

IMPROVING TIME MANAGEMENT IN CLOTHING CLASSES,
AT THE SECONDARY LEVEL

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CHAPTER I

MANAGEMENT, A NEED IN HOMEMAKING ACTIVITIES

An exposition of selected literature in homemaking education and of home management particularly with emphasis in time management points out a definite need to improve the management aspects of clothing classes.

Believing that education is a process which enables one to build a satisfying life and to face the tasks therein; it follows that the process of learning should be of such nature as best meets individual needs. The educational program should include all the various aspects of life and the tasks that most likely will be undertaken by the students being taught. It is generally accepted that the educational process is social in nature and that it influences the environment to the extent that one becomes competent in living in a changing world. Thus it is evident that methods, procedures, and goals should be developed which will enable today's youth to achieve those competencies most useful in enabling him to face the tasks of life. Not only those tasks with which he is faced today; but those which he shall encounter as an adult and a citizen of tomorrow.

The tasks of life facing today's students are many, varied, and complex. New technologies and living requirements make greater demands than previously experienced. These demands make it desirable that the role of education be revitalized. It thus follows that Home Economics Education needs to reevaluate and revitalize its role in preparing youth for family living. The changing roles of family members have

continuously increased the amount of learning to be done in schools because students remain in school for longer periods and more mothers are employed outside the home. It has become increasingly desirable that the members of the family and of society become aware of the changes taking place and that they are prepared to meet these changes satisfactorily. A society that values its future considers nothing of greater importance than the education of the young because it is through the education of the young that such a society improves itself. The majority of the educators think it desirable that thought and consideration be given existing conditions as well as possible conditions to be encountered by the youth being educated. As Spafford says

The education of the young is of heightened importance in a period when the boundaries of knowledge are expanding, when traditional values are shaken, when hostile forces threaten, and when tensions strain the social fabric.¹

This fact is certainly applicable to life and education today. The compilation and publication of New Directions² emphasizes the need for all educators to reexamine and reevaluate the goals, purposes, and methods in the education of today's youth. Today's educational program should be so geared as to help students face the tasks of life realistically. This can best be accomplished by providing experiences and training for the development of lasting values; values that, despite changes, create a feeling of stability and serve as a sense of direction.

One responsibility of education, then, is to help students understand

¹Ivot Spafford, Fundamentals in Teaching Home Economics (New York, 1942), p. 7.

²Committee on Philosophy and Objectives of Home Economics of the American Home Economics Association, Home Economics: New Directions (Washington, 1959).

the values of their society. Once they understand these values, they need help in applying them in their everyday experiences. This can be done in part by providing experiences in life-like situations and in solving problems that are persistent enough to prepare students to work toward becoming contributing members of a democratic society.

The fact that students live in an environment that is constantly changing indicates that they need to develop qualities of adaptability. Education for adaptability means that students develop the ability to adjust as conditions warrant, that they recognize personal limitations and adjust to them.³ As Pounds and Bryner express it

Students must be helped not only to recognize and operate within limitations, but to grow within them.⁴

Students and teachers alike are faced with many limitations. In the course of a teaching unit are the limitations of the length of the class period, the time allotted for the unit, the requirements for acceptable standards, and the capabilities of the students involved. Many other limitations could be listed but these point up the necessity of recognizing that limitations are important in the planning of a successful educational program. Similar limitations should also be considered by students in planning for effective and efficient study or work plans.

A student needs help in developing a frame of mind that will enable him to see that limitations exist in all life activities and that these limitations must be considered in the overall plan for his personal growth. He needs to be able to see that new conditions are accompanied by new limitations and require new remedies, and that periodic revisions

³Ralph L. Pounds and James R. Bryner, The School in American Society (New York, 1959), p. 483.

⁴Ibid., p. 493.

of plans are not only desirable but necessary.

Since it is impossible to foresee all the many limitations and difficulties that will be encountered by students, it is important to help them develop qualities of adaptability. These include such things as being able to predict change, transfer learning, and adjust to situations as the need occurs.

Changes create new conditions and new conditions lend impetus to the necessity of choice and decision making. In effect, the rapidity of change in the American way of life has caused educators to become concerned about what should be taught in an effort to help students to be prepared to live life most effectively. Supportive to this concern is the statement

Far reaching social and economic changes make it clear that the program for the practicing homemakers of the 'old family' is not adequate for the homemaker of today.⁵

Literature indicates that while the role of today's homemaker has changed, the new role in which complicated household appliances and increased social demands are evident, requires skills and competencies. Thus, the role of the homemaker of today is one of complexity and requires competent management for success and satisfaction. Today's students of homemaking are the homemakers of the future. How then are they to be helped to master the problems of management with the limitations and complications involved? Management is generally accepted as a part of all activities into which one enters, whether planned consciously or taken for granted. According to Kauffman

⁵ Audry M. Johnson, "Need We Recenter Home Economics Teaching?" Journal of Home Economics, (January, 1962), p. 45.

Management is the ability to look ahead and to think out plans that will give best results for the energy, time, and money used.⁶

If this theory is accepted, then students need help in learning to manage. Many educators have suggested that management can be taught as a part of all phases of education. They also seem to believe that management is being taught in all phases of homemaking, but that insufficient emphasis is placed upon this phase of learning. Students need to know more of the whys. A better understanding of the whys, it is believed, helps students to become conscious of their actions and reactions and will thus help them to think through their choices and decisions. The acceptance of such a philosophy strongly indicates the need to provide experiences that require the use of managerial processes. The experiences then, must of necessity, be planned with the student. Cooperative planning allows the student the opportunity to be aware of the details of the plan, possible alternatives involved, and some of the consequences that can evolve from his choices, thus increasing his interest in his achievements. He needs new experiences; experiences that allow for changes that can be expected in life-like situations. Such experiences lend emphasis in helping students to predict change. Both students and teacher need to realize that education is not merely the addition of knowledge but has the goal of helping students prepare themselves to meet the tasks of life. The changes encountered in the American way of life, and in the educational system affect the standards, values, and goals people hold. According to Lee

⁶Treva E. Kauffman, Teaching Problems in Home Economics (Philadelphia, 1930), p. 122.

We need to help students to become aware of the value content of their everyday life, to recognize the values channelled through the simple operations they perform and to be aware of these values as the base of their choices and decisions.⁷

Personal values influence individual decisions and choices. Thus in the overall pattern of decision making, students should be helped to recognize their values, to be able to understand value content and importance as well as this relationship to behavior.

Management is intended to help one recognize the importance of developing capacities for encountering experiences.⁸ Students need encouragement to become individuals with a degree of independency and self-sufficiency. Development of these qualities indicates the need of a set of values to serve as a framework from which to build. The fact that students are members of society, and that society is constantly undergoing changes, indicates a definite need for them to be helped to develop a set of values. Not only do they need to develop a set of values, but they need to have a working and applicable understanding of these values. Values influence decision making, and decision making is the framework of good management. As Bratton and Bratton say, "Decision making is the framework of good management."⁹ Students need to be helped to recognize and appreciate the importance of decision making. Further, they should be helped to understand that intelligent action has a purpose and a plan.¹⁰

⁷ Dorothy Lee, "The Individual in a Changing Society." Journal of Home Economics (February, 1960), p. 79.

⁸ Ibid., pp. 81-82.

⁹ C. A. Bratton and Esther C. Bratton, "Decision Making in Home Management," Proceedings of Conference on Values and Decision Making in Home Management (July 4-6, 1955), Unprinted mimeographed material.

¹⁰ Elizabeth W. Crandall, "Home Management and Theory of Changing," Journal of Home Economics (May, 1959), pp. 344-346.

Helping them to recognize the necessity of planning assists them in recognizing the relation of planning to management. As they plan, decisions are made. Planning leads students to think of the whys with which they must deal in a particular situation. Thus they are able to get an overall picture of the total experience. Getting a picture of the total experience is certainly important when helping students to understand time, its value, and its use.

The changes in the way of life to automation and specialization place added stress on how time is used. Making and carrying out intelligent decisions in the use of time is a definite advantage to the student today. The importance of the use of time is not questioned, but the problem is, are students at the secondary school level aware of the importance of time? Are they being trained through their experiences to make the most of their time? The number of articles and books written with regard to helping students make wise use of their time indicates that the writers think the students are not fully aware of time importance and that they do not realize how they can improve the use of time to advantage. According to Nickell and Dorsey

Time forms the framework in which various activities and work take place.¹¹

Accepting this theory emphasizes the importance of helping students improve their use of time. Moore further stresses the importance of time and its use when she points out that

Time is a constant in the life of man. Its use by humans is a major variable.¹²

¹¹Paulena Nickell and Jean M. Dorsey, Management in Family Living (New York, 1959), p. 100.

¹²Bernice Milburn Moore, "Time, Tension, and Mental Health." Journal of Home Economics (December, 1957), p. 579.

Attacking the time problem, or rather its use as a major variable is the purpose of this study. How can students be helped to improve their use of time?

Students must understand that everyone has demands upon his time and that an understanding of these demands is helpful in planning how time is to be used. Time management involves the making of a plan and then carrying out that plan.¹³ Detailed plans are useful time saving tools especially in areas of work in which youth are learning the processes of management.

¹³ Nickell and Dorsey, p. 114.

CHAPTER II

MANAGEMENT, AN IMPORTANT ELEMENT IN CLOTHING CLASSES

A look at the clothing area in which personal experiences and observations indicated a definite need for time-use improvement, coupled with the review of recent literature in clothing, leads to the assumption that much work is needed in time management in clothing units at the secondary school level. In this chosen phase is found an area of home-making in which one can help students become aware of many of the competencies toward which they should work. A unit in clothing construction with emphasis in time management should provide opportunities for students to:

- a. make decisions in the selection of patterns, fabrics, construction methods, and ways of expressing individuality
- b. make a plan of work and follow that plan
- c. develop a degree of self-sufficiency and independency
- d. share and work cooperatively with others
- e. evaluate personal progress
- f. establish standards based on values, and
- g. practice being a purchaser and user of consumer goods.

The foregoing list is not intended to be conclusive, but rather to point out some of the competencies that can be developed in the course of a unit of work, competencies that have been stressed in "New Directions" as being essential in successful homemaking teaching for today's family living. These and other competencies have been stressed in follow-up articles to "New Directions" and the need for improvement expressed in

both the areas of home management and clothing construction.

The significance of the time element indicates a definite need for organizing, very carefully, the learning experiences in the clothing laboratory. Much concern has been expressed by educators concerning the problems in clothing classes. Many limitations, interruptions, and frustrations have developed in the clothing laboratory that have made for situations that are anything but successful and satisfying. These situations need analysis in the light of their true perspectives so that a solution can be obtained. Miles points out the situation accurately when she says

It is a simple mathematical fact that one teacher, with 25 or 30 students in a 55 minute clothing class, cannot give individual attention to every fitting problem, to machine repairs, upkeep of supplies, supervision of construction, and pressing techniques.¹⁴

Yet, all of these activities are a part of the clothing laboratory. The fact that in recent years homemaking education has come under some pressure as to its essentialness in the educational program, makes it even more imperative that those in this area strive for more effectiveness in the total program. The lack of planning on the part of both teacher and students probably accounts for the unorganized status that sometimes exists in clothing laboratories. The lack of organization and the problems that result from it have become a most disturbing factor in the program planning of many homemaking teachers at the secondary level. What can be done to avoid this situation, to help both teacher and students obtain success and satisfaction as a result of the activities and experiences taking place? How can this phase of homemaking be organized to help students manage their time and work more efficiently,

¹⁴Jane Miles, "Organize Your Clothing Lab," Forecast for Home Economists (February, 1961), p. 45.

and in such a way that the experiences there can be transferred to other areas and activities in living?

For the purpose of improving time management in the clothing laboratory, plans for the entire unit should be made with thoughtful precision. Such planning should leave nothing to the imagination. All possible interruptions and stop-gaps should be considered, for during the class period very little time is available for weighing possible alternatives. As pointed out earlier, many activities claim attention during the class period and must be handled. This points strongly to the need for teachers to do careful planning prior to the onset of the unit. Prior planning allows for the provision of a variety of learning experiences such as the arrangements for tours, demonstrations, periods of evaluation, and consultation. Such planning also enables the teacher to present definite facts, to cite the problems involved and to propose alternative courses of action to the students in their cooperative planning for the unit. Both teacher and students want to achieve success and satisfaction from the unit. To obtain this success is the ultimate goal of the unit. Success for one student may differ from success for another, but despite the form of success toward which each works, certain aspects of planning are necessary.

The individual planning of the teacher prior to the introduction of the unit to the students, plus the cooperative planning of the group, has a definite effect on the outcome of the total project. Students want to feel that they have produced a garment of which they can be proud, one that will enhance the wardrobe and in turn one's personal appearance. This wish is also true for the teacher, but she wants to attain more than just a successfully made garment for her students. She wants to feel that her students have developed definite competencies and

qualities that can be used in other experiences. Success? Yes, but as

Ryan says

...success takes the type of planning that has as its goal a new product, followed by careful execution of a plan, so that the article lives up to expectations.¹⁵

The teacher seeks a success that takes on depth, that goes beyond just the mastery of skills.

The average student entering Homemaking II, enters with enthusiasm and a heightened interest. She is usually eager to learn to sew because this, she feels, will increase her wardrobe. And most students at this point of their development are definitely interested in personal appearance and the size of their wardrobes. Therefore, to help maintain this enthusiasm by helping them to develop those competencies that will lead to success is a great responsibility. This enthusiasm and interest create a conducive environment for learning. Thus the teacher should plan to keep this condition alive. This is an ideal time to help students recognize some of the limitations involved, and yet help them to understand how they can work, grow, and succeed within these limitations.

Gross and Crandall support this need in this expression:

The acceptance of the limitations of time usually results in conscious decisions as to what activities shall be included in the time plan.¹⁶

Helping students to accept the fact that limitations are encountered in all activities and phases of living is a step forward in helping them recognize the need for management. For it is in helping students recognize and accept limitations that one succeeds in helping them to become

¹⁵Mildred Graves Ryan, "Picking A First Project," Forecast For Home Economists (September, 1961), p. 67.

¹⁶Irma Gross and Elizabeth Crandall, Management for Modern Families (New York, 1954), p. 221.

individuals within their own rights, and to develop those qualities of adaptability so necessary in a life of change.

Coupled with the belief that the purpose of the homemaking program is to help students develop understandings and competencies which will enable them to live successfully today and in the future is the belief that this can be accomplished by providing worthwhile experiences in which students participate.

The laboratory method of instruction, which has been chosen for this study, offers opportunities for numerous experiences for the development of some of the understandings and competencies needed by students. For it is during the laboratory period that students may acquire knowledge by experimentation, observation, and manipulation.¹⁷ Each of these phases require management. Especially essential is the management of time in the laboratory. Definite detailed planning provides the setting for successful accomplishments. Thus the first step in setting up the laboratory unit is the planning. Detailed planning leads to the development of goals, setting up standards of work, clarifying methods and procedures, and planning for the management of time.¹⁸ Such planning provides understandings for the students. These understandings pinpoint the competencies toward which students are to work, and help them to see the long range plan of the total unit.

Among the understandings to be emphasized with students in this study are the meaning of management; the relationship of management to acquiring what one wants; management problems involved in the use of time; the value

¹⁷ Maude Williamson and Mary Stewart Lyle, Homemaking Education in the High School (New York, 1941), p. 190.

¹⁸ Ibid., pp. 191-193.

of using good tools to saving time; and the importance of learning and applying basic art principles in clothing construction. It is believed that the total of these understandings which lead to the development of competencies can be reached through efficient organization of the clothing laboratory proceedings.

A review of selected literature in the evaluation of clothing programs point up three definite trends - streamlining the sewing process, encouraging the proper use of equipment, and developing individual standards. Such trends as these are intended to add depth to the home-making program in an effort to help students attain the desired understandings and competencies. And depth is a factor toward which homemaking education needs to work. Today's students are in a period where the choices and decisions that they make are significant. It is important that they gain as deep an understanding of their problems as possible and then get a clear picture of what they want to do and how they are to do it. Further, such trends stress the need for homemaking education to continue to broaden its influences, influences that help students face the tasks of life.

CHAPTER III

PLANS FOR STUDYING STUDENT MANAGEMENT

IN CLOTHING CLASSES

The varied and many changes which our way of life undergoes make it increasingly desirable for all members of the family and of society to become aware of the changes taking place and to be prepared to meet them effectively. These changes place many demands upon the individual, the society, and the schools of the nation. Meeting these changes as well as improving the quality of home life has thus become a major goal of the homemaking program.

In order for the teacher of homemaking to develop an effective program of homemaking education, it is necessary that she develop a functional philosophy of education and that she is aware of the contribution of homemaking to the total educational program. For without a clearly thought-out set of educational beliefs and purposes, she cannot hope to teach in an effective manner. Uncertainty, where beliefs and purposes are concerned, can cause waste of time, confusion, and the development of poor working habits among students. In keeping with the demands that result from change, the teacher should reevaluate her philosophy often, because a good educational philosophy is not static. It must change as people grow and develop, and as the environment changes. Reevaluation of the philosophy permits the teacher to provide experiences which are challenging and functional for her students.

Supportive data for the need of a functional philosophy and continued

curriculum improvement has been evidenced by the abundance of curriculum guides and workshops in the various states of the nation in recent years. A majority of these studies called attention to the many changes taking place in the environment, in home and family living, and in teaching procedures. They also cite the relationship between the environment and the purposes and practices of the educational program. These studies urge teachers to think through their purposes.

If the homemaking teacher believes that the homemaking program should aid students to develop understandings, skills, and abilities that will help them to live successfully and effectively today and in the future, then she must provide learning experiences which not only help in the solution of today's problems but also guide the student in developing lasting values in several phases of homemaking. This is true in all phases of homemaking; however, the details of this report are restricted to one phase of homemaking with a dual nature, that of 'time management' in the clothing laboratory.

Many factors entered into the choice of this particular phase of homemaking. Observations of students' procedures and outcomes point to a real need for improving the use of time in clothing classes. These observations show students wasting time waiting for equipment, relying upon step by step directions of the teacher, and visiting with each other. The finished garments show evidences of lack of understanding and failure to think through the processes explained. Stringer cites the need for improved teaching in the following statement:

Classes are growing larger in many schools. Even in small ones it is not very likely that we can give sufficient individual instruction. If we are to do quality teaching, we must learn to do a good job of helping large groups and then follow this teaching with necessary individual attention.¹⁹

¹⁹Vergie Lee Stringer, "Making Minutes Count in Clothing Classes", Forecast for Home Economists (February, 1962), p. 30.

Further, a clothing unit was selected because to teenagers clothing is the most important thing in the world.²⁰ Considering student interest as a strong motivating factor in the learning process, it was felt that good management could be more readily taught when the student's interest was high.

Time management is important in the fifty-five minute class period because unless every minute is used wisely, the clothing unit is likely to extend over a prolonged period of time, causing students to become disinterested. It is only through detailed planning that the goals of the clothing unit can be obtained in a reasonable amount of time. There are housekeeping problems involved in the clothing activities which must be considered and planned with the students. Therefore, careful consideration of the job to be done and careful planning for the use of equipment as well as careful attention to the explanations of new processes and new techniques are all important factors in the planning for management in the clothing laboratory.

According to Fitzsimmons and White²¹ increase in ability to sew is hard to measure; but even more difficult to measure is increase in ability to manage. Some evidences of improved management of time might be obtained through a study of student's work plans, records of work, check sheets showing uses made of equipment, and day by day observation of student's classwork.

Another reason for the choice of this area was the many opportunities which clothing construction offers for decision making. Observations

²⁰Arch W. Troelstrup, Consumer Problems (New York: 1952), pp. 191-192.

²¹Cleo Fitzsimmons and Nell White, Management for You (Chicago: 1952), pp. 216-218.

indicate that many students have difficulties in making decisions. This inability to make decisions causes students to proceed with uncertainty and in an unplanned manner. In a clothing unit students have many opportunities to make decisions and this is felt to be a wise and beneficial process. Edwards and Parker support the importance of decision making when they say

We believe that the key process, so far as education in all levels is concerned, is learning to make decisions. In education for a democracy, students need to share in making decisions that will affect their present welfare in order that when they become adults, the practices they have had will increase their wisdom as a self governing people.²²

Loban supports Edwards and Parker when he continues with

Education is making decisions. The key to effectiveness in education at all levels lies in teaching students to make decisions.²³

Students are provided opportunities for making decisions as to pattern, fabric, color, construction, and finishes. Such areas require that decisions are made throughout the entire period of the unit.

It is often necessary to rotate the use of equipment in the clothing laboratory if students are to work in an efficient manner. This rotation requires a decision on the part of the student if he is to carry through with the ideas of democracy in the classroom. The clothing unit usually presents a problem at the onset as to who will press and cut first. Then, too, there arises the problem of what to do while waiting for the sewing machine. Thirdly, there is the distribution of processes to be followed.

²²T. Bentley Edwards and J. Cecil Parker, "Education of Making Decisions," California Journal of Secondary Education (Chicago: 1956), p. 403.

²³Walter Loban, "Educating Youth for Making Choices: A Needed Emphasis in Secondary Schools," California Journal of Secondary Education (April 1958), p. 230.

That is, what processes must be followed in a continuous sequence and what processes can be done at any time during the construction of the garment.

The rapidity with which environmental changes are taking place and the tremendous increase in the depth and scope of knowledge have caused time to become a factor in every teaching situation. Because of these changes, methods which provide short cuts to learning are being sought. To find effective short cuts often means planning new techniques or adapting present ones to meet the needs of the particular group of students. The homemaking teacher should consider a variety of techniques and should be creative in the choice of those she uses. Those chosen for use should spark the interest of the students.

The writer proposes the following study to help substantiate the belief that detailed planning, an awareness of the relationship of good management to acquiring what one wants, and improved techniques and methods facilitate improved management of time in the clothing laboratory.

Statement of the Problem

The purposes of the study are:

1. To help students recognize their problems in time management in clothing construction.
2. To help students recognize ways of solving their problems in time management in clothing construction.
3. To help students measure their progress in the use of improved time management procedures and practices.
4. To set up a standard for time management in clothing construction as a result of tested procedure.

Hypothesis

That improved use of time in clothing construction can be achieved through the use of improved managerial procedures and construction skills.

Minor Hypotheses

1. If students are aware of their problems in time management, they will work to solve them.
2. An understanding of the importance of time encourages better attitudes in time use.
3. Improvement in time use can be observed in:
 - a. students' working habits
 - b. overall outcome of products
 - c. development of skills
 - d. ability to make and then follow a plan of work.

Scope of the Study

The study was limited to a selected group of high school homemaking students enrolled in Homemaking II at L'Ouverture High School for two ten week clothing construction units during the period of 1960-1962 in McAlester, Oklahoma. The student groups for the two periods were different, thus revisions were made in the plans used in view of needs, interests, and abilities.

The data to prove the hypotheses was obtained through the use of check sheets, time analysis cards, and a detailed work plan card. The check sheet and progress cards were developed from the observed needs of the students involved and are supported by the divisions of activities as

given by Fitzsimmons and White.²⁴ These divisions include planning the work, managing the equipment, and managing the supplies. These instruments were administered throughout the course of the unit in an effort to help students become aware of the factors involved in good management. The writer assumed that students who are helped to recognize their problems in time management will work toward solving them.

²⁴Fitzsimmons and White, p. 217.

CHAPTER IV

IMPROVING STUDENT USE OF TIME

The problem "Improving Time Management in Clothing Classes at the Secondary Level", was undertaken with the idea of a cooperative venture on the part of both students and teacher. Experiences and observations of the past few years made the writer aware of the need for improvement in this area of homemaking activities.

The choice of sophomores in the experiment resulted from careful analysis and observation of students in homemaking, their problems, needs and wants. Sophomores are just entering senior high school and are faced with more responsibilities than previously in their lives. The need for approval is great at this age and success is very important to them. It is believed that a successful outcome in their experiences builds self confidence and gains group approval for the students. As teens are very clothing conscious²⁵ and it is about this time that they are given more freedom in the choice of their personal clothing, it is believed that this is a desirable time to work with them. Clothing interest and the need are both at their peak. It was hoped that such an interest would prove a satisfactory motivation to the learning process.

The development of the instruments used resulted from a review of literature in the areas involved, students' needs, conferences, and informal discussions with others in the field who had similar problems.

²⁵Troelstrup, pp. 191-192.

They are not a conclusive set of instruments in the sense that they contain questions for all the various aspects of time management in clothing classes, but include those problems which the writer felt most needed by these students. The planning of the instruments, insofar as possible, considered the capabilities of the students, available resources with which they had to work, and the competencies and understandings toward which the group was to work.

The three instruments used during the course of the study included a check sheet, a detailed work plan card, and a time analysis card. The check sheet dealt with time management resulting from the effective use of proper procedures and methods in clothing units. It was composed of questions concerned with work habits, methods, progress, housekeeping responsibilities, and the overall outcome of the project. The check sheet was an adaptation of previous sheets used for similar purposes in earlier clothing classes. The check sheet, composed of thirty questions, covered six categories that were considered important in improving time use in the clothing laboratory. Categories included were (1) selection, (2) planning, (3) cleanliness and orderliness, (4) use of equipment, (5) time specific, and (6) methods. An example of the check sheet can be seen in Appendix A, pages 50 and 51.

The detailed work plan cards allow the student to plan the step by step procedure to be followed in the construction of a garment. This card when completed furnished the student with a knowledge of how well he had accomplished the task planned. As these cards were planned on a weekly basis, students could readily see how their progress was comparable to the time allowed for each task. Progress could thus be evaluated in terms of the management of time on the problem being attacked.

Example of Student Work Plan

Week	What I plan to do	What I actually did
First	Study guide sheet Make plan of work Select pattern pieces Check fabric grain Press fabric Lay pattern Cut garment pieces	Studied guide sheet Made plan of work Chose pattern pieces Checked grain Pressed fabric Laid pattern
Second	Transfer pattern markings to fabric Construct bodice back and front Construct facing unit Construct collar unit Attach facing and collar to bodice	Cut garment Transferred pattern markings Constructed bodice Constructed facing unit Constructed collar

The time analysis card provided information as to how well the student had allotted his time and to the accuracy of his planning. The check sheet was administered to seventeen sophomore homemaking students three times and the results of the checkings charted. The items included on the check sheet and the results of student checking can be found on pages 25, 26, 27. Examples of what the teacher considered good and poor among the detailed work plan cards were also worked out and presented to the students as guides for their planning.

The first administration of the check sheet to the seventeen sophomore homemaking students served several purposes. It was administered to help students become consciously aware of their working methods, introduce motivation for inquiry, help them recognize something of the problems involved in construction, and to help them recognize the need of planning for management. Answers to the questions were given on the basis of what the student had done in previous clothing construction units. The fact was emphasized that answers given would not affect the final grade in the unit. To further emphasize this point, students were requested not to

TABLE I

TIME MANAGEMENT PRACTICES OF SEVENTEEN HOMEMAKING STUDENTS IN CLOTHING CLASSES

PRACTICES FOLLOWED	Number Students Checking								
	I			II			III		
	Always	Sometimes	Never	Always	Sometimes	Never	Always	Sometimes	Never
1. Do I select only those garments which provide opportunities to learn processes which seem needed at this time?	4	12	1	5	12	0	6	11	0
2. Do I limit the new construction processes to be learned to three or four?	5	10	2	7	10	0	10	7	0
3. Do I limit the known processes to be repeated to two or three?	6	9	2	7	10	0	8	9	0
4. Do I make a detailed work plan for attacking clothing problems selected?	3	4	10	4	13	0	6	11	0
5. Do I follow my work plan carefully?	2	7	8	3	14	0	4	13	0
6. Do I keep my work plan up to date?	2	5	10	6	11	0	7	10	0
7. Do I come to the clothing laboratory with clean hands?	10	6	1	5	12	0	10	7	0
8. Do I work until the warning bell?	7	9	1	9	8	0	10	7	0
9. Do I keep my working area in order?	3	13	1	7	10	0	8	9	0
10. Do I practice time saving construction techniques?	2	15	0	4	13	0	5	12	0
11. Do I have all my equipment when needed?	4	11	2	5	12	0	6	11	0
12. Do I handle garment parts carefully, preventing wrinkles?	3	11	3	4	13	0	5	12	0

TABLE I (Continued)

PRACTICES FOLLOWED	Number Students Checking								
	I			II			III		
	Always	Sometimes	Never	Always	Sometimes	Never	Always	Sometimes	Never
13. Do I consult illustrative materials before asking questions?	2	10	5	7	10	0	8	9	0
14. Do I check material on bulletin board without being told?	3	6	8	3	14	0	5	12	0
15. Do I have questions well in mind when teacher is able to assist?	5	9	3	7	10	0	8	9	0
16. Do I keep working on another part of the garment while waiting for the machine?	4	10	3	7	10	0	8	9	0
17. Do I use appropriate words to express my ideas in clothing?	1	11	5	3	11	3	6	11	0
18. Do I pay attention to teacher's explanation and demonstration on construction processes?	6	9	2	8	9	0	11	6	0
19. Do I progress on the problem without rushing any process?	2	12	3	4	13	0	4	13	0
20. Do I spend my waiting time usefully on materials pertaining to clothing?	2	13	2	5	11	1	7	10	0
21. Do I work without talking unnecessarily?	2	11	4	3	14	0	5	12	0
22. Do I keep good posture while working?	4	9	4	5	10	2	5	12	0
23. Do I use my sewing tools correctly?	7	7	3	9	6	2	10	7	0
24. Do I use my thimble when sewing?	2	4	11	2	5	10	2	6	9
25. Do I hold my scissors correctly when cutting?	4	11	2	10	7	0	14	3	0

TABLE I (Continued)

PRACTICES FOLLOWED	Number Students Checking								
	I			II			III		
	Always	Sometimes	Never	Always	Sometimes	Never	Always	Sometimes	Never
26. Do I cut threads with scissors or thread cutter?	12	3	2	12	5	0	12	5	0
27. Do I return all equipment to the proper place without being told?	6	9	2	8	9	0	11	6	0
28. Do I perform my housekeeping duties?	5	12	0	8	9	0	9	8	0
29. Do I keep my tote tray in order?	2	11	4	4	13	0	6	11	0
30. Do I finish my garment on time?	2	8	7	9	7	1	9	8	0

sign the statement.

Following the first administration of the check sheet, students were encouraged to ask questions about all phases of the materials included. These discussions helped the group to get a better understanding of the types of choices that faced them from the onset of the problem.

As had been hoped, the outcome was encouraging. Many questions regarding clothing were raised. Those on pattern types and fabrics led to the planning of a shopping tour. Arrangements were made for a Saturday afternoon shopping tour to four local stores handling fabrics, sewing supplies, and patterns.

Conferences with store representatives resulted in a clerk being assigned the group for the purpose of explaining fabric thread count, weaves, and finishes; choices of trimmings, their care and effect on specific fabrics; pattern sizes to meet individual body builds; fabric weights; personal coloring and personality types. The choice of these factors resulted from prior planning by the teacher and inquiries made by the students after marking the check sheet. Fabric samples were given the students and sewing supplies were borrowed for use in followup discussions.

As a result of the afternoon tour and class discussions, the group finally decided on three choices of patterns. All patterns selected were basic dresses and included construction procedures that were either similar or identical. Allowances were made in choices of finishes, necklines, and skirt styles. Students could choose a slim skirt, one with soft pleats, or a full gathered skirt. The width of belt was left up to the individual depending upon her personal preferences and waist size. Arrangements were made for students to analyze each other and decide what best suited each. Expressions of individuality and creativity were

encouraged in the choice of colors, trimmings, and finishes for the garment.

The choice of working partners was left to the students with an understanding of the responsibilities of each to the other and to the class as a whole.

A purchase was made of one of each of the patterns selected to provide for a careful study of the problems involved. Using the directional sheets as guides, students made detailed work plans for the construction of the garment. As the group had agreed to use points from 'unit construction' as advocated by Bishop,²⁶ a comparative discussion was held on the likenesses of the instruction given on the directional sheet and the illustrative materials compiled from Bishop's 'unit construction' method. This step was taken in an effort to eliminate confusion in the event directions were different in the two sources.

Parents were contacted and informed of the plans made by students and teacher. This was an effort to help parents realize what the students were doing and to ask their assistance in making the plans work successfully. Inasmuch as it was impossible to predict the definite time that a specific item would be needed, parents and students were encouraged to purchase all items at the same time. Such a purchasing plan eliminates the element of guess work in matching colors and saves time for all concerned.

Space in the department permits only three to five students to lay and cut a garment at one time, so the group agreed to allow one person from each working couple to draw for cutting time and space. The drawing was agreed on to eliminate any personal feelings of unfairness among the

²⁶Edna Bryte Bishop, Basic Sewing (New York: 1961).

students. The pressing of fabrics was done on a voluntary basis by the first cutting group. The remaining students pressed as the iron and ironing board became available. Fabrics once pressed were pinned on racks and then hung in a storage closet to prevent more wrinkling before cutting opportunities were available.

While the first group cut, the remaining students studied directional sheets, made personal plans of work, checked information on 'unit construction', mastered sewing terms and procedures, and observed cutting procedures as time permitted. As students finished cutting they moved to smaller working areas to transfer pattern markings to their garments, others took their cutting space, and continued in this rotating manner until all students had cut out their garments.

A garment was cut from the basic pattern with the slim skirt for demonstrational purposes. It had been found that although charts and pictures are helpful teaching tools, seeing a garment constructed has a more lasting effect. As students reached each phase of construction, the teacher demonstrated the procedure on the demonstrational garment and placed the finished process where students could examine it as needed.

Students were encouraged to use appropriate clothing terms when asking questions and discussing construction procedures. As the Wednesday period is a short one because of the assembly schedule, students used this period to evaluate their progress. Each was helped in determining her progress, her use of time, and the need for changes in her working methods.

During this period of evaluation and the time while the student awaited the use of a sewing machine, she was encouraged to work on areas of construction that did not require the use of a sewing machine. Such tasks as basting the parts of another unit, basting a belt, covering a

buckle, tying and cutting threads, and removing bastings from units that had been stitched were performed. These tasks could be done at any time without upsetting the planned garment construction schedule.

The second administration of the check sheet on time management took place four weeks after the first checking. Answers were restricted to work being done on the class problem. As the work was planned in unit construction, the answers were applicable to the completion of the unit being worked on or that had been finished during the course of the study. Questions one through three of the check sheet had been restricted by the choice of the pattern being used. Questions four through thirty were easily applicable to unit construction for the total garment, and were answered with reference to the units.

The validity of the instrument is applicable only when thorough consideration is given to the students involved, the equipment available for use, and the setting is made suitable to the situation. Said setting was made through detailed planning for the entire unit considering the experiences to be involved as to the goals sought.

As the study was planned to improve the use of time in the laboratory, major emphasis was placed upon helping students develop understandings and competencies applicable to the better use of time.

The third and final administration of the check sheet came at the end of the ten weeks of work. Questions were answered in the same manner as in the second administration.

In an effort to see how students felt and what they had accomplished from their experiences, they were requested to write reports of their feelings on their work plan cards. They were asked to state whether or not they had experienced fewer frustrations and had obtained a better understanding of clothing construction as a result of the detailed

planning and whether or not they had obtained a better understanding of time, its importance, and its use.

Presentation of Data

The reader will remember that the purposes of this study were to:

(1) help students recognize their problems in time management in clothing construction, (2) help students recognize ways of solving their problems in time management, (3) help students measure their progress in the use of improved time management practices and procedures, and (4) set up standards for time management in clothing construction as a result of tested procedure.

Analyses of the data obtained from the three administrations of the check sheet on clothing construction procedures show movement of students from a checking of never to that of sometimes and from a checking of sometimes to that of always. Twenty-eight of the thirty items in the check sheet were checked never having been done on the first administration by one or more students. The range of those checking never was 1 to 11. However, only one item was checked never on the final administration of the check sheet. That item was checked by nine different students. The majority of the items checked showed improvement on the part of the students involved. Examples of the movement trend can be seen in the changes in the number of students checking the following items:

Item: Do I keep my work plan up to date?

17 Homemaking Students Answering

	Always	Sometimes	Never
First Checking	2	5	10
Second Checking	6	11	0
Third Checking	7	10	0

Item: Do I pay attention to teacher's explanation and demonstrations on construction processes?

17 Homemaking Students Answering

	Always	Sometimes	Never
First Checking	6	9	2
Second Checking	8	9	0
Third Checking	11	6	0

Answers given to one of the questions varied from the movement trend of the majority of the replies. This difference was noted in answers to:

Item: Do I come to the clothing laboratory with clean hands?

17 Homemaking Students Answering

	Always	Sometimes	Never
First Checking	10	6	1
Second Checking	5	12	0
Third Checking	10	7	0

The thirty questions on the check sheet were divided into six categories in order to help students recognize their progress in the various areas of improving time use in the clothing laboratory. The items in each category with the total number of always checkings made by the students were charted. A percentage tabulation was made for ease in comparison of improvements.

Category I dealt with selection and included three questions. An increase of from 11.8 per cent to 29.4 per cent was shown in the checkings for always. There was a decrease from 6 to 0 per cent in the number of students checking never. Selection of appropriate patterns for the desired garments with emphasis on the types of limitations to be considered as to processes to be repeated and new ones to be learned was important

in providing the type of selections to help students avoid some of the frustrations and disappointments that could result from a garment that presented problems that were either too simple or too difficult.

TABLE II: SELECTION

Total always checkings made by 17 sophomore homemaking students

Item	First Checking		Final Checking	
	Number	Percent	Number	Percent
Select garments which provide opportunities to learn processes needed at time	4	23.5	6	35.3
Limit new construction processes to three or four	5	29.4	10	58.8
Limit known processes to be repeated to two or three	6	35.2	8	47.0

An even greater percentage increase was evident in the checkings for Category II, concerned with the plans for the making of a garment. Questions in this category emphasized the need for planning for effective time management. An increase of from 11 to 41 per cent of the students was shown in the checkings for questions pertaining to planning, following the plan, keeping the plan up to date, and finishing the garment on time. The greatest increase in improvement was shown in the completion of the garment on time, with keeping the plan up to date, making detailed work plans, and following the work plan showing increases in the order listed.

Questions about the use of equipment formed the third category and the tabulations are shown in Table IV. In this series of checkings is found an increase of from 0 to 58.8 per cent. Few students used thimbles at the beginning of the study and few were using them at the close; on

the other hand, an increase of 17 per cent was noted in the correct use of sewing tools. And although approximately 70.5 per cent of the students cut threads with scissors or thread cutters at the beginning of the study, only 23.5 per cent of them held scissors correctly while cutting. At the time of the final checking, 82.3 per cent of them were holding scissors correctly while cutting.

TABLE III: PLANNING

Total always checkings made by 17 sophomore homemaking students

Item	First Checking		Final Checking	
	Number	Percent	Number	Percent
Make detail plans	3	17.6	6	35.3
Follow work plan	2	11.8	4	23.5
Keep work plan up to date	2	11.8	7	41.0
Finish garment on time	2	11.8	9	52.9

TABLE IV: USE OF EQUIPMENT

Total always checkings made by 17 sophomore homemaking students

Item	First Checking		Final Checking	
	Number	Percent	Number	Percent
Use sewing tools correctly	7	41.	10	58.8
Use thimble while sewing	2	11.7	2	11.7
Hold scissors correctly while cutting	4	23.5	14	82.3
Cut threads with scissors or thread cutters	12	70.5	12	70.5

Since no effort was made to weight the questions on the check sheet equally, the significance of the lack of movement shown in the students'

replies to the use of the thimble cannot be determined. Comparisons made of the always checkings made by students with reference to the use of thread cutters and scissors did not show any improvement. However, a majority of the students in the experiment did use either the scissors or thread cutters at the beginning of the study and were using them at the end of the study.

The writer feels, however, that the increase evidenced by the replies made to the use of sewing tools correctly indicated that these students were aware of the importance of using tools correctly to improving management in the clothing laboratory.

The fourth category, cleanliness and orderliness, consisted of questions dealing with keeping the working area and the tote tray in order, returning equipment to its proper place, housekeeping duties, and keeping hands clean. All of these tasks, when continuously and effectively performed, helped students to work in a smooth manner. Table V shows an increase of up to 29.5 per cent in the always checkings by the seventeen students to these questions. Clean hands helped the students to keep fabrics clean and appropriate for work; returning equipment without being told meant that the equipment was in the proper place when needed and students did not have to waste time in looking for same. Similar savings in time could be realized by keeping working areas in order. Needed items and equipment could be easily located when working areas and tote trays were orderly arranged.

The improvements shown in returning equipment to the proper place and performing housekeeping duties were improvements which served to speed up the work of the class as a whole as well as individually; whereas improvements in keeping working area and tote trays in order were performances which helped the individual student.

TABLE V: CLEANLINESS AND ORDERLINESS

Total always checking made by 17 sophomore homemaking students

Item	First Checking		Final Checking	
	Number	Percent	Number	Percent
Come to the laboratory with clean hands	10	58.8	10	58.8
Keep working area in order	3	17.6	8	47.
Return equipment to proper place without being told	6	35.2	11	64.7
Keep tote tray in order	2	11.7	6	35.2
Perform housekeeping duties	5	29.4	9	52.9

Questions emphasizing time specifically made up the fifth category and the results are reported in Table VI. These questions concerned the student's working until the warning bell, practicing time saving techniques, having equipment when needed, and spending waiting time usefully. Improvements were shown by the checkings of students on all questions in this area. The range in increase was from 11.7 to 29.3 per cent with the greatest increase shown in students' use of waiting time. These improvements indicated that the students recognized the need to make use of all of the time that was available. Efficient use of waiting time as well as having equipment when needed served to speed up the activities of the laboratory period; and were experiences which helped students realize the benefits of planning for time use.

The sixth and final category was on methods and procedures of work. The questions dealt with handling garment parts, consulting illustrative materials without being told, having questions well in mind, using appropriate words when expressing ideas, working on other parts of the garment while waiting, paying attention to explanations and demonstrations,

progressing without rushing processes, working without talking unnecessarily, and keeping good posture while working.

TABLE VI: TIME SPECIFIC

Total always checkings made by 17 sophomore homemaking students

Item	First Checking		Final Checking	
	Number	Percent	Number	Percent
Work until warning bell	7	41.	10	58.8
Practice time saving techniques	2	11.7	5	29.4
Have all equipment when needed	4	23.5	6	35.2
Spend waiting time usefully	2	11.7	7	41.

TABLE VII: METHODS

Total always checkings made by 17 sophomore homemaking students

Item	First Checking		Final Checking	
	Number	Percent	Number	Percent
Handle garment parts carefully	3	17.6	5	29.4
Consult illustrative materials without being told	2	11.7	8	47.
Have questions well in mind	3	17.6	5	29.4
Use appropriate words to express ideas	1	5.9	6	35.2
Work on another part of garment while waiting	4	23.5	8	47.
Pay attention to explanations and demonstrations	6	35.2	11	64.7
Progress without rushing process	2	11.7	4	23.5
Work without talking unnecessarily	2	11.7	5	29.4
Keep good posture while working	4	23.5	5	29.4

The greatest improvement was seen in consulting illustrative materials, with paying attention to explanations and demonstrations, using appropriate terms to express ideas, and working on another part while waiting following closely in the order listed. These findings indicate the need for providing effective and well planned illustrative material and for thoroughly planned demonstrations for students' benefit.

The 35.3 per cent increase in the number of students who consulted illustrative materials without being told indicates that illustrative materials can be effective teaching tools; whereas, the writer feels that the improvement shown among the students in the use of appropriate words in expressing ideas serve to speed up both the teaching and the learning taking place in the laboratory.

The detailed work plan card and the time analysis card were supplementary and used for helping students recognize the need for planning. These cards served as guides for students in the making of a garment. Typical of the responses noted on the back of these cards are these:

"I never knew planning could make such a difference."

"Rushing the process can really throw the whole thing off, can't it?"

"Checking the demonstrational garment can really save time. I didn't have to ask so many questions after checking the process on that garment."

"Time budgeting is fun and you really know where you are going."

Such responses indicated that students recognized some of the problems facing them and worked toward solving these problems.

To arrive at some composite that would include all the factors included in the check sheet and represent an evaluation of the findings regarding students improvement of time use in the clothing laboratory, a tabulation of the checkings of the three administrations of the check

sheet were compiled (see pages 25, 26, and 27) and the never, sometimes, and always checkings analyzed. This was done with respect to the increase or decrease of the number of students checking never, sometimes, and always in each of the administrations of the check sheet.

The never checkings made by the students on the three administrations of the check sheet were as follows: 28 items were checked never by from 1 to 11 different students on the first administration of the check sheet; 6 items were checked never by from 1 to 10 students at the time of the second administration; and 1 item was checked never by 9 different students on the final administration. Comparison of the never checkings made by the seventeen homemaking students shows a decrease in the number of items checked never as well as the number of students checking the item never with each administration of the check sheet. Such a decrease can be interpreted as evidence of improvement on the part of the students; an improvement that increased as the experiment progressed.

On the other hand a comparison of the always checkings by the seventeen homemaking students shows an increase in the range of students checking always on the three administrations of the check sheet. With the first administration of the check sheet, all items were checked always by from 1 to 12 of the seventeen students. At the time of the second administration, 30 items were checked always by from 2 to 12 of the seventeen students, and the final checking listed 30 items checked always by from 2 to 14 of the seventeen students checking.

Falling between the never and always checkings made by the 17 homemaking students were the sometimes checkings by the students. In the first administration of the check sheet, 30 items were checked as having been done some of the time by from 3 to 15 of the students checking. At the time of the second administration of the check sheet, 30 items were

checked sometimes by from 5 to 14 of the seventeen students, and the final administration shows the 30 items being checked sometimes by from 3 to 13 of the seventeen students. The increase found in the sometimes checkings of the second administration of the check sheet indicates that students had moved from the never position and performed the tasks some of the time. Such movement indicates that an awareness of the need to perform the task had been recognized by the students but that the student had not reached the point of forming the habit strongly enough to perform the task at all times. Yet, recognition of the need for such performances was apparent and students did perform the task some of the time.

The decrease evidenced in the checkings of sometimes on the final administration of the check sheet coupled with the increase in the number checking always show that students continued to improve their performances in the clothing laboratory.

Significant Results

Although no effort was made to measure the kind of awareness or to show how much or how hard students worked to include management in their activities, evidences were seen of students' recognition of the need for management. Throughout the study, the teacher was continually reminded of the efforts students were making by their comments in regard to improved and shortened procedures, improved habits of work, and improvements in the classroom setting. She was confident that this group of students talked more about management than any previous group with which she had worked. They were more careful in handling their garments and showed more consideration for each other in their use of equipment in the laboratory.

Checkings of individual check sheets and class work showed that

students had improved in those areas that had been stressed. All of the students had improved in the things that they had been urged to do. Special emphasis had been placed on the need to avoid rushing processes as the improved use of time was not intended to eliminate the need for good construction techniques. Students were consciously aware of the fact that rushing the process would not save time, rather in the long run, usually caused them to use more time. "Rushing the process" became a by-word among the girls and they readily reminded each other when a rushing of processes was observed and called attention to expected results from such acts.

Efforts throughout the study show that when attention is called to situations, improvements were evidenced. The comparative analysis of the data from the three checkings of the check sheet show that more students planned as they were helped to recognize the need for planning in accomplishing goals sought. More students carried out time saving activities and many made remarks regarding the satisfactions gained from trying time saving techniques.

Observations of student's classroom activities showed that fewer students were wasting time waiting for equipment, personal instruction, and visiting with classmates.

Students expressed the fact that they recognized the need for planning and that they appreciated the experiences they had had in making and then following a plan of work.

During the time that students were participating in the clothing study, evidences were observed of transferal of this learning to other phases of homemaking. After the clothing problem was finished, observations showed students' effort to organize their activities in other homemaking activities. A conscious awareness of time and management to

good planning and organization was continually observed in their working and in their remarks to each other even to the point of quoting the teacher's theme song in management.

The overall results of the experiences of this study lead to the specific conclusions which follow.

Conclusion

The following conclusions suggested by the data of the study seemed justified:

1. That time saving rules can be established cooperatively with students in setting up plans for the work to be done.
2. That the rules when practiced frequently and continuously promote efficiency in the use of time in the clothing laboratory.
3. That effective individual and class organization aid in creating an environment conducive to effective learning.
4. That students work toward goals sought when they help in setting up these goals and understand the details of plans to achieve them.
5. That the instruments used in this study appear to have possibilities for future use in helping students recognize the fundamentals of management.

and

6. That the findings from this research appear to have implications for parents, teachers, and educators concerned with curriculum improvement.

These conclusions delineated from an analysis of the data of the study support the acceptance of the hypothesis as tested by the

instruments used in this study, namely: that improved use of time in clothing construction can be achieved through the use of improved managerial procedures and construction skills.

CHAPTER V
IMPLICATIONS FOR IMPROVING TIME USE
IN HOMEMAKING CLASSES

The conclusions suggested by the data of this study point out the applicability of using the information gained in other areas of homemaking.

Although the efforts reported were tried only in a clothing class, it appears that planning and thinking through any activity should result in improved practices and saving of time. Manipulative skills and improved habits of thinking are not improved without conscious planning and specific effort. When teachers realize this and include in their plans opportunities for students to analyze and improve practices, savings in time and energy may be achieved.

As time is an important factor in the everyday life of individuals, and management affects every individual, it seems reasonable that Home Economics which is devoted to the "attainment of the well being of individuals and families"²⁶ should strive to help students make their management practices more effective.

It was hypothesized that if students were aware of their problems in time management, they would work to solve them. It appears that problems of students in any area or activity could be handled in a similar manner.

²⁶Home Economics: New Directions, p. 5.

The thinking-through of a problem which leads to the recognition of limitations involved should aid in organizing and planning for more effective management.

The findings of this study appear to have implications for teachers who are concerned with making the homemaking program effective and efficient for students; for as teachers become aware of the problems of students, they are more likely to plan their programs in such a manner as to help students solve their problems.

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APPENDIX

APPENDIX A

TIME MANAGEMENT IN CLOTHING LABORATORY

DIRECTIONS: Read each question carefully, then check yourself. This is not a test to be graded and will not affect your final grade in this unit. This is a list of questions to help you to become aware of your use of time in the laboratory and to point out areas in which improvements can be made in time management.

Check under always if you always do the task.

Check under sometimes if you do it sometimes.

Check under never if you do not make a practice to do this task.

- | | Always | Sometimes | Never |
|---|--------|-----------|-------|
| 1. Do I select only those garments which provide opportunities to learn processes which seem needed at this time? | | | |
| 2. Do I limit the new construction processes to be learned to three or four? | | | |
| 3. Do I limit the known processes to be repeated to two or three? | | | |
| 4. Do I make a detailed work plan for attacking clothing problems selected? | | | |
| 5. Do I follow my work plan carefully? | | | |
| 6. Do I keep my work plan up to date? | | | |
| 7. Do I come to the clothing laboratory with clean hands? | | | |
| 8. Do I work until the warning bell? | | | |
| 9. Do I keep my working area in order? | | | |
| 10. Do I practice time saving construction techniques? | | | |
| 11. Do I have all my equipment when needed? | | | |
| 12. Do I handle garment parts carefully, preventing wrinkles? | | | |
| 13. Do I consult illustrative materials before asking questions? | | | |
| 14. Do I check material on bulletin board without being told? | | | |

TIME MANAGEMENT IN CLOTHING LABORATORY

- | | Never | Sometimes | Always |
|--|-------|-----------|--------|
| 15. Do I have questions well in mind when teacher is able to assist? | | | |
| 16. Do I keep working on another part of the garment while waiting for the machine? | | | |
| 17. Do I use appropriate words to express my ideas in clothing? | | | |
| 18. Do I pay attention to teacher's explanation and demonstration on construction processes? | | | |
| 19. Do I progress on the problem without rushing any process? | | | |
| 20. Do I spend my waiting time usefully on materials pertaining to clothing? | | | |
| 21. Do I work without talking unnecessarily? | | | |
| 22. Do I keep good posture while working? | | | |
| 23. Do I use my sewing tools correctly? | | | |
| 24. Do I use my thimble when sewing? | | | |
| 25. Do I hold my scissors correctly when cutting? | | | |
| 26. Do I cut threads with scissors or thread cutter? | | | |
| 27. Do I return all equipment to the proper place without being told? | | | |
| 28. Do I perform my housekeeping duties? | | | |
| 29. Do I keep my tote tray in order? | | | |
| 30. Do I finish my garment on time? | | | |

APPENDIX B

Detailed Work Plan

WEEK	What I Plan to do	What I actually did

VITA

BETTYE J. GAFFNEY

Candidate for the Degree of

Master of Science

Thesis: IMPROVING TIME MANAGEMENT IN CLOTHING CLASSES AT THE SECONDARY LEVEL

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Biographical:

Personal Data: Born in Idabel, Oklahoma, December 3, 1928, the daughter of Alice and Walter H. Hill.

Education: Attended grade school in Laredo, Texas and Idabel, Oklahoma; graduated from Booker T. Washington High School, Idabel, Oklahoma, in 1946; received the Bachelor of Science degree from Langston University, Langston, Oklahoma, with a major in Home Economics Education, in May 1950; attended school at Miami University, Oxford, Ohio, summer 1953; completed requirements for Master of Science degree in August, 1962.

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