

OKLAHOMA CHRISTIAN COLLEGE WOMEN STUDENTS'  
EXPRESSED INTEREST IN COURSES FOR HOME  
AND FAMILY LIFE AND RELATED AREAS

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Bachelor of Science

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Searcy, Arkansas

1966

Submitted to the Faculty of the Graduate College  
of the Oklahoma State University  
in partial fulfillment of the requirements  
for the Degree of  
MASTER OF SCIENCE  
May, 1968

Thesis

1968

Barber

CoD. 21

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## ACKNOWLEDGEMENTS

Deepest gratitude is expressed to Dr. Josephine Hoffer, Associate Professor and Acting Head of Family Relations and Child Development, for her support, guidance, and patience during this study. Sincere appreciation is also expressed to Dr. Nick Stinnett, Assistant Professor of Family Relations and Child Development, for his suggestions and assistance in the analysis of the data and for his critical reading of the manuscript.

Appreciation is expressed to the women students of Oklahoma Christian College for their willingness to participate in the study and to Joan Wood, Dean of Women, for her permission to administer the questionnaire during the All-Women's Meeting.

The writer wishes to express her sincere appreciation to those who assisted in the pre-testing and assembling of the questionnaire, the coding of the data, typing of manuscript, and to all those who encouraged her throughout the course of this study.

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## CHAPTER I

### THE PROBLEM AND ITS IMPORTANCE

This study was undertaken because of a desire to determine the interest and need that students in a specific institution felt with regard to courses and subject matter related to home and family living. Many students had expressed to the investigator that they felt a need for more courses of this type, therefore, the study was carried out to determine if this interest was widespread and in what types of courses students would enroll if the courses were offered.

Throughout the United States today, people from various walks of life are awakening to the crisis that is occurring within the realm of home and family life. This crisis has profound implications for education. The increased rates of divorce, illegitimacy, extra-marital affairs, and mental illness are daily subjects of mass media. Tension and strife are increasing in the lives of all individuals. People are turning to alcohol and tranquilizers in an effort to live with themselves and those around them (15). Behaviors such as these have influenced our society and the institution on which it is based, the home.

Society itself is changing, as are the roles of people in society. This is particularly true for women. Gordon Blackwell (2), former president of Florida State University, has pointed to some of these significant changes in the role of women which are: the average bride

of today is twenty years old; women outlive their husbands on an average of six years; there are more opportunities for women to work outside the home, and three out of ten married women are making use of these opportunities. The American population is more mobile than ever before, and the trend is toward urbanization. These developments create an atmosphere that is capable of producing frustrations and role conflicts. Women particularly may suffer from role conflicts to a great extent. As a result, home life has been affected to a large degree and many homes may no longer be a place of security and tranquility.

#### Need for Study

Because of the changes in our modern world and the influence they have on family life, educators and others are recognizing the need for family life education for all students and at all levels.

Ivot Spafford (27), a teacher, author, and editor, has viewed the changing world and the crisis in family life and has come to the following conclusions.

Our deepest emotional responses are in the area of family relationships. They are the source of our greatest frustrations and most severe tensions as well as greatest happiness and satisfactions. Education for home living should become a major objective of the entire school. (p. 413)

Lela O'Toole (20), Dean of the College of Home Economics at Oklahoma State University, has said, "Every college student should be educated to be a person, a family member and parent, a citizen, and a worker." (p. 345)

According to Wyle B. McNeal (17), former director of the School of Home Economics at the University of Minnesota, a person's major interest in life generally centers around home life. She has observed

that the home is as strong or as weak as the individuals that compose it. Likewise, communities and our nation are dependent for strength on the homes of this country.

Olga Brucher (3), past president of the American Home Economics Association, made the following statement which points out the role of home economics in family life education.

Home economics strives to strengthen and reinforce family life. It contributes to the mental, physical and social development of the individual and to the relationships between groups. . . . The object of our Association is to provide opportunities for members to co-operate in the attainment of the well-being of individuals and families, the improvement of homes, and the preservation of values significant in home life. (p. 11)

As stated by Eleanore Luckey (15), Head of the Child Development and Family Relations Department at the University of Connecticut, the goal of education for family life is to develop

. . . the mature individual, able to feel genuine concern for the welfare of others, eager to and capable of establishing an intimate and permanent relationship with others, and desirous of creating and rearing children. (p. 687)

The educational world is awakening to the fact that better preparation for family life and all it requires is necessary in view of the rising rate of divorce and family breakdown.

The institution in which the investigator is employed recognizes the importance of family life education in the development of its students and the Oklahoma Christian College Catalog (18) states:

Oklahoma Christian College attempts to provide a general education for all its regular students through the study of the liberal arts and the Scriptures and through its program of co-curricular activities. In particular, the general education program is designed to help the student achieve these goals. . . (5) prepare for the responsibilities of family life. . . (9) prepare for citizenship in his community, his nation, and the world. (pp. 20-21)

As has been noted, Oklahoma Christian College, a church-related institution, recognizes and stresses the importance of preparing students for the responsibilities of family life. However, at the present time only twelve credit hours are offered in home economics at Oklahoma Christian College and this is the department through which instruction in areas related to home life often comes in institutions of higher education.

In view of the importance of education for family life and the limited course offerings in this area at Oklahoma Christian College, the investigator undertook the present study.

#### Assumptions

This investigation is based on the following assumptions:

1. When asked to do so, students can and will express the interests and needs that they feel with regard to subject matter and course offerings.

2. Student expression of interests and needs will reveal what types of courses and kinds of learnings in which they are most interested and for which they feel the greatest need.

#### Purposes of the Study

The major purpose of this study is to determine the interests and needs of female students at Oklahoma Christian College with regard to kinds of information, understandings, and skills necessary for the responsibilities of family life and the relationships experienced with families throughout life as measured by their expressed willingness to enroll in such courses if they were offered.

Specific purposes were:

1. To determine the amount of interest in courses in seven areas related to home and family. These areas were: (a) family relations, (b) clothing and textiles, (c) child development, (d) home management and finance, (e) foods and nutrition, (f) family and community health, and (g) housing.
2. To determine the relationship between the amount of interest in each of the seven areas and the following: (a) student classification, (b) major, and (c) grade-point average.

## CHAPTER II

### LITERATURE RELATED TO STUDENT INTEREST AND NEEDS

A review of literature relating to the importance and measurement of student interests was made to support the present investigation.

#### Importance of Interests and Needs

For some time educators have recognized the importance of basing curriculum development and course content on student interests and needs. Edwards and Wilson (7) state that "Practical educators have long maintained that intrinsic interest in the subject matter of a course is a motivation stimulating the individual to closer attention and greater effort." (p. 601) Roberts and Gorlin (24) strongly support this view by saying that "No educational process which ignores a thorough objective appraisal of the individual's drives, aspirations, and vocational interests can be considered adequate." (p. 39) Casimir (4) reflected on the importance of the interests of college students:

It has often been said that our college students are the intellectual "elite", the future of our country. Some indications of how the future is being shaped may be revealed through a study of what college students are interested in--interested enough to make part of their store of knowledge. (p. 39)

According to Lantagne (14), "The problem in developing an adequate school curriculum is determining the needs and interests of students. It is evident that this information can best be obtained from the students themselves." (p. 195)

## Measurement of Student Interests and Needs

Roberts and Gorlin (24) suggest that an individual's interest, drive, and motivation is a key factor to success in college. They go on to point out that one of the best ways to determine student interest and motivation is the interest inventory.

According to Patrick (21),

Measurement of the pleasant or unpleasant feelings, which are called subjective interests, has been largely by means of the interest inventory. This may be considered as a standardized form of the questionnaire. The interest inventory is a list of interest situations to which one responds as to his likes or dislikes. These can be scored for group interests. (p. 5)

In the literature concerning the measurement of student needs and interest and the use of this information in curriculum planning there appears to be more studies done at the secondary level than on the college level.

Sister Mary Jeanne (26) provided opportunities for parents and students to participate in the curriculum planning of homemaking courses. She found that students were quite able and willing to express their desires for the kinds of information and experience they wanted included in homemaking courses.

Mayo (16) made a survey to determine the needs and interests of 400 boys in a Massachusetts high school. The study was conducted to determine whether the courses being offered at the school prepared the majority of pupils for life work or for avocational interests for leisure time activities.

Fraleigh (9) suggested the use of formal inventories to determine the specific activities in which high school physical education students would like to participate. Responses could be on the basis of

age, grade level, sex, motor achievement or other divisions suited to the particular situation. The author points out that "Program planning in physical education becomes more realistic in terms of student interests when such data are available." (p. 37)

In a study by Schaller (25), which in some respects resembles the one of the present investigator, an inventory which included 207 health concept statements was given to 510 high school students to determine the students' interests and needs for such information. The statements were grouped into ten health categories. Students showed a greater interest in, and need for, some areas over other areas.

Utilizing the group interview method Cobb and Cardozier (5) talked to 1,812 students in the ninth through twelfth grades in eight Maryland high schools. These students rated themselves over parents, teachers, classmates, friends, and siblings as having the greatest influence on their own curriculum choice. Most of the students ranked personal interest in a course over its value for future work as their reason for selecting courses.

Another interest inventory to determine the health needs and interest of eighth graders was used by Barton (1) in Columbus, Ohio. The stated purpose was "to identify and rank health content areas on the basis of student needs and interests, according to sex, age, race, ability grouping, and opinions of selected faculty members." (p. 190) This inventory presented ten health areas through the use of 181 declaratory statements. Barton concluded,

Eighth grade junior high school students are able to discriminate between health content areas and have a common core of needs and interest regardless of the subgroup into which the students are placed. (p. 191)

Craig and Holsbach (6) used a questionnaire to measure interest or desire for more experience in particular areas of science. The results of their study supported the usefulness of locating and building upon student interests.

There seems to be a lack of studies dealing with the location of the needs and interests of college students and the use of the information in curriculum building and the development of course content. This seems strange in view of the results of studies by Edwards (8), Frandsen (10), and Thorndike (28) which indicate that students do relatively better in subjects in which they have more interest than in those subjects in which they are less interested.

Rees (23) reported a study which was carried out at Miami University as the initial step in curriculum development. This study utilized a questionnaire for determining the felt needs of 1,100 freshmen and 380 senior women for information concerning home and family living. Freshmen women indicated their greatest need for more information concerning areas related to home and family living was in the areas of family relations and child development. Sixty per cent of the senior women in the study felt a need for more information regarding child development and family relations.

Lantagne (14) utilized a 60-item inventory with 4,000 junior college and senior college students to determine items of interest of these students. This information which was measured as degree of interest by percentages of response was to be used to "better plan, organize, and present a course in marriage and parenthood that is significant and meaningful to students." (p. 195) Students discriminated between the items on the questionnaire as indicated by the

percentage response, which ranged from 18% to 67%.

In a study of the attitudes of selected freshmen on a liberal arts college campus by Winder and Gray (30) the largest percentage of students wanted to take the Marriage and Family Relations course while in college.

#### Summary

The review of literature seemed to confirm the concept that building curriculum on student interest is desirable and such interests of students can be measured through the use of a questionnaire interest inventory. Therefore, such a questionnaire was developed for use in the present investigation.

## CHAPTER III

### PROCEDURE AND METHOD

The major purpose of this study was to determine the interest and needs of the subjects with regard to the kinds of facts, information, understandings and skills necessary for the responsibilities of family life and the relationships experienced with families throughout life as measured by their expressed willingness to enroll in such courses if they were offered.

#### Development of Questionnaire

A questionnaire was developed and utilized to determine the needs and interests of students for courses in the field of home and family life and related areas.

Statements to be used on the questionnaire were developed by the investigator after ideas for these statements were gathered from several sources. One of these sources was the Profile of the Homemaker of Tomorrow (22). This profile listed ten major areas of home and family living which were: (1) family relationship, (2) spiritual and moral values, (3) child development and home care, (4) health and safety, (5) utilization and conservation of human and physical resources, (6) money management, (7) recreation and use of leisure time, (8) home care and beautification, (9) community participation, and (10) continuing education. The profile also lists various types of knowledge,

information, and skills in each of these major areas which the homemaker of tomorrow should possess.<sup>1</sup>

Another source for ideas was the Oklahoma State University Catalog of course offerings. Additional ideas were taken from a questionnaire used by Landis (13). These ideas, along with others from the investigator's experience and background, were formulated into statements of course content and reviewed by three home economists. The questionnaire in its original form included 52 statements.

The questionnaire was designed in such a manner that while the subjects were responding to it they were to assume that a course including such subject matter as indicated by each statement was then being offered at Oklahoma Christian College. The subjects were asked to indicate by checking the appropriate column whether they would be: 1) Interested in enrolling in such a course, 2) Undecided as to their interest in such a course, 3) Uninterested in enrolling in such a course (Appendix A, page 37).

The face sheet which accompanied the questionnaire included space for the subject to fill in her classification, major, and grade point average. It also included a paragraph explaining the purpose of the questionnaire, and another containing directions for filling out the questionnaire.

The questionnaire was pre-tested on three subjects: 1) a high school graduate who was to attend another college in the fall; 2) a student who had had two years of college work and was employed;

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<sup>1</sup>The Profile of the Homemaker of Tomorrow was a large poster-type chart and unsuitable for reduction in size and placement in the appendix. Copies are available from Betty Crocker, General Mills, Inc., Minneapolis, Minnesota.

3) a graduate of Oklahoma Christian College who had completed her degree about a month prior to the pre-testing of the questionnaire.

These three subjects were specifically asked to observe the wording for clarity of statements and the length of the questionnaire and to record the time it took to complete the questionnaire. To check the consistency of answers and to determine if the form of the questionnaire made a difference in the manner in which the respondents checked the statements, the pre-test subjects were given two forms of the questionnaire and asked to complete them at least twelve hours apart. The first form contained the statements in random order, while the second form had the statements grouped in the seven areas by which the responses would later be analyzed. These seven areas were:

(1) family relations, (2) clothing and textiles, (3) child development, (4) home management and finance, (5) foods and nutrition, (6) family and community health, and (7) housing.

After the subjects had completed both questionnaires they were interviewed by the investigator to obtain their reactions. All three subjects reported no major difficulty in understanding either the statements or the manner in which they were worded. Only minor wording changes were for items 4, 7, 8, 17, 23, 27, 28, 30, 40, 42, 47, 53, and 54 (Appendix B, page 42). The three subjects responded favorably to the length of the questionnaire. The average time necessary to take the questionnaire was eleven minutes. On the basis of suggestions from the three respondents four items were added. These were statements 10, 14, 37, and 38 (Appendix B, page 42).

Two of the three pre-test subjects indicated a preference for the second form of the questionnaire in which the items were grouped into

the seven areas related to home and family living because this form seemed better organized.

The inter-rater reliability between the two forms of the questionnaire was as follows: 1) the high school graduate checked 52% of the items the same; 2) the student who had completed two years of college work checked 83% of the items the same; and 3) the college graduate checked 34% of the items the same on both forms of the questionnaire. When these three percentages were averaged the inter-rater reliability for the questionnaire was 67%. There was clear discrimination between statements marked Interested or Uninterested. Changes were made in moving Undecided responses to the Interested or Uninterested category.

On the basis of the opinion of the three subjects with regard to the questionnaire form and the fact that the data would be easier to analyze, if the items were arranged in subject matter area, this form of the questionnaire was used when the questionnaire was administered to the 398 women students at Oklahoma Christian College (Final form Appendix A, page 37).

#### Subjects

The subjects of the study were all the women students of Oklahoma Christian College enrolled for the fall trimester of 1967. The questionnaire was administered during the All-Women's Meeting called by the Dean of Women during registration week. All women students were required to attend the meeting and an attendance check was made by the Dean of Women. There were 398 questionnaires returned to the investigator at the close of the meeting. No effort was made to contact the ten or twelve students not present at the meeting because of work

commitments or other reasons acceptable to the Dean of Women. The questionnaire was not administered to late enrollees who arrived on campus after the All-Women's Meeting.

The final sample used in the analysis of the data included 380 women students. Of the original 398 questionnaires returned to the investigator, 18 were excluded because they were not fully completed.

The gradepoint average categories for the subjects were determined by grouping the gradepoint averages that were reported on the face sheet of the questionnaire. The lowest gradepoint reported was 1.50. On this basis of a 4-point scale categories were determined on a five unit interval as follows: (1) 1.50-1.99, (2) 2.00-2.49, (3) 2.50-2.99, (4) 3.00-3.49, (5) 3.50-4.00, and (6) unlisted. Table I shows the number of students in each gradepoint average category by classification.

TABLE I

DISTRIBUTION OF SUBJECTS BY CLASSIFICATION  
AND GRADEPOINT AVERAGE  
N = 380

Class	1.5-1.99	2.0-2.49	2.5-2.99	3.0-3.49	3.5-4.0	Unlisted	Total
Fresh.	4	16	35	68	44	7	174
Soph.	8	21	27	28	9	0	93
Jr.	3	26	23	19	6	1	78
Sr.	<u>0</u>	<u>5</u>	<u>10</u>	<u>15</u>	<u>5</u>	<u>0</u>	<u>35</u>
Total	15	68	95	130	64	8	380

There were more freshmen in the sample than any other classification. More students reported a grade point average within the range of 3.0-3.49 than any other range. The large number of freshmen reporting a grade point average with the 3.5-4.00 range is probably high because freshmen were reporting high school grade point averages. Also, most likely capable high school students are the ones who go on to college.

The face sheet of the questionnaire provided opportunity for respondents to list their major field of study and the responses were categorized into nine groups. These groupings and the number of students in each group may be found in Table II.

TABLE II  
NUMBER OF SUBJECTS IN EACH MAJOR  
N = 380

Major	No.	Major	No.	Major	No.
Business	53	Elementary Ed.	134	English	36
Physical Ed.	18	Science	36	Home Ec.	12
Social Science	41	Fine Arts	27	Undecided	23

There were specific majors within each group heading such as: business included business administration, accounting, secretarial science, and business education; English included English, journalism, library science, and language arts education; science included biology, pre-medicine, pre-nursing, chemistry, math, science education and math

education; social science included psychology, history, political science, geography, social science, sociology, social science education, social work; and fine arts included art, music, speech, speech education or therapy, drama, and liberal arts. Elementary education, physical education, and home economics were groups with no further specific areas. The last group included those who marked their major as undecided or left the face sheet blank on this point. The largest group was elementary education in which 134 students were majoring.

The investigator explained that the questionnaire was part of her research for the master's degree and that results of the survey could benefit the students if their interests indicated the need for further courses to be developed related to home and family living. Thus, the investigator emphasized that the questionnaire was to be answered honestly and with thought, and that the respondents should indicate their own interest in such courses rather than that of their roommate or the person sitting beside them. The investigator also stressed that the statements on the questionnaire should not be checked to indicate interest unless they felt that they would enroll in such a course if it were offered. In giving verbal instructions to the subjects the investigator stressed that the attendance check and placing of name in the upper right hand corner of the face sheet was at the request of the Dean of Women and would be removed by the investigator before looking at the responses to the questionnaire.

The data gathered from the questionnaire were analyzed and results are reported in Chapter IV.

## CHAPTER IV

### ANALYSIS OF DATA

The major purpose of this study was to determine the interest and needs of the subjects with regard to the kinds of facts, information, understandings and skills necessary for the responsibilities of family life and the relationships experienced with families throughout life as measured by their expressed willingness to enroll in such courses if they were offered. The final sample was 380 women students' responses.

As has been previously stated, seven areas related to home and family living were represented on the questionnaire by statements of course content in each of these areas with differing numbers of statements for each area. The method used in analyzing all data were frequency counts and percentages.

Table III shows the frequency and percentages of responses by the subjects in each of the seven areas. The two areas in which the highest amount of interest was shown, family relations and child development, are probably the two areas most closely related to family living. A point of interest is that three of the four courses now being offered at Oklahoma Christian College in home economics fall into the two areas of least interest, which were home management and finance and clothing and textiles.

Table IV shows interest in each of the areas when the total sample of 380 is broken down by classification. With the exception

of the area of family and community health in which the freshmen ranked highest, those who were juniors indicated the highest level of interest in all areas. As was true for the total sample, the two areas of highest interest when analyzed by classification were family relations and child development.

TABLE III  
 INTEREST OF SUBJECTS  
 IN THE SEVEN AREAS  
 N = 380

Area	Frequency	Per Cent
Child Development	199	51
Family Relations	191	49
Housing	176	45
Foods and Nutrition	140	36
Community and Family Health	132	34
Home Management and Finance	101	26
Clothing and Textiles	101	26

Table V presents the total interest in combined areas by student classification. Juniors indicated most interest when all the areas were totaled. Their interest was followed in order by the interest of freshmen, sophomores, and seniors. This would lead one to the conclusion that if additional courses were to be added some should be

TABLE IV  
 INTEREST IN AREAS BY STUDENT CLASSIFICATION  
 N = 380

Area	Fresh.		Soph.		Jr.		Sr.	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Family Relations	85	49	47	50	39	50	15	42
Clothing & Textiles	47	27	14	26	21	27	6	16
Child Development	87	50	47	50	41	53	18	50
Home Mgt. & Finance	49	28	20	22	23	30	6	18
Foods & Nutrition	53	36	33	36	31	40	8	23
Fam. Com. Health	68	39	37	30	25	32	9	25
Housing	82	47	44	43	39	50	12	33

TABLE V  
 TOTAL INTEREST IN COMBINED AREAS  
 BY STUDENT CLASSIFICATION  
 N = 380

Classification	Frequency	Per Cent
Junior	31	40
Freshman	68	39
Sophomore	33	36
Senior	10	29

upper-level courses and some should be designed for freshmen. It would also indicate that enrollment in added courses would not be affected by the loss of this year's senior class, as they were the group that showed the least interest.

Table VI shows the interest in each area when the sample was analyzed by student major. The interest of home economics majors in each of the areas was higher than those students with other majors, with three exceptions. Those students majoring in elementary education demonstrated a higher percentage of interest in foods and nutrition and in family and community health than did those students who were home economics majors. Students majoring in social science indicated more interest in the area of child development than did home economics students.

Business majors were most interested in child development, followed by family relations, housing, foods and nutrition, family and community health, home management and finance, and clothing and textiles. Elementary education majors indicated interest in the same order as did business majors.

English majors' interest in the various areas followed the pattern of most interest in housing, family relations, child development, foods and nutrition, family and community health, clothing and textiles, home management and finance.

Physical education majors were most interested in family relations, followed by child development, housing, family and community health, foods and nutrition, clothing and textiles. This pattern of interest was the same as that for science majors.

TABLE VI  
INTEREST IN EACH AREA BY MAJOR

Area	Business		Elem. Educ.		English		Phys. Ed.		Science		Home Ec.		Social Science		Fine Arts		Unde- cided	
	F.	%	F.	%	F.	%	F.	%	F.	%	F.	%	F.	%	F.	%	F.	%
Family Relations	24	47	71	53	14	40	7	37	16	45	7	55	21	52	12	46	12	54
Clothing & Textiles	15	28	36	28	7	20	3	17	8	22	8	63	7	18	8	28	6	25
Child Development	26	49	80	60	14	38	6	35	15	43	6	50	25	61	11	40	10	44
Home Mgt. & Finance	15	29	39	29	7	19	3	19	7	19	7	57	9	21	5	20	6	24
Foods & Nutrition	22	41	52	39	10	28	5	25	11	31	6	49	13	21	10	36	8	33
Fam. Com. Health	18	34	48	36	9	24	5	28	15	42	3	29	15	36	10	38	7	30
Housing	26	49	63	47	15	43	5	30	14	40	9	77	15	37	13	48	11	46

Students majoring in social science, as previously noted, showed the highest degree of interest in the area of child development. Their preferences in order for other areas were family relations, housing, family and community health, foods and nutrition, home management and finance and clothing and textiles.

Students majoring in the fine arts expressed most interest in housing, followed by family and community health, foods and nutrition, clothing and textiles, and home management.

The students who were undecided concerning their major field ranked their interest in the areas as follows: family relations, housing, child development, foods and nutrition, family and community health, clothing and textiles.

While all the other majors expressed the least amount of interest in clothing and textiles this was the area in which the home economics majors expressed interest. Clothing and textiles was preceded by the area of housing as the home economics majors expressed interest in the various fields. The area of family relations ranked third, followed by home management and finance, family relations, child development, foods and nutrition, and family and community health. This pattern for home economics students is quite different from the expressed interests of those students in other majors, but because of the small numbers involved it does not change the over-all pattern of interest of the entire sample.

Table VII reveals an average interest for combined areas by the major. As might be expected, home economics majors showed greatest interest. Elementary education majors ranked second. This would seem important because there are more of these students than any other group

at Oklahoma Christian College and if such courses appeal to them, it would appear that this would help insure a high enough enrollment to justify offering these courses.

TABLE VII  
INTEREST IN COMBINED AREAS BY MAJOR

Majors	No. in Major	Frequency	Per Cent
Home Economics	12	6	54
Elementary Education	134	56	42
Business	53	21	40
Social Science	41	15	37
Fine Arts	27	10	37
Undecided	23	9	37
Science	36	13	35
English	36	11	30
Physical Education	18	5	27

Table VIII depicts the interest shown in each area when the data were analyzed by student grade point averages. As was true in the other breakdowns, family relations and child development were the areas in which students were most interested regardless of their grade point

TABLE VIII

INTEREST OF STUDENTS IN EACH AREA BY GRADEPOINT AVERAGE

Area	1.50-1.99		2.00-2.49		2.50-2.99		3.00-3.49		3.50-4.00		Unlisted	
	Freq.	%	Freq.	%								
Family Relations	8	52	41	61	48	51	56	43	21	44	3	43
Clothing & Textiles	3	20	24	35	29	31	26	20	13	21	2	23
Child Development	8	50	41	61	51	54	62	48	28	44	3	42
Home Mgt. & Finance	4	28	23	32	29	30	29	22	14	22	2	28
Foods & Nutrition	5	34	33	48	36	38	38	29	20	32	3	39
Fam. & Com. Health	5	33	28	41	36	38	40	31	18	28	3	37
Housing	6	39	40	59	45	47	55	42	22	35	4	45

average. Students with a 2.00 - 2.99 gradepoint average showed more interest in each area than did the students with a 3.00 - 4.00 gradepoint average.

Table IX shows the total interest in combined areas by gradepoint average. The students with a 2.0 - 2.49 gradepoint average showed the greatest interest when all the areas were combined. Those with the highest gradepoint average showed the least interest when all of the areas were treated together.

TABLE IX  
INTEREST OF STUDENTS IN COMBINED AREAS  
BY GRADEPOINT AVERAGE

Gradepoint Average Range	Frequency	Per Cent
2.0 - 2.49	33	48
2.5 - 2.99	39	41
1.5 - 1.99	6	37
Unlisted	3	37
3.0 - 3.49	44	34
3.5 - 4.0	20	32

Each statement on the questionnaire was analyzed to determine the number of students who expressed an interest in the subject matter

represented in the statement. Students did discriminate between the statements and did not merely indicate an interest in every statement on the questionnaire. Table X presents the statements which were ranked highest and lowest by students' responses to the three options of Interested, Undecided, and Uninterested in the questionnaire. The statement which ranked highest in "interested" also ranked lowest in "uninterested." The statement which ranked lowest in "undecided" also ranked highest in "uninterested." These two statements are, therefore, listed only once in Table X.

TABLE X  
STATEMENTS REFLECTING HIGHEST AND LOWEST DEGREES OF  
INTERESTED, UNDECIDED AND UNINTERESTED RESPONSES  
N = 380

Statement	Interested Frequency	Undecided Frequency	Uninterested Frequency
Factors important to satisfactory marital adjustment	276	71	33
Criteria for selection of consumer products made from textiles	34	81	264
Safeguards to community health	82	152	146
Textile fibers and their properties	38	57	284

The number of students responding to the statements in a positive way ranged from a high of 276 to a low of 34. Statements from the questionnaire in rank order of positive responses may be found in Appendix C, page 45.

Table XI presents one statement from each of the seven areas represented on the questionnaire. These statements were the ones in which students showed the highest interest within each area. The table also shows the number of students which indicated an interest in enrolling in a course dealing with the subject matter represented by the statement.

Analysis of the data indicates that the area in which students indicated the highest interest was child development, closely followed by family relations. This was true regardless of whether the data were analyzed by student classification, major, or grade point average.

The findings of this investigation basically agree with the findings of a study conducted by Rees (23) at Miami University in which freshman women indicated their greatest need for more information concerning areas related to home and family living was in the areas of family relations and child development. Sixty per cent of the senior women in Rees' study felt a need for more information regarding child development and family relations.

The findings of the present investigation are also similar to a study conducted on a liberal arts college campus by Winder and Gray (30). A large percentage of students in this study wanted to take a course in marriage and family relations while in college.

TABLE XI

## HIGHEST RANKED STATEMENTS FROM EACH OF THE SEVEN AREAS

Area	Statements	Frequency
Family Relations	Factors important to satisfactory marital adjustment	276
Child Development	Guidance of children	246
Housing	A study of design, art, and color principles that contribute to home beautification	199
Family and Community Health	Personal health, first aid, home nursing	185
Foods and Nutrition	Experience in planning, preparing, and serving nutritionally adequate meals for families	184
Clothing and Textiles	Planning well-integrated wardrobe for individual and family members	144
Home Management and Finance	Hints of conserving time and energy in relation to personal and family living	138

## CHAPTER V

### SUMMARY, FINDINGS AND IMPLICATIONS

The major purpose of this study was to determine the interest and needs of the subjects with regard to the kinds of facts, information, understandings and skills necessary for the responsibilities of family life and the relationships experienced with families throughout life as measured by their expressed willingness to enroll in such courses if they were offered.

A questionnaire was developed and utilized to determine the needs and interests of students for courses in the field of home economics and related areas. The questionnaire was administered to the women students of Oklahoma Christian College in the fall of 1967. The final sample was 380 women students' responses.

The data obtained from the questionnaires were analyzed by frequency counts and percentages to determine:

1. The amount of interest in courses in seven areas related to home and family. These areas were: (a) family relations, (b) clothing and textiles, (c) child development, (d) home management and finance, (e) foods and nutrition, (f) family and community health, and (g) housing.

2. The relationship between the amount of interest in each of the seven areas and the following: (a) student classification, (b) major, and (c) grade point average.

## Findings

The major findings of this study were as follows:

1. The 380 women students of Oklahoma Christian College indicated the amount of interest in each of the seven areas represented on the questionnaire as follows in rank order: (a) child development - 51%, family relations - 49%, housing - 45%, foods and nutrition - 36%, community and family health - 34%, home management and finance - 26%, and clothing and textiles - 26%.

2. Juniors indicated the highest level of interest in all the areas except for the area of family and community health in which freshmen showed the most interest. When all the areas were combined juniors displayed the highest level of interest followed in order by the freshmen, sophomores and seniors.

3. Students majoring in business, elementary education, and social science expressed most interest in the area of child development. Physical education and science majors and those undecided as to their major were most interested in the area of family relations. Students majoring in English and fine arts indicated their greatest interest to be in the area of housing. Home economics majors expressed interest in the area of clothing and textiles above other areas. When all the areas were combined home economics majors displayed the most interest followed by those majoring in elementary education, business, social science, fine arts, those undecided as to their major, science, English and physical education majors.

4. The areas child development and family relations again ranked highest when the students' responses were analyzed by grade point average. Students with a 2.00 - 2.99 grade point average showed more

interest in each of the seven areas than did those students with a 3.00 - 4.00 grade point average.

#### Implications for Administrators

The results of this study indicate that there is a definite interest and need felt by women students of Oklahoma Christian College for courses related to home and family life. Students expressed most interest for courses in the areas of child development, family relations and housing and such courses have not been offered within the structure of the existing home economics program. Though the interest expressed in the areas of foods and nutrition, community and family health, home management and finance, clothing and textiles was lower than the other areas, in terms of the number of students interested in these areas there is likely justification for continuing to offer courses in these areas. In view of the present low enrollment in existing courses in these areas, perhaps the focus and scope of these courses should be changed.

In addition to adding courses in the areas of child development, family relations and housing, positive steps could be taken to encourage student enrollment in these courses and existing courses related to home and family life. A study of the responses to individual statements of course content on the questionnaire (Appendix C, page 45) could serve as a basis for determining the content of new courses and revision of existing courses.

The existing crisis within the realm of home and family life in the United States, the emphasis placed on preparing students of Oklahoma Christian College for the responsibilities of family life,

and the expressed interest of these students in courses related to home and family life point to the necessity of maintaining and further developing such courses to meet these needs.

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APPENDIX A

Please fill in the following items:

Classification \_\_\_\_\_

Major \_\_\_\_\_

Grade Point Average \_\_\_\_\_

The purpose of this questionnaire is to determine the kinds of facts, information, understandings, and skills, that you the students of Oklahoma Christian College feel that you need and are interested in to help you prepare for the responsibilities of family life, and the relationships with families you may have throughout life. It is hoped that the information gained from you through this questionnaire about your interests and needs can be used to develop courses that will satisfy the needs and interests that you have in home and family living.

On the following pages are topics that could be included in courses that deal directly or indirectly with various aspects of the home, the family, individual members and their roles, and their relationships with each other and others outside the home.

When you read the topics, assume that a course including such subject matter is now offered at Oklahoma Christian College. Please check your preference to indicate whether you would be:

- 1) INTERESTED IN ENROLLING IN SUCH A COURSE
- 2) UNDECIDED AS TO YOUR INTEREST IN SUCH A COURSE
- 3) UNINTERESTED IN ENROLLING IN SUCH A COURSE

Do not mark number 1 unless you feel that you would enroll in such a course if it were offered.

## QUESTIONNAIRE FOR DETERMINING NEEDS AND INTERESTS OF STUDENTS

Interested	Undecided	Uninterested	I WOULD BE INTERESTED IN ENROLLING IN A COURSE IN WHICH SUBJECT MATTER WOULD INCLUDE:
_____	_____	_____	1. Problem solving in the family group.
_____	_____	_____	2. Better communication among family members.
_____	_____	_____	3. The effects of broken homes on families.
_____	_____	_____	4. Effects of various personality traits on family relationships.
_____	_____	_____	5. The relationship between juvenile delinquency and poor family relations.
_____	_____	_____	6. Economic factors in relation to family living.
_____	_____	_____	7. Factors important to satisfactory marital adjustment.
_____	_____	_____	8. Changing relationships within the family from marriage through the various stages of family life and retirement.
_____	_____	_____	9. Study of dating and courtship patterns and practices.
_____	_____	_____	10. Effects of religion on family life.
_____	_____	_____	11. Opportunities, responsibilities, and problems parents face in guiding the development of their children.
_____	_____	_____	12. Textile fibers and their properties.
_____	_____	_____	13. A study of fabrics from the standpoint of cost, durability, laundering qualities, and ease of handling.
_____	_____	_____	14. Criteria for selection of consumer products made from textiles.
_____	_____	_____	15. Construction of simple garments.
_____	_____	_____	16. Pattern selection, fitting, and pressing in clothing construction.

- \_\_\_\_\_ 17. Planning well-integrated wardrobe for the individual and family members.
- \_\_\_\_\_ 18. Advanced sewing techniques such as tailoring.
- \_\_\_\_\_ 19. Criteria for selection of ready-made clothing.
- \_\_\_\_\_ 20. Prenatal care.
- \_\_\_\_\_ 21. Health and nutrition of children.
- \_\_\_\_\_ 22. Guidance of children.
- \_\_\_\_\_ 23. A study of physical, mental, social and emotional development of children from infancy through adolescence.
- \_\_\_\_\_ 24. Habits and interests of children at different age levels.
- \_\_\_\_\_ 25. Environmental factors that influence child behavior.
- \_\_\_\_\_ 26. Individual differences of children.
- \_\_\_\_\_ 27. A study of the physical, mental, social, and emotional development of the school-age child.
- \_\_\_\_\_ 28. A study of the development and guidance of young people during the adolescent years.
- \_\_\_\_\_ 29. Knowledge about money, banking, and credit; its place in the economy and its relation to families.
- \_\_\_\_\_ 30. Criteria for determining the value of consumer goods of different types.
- \_\_\_\_\_ 31. Financial planning, expenditure in relation to income, investments, insurance, and retirement plans.
- \_\_\_\_\_ 32. Personal and family budgeting and bookkeeping.
- \_\_\_\_\_ 33. Information concerning where to get authoritative facts on consumer goods.
- \_\_\_\_\_ 34. Information concerning resources in the community, such as a bank, that gives help on money management problems.
- \_\_\_\_\_ 35. Hints of conserving time and energy in relation to personal and family living.
- \_\_\_\_\_ 36. Goals and values related to family management of resources.

- \_\_\_\_\_ 37. Selection and use of packaged and convenience food.
- \_\_\_\_\_ 38. Selection of cookware and tableware.
- \_\_\_\_\_ 39. Basic nutrition related to family food and health problems.
- \_\_\_\_\_ 40. Selection and preparation of foods.
- \_\_\_\_\_ 41. Experience in planning, preparing, and serving nutritionally adequate meals for families.
- \_\_\_\_\_ 42. Table service and etiquette.
- \_\_\_\_\_ 43. Safeguards to community health.
- \_\_\_\_\_ 44. Personal hygiene and good grooming.
- \_\_\_\_\_ 45. Safety in today's home, street, and highway.
- \_\_\_\_\_ 46. Preventive measures for common diseases.
- \_\_\_\_\_ 47. When to consult the family doctor, dentist, or specialist.
- \_\_\_\_\_ 48. Facts relating to the effects of stimulants and narcotics on the individual, the family, and society.
- \_\_\_\_\_ 49. Personal health, first aid, and home nursing.
- \_\_\_\_\_ 50. Factors that contribute to beauty, convenience, and economy in the home.
- \_\_\_\_\_ 51. A study of design, art, and color principles that contribute to home beautification.
- \_\_\_\_\_ 52. Arranging and maintaining an orderly home.
- \_\_\_\_\_ 53. How to make the most of available physical surroundings within the home.
- \_\_\_\_\_ 54. A study of furniture and house furnishings.
- \_\_\_\_\_ 55. Courses which lead to obtaining a teaching certificate in home economics on the secondary level.

APPENDIX B

## CHANGES MADE IN QUESTIONNAIRE

## STATEMENTS

<u>Original form:</u>	<u>Final form:</u>
4. Personality factors on family relations.	4. Effects of various personality traits on family relationships.
7. Factors important to satisfactory and happy marriage.	7. Factors important to satisfactory marital adjustment.
8. Changing relationships within the family from the time of marriage through the various stages of family life.	8. Changing relationships within the family from marriage through the various stages of family life and retirement.
17. Information to aid in planning a well-integrated wardrobe.	17. Planning well-integrated wardrobe for the individual and family members.
23. Study of physical and mental growth.	23. A study of physical, mental, social and emotional development of children from infancy through adolescence.
27. A study of the physical, intellectual, social and emotional development of the school age child.	27. A study of the physical, mental, social and emotional development of the school-age child.
28. A study of the development and guidance of young people through the adolescent years.	28. A study of the development and guidance of young people during the adolescent years.
30. Criteria for determining the values of goods of different types.	30. Criteria for determining the value of consumer goods of different types.
40. Proper selection and preparation of foods.	40. Selection and preparation of foods.
42. Proper table service and etiquette.	42. Table service and etiquette.
47. Judgment on when to consult the family doctor, dentist, or specialist.	47. When to consult the family doctor, dentist, or specialist.
53. How to make the most of physical surroundings available.	53. How to make the most of available physical surroundings within the home.

Original form:Final form:

- |  |   |
|--|---|
| 54. A study of architecture, furniture, and house furnishings by region and periods. | 54. A study of furniture and house furnishings. |
|--|---|

Added Statements:

- 10. Effects of religion on family life.
- 14. Criteria for selection of consumer products made from textiles.
- 34. Selection and use of packaged and convenience foods.
- 38. Selection of cookware and tableware.

APPENDIX C

RANK ORDER OF POSITIVE RESPONSES OF STUDENTS  
TO QUESTIONNAIRE STATEMENTS

- 276 Factors important to satisfactory marital adjustment.
- 246 Guidance of children.
- 232 Opportunities, responsibilities, and problems parents face in guiding the development of their children.
- 227 A study of physical, mental, social and emotional development of children from infancy through adolescence.
- 220 Effects of religion on family life.
- 210 Better communication among family members.
- 210 Prenatal care.
- 201 A study of the development and guidance of young people during the adolescent years.
- 199 A study of design, art, and color principles that contribute to home beautification.
- 186 Factors that contribute to beauty, convenience, and economy in the home.
- 186 Problem solving in the family group.
- 185 Personal health, first aid, and home nursing.
- 184 Experience in planning, preparing, and serving nutritionally adequate meals for families.
- 181 Selection and preparation of foods.
- 179 Habits and interests of children at different age levels.
- 179 Environmental factors that influence child behavior.
- 175 Health and nutrition of children.
- 172 A study of the physical, mental, social, and emotional development of the school-age child.
- 170 Arranging and maintaining an orderly home.
- 167 Effects of various personality traits on family relationships.
- 166 Personal hygiene and good grooming.

- 165 Study of dating and courtship patterns and practices.
- 162 The effects of broken homes on families.
- 160 Changing relationships within the family from marriage through the various stages of family life and retirement.
- 157 Basic nutrition related to family food and health problems.
- 156 A study of furniture and house furnishings.
- 154 The relationship between juvenile delinquency and poor family relations.
- 152 Personal and family budgeting and bookkeeping.
- 151 Individual differences of children.
- 150 How to make the most of available physical surroundings within the home.
- 144 Planning well-integrated wardrobe for the individual and family members.
- 143 Preventive measures for common diseases.
- 138 Hints of conserving time and energy in relation to personal and family living.
- 136 Facts relating to the effects of stimulants and narcotics on the individual, the family, and society.
- 134 Construction of simple garments.
- 133 Knowledge about money, banking, and credit; its place in the economy and its relation to families.
- 126 Advanced sewing techniques such as tailoring.
- 124 Financial planning, expenditure in relation to income, investments, insurance, and retirement plans.
- 123 When to consult the family doctor, dentist, or specialist.
- 112 Economic factors in relation to family living.
- 111 Table service and etiquette.
- 110 Selection of cookware and tableware.
- 110 Pattern selection, fitting, and pressing in clothing construction.

- 106 Criteria for selection of ready-made clothing.
- 93 A study of fabrics from the standpoint of cost, durability,
- 91 Goals and values related to family management of resources.
- 82 Safeguards to community health.
- 71 Selection and use of packaged and convenience food.
- 64 Criteria for determining the value of consumer goods of  
different types.
- 54 Information concerning resources in the community, such as a  
bank, that gives help on money management problems.
- 38 Textile fibers and their properties.
- 36 Information concerning where to get authoritative facts on  
consumer goods.
- 34 Criteria for selection of consumer products made from textiles.

VITA

Avayd Ann Barrett

Candidate for the Degree of

Master of Science

Thesis: OKLAHOMA CHRISTIAN COLLEGE WOMEN STUDENTS' EXPRESSED INTEREST  
IN COURSES FOR HOME AND FAMILY LIFE AND RELATED AREAS

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