	3.61	3.60	3.60	3.76
Foods, Nutrition and Dietetics	2.76	3.51	3.11	3.41	4.17
General Home Economics	2.94	3.27	3.00	3.01	3.42
Clothing, Textiles and Merchandising	3.83	3.71	3.98	3.75	3.65
Home Economics in Business	3.10	3.29	3.30	3.66	3.10
Other	3.18	3.60	3.19	3.66	3.78

Plans for an Advanced Degree

The results of the analyses of variance of the difference between self-assessed competence scores and plans for an advanced degree revealed F-values lower than the tabled F-value of 3.08 for all five subject matter areas. It was decided that graduates' self-assessed competence scores and plans for an advanced degree were not significantly different (Table XXXIX).

TABLE XXXIX

F-VALUES REFLECTING DIFFERENCES IN HOME ECONOMICS GRADUATES'  
SELF-ASSESSED COMPETENCE SCORES BY SUBJECT MATTER  
AREA AND PLANS FOR AN ADVANCED DEGREE

Subject Matter Area	F-Value	Significance
Clothing and Textiles	2.0587	N.S.
Family Economics and Home Management	.9423	N.S.
Housing	.6397	N.S.
Family Relations and Child Development	1.4828	N.S.
Foods and Nutrition	.8329	N.S.

F = 3.08

Employment Status

The results of the analyses of variance of the difference between graduates' self-assessed competence scores and employment status revealed significant F-values in the clothing and textiles subject matter

area and the family relations/child development area (Table XL). It was decided that there were significant self-assessed competence score differences in the clothing and textiles subject matter area between employed and non-employed graduates as well as significant differences in the family relations and child development subject matter area between employed and unemployed graduates. Mean scores indicated that employed graduates scored higher than unemployed graduates in the clothing and textiles area, while unemployed graduates scored higher than employed graduates in the family relations and child development area.

No significant differences were evident between self-assessed competence scores and employment status in the subject matter areas of family economics/home management, housing and foods and nutrition. The Duncan's Multiple Range analysis was not necessary since the independent variable, employment status, contained only two levels, employed and non-employed.

TABLE XL

F-VALUES REFLECTING DIFFERENCES IN HOME ECONOMICS GRADUATES'  
SELF-ASSESSED COMPETENCE SCORES BY SUBJECT MATTER AREA  
AND EMPLOYMENT STATUS

Subject Matter Area	F-Value	Significance
Clothing and Textiles	19.3702	.05
Family Economics and Home Management	.1263	N.S.
Housing	.8178	N.S.
Family Relations and Child Development	19.8150	.05
Foods and Nutrition	2.1793	N.S.

$p < .05$ ,  $F = 3.08$

Nature of Primary Employer

Results of the analyses of variance of the difference between self-assessed competence scores and nature of primary employer revealed F-Values not as high as the tabled F-Value of 2.31 at the .05 level of significance for all five subject matter areas (Table XLI). It was found that self-assessed competence scores were not significantly different when compared with nature of primary employer.

TABLE XLI

F-VALUES REFLECTING DIFFERENCES IN HOME ECONOMICS GRADUATES'  
SELF-ASSESSED COMPETENCE SCORES BY SUBJECT MATTER AREA  
AND NATURE OF PRIMARY EMPLOYER

Subject Matter Area	F-Value	Significance
Clothing and Textiles	1.1053	N.S.
Family Economics and Home Management	1.2315	N.S.
Housing	.3316	N.S.
Family Relations and Child Development	.2989	N.S.
Foods and Nutrition	.8337	N.S.

p < .05  
F = 2.31

Major Functions Performed in Current Job

Results of the analyses of variance of the difference between self-assessed competence scores and major functions performed in current



job revealed F-Values lower than the tabled F-Value of 2.31 at the .05 level of significance for all subject matter areas (Table XLII). It was found that self-assessed competence scores were not significantly different when compared with functions performed in current job.

TABLE XLII

F-VALUES REFLECTING DIFFERENCES IN HOME ECONOMICS GRADUATES'  
SELF-ASSESSED COMPETENCE SCORES BY SUBJECT MATTER AREA  
AND MAJOR FUNCTIONS PERFORMED IN CURRENT JOB

Subject Matter Area	F-Value	Significance
Clothing and Textiles	.9199	N.S.
Family Economics and Home Management	1.4545	N.S.
Housing	1.2646	N.S.
Family Relations and Child Development	.8685	N.S.
Foods and Nutrition	2.0040	N.S.

$p < .05$ ,  $F = 2.31$

#### Types of Volunteer Service

Results of the analyses of variance of the difference between self-assessed competence scores by subject matter area and types of volunteer service revealed F-Values significantly lower than the tabled F-Values of 2.45 at the .05 level of significance for all five subject matter areas (Table XLIII). It was decided that self-assessed competence scores and types of volunteer service were not significantly different for graduates by subject matter areas.

TABLE XLIII

F-VALUES REFLECTING DIFFERENCES IN HOME ECONOMICS GRADUATES'  
 SELF-ASSESSED COMPETENCE SCORES BY SUBJECT MATTER AREA  
 AND TYPE OF VOLUNTEER SERVICE

Subject Matter Area	F-Value	Significance
Clothing and Textiles	.9107	N.S.
Family Economics and Home Management	.3518	N.S.
Housing	.2086	N.S.
Family Relations and Child Development	.4244	N.S.
Foods and Nutrition	1.3322	N.S.

$p < .05$   
 $F = 2.45$

#### Hours Worked Per Week in Volunteer Service

Results of the analyses of variance of the difference between self-assessed competence scores and hours worked per week in volunteer service revealed F-Values lower than the tabled F-Value of 2.46 for the clothing and textiles subject matter area, the housing area, the family relations and child development area, and the foods and nutrition area (Table XLIV). The family economics and home management subject matter area was significantly different with a calculated F-Value of 10.7387.

The direction of the significant difference was obtained through the use of the Duncan's Multiple Range test. For the family economics and home management subject matter area, graduates participating in no volunteer service had significantly higher self-assessed competence scores than did those graduates who gave time to volunteerism (Table XLV).

TABLE XLIV

F-VALUES REFLECTING DIFFERENCES IN HOME ECONOMICS GRADUATES'  
 SELF-ASSESSED COMPETENCE SCORES BY SUBJECT MATTER AREA AND  
 HOURS WORKED PER WEEK IN VOLUNTEER SERVICE

Subject Matter Area	F-Value	Significance
Clothing and Textiles	.3910	N.S.
Family Economics and Home Management	10.7387	.05
Housing	.6977	N.S.
Family Relations and Child Development	1.0349	N.S.
Foods and Nutrition	2.3757	N.S.

p < .05  
 F = 2.46

TABLE XLV

DUNCAN'S MULTIPLE RANGE ANALYSIS BETWEEN HOME ECONOMICS GRADUATES'  
 SELF-ASSESSED FAMILY ECONOMICS AND HOME MANAGEMENT COMPETENCE  
 SCORES AND HOURS WORKED PER WEEK IN VOLUNTEER SERVICE

Hours Worked Per Week	Number	Mean	Significant Differences
None	25	4.344	
9 - 12	12	3.667	*   *
More than 12	15	3.605	
5 - 8	16	3.465	
1 - 4	41	3.434	

df = 104  
 p .05

Table XLVI is a summary of F-Values reflecting differences in graduates' self-assessed competence scores by subject matter area and personal and professional characteristics. As seen, hypothesis two was partially accepted. There were significant differences between graduates' self-assessed competence scores and major emphasis of bachelor's degree, employment status and average hours per week devoted to volunteer services.

TABLE XLVI

F-VALUES REFLECTING DIFFERENCES IN HOME ECONOMICS  
GRADUATES' SELF-ASSESSED COMPETENCE SCORES  
BY SUBJECT MATTER AREA AND PERSONAL  
AND PROFESSIONAL CHARACTERISTICS

Characteristic	Clothing and Textiles	Family Economics/ Home Management	Housing	Family Relations/ Child Development	Foods and Nutrition
1. College from which bachelor's degree was received	.7795	2.6539	.2864	1.4016	1.9001
2. Major emphasis of bachelor's degree	5.2084*	5.0307*	3.6593*	2.8912*	3.1641*
3. Plans for an advanced degree	2.0587	.9423	.6397	1.4828	.8329
4. Employment status	19.3702*	.1263	.8178	19.8150*	2.1793
5. Nature of primary employer	1.1053	1.2315	.3316	.2989	.8337
6. Major function performed in current job	.9199	1.4545	1.2646	.8685	2.0040
7. Types of volunteer service to the community	.9107	.3518	.2086	.4244	1.3322
8. Average hours per week devoted to volunteer services	.3910	10.7387*	.6977	1.0349	2.3757

\* Significant at .05.

## CHAPTER V

### CONCLUSIONS, RECOMMENDATIONS AND DISCUSSION

The overall purpose of this study is to provide a research base for decision making in home economics curriculum at Bethany Nazarene College, Northwest Nazarene College, Olivet Nazarene College, and Point Loma College. To achieve this purpose, a follow-up of graduates to assess their personal characteristics and to analyze their perceptions of the importance of selected competencies as well as their perceptions of their ability to perform those competencies is felt would supply the needed information.

#### Conclusions

Two hypotheses for the study test differences between graduates' self-assessed competence scores and their perceptions of the importance of selected competencies as well as test selected personal and professional variables that may be impacting on self-assessed competence scores. The following conclusions are drawn from the study.

$H_1$ : There will be no significant differences between the degree to which graduates believe a competency is important and the degree to which they believe they can perform that competency. Analysis of data indicates that there are significant differences between self-assessed competence scores and graduates' perceptions of the importance of selected competencies. Therefore, hypothesis one is not accepted. Students

rated the competencies to be of greater importance than their own achieved level of competency.

Feldman's (1974) findings may account, in part, for this conclusion. Could these graduates feel less confident because they were expected to feel this way? Could the stigma of a dominate female profession with lower prestige (lower economic rewards) than male dominated professional have had an influence on their ratings?

According to the differences between graduates' self-assessed competence scores and their perceptions of the importance of selected competencies, increased emphasis is suggested in all subject matter areas to bring self-assessed competence scores closer to perceptions of the importance of competence scores. This might be done by encouraging students to seek information and to build up their self-confidence. There is evidence that getting students involved with research early in their college years will help do this. Such research involvement has highly significant positive effects on self-concept and self-esteem (Astin, 1977).

H<sub>2</sub>: There will be no significant differences between graduates' self-assessed competence scores and

- A. College from which bachelor's degree was received
- B. Major emphasis of bachelor's degree
- C. Plans for an advanced degree
- D. Current employment status
- E. Nature of primary employer
- F. Major function performed in current job
- G. Types of volunteer service to the community
- H. Average hours per week devoted to volunteer services.

Results of the analysis indicate significant differences between self-assessed competence scores and a part of the personal and professional variables selected for the study. They are: (1) major emphasis of bachelor's degree; (2) current employment status when compared with the subject matter areas of clothing and textiles and family relations and child development; and (3) average hours per week devoted to volunteer services when compared with the subject matter area of family economics and home management.

No significant differences are identified between self-assessed competence scores and the majority of the selected variables. They are: (1) college from which bachelor's degree was received; (2) plans for an advanced degree; (3) current employment status when compared with the subject matter areas of family economics and home management, housing and foods and nutrition; (4) nature of primary employer; (5) major function performed in current job; (6) types of volunteer service to the community; and (7) average hours per week devoted to volunteer services when compared with the subject matter areas of clothing and textiles, housing, family relations and child development, and foods and nutrition. Therefore, for the most part, hypothesis two is accepted.

Hypothesis two shows that for the most part there are no significant differences between graduates' self-assessed competence scores and various personal and professional variables. Students at church affiliated colleges tend to be quite similar. This is not surprising since individuals usually pick out a college that suits their own needs. In addition, students themselves are a great influence on each other. Just as small private colleges attract similar students, most fields of study attract rather similar kinds of students. When individuals are surrounded



by others much like themselves, their own values are likely to be intensified (East, 1980). These factors may explain in part the results obtained in hypothesis two.

Presently, clothing and textiles as a major area of study in home economics is quite popular. In 1978-79, more baccalaureate degrees were granted in this area of study than in any other home economics area (Harper, 1981). Jobs seem to be plentiful for clothing and textiles majors. It is the opinion of the researcher that these factors contribute to the higher level of self-assessed competence exhibited by clothing and textile majors.

During the 1970's, home economics, for the most part, moved from a generalized field of study to specialized areas of professional education (Harper, 1981). Since home economics is comprised of so many areas of study, it is difficult to be proficient and exhibit a high level of competence in all areas. It is believed that these factors contribute to the low level of self-assessed competence indicated by general home economics majors.

#### Recommendations

After reviewing the literature, conducting the research and reporting the data, the following recommendations for further research are proposed.

1. It is recommended that research be conducted to determine why home economics graduates did not join the American Home Economics Association.

2. It is recommended that a study be made using the competence check list from the present study to determine:

- (a) where the competencies were developed;
- (b) how the competences were developed through learning experiences provided in the home economics curriculum; and
- (c) whether additional competences could be added to the home economics curriculum.

3. It is recommended that an additional study similar to this one should be conducted to include other private, liberal arts colleges.

4. It is recommended that an additional study be conducted to determine personal characteristics and perceptions of competencies of associate degree graduates.

5. In order to more adequately meet the career needs of future students, it is recommended that further efforts which parallel this study consider other independent variables than those selected here for further study.

6. It is recommended that the competences identified in this research be refined further and be studied individually for purposes of determining a more precise definition of graduate competence in home economics.

#### Discussion

The first objective of this study is to develop a profile of home economics graduates from four private colleges. This profile is as follows. The majority of all of the respondents are:

1. Female (95.70) percent;
2. Young (96.55 percent were 30 years of age or younger);

3. Married (63.48 percent);
4. Without children (75.44 percent);
5. Holding only the bachelor's degree (96.47 percent);
6. Employed (80.17 percent);
7. Earning \$5,000 - \$14,999 (53.98 percent) annual personal income;
8. Non-members of the American Home Economics Association (85.97 percent); and
9. Participating in volunteer services (76.79 percent).

As evidenced above, only a small proportion of male students are choosing home economics as a field of study. Harper (1981) states that the profession's lack of ability to attract male students into the field of home economics should concern all home economics professionals, especially faculty and administrators in home economics programs in higher education. She further states that as women move into non-traditional fields of study and work, educators should do all possible to make home economics fields of study attractive to both sexes.

Nation-wide home economics educators are expressing concern that under-graduate home economics degrees granted decreased slightly since 1974-75 and that master's degrees granted increased only marginally in 1978-79 (Harper, 1981). The majority of home economics graduates participating in this study are traditional college age students. Only a small percentage are pursuing graduate degrees. If home economics is to continue helping families and individuals become all they are capable of becoming, colleges and universities must strengthen the graduate and undergraduate components of the home economics areas of study and at the same time utilize effective recruiting techniques in order to reach the pool of potential baccalaureate and master's degree candidates.

With the majority of graduates employed outside the home, home economics programs must address the topics of career planning and career placement and the challenges faced by dual career families. Approximately 63 percent of the graduates participating in this study selected home economics as a major field of study to prepare for a career outside the home. Approximately 59 percent of all those employed are in careers unrelated to home economics. As educators, we should encourage our professional organizations to continue their role of providing leadership in making the employment needs of business and industry as well as educational institutions known. We should also help students analyze what the new as well as the old career opportunities include.

Bernard (1975) states that "Women are poor. Compared with men, they are very poor" (p. 238). She further states that women earn less than men at every level of society. Females who work, do so in part to earn money. During these times of inflation and increasing cost of living, it is imperative that home economics programs help students make wise choices related to employment which influences income earned.

Since membership in AHEA is not a requirement for most home economics positions, graduates have a choice as to joining or not joining AHEA. East (1980) estimates that only about one-third of the employed home economists were members of AHEA in 1973. Data indicate that graduates from private colleges are not improving these statistics. There are indications that we as professional home economists are not encouraging new membership and are not sharing the benefits to be derived from professional organizations in ways that are needed.

Evidence shows that home economists from the private colleges included in this study value volunteer service. Since only 2.16 percent

of the respondents are giving time to public policy advocacy/political involvement, perhaps more involvement by graduates in this area could provide additional benefits for individuals and families.

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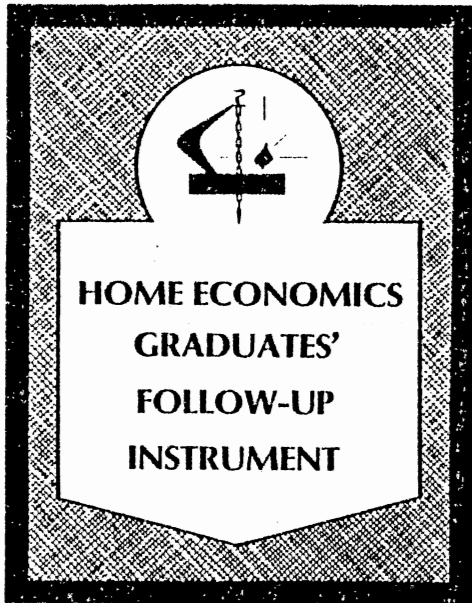
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APPENDIXES

APPENDIX A

DATA COLLECTION INSTRUMENT



**Directions:** Place the letter (a, b, c, etc.) that is true for you in the blank space to the left of each number.

**PART I**

**PERSONAL DATA**

- \_\_\_\_ 1. Your sex
  - a. Male
  - b. Female
- \_\_\_\_ 2. Your age range
  - a. 25 years or under
  - b. 26-30 years
  - c. 31-35 years
  - d. 36-40 years
  - e. 41 years or over
- \_\_\_\_ 3. Your current marital status
  - a. Single, never married
  - b. Married
  - c. Separated
  - d. Divorced
  - e. Widowed

- \_\_\_\_ 4. Number of children (adoption, biological and/or guardianship)
  - a. None
  - b. 1-2
  - c. 3-4
  - d. 5-6
  - e. 7 or more

**PART II  
EDUCATION DATA**

- \_\_\_\_ 5. -9. College degree(s) that you have earned (check [✓] all that are true for you)
  - \_\_\_\_ a. Bachelor's degree
  - \_\_\_\_ b. Master's degree
  - \_\_\_\_ c. Education specialist's degree or professional diploma based on at least six years of college
  - \_\_\_\_ d. Doctoral degree (e.g., Ph.D., Ed.D.)
  - \_\_\_\_ e. Other professional degree; please specify: \_\_\_\_\_
- \_\_\_\_ 10. Your most important reason for selecting home economics as a major (Select **only one** response)
  - a. To develop skills and concepts that would enrich your daily life
  - b. To prepare for a specific career outside the home
  - c. To prepare for the career of homemaking
  - d. Other; please specify: \_\_\_\_\_
- \_\_\_\_ 11. The home economics curriculum at your college was adequate to prepare you for your objectives
  - a. Yes
  - b. No
- \_\_\_\_ 12. If you were choosing a bachelor's major today, you would again select home economics
  - a. Yes
  - b. No.
- \_\_\_\_ 13. If you answered **No** to question 12, please write what academic major you would choose: \_\_\_\_\_
- \_\_\_\_ 14. Please write the suggestions you would offer to improve the home economics curriculum: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- \_\_\_\_ 15. - 31. Major emphasis of your bachelor's degree (check [✓] **two only** if co-majors)
  - \_\_\_\_ a. Child Care
  - \_\_\_\_ b. Dietetics
  - \_\_\_\_ c. Family Economics and Home Management
  - \_\_\_\_ d. Family Relations and Child Development
  - \_\_\_\_ e. Family Studies
  - \_\_\_\_ f. Fashion Design and Merchandising
  - \_\_\_\_ g. Foods and Nutrition
  - \_\_\_\_ h. General Home Economics
  - \_\_\_\_ i. Home and Church Coordinator
  - \_\_\_\_ j. Home Economics in Business
  - \_\_\_\_ k. Home Economics Communications
  - \_\_\_\_ l. Home Economics Education

(continued on page 3)

- \_\_\_\_ m. Home Economics Education and Early Childhood Education
- \_\_\_\_ n. Home Economics Social Service
- \_\_\_\_ o. Interior Design
- \_\_\_\_ p. Textiles and Clothing
- \_\_\_\_ q. Other; please indicate: \_\_\_\_\_
- \_\_\_\_ 32. If applicable, please write the major area of your master's degree in the space provided: \_\_\_\_\_
- \_\_\_\_ 33. If applicable, please write the major area of your doctoral degree in the space provided: \_\_\_\_\_
- \_\_\_\_ 34. Your age range when bachelor's degree was received
  - a. 25 years or under
  - b. 26-30 years
  - c. 31-35 years
  - d. 36-40 years
  - e. 41 years or over
- \_\_\_\_ 35. The year you received your bachelor's degree
  - a. 1976
  - b. 1977
  - c. 1978
  - d. 1979
  - e. 1980
- \_\_\_\_ 36. Your plans for an advanced degree (select **only one** response)
  - a. Have completed highest degree available in my field
  - b. No plans for another degree
  - c. Presently in a degree program, to be completed within 9-12 months
  - d. Presently in a degree program, completion date more than 12 months
  - e. Planning to begin a degree program within 2-3 years
  - f. Planning to begin a degree program in the unspecified future

**PART III**

**EMPLOYMENT INFORMATION**

- \_\_\_\_ 37. Your current employment status
  - a. Employed
  - b. Non-employed
  - c. Retired
- \_\_\_\_ 38. If you are employed, your job is related to home economics
  - a. Yes
  - b. No
- \_\_\_\_ 39. - 44. If you answered **No** to question 38, check [✓] **all** the reasons you have for choosing a position outside your major
  - \_\_\_\_ a. Better salary
  - \_\_\_\_ b. No jobs available for my major
  - \_\_\_\_ c. Homemaking
  - \_\_\_\_ d. Continuing formal study
  - \_\_\_\_ e. More opportunity for advancement
  - \_\_\_\_ f. Other; please specify: \_\_\_\_\_

45. Hours you work per week in your current position(s) (Select response most descriptive of your situation)
- \_\_\_ a. Not applicable
  - \_\_\_ b. Full-time (36 hours or more per week)
  - \_\_\_ c. Three-fourths time (30 hours or more per week)
  - \_\_\_ d. Half-time (20 hours or more per week)
  - \_\_\_ e. Quarter-time (10 hours or more per week)
46. - 50. Nature of your primary employer (check [✓] all that apply)
- \_\_\_ a. Not applicable
  - \_\_\_ b. Business
  - \_\_\_ c. Church
  - \_\_\_ d. Cooperative Extension
  - \_\_\_ e. Preschool educational institution or system
  - \_\_\_ f. Elementary educational institution or system
  - \_\_\_ g. Secondary educational institution or system
  - \_\_\_ h. University educational institution or system
  - \_\_\_ i. Government
  - \_\_\_ j. Industry
  - \_\_\_ k. Non-Profit organization
  - \_\_\_ l. Self-employed
  - \_\_\_ m. Other; please specify: \_\_\_\_\_
59. - 69. Major function(s) you perform in your current job (check [✓] no more than three)
- \_\_\_ a. Not applicable
  - \_\_\_ b. Administration
  - \_\_\_ c. Counseling or advising
  - \_\_\_ d. Food service
  - \_\_\_ e. Health care services
  - \_\_\_ f. Instruction (formal or informal groups)
  - \_\_\_ g. Management
  - \_\_\_ h. Marketing
  - \_\_\_ i. Product development/testing
  - \_\_\_ j. Research
  - \_\_\_ k. Other; please specify: \_\_\_\_\_
70. Your current position - briefly describe your primary position including nature and setting of work (e.g., Director of Consumer Affairs for public utility company; Rehabilitation Therapist for private health care service; Day Care Service Consultant for public agency) \_\_\_\_\_
71. Your estimated annual personal income from all sources of employment
- \_\_\_ a. Not applicable
  - \_\_\_ b. \$4,999 or under
  - \_\_\_ c. \$5,000 - \$9,999
  - \_\_\_ d. 10,000 - \$14,999
  - \_\_\_ e. \$15,000 - \$19,999
  - \_\_\_ f. \$20,000 - \$24,999
  - \_\_\_ g. \$25,000 - \$29,999
  - \_\_\_ h. \$30,000 - \$39,999
  - \_\_\_ i. \$40,000 or over

### PART IV PROFESSIONAL ASSOCIATION

72. You are a member of the American Home Economics Association
- \_\_\_ a. Yes
  - \_\_\_ b. No
73. List other professional organizations to which you belong \_\_\_\_\_
74. - 79. Types of volunteer service you perform for the community (check [✓] all that apply)
- \_\_\_ a. Not applicable
  - \_\_\_ b. Social/human service (hospitals, Boy Scouts, Girls Scouts, etc.)
  - \_\_\_ c. Church or religious
  - \_\_\_ d. School/education (PTA, room parent, etc.)
  - \_\_\_ e. Public policy advocacy/political involvement
  - \_\_\_ f. Other; please specify: \_\_\_\_\_
80. Average hours you worked per week in volunteer service to the community during the past year
- \_\_\_ a. None
  - \_\_\_ b. 1-4 hours
  - \_\_\_ c. 5-8 hours
  - \_\_\_ d. 9-12 hours
  - \_\_\_ e. 13-16 hours
  - \_\_\_ f. 17-20 hours
  - \_\_\_ g. 21 hours or more
81. - 94. Volunteer services you performed for your church during the past three years (check [✓] all that apply)
- \_\_\_ a. Not applicable
  - \_\_\_ b. Sunday School teacher
  - \_\_\_ c. Children's Church teacher or director
  - \_\_\_ d. Nursery attendant
  - \_\_\_ e. Sunday School Superintendent
  - \_\_\_ f. Member of a choral group
  - \_\_\_ g. Choir director
  - \_\_\_ h. Pianist or organist
  - \_\_\_ i. Elected official
  - \_\_\_ j. Member of missionary society
  - \_\_\_ k. Caravan leader
  - \_\_\_ l. Vacation Bible School teacher or helper
  - \_\_\_ m. Secretarial duties
  - \_\_\_ n. Other; please specify: \_\_\_\_\_

### PART V PROFESSIONAL COMPETENCY

Listed on the following pages are competence statements which have been adapted from materials prepared at a clinic by home economics educators from across the United States. These competencies represent desired outcomes appropriate for the undergraduate program in home economics.

Directions: For each of the following competencies, first indicate to what extent you believe a general home economics graduate should be able to perform the competency by checking [✓] the appropriate number. Number one indicates that the item is of least importance to a home economics graduate while number five indicates that the item is of most importance to the graduate. Then indicate the degree to which you believe you can perform the competency by checking [✓] the appropriate number in the column on the far right hand side of the page. Number one indicates that you can perform the competency least well while number five indicates you can perform a competency most well.

	GRADUATE SHOULD BE ABLE TO:					DEGREE TO WHICH CAN DO:				
	1	2	3	4	5	1	2	3	4	5
<b>I. CLOTHING AND TEXTILES</b> 95-96. Apply art elements and principles of design in the selection and use of apparel and textile products 97-98. Describe the cultural, social and psychological factors that influence the selection and use of clothing and textile products 99-100. Identify characteristics of clothing and textile products that will provide safety, protection and comfort as they relate to age, health, occupation, and life style										



10

	LEAST IMPORTANT					MOST IMPORTANT					LEAST WELL					MOST WELL				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
147-148. Demonstrate an understanding of and appreciation for varying types of family units																				
149-150. Assess the impact of varying life conditions on the achievement of developmental tasks																				
151-152. Evaluate the effect of parenting on human growth and development																				
153-154. Evaluate the effects of cultural patterns that are transmitted from one generation to another (i.e., social, moral, economic, and educational values and family customs) on the development and function of the individual and societal units																				
155-156. Identify formal and informal family support systems in the community																				
157-158. Identify opportunities for careers in occupations related to family relations and child development																				
159-160. Identify the contributions and interrelatedness of family relations and child development to the whole of home economics																				

**V. FOODS AND NUTRITION**

11

161-162. Assess the impact of cultural and socioeconomic influences on food practices																				
163-164. Assess the impact of nutrition on the well-being of the individual																				
165-166. Identify relationships among psychological and physiological satisfactions and food practices																				
167-168. Identify the nutritional contributions of various foods and food groups																				
169-170. Identify ways nutritional needs vary throughout the life cycle																				
171-172. Demonstrate food preparation practices that conserve nutrients and enhance the appearance and acceptance of food																				
173-174. Analyze relationships among technological and societal developments on the production and consumption of food																				
175-176. Assess the interrelationships among food marketing practices, consumer interest, food acceptance, nutritional needs, and use of consumer resources																				

*Please use the space in order to complete the activities*

12

	LEAST IMPORTANT					MOST IMPORTANT					LEAST WELL					MOST WELL				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
177-178. Demonstrate safe procedures in the production, processing, handling, and storing of food																				
179-180. Interpret government guidelines, standards and grades as established by USDA, FDA and other regulatory agencies																				
181-182. Analyze the relationship of environmental conditions and resources to food technology, production and consumption																				
183-184. Identify opportunities for careers in occupations related to foods and nutrition																				
185-186. Identify the contributions and interrelatedness of foods and nutrition to the whole of home economics																				

Thank you for your help.



APPENDIX B

MEMBERS OF PANEL OF EXPERTS

Dr. Joan Baird  
College of Home Economics  
Oklahoma State University  
Stillwater, Oklahoma 74078

Dr. Lora Cacy  
College of Home Economics  
Oklahoma State University  
Stillwater, Oklahoma 74078

Dr. Beulah Hirschlein  
College of Home Economics  
Oklahoma State University  
Stillwater, Oklahoma 74078

APPENDIX C

CORRESPONDENCE

**HER** Department of Home Economics  
"to improve the quality of life"

---

February 25, 1981

As a doctoral candidate in Home Economics Education and Administration at Oklahoma State University, I am conducting a follow-up study of home economics graduates from Nazarene colleges during the years 1976-80. The objectives of the study are to develop a profile of home economics graduates and to determine competencies graduates believe are important for home economics majors.

Will you help me by completing the enclosed questionnaire and returning it in the stamped, self-addressed envelope by March 15. The coding of each questionnaire is used for data analysis and for follow-up purposes to be carried out by the researcher. All information provided by the participants in the study will be held in strictest confidence.

Your participation in the study is greatly appreciated. Thank you for your time and consideration.

Sincerely yours,

Kay Abbott  
Assistant Professor  
Bethany Nazarene College

Eula Tombaugh, Head  
Home Economics Department  
Northwest Nazarene College

---

Anita Reynolds, Chairman • Kay Abbott  
Bethany Nazarene College • Bethany, OK 73008 • 789-6400, ext. 385



**HER** Department of Home Economics  
"to improve the quality of life"

---

March 25, 1981

A few weeks ago a copy of the Home Economics Graduates' Follow-Up Instrument to be used in curriculum development was mailed to you. I know that you are very busy, but won't you please help us with this project by completing the instrument. For your convenience, an additional copy of the instrument is enclosed.

May we have your completed copy back by April 10. A self-addressed stamped envelope is enclosed for your use. In the event you have already returned the completed instrument, please disregard this letter. Many thanks for your time and consideration.

Sincerely yours,

Kay Abbott  
Assistant Professor

---

Anita Reynolds, Chairman • Kay Abbott  
Bethany Nazarene College • Bethany, OK 73008 • 789-6400, ext. 385



APPENDIX D

DATA FOR ANALYSES OF VARIANCE TESTS

TABLE XLVII

DATA FROM FOUR PRIVATE COLLEGES FOR ANALYSES OF VARIANCE  
 REFLECTING DIFFERENCES IN HOME ECONOMICS GRADUATES'  
 SELF-ASSESSED COMPETENCE SCORES BY SUBJECT  
 MATTER AREA AND COLLEGE FROM WHICH  
 BACHELOR'S DEGREE WAS RECEIVED

Subject Matter Area	Source	df	SS	ms	F-Value	Significance
Clothing and Textiles	Total	110	56.8078			
	Between groups	3	1.2151	.4050	.7795	N.S.
	Within groups	107	55.5927	.5196		
Family Economics and Home Management	Total	110	41.5026			
	Between groups	3	2.8742	.9581	2.6539	N.S.
	Within groups	107	38.6284	.3610		
Housing	Total	109	71.4030			
	Between groups	3	.5741	.1913	.2864	N.S.
	Within groups	106	70.8289	.6682		
Family Relations and Child Development	Total	110	54.574			
	Between groups	3	2.0637	.6879	1.4016	N.S.
	Within groups	107	52.5103	.4908		
Foods and Nutrition	Total	113	58.2052			
	Between groups	3	2.8678	.9559	1.9001	N.S.
	Within groups	110	55.3374	.5031		

p .05  
 F<sub>.05</sub> = 2.68

TABLE XLVIII

DATA FROM FOUR PRIVATE COLLEGES FOR ANALYSES OF VARIANCE  
 REFLECTING DIFFERENCES IN HOME ECONOMICS GRADUATES'  
 SELF-ASSESSED COMPETENCE SCORES BY SUBJECT  
 MATTER AREA AND PLANS FOR  
 AN ADVANCED DEGREE

Subject Matter Area	Source	df	SS	ms	F-Value	Significance
Clothing and Textiles	Total	104	64.9305			
	Between groups	2	2.5194	1.2597	2.0587	N.S.
	Within groups	102	62.4111	.6119		
Family Economics and Home Management	Total	104	34.4731			
	Between groups	2	.6254	.3127	.9423	N.S.
	Within groups	102	33.8477	.3318		
Housing	Total	103	68.7945			
	Between groups	2	.8606	.4303	.6397	N.S.
	Within groups	101	67.9339	.6726		
Family Relations and Child Development	Total	104	52.5806			
	Between groups	2	1.4855	.7428	1.4828	N.S.
	Within groups	102	51.0951	.5009		
Foods and Nutrition	Total	107	56.9604			
	Between groups	2	.8895	.4448	.8329	N.S.
	Within groups	105	56.0709	.5340		

p .05  
 F<sub>.05</sub> = 3.08



TABLE XLIX

DATA FROM FOUR PRIVATE COLLEGES FOR ANALYSES OF VARIANCE  
 REFLECTING DIFFERENCES IN HOME ECONOMICS GRADUATES'  
 SELF-ASSESSED COMPETENCE SCORES BY SUBJECT  
 MATTER AREA AND MAJOR EMPHASIS  
 OF BACHELOR'S DEGREE

Subject Matter Area	Source	df	SS	ms	F-Value	Significance
Clothing and Textiles	Total	118	70.6567			
	Between groups	5	13.2346	2.6469	5.2084	.05
	Within groups	113	57.4221	.5082		
Family Economics and Home Management	Total	118	13.4847			
	Between groups	5	2.4550	.4910	5.0307	.05
	Within groups	113	11.0297	.0976		
Housing	Total	124	79.6346			
	Between groups	5	10.612	2.1224	3.6593	.05
	Within groups	119	69.0226	.5800		
Family Relations and Child Development	Total	118	57.5266			
	Between groups	5	6.5241	1.3048	2.8912	.05
	Within groups	113	51.0025	.4513		
Foods and Nutrition	Total	121	61.1421			
	Between groups	5	7.3376	1.4675	3.1641	.05
	Within groups	116	53.8045	.4638		

p .05  
 $F_{.05} = 2.29$

TABLE L  
 DATA FROM FOUR PRIVATE COLLEGES FOR ANALYSES OF VARIANCE  
 REFLECTING DIFFERENCES IN HOME ECONOMICS GRADUATES'  
 SELF-ASSESSED COMPETENCE SCORES BY SUBJECT  
 MATTER AREA AND CURRENT EMPLOYMENT  
 STATUS

Subject Matter Area	Source	df	SS	ms	F-Value	Significance
Clothing and Textiles	Total	110	25.5107			
	Between groups	1	3.8494	3.8494	19.3702	.05
	Within groups	109	21.6613	.1987		
Family Economics and Home Management	Total	111	48.3834			
	Between groups	1	.0555	.0555	.1263	N.S.
	Within groups	110	48.3279	.4393		
Housing	Total	109	70.3397			
	Between groups	1	.5286	.5286	.8178	N.S.
	Within groups	108	69.8111	.6464		
Family Relations and Child Development	Total	113	72.9150			
	Between groups	1	10.9609	10.9609	19.8150	.05
	Within groups	112	61.9541	.5532		
Foods and Nutrition	Total	113	58.2025			
	Between groups	1	1.1109	1.1109	2.1793	N.S.
	Within groups	112	57.0916	.5097		

p .05  
 F .05 = 3.94

TABLE LI

DATA FROM FOUR PRIVATE COLLEGES FOR ANALYSES OF VARIANCE  
 REFLECTING DIFFERENCES IN HOME ECONOMICS GRADUATES'  
 SELF-ASSESSED COMPETENCE SCORES BY SUBJECT  
 MATTER AREA AND NATURE OF  
 PRIMARY EMPLOYER

Subject Matter Area	Source	df	SS	ms	F-Value	Significance
Clothing and Textiles	Total	121	71.5806			
	Between groups	5	3.2551	.6510	1.1053	N.S.
	Within groups	116	68.3255	.5890		
Family Economics and Home Management	Total	121	39.9757			
	Between groups	5	2.0148	.4030	1.2315	N.S.
	Within groups	116	37.9609	.3272		
Housing	Total	121	76.5953			
	Between groups	5	1.0793	.2159	.3316	N.S.
	Within groups	116	75.5160	.6510		
Family Relations and Child Development	Total	121	59.1789			
	Between groups	5	.7527	.1505	.2989	N.S.
	Within groups	116	58.4262	.5037		
Foods and Nutrition	Total	124	66.9130			
	Between groups	5	2.2648	.4530	.8337	N.S.
	Within groups	119	64.6482	.5433		

p .05  
 F<sub>.05</sub> = 2.31

TABLE LII  
 DATA FROM FOUR PRIVATE COLLEGES FOR ANALYSES OF VARIANCE  
 REFLECTING DIFFERENCES IN HOME ECONOMICS GRADUATES'  
 SELF-ASSESSED COMPETENCE SCORES BY SUBJECT  
 MATTER AREA AND MAJOR FUNCTIONS  
 PERFORMED IN CURRENT JOB

Subject Matter Area	Source	df	SS	ms	F-Value	Significance
Clothing and Textiles	Total	162	98.0230			
	Between groups	7	3.9100	.5586	.9199	N.S.
	Within groups	155	94.1130	.6072		
Family Economics and Home Management	Total	162	58.2721			
	Between groups	7	3.5921	.5132	1.4545	N.S.
	Within groups	155	54.6800	.3528		
Housing	Total	163	108.2532			
	Between groups	7	5.8132	.8305	1.2646	N.S.
	Within groups	156	102.44	.6567		
Family Relations and Child Development	Total	162	80.9656			
	Between groups	7	3.0556	.4365	.8685	N.S.
	Within groups	155	77.9100	.5026		
Foods and Nutrition	Total	167	92.8440			
	Between groups	7	7.484	1.0691	2.0040	N.S.
	Within groups	160	85.36	.5335		

p .05  
 F<sub>.05</sub> = 2.31

TABLE LIII

DATA FROM FOUR PRIVATE COLLEGES FOR ANALYSES OF VARIANCE  
 REFLECTING DIFFERENCES IN HOME ECONOMICS GRADUATES'  
 SELF-ASSESSED COMPETENCE SCORES BY SUBJECT  
 MATTER AREA AND TYPES OF  
 VOLUNTEER SERVICE

Subject Matter Area	Source	df	SS	ms	F-Value	Significance
Clothing and Textiles	Total	134	89.5199			
	Between groups	4	2.4399	.6099	.9107	N.S.
	Within groups	130	87.0800	.6698		
Family Economics and Home Management	Total	134	42.9803			
	Between groups	4	.4603	.1151	.3518	N.S.
	Within groups	130	42.5200	.3271		
Housing	Total	132	90.2445			
	Between groups	4	.5845	.1461	.2086	N.S.
	Within groups	128	89.6600	.7055		
Family Relations and Child Development	Total	134	68.888			
	Between groups	4	.888	.2220	.4244	N.S.
	Within groups	130	68.000	.5231		
Foods and Nutrition	Total	135	67.4150			
	Between groups	4	2.6350	.6588	1.3322	N.S.
	Within groups	131	64.7800	.4945		

p .05  
 F .05 = 2.45

TABLE LIV

DATA FROM FOUR PRIVATE COLLEGES FOR ANALYSES OF VARIANCE  
 REFLECTING DIFFERENCES IN HOME ECONOMICS GRADUATES'  
 SELF-ASSESSED COMPETENCE SCORES BY SUBJECT  
 MATTER AREA AND AVERAGE HOURS WORKED PER  
 WEEK IN VOLUNTEER SERVICE

Subject Matter Area	Source	df	SS	ms	F-Value	Significance
Clothing and Textiles	Total	108	66.8200			
	Between groups	4	.9900	.2475	.3910	N.S.
	Within groups	104	65.8300	.6329		
Family Economics and Home Management	Total	108	48.9725			
	Between groups	4	14.3125	3.5781	10.7387	.05
	Within groups	104	34.6600	.3332		
Housing	Total	107	70.9519			
	Between groups	4	1.8719	.4680	.6977	N.S.
	Within groups	103	69.0800	.6707		
Family Relations and Child Development	Total	108	52.8221			
	Between groups	4	2.0221	.5055	1.0349	N.S.
	Within groups	104	50.8000	.4885		
Foods and Nutrition	Total	109	56.4549			
	Between groups	4	4.6849	1.1712	2.3757	N.S.
	Within groups	105	51.7700	.4930		

p .05  
 F<sub>.05</sub> = 2.46

APPENDIX E

CATEGORIES COMPRISING ITEMS 15-31

TABLE LV  
 MAJOR EMPHASIS OF BACHELOR'S DEGREE FOR FOUR PRIVATE  
 COLLEGES OFFERING A FOUR YEAR HOME  
 ECONOMICS PROGRAM

Major Emphasis of Bachelor's Degree	1	College 2	3	4
1. Child Care			*	
2. Dietetics			*	
3. Family Economics and Home Management				*
4. Family Relations and Child Development				*
5. Family Studies	*			
6. Fashion Design & Merchandising		*	*	
7. Foods and Nutrition			*	*
8. General Home Economics	*	*	*	*
9. Home and Church Coordinator	*			
10. Home Economics in Business	*			
11. Home Economics Communication	*			
12. Home Economics Education	*	*	*	*
13. Home Economics Education and Early Childhood Education	*			
14. Home Economics Social Service		*		
15. Interior Design		*	*	
16. Textiles and Clothing				*



VITA

Marian Kay Abbott

Candidate for the Degree of

Doctor of Philosophy

Thesis: A FOLLOW-UP STUDY OF THE NAZARENE COLLEGES' HOME ECONOMICS GRADUATES

Major Field: Home Economics

Biographical:

Personal Data: Born in Indianapolis, Indiana, July 6, 1943, the daughter of Mr. and Mrs. Marion P. Cruse.

Education: Graduated from Bainbridge High School, Bainbridge, Indiana, in May, 1961; received the Bachelor of Science degree in Vocational Home Economics Education from Indiana State University, Terre Haute, Indiana, in May, 1970; received Master of Science degree from Indiana State University, Terre Haute, Indiana, in August, 1972; completed requirements for the Doctor of Philosophy degree at Oklahoma State University, Stillwater, Oklahoma, in December, 1981.

Professional Experience: Vocational Home Economics Teacher, Greencastle High School, Greencastle, Indiana, 1970-73; Faculty member in Home Economics Department, Bethany Nazarene College, Bethany, Oklahoma, 1977-present.

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