

A FOLLOW-UP STUDY OF OKLAHOMA'S  
SECONDARY LEVEL OCCUPATIONAL  
CLOTHING GRADUATES AND  
DROP-OUTS (1970-73)  
CURRENTLY EMPLOYED  
IN THE CLOTHING  
FIELD

By

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## CHAPTER I

### INTRODUCTION

Across the country, educators are placing increased emphasis on occupational education. Leaders of educational forces in the country have recommended that a total effort be made by the profession toward occupational and career development education for all, from early childhood through adult life. Educators and others must change their perception of vocational education to recognize it as a life-long developmental process, replacing the concept of terminal education with one of continuing education (15).

Occupational clothing programs in Oklahoma, though young in years, are meeting a most important need of today's student. Young people are now able to leave high school with skills which will enable them to be employable directly following graduation. To many of these students, their occupational training may make a significant difference in their lifetime income.

Leaders of vocational and technical education in Oklahoma are concerned with the training students receive in preparing for an occupation. Their future plans indicate that skill training should logically be a primary focus for education in the next 5 to 10 years (22).



In the fall of 1973, there were 10 full time, two-year occupational clothing training programs in the state of Oklahoma offering training to secondary level students. In addition to the 10 full time programs, there were nine part-time programs which offered one hour of training per day taught by the vocational home economics teacher. These programs sought to train students in the manual skills necessary for job competence in the needle trades industry. Teachers also discussed grooming, interviewing techniques, and personality factors as they relate to success in the business world. Another phase of the program sought to place students in a clothing-related occupation after completing the training program.

During the school year 1970-71, 60 students graduated from clothing programs which had been in existence two or more years. The number of graduates increased in each of the two following years, 1972 (91) and 1973 (206), as more schools completed their second year of operation.

In addition to the graduates of these programs, there have also been some "drop-outs" who have become employed in the clothing field. These people were also included in this study as they may offer valuable insight as to their training and present occupation. They may also provide possible answers as to why they chose to leave the occupational clothing training program.

The purpose of this research study was to determine strengths and weaknesses of the occupational clothing

training received by secondary-level students employed in the needle trades industry during 1970-73. This period covers three years of school operation. This type of study should assist in analyzing the effectiveness of the program.

Leaders in home economics education have stated that evaluation should be seen as a continuous and integral part of the teaching process, serving initially as the basis for setting goals, and subsequently for measuring progress toward these goals (6). Other educators have said that the focus of most evaluation efforts should be on the product or the outcomes of the educational system (14). If we are to evaluate the products of an occupational clothing training program, then a follow-up study which would accumulate relevant data from students after they have completed similar training will serve this need.

#### Statement of the Problem

In Oklahoma occupational programs are relatively new. As of fall 1974, follow-up studies completed by the Oklahoma State Department of Vocational-Technical Education had reported only employment status of the graduates (20). This follow-up study gathered information concerning the student's appraisal of his training program, how jobs were obtained, types of employment changes for students who have left their entry-level jobs, and the specific job the student held at the time of the study. More specifically answers to the following question were sought:

What were the current strengths and weaknesses of Oklahoma's secondary level occupational clothing training programs as expressed by graduates and "drop-outs" (1970-73) presently in the field?

Information gained from such a study should be of value to administrators and state leaders of occupational home economics programs, to present and future occupational home economics teachers, and to others involved in the occupational home economics field.

#### Objectives

(1) To determine types of clothing-related occupations held by graduates and "drop-outs" of occupational clothing programs.

(2) To determine whether those graduates and "drop-outs" employed in clothing-related occupations have received training necessary for job performance.

(3) To compile a listing of suggestions from occupational clothing graduates and "drop-outs" for changes in the occupational clothing training program.

(4) To determine how occupational clothing graduates and "drop-outs" have located employment in the field of clothing-related services.

(5) To determine the types of employment changes for those graduates and "drop-outs" who have gone beyond their entry-level position.

(6) To draw implications for recommendations for teacher education as it relates to occupational home

economics and for leaders of Oklahoma's secondary level occupational clothing services program.

#### Procedure

In order to accomplish these objectives, the following procedures were followed. The first initial, last name and home school of graduates and "drop-outs" of occupational clothing programs in Oklahoma for the years 1970-73 were obtained. An instrument was developed for use by these individuals which would obtain information concerning their appraisal of their occupational clothing training program. The instrument was checked for comprehensiveness and suitability by six occupational clothing education authorities in the state of Oklahoma. Following its approval, the questionnaire was pretested by Tulsa area employed graduates, revised as necessary, and mailed to the sample group. Follow-up procedures were accomplished via telephone conversations. Data from returned questionnaires were analyzed to determine an over-all evaluation of the training program. Implications for the improvement of Oklahoma's secondary level clothing training programs and for phases of occupational teacher education were drawn from the data collected.

#### Limitations

(1) The study was limited to 357 students whose names were obtained from the Research, Planning, and Evaluation division of the Oklahoma State Department of Vocational-

Technical Education, Stillwater, Oklahoma. Specifically, the study was limited to 25 1970-73 graduates and one "drop-out" of Oklahoma's secondary level occupational clothing programs who could be located and who had been or were employed in a clothing-related position at the time of this study. These former students had been enrolled as high school junior and/or senior students in either a full or part-time occupational clothing training program in Oklahoma.

(2) The questionnaire was used with a small group of trainees; consequently, the results do not reflect an appraisal of all occupational clothing training graduates.

#### Definitions of Terms

Following are the definitions of the terms as they were used in this study:

(1) Area vocational-technical school--a school or program involving a large geographical territory usually including more than one basic administrative unit. It offers specialized training to high school students who are preparing to enter the labor market. Vocational or technical education is provided for persons who have completed or left high school and are available for full time study. These schools are sponsored and operated by communities or by the state (2).

(2) Occupational Clothing--a field of occupational training which trains students for occupations that use skills and knowledge in areas related to the clothing

industry. Examples of jobs included in this training area are power sewing machine operator, dry cleaning assistant, personal dressmaker and alterationist.

(3) "Drop-outs"--students who have left the training course prior to satisfactory completion of the course.

(4) Follow-up study (vocational)--a survey to determine what occupations the students and graduates of vocational education courses have entered and pursued over a span of time and how effective their training has been in relationship to actual needs of the job (2).

(5) Graduates--students who have successfully completed requirements of a course.

#### Organization of the Study

Chapter two of the study describes legislation relating to the development of occupational clothing education. In addition descriptions are given of various types of curriculum materials available for occupational clothing teachers. Finally, a brief description of another study similar in nature to this study is presented.

The procedure followed in the study is detailed in chapter three. Information concerning (1) the selection of the group and (2) the development of the instrument is given in this chapter.

A detailed presentation and analysis of data is provided in chapter four. Eight tables are included to aid in the analysis of data.

Chapter five includes a summary of the total study. The writer's conclusions and recommendations are also included in this chapter.

## CHAPTER II

### REVIEW OF LITERATURE

#### Legislation Relating to Occupational Clothing Education

The primary purpose of occupational clothing services is to prepare junior and senior high school students to become employable in entry level jobs in clothing services

(5). Examples of jobs included in this area are as follows:

1. personal dressmaker.
2. factory sewing machine operator
3. alterations personnel
4. retail sales clerk (fabric and ready-made garments)
5. drapery and upholstery personnel
6. furniture renovator
7. other jobs directly relating to clothing and fabric production and sales (5).

The early foundations of vocational home economics education in Oklahoma were laid by the Vocational Education Act of 1917, also known as the Smith-Hughes Act. This legislation provided federal funds to pay salaries of school teachers of vocational subjects, including home economics (12).

Home economics in secondary education prior to 1917 lacked national organization and planning. Various terms such as household science, domestic science, domestic art, and home economics were being used (29). At that time



qualifications for teachers or curricula had not been established.

In 1911, an attempt was made to establish a curriculum for home economics. Two years later, the American Home Economics Association developed a Syllabus of Home Economics in an attempt to categorize the various topics which were a part of home economics instruction (29).

The Smith-Hughes Act served as a foundation for much legislation that was to follow. In 1946, the George Barden or Vocational Education Act was passed. This legislation authorized funding for expansion of programs of the Smith-Hughes Act. It also provided for an official collection of occupational data (3).

The educational awakening of the 1960's brought about much legislation that was to have a great influence on occupational education. By the time John F. Kennedy became President, some of the shortcomings of the Vocational Education Act of 1917 and subsequent acts had become apparent. The early act did not have the scope or flexibility to meet present or future needs; it had defined home economics as education that prepared a student to be a housewife. Little had been done in the schools to prepare students for home economics-related occupations that did not require a college degree. Also, many people faced job obsolescence because of inferior education and training (7). Occupational training was given increased emphasis in 1962 by the Manpower Development and Training Act which provided occupational

training for many of the nation's unemployed or underemployed (3).

With the passage of the Vocational Education Act of 1963, Oklahoma began a new era in occupational training. The act, with the amendments to the George Barden Vocational Education Act of 1946, provided funds for the first time for the preparation for gainful employment in occupations involving knowledge and skills in home economics (1). Funds provided under the George Barden Act were also continued until 1968 for the support of home economics programs that offer preparation for homemaking and family living. The Vocational Education Amendment of 1968 continued the support of both aspects of vocational home economics programs, but in slightly different ways. Part B of Title I of the amendment provided grants to states on a matching basis and, according to a state plan, assisted them in conducting vocational education programs for persons of all ages in all communities of the state (39).

Under the Vocational Education Act of 1963 and the state plan for vocational education in Oklahoma, Area Vocational-Technical Schools have been established to train high school students, post high school students, adults who desire training or retraining, and other eligible students (23). As of fall 1973, seventeen area vocational-technical schools had been established in Oklahoma with four schools under contract or in the planning state (24). Of the seventeen area schools, seven currently offered a program

in occupational clothing. In addition to the seven area schools, two state institutions and one high school had full-time occupational clothing programs. The School for the Deaf at Sulphur, the State School for Girls at Tecumseh, and Altus High School had incorporated occupational clothing training into their home economics programs. Nine high schools in the state offered one hour of training per day taught by the vocational home economics teacher. This information is shown in Table I.

In 1965, the people of Oklahoma passed State Question 434, which permitted school districts to join together in supporting an area-wide vocational-technical school (23). Thus, with the passage of the Vocational Education Act of 1963, Oklahoma had prepared for the expansion of occupational education.

Further emphasis was given to occupational education with the passage of the Occupational Education Act of 1971. The purpose of this legislation was

to assure an opportunity for occupational education (other than that resulting in a baccalureate or advanced degree) to every American who needs and desires such education by providing financial assistance for postsecondary occupational education programs and to strengthen the concept of occupational preparation, conseling and placement in elementary, and secondary schools, and for other purposes. The Congress finds and declares that our educational system should be responsible for assuring that every young person leaving secondary schools is prepared for and assisted in placement either in productive employment or in further education at the postsecondary level (19, page 1).

TABLE I  
SCHOOLS IN OKLAHOMA OFFERING SECONDARY  
OCCUPATIONAL CLOTHING TRAINING,  
SEPTEMBER, 1973

Full-time Programs		Part-time Programs
Area Vocational-Technical Schools	Other Schools	High Schools
1. Tulsa AVTS-Tulsa (1965)*	1. State School for the Deaf- Sulphur (1971)	1. Ardmore (1965)
2. Northern Oklahoma AVTS Alva (1972)	2. State School for Girls- Techmseh	2. Chickasha (1971)
3. Tri-County AVTS Bartlesville (1969)	3. Altus High School- Altus (1966)	3. Healdton (1966)
4. Western Oklahoma AVTS Burns Flat (1971)		4. Hugo (1970)
5. Canadian Valley AVTS El Reno (1971)		5. Idabel (1967)
6. Midwest City AVTS Midwest City (1972)		6. Laverne (1965)
7. Gordon Cooper AVTS Shawnee (1971)		7. Miami (1969)
		8. Noble (1965)
		9. Ringwood (1965)

\*The year in parenthesis indicates the opening date of the school.

This legislation provided increased impetus for occupational education in our state. Since 1971, occupational programs have done much to insure that young Oklahomans will be prepared for productive employment.

Survey of Selected Curriculum Materials  
Available for Occupational  
Clothing Education

Philosophy of Curriculum Development

Curriculum has been defined by Popham (26) as "all the planned learning outcomes for which the school is responsible." Curriculum developers in all phases of education are continuously seeking innovative techniques to adapt to their particular area of education. In home economics education, curriculum writers must consider three major factors in developing new curriculum:

1. the kind of society in which we live and its needs, changes, and trends in the environmental setting,
2. information and knowledge about how people grow and learn, and
3. the subject matter content of the field (6).

Writers outside the field of home economics education have noted similar factors to be considered in curriculum development. Tyler suggested the use of three major sources of data for objectives for curriculum: (1) the learner, (2) the society, (3) the subject-matter discipline, and (4) educational philosophy (36). Other writers have expanded their

ideas of curriculum development to include evaluation.

Taba stated:

A curriculum usually contains a statement of aims and of specific objectives; it indicates some selection and organization of content; it either implies or manifests certain patterns of learning and teaching, whether because the objectives demand them or because the content organization requires them. Finally, it includes a program of evaluation of the outcomes (35, page 10).

Mager and Beach (14) in their publication Developing Vocational Instruction describe realistic techniques for developing occupational instruction. Their technique originates logically with the proposed outcome of instruction. Through job analysis which lists tasks for each job, the curriculum developed is able to determine exactly what the objectives of a course of study should be.

After the occupation has been thoroughly defined through tasks analysis, the students must be described as they are at the beginning of instruction. From the job analysis and student description, it is possible to determine prerequisites for instruction.

The final step in preparation of curriculum is designing instruments to measure mastery of the objectives. This instrument is developed from the objectives.

Just as occupations change, so should objectives and instruments used in occupational education change. Modifications must be made to assure maximum effectiveness of training.

## Occupational Home Economics

### Curriculum Development

As new areas of home economics are developed as teaching fields, curriculum materials are developed to assist the educator. The educator must then adapt curriculum materials to meet the needs of their particular students.

Occupational clothing programs throughout the country have experienced common difficulties in obtaining curriculum materials suitable for the occupational phase of clothing education. During the late 1960's when many new occupational programs were being established, curriculum writers began developing suitable teaching guides. Teachers and administrators in the occupational areas sought reliable teaching information which could be adapted to many different classroom situations. Many states supplemented the curriculum materials available at the time by developing their own occupational teaching guides.

### Occupational Clothing Curriculum

In 1968, a group of researchers working with Cozine at Oklahoma State University developed a four-part study on curriculum for gainful employment classes. The series included an introductory booklet containing an overview of the gainful employment program as well as three curriculum guides designed for use in preparing entry-level workers in child care, food service, and clothing. Because of

federal funding requirements, the three curriculum guides were designed for use with eleventh and twelfth grade students. The clothing guide lists eleven major objectives for satisfactory completion of an occupational clothing course. The objectives cover major subject areas which include orientation to the world of work; basic construction; selection, use and care of equipment; textiles; alterations; clothing maintenance; and specialized sewing (5).

A recent publication of the Oklahoma State Department of Vocational and Technical Education is the Power Sewing Machine Training Manual. The manual offers a 36-hour training program covering five areas: (1) orientation to employment as a power sewing machine operator - 8 hours, (2) operation of a power sewing machine - 6 hours, (3) practice and timing on the power sewing machine - 14 hours, (4) introduction to garment production and other types of machines - 4 hours, and (5) management for effectiveness at home and on the job - 4 hours (25).

State departments of vocational education have also developed plans of study for occupational home economics. Following are reviews of curriculum developed in Indiana, New York, Kansas, New Jersey, Ohio, and Idaho; however, this is not intended to be a complete listing of all occupational curriculum materials developed by individual states.

Graduate students enrolled in a June, 1967, Indiana State University course on Home Economics-related occupations



developed step-by-step training plans. Home Economics Related Occupations Training Plans is limited to four areas: (1) alterations for men's clothing, (2) alterations and repair trainee, (3) dry cleaners; receiver and spotter, and (4) laundry aide (10).

A publication of the New York Bureau of Secondary Curriculum Development is the Clothing Services Training Guide. This guide was developed by a committee of teachers. It was designed for teacher use in establishing a two-year program to prepare high school students, out-of-school youth or adults for employment in selected supervised clothing service occupations. Curriculum material is offered in various phases of occupational clothing; (1) garment construction, (2) garment alteration, (3) collection and sorting of garments and household articles, (4) laundering and pressing of garments and household articles, (5) management of clothing, and (6) selling of clothing and related merchandise (18).

A Curriculum for Clothing Services was developed in 1968 by the Wichita, Kansas Unified School District Number 259. The program was intended for a second-year vocational course in clothing services for students in grades eleven and twelve at an area vocational school. A three-column format is utilized in presenting generalizations and objectives, learning activities, and resources (40).

New Jersey has produced a variety of occupational clothing educational materials. The Department of Labor

and Industry has written a clothing-related guide in Machine Presser. This particular guide is one in a series developed to provide job information related specifically to jobs available in New Jersey (17). Another publication produced by the New Jersey Department of Education is Related Art for Dress Design. This curriculum guide relates specifically to dress design and incorporates basic art teachings in dressmaking detail, textile design, posters and bulletin boards (16).

A guide, similar in academic level to the Texas Tech University Coordinated Vocational Academic Education Manual, is Ohio's Coordinated Vocational Education and Training, Home and Community Services. It offers several units on clothing services as well as some units on guidance. It was designed for the disadvantaged and/or handicapped learner (4).

Guidelines for Developing Occupational Programs in Home Economics Education has been developed by the Idaho Department of Education. The booklet states Idaho's guidelines and includes specific goals for clothing-related occupations (9).

The various states across the nation have accomplished much in occupational curriculum development in a short period of time. However, the federal government and private industry have also published instructional material which may assist the occupational clothing instructor or administrator.

The U.S. Department of Health, Education, and Welfare developed a training program in clothing for the Manpower Program. The guide, Clothing Maintenance Specialist, was developed with the idea in mind that the experience and education of the trainees involved in the Manpower Program would vary greatly; consequently, the program is designed to be adapted to the different educational levels of trainees (37).

The Singer Company published Singer Operator Training Manual for the Needle Trades in 1956 (31). Although this publication was designed for in-factory training, segments of it may be adapted for use by the classroom teacher.

All of the previously discussed material has been designed primarily for teacher and administrator use. However, materials are available for student use also in the occupational clothing training field.

Two textbooks currently approved as 1974-75 State Adopted Textbooks for Oklahoma do offer student information on occupational clothing. Opportunities in Clothing is designed for secondary-level students interested in employment in the clothing field. It offers a very thorough treatment of the occupational clothing area and is well illustrated (11). Today's Custom Tailoring is designed for advanced clothing construction students. It may be adapted for use in a tailoring unit in the occupational clothing classroom (41).

Several student manuals have been written on occupational orientation. Getting a Job is of special interest

because the reading level has been kept as low as possible, specifically 3rd grade, 6th month, according to the Dale-Chall readability level format (27). Reading level of students should always be considered when choosing student curriculum material, but this consideration may be even more vital when selecting materials for occupational training. Often, students selected for occupational training are the "nonacademic students who have been eliminated from their comprehensive high schools" (30, page ix).

Some curriculum guides for comprehensive high school home economics programs may offer information on occupational clothing. For example, the Curriculum Guide for Ohio, Grades 7-12, does offer a very brief section on jobs and careers in the clothing industry. It lists information on educational preparation, credentials, applications, and interviews (21).

One of the newest and most comprehensive curriculum guides is a series of five suggested program guides published by the U.S. Government Printing Office. These guides were developed by the New York Fashion Institute of Technology in 1973 as a result of a U.S. Office of Education grant. The series includes:

1. Career Exploration in the Fashion Industry
2. Apparel Design and Production
3. Textile Design
4. Fashion Merchandising
5. Drycleaning and Laundering.

The guides provide a source of information which could be used by school administrators and teachers to establish, expand, or evaluate instructional programs related to the broad field of fashion.

The Career Exploration guide provides a number of helpful and informative sections which may be used in a variety of ways in various types of occupational exploration programs. It is basically a series of curriculum modules, each corresponding to a different occupational field within the fashion industry. Each module is very complete in that it contains: (1) an occupational overview of the field, (2) the employment opportunities, (3) the competencies required of workers, (4) suggestions for exploratory experiences, (5) objectives to be achieved, and (6) teaching resources. Material presented in this guide is designed to be implemented with regard to each program's individual needs and requirements (38). This is true of each of the guides in the series.

Part two of the series, Apparel Design and Production, contains a brief section on the importance of the fashion industry. It also includes teaching outlines which present information on objectives to be achieved, teaching content, and suggestions for learning activities. Information on evaluation, teaching resources, and instructional supplies is also provided. Listings of suggested equipment and its approximate cost are included along with a bibliography and a list of representative trade associations (38).

The third book in the series, Textile Design, is similar to the first and second books in arrangement. It does offer an overview of the textile design field including information on desired competencies, education preparation, occupational opportunities, and a brief profile of occupations in textile design (38).

Fashion Merchandising, the fourth book in the series, provides outlines of areas of instruction in this field. It is similar in format to the other guides in the series (38).

The final book in the series, Drycleaning and Laundering, offers curriculum material on an area that is omitted often in other clothing curriculum guides. It includes sections on: (1) the importance of the fashion industry, (2) utilization of the guide, (3) the drycleaning and laundering field, (4) the drycleaning and laundering program, (5) general program considerations, (6) outlines of areas of instruction, (7) career advancement instruction, (8) facilities, equipment and costs, supplies, and (9) a selected bibliography (38).

Together the five books of the Fashion Institute of Technology series offer a most comprehensive guide to the occupational clothing teacher and administrator. Since it is offered as a series, units may be purchased and utilized to benefit each individual occupational clothing program.

One university which has done considerable study in occupational curriculum development is Texas Tech University

at Lubbock, Texas. The Department of Home Economics Education developed a series of courses of study in six different areas of occupational home economics. The courses were used in twenty-four schools in Texas during 1968, and revisions were made as a result of suggestions and comments made by administrators and teachers using the curriculum material (32).

The Texas Tech University course of study for Clothing Assistant is based on a set of job analyses included in the instructional materials. The job analyses were developed after conferring with retail store alteration departments and drycleaning establishments. From the job analyses, course outlines were developed. The occupations covered in this course do not entail the broad range of occupational training positions; however, the curriculum guide does offer excellent teaching guides in teaching occupations related to drycleaning and alterations (32).

Texas Tech University has also produced two publications on job orientation. Orientation to the World of Work, parts 1 and 2, contain materials written from the student's point of view. A teacher's guide is also available for this publication. Materials are presented in programmed instruction, interesting stories, case situations, simulation games, tests, cartoons, and ideas for bulletin board, instant slides, and other visuals (34).

One of the most recent Texas Tech University publications in the area of occupational clothing is designed for

students with special learning needs. Clothing Services for Coordinated Vocational Academic Education was developed in 1973 for in-school youth possessing academic, socio-economic, or other handicaps which prevent their success in the traditional classroom. It does offer a very comprehensive plan of study for all phases of occupational clothing education. Although it is designed for students with special learning needs, it may be very useful in working with all types of students (33).

A curriculum grid which shows an overall view of curriculum materials discussed in this chapter is found in appendix C. The grid contains a complete listing of the curriculum guides and subject areas found in each guide.

Curriculum materials in occupational clothing education are available from a wide variety of sources. The occupational clothing teacher and administrator should be aware of the various sources and strive to keep abreast in this ever increasing curriculum field.

#### Related Study in Occupational Home Economics

In surveying literature in search of studies pertaining to occupational clothing program follow-up studies, few were to be found. One study, completed in Illinois in 1971, did show close relation to the present study in that an attempt was made to evaluate home economics job training programs in that state. The study was designed to



test the use of certain procedures and instruments for examining the home economics job training programs in that state (8). Major findings of the study were: (1) 62 percent of the graduates were employed at the time of the study, (2) the most job satisfaction received was from working with people, while most job dissatisfaction related to the job situation, such as working conditions, (3) greatest training contributions were in the areas of getting along with people, using time and energy, and handling new or unpleasant situations, (4) entry level skills considered important by employers were generally in the areas of personal factors, and (5) difficult areas identified by students were initial adjustment to specific work tasks of employment and obtaining the speed that comes with experience (8).

## CHAPTER III

### PROCEDURE

#### Selection of the Group

As of fall 1974, follow-up studies of occupational training graduates and "drop-outs" had reported only: (1) percent available for labor force, (2) percent employed related, (3) percent employed unrelated, (4) percent unemployed, (5) percent in school related, (6) percent in school unrelated, (7) percent in armed forces, (8) percent not in labor force, and (9) percent status unknown. No data had been collected relative to the student's appraisal of their training program. If the occupational training programs are to be evaluated from the student's point of view, follow-up evaluation should be made. The basic problem of this study was to determine strengths and weaknesses of Oklahoma's secondary level occupational clothing training programs as expressed by graduates and "drop-outs" of the program.

Information about graduates and "drop-outs" of vocational and occupational programs in Oklahoma is accumulated each year by the Oklahoma State Department of Vocational and Technical Education, Stillwater, Oklahoma. This

information is available to researchers through the Research, Planning, and Evaluation division of the department.

In July, 1973, a request for a listing of individuals in Oklahoma who had either completed or dropped-out of a secondary level occupational clothing training program during the school years 1970-71, 1971-72, or 1972-73 was made to the Director of Research, Planning, and Evaluation for the Oklahoma State Department of Vocational and Technical Education. A listing of 357 names was received by the researcher in September, 1973. Students were listed by first initial and last name. The listing also included locations of the training center, years of each individual's training, and information as to whether the individual was a "drop-out" or a graduate of the program. Information concerning the location of the 19 full time and part-time programs involved in this study is shown in Table II.

A letter asking for addresses and name changes of the 357 students was mailed to principals of the 19 schools in Oklahoma having an occupational clothing program (see Appendix A). As principals are occasionally reluctant to release addresses of graduates, Mrs. Wanda Wilson, special assistant in the Division of Home Economics of the Oklahoma Vocational-Technical Education Department, co-signed the letter with the researcher.

Of the 19 requests that were mailed out in September, 1973, 13 schools responded with addresses and name changes. Four schools replied that they were unable to locate any.

TABLE II

SCHOOLS INVOLVED IN FOLLOW-UP STUDY OF SECONDARY  
OCCUPATIONAL CLOTHING TRAINING PROGRAMS IN OKLAHOMA

Full time Programs	Part-time Programs
1. Altus	1. Ardmore
2. Alva	2. Chickasha
3. Bartlesville	3. Healdton
4. Burns Flat	4. Hugo
5. El Reno	5. Idabel
6. Midwest City	6. Laverne
7. Shawnee	7. Miami
8. Sulphur	8. Noble
9. Tecumseh	9. Ringwood
10. Tulsa	

of the students asked for in the request. In many instances the request for current name and address of a student who attended a school three, two, or even one year earlier required much research on the part of the staff of these 13 schools.

The 13 schools responding to the request represented 229 students. The remaining 128 students were not accounted for by principals. Useable addresses were received for 140 students from the 13 schools. The questionnaire was field tested by seven individuals who were representative of the

sample. Six of the group replied. After making necessary revisions, questionnaires were mailed to 133 individuals. Each questionnaire was accompanied with a cover letter explaining the project (see Appendix A), and a stamped envelope addressed to the researcher.

### Development of the Instrument

The instrument was developed in order to obtain information from survey participants concerning: (1) types of clothing-related occupations held, (2) effectiveness of training received, (3) suggestions for changes in the occupational clothing training program, (4) method of obtaining entry-level employment, and (5) the types of employment changes for students who had gone beyond their entry-level position (see Appendix B). Effort was made in developing the questionnaire to maintain a reading level comparable to the educational level of the respondents. As "drop-outs" of the programs were included in the study, the reading level was aimed primarily at this group. Printing of the questionnaire was done on pink paper as it was thought that this color might appeal to the group who were primarily young women.

The primary reference for development of the questionnaire was the "Home Economics Job Training Questionnaire" developed by Howell and Felstehausen (8) as a part of their follow-up study of job training in Illinois. Their questionnaire dealt with various phases of occupational education,

and adaptations of clothing-related questions were made for purposes of this study.

Page one of the questionnaire dealt with general professional information about the student. In order to have participants respond in a similar matter, questions were asked and a multiple of answers provided. Respondents were asked to check appropriate answer(s). Space was also provided for additional answers not given as a possible answer in check area.

The second page dealt specifically with the respondent's evaluation of the training he had received in occupational clothing. Four of the 26 students failed to complete this page of the questionnaire. The printing on this page had been reduced in size in order to get this entire section on a single page.

The final page of the questionnaire asked for a total evaluation of the training program as perceived by the respondents now that they had had professional experience in the clothing field. Six possible choices were listed on this page with additional space given for write-in answers.

After the instrument had been fully developed, it was checked for content accuracy, clarity and readability by three staff members from the College of Home Economics, Oklahoma State University, two staff members of the Home Economics Education, Division of the Oklahoma Vocational-Technical Education Department, and an occupational clothing teacher. Upon approval of these people, the questionnaire

was then distributed to seven Tulsa area occupational clothing graduates and drop-outs for any suggestions or improvement. Each of the questionnaires was accompanied with a cover letter explaining the purpose of the study (see Appendix A) and a stamped envelope addressed to the researcher. Six of the seven questionnaires were returned to the researcher.

Analysis of the sample test indicated the need for some minor revisions in the instructions given to complete the questionnaire. When these revisions had been made, the questionnaire, cover letter, and stamped envelope were mailed to the 133 participants.

Each of the questionnaires was coded by a number placed on the second sheet in the upper left-hand corner. With this coding system, the researcher was able to tell who returned each questionnaire.

#### Analysis of Returned Data

Of the 133 questionnaires which were originally mailed, the researcher received 11 questionnaires from individuals who had been or were presently working in a clothing-related job. Twenty-nine questionnaires were returned by individuals who had never worked in a job related to clothing. Thirty were returned because of a wrong address, and no response was received from 63 individuals.

Follow-up of the 93 people whose questionnaires were returned because of a wrong address or from whom no response

was received was accomplished via telephone conversations. Prior to calling, addresses and phone numbers had been secured from telephone directories available in the Tulsa Public Library. The researcher spent approximately 9½ hours telephoning. Approximately 100 follow-up phone conversations were made in effort to either reach the student or determine if the student had been employed in a clothing-related occupation. Follow-up phone conversations yielded 15 additional individuals who had experience in the clothing field. Thirty-eight participants had not worked in the field, and 40 individuals could not be located.

In talking to one occupational clothing teacher in an area vocational-technical school the researcher learned that 19 people from her school who could not be reached were "waiting wives" from a nearby military base who had been attending classes while their husbands were overseas. In other instances, an individual was impossible to locate because of a very common last name or because her name was different from her father's name which might have been listed in a telephone directory.

The 26 questionnaires which were returned by individuals having actual work experience in the clothing field represented 25 graduates and only one "drop-out." Answers given by the "drop-out" were very similar to answers given by graduates. Only one other "drop-out" was included in the original group of 357, and this individual could not be



located. Twenty-five females were represented in the sample group and only one male.

The response by the 26 individuals who completed the questionnaire as having had actual work experience represented a small percentage (19.55%) of students trained in the field of occupational clothing in Oklahoma. However, when one considers the fact that these students may be unable to find employment in their present community, may not want or need to work at the present time, or may be unable to work at the present time, this small portion is somewhat more understandable. A tally sheet was compiled to show the composite answers from the 26 study participants. Data from the tally sheet are shown in tables in Chapter IV and analysis of data precedes each chart.

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA

The main objective of this study was to gather information concerning the student's appraisal of his training program, how entry-level jobs were obtained, steps in advancement from entry-level jobs, and the specific job which the student held at the time of this study. This information was gathered through use of a mail questionnaire. Information from the returned questionnaires was tallied and analyzed to note trends, relationships, outstanding or significant points, and prevailing tendencies. These data are included in this chapter along with a discussion on student recommendations for changes in their training program.

The 26 participants in this study who responded as having had work experience in the clothing field represented 19.55% of the total group who were sent questionnaires and 7.28% of the 357 graduates and "drop-outs" for the three-year period 1970-73 included in this study. These 26 individuals offered valuable information concerning their appraisal of their occupational clothing training program.

One phase of the problem involved in this study was to determine the various types of jobs students were holding

at the time of this study. Tabulation of this first item of the questionnaire is shown in Table III.

Almost half of the group (46.15%) replied that their job title was sewing machine operator. Dressmakers represented 11.53% of the group, and 7.69% were alterationists. The remainder of the participants indicated that they held a very specialized job within the clothing industry. One individual indicated that her specific job title was that of a "creaser." Other specialized jobs held by one individual each included an inspector, an upholsterer, a snapper (sews snaps on jeans,) and a clothing hanger.

A second purpose of the study was to determine how students had obtained their first job following their departure from the occupational clothing training program. Information from this second question is shown in Table IV.

Almost half of the group, 46.15%, responded that no one had helped them in locating their first clothing-related position. The occupational clothing teacher had been of the greatest assistance to 23.07% of the group. Friends had assisted 15.38% of the group in locating their first clothing-related job. Family members or guardians had assisted the remainder of the group: parents or guardians assisting - 7.69%, sisters - 3.84%, and brothers - 3.84%. None of the participants replied that either the regular high school counselor or the school job placement counselor had helped them.

A third purpose of the study was to determine steps in advancement, if any, that participants had made from

TABLE III  
 CURRENT JOB TITLE IDENTIFIED BY  
 THE 26 PARTICIPANTS

Job Title	Number of Participants	Percent of Participants Responding
Sewing Machine Operator	12	46.15
Salesperson	4	15.38
Dressmaker	3	11.53
Alterationist	2	7.69
Snapper	1	3.84
Inspector	1	3.84
Creaser	1	3.84
Upholsterer	1	3.84
Clothing Hanger	1	3.84
Dry Cleaning Assistant	0	0.00
Stock Person	0	0.00
Display Technician	0	0.00
Catalog Sales Clerk	0	0.00

TABLE IV  
 PERSON ASSISTING PARTICIPANT IN LOCATING  
 FIRST CLOTHING-RELATED JOB AFTER  
 LEAVING TRAINING PROGRAM

Person Assisting	Number of Participants	Percent of Participants Responding
No One	12	46.15
Occupational Clothing Teacher	6	23.07
Friend	4	15.38
Parents(s) or Guardian	2	7.69
Other Relative	2	7.69
School Job Placement Counselor	0	0.00
Regular High School Counselor	0	0.00

their entry-level jobs. Individuals who had not left their entry-level position represented 69.23% of the group. These individuals worked in a variety of entry-level positions as shown in Table V.

Students who were still in their entry-level position at the time of this study had held these jobs for varying lengths of time. The longest length of time was 30 months as a power sewing machine operator, while the shortest stay was two months each for a power sewing machine operator, an inspector, and a snapper. The average stay in an entry-level position was 7.91 months. Information on this phase of the problem is shown in Table VI.

TABLE V  
 POSITIONS HELD BY 18 STUDENTS WHO  
 WERE IN ENTRY-LEVEL JOBS  
 AT THE TIME OF THIS  
 STUDY

Position	Number of Participants	Percent of Participants Responding
Power Sewing Machine Operator	9	50.00
Personal Dressmaker	2	11.11
Alterationist	1	5.55
Snapper	1	5.55
Inspector	1	5.55
Upholsterer	1	5.55
Creaser	1	5.55
Salesperson Assisting Buyer	1	5.55
Hanger	1	5.55

Of the 26 participants, eight had advanced to a different job since entering the needle trades industry. All of these individuals had spent less than six months in their first position with the average stay being 2.35 months. Information concerning the time spent in a entry-level position by these employees who changed to another position is shown in Table VII.

The type of change made by these eight individuals varied greatly. Information concerning the type of change

TABLE VI

LENGTH OF TIME SPENT BY 18 EMPLOYEES  
WHO WERE IN ENTRY-LEVEL POSITIONS  
AT THE TIME OF THIS STUDY

Entry-level Position	Number of months in this position
1. Power Sewing Machine Operator	30
2. Power Sewing Machine Operator	16
3. Salesperson	14
4. Power Sewing Machine Operator	10
5. Power Sewing Machine Operator	10
6. Alterationist	8
7. Creaser	7
8. Power Sewing Machine Operator	6
9. Dressmaker	6
10. Power Sewing Machine Operator	5½
11. Power Sewing Machine Operator	5
12. Hanger	5
13. Power Sewing Machine Operator	5
14. Power Sewing Machine Operator	5
15. Upholsterer	4
16. Power Sewing Machine Operator	2
17. Inspector	2
18. Snapper	2

TABLE VII  
 LENGTH OF TIME SPENT IN ENTRY-LEVEL  
 POSITIONS BY EIGHT EMPLOYEES  
 WHO ADVANCED TO ANOTHER  
 POSITION

Entry-level position	Number of months in this position
1. Power Sewing Machine Operator	5
2. Power Sewing Machine Operator	2
3. Salesclerk	$\frac{1}{2}$
4. Salesclerk (fabric)	3
5. Power Sewing Machine Operator	3
6. Salesclerk	3
7. Salesclerk	2
8. Power Sewing Machine Operator	5

made is shown in Table VIII. In some instances a change had been made by going to work for a different company. These individuals had all spent less than nine months in their changed employment at the time of this study with the average time being 3.81 months.

A fourth purpose of this study was to determine the exact nature of jobs being performed by students. Information from this question is shown in Table IX.

As a large portion of the group were employed as power sewing machine operators, it follows that 61.53% of them should be responsible for operating sewing equipment. As



TABLE VIII  
 EMPLOYMENT CHANGES MADE BY EIGHT  
 INDIVIDUALS LEAVING ENTRY-LEVEL  
 EMPLOYMENT

Entry-level Employment	Changed Employment
1. Power Sewing Machine Operator	Assistant Buyer
2. Power Sewing Machine Operator	Power Sewing Machine Operator (different company)
3. Salesclerk	Dressmaker
4. Salesclerk (fabric)	Salesclerk (clothing)
5. Power Sewing Machine Operator	Salesclerk (different company)
6. Salesclerk	Power Sewing Machine Operator (different company)
7. Salesclerk	Power Sewing Machine Operator
8. Power Sewing Machine Operator	Salesclerk

shown in Table VI 55.55% of former students in entry-level positions were employed as power sewing machine operators. Eight members of the sample, or 30.76%, replied that they waited on customers and were responsible for hanging clothing on hangers. Other duties involving service for the customer were done by 11.53% who measured customers and 3.84% who fitted the customer. Duties related to supplies were done by 23.07% who stocked supplies, 3.84% who ordered supplies, and 3.84% who were responsible for preparing inventory. Business duties related to the job were handled

by 34.61% who answered the telephone, 7.69% who kept books for the business, and 15.83% who were responsible for cleaning the shop or office. Duties related to merchandising were done by 11.53% who were responsible for arranging window displays and 19.23% who displayed merchandise. Small percentages of the total group were responsible for various other jobs as shown in Table IX.

TABLE IX  
JOB DUTIES OF PRESENT OCCUPATION AS  
IDENTIFIED BY 26 PARTICIPANTS

Job Duty	Number of Participants	Percent with This Duty
Operating sewing equipment	16	61.53
Answering the telephone	9	34.61
Hanging clothing on hangers	8	30.76
Waiting on customers	8	30.76
Stocking supplies	6	23.07
Displaying merchandise	5	19.23
Cleaning shop, office, etc.	4	15.38
Mending clothing	4	15.38
Measuring customers	3	11.53
Maintaining equipment	3	11.53
Arranging window displays	3	11.53
Sewing on buttons, hooks and eyes or loops	3	11.53
Wrapping clothing for shipment	3	11.53
Inspecting clothing	3	11.53
Operating cutting equipment	2	7.69
Making total garments	2	7.69
Fitting customers	1	3.84
Ordering supplies	1	3.84
Upholstering furniture	1	3.84
Refinishing furniture	1	3.84
Identifying stains on clothing	1	3.84
Preparing inventory	1	3.84
Supervising other workers	1	3.84
Snipping threads	1	3.84
Sewing on snaps	1	3.84
Catalog sales	1	3.84

TABLE IX (Continued)

Job Duty	Number of Participants	Percent with This Duty
Operating lace machine	1	3.84
Taking care of business correspondence	0	0.00
Laundrying and spotting clothing	0	0.00
Preparing Reports	0	0.00

The second page of the questionnaire dealt specifically with the student's appraisal of their job training received in the occupational clothing classroom prior to entering the job market. For this one page of the questionnaire four members of the sample gave no response; consequently, data from this section is based on responses of 22 of the participants. As mentioned earlier, the print on this page had been reduced in size, and this may account for the four who did not reply to this part of the questionnaire. Detailed results from this page of the questionnaire are shown in Table X.

Responses shown in Table X give answers to the basic problem of this study. Section A of this phase of the question dealt specifically with the student's appraisal of their ability in knowing how to use equipment on the job. Over half of the group, 59.08%, indicated that they were either satisfactorily or well prepared in knowing how to use cutting equipment. The greatest adequacy in preparedness in use of equipment was expressed by 86.36% of the sample

TABLE X

ADEQUACY OF PREPAREDNESS AS EXPRESSED BY SURVEY PARTICIPANTS\* AS IT RELATED TO TRAINING RECEIVED PRIOR TO ENTERING JOB MARKET

Training Phases		Percent and Number of Participants Responding							
		Well Prepared		Satisfactorily Prepared		Inadequately Prepared		Does Not Apply	
A.	Knowing how to use equipment on the job:								
	1. Cutting equipment	27.27	6	31.81	7	9.09	2	31.81	7
	2. Measuring equipment	31.81	7	31.81	7	9.09	2	27.27	6
	3. Pressing equipment	40.90	9	27.27	6	9.09	2	22.72	5
	4. Sewing equipment	59.09	13	27.27	6	9.09	2	4.54	1
	5. Maintaining equipment	27.27	6	40.90	9	22.72	5	9.09	2
	6. Choosing new equipment	4.54	1	40.90	9	22.72	5	31.81	7
	7. Laundry and spotting equipment	13.63	3	27.27	6	31.81	7	27.27	6
B.	Using time and energy efficiently:								
	1. In organizing work	40.90	9	45.45	10	9.09	2	4.54	1
	2. In actually doing work	45.45	10	36.36	8	13.63	3	4.54	1
	3. In assigning work to workers under you	27.27	6	31.81	7	13.63	3	27.27	6
C.	Being able to talk to the boss about job problems:								
	1. Problems in getting along with customers	31.81	7	27.27	6	13.63	3	27.27	6

TABLE X (Continued)

Training Phases		Percent and Number of Participants Responding							
		Well Prepared		Satisfactorily Prepared		Inadequately Prepared		Does Not Apply	
2.	Problems in getting along with other workers	22.72	5	50.00	11	18.18	4	9.09	2
3.	Salary problems	22.72	5	31.81	7	36.36	8	9.09	2
4.	Scheduling problems								
	a. relating to regular work schedule	27.27	6	31.81	7	18.18	4	22.72	5
	b. relating to overtime schedule	22.72	5	31.81	7	27.27	6	18.18	4
D.	Handling new situations:								
1.	Working with a new piece of equipment	13.63	3	50.00	11	22.72	4	13.63	3
2.	Working with a new supervisor	22.72	5	40.90	9	18.18	4	18.18	4
3.	Working with a new assignment	18.18	4	54.54	12	9.09	2	18.18	4
4.	Working with new employees	27.27	6	36.36	8	22.72	5	13.63	3
5.	Working with a new employer	22.72	5	40.90	9	22.72	5	13.63	3
6.	Moving to a new town to work								
	a. finding a place to live	13.63	3	22.72	5	31.81	7	31.81	7
	b. finding a place to shop	22.72	5	13.63	3	22.72	5	40.90	9
	c. finding doctors, dentists, etc.	9.09	2	22.72	5	27.27	6	40.90	9
	d. finding schools	13.63	3	22.72	5	22.72	5	40.90	9
	e. finding a church	13.63	3	22.72	5	22.72	5	40.90	9

TABLE X (Continued)

Training Phases		Percent and Number of Participants Responding							
		Well Prepared		Satisfactorily Prepared		Inadequately Prepared		Does Not Apply	
E.	Handling unpleasant situations:								
	1. Leaving an unsatisfactory job	22.72	5	31.81	7	27.27	6	18.18	4
	2. Disagreeing with supervisor	9.09	2	31.81	7	40.90	9	18.18	4
	3. Personal conflict with workers under your supervision	9.09	2	45.45	10	18.18	4	27.27	6
	4. Personal conflict with fellow worker	4.54	1	27.27	6	36.36	8	31.81	7
	5. Having to redo work done improperly	27.27	6	45.45	10	13.63	3	13.63	3
	6. Receiving an unfavorable evaluation of work	18.18	4	50.00	11	13.63	3	18.18	4
F.	Applying for a job:								
	1. Knowing how to get information about job openings	45.45	10	27.27	6	27.27	6	00.00	0
	2. Knowing how to correctly complete application blanks	45.45	10	31.81	7	22.72	5	00.00	0
	3. Knowing how to prepare a resume	45.45	10	27.27	6	27.27	6	00.00	0
	4. Knowing how to deal with an employment agency	31.81	7	36.36	8	31.81	7	00.00	0
	5. Knowing what is meant by job titles	40.90	9	27.27	6	27.27	6	4.54	1
	6. Knowing what normal employment procedures are	31.81	7	36.36	8	27.27	6	4.54	1

TABLE X (Continued)

Training Phases	Percent and Number of Participants Responding							
	Well Prepared		Satisfactorily Prepared		Inadequately Prepared		Does Not Apply	
G. Interviewing for a job:								
1. Knowing how to dress for an interview	63.63	14	22.72	5	13.63	3	00.00	
2. Knowing what to find out about a job before accepting it	45.45	10	22.72	5	31.81	7	00.00	

\* Percent based on 22 sample members for this phase of the study

who said that they were either satisfactorily or well prepared for using sewing equipment. Over half of the group indicated that they were either satisfactorily or well prepared in knowing how to use measuring and pressing equipment. The greatest inadequacy in this section was noted by 31.81% who were inadequately prepared to use laundry and spotting equipment. This lack may have been because their training center did not have this type of equipment available for training purposes.

Part B of this question dealt with efficient use of time and energy. A large majority, 86.35%, indicated that they were either well prepared or satisfactorily prepared in organizing work. Over three-fourths of the group, 81.81%, noted that they were either satisfactorily or well prepared in using time and energy efficiently in actually doing work; and over half, 59.08%, indicated either satisfactory or well prepared in using time and energy efficiently in assigning work to workers under them. Over one-fourth, 27.27%, said that this particular phase of the question did not apply to them.

The area of human relations as it relates to job problems presented two areas in which approximately one-third of the sample felt that they were inadequately prepared. Seven out of the sample group of 22, or 36.36%, said that they felt inadequately prepared to discuss salary problems with their boss. Scheduling problems relating to overtime scheduling was an area in which 27.27% of the group were



inadequately prepared. A large percentage of the group, 72.72%, said that they were either satisfactorily or well prepared to handle problems in getting along with other workers. Approximately one-fourth of the sample, 27.27%, noted that handling problems in getting along with customers did not apply to their particular situation.

Section D of this phase of the study dealt with the student's ability to handle new situations. Satisfaction with preparedness was expressed by over half of the group in situations involving working with a new piece of equipment, a new supervisor, a new assignment, new employees or a new employer. Approximately one-fourth of the group, (average 25.44%) said that they were inadequately prepared to handle situations involving moving to a new town such as finding a place to live or shop, doctors, dentists, churches or schools. A larger percentage (average 39.08%) said that this question did not apply indicating that perhaps they had not left their home town to find employment in the needle trades industry.

Over half of the students, 54.32%, indicated that they were either satisfactorily or well prepared in handling unpleasant situations related to leaving an unsatisfactory job. Over one-third of the group indicated that they were inadequately prepared to handle situations involving disagreeing with a supervisor, (40.90%) or personal conflict with a fellow worker (36.36%).

It appears as if a conflict in responses may be noted at this point. In section C of this question, 50.00% of the respondents said that they were satisfactorily prepared to talk to the boss about problems in getting along with other workers, while in section E 36.36% stated that they were inadequately prepared to handle a personal conflict with a fellow worker. For this group of students, talking about a conflict with a fellow worker to an outside third party, an employer, was easier than handling a personal conflict with a fellow worker.

Employers in the industry have noted the importance of satisfactory human relations among their employees. Mr. Robert Reed of "Reed's World for Girls" in Tulsa, Oklahoma, said that "being able to get along with fellow employees and supervisors is perhaps more important than having high speed" for beginning workers in his factory (28).

Students were adequately prepared in areas relating to redoing work done improperly or receiving an unfavorable evaluation of work. This adequacy was expressed by 72.72% who were either satisfactorily or well prepared to redo work done improperly, and 68.68% who were either satisfactorily or well prepared to receive an unfavorable evaluation of work.

Situations involving applying for a job were handled well by students receiving occupational clothing training. Over half of the group (average 71.20%) stated that they were either satisfactorily or well prepared in (1) knowing

how to get information about job openings, (2) knowing how to correctly complete an application blank, (3) knowing how to prepare a resume, (4) knowing how to deal with an employment agency, (5) knowing what is meant by job titles, and (6) knowing what normal employment procedures are. An inadequacy in training was expressed by 31.81% of the group in knowing how to deal with employment agencies.

The highest percentage of any single response, 63.63%, replied that they were well prepared in knowing how to dress for an interview. An additional 22.72% replied that they were satisfactorily prepared in this area. Approximately one-third, 31.81%, replied that they were inadequately prepared in knowing what to find out about a job before accepting it; however, 68.17% replied that they were either satisfactorily or well prepared for this phase of interviewing for a job.

This question of the study reflected an overall student evaluation of the training program by the 22 respondents. Greatest inadequacies in training were noted by over one-third of the test group in only three areas: (1) 40.90% - handling unpleasant situations involving disagreeing with a supervisor, (2) 36.36% - being able to talk to the boss about job problems related to salary, and (3) 36.36% - handling unpleasant situations involving a personal conflict with a fellow worker. Response was over half in the well prepared category in reply to two areas: (1) 63.63% - knowing how to dress for an interview, and (2) 59.05% -

knowing how to use sewing equipment on the job. Over one-half of the students replied that they were satisfactorily prepared in four areas: (1) 54.54% - working with a new assignment, (2) 50.00% - being able to talk with the boss about job problems in getting along with other workers, (3) 50.00% - working with a new piece of equipment, and (4) 50.00% - receiving an unfavorable evaluation of work. An overall adequacy was expressed by over three-fourths of the group by responding as either satisfactorily or well prepared in 5 areas: (1) 86.36% - knowing how to use sewing equipment, (2) 86.36% - using time and energy efficiently in organizing work, (3) 81.81% - using time and energy in actually doing work, (4) 77.26% - knowing how to correctly complete an application blank and (5) 86.36% - knowing how to dress for an interview.

In the final phase of this problem, students were asked for suggestions for possible changes in their training program. Students were asked to suggest changes based on their experience in the clothing industry.

A large majority of the group, 73.07%, said that students should have more on-the-job experience before completing their training program. Over half of the sample, 57.69%, replied that students should spend more time learning skills necessary in clothing jobs. Sixty-five point thirty-eight percent of the students also felt that students need more guidance in job selection. A smaller percent, 19.23%, said that students needed more training in related

subjects, such as business math or business English. Only 7.69% of the sample replied that they felt no change was necessary in the training program.

Space was provided for the respondents to write additional comments about changing the clothing training program, and several of the students took advantage of this opportunity. Their comments are listed below.

Students need more help in finding the right type job, one that fits their personality.

Students should select the right area in the sewing field for themselves. No one should put them in a field where they may be unhappy.

Students should know that the most important thing is knowing exactly what type of work they want to do. There may be something besides clothing that they would like better.

There should be a class for fast sewers.

Teachers should not have pets.

Students should know that speed is the most important thing.

Students should know how to take apart a sewing machine and work on it.

Teachers should be well trained and have experience as well as knowledge from a book.

Students should be shown every area of the clothing industry. (This student held a job in men's alterations and felt that she had stumbled into it.)

Students should know what to expect from a job.

Students should know about personnel agencies.

In conclusion, the study did ascertain much information from students involved in occupational clothing training programs. The writer felt that the participants

had been honest and accurate in presenting their thoughts. Their answers and suggestions serve as a basis for recommendations made in the following chapter.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The main purpose of this study was to determine an appraisal of the occupational clothing training received by secondary-level students employed in the needle trades industry. From this data recommendations will be made concerning the nature of the training received, placement of students after they leave training programs, nature of entry-level and advanced positions held by these individuals, and dissemination of information revealed in this study.

The sample group used in this study was determined from a listing of 357 graduates and "drop-outs" of secondary level occupational clothing training programs in Oklahoma for the years 1970-71, 1971-72, and 1972-73. Addresses and/or name changes of the 140 sample group members were obtained by writing to the principal or superintendent of their home school.

Students in the sample group were asked to evaluate their training by means of a mailed questionnaire. The questionnaire contained questions in six major areas:

1. present job title
2. how job was obtained
3. length of time in present and former job

4. job duties of present job
5. adequacy of training received, and
6. specific suggestions for changes in the training program.

These questions were asked in order to obtain specific information about: (1) types of jobs held, (2) adequacy of training received, (3) suggestions for changes in the training program, (4) method of securing entry-level employment, and (5) types of employment changes made by students leaving entry-level positions.

The questionnaire was developed by the researcher and checked for accuracy and clarity by state leaders in home economics education, home economics education faculty members at Oklahoma State University, a clothing, textiles and merchandising faculty member of Oklahoma State University, and an occupational clothing teacher. The questionnaire was then mailed to seven and answered by six Tulsa-area occupational clothing graduates. These individuals were representative of the sample and were not included in the sample results. After making some minor revisions, the instrument was mailed to the sample group of 133 individuals. First returns yielded 11 individuals who had been or were presently employed in a clothing-related position. Twenty-nine questionnaires were returned by individuals who had never worked in a job related to clothing. Thirty were returned because of a wrong address and no response was received from 63 individuals. After follow-up telephoning



was completed, twenty-six (19.54%) individuals were located who had been or were at the time of the study employed in the clothing industry. Sixty-nine (51.87%) individuals had had no experience in the clothing industry since leaving their occupational clothing training program, and 38 (28.57%) individuals could not be located.

A majority of the sample group were employed as sewing machine operators. Almost half of the students had no assistance in locating their entry-level employment. Approximately one-third of the group had advanced to a second job within the needle trades industry since entering the field. Over half of the students operated sewing equipment.

The majority of the students stated that they were well prepared in knowing how to operate equipment on the job and in knowing how to use time and energy efficiently. The field of human relations presented some areas in which students felt a need for more training. This need has also been reflected by employers in the clothing industry (28).

Most of the students were satisfactorily prepared to handle new situations relating to the job. They were also well trained in knowing how to apply for a job.

The final phase of this study dealt specifically with the student suggestion for changes in the training program. A large majority of the group felt that students should have more on-the-job training, and over half of the group replied that students should spend more time in learning skills necessary in clothing jobs. A need for more guidance

in job selection was reflected by more than half of the students.

The study covered a wide variety of areas. Conclusions from the study will be discussed in the following section.

### Conclusions

The review of literature was an essential element of this study. The relatively short history of occupational home economics education is reflected in recently developed curriculum materials in this area. The availability of occupational home economics curriculum materials should continue to expand as the field of occupational home economics education grows.

The relatively small percentage of students participating in the study reflects two things. First, female workers are difficult to locate many times because of name changes or moving to accommodate a husband's job. Secondly, many women in today's society receive training for occupations while young, even though the actual use of this training may be delayed.

The overall training received during the years 1970-73 by the graduates and "drop-outs" in the sample group appeared to be satisfactory in the following areas: (1) knowing how to dress for an interview, (2) knowing how to use sewing equipment on the job, (3) working with a new assignment, (4) being able to talk with the boss about job problems in getting along with other workers, (5) working

with a new piece of equipment, (6) receiving an unfavorable evaluation of work. Students did reflect a need for more training in areas relating to human relations such as handling unpleasant situations involving disagreeing with a supervisor.

As the majority of students responded that they were employed as power sewing machine operators, it follows that this should be one of the main areas of concentration prior to their leaving the occupational clothing training program. Students expressed a need for more on-the-job training and for more time spent in actually learning skills necessary for job competencies. This expression may reflect a need for more actual manual training in the training program.

The lack of assistance from job placement counselors or regular high school counselors in securing employment in the clothing industry suggests that perhaps counselors are not aware of the many and varied job possibilities in the needle trades industry. The occupational clothing teacher is in daily contact with most of her students and is, therefore, much more helpful in securing entry-level positions. She also is perhaps better informed about vocational aspirations of the students.

Length of time spent in entry-level positions varied from 2 to 30 months. Students who receive occupational clothing training probably are more aware of the various job possibilities and are therefore able to advance more rapidly.

## Recommendations

The field of curriculum materials available in occupational clothing education is an ever expanding area. Teachers and administrators need to keep abreast of what is new in the field. Also, teachers and administrators should be aware of what has previously been developed in curriculum materials.

Students expressed a desire for more help in obtaining their entry-level job. High school counselors and job placement counselors should be more aware of the vast field of opportunities available to both males and females in the needle trades industry. With more knowledge of this field, perhaps counselors could be of more assistance in placing students in this area.

The area of human relations was reflected as an area in which students need more training. This same need was reflected by employers in the clothing industry (28). Students felt a need for more on-the-job training before leaving their training center and for more time spent in actually learning skills necessary for job competence.

The writer would make several suggestions for future study in the area of occupational clothing education. A study similar to the present one, done 5 to 10 years from now, may reveal much new information. Future researchers in this area may find that the occupational clothing teacher is an excellent source for obtaining information about

former students. Often, these teachers know much about the location and working status of their former students.

Future studies involving employers of occupational clothing trainees may offer valuable information for those concerned with efficiency of training programs. These individuals may also be able to offer suggestions for competencies for entry-level workers.

Another study should involve students who have completed occupational clothing training programs, but who are not employed in the clothing field. Their reasons for not entering the needle trades industry may be of value to administrators and teachers of occupational clothing training programs.

Studies concerned with the changes in employment made by students in the needle trades industry who have had occupational clothing training would be of value to educators and industrialists who are concerned with "career ladders" and job mobility. Such studies should involve students who have had an opportunity to change employment.

The teachers of occupational clothing programs would serve as another source for future valuable research. Research on the qualifications for the occupational teacher is a field which is of current interest and will continue to be of interest to those involved with occupational teacher certification.

Research related to employers and teachers of occupational clothing training students should reveal much

beneficial information. A comparison study between workers trained in an occupational clothing training program and workers having no prior professional training also could serve a beneficial purpose in evaluating the training program. Research in all areas of occupational home economics education is necessary if we are to continually evaluate and improve this relatively new area of home economics education.

The writer also feels that teachers should discuss the importance of follow-up studies with their students. Perhaps they would be more likely to participate at a future time if called on for information.

Information from this study and similar studies in the future should be available to teachers, counselors, administrators and employers involved in the clothing industry. Evaluation should always serve as a method of improving and up-dating educational procedures.

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APPENDIX A

CORRESPONDENCE

1. Letter to Principals
2. Letter to Sample Group Participants
3. Letter to Study Participants

(Letter to Principals)

1563 S. 67 E. Ave.  
Tulsa, Oklahoma 74112  
September 28, 1973

Dear Sir,

As a home economics education graduate student at Oklahoma State University, I have chosen to do a follow-up study on Oklahoma's occupational clothing graduates and drop-outs as a master's thesis topic. Your help is needed if I am to successfully complete this project.

The purpose of the study is to determine from the graduates and drop-outs their appraisal of their training program. Also, information concerning job placement and advancement will be compiled.

I have received from the State Department of Vocational and Technical Education names of 1970-73 graduates and drop-outs of occupational clothing programs from your school. In order to gather information from these graduates and drop-outs, I will also need their current or last address. Also, any name changes that you are aware of would be helpful information. The information that you supply will be used only for mailing of a brief questionnaire.

Enclosed you will find a list of former students from your school who will be included in the study. I would appreciate receiving their addresses and names changes, if any, at your earliest possible convenience. A self-addressed stamped envelope is enclosed for ease in handling this request.

Thank you for your cooperation.

Sincerely,

Wanda Wilson  
Occupational Home Economics  
State Department of Home Economics Education

Carolyn Johnson

Enc. (2)

(Letter to Sample Group Participants)

1563 S. 67 E. Ave.  
Tulsa, Oklahoma 74112  
February 6, 1974

Dear Participant:

Mrs. Delores Abraham of the Vo-Tech school has given me your name and said that you might be willing to help me with a study. The study is a part of the research for my master's degree at O.S.U.

Enclosed you will find a questionnaire about your professional experiences since leaving the Vo-Tech school. You and a few other selected girls are being asked to complete the questionnaire before it is sent to many other occupational clothing graduates across the state. I am asking for any comments or suggestions you might have to improve the questionnaire. There is a blank space at the bottom of the last page. Please write your comments in this area. The comments and suggestions that you have will be considered and possible changes will be made with the questionnaire before state-wide distribution.

As I hope to be able to mail and get back the questionnaire from across the state by March 5th, I would appreciate receiving your questionnaire back as soon as possible. A stamped envelope is enclosed for your convenience in mailing back the questionnaire.

I appreciate your cooperation in this endeavor. If you should have any questions about the study or the questionnaire, please call me collect at 918/835-7743.

Sincerely,

Carolyn Johnson

(Letter to Study Participants)

1563 S. 67 E. Ave.  
Tulsa, OK 74112  
February 20, 1974

Dear Participant:

As a former student of an occupational clothing training program, you have been selected to participate in a state-wide survey. The survey is concerned with how the training you received has been helpful to you on the job. Your cooperation in this project could be most helpful to future students who study occupational clothing.

Enclosed you will find a questionnaire about your training and what has happened to you professionally since you left school. Please complete it and return it in the enclosed postage-paid envelope. I would appreciate your returning the questionnaire as soon as possible as postage rates go up on March 2nd.

Thank-you.

Sincerely,

Carolyn Johnson  
Graduate Student  
Oklahoma State University

APPENDIX B

OCCUPATIONAL CLOTHING TRAINING QUESTIONNAIRE

## Occupational Clothing Training Questionnaire

Directions: Please answer each of the following questions. Return in the postage-paid envelope by March 2, 1974.

     If you have never been employed in a clothing-related occupation, please check here and return the questionnaire without answering the remaining questions.

If you have been employed in a clothing-related occupation, please continue with the remainder of the questionnaire.

1. Check below to indicate the job title of your present or most recent clothing-related occupation. If the job is not listed, write it in.

- |  |                                    |
|--|------------------------------------|
| <u>    </u> 1. Dressmaker              | <u>    </u> 5. Slaesperson         |
| <u>    </u> 2. Alterationist           | <u>    </u> 6. Stock Girl          |
| <u>    </u> 3. Sewing Machine Operator | <u>    </u> 7. Display Technician  |
| <u>    </u> 4. Dry Cleaning Assistant  | <u>    </u> 8. Catalog Sales Clerk |
| <u>    </u> 9. Other _____             |                                    |

2. Who helped you get your first job after you left high school in clothing services?

- |   |                            |
|---|----------------------------|
| <u>    </u> 1. Occupational clothing teacher  | <u>    </u> 5. Friend      |
| <u>    </u> 2. School job placement counselor | <u>    </u> 6. No one      |
| <u>    </u> 3. Regular high school counselor  | <u>    </u> 7. Other _____ |
| <u>    </u> 4. Parent(s) or guardian          |                            |

3. List below each clothing-related job you have had since leaving high school and write in the number of months in each job.

Job Title	Number of months worked
_____	_____
_____	_____
_____	_____
_____	_____

4. From the list below check those things that are job duties of your present job. If your present job is not clothing-related, please check job duties of your last clothing-related job. ("Job duties" are specific tasks which you are required to do as a part of your job.)

- |                                     |                                      |
|-------------------------------------|--------------------------------------|
| <u>    </u> 1. Waiting on customers | <u>    </u> 4. Ordering supplies     |
| <u>    </u> 2. Measuring customers  | <u>    </u> 5. Stocking supplies     |
| <u>    </u> 3. Fitting customers    | <u>    </u> 6. Maintaining equipment |



- |        |   |        |  |
|--------|---|--------|--|
| ___7.  | Operating sewing equip-<br>ment.          | ___20. | Sewing on buttons,<br>hooks & eyes or<br>loops |
| ___8.  | Operating pressing<br>equipment           | ___21. | Inspecting clothing                            |
| ___9.  | Operating cutting<br>equipment            | ___22. | Mending clothing                               |
| ___10. | Cleaning shop, office,<br>etc.            | ___23. | Wrapping clothing<br>for shipment              |
| ___11. | Keeping books for the<br>business         | ___24. | Hanging clothing on<br>hangers                 |
| ___12. | Answering the telephone                   | ___25. | Making total gar-<br>ments                     |
| ___13. | Taking care of business<br>correspondence | ___26. | Preparing inventory                            |
| ___14. | Arranging window dis-<br>plays            | ___27. | Preparing reports                              |
| ___15. | Displaying merchandise                    | ___28. | Supervising other<br>workers                   |
| ___16. | Upholstering furniture                    | ___29. | Other _____                                    |
| ___17. | Refinishing furniture                     | ___30. | Other _____                                    |
| ___18. | Laundrying and spotting<br>clothing       | ___31. | Other _____                                    |
| ___19. | Identifying stains on<br>clothing         |        |  |

5. Considering all of your occupational experiences since leaving high school, how well do you feel your training program prepared you for: (circle one number on the right side of the page for each part of each question)

A. Knowing how to use equipment on the job:

	1	2	3	4
1. Cutting equipment	1	2	3	4
2. Measuring equipment	1	2	3	4
3. Pressing equipment	1	1	3	4
4. Sewing equipment	1	2	3	4
5. Maintaining equipment	1	2	3	4
6. Choosing new equipment	1	2	3	4
7. Laundry and spotting equipment	1	2	3	4

B. Using time and energy efficiently:

	1	2	3	4
1. In organizing work	1	2	3	4
2. In actually doing work	1	2	3	4
3. In assigning work to workers under you	1	2	3	4

C. Being able to talk to the boss about job problems:

	1	2	3	4
1. Problems in getting along with customers	1	2	3	4
2. Problems in getting along with other workers	1	2	3	4

Inadequately  
Prepared

Satisfactorily  
Prepared

Well Prepared

Does Not  
Apply

		Inadequately Prepared	Satisfactorily Prepared	Well Prepared	Does Not Apply
	3. Salary problems	1	2	3	4
	4. Scheduling problems				
	a. relating to regular work schedule	1	2	3	4
	b. relating to overtime schedule				
	5. Equipment problems				
D.	Handling new situations:				
	1. Working with a new piece of equipment	1	2	3	4
	2. Working with a new supervisor	1	2	3	4
	3. Working with a new assignment	1	2	3	4
	4. Working with new employees	1	2	3	4
	5. Working with a new employer	1	2	3	4
	6. Moving to a new town to work				
	a. finding a place to live	1	2	3	4
	b. finding a place to shop	1	2	3	4
	c. finding doctors, den- tists, etc.	1	2	3	4
	d. finding schools	1	2	3	4
	e. finding a church	1	2	3	4
E.	Handling unpleasant situations:				
	1. Leaving an unsatisfactory job	1	2	3	4
	2. Disagreeing with super- visor	1	2	3	4
	3. Personal conflict with fellow worker	1	2	3	4
	4. Personal conflict with worker under your super- vision	1	2	3	4
	5. Having to re-do work done improperly	1	2	3	4
	6. Receiving an unfavorable evaluation of work	1	2	3	4
F.	Applying for a job:				
	1. Knowing how to get infor- mation about job openings	1	2	3	4
	2. Knowing how to correctly complete application blanks	1	2	3	4

		Inadequately Prepared	Satisfactorily Prepared	Well Prepared	Does Not Apply
3.	Knowing how to prepare a summary of yourself and your work experience for possible employers	1	2	3	4
4.	Knowing how to deal with an employment agency	1	2	3	4
5.	Knowing what is meant by job titles	1	2	3	4
6.	Knowing what normal employment procedures are	1	2	3	4
G.	Interviewing for a job:				
1.	Knowing how to dress for an interview	1	2	3	4
2.	Knowing what to find out about a job before accepting it	1	2	3	4

6. Now that you have had job experience in the clothing field, you may have recommendations for changes in the clothing training program. Please check those recommendations which you would suggest. Feel free to write in any others on the blank lines.

\_\_\_ Students need more on-the-job experience before completing training program.

\_\_\_ Students need less on-the-job experience before completing training program.

\_\_\_ Students need more training in related subjects (business math, business English, etc.)

\_\_\_ Students should spend more time learning skills necessary in clothing jobs.

\_\_\_ Students need more guidance in job selection.

\_\_\_ No change.

\_\_\_ Other \_\_\_\_\_

\_\_\_ Other \_\_\_\_\_

\_\_\_ Other \_\_\_\_\_

APPENDIX C

CURRICULUM GRID

## CURRICULUM GRID

### Curriculum Guides

Major Subject Areas	Oklahoma (6)*	Oklahoma (26)*	New York (19)*	Indiana (11)*	Kansas (41)*	New Jersey (17)*	(18)*
Orientation to the World of Work	X	X					
Basic Construction	X		X		X		
Selection of Equipment	X						
Care of Equipment	X						
Use of Equipment	X	X					X
Textiles	X				X		
Garment Alterations	X		X	X			
Clothing Maintenance	X			X			
Management Principles		X	X				
Dry Cleaning Training				X			
Laundry Aide Training			X	X			
Collecting and Sorting of Garments and House- hold Articles			X				
Selling of Clothing and Related Merchandise			X			X	
Dress Design							
Consumer Education					X		
Guidelines for Clothing Program Development							

\*Refer to Bibliography for complete titles.

## CURRICULUM GRID

### Curriculum Guides

Major Subject Areas	Ohio (22)*(5)*	Idaho (10)*	U.S. Dept. of H.E.W. (38)*	Singer Co. (32)*	New York Fashion Institute of Technology (39)*	Texas Tech University (33)*(35)*(34)*		
Orientation to the World of Work	X	X	X		X	X	X	X
Basic Construction		X	X		X			X
Selection of Equipment					X	X		
Care of Equipment				X	X	X		
Use of Equipment	X		X	X	X	X		X
Textiles					X	X		X
Garment Alterations						X		X
Clothing Maintenance			X			X		X
Management Principles	X			X	X	X		X
Dry Cleaning Training			X		X	X		
Laundry Aide Training			X		X	X		
Collecting and Sorting of Garments and Household Articles						X		

\*Refer to Bibliography for complete titles.

# CURRICULUM GRID

## Curriculum Guides

Major Subject Areas	Ohio (22)*(5)*	Idaho (10)*	U.S. Dept. of H.E.W. (38)*	Singer Co. (32)*	New York Fashion Institute of Technology (39)*	Texas Tech. University (33)*(35)*(34)*		
Selling of Clothing and Related Mer- chandise					X			
Dress Design								
Consumer Educa- tion	X					X		X
Guidelines for Clothing Pro- gram Develop- ment		X						

\*Refer to Bibliography for complete titles.

VITA

Carolyn Stephens Johnson

Candidate for the Degree of

Master of Science

Thesis: A FOLLOW-UP STUDY OF OKLAHOMA'S SECONDARY LEVEL  
OCCUPATIONAL CLOTHING GRADUATES AND DROP-OUTS  
(1970-73) CURRENTLY EMPLOYED IN THE CLOTHING FIELD

Major Field: Home Economics Education

Biographical:

Personal Data: Born in Stillwater, Oklahoma,  
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Dwight F. Stephens; married to James M. Johnson.

Education: Graduated from El Reno High School, El Reno,  
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Professional Experience: Taught general home economics  
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with the Tulsa Public Schools 1973-present.

Professional Organizations: Oklahoma Education Associa-  
tion, National Educational Association, American  
and Oklahoma Home Economics Associations, American  
and Oklahoma Vocational Education Associations, Phi  
Upsilon Omicron, Kappa Delta Pi.