

ATTITUDES OF OKLAHOMA SECONDARY SCHOOL
ADMINISTRATORS TOWARD HOME ECONOMICS

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CHAPTER I

INTRODUCTION

Description of the Problem

Schools are charged with the responsibility of providing learning experiences for the students. The success of this responsibility is dependent to a large measure on the administrators, for they initiate and see that the program is completed. Morphet (1967) suggests that one of the important duties of administrators is providing leadership in the planning and evaluating of all phases of the instructional program. It would seem then, that in order for the administrator to carry out the program, it is important that he be acquainted with goals and objectives for each of the areas of study.

Years ago, Spafford (1935) pointed out that administrators often show little or no interest in concerns of teaching home economics. This lack of interest may have caused conflicts in the establishment of the goals and objectives for the course. However, in recent years, there seems to be more consistent agreement among administrators that home economics is indeed an important subject at the secondary level (Vassbrink, 1966).

Innovations are being stressed in bringing new content to the home economics curriculum. If home economics teachers use new procedures and programs, will the local schools and their administration accept these? Are administrators really aware of the subject matter being taught in

home economics? Only by an examination of administrators' attitudes can we answer these questions, and only then, can we see whether there is a necessity for the home economics teacher to better communicate with the administrators.

This study is intended to be a descriptive analysis of the attitudes and beliefs of one selected group of administrators in Oklahoma secondary schools toward homemaking and/or home economics education as part of the school's educational program.

Statement of the Problem

The problem for investigation in this study will be to examine the attitudes expressed by school personnel in administrative positions who are responsible for the decisions about program purposes and organization of the local secondary school programs.

Significance of the Problem

As a teacher of home economics in a secondary school system, the writer has, at times, felt somewhat of a problem in trying to carry out the course objectives because of uncertainty about the feelings of her administrators toward home economics. Perhaps one cause of this confusion is the status of high school home economics. Fleck (1968) states that the scientific developments in this century have been breathtaking. A man who was born sixty years ago in a horse and buggy era is now seeing the beginnings of interplanetary travel. Man has always been challenged to improve his existence by adapting the materials at hand. Accomplishments in this area, however, have sharply outdistanced the achievements in dealing with the social problems that arise from such

progress. This new stress on scientific and technological subject matter has changed the direction of public sentiment to areas other than home economics. Some administrators choose to recommend more solid or academic subject matter for the advanced and college-bound students. Others recommend home economics only to those who have shown proficiency in this area (Vassbrink, 1966).

What should be a deeper concern is the general failure of the public to recognize that home economics is one of the more vigorous and broader of the professional fields. McGrath (1968) states that home economics is not a profession with a single distinct body of knowledge, skills and ethics. Like the whole of the educational enterprise, home economics is an area of human interest and concern that encompasses and depends on the number of occupations and other life activities. Its central mission has been and must continue to be that of family service. To the extent that this image is not correct, an effort should be made to correct it. This study will be one means of looking at this image.

Objectives of the Study

In order to successfully examine the attitudes expressed by administrators toward home economics at the secondary level, the primary objective is to determine the attitudes of secondary school administrators in Oklahoma concerning home economics as a part of the secondary school curriculum and to determine if these attitudes differ according to the class size of schools. *career or life subject*

Specific objectives of the study are to determine administrative attitudes toward:

1. Subject matter areas of home economics to be taught in second-

- ary schools.
2. Grade level at which home economics should be taught. ✓
 3. Students who should take home economics.
 4. Relationship of home economics to other subjects in the over-all high school curriculum.
 5. Responsibilities for determining the goals and subject matter of the home economics curriculum.
 6. Responsibilities toward evaluation of the curriculum.
 7. Future Homemakers of America as a related activity for the high school home economics students.
 8. Home economics facilities.
 9. State supervision in home economics.
 10. Responsibilities in making home visits.
 11. Home economics as a required or elective subject.

Basic Assumptions of the Study

The study is founded on the following basic assumptions:

1. The attitudes of secondary school administrators are important factors in planning and/or evaluating any educational program.
2. The responses of the secondary school administrators will reflect their attitudes toward home economics.
3. Teacher-administrator teamwork is a critical element in the development of an effective program (Miller, 1968).
4. The instrument used will be adequate in determining administrator attitudes toward home economics.

Limitations of the Study

The limitations of this study were:

1. The sample which received the questionnaire included only a 33 1/3 percent sampling of either principals or superintendents in the 490 secondary schools of Oklahoma rather than the whole population.
2. Only administrators in Oklahoma were used for the population of the study.
3. The questionnaire itself only shows the attitudes in terms of responses to a selected number of attitude statements.

Definitions of Terms

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

Attitude refers to a readiness to react toward or against some situation, person, or thing, in a particular manner (Good, 1969).

Classification of schools (i.e., school class) refers to the 1971-72 numerical listing of schools according to average daily attendance (Oklahoma Secondary School Activities Association).

Home economics curriculum refers to any subject taught in the secondary school which is called home economics or homemaking. No effort is made to differentiate between vocational and general home economics.

Junior high schools are schools which have at least seventh and eighth grades. Ninth grades are usually included in this area, although in some schools these fall under the definition of secondary schools.

School administrators are local school superintendents and secondary school principals or the people who work with curriculum and the home economics programs.

Secondary schools are schools which have at least a tenth, eleventh, and twelfth grade. The terms high school and secondary level are used synonymously with the term secondary school.

Procedure

The following procedure was used to determine the attitudes of the selected administrators:

1. The literature was reviewed.
2. After determining the objectives of the study, a questionnaire was developed and mailed to ten area administrators (two in each of the five school classes) as a pre-test group. Their written responses and personal comments were used in the evaluation and finalization of the questionnaire.
3. The finished questionnaires were mailed to the random sample of Oklahoma secondary school administrators according to class size.
4. Percentages of responses were calculated for each statement in the strongly agree, agree, undecided, disagree and strongly disagree categories.
5. Percentages were compared so that conclusions could be drawn according to majority of responses for each statement.
6. Further comparisons were made to determine the difference, if any, of percentages among the five classes of schools.
7. Recommendations and conclusions were formulated according to the results of the analysis.

Summary

A statement of the problem, objectives of the study, procedure and other relevant information has been included in this chapter. Chapter II will give related information which has provided the background for the study. Later chapters will describe in depth the procedures which were used in determining the data, and furthermore, give an analysis of the data with recommendations and conclusions made on the basis of the information obtained from the questionnaire.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

In comparison to many areas of study, little research has been done in the area of studying administrative attitudes toward subject matter, particularly in the area of home economics. It seems, however, that a review of research in other subject matter areas may be beneficial. To develop a basis for studying attitudes of administrators toward home economics, a study of literature will first be made to determine the roles of home economics and secondary school administrators. Other areas to be included in this review of literature are administrator attitudes, questionnaire development, curriculum planning, home economics curriculum in the secondary school, evaluation of the curriculum, and public relations.

Role of Home Economics

The stated objectives of this study deal with determining attitudes toward areas of home economics. In order to clarify the term, home economics, a review has been made to determine the meaning and role of home economics, particularly in secondary schools.

The American Home Economics Association (1959) has stated that home economics is the field of knowledge and service primarily concerned with

strengthening family life by many means. Some of these means are by the education of the individual for family living, the improvement of services and goods used by families, the conducting of research to discover the changing needs of individuals and families and the means of satisfying these needs, and by furthering conditions favorable to family living.

✓
McGrath (1968) stated that home economics is not a profession with a single distinct body of knowledge, skills and ethics. Like the whole of the education enterprise, home economics is an area of human interest and concern that encompasses a number of occupations and other life activities. It's central mission has been and must continue to be that of family service. McGrath and Johnson (1968) further stated that home economics is concerned not only with the analysis of families but with assistance to them. Family service could be the term used to represent the core of home economics.

According to Quigley (1969) some 15,000 junior and senior high schools offer courses in home economics. Why do so many of our nation's schools feel that home economics is a necessary course of study? Perhaps this need is reflected in figures released by the United States Department of Labor (1971). In 1970, about 31.5 million women 16 years of age and over were in the labor force. Nearly 2 out of every 3 women workers had at least a high school education. These figures further show that half the women in the population between the ages of 18 and 65 are in the labor force, and the percentage continues to rise rapidly. The contribution of working wives is of crucial importance where their income raises family income above the poverty level or from a low to a middle range. Shortages of skilled workers in selected professional, technical, cleri-

cal, and service occupations provide excellent opportunities for qualified women workers. New job opportunities in growing occupations, advances in the educational attainment of women, greater longevity of women, and increased use of household appliances and convenience foods all point to a continuation of the trend toward increased labor force participation of women (U.S. Dept. of Labor, 1971).

A report by Coon (1962) showed that 95% of the nation's public high schools offered some instruction in home economics, and they employed 25,000 home economics teachers. Her study further shows that 48.6 per cent of the girls and 1.3 per cent of the boys in the seventh through twelfth grades of the public schools were enrolled in home economics courses, and predicted that in 1966, 4,600,000 students in these grades would be taking these courses.

At the secondary level, Simpson (1968) states that these courses in home economics education serve three major purposes. They are: 1. education for homemaking and family life; 2. education for employment in occupations involving home economics; and 3. preprofessional education. These three subpurposes are related in terms of program content to achieve the overall purposes. There is a large body of knowledge and skills common to all three aspects, as well as certain knowledge and skills unique to each.

The course in homemaking will round out skills in the selection of foods and the preparation and service of meals. The student will learn to buy clothing, furniture, and household equipment with assurance that they have durable and artistic qualities. Since women do most of the family buying, young husbands especially appreciate this special training. Many wives have repaid the cost of college over and over by their

ability to buy intelligently. Students will learn the latest discoveries in child psychology as they study the mental and physical health of children. Practical problems in beautifying the interior and exterior of the home are studied. Being a gracious hostess and knowing how to relate oneself to a community generally are valuable accomplishments which, without training, many young women take years to acquire (Phillips, 1957).

Another viewpoint of secondary home economics is that the teacher is the key person in determining whether a course or a program is excellent or poor, and whether it meets the needs and interests of the students or simply follows traditional routines. Home economics can be just putting in and ripping out seams and baking cookies, or it can be learning to make important decisions and choices, and acquiring competence and skills in human relations, choice making, and achieving one's goals (Quigley, 1969).

The discussion of the role of home economics has so far included only the study and needs of women. Although some would wish it otherwise, home economics, like nursing and elementary school teaching, is a profession largely for women. McGrath and Johnson (1968) state that presently, only one per cent of the college students who major in home economics are men. It appears, however, that many high school boys are interested in studying home economics. Classes of boys may study family spending, housing, taxes, insurance, social security, saving and daily living costs, as well as child development and family relationships. A combination of boys and girls in the same class may study these areas (Phillips, 1957).

Quigley (1969) summarizes this need for men in home economics:

Certain role changes have taken place for men. The day is gone in which homemaking was the responsibility of the wife alone. This does not mean that housekeeping, food purchasing and preparation, child care, and so on are divided equally between husband and wife. It does mean that men are assuming more responsibility in sharing in these activities, the kind and amount depending on the particular family situation and attitudes. It is clear that women are expecting things other than, but perhaps in addition to, support, protection, and parenthood. Companionship, sharing of responsibilities, and understanding of women in general and his wife in particular are assumed by most women to be a part of man's role today.

Role of Secondary School Administrators

For this study literature was reviewed to determine the role of secondary school administrators. Much available literature gives a broad scope of the role of administrator. The task of the administrator is stated by Stanavage (1968).

His task now will be to work with teachers on the nuclear concerns of the entire school, to address himself to the quality of the education being experienced by each student. His strengths will lie wholly in the area of instruction and curriculum; his efforts will be devoted exclusively to improving the teaching-learning confrontation.

Stanavage further states that one of the responsibilities of the administrator is having direct responsibility for the development of the program, even though he will have assistance of department heads. It demands a constant upgrading of his knowledge of current developments in education. More and more there appears to be a recognition that instructional improvement must come from creative and service minded leadership and improved frequency and quality of cooperative teacher interaction (Pino and Johnson, 1968).

The role of all persons, including the school principal, is subject to many changing and conflicting conditions (Romine, 1968). Morphet (1967) however, states that among the important duties of the superin-

tendent are to provide leadership in the planning and evaluation of all phases of the instructional program, and to determine building needs and to administer building programs--construction, operation and maintenance.

Another view of the administrator's role is that of Annese (1971). He feels that the professional leader is one who influences his staff to exceed the limits of minimum contractual requirements. As a professional leader, the role of the administrator is to design and energize interpersonal relationships which free the creative energies of the staff.

Staff leadership behavior is viewed by the staff as supportive behavior. This view is important because each member of the school must feel that his own particular task is an indispensable contribution to the achievement of school objectives. The total program should be developed as a cooperative project in which the administrators, teachers, supervisors, parents, pupils and the public participate and to which each makes appropriate contributions (Oklahoma Administrators Handbook, 1971).

Administrator Attitudes

For many years, writers have been pointing out a need for cooperation between administrators and high school home economics teachers. In 1928 Bevier pointed out many problems facing these teachers and their administrators. Later, Spafford (1935) said that school officials, well-informed in other respects, frequently show no interest in discussion concerning the teaching of home economics. They assume supervisory responsibility for the secondary work of a school system and never think of reading the objectives of a home economics course, nor of talking seriously with the home economics teacher concerning the means by which

the values of home economics are to be realized.

Divita (1968) studied attitudes toward vocational education in the secondary schools of West Virginia and found that an important factor to consider during evaluation is the attitudes of persons in educational policy-making positions, namely, school administrators and boards of education members. The attitudes or beliefs of these persons very often determined the types of programs offered in schools. Due to the position of these persons, their attitudes largely determined the success or failure of various school programs.

In the discussion of the administration of vocational education, Wright and Allen (1926) said that the function of administration can be broadly stated as general administration, management of personnel and making program improvement and operation possible. They also stated that the administrator must possess information, appreciation, and doing abilities in order to be properly equipped to perform his functions.

In an article by London (1965) it was stated that leaders should have work experience and teaching experience in addition to favorable attitudes toward vocational education. Mason (1970) used a Likert-type attitude scale and a personal biographical background information form in attempting to determine counselors' and principals' attitudes toward their acceptance of industrial arts as a school subject, their views of industrial arts in relation to other subjects and relationships between attitudes and selected personal and biographical background factors. He found an overall favorable attitude among principals and counselors toward industrial arts, an agreement with the objectives and a view of industrial arts as a part of a general education rather than vocational education.

Miller (1968) found that principals were seen as strong supporters of vocational education by their teachers. Furthermore, Miller made two generalizations regarding his findings. Teacher-administrator teamwork is a critical element in the development of an effective program, and the degree of cooperation possible is affected by the appreciation each of these leadership figures has for the goals and processes of the subject area.

Vassbrink (1966), in what seems to be a closely related research study, did a descriptive analysis of the attitudes and beliefs of administrative school personnel in Michigan secondary schools toward homemaking and/or home economics education as a part of the school's educational program. She found consistent agreement among superintendents, principals and counselors in both vocational and general programs and in all class schools that home economics was desirable for all grades, nine through twelve. However, the largest number of this group favored the subject as ninth and twelfth grade offerings in the curriculum.

There were mixed feelings about the enrollees. High agreement was evident that the subject was of particular value to girls and of less importance for boys. If mixed groups were considered, these were placed in special classes. A state guide was considered a favorable contribution to home economics education. The community conceived the programs as reasonably broad in content with additional offerings beyond food and clothing. There was a high regard for the "food and clothing" content in the curriculum. In addition, there was high agreement among all respondents that the present purposes were satisfactory and an acceptable attitude toward retaining these as directives for the program. Mixed feelings were reported about a curriculum directed toward home and

family living. A positive attitude was apparent as administrators reported the contribution of the subject to job opportunities. Evaluation was considered important and was thought to be needed in bringing about revisions in the program and changes in the individual.

Perhaps a summary of the need for literature about administrative attitudes is given by Hall and Paolucci (1961) when she says that administrators, because of special knowledge, position or authority, exert a definite influence on the kind of home economics program it is possible for teachers to achieve. In a large measure, this power structure tends to control, by direct or indirect means, what the school or segments of the school can do. The administrative staff, and in some instances certain students also, are a part of this so-called power structure. If these people see home economics as an important subject matter area in school, they will support the program both directly and indirectly.

Curriculum Planning

The objectives of this study included both direct and indirect references to the term curriculum and those things which relate curriculum with secondary home economics. Hatcher and Andrews (1963) define curriculum

to denote the courses and class activities of the students, or it may refer to the total range of in-class and out-of-class activities sponsored by the school. In an even broader sense it may be thought of as the total life experiences of any learner for which the school assumes responsibility in direction and guidance.

Morphet, Johns, and Reller (1967) give a similar definition:

The term curriculum is no longer considered by most people to mean only the subjects taught in a school. A suitable modern interpretation is that the curriculum encompasses all learning activities provided by the schools.

An essential prerequisite for planning is a knowledge of the community and the people where one is teaching. It is necessary that the teacher know what community members think, how they feel about the school's program and about the home economics department in particular. Their attitudes and feelings are likely to influence the planning of the homemaking curriculum (Hatcher and Andrews, 1963).

Hall and Paolucci (1963) state that the essentials of program planning on the local level are family centeredness, and use of cooperative procedures by teachers, students, and sometimes, parents. The use of cooperative planning is likely to produce a curriculum of a higher quality and with broader dimensions than would be possible in a program designed by a teacher alone.

In addition, Hatcher and Andrews (1963) indicate that participation of various professionally trained people in curriculum organization is essential to the planning of a homemaking program. Heading this list is the school principal, who

is as much concerned about having a successful homemaking program as the teacher. The principal is held responsible by the school board and by the community for the quality of each departmental program as it is related to the total curriculum of the school. He is usually the one who determines the school policies relating to time schedules, room space, laboratory equipment and other teaching facilities, the size of the class and who can be enrolled, and various other factors that indirectly influence the planning of a program. It is therefore to be expected that the principal will be an active participant in formulating the general design of the homemaking program. He may want to have a part in the preplanning stage with the teacher alone or with a planning group. Or he may prefer to react to an over-all plan developed through the cooperative efforts of the teacher, the students, and other interested persons. In any case, he will want a copy of the final plan when it is ready to be put into operation.

The American Home Economics Association (1967) feels that many people should be involved in curriculum planning. Among these are state

and city home economics education supervisors who are often responsible for providing leadership in curriculum development programs. In addition, planning should include administrators, supervisors, and curriculum coordinators who share responsibility and leadership in the development of a framework for the curriculum. Also, teachers of home economics who have responsibility for translating the curriculum from theory into practice and who bring to curriculum planning an understanding of what is feasible in the classroom should be included. To conclude the list are teacher educators, psychologists, social psychologists and others who are knowledgeable in the fundamental processes of learning in home economics and related fields.

Coon (1964) gives some background information which could be considered in curriculum planning.

The amount and kind of home economics offered in the upper three grades of the secondary school differs with the size of the school and with the types of pupils enrolled. Besides the difference in amount of previous home economics, varying from none to two years, there will be other variations to consider. Some students will be interested in preparing for college; others will want to drop out of school. There will be gifted pupils and slow learners, and pupils from a wide variety of cultural backgrounds. In some schools a one-, two-, or three-year sequence is offered, often as a vocational program in homemaking. In some, a semester or a year's course, often called "Family Living", is offered for eleventh- or twelfth-grade pupils--both for those who have studied home economics and for those who have not. Some states, and some schools within a state, require one year of home economics of all girls; some, of all pupils. Usually home economics is offered as an elective course after the eighth grade. In large high schools there are often special-interest home economics courses offered as electives.

Home Economics Curriculum in Secondary Schools

For the purposes of the review of related literature, this section deals mostly with various definitions and descriptions of the secondary

home economics curriculum as stated by different authors. According to Coon (1964) in some situations this course deals primarily with

boy-girl relations, dating, marriage, family, social and community relations, and child development. Sometimes one semester is devoted to these problems and the second semester is devoted to family economics, consumer education, and management of resources. One or the other of these two plans is likely to be most useful because relationships, child development, and management are so important in modern family living. With some groups, however, it may be important to include--or to offer a separate course in--the selection and costs of housing, furnishings, equipment, food, and clothing, and to devote some attention to nutrition, meal management, and wardrobe planning. The greater maturity of twelfth-grade pupils and their wider background in science, social science, and art make it possible for them to find an intellectually challenging experience in the development of important concepts and principles which can be used in present family living and later in homes of their own.

Hatcher and Andrews (1963) state that since that content of a program is generally determined by the needs of individuals and families in a particular community, a teacher or group of teachers can decide for themselves what the areas will be called and how they will be organized. Many teachers have been accustomed to giving a comprehensive program the names of child care and guidance, clothing and personal appearance, food and nutrition, health and home care of the sick, housing, home furnishings and equipment, and personal, family and community relationships.

Figures released by the American Home Economics Association (1967), stated that in 1959, in grades seven through 12, one half to three fourths of the home economics class time was spent on the areas of food and clothing. Class time in the twelfth grade was more evenly distributed among the eight areas of instruction, that is, child development, clothing, consumer education, family relations, food and nutrition, health, first aid and home care of the sick, home furnishings and equip-

ment, and management of resources. The findings revealed that at all grade levels, major emphasis in the area of foods was in food preparation, and the emphasis in the area of clothing was on construction.

The eight areas stated above are stated in more general terms by Hall and Paolucci (1963) when they say that the home economics teacher today functions in five distinct subject matter areas. As stated by them, these areas are family and child development, home management and family economics, foods and nutrition, housing, home furnishings and household equipment, and clothing, textiles and related art.

The areas of home economics to be included in the secondary home-making curriculum in Oklahoma are given by the State Department of Vocational and Technical Education, division of home economics. These areas of study are personal and family relationships, child development, clothing and grooming, foods and nutrition, consumer problems and managements, health and safety, and housing and art related to living.

Evaluation of the Curriculum

What is evaluation? Hatcher and Andrews (1963) define evaluation as the process of making continuous assessments in various ways of where a student is in his total growth. Evaluation also included

knowledge of academic achievement and of the development of desirable attitudes, values, and other personal-social-moral traits which control behavior. Frequent evaluation aids the teacher in judging how well the educational program is succeeding for each student and for the class as a whole. It also gives her insight into the effectiveness of her instruction so that she can modify it if necessary. Appraising techniques and instructional resources is also important to provide an opportunity for changes which may improve learning.

In a school program evaluation serves three major purposes that might be classified as guidance, curricular and administrative (Hall and

Paolucci, 1963). Involved in this evaluation may be everyone concerned with the growth and development of a student. Fleck (1953) indicates that this group includes the cooperative venture of the teacher with students, other teachers, administrators, parents and individuals of the community. When all of these people have a part in the evaluation, then an awareness of everything that happens in the program is essential. This information must be examined continuously in the light of the goals which are realized. Thus, evaluation may be defined as the process which determines the extent to which these educational goals have been realized.

No one person should be responsible for the evaluation. For example, administrators are not in position to make valid recommendations regarding developments in the school system unless they have available the results of appraisals (Morphet, Johns, and Reller, 1967).

The purpose of evaluation is clearly stated by Arny (1953).

When a sound evaluation program is carried out and the results interpreted, one can decide whether changes are needed in the courses offered, the methods of instruction, and/or the physical facilities.

Questionnaire Development

The selection of the instrument used to collect the desired data was felt by the writer to be one of the most important steps in the study. Brun (1970) backs the writer in her feeling by stating:

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

The questionnaire was selected as the form to be used for the collection of the data. A questionnaire is a form that is used to elicit

responses to specified questions and is filled out by the respondent. An effective questionnaire is valid, that is, clear and without ambiguity, objective, has clear instructions and questions, is carefully formulated and tried out, has a neat and attractive appearance, is a suitable and reasonable length, and has a good accompanying letter (Hall, 1967).

Because the questionnaire was to be used to determine attitudes, Gage, (1963) was consulted for his definitions of attitudes. He first states that attitudes are socially formed. They are based on cultural experience and training and are revealed in cultural products. Attitudes are orientations toward others and toward objects. They incorporate the meaning of a physical event as an object of potential or actual activity. Attitudes are selective. They promote a basis for discriminating between alternative courses of action and introduce consistency of response in social situations of an otherwise diverse nature. Attitudes reflect a disposition to an activity, not a verbalization.

According to Raths (1966), people express attitudes when they reveal what they are for and what they are against. Beliefs, opinions and convictions are often similarly used. Fleck (1968) states that an attitude is a disposition toward something. Attitudes are unique to an individual, and usually evolve from some outside actual experience, more often than not the utterances of influential publications or persons or the opinions of one's friends.

Oppenheim (1966) further states that most definitions seem to agree that an attitude is a state of readiness, a tendency to act or react in a certain manner when confronted with certain stimuli. Thus, the individual's attitudes are present but dormant most of the time.

They become expressed in speech or other behavior only when the object of the attitude is perceived.

Social psychologists have put much work into the invention of methods for measuring attitudes. Because attitudes are not directly observable they must be inferred. A means of assuming attitudinal patterns can be established through responses to questionnaires that are specially designed to reflect probable modes of thinking, feeling, and reacting in actual social settings (Balfour, 1965).

For the purposes of this study, a Likert type attitude scale was employed (Oppenheim, 1966). The respondents in this type of questionnaire are asked to place themselves on an attitude continuum for each statement, running from strongly agree to agree, uncertain, disagree and strongly disagree.

Further information about measuring attitudes is given by Balfour (1965) when he says

it is often difficult to obtain a reliable and valid instrument for measuring attitudes; therefore, prior to any attempt made toward attitude measurement certain assumptions must be established. It must be conceded in the beginning that an attitude is a complex affair that cannot be wholly described by any single numerical index as indicated in Likert scaling. Further, it should be kept in mind that an attitude scale will be used only in a situation in which the researcher can reasonably expect people to tell the truth about their convictions or opinions. Moreover, it must be remembered that opinions can only be used as indices of attitudes. Finally, it should also be recognized that often discrepancy appears between overt action of a subject and his verbal opinion in regard to an idea.

Public Relations

In the area of public relations, Yeager (1954) points out that teachers above all other professional groups, are subject to constant subjective appraisals, which may, in large part, determine their effec-

tiveness as teachers. Such appraisals may be based on a single impression or general impressions, and may become the basis for selection, retention, promotion, transfer and even dismissal.

Driska (1968) continues this line of thought by stating that the teacher who keeps the community, counselors, staff and administration informed of the educational aspects of his program stands out as a successful public relations man. Simpson (1965) concludes that administrators should be kept informed as plans develop and consulted as to the feasibility of plans and how they fit into the overall educational program although in most cases, teachers and supervisors will carry a major part of the responsibility for development of curriculum plans.

Summary

A brief description of the roles of home economics and secondary school administrators has been included in Chapter II. These roles and implications for use of administrator attitudes have been the basis for the writing in the areas of curriculum planning and public relations. Since past literature reveals few studies of secondary school administrators attitudes toward home economics, it is important to determine these attitudes so that conclusions may be made. Chapter III will describe the procedure used to collect the data for this study.

CHAPTER III

PROCEDURE

The major purpose of this study was to determine what attitudes secondary school administrators in Oklahoma have toward home economics, and furthermore, to determine if these attitudes differ according to the class size of schools. *Should any items be left with the enactment of the act in '67* To meet the objectives of the study, the literature was reviewed to find any previous research that would relate to the study. Possible implications for such a study were identified so that a further study of these areas might be made. Ways of collecting data were also reviewed, and the questionnaire method was selected by the researcher. A questionnaire is defined by Hall (1967, p. 90) as "a form that is used to elicit response to specified questions and is filled out by the respondent."

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

Questionnaires have the further advantages

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

So that a short questionnaire could be constructed, statements in the closed form with suggested possible responses were used (see Appendix). It was realized that open-end questions would permit the respon-

dents to answer in their own words thereby giving insight into their answers, however, it was the feeling of the writer that this method would be too time consuming and difficult to tabulate in a large sample.

Since attitudes were to be determined in this study, an attitude scale was constructed. This scale allowed respondents to strongly agree, agree, disagree, strongly disagree, or be undecided about statements made toward selected areas of home economics which were placed in the objectives of the study. These statements were aimed at determining attitudes toward subjects and activities rather than orientations toward people.

Selection of Sample

The population for the study was identified as the superintendents of the Class B, A, and AA schools and the principals of the Class AAA and AAAA high schools in Oklahoma. To determine the sample, a list of all the secondary schools in Oklahoma was compiled from a list obtained from the Oklahoma Secondary Schools Activities Association. This listing of 490 schools was then stratified into five individual lists of schools according to classifications stated by this same association. According to this definition of classes, the Class AAAA schools are the 32 largest schools in Oklahoma from the numerical listing of schools according to average daily attendance for the school year 1971-72. The Class AAA schools are the next 32 schools in size, Class AA the next 128 schools in size, followed by Class A with the next 128 schools and Class B including all remaining (170) schools in the state. A 33 1/3 percent sample was then randomly taken from each class for a total of 162 schools. This sample included 11 Class AAAA schools, 11 Class AAA

schools, 42 Class AA schools, 42 Class A schools and 56 schools from Class B.

Pretesting the Instrument

Before sending the questionnaires to the subjects in the sample, a pretest group of administrators from two additional schools in each class were selected. In each case, a questionnaire, cover letter, and a personal cover letter were mailed to the administrators selected by the same method as the regular sample, that is, Classes B, A, and AA superintendents and Classes AAA and AAAA principals (see Appendix).

The administrators were asked to complete the questionnaire, and then check for clarity of statements and directions, suitability of the types of statements, understanding of directions, and suitability of length. They were further asked to evaluate the cover letter to determine if they thought it would elicit maximum response from the administrators.

In telephone interviews with the pretest group, the writer asked for their response to the questionnaire using the criteria which Hall (1967) lists as necessary for an effective questionnaire, that is, validity, objectivity, clear directions, neat appearance, suitable length, etc. The researcher was also interested in any additional statements and comments made by the pretest group.

As a result of the pretesting of the instrument and cover letter, the writer altered some of the attitude statements. In addition, each of the questionnaires were number coded for ease in determining the administrators who had responded and the class size of his or her high school although this information was to be included in this study in a

completely anonymous manner.

Gathering the Research Data

The data for the study was obtained from the questionnaires mailed to 162 administrators of secondary schools in Oklahoma. These questionnaires were mailed with a cover letter stating the purpose and importance of the study (see Appendix). A self addressed, stamped envelope was included in the envelope. Of these, 121 questionnaires were returned for a 75 percent return.

The questionnaires were hand sorted according to the class size of the school. Percentages of responses of strongly agree (SA), agree (a), undecided (u), disagree (d), and strongly disagree (SD) were then calculated for each statement and response. These percentages were determined by dividing the number of like responses to a statement by the total number of administrators who responded to the questionnaire within each class. Furthermore, mean percentages were figured for each response. The statements were then placed in categories according to the objective for which each statement represented. Percentages were evaluated to determine what difference, if any, there was in attitudes expressed by administrators in the different sizes of schools.

Summary

Chapter III has presented the procedure implemented in this study. Information has been included concerning the development of the instrument, selection of the sample, pretesting the instrument and gathering the research data. An analysis of the data collected will be presented in Chapter IV.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

In order to determine the attitudes of Oklahoma secondary school administrators toward home economics, an analysis of the responses to a questionnaire made by a selected sample of administrators was made. This analysis was done to determine their attitudes toward selected aspects of the overall homemaking program. The analysis of the data in this chapter is presented to show general tendencies and support for responses on the questionnaire.

Percentages of responses to each statement were figured, and these percentages were compared among the five classes of schools. In analyzing these responses, the writer assumed that 50 percent or more of the responses in the agree and/or strongly agree categories indicated a positive attitude toward that statement. In the same manner, 50 percent or more of the responses in the disagree or strongly disagree categories indicated a negative response toward the statement. Responses in the undecided column were assumed to mean that the administrators were in indecision about the statement.

According to Table I, of the 162 questionnaires mailed out, there were 37 Class B respondents, 31 Class A respondents, 36 Class AA respondents, 9 from Class AAA and 8 from Class AAAA. This gives a total of 121 returned questionnaires, or 75 percent of the 162 mailed to administrators from a 33 1/3 percent random sample of each class of

schools. The percentages presented in this analysis were determined by dividing the number of like responses to a statement by a total number of administrators who responded within each class. For instance, since there were 37 administrators who responded from Class B schools, the total number of responses in each category for each statement was divided by 37. To explain further, because there were 16 responses of strongly agree to statement one made by the 37 administrators, the 16 was divided by 37, thus giving a percentage of 43. All percentages presented in this chapter represent the nearest whole percent.

TABLE I
NUMBER OF ADMINISTRATORS IN EACH CLASS RESPONDING TO QUESTIONNAIRE

Class	Number in Sample	Number Returned	Percentage Response
B	56	37	66
A	42	31	74
AA	42	36	86
AAA	11	9	82
AAAA	11	8	73
TOTALS	162	121	75

The purpose of this study was centered around one general objective which was to determine the attitudes of secondary school administrators in Oklahoma concerning home economics as a part of the secondary school curriculum. General conclusions seem to show that administrators show more agreement than disagreement to statements on the questionnaire, thus giving a positive outlook on most of the areas.

Table II shows the percentages of responses of administrators to a

general statement which was intended to determine the attitudes toward the overall objective of this study, those of secondary school administrators in Oklahoma concerning home economics as a part of the secondary school curriculum. This statement was the only one on the questionnaire which was meant to examine the attitudes of administrators toward home economics as a whole. By using the mean scores of all administrators, it is interesting to note that 86 percent of all administrators either strongly agree or agree with this statement.

TABLE II
HOME ECONOMICS IS ONE OF THE MOST IMPORTANT
SUBJECTS A GIRL CAN TAKE IN HIGH SCHOOL

School Class	Number of Respondents	Percentage of Responses				
		SA	a	u	SD	
AAAA	8	38	50	13		
AAA	9	22	56	22		
AA	36	42	44	3	11	
A	31	39	58	3		
B	37	43	38	8	11	
Total	121	Mean Percent	37	49	3	11

By studying the table, the reader can see that in all classes of schools there was definitely more agreement to the statement than disagreement with range of percent. Although non-conclusive, it is interesting to note that the two larger classes of schools show greater disagreement and less strong agreement to this statement than do the smaller schools. There is definite support indicated by the majority of the

responses in agree and strongly agree categories to show that administrators agree that home economics is one of the most important subjects a girl can take in high school.

Subject Matter Areas to be Taught

Items 33 and 34 of the questionnaire were related to the first of the specific objectives, subject matter areas of home economics to be taught in secondary schools. These questions dealt with the more traditional areas of home economics, (those listed by the Oklahoma Vocational Home Economics Department) and newer areas that have been suggested as possible additions for a home economics curriculum.

Table III shows the percentage of administrators favoring the inclusion of some of the newer areas being placed in the secondary home economics curriculum. Administrators in all class schools strongly support the areas of family planning, consumer education and the dual role of homemaker and career. Because 67 percent of the administrators responded, there is some evidence that they support the area of career planning, but give less support to the remaining two areas. This percentage of support would seem to indicate a feeling of less need for these areas of conservation of the nation's resources and professional ethics, or else, an attitude that these may or should be included in some other curriculum rather than that of home economics.

TABLE III
 PERCENTAGES OF RESPONSES OF ADMINISTRATORS TOWARD NEW AREAS
 WHICH SHOULD BE STRESSED IN HOME ECONOMICS PROGRAMS

Area	Classes of Schools					Mean Percent
	B	A	AA	AAA	AAAA	
Career planning	62	65	78	56	75	67
Family planning	92	87	92	100	88	92
Conservation of the nation's resources	30	35	53	11	38	33
Consumer education	84	90	89	89	100	90
Professional ethics	46	42	53	33	25	40
Dual role-homemaker and career	95	90	94	100	100	96
Occupational preparation	68	45	64	56	50	79

The attitudes shown on Table IV, page 34, indicate the traditional areas of home economics which administrators feel should be included in the secondary curriculum. This part of the questionnaire (see Appendix) was not in statement form, but rather, allowed the respondent to check his feelings for each area according to the ninth, tenth, eleventh and twelfth grade level. The percentages presented indicate positive attitudes toward the inclusion of these areas in the home economics curriculum for a given year.

Large scale support is shown for all the areas at some time during high school. However, this support does not indicate that administrators feel that all areas should be included every year.

Administrators seem to feel that child development, consumer problems and management, and housing and art related to living deserve less

TABLE IV

ADMINISTRATIVE ATTITUDES TOWARD THE GRADE LEVELS AT WHICH TRADITIONAL AREAS OF HOME ECONOMICS SHOULD BE INCLUDED

Area of Study	Percentage of Responses by Administrators for Each Grade Level																							
	Grade 9					Mean Percent	Grade 10					Mean Percent	Grade 11					Mean Percent	Grade 12					Mean Percent
	B	A	AA	AAA	AAAA		B	A	AA	AAA	AAAA		B	A	AA	AAA	AAAA		B	A	AA	AAA	AAAA	
Personal and Family Relationships	62	81	75	56	50	65	62	74	100	78	88	80	86	84	83	78	63	79	81	77	89	89	50	77
Child Development	27	29	25	11	13	21	30	32	42	44	13	32	73	94	86	56	63	74	84	100	94	56	100	87
Clothing and Grooming	92	90	89	89	75	87	92	94	92	100	88	93	86	87	86	56	75	78	84	77	83	56	88	78
Foods and Nutrition	84	90	78	67	63	76	86	90	92	82	75	86	86	87	86	89	88	87	86	87	78	78	100	86
Consumer Problems and Management	38	39	19	11	13	24	41	42	31	22	25	32	89	87	89	78	63	81	89	94	97	100	100	96
Health and Safety	95	87	89	89	63	85	84	77	81	67	100	82	59	65	81	44	50	60	62	65	78	33	50	58
Housing and Art Related to Living	41	26	31	0	13	22	46	35	36	11	25	31	84	74	89	56	75	76	81	90	97	100	75	35

support during grades nine and ten as evidenced by the mean percent. To contrast this, with the exception of the Class AA schools, there tends to be less support for health and safety in the upper two grades. Large scale support was given to the traditional foods and nutrition and clothing and grooming areas of study during all of the grades in school.

A study of these responses would tend to indicate that the majority of secondary school administrators in all class schools feel that the home economics curriculum at the ninth and tenth grade levels should include only those traditional areas of clothing and grooming, foods and nutrition, and health and safety. A majority also supports the area of personal and family relationships, but there is less support than in other areas.

At the eleventh and twelfth grade level, a broad study of all the areas seems to be the concensus of the administrators. The only exception to this is that class AAA administrators showed little support for health and safety. It is interesting to note that grades nine and ten and grades eleven and twelve were paired according to most of the responses for each of these traditional areas.

An additional statement (see questionnaire, number 31, Appendix) listed some additional duties which the home economics teacher and her students are sometimes asked to assume. As many as 69 percent of the administrators either disagreed or strongly disagree that teachers and students should be expected to do such tasks as mend basketball uniforms and serve dinners. Some were undecided about these duties while as many as 35 percent responded either agree or strongly agree.

Level at Which Home Economics Should be Taught

The discussion preceding this sub topic has included some of the responses of administrators toward grade levels at which traditional areas of home economics should be taught. Statements 2 and 32a (see Appendix) gave further information about these attitudes. Statement two gave administrators an opportunity to express their opinions toward offering home economics in the junior high school.

TABLE V

HOME ECONOMICS SHOULD BE OFFERED AT THE JUNIOR HIGH SCHOOL LEVEL

Classification of Schools	No. of Respondents	Percentage of Responses			
		SA	A	u	d SD
B	37	41	51	5	3
A	31	35	42	16	6
AA	36	25	58	11	6
AAA	9	56	22	22	
AAAA	8	50	50		
	Mean Percent	41	45	11	3

The junior high school level was defined earlier to be those grades immediately preceding secondary school, usually seventh, eighth and ninth grades. No opportunity was given the administrators to state reasons for their responses, but Table V shows that a majority (86%) at all class levels indicated that home economics should be offered at the junior high school level. Only the three smaller classes of schools showed any disagreement to this level at which home economics should be taught.

TABLE VI
ADMINISTRATIVE ATTITUDES TOWARD GRADE LEVEL AT WHICH
HOME ECONOMICS SHOULD BE TAUGHT

Grade Level	Classes of Schools					Mean Percent
	B	A	AA	AAA	AAAA	
Home economics at the secondary level should be planned for the:						
ninth grade	95	90	89	67	63	81
tenth grade	97	97	97	100	100	98
eleventh grade	86	94	97	100	100	95
twelfth grade	86	94	97	100	100	95

Administrators were given an opportunity only to express agreement in Table VI. No response indicated a negative response to this part of the questionnaire. Even though administrators strongly support home economics at the junior high school level (Table V), further information in Table VI shows that a majority of secondary school administrators at all class levels feel the home economics should be planned for all grades. Administrators of larger AAA and AAAA schools showed less positive response at the ninth grade level than did the other classes. Although only speculation on the part of this writer, it should be noted that many of the larger secondary schools contain only grades ten, eleven and twelve. Therefore, perhaps, administrators may not wish to express attitudes toward areas with which they do not work. It should be observed also, that these same administrators supported home economics 100 percent at the other grade levels.

Students Who Should Take Home Economics

In order to successfully examine the attitudes of administrators toward the third of the specific objectives, students who should take home economics, statements 3, 13, 23 and 26 of the questionnaire contained reference to this area. Table VII shows the percentage of responses from the statements dealing with this objective.

Statement three said that counselors should place slow learners in home economics. Only in Classes AAA and AAAA did a majority of the administrators agree that slow learners should be placed in home economics. Administrators in the other classes did not express a attitude of agreement or disagreement, and did, in fact, show a considerable amount of indecision toward this statement. Class B and A administrators showed a slightly higher amount of disagree and strongly disagree while Class AA administrators responded with a 6 percent strongly agree.

Administrators in all classes according to the mean percentages showed a majority of responses in the agree and strongly agree categories toward statement 13 dealing with the encouragement of girls in a college preparatory course to take home economics. The responses toward encouraging boys to take home economics (statement 23) showed less agreement, however, and although there was some support for encouraging boys in a college preparatory course to take home economics, the administrators in all classes expressed a larger percentage of disagreement than agreement. In some cases, a majority of the respondents were undecided about this statement.

At least 65 percent of the administrators in all classes responded in the strongly agree and agree categories to statement 26 that home economics should be recommended to potential high school dropouts. Some

TABLE VII

ADMINISTRATIVE ATTITUDES TOWARD STUDENTS WHO SHOULD TAKE HOME ECONOMICS

Question	Statement	Class	Percentages of Responses				
			SA	a	u	d	SD
3	Counselors should place slow learners in home economics.	B	11	19	27	38	5
		A	6	26	29	29	10
		AA	6	39	17	39	
		AAA		78	11	11	
		AAAA		88		13	
		Mean Percent		5	50	17	26
13	Girls in a college preparatory course should be encouraged to take home economics.	B	22	54	16	8	
		A	32	52	3	13	
		AA	14	75	6	3	3
		AAA	22	56		22	
		AAAA	25	75			
		Mean Percent		23	62	5	9

TABLE VII (Continued)

Question	Statement	Class	Percentages of Responses				
			SA	a	u	d	SD
23	Boys in a college preparatory course should be encouraged to take home economics.	B		32	24	35	8
		A	6	23	35	29	6
		AA		31	19	47	3
		AAA		22	44	22	11
		AAAA		25	38	38	
		Mean Percent		1	27	32	34
26	Home economics should be recommended to potential high school dropouts.	B	8	65	19	5	3
		A	10	55	19	16	
		AA	11	64	14	11	
		AAA	22	56	22		
		AAAA	13	63	13	13	
		Mean Percent		13	61	17	9

administrators in all classes showed indecision as indicated by the percentages of undecided responses toward this area, and only those respondents from Class AAA did not show some degree of disagreement to this statement.

The remainder of the questionnaire parts referring to this objective are presented in Table VIII. Once again, as in earlier parts of this discussion, this part of the questionnaire allowed only a positive response to the area. No response, thus, indicated a negative and disagree attitude.

TABLE VIII

ADMINISTRATIVE ATTITUDES TOWARD STUDENTS WHO SHOULD TAKE HOME ECONOMICS

Statement 32	Classes of Schools					Mean Percent
	*B	A	AA	AAA	AAAA	
Home economics at the secondary level should be planned for:						
b. boys	49	48	39	44	63	49
girls	86	94	89	89	88	89
mixed groups	49	29	42	78	88	57
c. slow learners	70	74	86	100	88	84
average learners	97	90	97	100	100	97
superior learners	70	71	81	89	88	80
d. lower socio-economic level	70	74	89	100	88	84
middle socio-economic level	95	87	97	100	100	96
higher socio-economic level	68	71	86	100	88	83
No. of Respondents	37	31	36	9	8	

* Percentage of Responses

Only administrators in the Class AAAA schools showed a majority of agreement toward planning the home economics curriculum for boys, and only the Class AAA and AAAA schools leaned toward mixed classes.

All other areas shown in Table VIII received a majority of favorable responses from all class schools. It may be noteworthy however, to see that the higher percentages were expressed for a home economics curriculum planned for average learners from the middle socio-economic level.

Relationship of Home Economics to Other Subjects

Only two statements (4 and 14) on the questionnaire pertained to the fourth specific objective of determining administrative attitudes toward the relationship of home economics to other subjects in the over all high school curriculum.

A majority of administrators indicated that they did not feel that the scheduling of home economics classes is sometimes given more consideration than the scheduling of other classes. As in the case of other statements, here again, administrators showed some indecision about responding to this statement. One administrator commented in the margin of his questionnaire that he knew only of his own program and could not guess at the actions of others.

A very definite viewpoint was expressed by administrators that all high school classes should be given equal consideration when the over-all schedule is determined. With almost no undecided responses, 35% of the administrators strongly agreed and an additional 48% agreed to this statement for a total mean percentage of 83% showing some degree of agreement.

TABLE IX
 ADMINISTRATIVE ATTITUDES TOWARD THE RELATIONSHIP OF HOME ECONOMICS TO
 OTHER SUBJECTS IN THE OVER ALL HIGH SCHOOL CURRICULUM

Question	Statement	Class	Percentage of Responses				
			SA	a	u	d	SD
4	The scheduling of home economics classes is sometimes given more consideration than the scheduling of other subjects.	B		22	24	49	5
		A		13	16	71	
		AA	3	22	11	64	
		AAA		11	22	56	11
		AAAA		25	13	63	
Mean Percent			1	19	17	61	3
14	All high school classes should be given equal consideration when the over all schedule is determined.	B	24	59		14	3
		A	35	52		13	
		AA	22	58	8	8	3
		AAA	56	22		22	
		AAAA	38	50		13	
Mean Percent			35	48	2	14	1

Responsibilities for Determining the Goals and Subject Matter

The American Home Economics Association (1967) stated that many different people can take part in determining the fifth specific objective, goals and subject matter areas of home economics. Among these may be state and city home economists who work in curriculum development, administrators, supervisors, and curriculum coordinators, teachers, and others. These statements gave the secondary school administrators an opportunity to express their opinion as to whom should be responsible for determining these things.

According to Table X, a majority of administrators in all class schools responded in the agree and strongly agree categories to say that they feel the home economics teacher should be responsible for setting the objectives of the home economics curriculum (statement 5). According to the mean percentages of agree and strongly agree, a total of 82 percent of all administrators responded showed a positive response to this statement.

Statement six reads that the school administrator should work with the home economics teacher in all aspects of the home economics program. That the administrators strongly feel this way is shown in their 88 percent overall response in favor of this statement. There appeared to be little indecision about this area, and the two larger classes of schools showed no disagreement.

Administrators did not feel that they should have the responsibility for setting the goals of the home economics curriculum according to their responses to statement 15 in Table X. This attitude is shown by the Class B administrators who responded 79 percent against this idea. According to the mean scores 55 percent disagreed and six strongly dis-

TABLE X
 ADMINISTRATIVE ATTITUDES TOWARD RESPONSIBILITIES FOR DETERMINING THE GOALS
 AND SUBJECT MATTER OF THE HOME ECONOMICS CURRICULUM

Question	Statement	Class	Percentage of Responses				
			SA	a	u	d	SD
5	The home economics teacher should be responsible for setting the objectives of the home economics curriculum.	B	22	62	3	14	
		A	6	81		10	3
		AA	8	78	3	11	
		AAA	33	44		22	
		AAAA	13	63	25		
		Mean Percent		16	66	6	11
6	The school administrator should work with the home economics teacher in all aspects of the home economics program.	B	35	43	8	11	3
		A	42	55		3	
		AA	31	61	3	6	
		AAA	67	33			
		AAAA	25	50	25		
		Mean Percent		40	48	7	4

TABLE X (Continued)

Questions	Statement	Class	Percentage of Responses				
			SA	a	u	d	SD
15	The administration should have the responsibility for setting the goals of the home economics curriculum.	B	11	11	68	11	
		A	13	16	71		
		AA	17	19	56	8	
		AAA		33	56	11	
		AAAA	38	38	25		
Mean Percent			0	16	23	55	6
16	Most school administrators appreciate the opportunity to help plan the home economics curriculum.	B	8	59	19	11	3
		A	6	77	6	6	3
		AA	3	75	14	8	
		AAA	11	56	22	11	
		AAAA	13	63	25		
Mean Percent			8	66	17	7	1

TABLE X (Continued)

Questions	Statement	Class	Percentage of Responses				
			SA	a	u	d	SD
24	The goals of the home economics curriculum should be cooperatively determined by the administrators and the home economics teacher.	B	19	68	5	5	3
		A	29	65		6	
		AA	19	78		3	
		AAA	56	33	11		
		AAAA	38	50	13		
Mean Percent			32	59	6	3	1
25	The home economics curriculum should be planned in cooperation with an advisory council such as parents, students, community leaders or a combination of these people.	B	11	41	19	24	5
		A	6	52	10	29	3
		AA	11	53	19	14	3
		AAA	11	33	11	44	
		AAAA	13	63	13	13	
Mean Percent			10	48	14	25	2

agreed with this statement.

Seventy four percent of the administrators responded favorably to the idea of helping plan the home economics curriculum (statement 16). By comparing this to an earlier statement (5), then, it appears that although they feel the home economics teacher should be responsible for setting the objectives of the curriculum, the administrators want the opportunity to help in this planning. This conclusion is shown in statement 24 of Table X where as high as 97 percent (Class AA) of the administrators said that the curriculum should be cooperatively determined by the administrators and the home economics teacher. Further verification of this feeling is shown in mean scores of 32 percent strongly agree and 59 percent agree. Only four percent responded negatively to this statement.

Although a majority (58 percent) of the respondents showed some degree of agreement to statement 25 that the home economics curriculum should be planned in cooperation with an advisory council such as parents, students, community leaders or a combination of these people, the conclusion can hardly be reached that this is a definite agree attitude. Many administrators (27 percent) felt some degree of disagreement to this statement, and 14 percent of them expressed an undecided attitude toward this statement.

Responsibilities Toward Evaluation of the Curriculum

Objective six was intended to determine whom the administrators feel should be responsible for evaluation of the home economics curriculum. According to the review of this information, there are at least two ways of doing this evaluation; either by joint effort of both the administr-

tor and the teacher or by the teacher alone. Attitudes toward this evaluation are shown in Table XI.

Administrators were seen to have very definite attitudes toward the statements representing this objective. The mean scores indicate that 95 percent of the respondents feel that administrators are usually interested in improving the homemaking department (statement 7). The responses by two of the classes (AA and AAA) showed a 100 percent positive look at this statement.

Using the other two statements (17, 27) in Table XI, it becomes clear that administrators feel that the home economics program should be evaluated by both the administrator and the home economics teacher rather than by the home economics teacher alone. The viewpoint was expressed so strongly that with the exception of Class B, all respondents answered either agree or strongly disagree. The exception was a response in the undecided category.

Only two percent (mean percent) of the respondents in statement 27 felt that the home economics teacher should be solely responsible for the evaluation of the curriculum. These responses were made with few responses in the undecided category by the administrators.

Future Homemakers of America as a Related Activity

The statements representing possible attitudes toward the seventh objective, Future Homemakers of America as a related activity for the high school home economics students, are presented to show general feelings toward this organization rather than attitudes toward specific aspects of the chapters. The responses to these statements are shown in Table XII.

TABLE XI

ADMINISTRATIVE ATTITUDES TOWARD RESPONSIBILITIES OF EVALUATION OF THE CURRICULUM

Question	Statement	Class	Percentage of Responses				
			SA	a	u	d	SD
7	Administrators are usually interested in improving the homemaking department.	B	24	68	5	3	
		A	26	68		6	
		AA	28	72			
		AAA	11	89			
		AAAA	25	63	13		
Mean Percent			23	72	4	2	
17	The home economics program should be evaluated by both the administrator and the home economics teacher in order that needed improvements may be made.	B	32	65	3		
		A	29	71			
		AA	33	67			
		AAA	67	33			
		AAAA	38	63			
Mean Percent			40	60	1		
27	The home economics teacher should be solely responsible for evaluating the curriculum.	B		3	3	62	32
		A				81	23
		AA	3	3		69	25
		AAA				33	67
		AAAA			13	63	25
Mean Percent			1	1	3	62	34

TABLE XII
ADMINISTRATIVE ATTITUDES TOWARD FUTURE HOMEMAKERS OF AMERICA

Question	Statement	Class	Percentage of Responses				
			SA	a	u	d	SD
8	A Future Homemakers of America chapter is a useful part of the homemaking curriculum.	B	30	43	24	3	
		A	29	61	3	6	
		AA	25	72	3		
		AAA	22	44	11	22	
		AAAA	13	25	38	25	
		Mean Percent			24	49	16
18	All homemaking students should belong to Future Homemakers of America.	B	8	16	11	62	3
		A	6	23	29	39	3
		AA	6	31	31	28	6
		AAA	11		56	22	11
		AAAA		13	13	63	13
		Mean Percent			6	17	28
28	Future Homemakers of America chapters help to stimulate interest in the homemaking program.	B	19	65	11	5	
		A	6	77	13	3	
		AA	8	83	6	3	
		AAA	33	22	33	11	
		AAAA	13	25	50		13
		Mean Percent			16	54	23

Using the mean of the responses, 73 percent of the administrators show that they feel that a Future Homemakers of America chapter is a useful part of the homemaking curriculum (statement 8). This response is not consistent, however, in all of the classes. Class AAAA does not give evidence of having any definite opinion in this area as shown by their 38 percent agree or strongly agree, 38 percent undecided and 25 percent disagree. All other administrators did indicate a positive feeling with a majority of responses showing some degree of agreement.

Twenty eight percent of the administrators were undecided about statement 18, all homemaking students should belong to the Future Homemakers of America. According to the mean scores, exactly 50 percent of them do not feel all students should join a Future Homemakers chapter. The percentage was higher, however, in the large AAAA schools and the small Class B schools. Respectively, 76 percent and 65 percent showed disagreement in some degree to this statement.

Seventy percent (mean percent) of the administrators either strongly agreed or agreed that Future Homemakers of America chapters help to stimulate interest in the homemaking program. A closer examination of the table (XII) shows that the two larger class schools responded with an undecided attitude toward this statement. According to the responses of administrators to the last question on the questionnaire (see Appendix), 62 percent of the Class AAAA schools do not have a Future Homemakers of America chapter. These administrators may have been reluctant to show a positive or negative response to this statement due to the lack of a chapter in their own school. Some administrators did, in fact, comment to this effect on their questionnaires. The percentages of schools having a Future Homemakers of America chapter is shown in

Table XIII. As the reader can see, the percentages between Tables XII and Table XIII show somewhat of a correlation according to amount of chapters and interest stimulated by the program.

TABLE XIII

PERCENTAGES OF SCHOOLS HAVING A FUTURE HOMEMAKERS OF AMERICA CHAPTER

Class of School	No. of Schools	Percentage of Schools
B	37	57
A	31	81
AA	36	100
AAA	9	67
AAAA	8	38
	Total 121	Mean Percent 69

Home Economics Facilities

Table XIV shows the percentages of responses to the statements representing the eighth objective: to determine administrator attitudes toward home economics facilities.

Nothing conclusive was decided in statement nine stating that administrators use the home economics department as a show place for public relations. Majorities indicating an attitude were shown by the Class B, Class A, and Class AAAA administrators in disagreeing or strongly disagreeing, and these percentages, 51, 54 and 63, respectively, are not large enough to determine anything definite. In one class, more indecision was shown than anything else.

That home economics facilities are a source of pride for most high

TABLE XIV

HOME ECONOMICS FACILITIES

Question	Statement	Class	Percentage of Responses				
			SA	a	u	d	SD
9	Most high school administrators use the home economics department as a show place for public relations.	B	3	19	27	46	5
		A		32	13	48	6
		AA	3	39	14	42	3
		AAA		33	44	22	
		AAAA		13	25	63	
	Mean Percent		1	27	25	44	3
19	Home economics facilities are a source of pride for most high school administrators.	B	14	62	14	11	
		A	6	81	10	3	
		AA	8	69	19	3	
		AAA	33	56		11	
		AAAA	13	75		13	
	Mean Percent		15	69	9	8	

TABLE XIV (Continued)

Question	Statement	Class	Percentage of Responses				
			SA	a	u	d	SD
29	Home economics facilities usually require a larger percentage of the over-all budget than do most other areas of study.	B	8	32	19	32	11
		A	6	45	13	35	
		AA	3	47	6	42	3
		AAA		33	44	22	
		AAAA	13	13	38	25	13
		Mean Percent		6	34	24	31
30	Home economics teachers should assist in planning new or in renovating old home economics departments.	B	30	68	3		
		A	29	71			
		AA	33	67			
		AAA	44	56			
		AAAA	25	75			
		Mean Percent		32	67	1	

school administrators is shown in statement 19, Table XIV. Giving little disagreement to this statement, as high as 89 percent showed some degree of agreement. Altogether, the mean scores showed that 15 percent of the administrators strongly agreed and 69 percent agreed to this statement.

As in the first statement for this objective, there was not a majority of mean percentages in any of the categories showed by the administrators to statement 29. This statement said that home economics facilities usually require a larger percentage of the over-all budget than do most other areas of study. The only majorities were shown by Class A and Class AA administrators, however, 51 and 50 percent do not show anything definite. It should be noted also that there was quite a lot of disagreement to this line of thought.

A definite opinion was shown in the last statement where there was only one percent of the total administrators who did not give either a response in the agree or strongly agree category. This statement said that home economics teachers should assist in planning new or in renovating old home economics departments. Table XIV shows that they definitely agree with this statement.

State Supervision in Home Economics

Objective nine was aimed at determining administrators attitudes toward state supervision in home economics. Although state supervision is usually only given to those schools which are federally reimbursed, it was felt by the writer that administrators of all schools, whether vocational or general, would have some attitude toward this supervision. The responses of the administrators toward statement 10 and 20 are given in Table XV on page 57.

TABLE XV

ADMINISTRATIVE ATTITUDES TOWARD STATE SUPERVISION IN HOME ECONOMICS

Question	Statement	Class	Percentage of Responses				
			SA	a	u	d	SD
10	Most school administrators appreciate the state supervision of the vocational homemaking program.	B	11	57	19	8	
		A	23	65	13		
		AA	25	58	8	6	3
		AAA	11	56	33		
		AAAA		50	38	13	
Mean Percent			14	57	22	5	1
20	Requirements of the state department of vocational and technical education, division of home economics, often hinder administrators in providing programs that meet the needs of the community.	B	8	19	27	35	11
		A	16	16	16	48	3
		AA	6	19	14	50	11
		AAA	22	22	33	22	
		AAAA			75	25	
Mean Percent			10	15	33	36	5

Statement ten says that most school administrators appreciate the state supervision of the vocational homemaking program. According to the mean percentages, 71 percent of all administrators either strongly agreed or agreed to this statement. Class A and AAA showed no responses in disagreement to this statement.

Do the requirements of the state department of vocational and technical education, division of home economics, often hinder administrators in providing programs that meet the needs of the community? This statement (20) did not receive a majority of mean percentages in any of the categories. The only specific examples of a class giving a majority of responses in any one category was by Class A and AA, with 51 and 61 percent respectively showing some degree of disagreement. It should also be noted that 75 percent of the Class AAAA administrators responded in the undecided category.

Responsibilities in Making Home Visits

The tenth objective is to determine administrator attitudes toward responsibilities in making home visits. Two statements on the questionnaire are included to determine this information. Statement eleven says that home visits are a necessary part of an effective homemaking program. Statement 21 reads that visiting in the student's homes is a job for counselors and/or administrators rather than individual teachers. Responses to these statements are given in Table XVI.

Only sixteen percent of all the administrators showed any disagreement to statement 11, home visits are a necessary part of an effective homemaking program. According to the mean percentages, 75 percent of the administrators showed some degree of agreement to this statement.

TABLE XVI
RESPONSIBILITIES IN MAKING HOME VISITS

Question	Statement	Class	Percentage of Responses				
			SA	a	u	d	SD
11	Home visits are a necessary part of an effective homemaking program.	B	19	54	19	8	
		A	23	61	13	3	
		AA	39	50	8	3	
		AAA	11	67	11	11	
		AAAA	13	38		38	13
Mean Percent			21	54	10	13	3
21	Visiting in the student's homes is a job for counselors and/or administrators rather than individual teachers.	B		5	11	65	19
		A			13	81	6
		AA			8	58	33
		AAA				89	11
		AAAA		13		63	25
Mean Percent				4	6	71	19

Only Class AAAA showed any tendency other than the mean scores, and those administrators responded with an equal amount of agree and disagree responses.

Ninety percent of the administrators responded with either a disagree or strongly disagree to statement 21. This statement said that visiting in the student's homes is a job for counselors and/or administrators rather than individual teachers. The strength of this opinion was especially evident in the responses by the Class AAA administrators who were unanimous in their disagreement to this statement. It seems, then, that the administrators are saying that home visits are indeed important, but that these visits should be made by teachers rather than other school personnel.

Home Economics as a Required or Elective Subject

The last of the specific objectives was aimed at determining the attitudes of administrators toward offering home economics as a required or elective subject. The two statements included in Table XVII were designed to show two sides of thought concerning this objective. Statement 12 says that girls should be required to take at least one year of home economics in high school. The opposing view is shown in statement 22; home economics should be offered only as an elective in the overall high school curriculum. The percentages of responses by administrators for each statement are given in the following table.

The mean percentages for these two statements show little relationship in regard to their overall percentage of responses. According to these mean percentages, a majority (70 percent) feel that girls should be required to take at least one year of home economics. Yet, although

TABLE XVII

HOME ECONOMICS AS A REQUIRED OR ELECTIVE SUBJECT

Question	Statement	Class	Percentage of Responses				
			SA	a	u	d	SD
12	Girls should be required to take at least one year of home economics in high school.	B	43	43	3	8	3
		A	32	42	13	10	3
		AA	17	67	11	3	3
		AAA	33	22		44	
		AAAA	13	38	13	38	
Mean Percent			28	42	8	21	2
22	Home economics should be offered only as an elective in the over-all high school curriculum.	B	8	35	11	38	8
		A	3	35	19	39	3
		AA	3	42	19	31	6
		AAA		56		44	
		AAAA		75	25		
Mean Percent			3	49	15	30	

to a lesser degree, a majority (52 percent) also say that home economics should only be offered as an elective in the over-all high school curriculum. A closer examination of the responses shows that the smaller schools, Class B, A and AA, exhibit much higher percentages in favor of requiring one year of home economics than do the larger AAA and AAAA schools. These same larger schools (AAA and AAAA) are the only ones who answered in a majority that home economics should be offered only as an elective.

Summary

Chapter IV has included the presentation and analysis of the data for determining the attitudes of secondary school administrators toward home economics. Chapter V will include the summary and the conclusions of the study. Suggestions will also be made for further research in the area.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This study was undertaken in an attempt to examine the attitudes of secondary school administrators in Oklahoma toward home economics. The general objective of the study was to determine these attitudes toward home economics as a part of the secondary school curriculum. In addition, specific objectives were to determine administrator attitudes toward: (1) subject matter areas of home economics to be taught in secondary schools; (2) level at which home economics should be taught; (3) students who should take home economics; (4) relationship of home economics to other subjects in the over-all high school curriculum; (5) responsibilities for determining the goals and over-all high school curriculum; (6) responsibilities toward evaluation of the curriculum; (7) Future Homemakers of America as a related activity for the high school home economics students; (8) home economics facilities; (9) state supervision in home economics; (10) responsibilities in making home visits; and (11) home economics as a required or elective subject.

A study was made of related literature in the areas of the role of home economics, role of secondary school administrators, questionnaire development, administrator attitudes, curriculum planning, curriculum evaluation, home economics curriculum, teacher preparation and public relations. From this review came the areas selected as the basis for the development of the statements on the questionnaire.

After the construction of the instrument, it was pretested with a group of ten administrators, two from each of the five classes of schools. The questionnaires were mailed to Class AAAA and AAA principals and Class AA, A and B superintendents.

From the suggestions which were made on the questionnaires and during telephone interviews, revisions were made on the statements. They were then mailed to a 33 1/3 percent random sample of the administrators of the 490 secondary schools in Oklahoma. Of the 162 mailed out, 121 were returned for a 75 percent return.

Analysis of the responses was done by figuring the percentage of responses in each category, strongly agree, agree, undecided, disagree or strongly disagree for each statement on the questionnaire. The statements and their percentages were then grouped according to the objective which they represented. After figuring the mean percentages, these percentages were then analyzed and compared so that conclusions could be made concerning the attitudes of secondary school administrators.

Conclusions

So that the findings of the study may be clearly understood for each of the objectives the following conclusions are presented for each of the specific objectives.

Subject Matter Areas

1. Administrators in all class schools strongly support (90-96%) the newer areas of family planning, consumer education and the dual role of homemaker and career.

2. Although a majority (67%) also supported the area of career

planning, there was 40 percent or less response for including the areas of professional ethics and conservation of the nation's resources.

3. Administrators do not feel that all eight of the traditional areas of study should be included every year in the secondary school.

4. According to the mean percentages, administrators in all class schools support a home economics curriculum at the ninth and tenth grade level consisting of clothing and grooming, foods and nutrition, health and safety and some emphasis on personal and family relationships.

5. The home economics curriculum at the eleventh and twelfth grade level should be a broad study of all areas with less emphasis on health and safety according to the administrators in the two larger class schools.

6. A majority of the respondents (69%) do not feel that the home economics teacher and her students should be expected to assume such tasks as mending uniforms and serving dinners.

Level at Which Home Economics Should be Taught

1. A majority (86%) of administrators at all class levels indicate that home economics should be offered at the junior high school level.

2. Home economics should be offered for all grades in high school.

Students Who Should Take Home Economics

1. Administrators of Class AAA and AAAAA schools feel that slow learners should be placed in home economics. Administrators of the other schools were undecided about this statement.

2. A majority (85%) of the respondents at all levels feel that college bound girls should be encouraged to take home economics.

3. A majority of the administrators do not think boys in a college preparatory course should be encouraged to take home economics.

4. Administrators in all class schools feel that home economics should be recommended to potential high school drop-outs.

5. Administrators (89%) in all class schools show a majority of agreement toward planning the home economics curriculum for girls. Class AAAA principals agreed that the homemaking program should be planned for boys, and the larger class schools showed support for a class composed of both boys and girls.

6. Administrators at all levels feel home economics at the secondary level should be planned for all levels of learners and for all socio-economic levels. High percentages were expressed for a curriculum planned for average learners from the middle socio-economics level.

Relationship to Other Subjects

1. Administrators (64%) do not feel that the scheduling of home economics is sometimes given more consideration than the scheduling of other classes.

2. All high school classes should be given equal consideration when the overall schedule is determined.

Determining the Goals and Subject Matter

1. The home economics teacher should be responsible for setting the objectives of the home economics curriculum.

2. The administrator should work with the home economics teacher in all aspects of the home economics program according to 88 percent of the respondents.

3. Administrators in all class schools do not feel they should have the responsibility for setting the goals of the home economics curriculum.

4. A majority (74%) of the administrators appreciate the opportunity to help plan the home economics curriculum.

5. A large majority (91%) of the respondents feel the curriculum should be cooperatively determined by the administrator and the home economics teacher.

6. A majority (58%) of the respondents feel the home economics curriculum should be planned in cooperation with an advisory council such as parents, students, community leaders or a combination of these people.

Evaluation of the Curriculum

1. Administrators are usually interested in improving the home economics departments according to 95 percent of the respondents.

2. Administrators feel that the home economics program should be evaluated by both the administrator and the home economics teacher rather than by the home economics teacher alone.

Future Homemakers of America

1. A majority (73%) of the administrators feel that a Future Homemakers of America chapter is a useful part of the homemaking curriculum. Administrators of the Class AAAA schools do not have a definite opinion toward this statement as evidenced by the lack of majority in any one category.

2. Fifty percent of the respondents do not feel that all homemaking

students should belong to a Future Homemakers of America chapter.

3. According to the mean percentages, 70 percent of the administrators feel that Future Homemakers of America chapters help to stimulate interest in the homemaking program.

Home Economics Facilities

1. Home economics facilities are a source of pride for most high school administrators according to a majority (74%) of the respondents.

2. Ninety nine percent of the total administrators feel that home economics teachers should assist in planning new or in renovation of old home economics departments.

State Supervision in Home Economics

1. Seventy one percent or a majority of the administrators feel that administrators appreciate the state supervision of the vocational homemaking program.

2. No conclusion was reached concerning the attitudes toward the requirements of the state department of vocational and technical education, division of home economics, hindering administrators in providing programs that meet the needs of the community. There was not a majority of responses in agreement, disagreement or undecided about this statement.

Home Visits

1. A majority of all administrators showed agreement that home visits are a necessary part of the homemaking program. Class AAAA administrators showed equal amount of agree and disagree responses.

2. Administrators feel that visiting in the student's homes is a job for individual teachers rather than other school personnel.

Home Economics - Required or Elective

1. Administrators, especially in the smaller Class B, A and AA schools, are in favor of requiring girls to take one year of home economics in high school.

2. According to the mean percentages, 52 percent of the administrators feel home economics should be offered as an elective. This statement does not show a relationship to the above statement (1), and is dependent to a large degree upon the responses (75%) or the Class AAAA administrators.

The findings of all of these specific objectives have served to meet the general objective of the study, to determine the attitudes of secondary school administrators in Oklahoma toward home economics. From these findings we can conclude that administrators show more agreement than disagreement to these areas, therefore, giving them a positive outlook toward home economics.

Recommendations

On the basis of the findings and conclusions of this study, the following recommendations are proposed.

1. It is recommended that the findings of the study be made available to the home economics teachers of Oklahoma.
2. It is recommended that the questionnaire be reviewed and changed to solve the conflicts in some of the statements.
3. It is further recommended that research be conducted to deter-

mine the reasons for the differences in attitudes among the administrators in the different classes of schools.

4. It is recommended that the findings of the study be given to students in teacher education to better prepare them for their professional role as a teacher.

5. Teachers could be encouraged to work more closely with their administrators in areas of curriculum planning and evaluation as a result of the findings of the study.

6. The researcher recommends a follow-up study be conducted to determine the correlation between the attitudes of the administrators and what is actually being done in secondary home economics departments.

7. It is also recommended that a similar study of administrative attitudes be conducted in another state so that comparisons might be made.

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APPENDIXES

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74074

February 1, 1972

Dear Administrators:

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

As a home economics teacher, I have observed the importance of cooperation between the administration and myself in order to provide learning experiences for the students. To a large measure, this cooperation depends upon the attitudes of administrators toward home economics as a curriculum. Because I am concerned about these attitudes, I am studying the attitudes of secondary school administrators in Oklahoma concerning home economics as a part of the secondary school curriculum. In addition, specific objectives of my study are to determine administrative attitudes toward the many areas of home economics.

I am sure you, as an administrator in a secondary school, have either worked closely with and/or have attitudes about home economics as a subject matter area. Please indicate your attitudes on the enclosed questionnaire and return it to me in the self-addressed, stamped envelope. All individual responses will be held in strict confidence. If another person in your school (curriculum director, etc.) works more closely with the administration of home economics, please forward this questionnaire to that person. A prompt reply would be appreciated.

Thank you for your cooperation.

Sincerely yours,

(Mrs.) Ann Benson
Graduate Student

Dr. Elaine Jorgenson
Thesis Adviser

Enclosure

What beliefs do you have about homemaking and/or home economics education in your local school? Circle your response of strongly agree (SA), agree (a), undecided (u), disagree (d), or strongly disagree (SD).

- | | | | | | |
|---|----|---|---|---|----|
| 1. Home economics is one of the most important subjects a girl can take in high school. | SA | a | u | d | SD |
| 2. Home economics should be offered at the junior high school level. | SA | a | u | d | SD |
| 3. Counselors should place slow learners in home economics. | SA | a | u | d | SD |
| 4. The scheduling of home economics classes is sometimes given more consideration than the scheduling of other subjects. | SA | a | u | d | SD |
| 5. The home economics teacher should be responsible for setting the objectives of the home economics curriculum. | SA | a | u | d | SD |
| 6. The school administrator should work with the home economics teacher in all aspects of the home economics program. | SA | a | u | d | SD |
| 7. Administrators are usually interested in improving the home-making department. | SA | a | u | d | SD |
| 8. A Future Homemakers of America chapter is a useful part of the homemaking curriculum. | SA | a | u | d | SD |
| 9. Most high school administrators use the home economics department as a show place for public relations. | SA | a | u | d | SD |
| 10. Most school administrators appreciate the state supervision of the vocational homemaking program. | SA | a | u | d | SD |
| 11. Home visits are a necessary part of an effective homemaking program. | SA | a | u | d | SD |
| 12. Girls should be required to take at least one year of home economics in high school. | SA | a | u | d | SD |
| 13. Girls in a college preparatory course should be encouraged to take home economics. | SA | a | u | d | SD |
| 14. All high school classes should be given equal consideration when the overall schedule is determined. | SA | a | u | d | SD |
| 15. The administration should have the responsibility for setting the goals of the home economics curriculum. | SA | a | u | d | SD |
| 16. Most school administrators appreciate the opportunity to help plan the home economics curriculum. | SA | a | u | d | SD |
| 17. The home economics program should be evaluated by both the administrator and the home economics teacher in order that needed improvements may be made. | SA | a | u | d | SD |
| 18. All homemaking students should belong to Future Homemakers of America. | SA | a | u | d | SD |
| 19. Home economics facilities are a source of pride for most high school administrators. | SA | a | u | d | SD |
| 20. Requirements of the state department of vocational and technical education, division of home economics, often hinder administrators in providing programs that meet the needs of the community. | SA | a | u | d | SD |
| 21. Visiting in the student's homes is a job for counselors and/or administrators rather than individual teachers. | SA | a | u | d | SD |
| 22. Home economics should be offered only as an elective in the over-all high school curriculum. | SA | a | u | d | SD |
| 23. Boys in a college preparatory course should be encouraged to take home economics. | SA | a | u | d | SD |

- 24. The goals of the home economics curriculum should be cooperatively determined by the administrators and the home economics teacher. SA a u d SD
- 25. The home economics curriculum should be planned in cooperation with an advisory council such as parents, students, community leaders or a combination of these people. SA a u d SD
- 26. Home economics should be recommended to potential high school drop-outs. SA a u d SD
- 27. The home economics teacher should be solely responsible for evaluating the curriculum. SA a u d SD
- 28. Future Homemakers of America chapters help to stimulate community interest in the homemaking program. SA a u d SD
- 29. Home economics facilities usually require a larger percentage of the over-all budget than do most other areas of study. SA a u d SD
- 30. Home economics teachers should assist in planning new or in renovating old home economics departments. SA a u d SD
- 31. The duties of the home economics teacher and her students should include such tasks as mending basketball uniforms and serving dinners. SA a u d SD

32. For whom should the home economics program at the secondary level be planned? You may check (✓) more than one.

- a. Grade level 9 10 11 12
- b. Sex Boys Girls Mixed Groups
- c. Ability level Slow learner Average Superior
- d. Socio-economic Lower level Middle Higher

33. Which of these traditional areas should be included in the home economics curriculum? Check (✓) one or more areas for each grade level.

Area of Study	9	10	11	12
a. Personal and Family Relationships				
b. Child Development				
c. Clothing and Grooming				
d. Foods and Nutrition				
e. Consumer Problems and Management				
f. Health and Safety				
g. Housing and Art Related to Living				

34. Because 90% of all girls who are high school graduates will someday be employed either part-time or full-time outside the home, new emphases are being placed in the home economics program. Check (✓) the area(s) which you believe should be stressed in the home economics program.

- a. Career planning
- b. Family planning
- c. Conservation of the nation's resources
- d. Consumer education
- e. Professional ethics
- f. Dual role - Homemaker and Career
- g. Occupational preparation

35. In your school, is home economics:
 Vocational General
 Elective at the 9 10 11 12 grade level
 Required at the 9 10 11 12 grade level

Does your school have a Future Homemakers of America chapter? Yes No

VITA

Ann Marie Benson

Candidate for the Degree of

Master of Science

Thesis: ATTITUDES OF OKLAHOMA SECONDARY SCHOOL ADMINISTRATORS TOWARD HOME ECONOMICS

Major Field: Home Economics Education

Biographical:

Personal Data: Born in Stillwater, Oklahoma, November 11, 1945, the daughter of Mr. and Mrs. Clifton Williams; married to Wilbur E. (Gene) Benson, 1967.

Education: Graduated from Coyle High School, Coyle, Oklahoma, in May, 1964; received the Bachelor of Science degree from Oklahoma State University, Stillwater, Oklahoma, in May, 1968; completed the requirements for the Master of Science degree at Oklahoma State University in July, 1972.

Professional Experience: Home economics teacher in Coyle High School, Coyle, Oklahoma, 1968-1970; kindergarten teacher in Coyle Grade School, Coyle, Oklahoma, 1969-1970; home economics teacher in Mulhall-Orlando High School, Orlando, Oklahoma, 1970-1972.