

A STUDY OF THE UTILIZATION OF SELECTED LIFE
SKILLS AS INDICATED BY FAMILY LIVING
GRADUATES OF OKLAHOMA SECONDARY
SCHOOLS

By

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CHAPTER I

INTRODUCTION

Home economics at the secondary level has traditionally prepared students for home and family life. In recent years, high school home economics programs have addressed the changing roles of both men and women. Courses have been designed for this purpose with such titles as Family Living, Family Life Education, Home and Family Life, and Adult Roles and Functions. At the secondary level in Oklahoma, Family Living is a course designed for juniors and seniors which has as its purpose to help prepare students for their roles as homemakers and wage earners (Sawatzky, 1978). This type of course, emphasizing family life, must constantly adapt subject matter and teaching methods to the needs of an ever-changing society. The rapid pace of technology as well as other family influences makes this challenge particularly difficult to accomplish. If secondary home economics, specifically family living courses, intend to adequately prepare students for future roles, the curriculum and course content must be relevant to society's needs. Determining the competencies utilized by young adults as homemakers could provide valuable information for program planning, curriculum revision, as well as program evaluation. There is a need, therefore, to determine the life skills utilized by graduates of Family Living classes in Oklahoma.

Purpose and Objectives

The purpose of this study is to determine the utilization of selected life skills among young male and female homemakers in Oklahoma.

The specific objectives for this study are:

1. To identify life skills utilized by graduates of Family Living classes in Oklahoma.
2. To analyze life skills utilized by Family Living graduates in Oklahoma in relation to the following variables:
 - a. Enrollment in family related Classes
 - b. Employment status
 - c. Marital status
 - d. Sex of graduate
 - e. Living arrangement
 - f. Graduate's perception of where he/she learned the majority of his/her life skills
3. To rank the life skills according to the utilization by respondents.
4. To make suggestions for Family Living curriculum and course evaluation and revision in relation to meeting the needs of contemporary young adults.

Hypotheses

The following null hypotheses are postulated:

- H₁: There will be no significant differences in life skills used by Family Living graduates in relation to their enrollment in other family related classes.

- H₂: There will be no significant differences in life skills used by Family Living graduates in relation to their employment status.
- H₃: There will be no significant differences in life skills used by Family Living graduates in relation to marital status.
- H₄: There will be no significant differences in life skills used by Family Living graduates in relation to the sex of the graduate.
- H₅: There will be no significant differences in life skills used by Family Living graduates in relation to the living arrangement of the graduates.
- H₆: There will be no significant differences in life skills used by Family Living graduates in relation to the graduates' perceptions of where the majority of their life skills were learned.

The researcher set a .05 level of significance for acceptance or non-acceptance of the hypotheses.

Assumptions

The following assumptions are pertinent to the study:

1. The subjects questioned will respond as accurately and comprehensively as possible.
2. All Oklahoma graduates of Family Living classes are homemakers, either independently or in a family situation.
3. Family Living classes are taught with the expectation that both males and females will be homemakers and wage earners.

Limitations

This study has the following limitations:

1. Some Oklahoma Family Living graduates cannot be located for participation in the study.
2. The responses to the questionnaire depend upon the memory of participants.
3. Some teachers of 1977-78 Family Living Classes are employed in schools other than where they taught in 1977-78, thus, student address information that they could possibly have provided might be more difficult to obtain from a new teacher who may not know the students or their families.
4. The population is a voluntary audience which usually results in a lower response rate.

Definition of Terms

The following terms are used throughout the study and need to be defined:

Adolescent--The developmental period aimed toward adult maturity which begins with the onset of major pubertal changes and continues until maturity is reached (Kaluger and Kaluger, 1974).

Adulthood--The human life cycle stage that begins when the individual achieves biological and psychological maturity and ends with the gradual onset of old age (Kaluger and Kaluger, 1974).

Competency--A broad scope observable demonstrated attitude, behavior, skill, or understanding by a participant at a specified criterion level (AHEA, 1974).

Concept--"Mental images of what is known, thought, and felt about an idea" (Compton and Hall, 1972, p. 9).

Family--Basic link in society made up of persons related by ties of marriage, blood, or common consent who share a common residence and economic and emotional support (Sawatzky, 1978).

Family Living--For this study, Family Living is identified as a vocational course designed for juniors and seniors in high school which has as it's purpose to help students prepare for their roles as home-makers and wage earners (Sawatzky, 1978).

Life Cycle--The comprehensive set of phenomena and events that comprise the total life span (Rogers, 1979).

Life Skills--The term "life skills" denotes competencies that are deemed useful for living in an interdependent society. The concept of "skills" incorporates the psychomotor, affective, and cognitive behavior (National 4-H Citizenship Development Committee, 1973). Landman, Irvin, and Halpern (1980) define life skills as denoting a broad concept that includes functional competencies considered necessary to perform everyday life tasks, such as shopping wisely, using bank accounts, managing personal finances, obtaining and keeping a job, and maintaining health.

For this study, life skills are those competencies which are necessary for successful daily living. They include vocational, consumer, human relations and parenting skills as well as those associated with clothing, food, and housing.

Life Style--The overall pattern of motives, coping techniques, and behaviors that generally characterize a person's behavior (Rogers, 1979).

Single--Single adults in this country include the never married, the widowed, and the divorced (Rogers, 1979).

CHAPTER II

REVIEW OF LITERATURE

Introduction

Home economics has traditionally focused curriculum content toward preparing the young female for the homemaking skills necessary for her to assume her adult role of wife and mother (Adelberger, Mackle, O'Neill, and Schacher, 1975). However, in the last decade young men have become notably more visible in home economics classes (Dowell and Greenwood, 1975). As Durbin and Sutton (1974, p. ii) pointed out, "Young men in our society today are not necessarily uncomfortable assuming homemaking responsibilities. . . . They can enjoy and take pride in homemaking activities quite naturally." In fact, as Adelberger et al. (1975) explained:

. . . more and more people are coming to think of home economics--including cooking and sewing--as an area of skills useful to both men and women. Women are sharing more of the breadwinning role with men, and men are beginning to share substantially in child-rearing and domestic tasks. Courses which assume stereotyped sex-roles are failing in many cases to meet the future needs of the young women and men who enroll in them (p. 2).

Today, family living courses are challenged to prepare both young men and women for multiple roles--homemaking, wage earning, childrearing, singlehood, and marriage--that are characteristic of society and the changing roles of the family.

Adelberger et al. (1975) described the emphasis of family living

courses in the past:

Family living courses have also stressed traditional roles and values for young women and men. Most texts in this field assume that (a) all females and males will marry; (b) they will live within a traditional nuclear-family structure; (c) the man will be the 'breadwinner'; (d) the couple will have children; (e) the wife's chief role will be that of homemaker and mother; (f) women and men have different but complementary personality traits which make their different roles 'natural' and 'good' . . . (p. 1).

For many students, according to Adelberger et al., this is an outdated approach. Today, people are waiting longer to marry, are waiting longer before having children, and are choosing to have fewer or no children. These and other demographic trends such as the energy crisis, inflation, inadequate nutrition, and the divorce rate make a course in family living a great advantage for those wanting to prepare for individual and family life. The curriculum of such a class must, therefore, be relevant to the needs of society in order to meet the needs of individuals.

It therefore seems evident that determining the competencies utilized by young adults as homemakers would be valuable in program planning, curriculum revision, as well as program evaluation. In order to provide background information for this study, the following areas have been reviewed: Current Need for Family Life Education, Social Influences on the Family, Philosophy of Family Living Courses, Human Development Theories, Life Skills Education and Career Development, and Family Life Educators.

Current Need for Family Life Education

For years, family relations have been taught as a unit of study within the comprehensive home economics class or as an upper level course ranging from one to two semesters in length. In a nation where such subjects as mathematics, English, science, music, history, and

physical education are offered throughout elementary, junior high, and high school, it is astonishing that so little time is spent in preparing students for family life.

In discussing a class emphasizing life skills, Ferguson and Blankenship (1980) identified some national statistics which reflect the problems faced by teenagers in today's society. Teenagers often suffer from nutrient deficiencies and obesity due to poor eating habits. Sixty to 70 percent live on one meal a day and snacks.

By age 15, one-fourth of all girls are sexually active. They may know about contraception but that information must compete with Top Forty songs like "It's All Right to Make Love on The First Night" (Howard, 1978). Ferguson and Blankenship (1980) related the increase in school-aged pregnancies throughout the '70's:

. . . The percentage of white girls aged 9-14 giving birth has increased more rapidly than any other segment of the population. Of all U.S. births, 20 percent are to teens aged 15 to 19. These births translate into more school dropouts, reduced employability and a lower level of living for the family (p. 24).

Delano (1975) concluded that school age parenthood involves the formation of young families under "high risk" conditions. Many lack an understanding of and preparation for parenthood responsibilities. This dilemma adversely has an affect upon the teenage divorce rates.

Ferguson and Blankenship (1980) reported

The divorce rate in America is at an all-time high: 40 percent of marriages end in divorce and three of four teenage marriages end in divorce. Studies indicate that second marriages of divorced persons are likely to end in another divorce. Now more than 40 percent of all U.S. children will spend part of their childhood in a single-parent household (p. 24).

Other statistics pointed out by Ferguson and Blankenship (1980) indicated that 90 percent of all girls will be employed 20 or more years even though a large proportion of them and their male counterparts

expect the females to be full-time homemakers. They (Ferguson and Blankenship, 1980) further related that only one-third of the adult U.S. population can function adequately as consumers. For example, the number of bankruptcies in the U.S. has doubled since 1960 and a substantial portion of these were filed by individuals under the age of 30.

These shocking statistics may reflect inadequacies in the American educational system as well as depicting weaknesses in home guidance and the strength of peer pressure. It must be remembered, however, that many, many students are reached through home economics and family living classes where prevention is stressed. Students are taught the processes of decision making, dealing with feelings, and understanding others. If home economists were not making this effort, the resulting statistics might even be greater.

Social Influences on the Family

In studying the family, the impact of societal changes must be recognized. Lifestyles, values, family compositions, and families, in general, change with the influences of society. Today's social changes impinge on the American family in a variety of ways. Clausen (1978) cited the following changes:

During the past decade we have witnessed an increase by one-third in the proportion of women who remain single to age 25, along with a marked decrease in the average number of children born in a family. The number of working mothers has more than doubled since the end of World War II and half of all mothers of school aged children are now in the labor force. As the rate of marriage has declined, the rate of divorce has increased at all class levels (p. 9).

Jones (1979) revealed that the number of single-parent families (most often a mother and young children) has nearly doubled in this decade. Furthermore, Howard (1978, p. 15) stated, "Only 16.3 percent of this

country's 56 million families are conventionally 'nuclear,' with bread-winning fathers, homemaking mothers, and resident children. Christoff (1978) indicated that the single population totals over 48 million, double the number of Americans who was single a scant 12 years ago. Of the single adults in the United States, 58 percent have never married, 27 percent are widows or widowers and 15 percent are divorced ("The Economics of Being Single," 1976). This is a time when people are getting married later, divorcing more frequently and waiting longer to remarry if they remarry at all. Howard (1978, p. 15) pointed out another significant fact: "Parenthood, for the first time in history, is optional, at least for those who know where and how to obtain contraceptives or abortions."

Some other changes influencing family life include inflation, unemployment, the energy crisis, changing rules of sex behavior, poor nutrition, and an increased amount of leisure time. These influences as well as the previously mentioned ones, are topics which need to be addressed in contemporary family living classes. These are the issues that students need to understand in order to effectively meet the challenge of tomorrow's family life.

Philosophy of Family Living Courses

The philosophy portrayed in family living classes historically has changed with societal influences. Klemer and Smith (1975) traced the trends in personal values in relation to education. Since the early 1920's, much of the teaching of family living courses was aimed at perpetuating traditional middle-class customs and attitudes.

But in the 1930s, 1940s, and 1950s, depression, war, and social crises not only turned up glaring value contradictions and agonizing value dilemmas, but also brought about large-scale mixing of people from differing value systems, with a consequent dilution of positive value judgements. Cultural relativism, with its implication of no absolute right or wrong, good, or bad (since these vary from culture to culture), became more fashionable, and dogmatic conviction became less so. At about the same time that young adults began to reject and ignore many traditional teachings, their parents and teachers became more doubtful about them, too. As America moved into the second half of the century, traditional value-filled education in the home, in the school, and especially in higher education was clearly on the defensive (Klemer and Smith, 1975a, pp. 5-6).

Klemer and Smith (1975a) further related that change had become clearly established and that what was traditional had become suspect.

People wanted new things; they wanted 1961 cars in 1960—definitely not 1959 cars. And although there were regional and cultural differences, a there-must-be-something-better spirit affected thinking about relationships as well as about automobiles (pp. 5-6).

By the 1970s, the primary purpose identified in the Oklahoma Family Living curriculum guide was to prepare students for their roles as homemakers and wage-earners. Tightening economic conditions have put the ability to earn money into the forefront. The nation has also begun to accept the fact that every person will be a homemaker and needs certain skills to be effective in that role. The need for family life education is being recognized by many. Brown and Paolucci (1979) summarized the family focus within the general area of home economics as follows:

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).

Human Development Theories

Life skills, taught for the purpose of preparing students for family life, are often centered around developmental stages of the adult life cycle. McCoy (1977) identified those stages and the years of age associated with each: Leaving Home (18-22), Becoming Adult (23-28), Catch-30 (29-34), Midlife Reexamination (35-43), Restabilization (44-55), Preparation for Retirement (56-64), Retirement (65+). Since this study is involved primarily with the 18 to 22 year age group, a closer look at this stage is necessary. McCoy (1977) listed nine tasks as part of the Leaving Home stage:

1. Break psychological ties.
2. Choose careers.
3. Enter work.
4. Handle peer relationships.
5. Manage home.
6. Manage time.
7. Adjust to life on own.
8. Problem solve.
9. Manage stress accompanying change (p. 23).

The family living curriculum should be instrumental in preparing students for this period of transition as well as the other stages of the adult life cycle.

Personal independence is further explained by Kaluger and Kaluger (1974).

Independence is usually demonstrated by the early adult moving out of the parent's home and into an apartment to live on his own. He hopes to prove to his parents and to himself that he can accept and handle responsibilities of living away from home....The early adult is formulating goals and is probing new areas. This is opposed to his earlier years of waiting until he 'grew up' to achieve any goals in life. Now it is time for him to be what he is to be (p. 241).

Chamberlain and Kelly (1975) reflected that an increasing number of young people who pursue higher education or vocational training beyond high school find themselves living in dormitories, boarding houses,

or apartments. Young people also often establish and maintain their own residences. Many, for the first time in their lives, will be faced with the experiences of selecting their own food, preparing meals, caring for clothing, selecting and maintaining furnishings, and living within a budget. It is apparent that some knowledge of food and nutrition, management, consumer education, and personal and social development would be extremely helpful.

Kaluger and Kaluger (1974) related the task of becoming independent and responsible as involving the attainment of emotional independence, social independence, and economic independence. Emotional independence is the most important yet the most difficult to achieve. The need is to progress from emotional independence on parents, or others, to a relative self-governing state while still being able to maintain close emotional ties. The objective is to reach a point where, although individuals have extremely personal feelings for those close to themselves, they are still able to be emotionally independent enough so that they are not unduly influenced by the emotional responses of those around them.

Social independence comes more readily because the young adult has been working in this direction ever since early adolescence. Social independence carries with it responsibilities in civic, political, occupational, educational, religious, social, and community affairs (Kaluger and Kaluger, 1974). Self-direction implies freedom from group domination in establishing or determining a social pattern of living and of thought. Adolescence is a time when the need for social acceptance is so great that whatever the group says is what the adolescent does or thinks. At some point the individual must separate himself/herself from

the social and emotional domination of others (Kaluger and Kaluger, 1974).

Economic independence, as explained by Kaluger and Kaluger (1974), demands an acceptance of financial responsibility. Knowing the value of money and how to spend it wisely and learning to limit desires are equally important. Constant indebtedness shows poor management and economic immaturity. Kaluger and Kaluger (1974) further wrote:

Economic independence involves several measures to ensure financial success. First, the early adult should have at least one marketable or saleable vocational skill that he can offer an employer in return for a job that will pay enough to provide for basic needs. Second, there should be some type of career plan involving specific training, apprenticeship, or schooling that can lay a foundation for future training and experience. Third, some money management knowledge is needed in terms of budget making, clothing management, household expenditure, and repair costs (p. 242).

Money management also includes having something left over so you can get some fun out of life (Weiland, 1975). Kaluger and Kaluger (1974) further wrote that economic independence is more than having a job and being on one's own.

. . . it includes the whole concept of economics and money management. It begins with decisions that adolescents make when they decide what courses or programs they want to take in school, what interest areas they develop, and what attitudes they adopt toward work (p. 242).

Klemer and Smith (1975b), in Teaching About Family Relationships, discussed basic needs as identified by Kagan (1972) and by Maslow (1954) as being psychological and social in nature. The following are some of those needs:

Security (being like others; freedom from want and anxiety)
(Kagan, 1972; Maslow, 1954)

Friends (being liked and liking others and caring for them)
(Maslow, 1954)

Sense of worth (response and recognition) (Kagan, 1972; Maslow, 1954)

New experience (change of pace) (Kagan, 1972)

Philosophy of life (guiding principles) (Maslow, 1954)

Freedom and independence (Privacy and feeling of controlling self) (Kagan, 1972; Maslow, 1954)

Maslow theorized that individual's needs develop from "lower order" to "higher order" and that only after the lower level needs are satisfied will a person become concerned with fulfilling the higher level needs, since the unmet needs motivate the person (Maslow, 1954).

Adelberger et al. (1975) suggested in Planning for Free Lives that Life Options courses should stress that every individual, female or male, requires nourishment, shelter, clothing, transportation, and income. The course should emphasize that no able-bodied person should have to depend on someone else for her or his necessities. Therefore, both sexes should know how to cook, mend, wash, iron, shop for groceries, and plan meals (tasks usually assigned to females), as well as how to maintain a car, change a tire, do household repairs, and manage a budget (tasks usually assigned to males). If individuals of both sexes are able to master all of these tasks, they will be independent human beings--a goal that should be held up as a model for all young people.

Life Skills Education and Career Development

The researcher has previously stated the need for identifying life skills utilized by young homemakers. The review of literature also supports the inclusion of life skills education into the educational system of today. Rubin (1969) maintained that skills cannot be considered in isolation from the total educational process. He further

concluded that skillful functioning depends upon knowledge and attitude as well as upon performance competencies. Meade (1969) suggested the need for five broad skills:

. . . the ability to think about the self and the society analytically; the ability to remain open, flexible, and tolerant of social change the ability to exploit one's personal creativity in responding to life and in the use of leisure; the ability to interrelate effectively with other humans; and the ability to retain one's individuality and autonomy within the larger group (p. 156).

Much work has been done to develop life skills education in Canada.

Curtis and Warren (1974) commented on the programs:

The life skills groups have as their common objective the development of life-enhancing skills which enable people to cope successfully with the psychological demands of everyday life...Specifically they help individuals acquire the interpersonal skills and abilities that are considered essential to successful negotiations of everyday tasks and interactions (p. 35).

In research evaluating the effectiveness of a Canadian college course in life skills, Vitalo (1974, p. 38) stated, " . . . Such a course represents the genuine fulfillment of our responsibility to equip students with the capabilities to live productive and fulfilling lives." Landman, Irvin, and Halpern (1980) identified tangible signs of an increasing awareness of the need for demonstrated competency in life skills.

. . . because the major emphasis of career education instruction is to provide students with opportunities to learn life skills, the establishment (in January, 1975) of the Office of Career Education within the U.S. Office of Education can be regarded as an indication of a national level commitment to the importance of life skills competencies (p. 96).

In 1977, Boyer, education commissioner, and Kaplan, assistant commissioner, called for an increased emphasis on Career Education. They proposed that practical living skills be made a part of "core curriculum" to be adopted on a level as high as that of the community college (p. 26).

Papalia and Olds (1978) regarded career development in the following manner:

When people embark upon their first full-time jobs, they are carving out an important aspect of their identity, achieving independence, and demonstrating their ability to assume adult responsibilities(p. 328).

Experiences and influences of adolescence, such as socioeconomic status, parental encouragement, school, individual abilities and personality, often become factors in career choices and decisions (Papalia and Olds, 1978).

Rogers (1979) reflected a general assumption by today's society that young adults will pursue some vocation. Young people are concerned about actively pursuing work as an avenue to self-fulfillment, "with money, security and possessions included in the overall scheme partly taken for granted, partly demanded as a matter of right" (Yankelovich, 1974, p. 85). Successful vocational adjustment is a strong factor in the lives of most men and women (Kaluger and Kaluger, 1974). It is for this reason that individuals need some guidance in the selection and execution of career goals.

Family Life Educators

The "success" of the family life classes is primarily attributed to the teacher. The subject matter is often controversial. Classes are usually comprised of both males and females. The sex education aspect is particularly difficult for some teachers to handle in a classroom situation. The Report of the National Commission of Family Life Education (The Family Coordinator, 1968) suggested criteria for teacher preparation in the subject area of family living:

Those working in family life education should be able to deal effectively with their own feelings and attitudes. They need to be able to help youth and adults clarify their own concepts and expand their thinking beyond their own value structures. They need to be capable of dealing with the formation of social attitudes and values. They should be competent in the field of human relationships and able to communicate effectively. They need to be sensitively alert to the opportunities to emphasize or clarify human relations materials (p. 212).

Desirable characteristics were also revealed by Juhasz (1970) in a descending order of importance: (1) acceptance of self and others as sexual beings; (2) respect for students; (3) ability to communicate; (4) high degree of empathy; (5) good teaching techniques; (6) knowledge of subject. The ability of a teacher to provide a classroom atmosphere conducive to the open discussion of controversial topics is likely to be more important than the actual knowledge of the subject. Knowledge is very important but without the skill to relate to students, the teacher will probably be ineffective.

Summary

Strengthening families to meet the challenges of an ever-changing, highly technological society is a very important concern. The Report of the National Commission of Family Life Education (The Family Coordinator, 1968) contended:

In addition to being concerned with relationships, those helping families to develop more satisfying interaction must recognize that communication in a family is also built around the practical aspects of daily life: food, clothing, shelter, health, and safety (p. 211).

In teaching family life skills to students, the processes of decision-making and the ability to adapt to societal changes are vital. Other essential skills relative to young homemakers in Oklahoma will be identified in the findings of this study.

CHAPTER III

RESEARCH DESIGN

Introduction

The focus of this chapter is to describe the methods and procedures used in conducting the study. The purpose of the study was to determine the utilization of selected life skills among young male and female homemakers in Oklahoma. The research conducted to achieve this purpose was directed by four objectives which included: (1) identification of life skills utilized by 1977-78 graduates of Family Living classes in Oklahoma; (2) analysis of the life skills being utilized in relation to six variables concerning personal data; (3) ranking the life skills according to utilization by respondents; and ultimately, (4) making suggestions for the evaluation and revision of Family Living curricula and courses. The methodology of research discussed in this chapter is divided into the following sections: (1) Type of Research; (2) Population; (3) Instrumentation; (4) Data Collection; (5) Reliability and Validity of the Instrument; (6) Treatment of Data.

Type of Research

As this material is descriptive in nature, the survey method was utilized to conduct the study. According to Kerlinger (1964, p. 406), "Survey research is probably best adapted to obtaining personal and social facts, beliefs, and attitudes." Compton and Hall (1972)

identified the principle contribution of the survey, as a research technique, as that of describing current practices or beliefs with the intention of making intelligent plans for the improvement of conditions or processes in a particular local situation.

Kerlinger (1964) suggested the following as being advantages of survey research:

1. Survey research has the advantage of wide scope: a great deal of information can be obtained from a large population.
2. While surveys tend to be more expensive than laboratory and field experiments and field studies; for the amount and quality of information they yield, they are economical.
3. Existing educational facilities and personnel can be used to reduce the costs of research.
4. Survey research information is accurate--within sampling error ranges, of course (p. 407).

These advantages were met by some disadvantages or limitations of survey studies. Compton and Hall (1972) recognized the following:

1. Surveys are dependent on the cooperation of respondents. Information not known to the respondents cannot be obtained in a survey.
2. Requesting information considered secret and asking questions that appear to check up on honesty of the respondent are not likely to evoke accurate answers and should therefore be avoided.
3. Information obtained from a single survey is less reliable than trend data derived from two or more surveys made by the same methods.
4. Surveys cannot be aimed at obtaining exacting quantitative forecasts of things to come (p. 143).

After careful consideration of the advantages and disadvantages of survey research, as well as the objectives of this study, the survey method seemed to be the most appropriate research technique for this project.

This research was a project supported by the Home Economics Division of the Oklahoma State Department of Vocational and Technical Education. Appropriate information was gathered by surveying 1977-78 graduates of Family Living classes. The researcher chose to study Family Living graduates from the 1977-78 school year for two reasons: (1) the students would have been out of high school long enough to have experienced a wide variety of homemaking responsibilities and (2) school personnel would possibly be able to provide current address information for students who had graduated only three years prior to the study.

Population

The population for the study consisted of all high schools in Oklahoma offering Family Living courses. The size of the random sample needed for the researcher to be able to generalize to the total population was derived from Foundations of Social Research (Lin, 1976) and from calculations made by Dr. Don Frazier (1981), Coordinator of Research at the Oklahoma State Department of Vocational and Technical Education. A statewide sample of 341 senior students who had taken Family Living in 1977-78 was needed. To accomplish this goal, a list of Oklahoma schools offering Family Living in the year 1977-78 was obtained from the State Department of Vocational and Technical Education. A list of the Family Living graduates from that year was also made available for the study. In 1977-78, 173 schools offered Family Living with 3,004 senior graduates. A computerized random sample of senior graduates was drawn to determine the participants of the study. Seven hundred fifty-one names were drawn in the random sample. This "over-sampling" was done in an attempt to insure the minimum number of responses needed for the study.

Instrumentation

Due to time and travel limitations as well as the size of the sample, a mailed questionnaire seemed to be the most appropriate instrument for the study. The instrument developed for this study, called the Life Skills Inventory, (Appendix B) contained 76 items. The central core of the Life Skills Inventory was derived from competencies identified in the Family Living curriculum guide published by the Oklahoma State Department of Vocational-Technical Education. Fifty-four of the 76 life skills were obtained from the Family Living curriculum. These basic competencies were compared to family living curricula of other states, The National Census Study of Secondary Vocational Consumer and Homemaking Programs (Hughes, 1980), topics of various textbooks in the field, and other related studies. These sources also identified other life skills which the researcher incorporated into the Life Skills Inventory. Input from the graduate faculty and graduate students of Oklahoma State University and the Home Economics staff of the State Department of Vocational-Technical Education was utilized in finalizing the survey. The inventory was divided into two parts: (1) personal data and (2) Life Skills Inventory. The Life Skills Inventory was comprised of seven categories of life skills which identified skills related to vocational planning, consumerism, human development, parenthood education, clothing, foods, and housing selection. Table I indicates the number of items in each of the seven categories of the Life Skills Inventory.

Data Collection

The initial step in the data collection process consisted of obtaining current addresses for the 751 Family Living graduates who had

TABLE I
CATEGORIES OF LIFE SKILLS COMPRISING THE
LIFE SKILLS INVENTORY

Life Skill Categories	Number of Items Within Category
Vocational Planning	8 - (Items 12-19)
Consumerism	12 - (Items 20-31)
Human Development	16 - (Items 32-47)
Parenthood Education	13 - (Items 48-60)
Clothing	6 - (Items 61-66)
Foods	14 - (Items 67-80)
Housing Selection	7 - (Items 81-87)
	76 TOTAL

been randomly selected to participate in the study. This was accomplished by contacting the Family Living teacher and principal of each school represented in the random sample of 1977-78 Family Living graduates. The names and school addresses of the Family Living teachers and principals were obtained from the Home Economics Division of the Oklahoma State Department of Vocational and Technical Education and the Oklahoma Educational Directory (1980) respectively. A list of each school's 1977-78 Family Living senior students, that had been chosen to participate in the study was sent to the Family Living teacher and the principal of each school represented in the random sample. This information was accompanied by a letter asking the school to provide current address information as well as any known name changes of the students (Appendix A, p. 100). If a student's current address was unknown, the school was asked to provide the address of the parents. The decision to contact the principals as well as the Family Living teachers was made in an attempt to assist the teachers in finding the information since some schools were asked to provide addresses for as many as 52 students.

To facilitate a prompt return of the information, a pre-addressed, postage-paid envelope was included in the mailing. Follow-up post cards were mailed as a reminder approximately one week before the deadline date (Appendix A, p. 103).

Ninety-six percent of the 137 schools which were asked to provide information responded. Of those, six were unable to provide the requested information while one response arrived too late to be utilized in the study. The second step in the data collection process was to follow-up on the parent addresses supplied by the school personnel. The

only available address information for 334 students was that of their parents. Two letters were designed for this procedure (Appendix A, p. 104). The letters were identical with the exception of being male or female oriented in asking for information regarding the parent's son or daughter. The researcher felt that this personal approach was necessary to enhance parental responses. Also included in this mailing was an Address Information Sheet on which the name of the student was typed and space was provided for address information. This was to be completed and returned in a postage-paid, self-addressed envelope which was also provided.

One hundred and three addresses were obtained from parents by the deadline date while 53 were returned to the researcher as undeliverable. Due to time constraints, the follow-up procedure involved telephone calls only. Seventy-three calls were made to parents resulting in the accumulation of 33 more student addresses.

Upon the collection of the necessary address information, the Life Skills Inventories were mailed to the designated graduates. Included in the mailing was a pre-addressed, postage-paid envelope. In an attempt to increase the response rate, follow-up postcards were distributed approximately two weeks before the deadline date of April 1, 1981 (Appendix A, p. 107). Also some follow-up telephone calls were made during the same two week period. Due to financial restrictions, the calls were limited to the 405 area code which geographically covers about two-thirds of Oklahoma. Even though responses were received from all parts of the state, a greater number of surveys were returned from northeastern Oklahoma which is outside the 405 area code district; therefore, the follow-up calls helped to achieve a more even distribution of

responses from across Oklahoma. Of 56 calls, nineteen participants were successfully reached in this attempt.

Addresses were accumulated for 472 students enabling 472 surveys to be mailed. One hundred sixty-seven were completed and returned by the deadline date while 29 were returned to the researcher as undeliverable. One hundred sixty-five were usable surveys accounting for a 34 percent response rate.

Reliability and Validity of the Instrument

In the development of the Life Skills Inventory, the researcher was concerned with the content validity of the instrument which involved an examination of the instrument to see if it measured what it was designed to measure. Since the Life Skills Inventory was based on the Family Living curriculum published by the Oklahoma State Department of Vocational-Technical Education, those individuals from the Home Economics and Curriculum Division of that agency, who were instrumental in the development of the Family Living curriculum, were asked to review the instrument for content validity.

The reliability of the instrument was determined through the test-retest method. The Life Skills Inventory was administered to 25 senior students enrolled in Family Living at Weatherford High School. The instrument was first completed on February 4, 1981 and again on February 16, 1981. Comparisons were made to determine the reliability of the instrument through utilization of the Pearson Product Moment Correlation Coefficient. The results indicated a correlation coefficient of .87 which is described by Huck, Cormier, and Bounds (1974, p. 31) as a "high positive correlation".

Treatment of Data

The data obtained in this study consisted of structured responses to personal information items, items regarding the respondent's use of selected life skills, and responses to two unconstructed, open-ended items that required the participant to construct responses (Appendix B). The frequency of responses and percentages were obtained for each item on the survey with the exception of the open-ended items. Responses to the open-ended items were grouped by subject matter for reporting purposes.

As suggested by Compton and Hall (1972), the responses to questions in Part II were represented by the following numerals:

1--I have used the life skill.

2--I have not used the life skill yet, but expect to use it in the future.

3--I have not used the life skill and do not expect to use it.

The numerical values of each of the responses were entered onto Cobal coding forms, keypunched onto computer cards and entered into the computer utilizing the Chi-square statistical treatment for analysis. The Chi-square test was selected because the data consisted of frequencies which fell into distinct categories.

The theoretical framework of the Chi-square test was explained by Runyon and Haber (1969):

. . . it [Chi-square] permits us to determine whether or not a significant difference exists between the observed number of cases falling into each category, and the expected number of cases based on the null hypothesis. In other words, it permits us to answer the question, how well does our observed distribution fit the theoretical distribution (p. 242).

The statistical equation for the Chi-square test is indicated below:

$$\chi^2 = \sum \frac{(\text{Observed Frequencies} - \text{Expected Frequencies})^2}{\text{Expected Frequencies}}$$

$$\chi^2 = \sum \frac{(O-E)^2}{E}$$

The degrees of freedom for Chi-square are determined through the following computation:

$$\text{Degrees of Freedom} = (\text{Rows} - 1)(\text{Columns} - 1)$$

$$\text{or } df = (r - 1)(c - 1)$$

A limitation of the Chi-square test is that the frequencies in each cell should not be too small. In light of this requirement, Walker and Lev (1953) suggested the following:

1. If there are 2 or more degrees of freedom and expectations in each cell is more than 5, the Chi-square table assures a good approximation of the exact probabilities.
2. If there are 2 or more degrees of freedom and roughly approximate probabilities are acceptable for the test of significance, an expectation of only 2 in a cell is sufficient.
3. If there are 2 or more degrees of freedom and the expectation in all the cells but one is 5 or more, then an expectation of only one in the remaining cell is sufficient to provide a fair approximation to the exact probabilities.
4. If the logic of the problem permits, combine some of the classes to increase the expectations in the cells when several cells have very small expectations (p. 107).

These limitations of the Chi-square test necessitated collapsing of cells on some items. As shown in Table II, the "Have Not Used" and "Expect to Use" cells were combined to form the "Have Not Used" category for all items which required the response rows to be collapsed. The two response categories then read "Have Used" and "Have Not Used." When column cells had to be collapsed, the researcher and the Coordinator of Research from the Oklahoma State Department of Vocational and Technical Education logically combined column categories so that the most

meaningful information possible could be obtained. When further collapsing was needed that would have distorted the meaning of the comparison, the Fisher's exact probability test was implemented. The .05 level was utilized in determining the significance of all statistical results obtained by both the Chi-square and Fisher's exact probability tests.

Table II summarizes the collapsing of variables that was necessary for statistical analysis. As previously explained, the response categories were collapsed to "Have Used" and "Have Not Used." The marital status categories were collapsed for all items. All single respondents comprised one group and married respondents the other. No participants indicated that they were "separated" at the time of the study. It was necessary to collapse the living arrangement categories twice for some items. The first collapsing resulted in the categories of (1) alone; (2) with same sex friends or other; (3) with opposite sex friends or spouse only; (4) with parents or other relatives; (5) with spouse and children or with children. The second collapsing further combined same sex and opposite sex friends as well as parents and spouse with children. This combination created the three categories of (1) alone, (2) with friends, and (3) with relatives. Two collapsing procedures were also necessary for some items in relation to employment status. The first collapsing produced the column headings: (1) full-time homemaker; (2) employed full-time or full-time and part-time; (3) employed part-time; and (4) unemployed. The second collapsing resulted in only two headings entitled employed and unemployed which combined full-time homemaker with unemployed to produce the unemployed category. In regard to where life skills were learned, all the responses other than home and

TABLE II
PROCEDURE FOR COLLAPSING CATEGORIES FOR CHI-SQUARE TABLES

Variable	Original Categories	First Collapse	Second Collapse
Life Skills	1. Have used 2. Expect to use 3. Don't expect to use	[1. Have used [2. Expect to use [3. Don't expect to use	n/a
Marital Status	1. Single--Never married 2. Single--Divorced 3. Single--Widowed 4. Married Once Only 5. Married--Remarried 6. Separated (no responses)	[1. Single--Never married [2. Single--Divorced [3. Single--Widowed [6. Separated [4. Married Once Only [5. Married--Remarried	n/a
Living Arrangement	1. Alone 2. With same sex friends 3. With opposite sex friends 4. With parents 5. With other relatives 6. With spouse only 7. With spouse and child(ren) 8. With child/children 9. Other	[1. Alone [2. With same sex friends [9. Other [3. With opposite sex friends [6. With spouse only [4. With parents [5. With other relatives [7. With spouse and child(ren) [8. With child/children	[1. Alone [2. With same sex friends [9. Other [3. With opposite sex friends [6. With spouse only [4. With parents [5. With other relatives [7. With spouse & children [8. With child/children

TABLE II (Continued)

Variable	Original Categories	First Collapse	Second Collapse
Employment Status	1. Full time homemaker 2. Employed full time 3. Employed part time 4. Employed full & part time 5. Unemployed	[1. Full-time homemaker [2. Employed full-time [4. Employed full and part-time [3. Employed part-time [5. Unemployed	[1. Full-time homemaker [5. Unemployed [2. Employed full-time [4. Employed full-time and part-time [3. Employed part-time
Where Skills Were Learned	1. Home and family 2. School 3. Community 4. Experience-jobs 5. All above	[1. Home and family [2. School [3. Community [4. Experience-jobs [5. All of the above	n/a
Enrollment in Family Related Courses	1. A Family Living Course (all respondents fit in this category) 2. (A variety of courses were identified including Home Economics I, II, III, and IV)	[1. A Family Living Course [2. A Family Living Course plus other related courses	n/a

family were combined into one category. This collapsing formed two categories: (1) home and family and (2) school, community, experience/jobs, or all of these. Concerning enrollment in Family Living and related classes, responses of those who had taken only a Family Living class were compared to responses of those who had taken additional related classes. The later category was comprised of a variety of courses including Home Economics I, II, III, and IV. One variable (sex) was not discussed in the table since only two categories existed initially.

Chapter IV, concerned with the presentation and analysis of data, will include a detailed exploration of the data analysis. Descriptive data relating to the respondents as well as a presentation of responses to the open-ended items will also be a part of that chapter. This discussion will be directed by the objectives and hypotheses of the study.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The purpose of this study was to determine utilization of selected life skills among young male and female homemakers in Oklahoma. Four specific objectives directed the research study. They included identification of life skills utilized by 1977-78 graduates of Family Living classes in Oklahoma; analysis of the life skills being utilized in relation to marital status, living arrangement, employment status, where majority of life skills were learned, enrollment in Family Living and related classes, and sex of the graduates; ranking life skills according to utilization by respondents; and making suggestions criteria for Family Living curriculum and course evaluation and revision. Six hypotheses, based on the variables concerning personal data, further guided the research.

This chapter is devoted to the presentation and analysis of data relating to the research objectives and hypotheses as well as some additional information gathered through open-ended items of the Life Skills Inventory. The presentation and analysis includes: (1) Descriptive Data, (2) A rank order of life skills according to utilization by respondents, and (3) Analysis of Chi-square Test on the Life Skills Inventory, (4) Presentation of Responses to the Open-Ended Items of the Life Skills Inventory.

Descriptive Data

Table III shows the descriptive data relating to the Family Living graduates who participated in the study. As indicated in the table, the six variables stated in the hypotheses were sex, marital status, living arrangement, employment status, where the majority of life skills were learned, and classes taken in high school. The number of males (82) and females (83) who responded to the survey was near equal; even though, no action was taken by the researcher to insure this distribution. Sixty-three percent of the respondents indicated their marital status to be single. The majority (58 percent) of those had never been married. Of the 37 percent who indicated they were currently married, 36.4 percent were involved in their first marriage. This percentage corresponded with the 36.4 percent who identified their living arrangement as being with spouse or with spouse and children. Another 24.8 percent lived with parents or guardians and 21.2 percent lived with friends of the same sex. Almost half of the participants were employed full-time; while 17.6 percent were unemployed. Full-time homemakers comprised almost 10 percent of the group. Approximately 84 percent of the respondents perceived home and family related activities to be where they learned the majority of their life skills. About half of the graduates had taken only a Family Living course while the other half had taken a Family Living course plus other home economics or related classes.

Other important data accumulated in the study concerns the sex of the respondents in relation to the descriptive data variables. Shown in Table IV is the number of males and females represented in each variable category studied. These categories included: (1) Enrollment in Family

TABLE III
DESCRIPTIVE DATA CONCERNING THE SAMPLE OF
FAMILY LIVING GRADUATES

Descriptive Data	Number in Sample n=165	Percentage of Sample ^a n=165
Sex of Family Living Graduate		
Male	82	49.7
Female	83	50.3
	<u>165</u>	<u>100.0%</u>
Marital Status		
Single--Never Married	96	58.2
Single--Divorced	7	4.2
Single--Widowed	1	.6
Married Once Only	60	36.4
Married--Remarried	1	.6
Separated	0	0.0
	<u>165</u>	<u>100.0%</u>
Living Arrangement		
Alone	19	11.5
With same sex friends	35	21.2
With opposite sex friends	2	1.2
With parents/guardians	41	24.8
With other relatives	3	1.8
With spouse only	30	18.2
With spouse and child/children	30	18.2
With child/children	1	.6
Other	4	2.4
	<u>165</u>	<u>99.9%</u>
Employment Status		
Full-time homemaker	16	9.7
Employed full-time	79	47.9
Employed part-time	35	21.2
Employed full-time and part-time	6	3.6
Unemployed	29	17.6
	<u>165</u>	<u>100.0%</u>
Where Majority of Life Skills Were Learned		
Home and Family Related Activities	138	83.6
School Related Activities	17	10.3
Community Related Activities	2	1.2
All of Above	2	1.2
Experience/Jobs	6	3.6
	<u>165</u>	<u>99.9%</u>

TABLE III (Continued)

Descriptive Data	Number in Sample n=165	Percentage of Sample ^a n=165
Classes Taken in High School		
A Family Living Course	91	55.2
A Family Living Course Plus Other Home Economics or Related Courses	<u>74</u> 165	<u>44.8</u> 100.0%

^aDue to the rounding of the individual statistics by the computer, the total percentage may vary slightly above or below 100%.

TABLE IV
NUMBER OF RESPONDENTS ACCORDING TO SEX IN
RELATION TO DESCRIPTIVE DATA

Classes	Family Living Only		Additional Related Courses		
Male	77		5		
Female	14		69		

Employment Status	Homemaker	Full-time Employed	Part-time Employed	Full-time and Part-time Employed	Unemployed
Male	1	43	19	5	14
Female	15	36	16	1	15

Marital Status	Single	Divorced	Widowed	Married	Remarried	Separated
Male	60	4	0	17	1	0
Female	36	3	1	43	0	0

Living Arrangement	Same Sex Alone	Same Sex Friends	Opposite Sex Friends	Par-ents	Rela-tives	Spouse	Spouse and Children	Children	Other
Male	11	22	1	25	1	10	8	0	4
Female	8	13	1	16	2	20	22	1	0

Where Majority of Life Skills Were Learned	Home	School	Community	All	Jobs/Experience
Male	62	11	2	1	6
Female	76	6	0	1	0

Related Classes, (2) Employment Status, (3) Marital Status, (4) Living Arrangement, and (5) Where Majority of Life Skills Were Learned. There were 82 males and 83 females who provided usable survey data for the study.

Major differences existed in the number of males and females who had taken only Family Living and in those who had taken additional related classes. Only five males had taken additional related courses compared to 69 females who had done so. Another area of deviation concerned the sex of those who were married and single. Fifty of the single individuals were male compared to 35 females in the same group. Of the married population, 43 were females and only 17 were males. Similarly, the living arrangement indicated by respondents represented more males living alone, with friends of the same sex, or with parents than living with a spouse and children.

Each of the six variables discussed above were tested through Chi-square analysis or Fisher's exact probability test to determine significant differences in the utilization of the selected life skills. Seven categories of life skills were analyzed in relation to those personal data variables. Those categories were vocational planning, consumerism, human development, parenthood education, clothing, foods, and housing selection.

A Rank Order of Life Skills According to Utilization by Respondents

In Table V, the life skills are ranked according to utilization by respondents. The ranking was based on responses in the "Have Used" category. The percentage of respondents who had used the skills on the Life Skills Inventory ranged from 11 percent to 100 percent. The majority (over 50 percent) of the respondents had used 56 of the 76 items on the Life

TABLE V

RANKED FREQUENCY DISTRIBUTION BY PERCENT OF RESPONSES TO THE LIFE SKILLS INVENTORY

Item	Life Skills	Have Used	Expect to Use	Have Not Used and Do Not Expect to Use
33.	Made own decisions	100%	0%	0%
65.	Selected and purchased clothing for self.	100	0	0
32.	Provided for personal physical appearance and cleanliness.	99	1	0
34.	Recognized own emotions.	99	1	0
80.	Used major appliances (e.g., refrigerator/washer/microwave oven/ range/etc.).	99	1	0
27.	Paid bills.	98	2	0
63.	Packed clothing (in a suitcase) for travel.	98	1	1
87.	Cleaned home.	98	1	1
46.	Used leisure time enjoyably.	97	2	1
75.	Selected and purchased food.	97	3	0
28.	Tried to get "the most for your money" when making purchases.	96	4	0
38.	Tried to maintain a good relationship with relatives.	96	3	1
76.	Prepared food for self or family.	95	4	1
23.	Used banking services (e.g., checking account).	93	6	1
35.	Considered qualities desirable in a mate.	93	7	0
73.	Followed a recipe for some food preparation.	93	6	1
48.	Considered advantages and disadvantages of various lifestyles.	91	7	2
62.	Organized storage for clothing.	90	8	2
29.	Made efforts to conserve energy.	89	10	1
64.	Repaired a garment (e.g., sewn button, replaced hem, mended tears).	89	7	4
15.	Made application for a job.	88	9	3
61.	Selected and implemented an appropriate cleaning method for clothing.	88	11	1
70.	Entertained guests.	84	16	0
17.	Participated in a job interview.	81	16	3

TABLE V (Continued)

Item	Life Skills	Have Used	Expect to Use	Have Not Used and Do Not Expect to Use
79.	Stored food safely to avoid spoiling	81%	15%	4%
71.	Practiced table etiquette.	79	17	4
24.	Used credit to make a purchase.	77	20	3
31.	Bought a vehicle.	77	22	1
85.	Moved from one household to another.	77	21	2
67.	Planned nutritious menus for self or family.	76	19	5
72.	Planned storage for kitchen utensils and tools.	76	19	5
81.	Selected a place to live.	76	24	0
13.	Investigated an occupation or job offer.	75	21	4
30.	Arranged for public utilities to be installed or turned on (e.g., telephone, electricity, gas).	75	24	1
74.	Implemented kitchen safety procedures.	75	22	3
25.	Applied for a loan.	73	22	5
69.	Planned a party.	73	23	4
36.	Considered personal adjustments associated with marriage.	72	26	2
41.	Cared for the sick.	71	27	2
42.	Selected a physician or dentist.	70	27	3
86.	Made household repairs (e.g., leaky faucet).	70	28	2
40.	Coped with the death of a loved one.	69	29	2
47.	Used citizenship skills (e.g., voted or supported candidates).	66	28	6
68.	Arranged table settings for given menus.	66	23	11
26.	Selected insurance policies.	65	33	2
83.	Signed a lease or contract.	65	30	5
21.	Made a spending plan (budget).	64	30	6
58.	Utilized family planning or birth control information.	64	33	3
84.	Selected furniture and/or appliances for a home.	62	36	2
12.	Made a Career Choice.	61	36	3

TABLE V (Continued)

Item	Life Skills	Have Used	Expect to Use	Have Not Used and Do Not Expect to Use
39.	Cared for the elderly.	60%	36%	4%
57.	Evaluated self as a model for children.	57	37	4
49.	Considered personal responsibilities of parenting.	58	40	2
45.	Evaluated television programs for violence, sex, language.	55	19	26
66.	Constructed a garment.	55	14	31
20.	Completed tax forms.	50	39	11
54.	Directed children's activities.	49	47	4
55.	Evaluated child care facilities.	48	61	11
16.	Took an employment test.	46	41	13
37.	Planned a wedding.	44	53	3
43.	Used information about drug abuse to help self or others.	44	37	19
59.	Utilized pregnancy and childbirth information.	43	53	4
22.	Complained about a consumer problem.	42	41	17
56.	Engaged in "childproofing" environment--remove dangers from environment.	41	53	6
60.	Used information about venereal disease to help self or others.	41	30	29
77.	Produced food in a home garden.	41	46	13
44.	Used information about alcoholism to help self or others.	40	36	24
52.	Cared for an infant's physical and emotional needs.	38	58	4
82.	Interpreted common blueprint symbols on a house plan.	36	52	12
14.	Prepare a resume.	35	52	13
18.	Asked for a raise.	35	53	12
51.	Calculated costs of infant care.	31	64	5
53.	Evaluated play equipment.	31	63	6
78.	Preserved food by canning, freezing, or dehydrating.	30	44	26
50.	Identified parent-education opportunities and childbirth/delivery options in local area.	26	66	8
19.	Wrote a letter of resignation.	11	47	42

Skills Inventory. The two items that all participants had used were "Made own decisions" and "Selected and purchased clothing for self." Eight of the 35 items that had been used by 51 to 79 percent of the respondents were related to the topic of foods. In addition, seven of the 35 skills related to consumerism and seven to human development.

Eighteen items had been used by 90 percent or more of the respondents. Six of the items used by at least 90 percent of the participants represented life skills related to human development with two of the skills used by 99 percent of the respondents. Those items were "Provided for personal physical appearance and cleanliness" and "Recognized own emotions." The other items that had been used by at least 90 percent of the participants represented consumerism (3 items), clothing (3 items), foods (4 items), parenthood education (1 item) and housing selection (1 item). None of the items used by 90 percent or more of the respondents represented skills relating to vocational planning.

Twenty-one skills were utilized by 50 percent or less of the respondents. Almost half (9 items) represented skills related to parenthood education. Many of the respondents, however, expected to use those skills in the future. This was probably due to the fact that the respondents were young in age and many had not chosen to have children yet. Other items used by 50 percent or less respondents represented vocational planning (4 items), consumerism (2 items), human development (3 items), foods (2 items), and housing selection (1 item).

Only 11 percent of the respondents had written a letter of resignation. In relation to this item, the same response pattern was apparent for each descriptive variable studied. Relatively few individuals had used the skill, approximately 40 to 50 percent expected to use the

skill, and about 40 percent did not expect to use it. Proportionately, more females (123 of 83) than males (5 of 82) had written a letter of resignation and more males (38 of 82) than females (32 of 83) did not expect to perform the skill. In relation to employment status, a greater proportion of the unemployed participants (24 of 45) expected to write a letter of resignation than did the employed respondents (53 of 120). The same type of proportion existed for single participants compared to those who were married. Fifty-three of 104 single respondents expected to use the skill while only 24 of 61 married graduates expected to do so. In summary, those individuals who were unemployed, living alone, or single seemed to have a little higher expectation of using the skill related to writing a letter of resignation than the individuals identified by the other descriptive variables studied.

Seventy-five percent of the respondents had used or expected to use all but five of the items on the Life Skills Inventory. The items that at least one-fourth of the respondents did not expect to use were "Evaluated television programs for violence, sex, language" (26 percent); "Preserved food by canning, freezing, or dehydrating" (26 percent); "Used information about venereal disease to help self or others" (29 percent); "Constructed a garment" (31 percent); and "Wrote a letter of resignation" (42 percent).

Analysis of Chi-square Test on the Life Skills Inventory

The Chi-square test was used to analyze the data obtained on the Life Skills Inventory. In order to meet the criteria required for Chi-square analysis, it was sometimes necessary to collapse cells. For all

items which required the response rows to be collapsed, the "Expect to Use" and "Have Not Used" cells were combined to form the "Have Not Used" category. The two response categories used for comparisons then read "Have Used" and "Have Not Used." In cases where collapsing of the column cells was required, the researcher and the Director of Research from the Oklahoma State Department of Vocational-Technical Education logically combined column categories in an attempt to obtain the most valid information possible. If further collapsing was needed but would have distorted the meaning of the comparison, the Fisher's exact probability test was implemented (Chapter III, Table II). The .05 level was utilized in determining the significance of all statistical results obtained by both the Chi-square and Fisher's exact probability tests.

The variables used in the Chi-square comparison of Family Living graduates' responses included enrollment in Family Living and related classes, employment status, marital status, sex, living arrangement, and where the majority of their life skills were learned. In this chapter, the variables will be discussed in relation to the life skills utilized by respondents. In the study, these life skills were categorized into seven groups; therefore, the seven sub-topics of vocational planning, consumerism, human development, parenthood education, clothing, foods, and housing selection will be discussed in relation to each variable. The frequency distribution of responses will be incorporated into the discussion of various items. Frequency tables can be found in Appendix C.

Presentation of Hypotheses

The following hypotheses were tested through this study:

- H₁: There will be no significant differences in life skills used by Family Living graduates in relation to their enrollment in other family related classes.
- H₂: There will be no significant differences in life skills used by Family Living graduates in relation to their employment status.
- H₃: There will be no significant differences in life skills used by Family Living graduates in relation to marital status.
- H₄: There will be no significant differences in life skills used by Family Living graduates in relation to the sex of the graduate.
- H₅: There will be no significant differences in life skills used by Family Living graduates in relation to the living arrangement of the graduates.
- H₆: There will be no significant differences in life skills used by Family Living graduates in relation to the graduates' perceptions of where the majority of their life skills were learned.

Due to significant differences found for each of the variables identified by the hypotheses, the researcher did not accept any of the null hypotheses. For example, if significant differences were found for at least one of the 76 items on the Life Skills Inventory in regard to a marital status, the researcher did not accept that hypothesis. In the following sections, items for which significant differences were found will be discussed in light of their relationship to the six variables studied-enrollment in family related courses, employment status, marital status, sex, living arrangement, and where life skills were learned.

Life Skills Related to Vocational Planning

As indicated in Table VI, significant differences were found on six of the eight items related to vocational planning., Chi-square analysis revealed that the employment status of the respondent was related to the utilization of the life skill, "Investigated an occupation or job offer." All of the full-time homemakers had used the skill or planned to do so. Three of the 29 unemployed respondents had not investigated an occupation or job offer and did not expect to perform the skill in the future.

Marital status, sex, and living arrangement were found to be related to the utilization of the skill, "Prepared a resume." Only 33 of 104 single respondents had used the skill; however, 62 expected to prepare a resume in the future. This compared to an even distribution of responses from 48 married individuals between the "Have Used" and "Expect to Use" categories. A greater proportion of females (36 of 83) had prepared a resume but a higher proportion of males (47 of 82) than females (39 of 83) expected to use the skill. Fourteen males and eight females did not expect to prepare a resume. Of the graduates living alone, with spouse, or with opposite sex friends, a larger proportion had prepared resumes than had those who indicated some other type of living arrangement. More of the respondents living with same sex friends, parents, relatives, children, or a spouse and children, expected to use the skill than had used it. Generally, "Prepared a resume" was a life skill that the majority of the respondents expected to use in the future but only about one-third had used.

The sex of the graduates and their enrollment in Family Living plus other related courses was related to the utilization of the item, "Made

TABLE VI

SIGNIFICANT CHI-SQUARE TESTS OF INDEPENDENCE BETWEEN USE OF LIFE SKILLS
AND CHARACTERISTICS OF GRADUATES

Life Skill	Enrollment in Family Related Courses	Employment Status	Marital Status	Sex	Living Arrange- ment	Where Life Skills Were Learned
<u>Vocational Planning</u>						
Made a Career Choice	ns*	ns	ns	ns	ns	ns
Investigated an occupation or job offer	ns	.0218	ns	ns	ns	ns
Prepared a resume	ns	ns	.0158	.0424	.0104	ns
Made application for a job	.0321	ns	ns	.0296	ns	ns
Took an employment test	ns	.0258	.0343	ns	ns	ns
Participated in a job interview	ns	ns	ns	.0275	ns	ns
Asked for a raise	ns	.0183	ns	ns	ns	ns
Wrote a letter of resignation	ns	ns	ns	ns	ns	ns
<u>Consumerism</u>						
Completed tax forms	ns	ns	.0372	ns	ns	ns
Made a spending plan (budget)	.0070	.0012	.0002	.0017	.0021	ns
Complained about a consumer problem	ns	ns	.0265	ns	ns	ns
Used banking services	ns	ns	.0413	ns	ns	ns
Used credit to make a purchase	ns	.0046	ns	ns	ns	ns
Applied for a loan	ns	.0010	.0001	ns	.0022	ns
Selected insurance policies	ns	.0000	.0000	ns	.0000	ns
Paid bills	ns	ns	ns	ns	ns	ns
Tried to get "the most for your money" when making purchases	ns	ns	.0366	ns	ns	ns
Made efforts to conserve energy	ns	ns	ns	ns	ns	ns

TABLE VI (Continued)

Life Skill	Enrollment in Family Related Courses	Employment Status	Marital Status	Sex	Living Arrange- ment	Where Life Skills Were Learned
<u>Consumerism (Continued)</u>						
Arrange for public utilities to be installed or turned on	.0228	ns	.0000	.0178	.0000	ns
Bought a vehicle	ns	.0004	.0055	ns	ns	ns
<u>Human Development</u>						
Provided for personal physical appearance and cleanliness	ns	ns	ns	ns	ns	ns
Made own decisions	ns	ns	ns	ns	ns	ns
Recognized own emotions	ns	ns	ns	ns	ns	ns
Considered qualities desirable in a mate	ns	.0187	.0031	ns	ns	ns
Considered personal adjustments associated with marriage	.0045	.0110	.0000	.0008	.0000	ns
Planned a wedding	.0004	.0000	.0000	.0000	.0000	ns
Tried to maintain a good relationship with relatives	ns	ns	ns	ns	ns	ns
Cared for the elderly	ns	.0253	ns	ns	ns	ns
Coped with death of a loved one	.0015	ns	ns	.0020	ns	ns
Cared for the sick	ns	ns	.0007	ns		ns
Selected a physician or dentist	ns	.0196	.0000	.0242	.0043	ns
Used information about drug abuse to help self or others	ns	ns	ns	ns	ns	ns
Used information about alcoholism to help self or others	ns	ns	ns	ns	ns	ns

TABLE VI (Continued)

Life Skill	Enrollment in Family Related Courses	Employment Status	Marital Status	Sex	Living Arrange- ment	Where Life Skills Were Learned
<u>Human Development (Continued)</u>						
Evaluated TV programs for violence, sex, language	.0439	ns	ns	.0142	ns	.0423
Used leisure time enjoyably	ns	ns	ns	ns	ns	ns
Used citizenship skills	ns	ns	.0206	ns	ns	ns
<u>Parenthood Education</u>						
Considered advantages and disadvantages of various lifestyles	ns	ns	ns	ns	ns	ns
Considered personal responsibilities of parenting	.0290	.0167	.0007	.0022	.0000	ns
Identified parent-education opportuni- ties & childbirth/delivery options in local areas	.0001	.0001	.0000	.0002	.0000	ns
Calculated costs of infant care	.0020	.0000	.0000	.0001	.0000	ns
Cared for an infant's physical and emotional needs	.0079	.0171	.0167	.0002	.0000	ns
Evaluated play equipment	.0198	.0001	.0016	.0005	.0000	ns
Directed children's activities	.0069	.0043	.0255	.0001	.0011	ns
Evaluated child care facilities	.0045	.0001	.0004	.0002	.0000	ns
Engaged in "childproofing" environment-- removing dangers	.0015	.0006	.0372	.0004	.0000	ns
Evaluated self as a model for children	.0064	.0142	.0066	.0012	.0014	ns
Utilized family planning or birth control information	.0003	.0003	.0000	.0000	.0000	ns

TABLE VI (Continued)

Life Skill	Enrollment in Family Related Courses	Employment Status	Marital Status	Sex	Living Arrange- ment	Where Life Skills Were Learned
<u>Parenthood Education (Continued)</u>						
Utilized pregnancy and childbirth information	ns	.0026	.0000	.0222	.0000	ns
Used information about venereal disease to help self or other	ns	ns	.0356	ns	ns	ns
<u>Clothing</u>						
Selected & implemented an appropriate cleaning method	.0321	ns	.0036	ns	ns	ns
Organized storage for clothing	.0083	ns	ns	.0380	ns	ns
Packed clothing for travel	ns	ns	ns	ns	ns	ns
Repaired a garment	.0010	ns	.0316	.0002	ns	ns
Selected & purchased clothing for self	ns	ns	ns	ns	ns	ns
Constructed a garment	.0000	ns	.0014	.0000	.0003	.0264
<u>Foods</u>						
Planned menus for self or family	.0000	ns	.0000	.0000	.0017	ns
Arranged table settings	.0010	ns	.0040	.0000	ns	ns
Planned a party	.0458	ns	ns	.0319	ns	ns
Entertained guests	ns	ns	.0236	ns	ns	ns
Practiced table etiquette	ns	ns	ns	ns	ns	ns
Planned storage for utensils	.0187	ns	.0000	.0017	.0000	ns
Followed a recipe	.0193	ns	.0031	.0065	ns	ns
Implemented kitchen safety	ns	ns	.0030	.0178	.0006	ns

TABLE VI (Continued)

Life Skill	Enrollment in Family Related Courses	Employment Status	Marital Status	Sex	Living Arrange- ment	Where Life Skills Were Learned
<u>Foods (Continued)</u>						
Selected and purchased food	.0485	ns	ns	ns	ns	ns
Prepared food for self or family	ns	ns	ns	ns	ns	ns
Produced food in a home garden	ns	ns	ns	ns	ns	ns
Preserved food by canning, etc.	.0116	ns	ns	.0230	ns	ns
Stored food to avoid spoiling	ns	ns	ns	ns	ns	ns
Used major appliances	ns	ns	ns	ns	ns	ns
<u>Housing Selection</u>						
Selected a place to live	ns	ns	.0007	ns	.0000	ns
Interpreted blueprint symbols on a house plan	ns	ns	ns	ns	ns	ns
Signed a lease or contract	ns	ns	.0073	ns	ns	ns
Selected furniture & appliances	.0415	.0158	.0000	.0315	.0000	ns
Moved from one household to another	ns	ns	.0121	ns	.0004	ns
Made household repairs	ns	ns	.0051	ns	.0066	ns
Cleaned home	ns	ns	ns	ns	ns	ns

*ns = Not significant; significant differences are indicated by the probability level.

application for a job." A higher proportion of the females (78 of 83) than males (67 of 82) had applied for a job; however, 11 of 82 males expected to do so in the future compared to 4 of 83 females. In relation to enrollment in family related courses, more of the respondents (70 of 74) who had taken additional courses had used the skill compared to those who had taken only Family Living (75 of 91). It is also important to note that 12 of the 16 Family Living graduates who had not used the skill and who had taken only Family Living in high school, did expect to apply for a job in the future. It is possible that more of the students who had taken only a Family Living course were attending college or other types of training centers and had not yet reached the job market. Another possibility is that some graduates took over family businesses or established their own so that application procedures were not necessary. Also, some jobs such as farm work, do not require a formal application. In addition, some of the respondents may have interpreted "Made application for a job" to mean "Completed a written application" which is not required for obtaining all jobs.

Significant differences were revealed for the item, "Took an employment test" in relation to employment status and marital status. The majority of the respondents who were employed full-time or full-time and part-time had used the skill while more of the homemakers, part-time employed, and unemployed participants expected to take an employment test in the future. Also, the majority of married respondents (31 of 61) had used the life skill and less than half of the single graduates (44 of 104) had done so.

The only variable tested that seemed to be related to the respondents' participation in a job interview was the sex of the graduate.

Seventy-three of 83 females had performed the task while only 60 of 82 males had done so. Consistent with other items related to vocational planning, more males expected to participate in a job interview (18 of 82) than females (9 of 83).

In regard to the item, "Asked for a raise," employment status was the only variable for which a significant difference was found. Thirty-eight of the 85 respondents, who were employed full-time or both full-time and part-time, had used the life skill. For all other categories (full-time homemaker, employed part-time, and unemployed), more of the respondents expected to ask for a raise than had done so. Again, the participants may have never been employed or may not have been in a position long enough to feel justified in asking for a raise. The use as well as expected use does indicate that the skill is an important one in terms of vocational planning.

Life Skills Related to Consumerism

As shown in Table VI, significant differences were found to exist on 10 of the items related to consumerism. Statistical analysis revealed that the marital status of the respondent was significantly related to the utilization of the life skill, "Completed tax forms." Approximately half of the married respondents (29 of 61) and half of the single participants (53 of 104) had used the skill. Only seven of the 104 single graduates did not expect to complete tax forms while 12 of the 61 married individuals indicated similar responses. Thus, the data indicate that single graduates are more likely to have completed tax forms; however, it should be remembered that among married graduates, there are two people to share or take the primary responsibility for

performing this task. Single respondents did not have the opportunity to delegate this task to a spouse; therefore, greater use of this skill by singles is understandable.

The utilization of the life skill, "Made a spending plan," was significantly related to the graduates' enrollment in family related courses, employment status, marital status, sex, and living arrangement. A greater proportion of the graduates, who had taken additional courses (57 of 74) had used the skill than those having taken only Family Living (49 of 91). In relation to employment status, all of the full-time homemakers had prepared a spending plan. A larger proportion of the part-time employed individuals (24 of 35) had used the skill than the full-time employed participants (54 of 85) or the unemployed respondents (12 of 29). Most of the respondents who had not made a spending plan did expect to use the skill in the future. Concerning the marital status of the graduates, a larger proportion of married individuals (51 of 61) had made a spending plan while 55 of the 104 single respondents had done so. The sex of the graduate was also related to the utilization of this life skill. Over half of the males (42 of 82) as well as females (64 of 83) had made a spending plan. Two females compared to eight males did not expect to use this skill. In regard to the living arrangements of the respondents, the highest proportion of individuals who had made a spending plan lived with their children or their spouse and children (29 of 31). The majority of respondents, characterized by other types of living arrangements, had also used the skill. In summary, those respondents who were female, married, living with children or spouse and children, full-time homemakers or part-time employed, and who took Family Living plus additional related courses were more likely

to have made a spending plan than other respondents.

The marital status of the graduate, was found to be related to utilization of the life skill, "Complained about a consumer problem." More of the single respondents (68 of 104) than married participants (26 of 61) had not used the skill; however, 49 of those who were single compared to 18 of the married individuals expected to make such a complaint.

Marital status was also related to the use of banking services. The majority of single (94 of 104) as well as married (60 of 61) respondents had used the skill. All but one of the other respondents expected to use banking services in the future.

Responses to the item, "Used credit to make a purchase," were significantly related to the employment status of the graduates. Graduates who were homemakers or employed had used the skill more than unemployed respondents. However, 13 of the 29 unemployed respondents expected to purchase on credit in the future.

Family Living graduates' utilization of the life skill, "Applied for a loan," was related to their employment status, marital status, and living arrangement. A large proportion of the full-time homemakers (13 of 16) and full-time employed respondents (70 of 85) than part-time employed (24 of 35) or unemployed (13 of 29) participants had applied for a loan. A much higher proportion of married respondents (56 of 61) than single individuals (64 of 104) had used the skill. Six of the 104 single participants did not expect to apply for a loan. Married persons may have had greater expenses since two family members must be supported. Also, married individuals might be more apt to buy large appliances or make housing purchases. The other factor relating to

applications for loans was the living arrangement of respondents. The majority of the graduates had used the skill. The respondents living with children or a spouse and children had the largest proportion of respondents who had applied for a loan of any living arrangement category.

Employment status, marital status, and living arrangement of graduates were related to the use of the life skill, "Selected insurance policies." Fourteen of 16 full-time homemakers and 68 of 85 full-time employed respondents had used the skill. In regard to the part-time employed and unemployed participants, more of these graduates expected to select insurance policies in the future than had actually done so. More married individuals (53 of 61) had selected insurance policies than single participants (55 of 104). Three respondents did not expect to select insurance policies at all. In relation to living arrangement, the majority of the respondents in all living arrangement categories except living with "same sex friends" had used the skill. Only about one-third of the respondents living with friends of the same sex had selected insurance policies. This skill may be one for which a greater need is recognized as the age of the respondent increases. Also, the dependency of family members on the person or persons providing the income for that family might encourage insurance policy selection.

Significant differences were found to exist in relation to marital status of the respondent on the consumerism life skill, "Tried to get 'the most for your money' when making purchases." All of the married respondents had used this skill. Ninety-seven of the 104 single individuals had performed the skill while seven others expected to in the future.

Enrollment in family related courses, marital status, sex, and living arrangement of the respondents contributed to significant differences in the use of the life skill, "Arranged for public utilities to be installed or turned on." Proportionately, more of the respondents who had taken additional family related classes had arranged for utilities to be turned on than those who had taken only Family Living. This could indicate that more of this group had established residences. Possibly for the same reason, more married respondents (59 of 61) had used the skill than single graduates (64 of 104).

The sex of the participant also significantly related to the use of the skill, "Arranged for public utilities to be installed or turned on." Sixty-nine of the 83 females had arranged for public utilities to be turned on plus an additional 14 females who expected to do so in the future. Fifty-four of the 82 males had performed the skill, 26 expected to, and two did not expect to use the skill.

Regarding the relationship of the respondents' living arrangements to the utilization of this skill, the group that had, proportionately, used the skill the least included respondents who lived with parents or relatives. All of the participants who lived with children or a spouse and children had arranged for public utilities to be installed or turned on. A high proportion (30 of 32) of those living with a spouse or friend of the opposite sex had also used the skill.

The factors for which significant relationships were found in regard to buying a vehicle were employment status and marital status. More full-time homemakers and full-time employed respondents had bought vehicles than those who were part-time employed or unemployed. All but one respondent had used or expected to use the skill. More of the

married individuals (55 of 61) had bought a vehicle compared to 73 of 104 single participants. Only one respondent did not expect to buy a vehicle.

Life Skills Related to Human Development

Statistical analysis revealed significant differences on nine of the 16 life skills related to human development as shown in Table VI. The employment status of the respondents was the only variable studied which revealed a significant difference on the life skill, "Considered qualities desirable in a mate." All of the full-time homemakers as well as the unemployed respondents had considered qualities desirable in a mate (Appendix C). Moreover, all the respondents had performed the skill or expected to do so in the future.

Significant differences were found on the item, "Considered personal adjustments associated with marriage," in relation to the respondents' enrollment in family related courses, employment status, marital status, sex, and living arrangement. A greater proportion of respondents who had taken Family Living plus additional courses (62 of 74) had considered personal adjustments associated with marriage compared to those who had taken only Family Living (57 of 91). The knowledge gained from additional classes may have reinforced a need to consider such adjustments whereas covering the topic of marriage adjustment once in a Family Living class may not have made a significant impression upon the respondents.

In relation to employment status, all of the full-time homemakers had considered personal adjustments associated with marriage. The majority of the full-time employed (64 of 85) and unemployed (19 of 29)

respondents had used the skill, while only slightly over half of the part-time employed (20 of 35) had done so. Contrary to what might be expected, one married respondent had not considered personal adjustments associated with marriage. All other married respondents had made such considerations. Of the single individuals, slightly over half (59 of 104) had considered marriage adjustments. Three single respondents did not expect to do so. More of the females (up of 83) had used the skill than males (49 of 82). This could be due to the fact that 43 of the 61 married participants were females (Table IV). In regard to living arrangement, all of the respondents who lived with children or a spouse and children had considered marriage adjustments. All but two of those who lived with a spouse or friends of the opposite sex had done so. Only about half of the other respondents had utilized the skill.

In relation to the life skill, "Planned a wedding," the variables found to be related to the utilization of the skill were enrollment in family related courses, employment status, marital status, sex, and living arrangement. Only about one-third of those respondents having taken only Family Living (28 of 91) had planned a wedding compared to 44 of the 74 respondents who had taken additional courses. The majority of those who had taken only Family Living (59 of 91) expected to use the skill in the future. This type of response might have been expected considering there were only five males who had taken additional courses and females usually assume the primary responsibility for planning a wedding. The only employment category in which a majority of the respondents had used the skill was the full-time homemaker (14 of 16). Almost half of the full-time employed (42 of 85) and about one-fourth of the part-time employed (9 of 35) and unemployed (7 of 29) had used the

skill. In relation to marital status, all but four of the married respondents had planned a wedding. It should be noted that 15 of the 104 single individuals had planned a wedding. Fifty-one of 83 females compared to 21 of 82 males had made plans for a wedding; however, the majority of males (57 of 82) expected to use the skill in the future.

A high proportion of those respondents living with children or a spouse and children as well as those living with a spouse or person of the opposite sex had planned a wedding. The majority of those who lived alone, with friends of the same sex, with parents or relatives expected to use the skill but had not yet done so.

The employment status of the respondent was found to be related to the utilization of the life skill, "Cared for the elderly." A greater proportion of the full-time homemakers (13 of 16) had cared for the elderly than had other respondents. Seven of the respondents did not expect to use this skill. Fewer full-time employed respondents (42 of 85) had cared for elderly persons than other participants; even though, 39 of the 85 individuals expected to use the skill in the future. The respondents may not have had much direct contact with elderly people since they were young in age and their parents and grandparents may not have reached a point of needing special care.

Significant differences were found to exist on the life skill, "Coped with the death of a loved one," in relation to enrollment in family related courses and the sex of the respondent. More of the participants who had taken additional family related courses (61 of 74) had used the skill compared to those who had taken only Family Living (53 of 91). Three respondents did not expect to deal with the death of a loved one. Again, due to the age of the respondents, some of them may not

have a very realistic view of death. More females (67 of 83) than males (47 of 82) had dealt with the death of someone they loved. In contrast, three of the males did not expect to have to use this life skill at all.

Marital status and living arrangement were found to be related to respondents' use of the skill, "Cared for the sick." All of the married respondents had used or expected to use the skill. The majority of the single participants (63 of 104) had also provided care for the sick. Only half of the respondents who lived with parents or other relatives had cared for someone who was ill. Also, three of that group did not expect to use the skill. The majority of respondents who lived with friends, spouse, children, or alone had been involved in providing care for the sick.

Significant differences were found to exist on the life skill, "Selected a physician or dentist," in relation to employment status, marital status, sex, and living arrangement. All of the full-time homemakers as well as the majority of the other respondents had selected a physician or dentist. Three full-time employed and two unemployed individuals did not expect to perform this skill. Fifty-five of the 61 married respondents compared to 60 of the 104 single participants had selected a physician or dentist. Three single and two married respondents did not expect to do so. A large proportion of both males (50 of 82) and females (65 of 83) had used the skill. One male and four females did not expect to select a physician or dentist. More respondents living with a spouse or opposite sex friends (27 of 32) and those living with children or a spouse and children (28 of 31) had selected a physician or dentist than had respondents living alone, with friends,

parents, or relatives.

Statistical analysis revealed significant differences in relation to enrollment in family related courses, sex, and where life skills were learned for the item, "Evaluated television programs for sex, violence, and language." Almost half of the respondents who had taken only a Family Living course (44 of 91) had used the skill compared to 47 of the 74 participants who had taken additional courses. About one-third of the respondents who had taken only Family Living (30 of 91) had not evaluated television programming and did not expect to in the future. Twelve of those who had taken additional courses also did not expect to evaluate television programming. Similar differences in use of the life skill were found in regard to the sex of the graduate. Fewer males (36 of 82) than females (55 of 83) had evaluated television programming. Again, almost one-third of the males (27 of 82) compared to 15 of the 83 females had not used the skill and did not expect to do so in the future.

A much higher proportion of those respondents who indicated learning the majority of their skills away from home (20 of 27) than those who learned them at home (72 of 138) had participated in the evaluation of television programs. There was, however, several respondents in both groups who did not expect to perform the task. Thirty-six of the 138 who learned the majority of their life skills at home and six of the 27 who learned life skills away from home did not expect to evaluate television programs. The researcher suspects that the individuals who did not expect to use the skill had not considered possible detrimental effects of television programming. They may not have had the educational opportunity to make such considerations. Also, these people may

have become so accustomed to viewing violence, sex, and abusive language on television as well as in movie theaters that they accept such programming as status quo and do not see a need for the evaluation of television programming. The high proportion of respondents who learned life skills away from home and had used the skill might indicate that some outside factor led those respondents to recognize a need for television programming evaluation.

The life skill, "Used citizenship skills," was significantly related to the marital status of the respondent. A greater proportion of single individuals (76 of 104) than married respondents (33 of 61) had used citizenship skills. While most respondents had used or expected to use such skills, nine participants did not expect to do so. Of those nine, three were single and six were married. It seems astonishing that out of 165 people of voting age, that 56 had not used citizenship skills such as voting or supporting a political candidate.

Life Skills Related to Parenthood Education

Statistical analysis revealed significant differences on 12 of the 13 life skills related to parenthood education (Appendix C). A significant relationship was found to exist between the life skill, "Considered personal responsibilities of parenting," and enrollment in family related courses, employment status, marital status, sex, and living arrangement of the graduates. Almost half of the respondents who had taken only Family Living (45 of 91) had considered the personal responsibilities of parenting. Fifty of the 74 who had taken additional courses had made such considerations. Four of those respondents who had taken only Family Living did not expect to consider the personal

responsibilities associated with parenting at all. Fifteen of the 16 full-time homemakers had utilized the skill. Slightly over half of the full-time employed (44 of 85) and part-time employed (21 of 35) respondents had considered the personal responsibilities of parenting, while 15 of the 29 unemployed had done so. Four individuals who were full-time employed did not expect to use the skill.

A greater proportion of the married individuals (46 of 61) had considered parenting responsibilities compared to 49 of the 104 single respondents. As might have been expected, the four who did not expect to use the skill were not married. Fifty-eight of the 83 females compared to 37 of the 82 males had considered parenting responsibilities. All four individuals who did not expect to use the skill were males. All of the respondents who lived with children or a spouse and children had considered the personal responsibilities associated with parenting. Only about one-fourth of those living alone (5 of 19) had done so. Less than half of the respondents living with parents or relatives (20 of 44) had considered parenting responsibilities. The majority of those respondents who lived with a spouse or friends had made such considerations. Two of the respondents who did not expect to use the skill lived with parents or relatives and two lived alone. These results were understandable considering that the respondents had been out of high school only three years. Many respondents would not have children and possibly had not considered having children at the time of the study.

The variables that influenced the use of the life skill, "Identified parent-education opportunities and child-birth/delivery options in local areas," were enrollment in family related courses, employment status, marital status, sex, and living arrangement. The major portion of those

respondents who had taken only Family Living (69 of 91) expected to use the skill in the future but only 12 had done so. Ten of the respondents who had taken only Family Living did not expect to use the skill at all. Also, the majority (40 of 74) of those individuals who had taken additional courses expected to become familiar with parent-education opportunities and child-birth/delivery options. Apparently three individuals did not consider that information to be important since they did not expect to become familiar with educational opportunities associated with parenting nor did they expect to research the child-birth/delivery options in their local areas.

Proportionately, fewer of the employed and unemployed respondents had made the effort to become familiar with parent-education opportunities or with child-birth/delivery options than might have been expected. In contrast, the majority of the full-time homemakers (12 of 16) had made such an effort. It should be noted that the majority of the employed and unemployed respondents expected to identify such opportunities and options in the future; however, nine of the 85 full-time employed, one of the 35 part-time employed, and three of the 29 unemployed respondents did not expect to become familiar with parent-education opportunities or child-birth/delivery options.

Almost half of the married respondents (30 of 61) compared to only 13 of 104 single graduates identified parent-education opportunities or child-birth/delivery options available in their local areas. Eighty of the single participants expected to be interested in such information at a later time. Eleven single and three married respondents did not expect to do so.

As might have been anticipated, the majority of those respondents

living with children or a spouse and children had researched the available parent education opportunities and child-birth/delivery options in their locale. A high proportion of the respondents who lived alone, with friends, spouse, parents or relatives expected to identify these options in the future.

Enrollment in family related courses, employment status, marital status, sex, and living arrangement contributed to significant differences in the use of the life skill, "Calculated costs of infant care." A higher proportion of respondents who had taken only a Family Living course (65 of 91) expected to use the skill than had used it (19 of 91). Thirty-three of the 74 respondents who had taken additional family related classes had calculated the cost of infant care while 40 expected to do so in the future. Over half of the married individuals (39 of 61) compared to single respondents (13 of 104) had computed the actual cost of infant care. A high proportion of the single respondents (83 of 104) expected to make such computations in the future. Eight single people did not expect to calculate the cost of infant care. Sixty-two of the 82 males and 43 of the 83 females expected to use the skill in the future. Only 14 males and 38 females had calculated the cost of infant care at the time of the study. All of those participants living with children or a spouse and children had used the skill. The majority of those living with others or alone expected to utilize the life skill but relatively few had done so.

Significant differences were found to exist on the life skill, "Cared for an infant's physical and emotional needs." The related variables included enrollment in family related courses, employment status, marital status, sex, and living arrangement. Half of the

respondents who had taken Family Living plus additional related courses had used the skill while the other half expected to use it in the future. The majority of those who had taken only Family Living (59 of 91) expected to provide infant care in the future. Twelve of the 16 full-time homemakers had cared for an infant's needs. Only about one-third of the full-time employed, part-time employed, and unemployed respondents had used the skill, but most of them expected to use it. A higher proportion of married respondents (31 of 61) than single individuals (32 of 104) had cared for an infant. Sixty-seven of the single participants expected to do so in the future compared to 29 of the married graduates. Proportionately, more females (44 of 83) had cared for an infant than males (19 of 82); however, 57 of the males expected to use the skill in the future. Most of the respondents living with children or a spouse and children had cared for infants. The majority of those living alone, with friends, parents, or relatives expected to use the skill but had not yet done so.

Enrollment in family related courses, employment status, marital status, sex, and living arrangement were the variables which were found to relate to the life skill, "Evaluated play equipment." The majority of the respondents who had taken only Family Living (51 of 91) as well as those who had taken additional courses (40 of 74) expected to evaluate play equipment but relatively few had done so. Ten respondents did not expect to perform the skill at all. In contrast, 13 of the 16 full-time homemakers had evaluated play equipment. The majority of the other respondents expected to use it but only about one-third had done so. The major portion of both single (74 of 104) and married (30 of 61) graduates expected to evaluate play equipment. Of the ten who did not

expect to use this skill, eight were single and two were married. Also, the majority of males 961 of 82) and females (43 of 83) expected to be involved in the evaluation of play equipment in the future, but only about one-third of the total respondents had used the skill. Of those who did not expect to evaluate play equipment, seven were male and three were female respondents. In regard to living arrangement, 26 of those respondents living with children or a spouse and children had evaluated play equipment. Most of the respondents who lived with friends, a spouse, parents, relatives or alone expected to evaluate play equipment in the future.

Significant differences were found to exist on the life skill, "Directed children's activities," in relation to enrollment in family related courses, employment status, marital status, sex, and living arrangement. Over half (45 of 74) of those who had taken Family Living plus additional courses had used this life skill compared to 35 of the 91 participants who had taken only Family Living. The majority of the respondents who had taken only Family Living expected to direct children's activities in the future. A high proportion of the participants who are full-time homemakers (14 of 16), part-time employed (18 of 35), and unemployed (15 of 29) had directed the activities of children. Proportionately, more of the full-time employed respondents expected to direct children's activities than had done so. In addition, all of the married respondents had used or expected to use the skill. All but seven of the single respondents indicated that they expected to provide direction for the activities of children. Over half of the female participants (53 of 83) had directed children's activities compared to about one-third of the males 927 of 82). In addition, the majority of

male respondents expected to use the skill in the future compared to 28 of 83 females. Five males and two females did not expect to be involved in directing activities for children. Twenty-two of the 44 respondents who lived with parents or relatives as well as 25 of the 31 who lived with children or a spouse and children had used the life skill. The majority of the participants living alone, with friends, or with a spouse expected to be involved in children's activities in the future.

Enrollment in family related courses, employment status, marital status, sex, and living arrangement were found to significantly relate to the use of the life skill, "Evaluated child care facilities." A relatively small proportion of the respondents (about one-fourth) had used the skill but the majority of those who had taken only Family Living as well as those who had taken additional courses expected to evaluate child care facilities in the future. In addition, 12 of the respondents who had taken only Family Living and six of those who had taken additional courses did not expect to use the skill. Twelve of the 16 full-time homemakers had used evaluation techniques in considering child care facilities; however, more of the employed and unemployed respondents expected to use the skill than had done so. The major portion of both single and married respondents expected to evaluate child care facilities in the future. Fourteen of the graduates who did not expect to use the skill were single and four were married. Again, the majority of both males and females expected to be involved in the evaluation of child care facilities; however, only 11 of 82 males and 35 of 83 females had evaluated child care facilities at the time of the study. Eleven of those who did not expect to utilize the life skill were males and seven were females. A high proportion of the graduates who lived

with children or a spouse and children (25 of 31) had evaluated facilities of child care programs. The majority of the respondents who lived alone, with a spouse, friends, parents, or relatives expected to evaluate child care facilities in the future.

Significant differences were found on the life skill, "Engaged in 'childproofing' environment--removing dangers," in relation to five variables. Those variables included enrollment in family related courses, employment status, marital status, sex, and living arrangement. A higher proportion of the respondents who had taken Family Living plus additional courses (41 of 74) than those who had taken only Family Living (27 of 91) had used the skill. The majority of the latter group, expected to "childproof" the environment in the future. Fourteen of the 16 full-time homemakers had utilized "childproofing" skills.

Sixteen of the 35 part-time employed respondents had engaged in "childproofing" their environments while 16 others expected to do so in the future. Also, the majority of the full-time employed and unemployed participants expected to use the skill at a later time. A greater proportion of the married graduates (32 of 61) than single respondents (36 of 104) had engaged in "childproofing" the environment. Generally, single participants expected to do so in the future. Twenty-two of 82 males and 46 of 83 females had used "childproofing" skills in addition to 53 males and 35 females who expected to perform such tasks. Again, the only living arrangement category in which the majority of respondents had utilized the skill included participants who lived with children or a spouse and children. The majority of respondents who lived alone, with a spouse, friends, parents, or relatives expected to use the skill in the future.

In relation to the life skill, "Evaluated self as a model for children," the variables found to contribute to significant differences included enrollment in family related courses, employment status, marital status, sex, and living arrangement. All of the respondents who had taken Family Living plus additional courses had used (53 of 74) or expected expected to use (21 of 74) the skill. In relation to the respondents who had taken only Family Living, all but six participants, had evaluated (45 of 91) or expected to evaluate (40 of 91) themselves as models for children.

The majority of full-time homemakers, employed, and unemployed respondents had evaluated themselves as models for children. A similar pattern was evident for single and married respondents. Thirty-eight of the 82 males and 60 of the 83 females had utilized the life skill. Thirty-nine males and 22 females expected to make such self evaluations in the future. The majority of respondents in each of the living arrangement categories had used the skill. Thirty-seven of those who lived alone had evaluated themselves as models for children and 58 expected to in the future.

Five variables influenced the life skill, "Utilized family planning or birth control information." Those variables included enrollment in family related courses, employment status, marital status, sex, and living arrangement. A higher proportion of those respondents who had taken only Family Living (47 of 91) as well as those who had taken additional courses (59 of 74) had used the skill than had expected to use it. All of the full-time homemakers and a large proportion of the full-time employed respondents had utilized family planning or birth control information. The majority of the part-time employed and unemployed

participants expected to use the skill in the future. Fifty-eight of the 61 married individuals had used family planning or birth control information compared to 48 of the 104 single respondents; however, 52 of the single participants expected to use such information in the future. A high proportion of the females (68 of 83) had used family planning or birth control information compared to 38 of the 82 males; however, more males (39 of 82) than females (15 of 83) expected to use the information at a later time. The majority of the respondents in each of the living arrangement categories had used the skill with the exception of those graduates living with friends of the same sex. More of the respondents who lived with same sex friends expected to use the skill than had done so.

Four variables were found to be related to the utilization of the life skill, "Utilized pregnancy and childbirth information." The variables were employment status, marital status, sex, and living arrangement. Most of the full-time homemakers had used the skill; however, the majority of the employed and unemployed respondents expected to use pregnancy and childbirth information in the future. Similarly, more of the single graduates also expected to use the skill than had used it. In contrast, the majority of married respondents had utilized pregnancy and childbirth information. Forty-four of the 61 married participants had utilized this type of information compared to 17 who expected to in the future. More females (44 of 83) than males (28 of 82) had used information about pregnancy and childbirth; however, more males (49 of 82) than females (38 of 83) expected to use it. All of the respondents who lived with children or a spouse and children had utilized the skill. The majority of the respondents who lived alone, with a spouse, friends,

parents, or relatives expected to use it in the future.

Marital status was the only variable for which significant differences were found in relation to the life skill, "Used information about venereal disease to help self or others." Forty-four of the single respondents and 24 of the married respondents did not expect to use the skill at all. This may have been a somewhat threatening question which would explain so many negative responses. Another possibility is that the respondents were knowledgeable in preventative measures and considered the question to be asking if they had used information to cure venereal disease.

Life Skills Related to Clothing

Statistical analysis revealed significant differences on four of the six life skills related to clothing as shown in Table VI. Two variables were found to relate to the life skill, "Selected and implemented an appropriate cleaning method." Enrollment in family related courses and marital status were those two variables. The majority of those having taken only Family Living (75 of 91) as well as those having taken additional related courses (70 of 74) had used the life skill (Appendix C). There were two, however, in the former group that did not expect to have to clean clothing. In relation to marital status, more married respondents (60 of 61) had utilized the skill than single persons (85 of 104). In addition, one single respondent and one married respondent did not expect to use the skill.

Significant differences in relation to two variables were found on the item, "Organized storage for clothing." Enrollment in family related courses and sex of the graduate were related to the use of this

skill. More of those respondents who had taken Family Living plus additional courses (72 of 74) had used the life skill than those who had taken only Family Living (76 of 91). Three respondents did not expect to organize the storage of clothing. Also, more of the females (79 of 83) than males (69 of 82) had done so. The three respondents who did not expect to organize clothing storage were males.

The use of the life skill, "Repaired a garment," was found to be significantly related to enrollment in family related courses, marital status, and sex. All of those respondents having taken Family Living plus additional courses had used or expected to use the skill. In comparison, 74 of the 91 respondents who had taken only Family Living had used skills related to garment repair and 11 of 91 respondents expected to use such skills. Six of the respondents who had taken only a Family Living class did not expect to repair a garment. Those graduates having taken additional courses probably would have had more training for this skill than those having taken only Family Living. For example, garment repair would probably be stressed in Home Economics classes; whereas, it most likely would not be a major emphasis of a Family Living course. In regard to marital status, more of the respondents who were married (59 of 61) had repaired a garment compared to 88 of the 104 single respondents. One married and five single respondents did not expect to use the skill in the future. These six individuals were also male. All the females had repaired a garment or expected to do so.

Significant differences were found in relation to five variables on the item, "Constructed a garment." The variables included enrollment in family related courses, marital status, sex, living arrangement, and where life skills were learned. More of the respondents who had taken

additional family related courses (58 of 74) had constructed a garment compared to 32 of the 91 respondents who had taken only Family Living. In fact, almost half (45 of 91) of the respondents who had taken only Family Living did not expect to construct a garment at all. A similar distribution occurred in relation to marital status. Forty-seven of the 104 single individuals had used the skill, while 43 of them did not expect to use it. The majority of married respondents (43 of 61) had constructed a garment. Even so, nine of that group did not expect to do so.

Twenty-three of the 82 males had constructed a garment compared to 67 of the 83 females. The majority of males (44 of 82) did not expect to perform the task. Most of the respondents living alone, with friends of the opposite sex, a spouse, parents, relatives, children, or a spouse and children had used garment construction skills. Over half, however, of those participants living with friends of the same sex (22 of 39) did not expect to construct a garment. Also, about one-third of the respondents living with parents or relatives (14 of 44) as well as those living alone (6 of 19) did not expect to use the skill. A factor which was not a part of this study which could very likely be related to the use of this skill is limited financial resources. The results in terms of living arrangement infer this relationship. Those living with a spouse, person of the opposite sex, children, or spouse and children were more likely to have used garment construction skills. These are the same groups that would probably have financial resources stretched the farthest and, thus, would need to get the most for their clothing dollar by constructing their own clothes.

Life Skills Related to Foods

As indicated in Table VI, statistical analysis revealed significant differences to exist on nine of the 14 life skills related to foods. In general, significant relationships were found most often in regard to enrollment in family related courses, marital status, and sex of the graduates.

The life skill, "Planned menus for self or family," was influenced by enrollment in family related courses, marital status, sex, and living arrangement. A higher proportion of the respondents who had taken additional courses (68 of 74) had used the skill than those who had taken only Family Living (57 of 91). This could be due to the fact that all but five of those who had taken additional courses were females. Furthermore, all of the respondents who had taken additional courses had used or expected to use menu planning skills. Proportionately, more of the married respondents (58 of 61) than single individuals (67 of 104) had planned menus. In addition, all the females had used the skill or expected to use it in the future compared to 48 of the 82 males who had planned menus and eight who did not expect to perform the skill.

Enrollment in family related courses, marital status, and sex were the variables for which significant differences were found in relation to the item, "Arranged table settings." The majority of the respondents had utilized the life skill; however, 16 of the 91 participants who had taken only Family Living and two of the 74 who had taken additional courses did not expect to use the skill at all. The same type of distribution was true for marital status. The majority of single (59 of 104) and married (50 of 61) respondents had arranged table settings while 15 of the single and three married respondents did not expect to

do so. Less than half of the males (40 of 82) had used the skill compared to 69 of 83 females. Also, 17 males did not expect to arrange table settings compared to one female who did not plan to use this skill. These results seem to indicate that this task is still considered to be a stereo-typed "female" task.

The life skill, "Planned a party," was found to be related to enrollment in family related courses and the sex of the graduate. More of the respondents who had taken additional courses (60 of 74) had used the skill than those who had taken only Family Living (60 of 91). Seven individuals, who had taken only Family Living, did not expect to plan a party at all. Of these seven, six were males and one was a female. Also, more of the females (67 of 83) than males (53 of 82) had utilized party planning skills.

Marital status was the only variable for which significant differences were found in relation to the life skill, "Entertained guests." All of the respondents had entertained guests or expected to in the future. Even though single individuals as a group are often labeled "swinging singles," a higher proportion of the married respondents (57 of 61) had entertained guests than had the single participants (82 of 104).

Significant differences were found to exist on four variables in relation to the life skill, "Planned storage for utensils." The variables included enrollment in family related courses, marital status, sex, and living arrangement. The majority of the respondents who had taken additional family related courses as well as those who had taken only Family Living had utilized the skill. Two of the former category and six of the latter did not expect to plan storage for utensils.

Similar distributions existed in relation to marital status. Sixty-seven of the 104 single and 58 of the 61 married respondents had planned storage for utensils while six single and two married participants did not expect to do so. Also, six of the individuals who did not expect to use the skill were males and two were females. The majority of both males and females had planned storage for utensils. A very high proportion of those living with opposite sex friends or a spouse (31 of 32) as well as those living with children or a spouse and children (29 of 31) had used the skill. Four of the eight individuals who did not expect to plan storage for utensils lived with parents or relatives.

The use of the life skill, "Followed a recipe," was related to enrollment in family related courses, marital status, and the sex of the respondent. All but one participant who had taken additional family related courses, had followed a recipe. A very high proportion of the respondents who had only taken Family Living (80 of 91) and had used the skill also existed. All of the married respondents had followed a recipe and 92 of the 104 single participants had done so. Seventy-one of the 82 males and 82 of the 83 females had utilized the skill. The two individuals who did not expect to follow a recipe were males.

Significant differences were found to exist for the life skill, "Implemented kitchen safety," in relation to marital status. A higher proportion of the married respondents (54 of 61) had used the skill compared to the single individuals (69 of 104). One married and four single respondents did not expect to consciously provide for kitchen safety.

The only variable found that significantly related to the selection and purchasing of food was enrollment in family related courses. All of

those who had taken additional courses had been involved in the selection and purchasing of food. Eighty-six of the 91 graduates who had taken only Family Living had used the skill and the other five respondents expected to do so in the future.

Significant differences were found to exist on the life skill, "Preserved food by canning, dehydrating, or freezing," in relation to enrollment in family related courses and the sex of the graduate. About one-third of the respondents who had taken additional family related courses (27 of 74) had used the skill. Only about one-fourth of those who had taken only Family Living (23 of 91) had done so. In addition, about one-third of those who had taken only Family Living (32 of 91) did not expect to use food preservation skills. This compared to 11 of the 74 respondents who had taken additional courses that did not expect to use the skill. Again, in relation to sex, a relatively small proportion of both males (23 of 82) and females (27 of 83) had preserved food by canning, dehydrating, or freezing. Twenty-nine of 82 males and 14 of 83 females did not expect to use this skill.

Life Skills Related to Housing Selection

Statistical analysis revealed significant differences on five of the seven life skills related to housing selection as indicated in Table VI. The variables contributing to the greatest number of significant differences for these life skills seemed to be marital status and living arrangement.

The use of the life skill, "Selected a place to live," was significantly influenced by the marital status and living arrangement of the graduate. All of the respondents had used or expected to use the

skill. A higher proportion of married participants (56 of 61) than single individuals (70 of 104) had selected housing. This might indicate that many of the single individuals lived with parents or others so that they, personally, would not have made the housing selection. This statement is supported by the fact that over half of the respondents living with parents or relatives (23 of 44) expected to use the skill in the future. A very high proportion of the respondents who lived alone (16 of 19), with friends of the same sex (32 of 39), with opposite sex friends or a spouse (27 of 32), and with children or a spouse and children (30 of 31) had selected a place to live.

Concerning the life skill, "Signed a lease or contract," significant differences were found to exist in relation to marital status. Even though, the majority of single (59 of 104) and married (48 of 61) respondents had signed a lease or contract, a fairly high proportion of the single individuals (39 of 104) had not done so but expected to in the future. Six single and two married participants did not expect to use this skill.

The selection of furniture and appliances was related to enrollment in family related courses, employment status, marital status, sex, and living arrangement. Slightly over half of the respondents who had taken only Family Living (50 of 91) had used the skill compared to 53 of the 74 who had taken additional classes. All but one of the full-time homemakers had selected furniture and appliances. The majority of the other respondents had used the skill or expected to do so in the future. A higher proportion of married individuals (52 of 61) had made furniture or appliance selections compared to 51 of the 104 single participants. One married and two single respondents did not expect to select

furniture and appliances. Forty-four of 82 males compared to 59 of 83 females had used the skill. Two males and one female did not expect to do so. A much higher proportion of those respondents living with parents or relatives (28 of 44) expected to select furniture and appliances compared to 15 respondents with the same living arrangement who had already done so.

Marital status and living arrangement were the only variables for which significant differences were found in relation to the item, "Moved from household to household." Proportionately, more of the married respondents (54 of 61) had made such a move than single persons (73 of 104). Three single and one married individual did not expect to move at all. This type of response seems a bit unrealistic in relation to today's highly mobile society. In looking at the living arrangements of respondents, three of those who did not expect to move lived with parents or relatives and one lived with a spouse or person of the opposite sex. Only about half (24 of 44) of those living with parents had used the skill. A high proportion of the respondents living alone, with friends, a spouse, children, or a spouse and children had moved from household to household.

Significant differences were found on the life skill, "Made household repairs," in relation to marital status and living arrangement. A greater proportion of married respondents (51 of 61) had made household repairs. Sixty-four of the 104 single individuals had done so. While most respondents, at least, expected to use the skill, one married and two single respondents did not expect to make household repairs. In regard to living arrangement, the majority of respondents had used or expected to use the skill. Two respondents who lived with parents or

relatives and one individual who lived with children or a spouse and children did not expect to make household repairs.

Significant differences were found in the respondents' utilization of life skills in relation to all variables tested; therefore, the hypotheses were not accepted. The variables found to most often relate to the utilization of life skills were the marital status and the sex of the graduate. Proportionately, more married respondents than single persons had used the life skills listed on the Life Skills Inventory. Similarly, a greater proportion of females than males had utilized the skills. Differences were particularly evident on life skills which were traditionally sex-role oriented. In addition, since some skills are used at various stages throughout life, the young age of the respondents was probably a factor in their utilization of skills.

Presentation of Completion Questions 88 and 89 of the Life Skills Inventory

The participants were asked to complete two open-ended questions on the Life Skills Inventory. These items, numbered 88 and 89, were not statistically analyzed due to the nature of the items. The responses were extremely varied and only the most frequent replies will be discussed in the following sections; however, a complete list of the responses can be found in Appendix D.

Item 88 was worded, "As you read through this list, if you have thought of other topics for which you have needed information, please list them below." Twenty-four different topics were listed by the 27 participants who answered the question. The two topics, which were each listed by three respondents, were vehicle maintenance and insurance.

Many other topics were generally concerned with money and consumer skills.

Item 89 read, "As you look at yourself in terms of daily living, what personally is your greatest concern?" Thirty-six of the 130 participants who answered this question indicated money and/or inflation as their greatest concern. Family and child care rated second highest with 27 of the respondents indicating these responses. Thirteen participants were concerned about their own attitude indicating such responses as "Happiness for myself and others!" or "Being short with people." In addition, 12 respondents indicated concern with their jobs or careers. Other responses basically dealt with long range goals such as "quality of life" or with daily home-management type of tasks such as cooking.

Information relating to the third objective, concerning suggestions for Family Living curriculum and course evaluation and revision, included all aspects of the study. Findings and conclusions on which recommendations can be based will be discussed in the next chapter.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to determine the utilization of selected life skills among young male and female homemakers in Oklahoma. The research conducted to achieve this purpose was guided by four objectives which included identification of life skills utilized by graduates of Family Living classes in Oklahoma, analysis of the life skills being utilized in relation to six variables concerning personal data, ranking life skills according to utilization by respondents, and making suggestions for Family Living curriculum and course evaluation and revision.

Utilization of life skills was determined through responses by 1977-78 graduates of Family Living classes to a survey entitled Life Skills Inventory (Appendix B). Surveys were mailed to 472 participants with 165 usable responses returned. The life skills represented seven categories which included vocational planning, consumerism, human development, parenthood education, clothing, foods, and housing selection. The following personal data used in the analysis of the life skills, were requested on the survey: (1) marital status, (2) living arrangement, (3) employment status, (4) where majority of life skills were learned, and (5) enrollment in Family Living and other related classes. Also the number of the survey was coded to indicate the sex of the

respondent. This information in addition to the responses to each of the life skills enumerated in the survey provided input for statistical analysis. From this information, suggestions for the evaluation and revision of Family Living courses and curriculum were made.

Due to the type of information sought within the study, two methods were employed for the statistical analysis of the response data. If the frequency distribution of responses within the cells was sufficient to allow a Chi-square test to be utilized, such a test was implemented. If the cell distribution was inadequate and no further logical collapsing could be done, the Fisher's exact probability test was used for data analysis (Chapter IV, Table IV). The open-ended responses to items 88 and 89 were summarized for reporting purposes since the type of data did not lend itself to statistical testing.

Findings and Conclusions

The findings, which related to the first objective concerning Family Living graduates' utilization of life skills, indicated that at least 90 percent of the respondents had used or expected to use 50 of the 76 life skills listed. The item that the most respondents indicated not using and not expecting to use involved writing a letter of resignation. Forty-two percent of the graduates responded in such a manner. Thirty-two percent did not expect to construct a garment. Other skills that, at least, one-fourth of the respondents had not used included items related to the use of information concerning drug abuse, alcoholism, and venereal disease as well as the skill related to evaluating television programming. Two items had been used by all respondents. These items related to decision-making and purchasing of clothing.

In relation to the use of information concerning drug abuse, alcoholism, and venereal disease, the respondents may not have had to use such information to "cure" those problems. They may, however, have been aware of preventative measures and considered the question to have been asking if information concerning drug abuse, alcoholism, or venereal disease had been used to cure self or others.

As previously indicated, the majority of the skills identified on the Life Skills Inventory had been utilized or, at least, the respondents expected to utilize the skills in the future. Since these skills were derived primarily from the Family Living curriculum published by the Oklahoma State Department of Vocational and Technical Education, it appeared that basically, the topics included in the curriculum materials are relevant to the needs of young male and female homemakers in Oklahoma.

The research relating to the second objective, which involved the analysis of the life skills in relation to variables concerning personal data, was directed by six hypotheses. These hypotheses were statistically analyzed using the Chi-square test or Fisher's exact probability test. For each test, the .05 level was used to determine whether or not a significant difference existed between responses as stated in the six hypotheses which follow:

- H₁: There will be no significant differences in life skills used by Family Living graduates in relation to their enrollment in other family related classes.
- H₂: There will be no significant differences in life skills used by Family Living graduates in relation to their employment status.

H₃: There will be no significant differences in life skills used by Family Living graduates in relation to marital status.

H₄: There will be no significant differences in life skills used by Family Living graduates in relation to the sex of the graduate.

H₅: There will be no significant differences in life skills used by Family Living graduates in relation to the living arrangement of the graduates.

H₆: There will be no significant differences in life skills used by Family Living graduates in relation to the graduates' perceptions of where the majority of their life skills were learned.

If significant differences were found on at least one of the 76 items comprising the Life Skills Inventory in relation to a variable identified by an hypothesis, the null hypothesis was not accepted. Each of the six hypotheses was not accepted by the researcher since significant differences were found to exist on at least one item of the Life Skills Inventory in relation to every variable studied.

The statistical analyses revealed a wide variety of significant differences in Family Living graduates' use of the 76 life skills listed on the Life Skills Inventory in relation to the variables studied. The variable that most often related to the utilization of life skills was marital status. Significant differences were found in relation to marital status on 42 of the life skills. Marital status contributed to more significant differences on life skills related to consumerism, human development, parenthood education, and housing selection than

those in the categories of vocational planning, clothing, or foods.

Many of the items on the Life Skill Inventory might be more likely to have been used if the respondent were married and/or had children. This is particularly true for the human development and parenthood education categories. Therefore, the relatively large number of respondents who expected to use these life skills in the future could be attributed to their anticipation of marriage and family life. Also, many of the differences seemed to be on skills for which the probability of being utilized would be greater among married respondents than single persons. For example, it would be expected that more married respondents had used the skill, "Considered personal adjustments associated with marriage," than single individuals. In addition, some of the married graduates may have indicated that they did not expect to use a skill because the respondent's spouse performs that skill for their family.

Another factor which potentially could have been related to some responses was the male/female representation within the married and single groups. Since 54 of the 104 single individuals and 18 of the 61 married graduates were males, the responses to skills traditionally considered female-oriented tasks may have varied due to the sex role orientation of the respondent (Chapter IV, Table IV).

The sex of the graduate was found to be related to the respondents' use of 32 life skills. Significant differences were found most often on life skills related to vocational planning, human development, parenthood education, clothing, and foods in relation to the sex of the graduate. In general, a greater proportion of females had used the life skills than male respondents. Again, many of these skills have

traditionally been considered female-oriented responsibilities. Since, in general, females indicated having used more of the skills than males, there would seem to be an indication that the Family Living graduates were not taught or at least they did not internalize the changing roles of males and females relating to such areas as parenting.

Significant differences were found to exist on 29 life skills in relation to living arrangement. Due to the fact that many differences were found to exist between the respondents living with parents and those living with a spouse or person of the opposite sex, it could be speculated that the respondents living with parents might be influenced by more traditional values than those individuals living alone, with friends, a spouse, children, or a spouse and children. In addition, the living arrangement would probably be related in some degree to marital status.

Twenty-nine life skills were also related to the respondents enrollment in family related courses. Basically, more of those respondents who had taken Family Living plus additional related courses had utilized the life skills. The education theory of reinforced learning could be a factor relating to this variable. The more a student has been exposed to a skill, the more deeply it becomes internalized and becomes a part of the data base that can be put into action. Another interrelated factor that could have been related was the sex of the respondents who had taken additional family related courses. When it is considered that 77 of the 91 respondents who had taken only a Family Living course were males compared to five males who had taken Family Living plus other related courses, it can be seen that differences in the responses could partially be attributed to the sex of the

individual (Chapter IV, Table IV).

In addition, significant differences were found on 25 of the 76 life skills in regard to employment status. This variable most often related to life skills associated with vocational planning, consumerism, human development, and parenthood education. More of the full-time homemakers than employed or unemployed respondents had used the consumer skills. Full-time homemakers indicated involvement in skills related to money management such as budgeting, using credit, and applying for a loan. Also, some of the skills used more by full-time homemakers such as "Cared for the elderly," take extra time that the employed respondents might not have had available for such activities.

Relatively few differences seemed to exist in the utilization of life skills in regard to where the majority of life skills were learned. The fact that the majority of respondents (138 of 165) indicated that they had learned the major portion of their life skills at home, was a concern to the researcher. From these data, it appeared that Family Living courses may not make a justifiable impact on students in relation to teaching them life skills. Not understanding these results, the researcher sought assistance for the interpretation of the findings through the Director of Research and key research personnel from the State Department of Vocational and Technical Education. It was their opinion as well as that of the researcher, that the question did not measure what it was intended to measure. The question which asked the respondent where the majority of life skills were learned, was too broad in scope and was too easily answered "home and family related activities." To determine, without question where the life skills were learned, it would be necessary to ask the question for each life skill

studied. The researcher feels that this method would produce more valid results. The researcher also recognizes that many skills are initially learned at home but are expanded and formalized through education opportunities or personal experiences outside the home.

Through responses to an open-ended question, graduates identified topics for which they needed more information. The respondents seemed to have needed information for a variety of topics not listed in the Life Skills Inventory. The topics, which were named most often (insurance and vehicle maintenance), were included in the Life Skills Inventory; however, the respondents apparently needed more information on different aspects of the topics than was indicated in the items on the survey (Appendix D). It should be noted that the majority (138) of participants did not respond to the question.

In a second open-ended question, respondents indicated areas of greatest personal concern in relation to daily living. The greatest concerns identified by respondents were in the areas of money, family, attitudes, and careers. It appeared that the respondents needed more information in those areas.

The respondents indicated that they expected to use many of the skills in the future; even though, they had not done so at the time of the study. It should be remembered that the graduates were only about 21 years of age and they may not have reached a point in their lives where they felt a need for certain life skills.

Recommendations

Recommendations for Family Living Classes

In light of the findings and conclusions of this study, the

following recommendations were made in relation to Family Living classes:

1. Careful consideration and planning should be made by teachers of Family Living classes to prevent traditionally female-oriented tasks from being treated as such in the classroom since all students will be homemakers. In addition, since both males and females take Family Living, the curriculum content should be carefully reviewed in light of the fact that most homemakers will also be wage-earners.
2. The researcher recommends that careful consideration be given the topics for which the utilization by the respondents was below 50 percent. Generally, as the "Have Used" percentage decreased, the "Expected to Use" percentages increased. This would indicate that the respondents may use information about those topics at a later time.
3. The life skills which had been used by 80 to 100 percent of the respondents could be made into a pretest to be used as an individualized education program. Students could be exempt of studying some skills or be provided more in-depth study if they were already somewhat knowledgeable in those areas.
4. Part or all of the life skills identified on the Life Skills Inventory could be used as a pretest to determine skills already possessed by students which would ultimately determine course emphasis and depth.
5. Since most of the parenthood skills had not yet been utilized a community parenthood program might offer the information at a more meaningful time in the respondents' lives. Other topics could be offered in this manner as well.

6. Since a greater proportion of the respondents who had taken Family Living plus additional courses had considered personal adjustments associated with marriage compared to those who had taken only Family Living, Family Living teachers need to find ways to incorporate marriage adjustment skills throughout the various topics of the class. For example, several discussions over the semester or year could be centered around problems which can arise in a marriage over money, children, sex, clothes, food, etc.
7. The researcher recommends that vocational planning life skills be taught with the emphasis that these skills will help the student "get ahead" in a competitive business world since the majority of both males and females will be working.
8. The findings of this study indicate a need for increased emphasis on citizenship skills. Creative techniques need to be developed that would motivate students to want to take advantage of the opportunity and responsibility of voting and be involved in the political system in our society.
9. The researcher recommends that a unit concerning the evaluation of television programming be included in the Family Living curriculum. Since programming and advertising has such an influence on individuals, families, and particularly children, monitoring of programming is very viable.
10. Due to information gathered on completion items, the investigator recommends a continued emphasis on financial matters, family and child relations, personal attitudes, and careers.

Recommendations for Research

In light of the findings and conclusions of this study, the following recommendations for further research were made:

1. Further research is needed to determine where the respondents learned the majority of their life skills. The researcher recommends asking respondents where they learned each life skill rather than where they learned the "majority" of the skills.
2. The researcher recommends a longitudinal study of these same graduates after three more years to determine further utilization of skills. Such a study would be particularly interesting in terms of increased age and maturity of the respondents.

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APPENDIXES

APPENDIX A
CORRESPONDENCE



OKLAHOMA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION

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

January 28, 1981

Dear Family Living Teacher:

We are writing to ask for your help! As a teacher of a Family Living course, you can help provide valuable information about graduates of your classes. Undoubtedly, your Family Living program provides opportunities for students to learn many skills which are necessary for successful daily living. These skills could be called "life skills". The Home Economics Division of the Oklahoma State Department of Vocational and Technical Education is interested in identifying those life skills which are really used by family living graduates of Oklahoma. We are conducting a statewide survey of selected 1977-78 graduates for the purpose of gathering that information.

Lists of graduates from 1977-78 were obtained from the Planning and Information Services Unit, State Department of Vocational-Technical Education. From the list, a random sample of graduates was selected to participate in the study.

YOUR COOPERATION IS VITAL in the collection of correct names and current addresses of these students. Enclosed is a list of names. Would you please help us by performing two tasks: (1) Check the accuracy of the names listed; and (2) provide any address information you have for each student on the list. If you cannot provide information for all the students, please return the list with all available information.

A questionnaire will be mailed to the former students for completion once the correct names and addresses are received from you. The questionnaire will ask the students to indicate if they have used, expect to use, or have not used certain life skills. Since the questionnaires cannot be mailed until we receive names and address information from you, please return the completed list promptly in the pre-addressed, postage-paid envelope.

Thank you very much for your SPECIAL EFFORT!

Sincerely,

Ms. Brenda Stacy
Project Coordinator

Sincerely,

Ms. Joyce Thompson
State Supervisor of Home Economics

EQUAL OPPORTUNITY AFFIRMATIVE ACTION EMPLOYER



OKLAHOMA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION

FRANCIS TUTTLE, DIRECTOR • 1518 WEST SIXTH AVE., • STILLWATER, OKLAHOMA 74074 • A.C. (408) 377-2000

January 28, 1981

Dear Principal:

We are writing to ask for your help! As the principal of a school which offers a Family Living course, you and the Family Living Teacher in your school can help provide valuable information about graduates of those classes. Undoubtedly, the Family Living program in your school provides opportunities for students to learn many skills which are necessary for successful daily living. These skills could be called "life skills". The Home Economics Division of the Oklahoma State Department of Vocational and Technical Education is interested in identifying those life skills which are really used by family living graduates of Oklahoma. We are conducting a statewide survey of selected 1977-78 graduates for the purpose of gathering that information.

Lists of graduates from 1977-78 were obtained from the Planning and Information Services Unit, State Department of Vocational-Technical Education. From the list, a random sample of graduates was selected to participate in the study.

YOUR COOPERATION IS VITAL in the collection of correct names and current addresses of these students. Enclosed is a list of names. Would you please help us by performing two tasks: (1) Check the accuracy of the names listed; and (2) provide any address information you have for each student on the list. If you cannot provide information for all the students, please return the list with all available information.

A questionnaire will be mailed to the former students for completion once the correct names and addresses are received from you. The questionnaire will ask the students to indicate if they have used, expect to use, or have not used certain life skills. Since the questionnaires cannot be mailed until we receive names and address information from you, please return the completed list promptly in the pre-addressed, postage-paid envelope.

The Family Living Teacher in your school has also been sent a letter requesting his/her assistance in this project. We hope you will help the teacher if necessary in reporting the names and addresses needed for this study.

Thank you very much for your SPECIAL EFFORT!

Sincerely,

Ms. Brenda Stacy
Project Coordinator

Sincerely,

Ms. Joyce Thompson
State Supervisor of Home Economics

EQUAL OPPORTUNITY AFFIRMATIVE ACTION EMPLOYER

RETURN DATE: FEBRUARY 11, 1981

Binger

Please check the following names for accuracy. (Some students may have changed names due to marriage.) Please list all available address information for each of the following students. If the student's current address is not available, please give the address of parents. Indicate the address of a parent by placing a (P) to the right of the address.

J. L. Edmonds

G. D. Farrow

G. L. Williams

THANK YOU!

February 16, 1981

Dear Family Living Teacher:

Approximately two weeks ago, a letter asking for current name and address information of 1977-78 Family Living graduates was mailed to you.

You are our only means of finding addresses for the students selected to participate in this study! Please take a few minutes now to complete the necessary information and return to us by February 24, 1981.

Sincerely,

Brenda Stacy

February 16, 1981

Dear Principal:

Approximately two weeks ago, a letter asking for current name and address information of 1977-78 Family Living graduates was mailed to you.

You are our only means of finding addresses for the students selected to participate in this study! Please take a few minutes now to complete the necessary information and return to us by February 24, 1981.

Sincerely,

Brenda Stacy



OKLAHOMA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION

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

February 11, 1981

Dear Parent:

We are writing to ask for your help! In 1977-78, your son was enrolled in a high school Family Living class. That program provided opportunities for students to learn many skills which are necessary for successful daily living. These skills could be called "life skills". The Home Economics Division of the Oklahoma State Department of Vocational and Technical Education is interested in identifying those life skills which are really used by family living graduates of Oklahoma. We are conducting a state wide survey of selected 1977-78 graduates for the purpose of gathering that information.

Your son has been selected to participate in the study! You can help us by providing current address information so that we can mail the questionnaire to him immediately. The questionnaire will ask the student to indicate if he has used, expects to use, or has not used certain life skills. Since the questionnaires cannot be mailed until we receive the proper address information from you, please return the completed form promptly in the pre-addressed, postage-paid envelope.

Thank you very much for your SPECIAL EFFORT!

Sincerely,

Brenda Stacy

Ms. Brenda Stacy
Project Coordinator

Sincerely,

Joyce Thompson

Ms. Joyce Thompson
State Supervisor of Home Economics

EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER



OKLAHOMA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION

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

February 11, 1981

Dear Parent:

We are writing to ask for your help! In 1977-78, your daughter was enrolled in a high school Family Living class. That program provided opportunities for students to learn many skills which are necessary for successful daily living. These skills could be called "life skills". The Home Economics Division of the Oklahoma State Department of Vocational and Technical Education is interested in identifying those life skills which are really used by family living graduates of Oklahoma. We are conducting a state wide survey of selected 1977-78 graduates for the purpose of gathering that information.

Your daughter has been selected to participate in the study! You can help us by providing current address information so that we can mail the questionnaire to her immediately. The questionnaire will ask the student to indicate if she has used, expects to use, or has not used certain life skills. Since the questionnaires cannot be mailed until we receive the proper address information from you, please return the completed form promptly in the pre-addressed, postage-paid envelope.

Thank you very much for your SPECIAL EFFORT!

Sincerely,

Brenda Stacy

Ms. Brenda Stacy
Project Coordinator

Sincerely,

Joyce Thompson

Ms. Joyce Thompson
State Supervisor of Home Economics

EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER



OKLAHOMA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION

FRANCIS TUTTLE, DIRECTOR • 1515 WEST SIXTH AVE., • STILLWATER, OKLAHOMA 74074 • A.C. (406) 377-2000

February 27, 1981

Dear Family Living Student:

You are a very important person! Because you took Family Living in high school, you can provide valuable information about the skills you are using now and probably learned in your Family Living class. Since high school you have undoubtedly used many skills that you consider necessary for successful daily living. These skills could be called "life skills." The Home Economics Division of the Oklahoma State Department of Vocational and Technical Education is interested in identifying those life skills which are really used by family living graduates of Oklahoma. We are conducting a statewide survey of selected 1977-78 graduates for the purpose of gathering that information. As a graduate of a Family Living course, you are one of the important persons we have asked to respond to the attached questionnaire.

Part I consists of questions regarding personal data. Part II is a list of life skills which may or may not have been a part of your family living course. Based upon your experiences since high school, please identify the skills that you have used, have not used but expect to use in the future, or have not used and do not expect to use in the future.

Please complete the questionnaire and return by April 1, 1981 using the enclosed pre-addressed, postage-paid envelope.

Thank you for your time and cooperation!

Sincerely,

Brenda Stacy
Project Coordinator

Joyce Thompson
State Supervisor
Home Economics Education

jm

EQUAL OPPORTUNITY AFFIRMATIVE ACTION EMPLOYER

March 16, 1981

Dear Family Living Graduate:

About 2 weeks ago, a letter was mailed to you asking you to participate in a state-wide study of 1977-78 Family Living graduates. Included in the letter was a Life Skills Inventory which we asked you to complete and return by April 1, 1981.

Please take a few moments NOW to complete the survey and mail it in the self-addressed, postage-paid envelope originally provided. We think this information is VITAL! Thank you very much for your help!

Sincerely,

Brenda Stacy

APPENDIX B

LIFE SKILLS INVENTORY

Part II - LIFE SKILLS INVENTORY

Directions: Read each statement carefully. Based upon your experiences since high school, identify the life skills that you have used, expect to use, or have not used and don't expect to use. Life Skills are those skills which are necessary for successful daily living. Circle the number to the right of each statement which represents your response. The possible responses are indicated below:

- 1 - I have used the life skill.
- 2 - I have not used the life skill yet, but expect to use it in the future.
- 3 - I have not used the life skill and do not expect to use it in the future.

	Have Used	Expect to Use	Have Not Used and Do Not Expect to Use
12. Made a Career Choice.	1	2	3
13. Investigated an occupation or job offer.	1	2	3
14. Prepared a resume.	1	2	3
15. Made application for a job.	1	2	3
16. Took an employment test.	1	2	3
17. Participated in a job interview.	1	2	3
18. Asked for a raise.	1	2	3
19. Wrote a letter of resignation.	1	2	3
20. Completed tax forms.	1	2	3
21. Made a spending plan (budget).	1	2	3
22. Complained about a consumer problem.	1	2	3
23. Used banking services (E.g., checking account).	1	2	3
24. Used credit to make a purchase.	1	2	3
25. Applied for a loan.	1	2	3
26. Selected insurance policies.	1	2	3
27. Paid bills.	1	2	3
28. Tried to get "the most for your money" when making purchases.	1	2	3
29. Made efforts to conserve energy.	1	2	3
30. Arranged for public utilities to be installed or turned on. (E.g., telephone, electricity, gas)	1	2	3
31. Bought a vehicle.	1	2	3
32. Provided for personal physical appearance and cleanliness.	1	2	3
33. Made own decisions.	1	2	3
34. Recognized own emotions.	1	2	3

	Have Used	Expect to Use	Have Not Used and Do Not Expect to Use
35. Considered qualities desirable in a mate.	1	2	3
36. Considered personal adjustments associated with marriage.	1	2	3
37. Planned a wedding.	1	2	3
38. Tried to maintain a good relationship with relatives.	1	2	3
39. Cared for the elderly.	1	2	3
40. Coped with the death of a loved one.	1	2	3
41. Cared for the sick.	1	2	3
42. Selected a physician or dentist.	1	2	3
43. Used information about drug abuse to help self or others.	1	2	3
44. Used information about alcoholism to help self or others.	1	2	3
45. Evaluated television programs for violence, sex, language.	1	2	3
46. Used leisure time enjoyably.	1	2	3
47. Used citizenship skills (E.g., voted or supported candidates.)	1	2	3
48. Considered advantages and disadvantages of various lifestyles.	1	2	3
49. Considered personal responsibilities of parenting.	1	2	3
50. Identified parent-education opportunities and childbirth/delivery options in local area.	1	2	3
51. Calculated costs of infant care.	1	2	3
52. Cared for an infant's physical and emotional needs.	1	2	3
53. Evaluated play equipment.	1	2	3
54. Directed children's activities.	1	2	3
55. Evaluated child care facilities.	1	2	3
56. Engaged in "childproofing" environment--remove dangers from environment.	1	2	3
57. Evaluated self as a model for children.	1	2	3
58. Utilized family planning or birth control information.	1	2	3
59. Utilized pregnancy and childbirth information.	1	2	3
60. Used information about venereal disease to help self or others.	1	2	3
61. Selected and implemented an appropriate cleaning method for clothing.	1	2	3
62. Organized storage for clothing.	1	2	3

	Have Used	Expect to Use	Have Not Used Do Not Expect
63. Packed clothing (in a suitcase) for travel.	1	2	3
64. Repaired a garment. (E.g., Sewn button, replaced hem, mended tears.	1	2	3
65. Selected and purchased clothing for self.	1	2	3
66. Constructed a garment.	1	2	3
67. Planned nutritious menus for self or family.	1	2	3
68. Arranged table settings for given menus.	1	2	3
69. Planned a party.	1	2	3
70. Entertained guests.	1	2	3
71. Practiced table etiquette.	1	2	3
72. Planned storage for kitchen utensils and tools.	1	2	3
73. Followed a recipe for some food preparation.	1	2	3
74. Implemented kitchen safety procedures.	1	2	3
75. Selected and purchased food.	1	2	3
76. Prepared food for self or family.	1	2	3
77. Produced food in a home garden.	1	2	3
78. Preserved food by canning, freezing, or dehydrating.	1	2	3
79. Stored food safely to avoid spoiling.	1	2	3
80. Used major appliances (E.g., refrigerator/washer/microwave oven/range/etc.)	1	2	3
81. Selected a place to live.	1	2	3
82. Interpreted common blueprint symbols on a house plan.	1	2	3
83. Signed a lease or contract.	1	2	3
84. Selected furniture and/or appliances for a home.	1	2	3
85. Moved from one household to another.	1	2	3
86. Made household repairs. (E.g., leaky faucet)	1	2	3
87. Cleaned home.	1	2	3
88. As you read through this list, if you have thought of other topics for which you have needed information, please list them below.			
89. As you look at yourself in terms of daily living, what personally is your greatest concern? (Please list only one.)			

THANK YOU

RETURN DATE
APRIL 1, 1981

LIFE SKILLS INVENTORY

Part I - Personal Data

Directions: Place an X to the left of the response which best describes you or your background. Mark only one response!

1. My marital status is:

- _____ (1) Single--Never married
- _____ (2) Single--Divorced
- _____ (3) Single--Widowed
- _____ (4) Married Once Only
- _____ (5) Married--Remarried
- _____ (6) Separated

2. I live:

- _____ (1) alone
- _____ (2) with friend/friends of the same sex
- _____ (3) with friend/friends of the opposite sex
- _____ (4) with parents/guardians
- _____ (5) with other relatives
- _____ (6) with spouse only
- _____ (7) with spouse and child/children
- _____ (8) with child/children
- _____ (9) other

3. My employment status is:

- _____ (1) full time homemaker
- _____ (2) employed full-time (40 hrs. or more per week)
- _____ (3) employed part-time (less than 40 hrs. per week)
- _____ (4) employed full-time and part-time
- _____ (5) unemployed

4. I learned the majority of my life skills: (Check only one.)

- _____ (1) home and family related activities
- _____ (2) school related activities
- _____ (3) community related activities
- _____ (4) other (Please list.)

(NOTE: "Life Skills" are those skills that you consider necessary for successful daily living.)

In high school, I took:

(Place an X to the left of all responses which apply.)

- _____ 5. A Family Living Course
- _____ 6. Home Economics I
- _____ 7. Home Economics II
- _____ 8. Home Economics III
- _____ 9. Home Economics IV
- _____ 10. Home Economics Related Occupations
- _____ 11. Other Home Economics Courses

(Please list.)

APPENDIX C

TABLES

TABLE VII

FREQUENCY DISTRIBUTION OF RESPONSES TO THE LIFE SKILLS INVENTORY ACCORDING TO
ENROLLMENT IN FAMILY LIVING AND RELATED CLASSES

Life Skills	A	B	A	B	A	B
	Have Used	Expect to Use	Have Not Used			
12. Made a Career Choice.	56	45	31	28	4	1
13. Investigated an occupation or job offer.	64	60	23	11	4	3
14. Prepared a resume.	29	28	48	38	14	8
15. Made application for a job.	75	70	12	3	4	1
16. Took an employment test.	40	35	38	30	13	9
17. Participated in a job interview.	69	64	18	9	4	1
18. Asked for a raise.	33	24	48	40	10	10
19. Wrote a letter of resignation.	7	11	44	33	40	30
20. Completed tax forms.	53	29	29	35	9	10
21. Made a spending plan (budget).	49	57	34	15	8	2
22. Complained about a consumer problem.	36	34	38	29	17	11
23. Used banking services (e.g., checking account)	86	68	5	5	0	1
24. Used credit to make a purchase.	67	60	21	12	3	2
25. Applied for a loan.	67	53	21	16	3	5
26. Selected insurance policies.	58	50	31	23	2	1
27. Paid bills.	88	73	3	1	0	0
28. Tried to get "the most for your money" when making purchases.	87	71	4	3	0	0
29. Made efforts to conserve energy.	78	69	11	5	2	0
30. Arranged for public utilities to be installed or turned on (e.g., telephone, electricity, gas).	61	62	28	12	2	0
31. Bought a vehicle.	70	58	21	15	0	1
32. Provided for personal physical appearance and cleanliness.	91	73	0	1	0	0
33. Made own decisions.	91	74	0	0	0	0
34. Recognized own emotions.	90	73	1	1	0	0

TABLE VII (Continued)

Life Skills	A	B	A	B	A	B
	Have Used	Expect to Use	Have Not Used			
35. Considered qualities desirable in a mate.	82	71	9	3	0	0
36. Considered personal adjustments associated with marriage.	57	62	31	11	3	1
37. Planned a wedding.	28	44	59	29	4	1
38. Tried to maintain a good relationship with relative.	88	70	2	4	1	0
39. Cared for the elderly.	50	49	36	23	5	2
40. Coped with the death of a loved one.	53	61	35	13	3	0
41. Cared for the sick.	62	54	26	19	3	1
42. Selected a physician or dentist.	60	55	30	15	1	4
43. Used information about drug abuse to help self or others.	39	33	37	24	15	17
44. Used information about alcoholism to help self or others.	36	30	32	28	23	16
45. Evaluated television programs for violence, sex, language.	44	47	17	15	30	12
46. Used leisure time enjoyably.	90	70	1	3	0	1
47. Used citizenship skills (e.g., voted or supported candidates).	63	46	23	24	5	4
48. Considered advantages and disadvantages of various lifestyles.	82	69	7	4	2	1
49. Considered personal responsibilities of parenting.	45	50	42	24	4	0
50. Identified parent-education opportunities and childbirth/ delivery options in local area.	12	31	69	40	10	3
51. Calculated costs of infant care.	19	33	65	40	7	1
52. Cared for an infant's physical and emotional needs.	26	37	59	37	6	1
53. Evaluated play equipment.	20	31	64	40	7	3
54. Directed children's activities.	35	45	51	27	5	2
55. Evaluated child care facilities.	16	30	63	38	12	6
56. Engaged in "childproofing" environment--remove dangers from environment.	27	41	56	32	8	1
57. Evaluated self as a model for children.	45	53	40	21	6	0
58. Utilized family planning or birth control information.	47	59	40	14	4	1
59. Utilized pregnancy and childbirth information.	34	38	51	36	6	0

TABLE VII (Continued)

Life Skills	A	B	A	B	A	B
	Have Used	Expect to Use	Have Not Used			
60. Used info. about venereal disease to help self or others.	40	28	29	21	22	25
61. Selected and implemented an appropriate cleaning method for clothing.	75	70	14	4	2	0
62. Organized storage for clothing.	76	72	12	2	3	0
63. Packed clothing (in a suitcase) for travel.	89	73	1	1	1	0
64. Repaired a garment (e.g., sewn button, replaced hem, mended tears.)	74	73	11	1	6	0
65. Selected and purchased clothing for self.	91	74	0	0	0	0
66. Constructed a garment.	32	58	14	9	45	7
67. Planned nutritious menus for self or family.	57	68	26	6	8	0
68. Arranged table settings for given menus.	50	59	25	13	16	2
69. Planned a party.	60	60	24	14	7	0
70. Entertained guests.	76	63	15	11	0	0
71. Practiced table etiquette.	70	60	16	13	5	1
72. Planned storage for kitchen utensils and tools.	62	63	23	9	6	2
73. Followed a recipe for some food preparation.	80	73	9	1	2	0
74. Implemented kitchen safety procedures.	63	60	23	14	5	0
75. Selected and purchased food.	86	74	5	0	0	0
76. Prepared food for self or family.	85	73	5	1	1	0
77. Produced food in a home garden.	37	31	39	37	15	6
78. Preserved food by canning, freezing, or dehydrating.	23	27	36	36	32	11
79. Stored food safely to avoid spoiling.	70	64	16	8	5	2
80. Used major appliances (e.g., refrigerator/washer/microwave oven/range/etc.).	91	73	0	1	0	0
81. Selected a place to live.	65	61	26	13	0	0
82. Interpreted common blueprint symbols on a house plan.	35	25	45	40	11	9
83. Signed a lease or contract.	59	48	29	21	3	5

TABLE VII (Continued)

Life Skills	A	B	A	B	A	B
	Have Used	Expect to Use	Have Not Used			
84. Selected furniture and/or appliances for a home.	50	53	39	20	2	1
85. Moved from one household to another.	68	59	22	12	1	3
86. Made household repairs (e.g., leaky faucet).	65	50	25	22	1	2
87. Cleaned home.	88	73	2	0	1	1

A = A Family Living Course

B = A Family Living Course Plus Other Related Courses

TABLE VIII

FREQUENCY DISTRIBUTION OF RESPONSES TO THE LIFE SKILLS INVENTORY ACCORDING TO EMPLOYMENT STATUS

Life Skills	A B C D E					A B C D E					A B C D E				
	Have Used					Expect to Use					Have Not Used				
12. Made a Career Choice.	6	53	22	2	18	9	25	13	2	10	1	1	0	2	1
13. Investigated an occupation or job offer.	12	69	22	3	18	4	8	12	2	8	0	2	1	1	3
14. Prepared a resume.	5	3	10	1	8	9	31	24	3	19	2	15	1	2	2
15. Made application for a job.	13	75	28	4	25	2	2	6	1	4	1	2	1	1	0
16. Took an employment test.	6	47	13	1	8	7	19	19	3	20	3	13	3	2	1
17. Participated in a job interview.	14	69	25	3	22	1	9	9	2	6	1	1	1	1	1
18. Asked for a raise.	5	35	10	3	4	8	33	23	3	21	3	11	2	0	4
19. Wrote a letter of resignation.	2	10	6	0	0	7	30	20	3	17	7	39	9	3	12
20. Completed tax forms.	9	41	18	6	8	6	26	16	0	16	1	12	1	0	5
21. Made a spending plan (budget).	16	51	24	3	12	0	19	11	3	16	0	9	0	0	1
22. Complained about a consumer problem.	8	31	20	1	10	5	31	13	4	14	3	17	2	1	5
23. Used banking services (e.g., checking account)	16	74	33	6	25	0	5	2	0	3	0	0	0	0	1
24. Used credit to make a purchase.	14	66	28	4	15	1	10	7	2	13	1	3	0	0	1
25. Applied for a loan.	13	66	24	4	13	2	9	10	2	14	1	4	1	0	2
26. Selected insurance policies.	14	63	16	5	10	1	15	18	1	19	1	1	1	0	0
27. Paid bills.	16	79	34	5	27	0	0	1	1	2	0	0	0	0	0
28. Tried to get "the most for your money" when making purchases.	16	75	33	6	28	0	4	2	0	1	0	0	0	0	0
29. Made efforts to conserve energy.	16	67	34	5	25	0	11	1	0	4	0	1	0	1	0
30. Arranged for public utilities to be installed or turned on (e.g., telephone, electricity, gas).	16	59	23	4	21	0	18	12	2	8	0	2	0	0	0
31. Bought a vehicle.	15	70	23	4	16	1	8	12	2	13	0	1	0	0	0
32. Provided for personal physical appearance and cleanliness.	16	79	35	6	28	0	0	0	0	1	0	0	0	0	0
33. Made own decisions.	16	79	35	6	29	0	0	0	0	0	0	0	0	0	0

TABLE VIII (Continued)

Life Skills	A B C D E					A B C D E					A B C D E				
	Have Used					Expect to Use					Have Not Used				
34. Recognized own emotions.	16	78	35	6	28	0	1	0	0	1	0	0	0	0	0
35. Considered qualities desirable in a mate.	16	70	33	5	29	0	9	2	1	0	0	0	0	0	0
36. Considered personal adjustments associated with marriage.	16	59	20	5	19	0	17	15	1	9	0	3	0	0	1
37. Planned a wedding.	14	40	9	2	7	2	36	25	4	21	0	3	1	0	1
38. Tried to maintain a good relationship with relatives.	15	77	32	6	28	1	2	2	0	1	0	0	1	0	0
39. Cared for the elderly.	13	39	23	3	21	3	36	11	3	6	0	4	1	0	2
40. Coped with the death of a loved one.	14	53	25	1	21	2	25	10	4	7	0	1	0	1	1
41. Cared for the sick.	12	53	27	5	19	4	22	8	1	10	0	4	0	0	0
42. Selected a physician or dentist.	16	55	24	4	16	0	21	11	2	11	0	3	0	0	2
43. Used information about drug abuse to help self or others.	9	31	16	1	15	4	30	12	4	11	3	18	7	1	3
44. Used information about alcoholism to help self or others.	7	29	13	1	16	6	29	13	3	9	3	21	9	2	4
45. Evaluated television programs for violence, sex, language.	12	42	22	2	13	2	14	6	2	8	2	23	7	2	8
46. Used leisure time enjoyably.	16	75	35	6	28	0	4	0	0	0	0	0	0	0	1
47. Used citizenship skills (e.g., voted or supported candidates.)	9	46	27	5	22	6	28	7	1	5	1	5	1	0	2
48. Considered advantages and disadvantages of various lifestyles.	16	70	32	5	28	0	7	2	1	1	0	2	1	0	0
49. Considered personal responsibilities of parenting.	15	40	21	4	15	1	35	14	2	14	0	4	0	0	0
50. Identified parent-education opportunities and childbirth/delivery options in local area.	12	17	7	1	6	4	53	27	5	20	0	9	1	0	3
51. Calculated costs of infant care.	14	21	9	1	7	2	52	25	5	21	0	6	1	0	1
52. Cared for an infant's physical and emotional needs.	12	29	12	0	10	4	46	22	6	18	0	4	1	0	1
53. Evaluated play equipment.	13	21	7	1	9	2	51	27	5	19	1	7	1	0	1

TABLE VIII (Continued)

Life Skills	A B C D E					A B C D E					A B C D E				
	Have Used					Expect to Use					Have Not Used				
54. Directed children's activities.	14	31	18	2	15	1	44	16	4	13	1	4	1	0	1
55. Evaluated child care facilities.	12	22	5	1	6	2	47	27	5	20	2	10	3	0	3
56. Engaged in "childproofing" environment--remove dangers from environment.	14	28	16	1	9	2	46	16	5	19	0	5	3	0	1
57. Evaluated self as a model for children.	15	42	23	3	15	1	32	12	3	13	0	5	0	0	1
58. Utilized family planning or birth control information.	16	56	16	4	14	0	18	19	2	15	0	5	0	0	0
59. Utilized pregnancy and childbirth information.	14	30	12	4	12	2	44	23	2	16	0	5	0	0	1
60. Used information about venereal disease to help self or others.	9	32	14	2	11	1	19	13	4	13	6	28	8	0	5
61. Selected and implemented an appropriate cleaning method for clothing.	16	70	30	4	25	0	7	5	2	4	0	2	0	0	0
62. Organized storage for clothing.	16	69	33	4	26	0	8	2	1	3	0	2	0	1	0
63. Packed clothing (in a suitcase) for travel.	16	77	35	6	28	0	1	0	0	1	0	1	0	0	0
64. Repaired a garment (e.g., sewn button, replaced hem, mended tears.)	16	72	31	3	25	0	3	4	3	2	0	4	0	0	2
65. Selected and purchased clothing for self.	16	79	35	6	29	0	0	0	0	0	0	0	0	0	0
66. Constructed a garment.	13	42	19	1	15	1	11	3	3	5	2	26	13	2	9
67. Planned nutritious menus for self or family.	16	58	26	4	21	0	16	7	2	7	0	5	2	0	1
68. Arranged table settings for given menus.	14	49	25	2	19	2	19	8	3	6	0	11	2	1	14
69. Planned a party.	14	56	27	4	19	1	19	8	1	9	1	4	0	1	1
70. Entertained guests.	15	67	32	4	21	1	12	3	2	8	0	0	0	0	0
71. Practiced table etiquette.	14	58	32	5	21	2	18	1	1	7	0	3	2	0	1
72. Planned storage for kitchen utensils and tools.	16	56	26	4	23	0	16	9	2	5	0	7	0	0	1
73. Followed a recipe for some food preparation.	16	69	35	5	28	0	9	0	1	0	0	1	0	0	1
74. Implemented kitchen safety procedures.	14	55	28	4	22	2	20	7	2	6	0	4	0	0	1
75. Selected and purchased food.	16	76	35	5	28	0	3	0	1	1	0	0	0	0	0
76. Prepared food for self or family.	16	73	35	6	28	0	5	0	0	1	0	1	0	0	1

TABLE VIII (Continued)

Life Skills	A B C D E					A B C D E					A B C D E				
	Have Used					Expect to Use					Have Not Used				
77. Produced food in a home garden.	9	30	14	3	12	4	37	18	3	4	3	12	3	0	3
78. Preserved food by canning, freezing, or dehydrating.	7	21	12	1	9	6	34	15	2	15	3	24	8	3	5
79. Stored food safely to avoid spoiling.	14	60	30	4	26	1	13	5	2	3	1	6	0	0	0
80. Used major appliances (e.g., refrigerator/washer/ microwave oven/range/etc.).	16	78	35	6	29	0	1	0	0	0	0	0	0	0	0
81. Selected a place to live.	15	62	25	4	20	1	17	10	2	9	0	0	0	0	0
82. Interpreted common blueprint symbols on a house plan.	9	31	7	2	11	5	36	25	4	15	2	12	3	0	3
83. Signed a lease or contract.	9	59	21	2	16	6	15	14	4	11	1	5	0	0	2
84. Selected furniture and/or appliances for a home.	15	51	19	4	14	1	26	16	2	14	0	2	0	0	1
85. Moved from one household to another.	15	63	24	4	21	1	14	10	2	7	0	2	1	0	1
86. Made household repairs (e.g., leaky faucet).	11	57	23	6	18	4	21	11	0	11	1	1	1	0	0
87. Cleaned home.	16	76	35	6	28	0	1	0	0	1	0	2	0	0	0

A = Full-time homemaker

B = Employed full-time.

C = Employed part-time.

D = Employed full-time and part-time.

E = Unemployed.

TABLE IX
FREQUENCY DISTRIBUTION OF RESPONSES TO THE LIFE SKILLS INVENTORY ACCORDING TO MARITAL STATUS

Life Skills	A B C D E					A B C D E					A B C D E				
	Have Used					Expect to Use					Have Not Used				
12. Made a Career Choice.	61	6	1	33	0	32	1	0	25	1	3	0	0	2	0
13. Investigated an occupation or job offer.	66	7	1	49	1	26	0	0	8	0	4	0	0	3	0
14. Prepared a resume.	29	3	1	23	1	59	3	0	24	0	8	1	0	13	0
15. Made application for a job.	82	6	0	56	1	10	1	1	3	0	4	0	0	1	0
16. Took an employment test.	37	7	0	30	1	49	0	1	18	0	10	0	0	12	0
17. Participated in a job interview.	73	5	1	53	1	19	2	0	6	0	4	0	0	1	0
18. Asked for a raise.	33	3	1	20	0	54	3	0	31	0	9	1	0	9	1
19. Wrote a letter of resignation.	7	1	0	10	0	50	2	1	24	0	39	4	0	26	1
20. Completed tax forms.	50	2	1	29	0	39	5	0	19	1	7	0	0	12	0
21. Made a spending plan (budget).	50	4	1	50	1	42	0	0	7	0	4	3	0	3	0
22. Complained about a consumer problem.	33	2	1	33	1	46	3	0	18	0	17	2	0	9	0
23. Used banking services (e.g., checking account)	88	5	1	59	1	7	2	0	1	0	1	0	0	0	0
24. Used credit to make a purchase.	69	5	1	51	1	23	2	0	8	0	4	0	0	1	0
25. Applied for a loan.	59	5	0	55	1	31	2	1	3	0	6	0	0	2	0
26. Selected insurance policies.	49	5	1	52	1	46	2	0	6	0	1	0	0	2	0
27. Paid bills.	92	7	1	60	1	4	0	0	0	0	0	0	0	0	0
28. Tried to get "the most for your money" when making purchases.	89	7	1	60	1	7	0	0	0	0	0	0	0	0	0
29. Made efforts to conserve energy.	84	5	1	56	1	10	2	0	4	0	2	0	0	0	0
30. Arranged for public utilities to be installed or turned on (e.g., telephone, electricity, gas).	58	5	1	58	1	36	2	0	2	0	2	0	0	0	0
31. Bought a vehicle.	66	6	1	54	1	29	1	0	6	0	1	0	0	0	0
32. Provided for personal physical appearance and cleanliness.	95	7	1	60	1	1	0	0	0	0	0	0	0	0	0
33. Made own decisions.	96	7	1	60	1	0	0	0	0	0	0	0	0	0	0

TABLE IX (Continued)

Life Skills	A B C D E					A B C D E					A B C D E				
	Have Used					Expect to Use					Have Not Used				
34. Recognized own emotions.	95	6	1	60	1	1	1	0	0	0	0	0	0	0	0
35. Considered qualities desirable in a mate.	85	6	1	60	1	11	1	0	0	0	0	0	0	0	0
36. Considered personal adjustments associated with marriage.	52	6	1	59	1	41	1	0	0	0	3	0	0	1	0
37. Planned a wedding.	7	7	1	57	0	86	0	0	2	0	3	0	0	1	1
38. Tried to maintain a good relationship with relatives.	91	6	1	59	1	4	1	0	1	0	1	0	0	0	0
39. Cared for the elderly.	56	5	1	37	0	34	2	0	22	1	6	0	0	1	0
40. Coped with the death of a loved one.	65	6	1	42	0	29	1	0	18	0	2	0	0	0	1
41. Cared for the sick.	67	5	1	52	1	35	2	0	8	0	4	0	0	0	0
42. Selected a physician or dentist.	54	5	1	54	1	39	2	0	4	0	3	0	0	2	0
43. Used information about drug abuse to help self or others.	42	2	1	27	0	36	3	0	21	1	18	2	0	12	0
44. Used information about alcoholism to help self or others.	42	2	1	21	0	32	2	0	25	1	22	3	0	14	0
45. Evaluated television programs for violence, sex, language.	47	3	1	39	1	21	1	0	10	0	28	3	0	11	0
46. Used leisure time enjoyably.	94	7	1	57	1	1	0	0	3	0	1	0	0	0	0
47. Used citizenship skills (e.g., voted or supported candidates.)	72	3	1	33	0	22	3	0	21	1	2	1	0	6	0
48. Considered advantages and disadvantages of various lifestyles.	87	6	1	56	1	8	1	0	2	0	1	0	0	2	0
49. Considered personal responsibilities of parenting.	45	3	1	46	0	48	3	0	14	1	3	1	0	0	0
50. Identified parent-education opportunities and childbirth/delivery options in local area.	10	2	1	30	0	77	3	0	28	1	9	2	0	2	0
51. Calculated costs of infant care.	11	2	0	39	0	78	4	1	21	1	7	1	0	0	0
52. Cared for an infant's physical and emotional needs.	27	4	1	31	0	64	3	0	28	1	5	0	0	1	0
53. Evaluated play equipment.	18	3	1	29	0	70	4	0	29	1	8	0	0	2	0

TABLE IX (Continued)

Life Skills	A B C D E					A B C D E					A B C D E				
	Have Used					Expect to Use					Have Not Used				
54. Directed children's activities.	40	2	1	36	1	49	5	0	24	0	7	0	0	0	0
55. Evaluated child care facilities.	14	3	1	28	0	69	3	0	28	1	13	1	0	4	0
56. Engaged in "childproofing" environment--remove dangers from environment.	33	2	1	31	1	55	5	0	28	0	8	0	0	1	0
57. Evaluated self as a model for children.	49	3	1	44	1	43	4	0	14	0	4	0	0	2	0
58. Utilized family planning or birth control information.	43	4	1	58	0	50	2	0	1	1	3	1	0	1	0
59. Utilized pregnancy and childbirth information.	24	3	1	43	1	67	3	0	17	0	5	1	0	0	0
60. Used information about venereal disease to help self or others.	39	4	1	23	1	36	1	0	13	0	21	2	0	24	0
61. Selected and implemented an appropriate cleaning method for clothing.	78	6	1	59	1	17	1	0	0	0	1	0	0	1	0
62. Organized storage for clothing.	85	6	1	55	1	9	1	0	4	0	2	0	0	1	0
63. Packed clothing (in a suitcase) for travel.	95	6	1	59	1	1	0	0	1	0	0	1	0	0	0
64. Repaired a garment (e.g., sewn button, replaced hem, mended tears.)	80	7	1	58	1	11	0	0	1	0	5	0	0	1	0
65. Selected and purchased clothing for self.	96	7	1	60	1	0	0	0	0	0	0	0	0	0	0
66. Constructed a garment.	43	3	1	43	0	13	1	0	9	0	40	3	0	8	1
67. Planned nutritious menus for self or family.	61	5	1	57	1	29	2	0	1	0	6	0	0	2	0
68. Arranged table settings for given menus.	54	4	1	49	1	28	2	0	8	0	14	1	0	3	0
69. Planned a party.	65	5	1	48	1	27	1	0	10	0	4	1	0	2	0
70. Entertained guests.	76	5	1	56	1	20	2	0	4	0	0	0	0	0	0
71. Practiced table etiquette.	78	5	1	45	1	14	2	0	13	0	4	0	0	2	0
72. Planned storage for kitchen utensils and tools.	61	5	1	57	1	30	1	0	1	0	5	1	0	2	0
73. Followed a recipe for some food preparation.	86	5	1	60	1	8	2	0	0	0	2	0	0	0	0
74. Implemented kitchen safety procedures.	63	5	1	53	1	29	2	0	6	0	4	0	0	1	0
75. Selected and purchased food.	91	7	1	60	1	5	0	0	0	0	0	0	0	0	0
76. Prepared food for self or family.	91	6	1	59	1	4	1	0	1	0	1	0	0	0	0

TABLE IX (Continued)

Life Skills	A B C D E					A B C D E					A B C D E				
	Have Used					Expect to Use					Have Not Used				
77. Produced food in a home garden.	38	2	1	27	0	47	3	0	26	0	11	2	0	7	1
78. Preserved food by canning, freezing, or dehydrating.	24	2	1	23	0	45	1	0	26	0	27	4	0	11	1
79. Stored food safely to avoid spoiling.	74	5	1	54	0	18	1	0	5	0	4	1	0	1	1
80. Used major appliances (e.g., refrigerator/washer/ microwave oven/range/etc.).	95	7	1	60	1	1	0	0	0	0	0	0	0	0	0
81. Selected a place to live.	62	7	1	56	0	34	0	0	4	1	0	0	0	0	0
82. Interpreted common blueprint symbols on a house plan.	34	1	0	25	0	54	4	1	26	0	8	2	0	9	1
83. Signed a lease or contract.	54	5	0	47	1	37	1	1	11	0	5	1	0	2	0
84. Selected furniture and/or appliances for a home.	44	6	1	52	0	50	1	0	8	0	2	0	0	0	1
85. Moved from one household to another.	65	7	1	54	0	28	0	0	6	0	3	0	0	0	1
86. Made household repairs (e.g., leaky faucet).	57	6	1	51	0	37	1	0	8	1	2	0	0	1	0
87. Cleaned home.	93	7	1	60	0	2	0	0	0	0	1	0	0	0	1

A = Single-Never Married

B = Single-Divorced*

C = Single-Widowed

D = Married Once Only

E = Married-Remarried

* = No respondents indicated that they were "separated"
so this category was omitted from the table.

TABLE X

FREQUENCY DISTRIBUTION OF RESPONSES TO THE LIFE SKILLS INVENTORY
ACCORDING TO THE SEX OF THE RESPONDENT

Life Skills	A	B	A	B	A	B
	Have Used		Expect to Use		Have Not Used	
12. Made a Career Choice.	50	51	28	31	4	1
13. Investigated an occupation or job offer.	56	68	22	12	4	3
14. Prepared a resume.	21	36	47	39	14	8
15. Made application for a job.	67	78	11	4	4	1
16. Took an employment test.	33	42	36	32	13	9
17. Participated in a job interview.	60	73	18	9	4	1
18. Asked for a raise.	32	25	41	47	9	11
19. Wrote a letter of resignation.	5	13	39	38	38	32
20. Completed tax forms.	48	34	25	39	9	10
21. Made a spending plan (budget).	42	64	32	17	8	2
22. Complained about a consumer problem.	30	40	34	33	18	10
23. Used banking services (e.g., checking account).	76	78	6	4	0	1
24. Used credit to make a purchase.	62	65	18	15	2	3
25. Applied for a loan.	61	59	18	19	3	5
26. Selected insurance policies.	52	56	29	25	1	2
27. Paid bills.	80	81	2	2	0	0
28. Tried to get "the most for your money" when making purchases.	78	80	4	3	0	0
29. Made efforts to conserve energy.	69	78	11	5	2	0
30. Arranged for public utilities to be installed or turned on (e.g., telephone, electricity, gas).	54	69	26	14	2	0
31. Bought a vehicle.	64	64	18	18	0	1
32. Provided for personal physical appearance and cleanliness.	82	82	0	1	0	0

TABLE X (Continued)

Life Skills	A	B	A	B	A	B
	Have Used		Expect to Use		Have Not Used	
33. Made own decisions.	82	83	0	0	0	0
34. Recognized own emotions.	81	82	1	1	0	0
35. Considered qualities desirable in a mate.	73	80	9	3	0	0
36. Considered personal adjustments associated with marriage.	49	70	30	12	3	1
37. Planned a wedding.	21	51	57	31	4	1
38. Tried to maintain a good relationship with relatives.	79	79	2	4	1	0
39. Cared for the elderly.	43	56	34	25	5	2
40. Coped with the death of a loved one.	47	67	32	16	3	0
41. Cared for the sick.	52	64	27	18	3	1
42. Selected a physician or dentist.	50	65	31	14	1	4
43. Used information about drug abuse to help self or others.	33	39	33	28	16	16
44. Used information about alcoholism to help self or others.	27	39	33	27	22	17
45. Evaluated television programs for violence, sex, language.	36	55	19	13	27	15
46. Used leisure time enjoyably.	81	79	1	3	0	1
47. Used citizenship skills (e.g., voted or supported candidates.)	59	50	21	26	2	7
48. Considered advantages and disadvantages of various lifestyles.	73	78	7	4	2	1
49. Considered personal responsibilities of parenting.	37	58	41	25	4	0
50. Identified parent-education opportunities and childbirth/delivery options in local area.	10	33	63	46	9	4
51. Calculated costs of infant care.	14	38	62	43	6	2
52. Cared for an infant's physical and emotional needs.	19	44	57	39	6	0

TABLE X (Continued)

Life Skills	A	B	A	B	A	B
	Have Used		Expect to Use		Have Not Used	
53. Evaluated play equipment.	14	37	61	43	7	3
54. Directed children's activities.	27	53	50	28	5	2
55. Evaluated child care facilities.	11	35	60	41	11	7
56. Engaged in "childproofing" environment--remove dangers from environment.	22	46	53	35	7	2
57. Evaluated self as a model for children.	38	60	39	22	5	1
58. Utilized family planning or birth control information.	38	68	39	15	5	0
59. Utilized pregnancy and childbirth information.	28	44	49	38	5	1
60. Used information about venereal disease to help self or others.	34	34	27	23	21	26
61. Selected and implemented an appropriate cleaning method for clothing.	68	77	12	6	2	0
62. Organized storage for clothing.	69	79	10	4	3	0
63. Packed clothing (in a suitcase) for travel.	80	82	1	1	1	0
64. Repaired a garment (e.g., sewn button, replaced hem, mended tears.)	65	82	11	1	6	0
65. Selected and purchased clothing for self.	82	83	0	0	0	0
66. Constructed a garment.	23	67	15	8	44	8
67. Planned nutritious menus for self or family.	48	77	26	6	8	0
68. Arranged table settings for given menus.	40	69	25	13	17	1
69. Planned a party.	53	67	23	15	6	1
70. Entertained guests.	69	70	13	13	0	0
71. Practiced table etiquette.	60	70	16	13	6	0
72. Planned storage for kitchen utensils and tools.	53	72	23	9	6	2
73. Followed a recipe for some food preparation.	71	82	9	1	2	0
74. Implemented kitchen safety procedures.	54	69	23	14	5	0
75. Selected and purchased food.	78	82	4	1	0	0

TABLE X (Continued)

Life Skills	A	B	A	B	A	B
	Have Used		Expect to Use		Have Not Used	
76. Prepared food for self or family.	76	82	5	1	1	0
77. Produced food in a home garden.	32	36	36	40	14	7
78. Preserved food by canning, freezing, or dehydrating.	23	27	30	42	29	14
79. Stored food safely to avoid spoiling.	62	72	15	9	5	2
80. Used major appliances (e.g., refrigerator/washer/ microwave oven/range/etc.).	82	82	0	1	0	0
81. Selected a place to live.	60	66	22	17	0	0
82. Interpreted common blueprint symbols on a house plan.	34	26	39	46	9	11
83. Signed a lease or contract.	55	52	24	26	3	5
84. Selected furniture and/or appliances for a home.	44	59	36	23	2	1
85. Moved from one household to another.	62	65	19	15	1	3
86. Made household repairs (e.g., leaky faucet).	60	55	22	25	0	3
87. Cleaned home.	79	82	2	0	1	1

A = Male

B = Female

TABLE XI

FREQUENCY DISTRIBUTION OF RESPONSES TO THE LIFE SKILLS INVENTORY ACCORDING TO LIVING ARRANGEMENT

Life Skills	A B C D E F G H I										A B C D E F G H I										A B C D E F G H I									
	Have Used										Expect to Use										Have Not Used									
12. Made a Career Choice.	14	24	2	24	2	19	14	0	2	5	10	0	16	1	9	16	1	1	0	1	0	1	0	2	0	0	0	1		
13. Investigated an occupation or job offer.	15	25	1	29	3	26	23	1	1	4	8	1	11	0	2	6	0	2	0	2	0	1	0	2	1	0	1			
14. Prepared a resume.	11	7	1	10	2	14	10	1	1	6	24	1	28	1	9	14	0	3	2	4	0	3	0	7	6	0	0			
15. Made application for a job.	0	1	0	0	0	0	0	0	0	16	26	1	37	3	29	27	1	4	3	6	1	2	0	1	2	0	0			
16. Took an employment test.	9	12	0	20	2	14	16	1	1	10	19	2	16	0	8	10	0	3	0	4	0	5	1	8	4	0	0			
17. Participated in a job interview.	16	23	1	33	3	27	26	1	3	3	9	1	7	0	3	3	0	1	0	3	0	1	0	0	1	0	0			
18. Asked for a raise.	5	13	0	16	1	12	8	1	1	11	20	2	21	0	14	17	0	3	3	2	0	4	2	4	5	0	0			
19. Wrote a letter of resignation.	2	2	0	4	0	5	5	0	0	11	19	2	19	0	13	11	1	1	6	14	0	18	3	12	14	0	3			
20. Completed tax forms.	10	21	0	18	2	15	13	0	3	9	13	2	17	1	9	11	1	1	0	1	0	6	0	6	6	0	0			
21. Made a spending plan (budget).	10	19	0	22	1	22	28	1	3	7	14	2	16	2	5	2	0	1	2	2	0	3	0	3	0	0	0			
22. Complained about a consumer problem.	9	10	0	14	1	19	15	1	1	7	19	2	18	2	6	11	0	2	3	6	0	9	0	5	4	0	1			
23. Used banking services (e.g., checking account).	16	34	2	36	3	30	29	1	3	3	1	0	4	0	0	1	0	1	0	0	0	1	0	0	0	0	0			
24. Used credit to make a purchase.	14	24	0	31	3	24	27	1	3	5	9	2	9	0	6	2	0	0	0	2	0	1	0	0	1	0	1			
25. Applied for a loan.	11	20	1	25	3	27	28	1	4	8	12	1	13	0	2	1	0	0	0	3	0	3	0	1	1	0	0			
26. Selected insurance policies.	13	10	0	25	3	26	26	1	4	6	24	2	16	0	3	3	0	0	0	1	0	0	0	1	1	0	0			
27. Paid bills.	19	34	2	38	3	30	30	1	4	0	1	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
28. Tried to get "the most for your money" when making purchases.	18	33	1	38	3	30	30	1	4	1	2	1	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
29. Made efforts to conserve energy.	16	34	1	33	2	28	29	1	3	2	1	1	7	1	2	1	0	1	1	0	0	1	0	0	0	0	0			
30. Arranged for public utilities to be installed or turned on (e.g., telephone, electricity, gas).	15	28	2	15	3	28	30	1	1	4	7	0	24	0	2	0	0	3	0	0	0	2	0	0	0	0	0			
31. Bought a vehicle.	14	23	0	29	3	26	28	1	4	5	12	2	11	0	4	2	0	0	0	0	0	1	0	0	0	0	0			
32. Provided for personal physical appearance and cleanliness.	19	35	2	40	3	30	30	1	4	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
33. Made own decisions.	19	35	2	41	3	30	30	1	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			

TABLE XI (Continued)

Life Skills	A B C D E F G H I										A B C D E F G H I										A B C D E F G H I									
	Have Used										Expect to Use										Have Not Used									
34. Recognized own emotions.	19	34	2	40	3	30	30	1	4		0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
35. Considered qualities desirable in a mate.	19	30	2	35	2	30	30	1	4		0	5	0	6	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
36. Considered personal adjustments associated with marriage.	11	22	1	21	2	29	30	1	2		7	13	1	18	1	0	0	0	2		1	0	0	2	0	1	0	0	0	0
37. Planned a wedding.	5	5	0	3	2	28	28	1	0		14	29	2	36	1	1	1	0	4		0	1	0	2	0	1	1	0	0	0
38. Tried to maintain a good relationship with relatives.	18	31	2	40	3	29	30	1	4		1	3	0	1	0	1	0	0	0		0	1	0	0	0	0	0	0	0	0
39. Cared for the elderly.	15	19	2	23	1	16	21	1	1		4	15	0	15	1	13	9	0	2		0	1	0	3	1	1	0	0	1	
40. Coped with the death of a loved one.	13	25	2	27	2	18	24	1	2		6	10	0	12	1	11	6	0	2		0	0	0	2	0	1	0	0	0	0
41. Cared for the sick.	16	23	1	20	2	26	26	1	1		2	12	1	19	0	4	4	0	3		1	0	0	2	1	0	0	0	0	0
42. Selected a physician or dentist.	11	21	0	24	2	27	27	1	2		7	14	2	16	0	2	2	0	2		1	0	0	1	1	1	1	0	0	0
43. Used information about drug abuse to help self or others.	6	16	0	19	2	11	16	0	2		7	13	1	17	0	15	7	1	0		6	6	1	5	1	4	7	0	2	
44. Used information about alcoholism to help self or others.	6	16	1	17	2	8	13	1	2		8	11	0	15	0	17	9	0	0		5	8	1	9	1	5	8	0	2	
45. Evaluated television programs for violence, sex, language.	6	16	2	25	2	16	23	1	0		5	9	0	6	1	7	3	0	1		8	10	0	10	0	7	4	0	3	
46. Used leisure time enjoyably.	19	34	2	40	3	28	29	1	4		0	0	0	1	0	2	1	0	0		0	1	0	0	0	0	0	0	0	0
47. Used citizenship skills (e.g., voted or supported candidates.)	12	27	2	28	2	15	18	1	4		6	8	0	11	1	12	9	0	0		1	0	0	2	0	3	3	0	0	0
48. Considered advantages and disadvantages of various lifestyles.	17	33	2	36	3	27	29	1	3		2	2	0	5	0	2	0	0	0		0	0	0	0	0	1	1	0	1	
49. Considered personal responsibilities of parenting.	5	21	1	19	1	16	30	1	1		12	14	1	20	22	14	0	0	3		2	0	0	2	0	0	0	0	0	0
50. Identified parent-education opportunities and childbirth/delivery options in local area.	1	3	0	7	1	4	26	1	0		15	31	2	29	1	25	3	0	3		3	1	0	5	1	1	1	0	1	
51. Calculated costs of infant care.	1	3	0	7	1	9	30	1	0		16	30	2	31	1	21	0	0	4		2	2	0	3	1	0	0	0	0	0
52. Cared for an infant's physical and emotional needs.	7	7	1	15	1	4	27	1	0		11	27	1	23	2	25	3	0	4		1	1	0	3	0	1	0	0	0	0
53. Evaluated play equipment.	4	4	1	12	0	4	25	1	0		13	30	0	25	3	25	4	0	4		2	1	1	4	0	1	1	0	0	0

TABLE XI (Continued)

		A	B	C	D	E	F	G	H	I	A	B	C	D	E	F	G	H	I	A	B	C	D	E	F	G	H	I
Life Skills		Have Used									Expect to Use									Have Not Used								
54.	Directed children's activities.	7	13	1	22	0	12	25	0	0	10	21	1	16	3	18	5	1	3	2	1	0	3	0	0	0	0	1
55.	Evaluated child care facilities.	2	6	0	9	0	4	24	1	0	16	23	2	25	3	23	5	0	4	1	6	0	7	0	3	1	0	0
56.	Engaged in "childproofing" environment--remove dangers from environment.	7	11	1	14	2	6	26	1	0	11	22	1	22	1	23	4	0	4	1	2	0	5	0	1	0	0	0
57.	Evaluated self as a model for children.	7	18	1	21	2	18	27	1	3	11	16	1	18	1	11	2	0	1	1	1	0	2	0	1	1	0	0
58.	Utilized family planning or birth control information.	9	12	1	21	3	27	30	1	2	8	23	1	18	0	2	0	0	2	2	0	0	2	0	1	0	0	0
59.	Utilized pregnancy and childbirth information.	5	8	0	12	1	14	30	1	1	12	26	2	26	2	16	0	0	3	2	1	0	3	0	0	0	0	0
60.	Used information about venereal disease to help self or others.	7	17	0	14	2	9	15	1	3	7	11	0	18	0	8	5	0	1	5	7	2	9	1	13	10	0	0
61.	Selected and implemented an appropriate cleaning method for clothing.	16	30	2	30	3	30	29	1	4	3	5	0	10	0	0	0	0	0	0	0	0	1	0	0	1	0	0
62.	Organized storage for clothing.	18	31	2	34	3	27	28	1	4	1	4	0	5	0	3	1	0	0	0	0	0	2	0	0	1	0	0
63.	Packed clothing (in a suitcase) for travel.	18	35	2	40	3	29	30	1	4	0	0	0	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0
64.	Repaired a garment (e.g., sewn button, replaced hem, mended tears.)	18	31	1	31	3	29	29	1	4	1	3	1	6	0	1	0	0	0	0	1	0	4	0	0	1	0	0
65.	Selected and purchased clothing for self.	19	35	2	41	3	30	30	1	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
66.	Constructed a garment.	10	13	1	20	3	18	24	1	0	3	3	0	7	0	9	0	0	1	6	19	1	14	0	3	6	0	3
67.	Planned nutritious menus for self or family.	14	22	0	27	3	28	29	1	1	5	10	2	11	0	1	0	0	3	0	3	0	3	0	1	1	0	0
68.	Arranged table settings for given menus.	14	20	0	23	3	25	24	0	0	2	10	2	12	0	3	5	1	3	3	5	0	6	0	2	1	0	1
69.	Planned a party.	15	21	2	28	2	23	25	1	3	3	13	0	11	0	6	4	0	1	1	1	0	2	1	1	1	0	0
70.	Entertained guests.	15	30	2	31	2	28	28	1	2	4	5	0	10	1	2	2	0	2	0	0	0	0	0	0	0	0	0
71.	Practiced table etiquette.	16	28	2	32	2	24	22	1	3	2	6	0	8	1	5	7	0	0	1	1	0	1	0	1	1	0	1
72.	Planned storage for kitchen utensils and tools.	16	25	2	20	3	29	28	1	1	2	9	0	17	0	0	1	0	3	1	1	0	4	0	1	1	0	0
73.	Followed a recipe for some food preparation.	16	33	1	36	3	30	30	1	3	3	1	1	4	0	0	0	0	1	0	1	0	1	0	0	0	0	0
74.	Implemented kitchen safety procedures.	17	25	1	20	3	26	27	1	3	2	9	1	18	0	4	2	0	1	0	1	0	3	0	0	1	0	0
75.	Selected and purchased food.	19	34	2	38	3	30	30	1	3	0	1	0	3	0	0	0	0	1	0	0	0	0	0	0	0	0	0
76.	Prepared food for self or family.	18	33	1	40	2	30	29	1	4	1	2	1	1	0	0	1	0	0	0	0	0	1	0	0	0	0	0

TABLE XI (Continued)

Life Skills	A	B	C	D	E	F	G	H	I	A	B	C	D	E	F	G	H	I	A	B	C	D	E	F	G	H	I
	Have Used									Expect to Use									Have Not Used								
77. Produced food in a home garden.	7	13	0	20	0	11	16	1	0	9	18	2	17	2	17	8	0	3	3	4	0	4	1	2	6	0	1
78. Preserved food by canning, freezing, or dehydrating.	8	8	0	11	0	11	12	0	0	6	16	1	19	1	14	11	1	3	5	11	1	11	2	5	7	0	1
79. Stored food safely to avoid spoiling.	15	29	2	29	2	25	28	1	3	2	6	0	10	0	3	2	0	1	2	0	0	2	1	2	0	0	0
80. Used major appliances (e.g., refrigerator/washer/ microwave oven/range/etc.).	19	35	2	41	2	30	30	1	4	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
81. Selected a place to live.	16	30	1	19	2	26	29	1	2	3	5	1	22	1	4	1	0	2	0	0	0	0	0	0	0	0	0
82. Interpreted common blueprint symbols on a house plan.	4	11	1	16	1	12	13	0	2	13	20	1	21	1	15	11	1	2	2	4	0	4	1	3	6	0	0
83. Signed a lease or contract.	11	24	1	22	1	23	24	0	1	7	10	1	16	1	6	5	1	3	1	1	0	3	1	1	1	0	0
84. Selected furniture and/or appliances for a home.	14	19	1	13	2	25	26	1	2	5	15	1	27	1	14	4	0	2	0	1	0	1	0	1	0	0	0
85. Moved from one household to another.	16	30	1	22	2	24	29	1	2	3	5	1	16	1	5	1	0	2	0	0	0	3	0	1	0	0	0
86. Made household repairs (e.g., leaky faucet).	11	26	2	21	2	26	24	1	2	8	9	0	18	1	4	5	0	2	0	0	0	2	0	0	1	0	0
87. Cleaned home.	19	33	2	41	2	29	30	1	4	0	2	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0

A = Alone

B = With friends of same sex

C = With friends of opposite sex

D = With parents or guardians

E = With other relatives

F = With spouse only

G = With spouse and children

H = With child or children

I = Other

TABLE XII

FREQUENCY DISTRIBUTION OF RESPONSES TO THE LIFE SKILLS INVENTORY ACCORDING
TO WHERE THE MAJORITY OF LIFE SKILLS WERE LEARNED

Life Skills	A B C D E					A B C D E					A B C D E				
	Have Used					Expect to Use					Have Not Used				
12. Made a Career Choice.	85	12	1	2	1	48	5	1	4	1	5	0	0	0	0
13. Investigated an occupation or job offer.	104	12	1	5	2	27	5	1	1	0	7	0	0	0	0
14. Prepared a resume.	48	5	2	0	2	72	10	0	4	0	18	2	0	2	0
15. Made application for a job.	122	14	2	5	2	11	3	0	1	0	5	0	0	0	0
16. Took an employment test.	53	7	1	3	1	56	9	1	1	1	19	1	0	2	0
17. Participated in a job interview.	114	12	1	4	2	19	5	1	2	0	5	0	0	0	0
18. Asked for a raise.	45	9	1	2	0	74	8	1	4	1	19	0	0	0	1
19. Wrote a letter of resignation.	17	1	0	0	0	64	11	0	1	1	57	5	2	5	1
20. Completed tax forms.	67	8	0	5	2	54	9	1	0	0	17	0	1	1	0
21. Made a spending plan (budget).	91	10	1	3	1	40	6	0	2	1	7	1	1	1	0
22. Complained about a consumer problem.	61	6	0	2	1	56	8	2	1	0	21	3	0	3	1
23. Used banking services (e.g., checking account).	129	17	1	5	2	8	0	1	1	0	1	0	0	0	0
24. Used credit to make a purchase.	108	11	0	6	2	26	5	2	0	0	4	1	0	0	0
25. Applied for a loan.	99	12	1	6	2	32	4	1	0	0	7	1	0	0	0
26. Selected insurance policies.	95	6	2	3	2	40	11	0	3	0	3	0	0	0	0
27. Paid bills.	134	17	2	6	2	4	0	0	0	0	0	0	0	0	0
28. Tried to get "the most for your money" when making purchases.	132	16	2	6	2	6	1	0	0	0	0	0	0	0	0
29. Made efforts to conserve energy.	123	15	2	5	2	13	2	0	1	0	2	0	0	0	0
30. Arranged for public utilities to be installed or turned on (e.g., telephone, electricity, gas).	101	14	2	4	2	36	3	0	1	0	1	0	0	1	0
31. Bought a vehicle.	107	12	2	5	2	30	5	0	1	0	1	0	0	0	0
32. Provided for personal physical appearance and cleanliness.	137	17	2	6	2	1	0	0	0	0	0	0	0	0	0
33. Made own decisions.	138	17	2	6	2	0	0	0	0	0	0	0	0	0	0

TABLE XII (Continued)

Life Skills	A B C D E					A B C D E					A B C D E				
	Have Used					Expect to Use					Have Not Used				
34. Recognized own emotions.	137	16	2	6	2	1	1	0	0	0	0	0	0	0	0
35. Considered qualities desirable in a mate.	128	15	2	6	2	10	2	0	0	0	0	0	0	0	0
36. Considered personal adjustments associated with marriage.	99	10	2	6	2	35	7	0	0	0	4	0	0	0	0
37. Planned a wedding.	57	8	1	4	2	77	9	0	2	0	4	0	1	0	0
38. Tried to maintain a good relationship with relatives.	133	15	2	6	2	5	1	0	0	0	0	1	0	0	0
39. Cared for the elderly.	81	12	1	3	2	51	4	1	3	0	6	1	0	0	0
40. Coped with the death of a loved one.	94	13	2	3	2	41	4	0	3	0	3	0	0	0	0
41. Cared for the sick.	97	13	2	2	2	37	4	0	4	0	4	0	0	0	0
42. Selected a physician or dentist.	96	11	2	5	1	38	5	0	1	1	4	1	0	0	0
43. Used information about drug abuse to help self or others.	57	9	2	2	2	54	5	0	2	0	27	3	0	2	0
44. Used information about alcoholism to help self or others.	55	7	1	1	2	50	7	1	2	0	33	3	0	3	0
45. Evaluated television programs for violence, sex, language.	71	12	1	5	2	31	1	0	0	0	36	4	1	1	0
46. Used leisure time enjoyably.	134	17	2	5	2	3	0	0	1	0	1	0	0	0	0
47. Used citizenship skills (e.g., voted or supported candidates.)	89	15	1	3	1	41	2	1	2	1	8	0	0	1	0
48. Considered advantages and disadvantages of various lifestyles.	126	16	2	6	1	10	1	0	0	0	2	0	0	0	1
49. Considered personal responsibilities of parenting.	80	8	1	4	2	55	9	0	2	0	3	0	1	0	0
50. Identified parent-education opportunities and childbirth/delivery options in local area.	34	5	0	2	2	94	11	1	3	0	10	1	1	1	0
51. Calculated costs of infant care.	41	6	1	2	2	91	10	0	4	0	6	1	1	0	0
52. Cared for an infant's physical and emotional needs.	51	6	2	3	1	81	11	0	3	1	6	0	0	0	0
53. Evaluated play equipment.	41	7	0	2	1	88	10	1	4	1	9	0	1	0	0
54. Directed children's activities.	70	5	1	3	1	61	12	1	3	1	7	0	0	0	0

TABLE XII (Continued)

Life Skills	A B C D E					A B C D E					A B C D E				
	Have Used					Expect to Use					Have Not Used				
55. Evaluated child care facilities.	39	2	1	3	1	86	11	0	3	1	13	4	1	0	0
56. Engaged in "childproofing" environment--remove dangers from environment.	57	7	1	2	1	73	9	1	4	1	8	1	0	0	0
57. Evaluated self as a model for children.	82	11	0	3	2	52	5	1	3	0	4	1	1	0	0
58. Utilized family planning or birth control information.	88	11	1	4	2	46	6	0	2	0	2	0	1	0	0
59. Utilized pregnancy and childbirth information.	57	10	1	2	2	77	6	0	4	0	4	1	1	0	0
60. Used information about venereal disease to help self or others.	56	6	1	3	1	45	5	0	0	0	37	5	1	3	0
61. Selected and implemented an appropriate cleaning method for clothing.	120	17	2	4	2	17	0	0	1	0	1	0	0	1	0
62. Organized storage for clothing.	122	17	2	5	2	14	0	0	0	0	2	0	0	1	0
63. Packed clothing (in a suitcase) for travel.	136	17	1	6	2	2	0	0	0	0	0	1	0	0	0
64. Repaired a garment (e.g., sewn button, replaced hem, mended tears.)	124	14	2	5	2	9	3	0	0	0	5	0	0	1	0
65. Selected and purchased clothing for self.	138	17	2	6	2	0	0	0	0	0	0	0	0	0	0
66. Constructed a garment.	78	9	0	1	2	22	0	0	1	0	38	8	2	4	0
67. Planned nutritious menus for self or family.	104	13	2	4	2	28	3	0	1	0	6	1	0	1	0
68. Arranged table settings for given menus.	92	10	1	4	2	30	7	1	0	0	16	0	0	2	0
69. Planned a party.	99	13	2	4	2	34	3	0	1	0	5	1	0	1	0
70. Entertained guests.	116	15	1	5	2	22	2	1	1	0	0	0	0	0	0
71. Practiced table etiquette.	109	14	1	4	2	24	3	1	1	0	5	0	0	1	0
72. Planned storage for kitchen utensils and tools.	106	13	2	3	1	26	4	0	1	1	6	0	0	2	0
73. Followed a recipe for some food preparation.	128	17	1	5	2	8	0	1	1	0	2	0	0	0	0
74. Implemented kitchen safety procedures.	104	12	2	3	2	30	5	0	2	0	4	0	0	1	0
75. Selected and purchased food.	133	17	2	6	2	5	0	0	0	0	0	0	0	0	0
76. Prepared food for self or family.	135	15	2	4	2	3	1	0	2	0	0	1	0	0	0
77. Produced food in a home garden.	55	7	0	4	2	68	6	1	1	0	15	4	1	1	0
78. Preserved food by canning, freezing, or dehydrating.	15	4	1	1	0	43	4	1	1	1	32	7	1	3	0

TABLE XII (Continued)

Life Skills	A B C D E					A B C D E					A B C D E				
	Have Used					Expect to Use					Have Not Used				
79. Stored food safely to avoid spoiling.	114	13	2	3	2	18	4	0	2	0	6	0	0	1	0
80. Used major appliances (e.g., refrigerator/washer/ microwave oven/range/etc.).	137	17	2	4	2	1	0	0	0	0	0	0	0	0	0
81. Selected a place to live.	103	15	2	4	2	35	2	0	2	0	0	0	0	0	0
82. Interpreted common blueprint symbols on a house plan.	47	8	0	3	2	75	8	0	2	0	16	1	2	1	0
83. Signed a lease or contract.	86	13	1	5	2	46	3	0	1	0	6	1	1	0	0
84. Selected furniture and/or appliances for a home.	87	10	2	3	1	49	6	0	3	1	2	1	0	0	0
85. Moved from one household to another.	103	15	2	5	2	31	2	0	1	0	4	0	0	0	0
86. Made household repairs (e.g., leaky faucet).	93	15	2	3	2	42	2	0	3	0	3	0	0	0	0
87. Cleaned home.	135	16	2	6	2	1	1	0	0	0	2	0	0	0	0

A = Home and family related activities

B = School related activities

C = Community related activities

D = All of above

E = Jobs/Experience

APPENDIX D

RESPONSES TO OPEN-ENDED QUESTIONS

RESPONSES TO OPEN-ENDED QUESTION 88

Item 88: As you read through this list, if you have thought of other topics for which you have needed information, please list them below.

Responses (Quoted exactly as responses appeared on surveys)

No Response (139)

"Worked on own or other vehicles"

"Mechanic"

"Maintaining your vehicle (oil, tune-up)"

"More information on how to read insurance policies"

"Health plans and insurance"

"Selecting insurance (life, auto); Filing insurance claims (medical); How to establish credit"

"Financing-loans, interest, money matters, income tax"

"Legal laws on banking, savings accounts"

"More information about buying a home"

"How not to get taken on a purchase because of age. This can still be a problem, because you may not know better."

"Investments"

"Tax shelters, laws protecting employees-all kinds"

"I think its imperative for everyone to know how to do things with their hands such as building household furniture like coffee tables, end tables, bookshelves and so-on seeing how all kinds of household goods are going through the roof."

"Employment opportunities, personal job information"

"I did not learn-nor was I taught anything"

"Greater self esteem"

"Put college student on #3-Stress washing and mending more"

"Setting up a household"

"Used a library"

RESPONSES TO OPEN-ENDED QUESTION 88 (CONTINUED)

"You should have information about parent abusing and being too strict to their children, especially when their old enough to handle responsibilities themselves."

"Home Ec. needs to show how to make sure you choose the right mate"

"How to clean ink and finger prints off the walls."

"Self Discipline"

"Attend church or chose a place of church"

"Care for a person who's been through a mental breakdown or incident"

"Dieting"

RESPONSES TO OPEN-ENDED QUESTION 89

Item 89: As you look at yourself in terms of daily living, what personally is your greatest concern?

Responses:

The following responses were grouped by subject matter for reporting purposes. The responses are quoted exactly as they appeared on the survey.

Money/Inflation

"Inflation and the high cost of living"

"Enough money"

"Inflation/cost of living"

"Money"

"Budgeting"

"The high cost of living"

"Surviving"

"Keeping budget straight"

"Financial citiation"

"Economic costs"

"Saving money"

"Personal budget"

"The cost of living"

"Economy now and in the future"

"What the future holds financially and economically for ourselves and our children"

"Family living and money"

"Making enough money"

"Money and the economy"

"Family Budget"

RESPONSES TO OPEN-ENDED QUESTION 89 (CONTINUED)

Money/Inflation (Continued)

"Money"

"The cost of living and single people"

"That the prices of things go down."

"Coping with higher prices for a family"

"The cost of living in the future."

"The cost of daily living."

"Inflation"

"Money-working"

"Making plenty of money"

"Making enough money to live and have a good time."

"Making it financially with inflation"

"Making ends meet. Everything goes along great, but going from paycheck to paycheck can be trying at times."

"Survival (e.g., money, etc.)"

"Enough money to buy food and maintain a home"

"Inflation"

"The evergrowing cost of living and inflation!"

"Getting the most in short and longrun for the price I pay (\$ earned \$ spent)"

Family and Child Care

"Caring for husband; keeping clothes clean, cooking, etc."

"Parenting"

"The care or welfare of my family and home."

"Being a good Wife and Mother."

"Taking care of family and house"

RESPONSES TO OPEN-ENDED QUESTION 89 (CONTINUED)

Family and Child Care (Continued)

"Having a happy and healthy family"

"Family"

"Staying happily married"

"Select your mate and marry but don't rush into parenthood."

"The care of my family and home"

"Managing family, home and career as if all are full-time duties"

"My family's well being."

"My family (wife and son)"

"My family"

"My family"

"Welfare of my family."

"Having children"

"The influence my attitude and actions have on others, especially the development of my children's attitudes."

"My child"

"Childcare"

"Raising children"

"Raising a child in this Day and time."

"Child care"

"Raising children in todays World"

"Try very hard to be a good parent for my 2 sons and spouse"

"Whether I will be a good parent"

"What kind of a mother I will be."

RESPONSES TO OPEN-ENDED QUESTION 89 (CONTINUED)

Personal Attitudes

"Be myself and keep happy and make others happy"
"To make a better life for me and others."
"The way you look at life, enjoy it"
"Being short with people."
"I don't worry about myself as I do others."
"To be happy with what I do"
"Happiness"
"Emotional stability"
"Happiness for myself and others!"
"To make myself and everyone around me happy"
"Living closer to God, and making my husband happy."
"The people in my life-what can I do to make their lives better."
"Keep a sense of humor"

Job/Career

"My job"
"Job Occupation"
"Job-Career"
"Providing a good home while working"
"Making a career choice"
"Choice of occupation"
"What career I really should follow."
"Being a fulltime worker and a good mother"
"Being happy with my profession"
"Future career"

RESPONSES TO OPEN-ENDED QUESTION 89 (CONTINUED)

Job/Career (Continued)

"Achieving a career"

"Personal happiness and career"

Other Responses

"Protect my health"

"To be Healthy!"

"Health"

"To be happy and stay fit."

"Qualities of cleanliness and personal care"

"Looking neat and being clean."

"My home and personal care"

"Cleanliness"

"Myself, then school, then etc."

"Myself"

"Cleanliness in living space and personal"

"Weight control"

"Weight control"

"Appearance to others"

"Buying a house"

"Buying a house that I can't afford."

"Trying to budget time"

"Information about Alcoholism"

"How to make a day go farther and to go back to school for more Family Living Course."

"To get daily demands finished and have fun."

"Paying bill and partying"

RESPONSES TO OPEN-ENDED QUESTION 89 (CONTINUED)

Other Responses (Continued)

"Cooking. I do not cook; live-in spouse does."

"Washing Fine Clothes"

"Finding someone else to cook and do housework."

"Making sure all the housework is done."

"How I preform my daily duties."

"Quality of life"

"Doing whatever I do to the greatest of my ability"

"Life."

"Being independent"

"Trying to make the right decisions for my life-Career, Companion, Financial matters"

"To know how and be able to accomplish the things I desire."

"Students need to be more aware of college"

"Success"

"Accomplishing goals I have set for myself."

"Developing my skills as a Vocal Music Major in College"

"Successfully passing Collage!!"

"Taking care of my health"

VITA²

Brenda Kaye Stacy

Candidate for the Degree of

Doctor of Education

Thesis: A STUDY OF THE UTILIZATION OF SELECTED LIFE SKILLS AS INDICATED
BY FAMILY LIVING GRADUATES OF OKLAHOMA SECONDARY SCHOOLS

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