

PERSONALITY CHARACTERISTICS OF SECONDARY
HOME ECONOMICS TEACHERS OF HOMEMAKING
AND OF OCCUPATIONAL TRAINING

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CHAPTER I

INTRODUCTION

The importance of the personality of the teacher in the classroom has been confirmed in recent years by extensive research in the area. Studies have shown that the personality of the teacher and of the student and their interaction are significant in determining the learning that takes place in the classroom.

In home economics, the teacher's personality is considered an essential part of her professional competence because of the nature of the basic goal of home economics--the improvement of personal, family, and community living.¹ The teacher who strives for this goal must have the maturity, the competence, and the personality characteristics that make it possible for her to guide others toward becoming better persons and better family, community, and world members. Of equal importance is her ability to gain the confidence of others so that they will request and accept her guidance.

Teacher educators are becoming more cognizant of the relationship of personality to the teaching and learning processes and are placing more emphasis on these factors in selection and retention practices.

¹Sister Mary Angelina Breaux, "Selected Personality Characteristics and their Relationship to Academic Achievement" (Unpublished doctoral dissertation, Ohio State University, 1963), p. 9.

Studies by Snell² and Sister Mary Angelina Breaux³ on teacher selection-retention practices in home economics indicate emphasis in this area.

With the passage of the Vocational Act of 1963, a new aspect of home economics was added, home economics for occupational training. This meant that, in addition to the established programs of home economics for homemaking, courses would be offered in the schools for those who would use home economics knowledge and skills for employment outside of the home.

There is recognition today of the importance of education for every citizen--for release of maximum human potential--for himself and society. With this recognition comes the realization of the need for teachers to work with and understand individuals, whatever the individuals' abilities, ambitions, backgrounds, or needs.

Success of the new program in home economics, with emphasis on occupational training, will be determined in part, as are other educational programs, by selection and employment of the teachers who will do the most effective teaching in this area.

Statement of the Problem

With the addition of this new aspect of home economics has come the need to determine whether all home economics teachers will be equally effective with the two programs or whether there are identifiable characteristics of teachers who work best with each aspect. Since the

²Ednell Snell, Summary of a Study of Selection-Retention Practices for HEED, Mimeographed material (Ellensburg, Washington, 1965), pp. 1-4.

³Breaux, p. 74.

occupational training aspect is being incorporated in high school and other vocational programs of the nation, both teacher educators and administrators need to know what types of teachers will perform each job most effectively. This information is needed by teacher educators for guidance and training and by the administrators for selection and employment of teachers for the two programs.

A review of the literature revealed that in various professions research has been done to evaluate the extent to which personality characteristics could be used for distinguishing between persons who were more effective and less effective and between persons who would be more competent in one area than in another, such as a science teacher or a scientist, a doctor or a dentist. Ryans⁴ believed that the results in other professions "suggest the feasibility of such an approach in the teaching area."

In this study, personality models for teachers of the two aspects of home economics composed of personality characteristics believed by home economics educators to be important for effective teachers of occupational training and of homemaking will be made. Personality characteristics of teachers of the two types of programs will be identified and then compared with each other and with the models established.

Purpose of the Study

The main purpose of the study is to find out whether there are differences in personality characteristics of the two groups of teachers which might distinguish between them and be useful in training and

⁴David G. Ryans, Characteristics of Teachers (Washington, 1960), p. 4.

guidance of teachers for the two aspects of home economics and in teacher selection and employment. This purpose can be fulfilled by answering the following questions:

1. Do professional home economics educators believe that there are differences in degree and kind of personality characteristics necessary for effective teachers of the two aspects of home economics?
2. Are differences evident in the personality patterns of effective teachers in the two groups?

The Hypotheses

In order to answer the two questions and to analyze the data statistically, the null hypotheses can be stated as follows:

1. There are no differences in the personality characteristics as perceived by home economics educators to be important for effective teachers of the two aspects of home economics--teachers of homemaking and teachers of occupational training.
2. There are no differences as assessed by the California Psychological Inventory in personality characteristics of the two groups of home economics teachers in the State of Oklahoma during the school year 1966-67.

Definition of Terms

The author wishes to clarify the meanings of the following terms as used in this study:

Occupational training in home economics--a program of instruction which is planned for the purpose of assisting youth and adults to prepare for employment and upgrading in occupations involving knowledge

and skills in home economics subjects.⁵

Home economics for homemaking--a program of instruction which is planned for the purpose of assisting youth and adults to understand and solve problems in home and family living.⁶

Home Economics Educator--to include both the Teacher Educator, the home economist responsible for the preparation and in-service training of teachers,⁷ and the State Supervisor, the home economist responsible for the promotion, development, maintenance, and improvement of instruction in the state department of vocational education.⁸

Cooperating Teacher--an experienced teacher who is responsible for directing the student teacher in her pre-professional experience.

Personality--the complex of characteristics that distinguishes a particular individual in his relationships with others.⁹

Personality characteristic--a trait or quality which is especially typical or distinctive of a person.

Teacher effectiveness--the degree to which the teacher produces effects or the extent to which the teacher causes the attainment of educational objectives.¹⁰

⁵Definitions of Terms in Vocational Technical and Practical Arts Education, American Vocational Association, Inc. (Washington, 1964), p. 11.

⁶Ibid.

⁷Ibid., p. 19.

⁸Ibid., p. 18.

⁹Gove, Philip B., ed., Webster's Third New International Dictionary. (Springfield, Mass., 1967), p. 1687.

¹⁰Mary Marguerite Scruggs, "Criteria for Determining Effectiveness of Homemaking Teachers." (Microfilmed doctoral dissertation, Iowa State University, 1959), p. 4.

Professional Model--a personality model or stereotype of the groups being studied, not any one individual in the group; a technique used in sociological research for deriving dimension of personality that might be studied profitably.¹¹

Delimitation of the Study

1. The samples for study will be limited as follows: the professional panel will be limited to two home economics educators in each state and territory of the United States who respond to the personality scale; the Secondary Teacher Sample will be composed of teachers in the State of Oklahoma during the school year 1966-67. These teachers will be (a) those teachers of occupational training in home economics who will accept the responsibility of checking the personality inventory and (b) an equal number of home economics teachers of homemaking who are serving as cooperating teachers for vocational home economics. The representativeness of the samples will limit the generalizations which can be made from the data.

2. Personality characteristics studied will be those assessed by the California Psychological Inventory.

Procedure

The study is divided into two parts: Part I, to establish professional models for teachers of the two aspects of home economics, and Part II, to assess personality characteristics of teachers in the two groups for comparison with the models.

¹¹Eugene C. Lee, "Career Development of Science Teachers," Journal of Research in Science Teaching, Issue 1, 1963, p. 55.

To set up the professional models, a rating scale, based on the eighteen personality characteristics of the California Psychological Inventory, will be sent to a professional panel composed of the teacher educators and state supervisors of home economics for rating characteristics deemed important for teachers of each aspect of home economics--those important for teachers of occupational training and those important for teachers of homemaking. The results of the returned scales will be tabulated and percentage endorsements calculated. The professional models will be established to include the characteristics endorsed by at least 75% of the professional panel. The two models will be compared for likenesses and differences.

The second part of the study will be to find out how precisely the personality characteristics of the teachers in the two aspects fit the professional models established. The California Psychological Inventory will be administered to an equal number of teachers of occupational training and homemaking. The inventories will be scored and mean scores for each personality characteristic for the two groups will be calculated. The test for significance of mean differences will be calculated to determine whether or not the differences are significant. The inventory results will be analyzed, and recommendations for their use in teacher training and guidance and in teacher selection and employment will be made.

This chapter includes the statement of the problem, the purposes and hypotheses for the study, other related information necessary for development of the problem and an outline for the procedures to be used. As a basis for the present study Chapter II will contain a review of literature related to teacher effectiveness and personality

characteristics. The procedure and method to be used will be presented in Chapter III and an analysis of the data in Chapter IV. The summary, conclusions and recommendations for further study will be included in the final chapter, Chapter V.

CHAPTER II

REVIEW OF LITERATURE

A review of literature concerning the relationship of teacher personality and teacher effectiveness was undertaken in order to determine what educators believe this relationship to be; what particular personality characteristics have been identified as important; and what method and instrument to use in the present study to identify personality characteristics which are important for teachers of the two aspects of home economics.

The Relationship of Teacher Personality to Teacher Effectiveness

Many studies have been done on teacher effectiveness and personality characteristics. These studies have revealed that the personality of the teacher is a determiner of the effectiveness of the teacher.

According to Heil, who has worked with elementary school teachers, "the clear overriding factor in determining children's academic achievement is a deep-seated teacher personality."¹ He further states that

the kind of information and teacher behavior generally considered conducive to children's learning have little or no relation to such learning. In this connection, however, it must be remembered that all the teachers had a common base in that they were college graduates, and had been approved

¹Louis M. Heil and Carleton Washburne, "Brooklyn College Research in Teacher Effectiveness," Journal of Educational Research, May, 1962, p. 350.

in their practice teaching, and had successfully passed the city licensing examination. They had, therefore, at least a minimum of professional knowledge and approved teaching behavior. Beyond that minimum, differences in knowledge and behavior seem to have little relationship, if any, to children's achievement, the one important factor being the teacher's own personality characteristics. To paraphrase Emerson, "I cannot hear what you say when what you are thunders so loud."²

Thelen³ points out that the particular combination of teachers and students in the classroom makes a significant difference in the attainment of educational goals. He believes that the climate of the classroom emerges as a reflection of the total personality of the teacher and that this personality has a very definite effect on what the children learn during the school year whether or not the teacher "knows it or likes it."⁴

Beery⁵ agrees with Thelen that the classroom atmosphere is a reflection of the teacher and that the teacher can build respect for learning in many ways. The tone of the classroom sets the stage for the learning that takes place. By communicating his genuine interest and respect for each student, the teacher can help each one to set for himself high, yet attainable educational goals.

The uniqueness of each individual teacher is pointed out by Dehaans

²Ibid.

³Herbert A. Thelen, "Grouping for Teachability," Theory Into Practice, April, 1963, p. 81.

⁴Ibid., p. 83.

⁵Althea Berry, "The Effect of Environment," Individualizing Instruction, ed. Ronald C. Doll (Washington, 1964), p. 103.

and Doll⁶ as being the key for stimulating students. They say that the teacher's own personality and his own teaching situation give him unique instrumentalities for pupil stimulation.

New importance is placed on the teacher today as a person, according to Wilhelms.⁷ In the many daily transactions with students, who the teacher really is, down underneath, will shine through and affect everything he does.

Teaching can be divided into two major categories, according to Ryans; one of these being directly concerned with personality. In his second category are

those qualities stemming from the teacher's personality, his interests, attitudes and beliefs, his behavior in working relationships with pupils and other individuals and the like.

Interaction in the teaching-learning situation, according to Guba and Getzels, must take place "not only at the intellectual level but also at the level of personality."⁹ Here, again, the importance of personality is indicated.

In the study referred to earlier done by Sister Mary Angelina Breaux,¹⁰ she cited the importance of personality in the teaching

⁶Robert F. DeHaans and Ronald C. Doll, "Individualization and Human Potential," Individualizing Instruction, ed. Ronald C. Doll (Washington, 1964), p. 20.

⁷Fred T. Wilhelms, "Exploring New Paths in Teacher Education," Theory Into Practice, February, 1964, p. 16.

⁸David G. Ryans, Characteristics of Teachers (Washington, 1960), p. 4.

⁹E. G. Guba and J. W. Getzels, "Personality and Teacher Effectiveness," Journal of Educational Research, May, 1962, p. 350.

¹⁰Breaux, pp. 7-8.

profession by contrasting the teacher's reciprocal work with the independent actions of other professional persons. She stated that with other professional persons, such as lawyers, the rendering of services is the primary concern and the personality of the individual is incidental; whereas, the teacher must become personally involved with the student in order to inspire and guide him in his pursuit of knowledge.

Home economics educators have been found to use personality characteristics as one of the criteria in admitting students to teacher training programs, thereby indicating the importance placed on these characteristics.

From a nationwide study done by Snell¹¹ from Central Washington State College in 1964 on "Selection-Retention Practices for Home Economics Education," some pertinent information was obtained. Of the 174 institutions responding to the study, though there was a wide variation from admitting any high school graduate to the institution to being highly selective, only 15 percent of the divisions of education accepted all students who had been admitted to the institutions. Almost all of the screening for teacher education was done by the division of education with participation in the decision-making by home economics education staff members. Grade point average was the major criterion used for rejection. As a basis of rejection overall records, which included information on personality factors and records of social and emotional adjustment, were used much more frequently in home economics than by divisions of education.

¹¹Ednell Snell, Summary of a Study of Selection-Retention Practices for HEED, Mimeographed material (Ellensburg, Washington, 1965), pp. 1-4.

Snell found that the instruments used in selection and retention practices varied greatly though the number of instruments used by the different institutions was fairly consistent. Only 38 percent of the institutions used psychological instruments to provide information related to personality.¹²

Approximately three-fourths of the home economics teacher educators surveyed by Snell agreed on five criteria for selection-retention of home economics education majors, one of which was concerned with personality. The five criteria were as follows:

- (1) evidence of acceptable standards in English usage;
- (2) class or individual contacts with members of the home economics education faculty during the freshman year;
- (3) periodic evaluation of the student's strengths and weaknesses in home economics and home economics education;
- (4) required speech course or evidence of satisfactory performance on oral communications tests; and (5) profile of student based on a battery of tests covering aptitude, achievement and personality factors.¹³

Sister Mary Angelina Breaux found in her study that personality assessment was considered important in home economics teacher preparation by 100 percent of her professional sample, which was composed of home economics educators across the nation.¹⁴ However, she found that in actual practice it was not used as often as the home economics educators indicated that it should be because of the problems involved in measurement.

Criteria for teaching effectiveness or success has not yet been identified. Though much research has been done and is still being

¹²Ibid.

¹³Ibid., p. 3.

¹⁴Breaux, p. 74.

carried on concerning this subject, few conclusions have yet been determined. Many factors have been studied to establish their value in effective teaching. Personality has often been included and, along with intelligence, scholarship, and scores earned on professional-information and subject-matter tests, has proved in much of the research to be one of the four most important factors.¹⁵

Personality Characteristics and the Teacher

The literature today stresses that one of the most important teacher characteristics must be that she can communicate to students that she cares. According to the 1964 Yearbook Committee of the Association for Supervision and Curriculum Development, a large task of teachers is

to prevent the alienation of children from the school community, because we recognize that alienation leads to lack of commitment and to lack of responsibility, both of which are vital necessities for discovery and development of human potential.¹⁶

Westlake points to this characteristic when she says that teachers of the new aspect of home economics will need to be able to teach the student first to love and respect himself. She cites the ability to relate warmly, lovingly, and creatively toward others as being a necessity.¹⁷

¹⁵ Charles W. Sanford and J. Lloyd Trump, "Teacher Education--IV. Preservice Selection," Encyclopedia of Education Research (New York, 1950), p. 1392.

¹⁶ The Yearbook Committee in Cooperation with Laura Zirbes, "Fostering Individualization in the Classroom," Individualizing Instruction, ed. Ronald C. Doll (Washington, 1964), p. 75.

¹⁷ Helen G. Westlake, "Needed: Teachers Who Think, Who Feel, Who Love," Contemporary Issues in Home Economics, A Conference Report (University of Illinois, May, 1965), pp. 91-96.

Ten personality characteristics were selected by a professional home economics educator panel as important for effective teachers of home economics in the study by Sister Mary Angelina BreauX referred to earlier. Characteristics selected were responsibility, self-control, communality, intellectual efficiency, sense of well-being, social presence, socialization, flexibility, tolerance, and psychological-mindedness.¹⁸ These characteristics were chosen in this order with responsibility being selected as most important.

Maturity, understanding, acceptance, and awareness are characteristics of teachers, and especially of home economics teachers, that are stressed in much of the literature. In one list of qualifications for home economics teachers, in addition to the general qualifications for all good teachers, the following competencies which were based on personal characteristics are included:

- (1) Understanding and acceptance of different family practices, goals, and values.
- (2) Understanding of the influence of values upon behavior and awareness of their own value systems.
- (3) Awareness of social and economic changes affecting family living and of ways to modify programs to adapt to changes.
- (4) Ability to work with parents and other family members.
- (5) Understanding of concepts and generalizations basic to home economics.¹⁹

Since occupational training is a new aspect of home economics, leaders in home economics are aware of the need to identify those teachers who can do the best job in this new area. At a national conference on Contemporary Issues in Home Economics held in May, 1965, leaders in home economics discussed characteristics necessary for this

¹⁸BreauX.

¹⁹Ibid.

new teacher. In a speech for the conference participants Schnell included the following characteristics: enthusiasm for the program, flexibility, resourcefulness, imagination, and empathy.²⁰

Method and Instrument Identification

Emphasis has been given to personality characteristics as distinguishing characteristics between persons who are effective and ineffective in many professions, and to distinguish between those who choose one aspect of a particular profession instead of another.

Webb and Frush did an evaluation of the extent to which certain personal qualities were considered necessary for competent practice of dentistry and medicine, and the extent to which the two groups could be differentiated in terms of these qualities.²¹ Analysis suggested a considerable similarity in the characteristics, while differences between the two seemed to be more in degree than in kind.

Lee studied the differences in personality characteristics between science teachers and scientists. He used personality models or stereotypes of the two groups to formulate hypotheses about differences between the two groups. Lee says concerning such a professional model:

One of the techniques used in sociological research is to construct a personality model or stereotype of the groups being studied. While this does not represent any one individual in the group, it is often very useful in deriving

²⁰Dorothy M. Schnell, "Teachers Needed for Occupational Education," Contemporary Issues in Home Economics, A Conference Report (University of Illinois, May, 1965), pp. 97-102.

²¹Sam C. Webb and Audry Frush, "Qualities that Differentiate Dentists and Physicians," Personnel and Guidance Journal, March, 1965, p. 702.

dimensions of personality that might be studied profitably.²²

Sister Mary Angelina Breaux²³ constructed a personality model for home economics teachers. The model was composed of characteristics selected as important by home economics teacher educators across the nation from a scale made from the characteristics assessed by the California Psychological Inventory, the instrument used for assessing characteristics in her study.

The literature revealed that many instruments have been used in research concerning personality assessment. The California Psychological Inventory, or the CPI as it is commonly called, was found to be one of the newer, more promising instruments available. It is "one of the few instruments which has been developed for assessment of the normal personality."²⁴ This instrument, according to Crites, is

about the only personality inventory which has been studied extensively enough both internally and externally to indicate its promise for the appraisal of the normal personality.²⁵

The inventory consists of 480 statements to which a reply of "True" or "False" is required dependent upon agreement or disagreement with the statement as it applies to the person taking the inventory. The inventory is essentially self-administering for the literate subject. The statements are keyed to 18 personality characteristics (see Page 24)

²² Eugene C. Lee, "Career Development of Science Teachers," Journal of Research in Science Teaching I (1963), p. 55.

²³ Breaux.

²⁴ John O. Crites, "The California Psychological Inventory: I. As a Measure of the Normal Personality," Journal of Counseling Psychology, XI (1964), p. 197.

²⁵ Ibid.

which are grouped into four broad categories as follows: (I) Measures of Poise, Ascendancy, and Self-Assurance, (II) Measures of Socialization, Maturity, and Responsibility, (III) Measures of Achievement Potential and Intellectual Efficiency, and (IV) Measures of Intellectual and Interest Modes.²⁶

The CPI has been referred to as the "normal" Minnesota Multiphasic Personality Inventory, the MMPI, because of its similarity to that inventory. This similarity resulted from the method of development of the two tests (the empirical method of test construction was used for most items) and from the use of approximately 200 items from the MMPI on the CPI.²⁷

The inventory yields raw scores for 18 characteristics. These can be transferred to profile forms for automatic graphic conversion to standard scores with a mean of 50 and a standard deviation of 10. Norms for males and females, based on over 6,000 and 7,000 cases, respectively, were used in establishing the profile sheets. The samples are not offered as random samples of the general population, but according to the author, include "a wide range of ages, socio-economic groups, and geographic areas."²⁸ The test manual states that the inventory has been administered to more than 750,000 subjects.²⁹

Kelly, who reviewed the CPI in The Sixth Mental Measurement Year-book, stated that, in his opinion, the CPI was

²⁶Harrison G. Gough, Manual, California Psychological Inventory (Palo Alto, California, 1964), p. 5.

²⁷Crites.

²⁸Gough, p. 7.

²⁹Ibid.

one of the best, if not the best, available instruments of its kind. It was developed on the basis of a series of empirical studies and the evidence for the validity of its several scales is extensive. The manual is one of the most complete of any available....³⁰

Summary

In order to determine what educators had said and to find what research had been done concerning personality of the teacher and teacher effectiveness, a review of literature was made. Much importance is placed on the personality characteristics of the teacher today. Research has shown that the learning which takes place in the classroom is, to a large degree, determined by the personality of the teacher. Studies show that importance is placed on personality characteristics in the teacher education programs where many institutions use this aspect as one determinant for admittance to the teacher education program. Home economics educators place more emphasis on this aspect than do educators in other areas. Attempts have been made to identify specific personality characteristics needed by effective teachers. The fact that teaching effectiveness, itself, has yet to be defined and agreed upon by authorities has made it difficult to be very specific in this quest.

Many different personality inventories exist and have been used in personality assessment in the research which has been done. The California Psychological Inventory was found to be widely used and to do an effective assessment of the characteristics included.

³⁰ E. Lowell Kelly, "The California Psychological Inventory," The Sixth Mental Measurement Yearbook, ed. Oscar Buras (Highland Park, N.Y., 1965), p. 168.

Personality models have been established and used as a technique for studying different professional groups. The personality model is a composite of characteristics that are considered to be the most desirable and most needed by effective members of the particular professional group. This method has been found to be useful in personality studies.

Various research studies indicate that the CPI has been used successfully as an instrument for assessment of personality characteristics and for the development of personality models. Therefore, the same instrument and technique were selected to be used in this study.

CHAPTER III

PROCEDURE AND METHOD

The procedure and method used in the investigation is discussed in the following sections. This will include the selection and description of the samples, the selection of the instruments, and treatment of the data including the statistical procedures.

Selection of the Sample

The Home Economics Educator Sample. In order to establish what professional home economics educators believe to be the needed characteristics, likenesses and differences for the two groups of teachers, those who teach occupational training in home economics and those who teach homemaking, a sample was chosen. All state supervisors and head home economics teacher trainers in the land grant institution in all fifty states, Puerto Rico, and the District of Columbia were mailed rating scales. Names and addresses were obtained from lists provided by the United States Office of Education.¹

The Secondary Teacher Sample. All home economics occupational training teachers in the state of Oklahoma for the school year 1966-67

¹Heads of Home Economics Teacher Education Departments in Institutions Approved by State Boards for Vocational Education and Reimbursed from Federal Vocational Education Funds for the Training of Vocational Education Teachers of Home Economics and State and Assistant State Supervisors of Home Economics Education, U.S. Department of Health, Education, and Welfare, Office of Education (Washington, 1966).

were asked to participate in the study. Cooperating teachers who supervise student teachers from Oklahoma State University, the University of Oklahoma, and Oklahoma College for Liberal Arts were asked to participate. The three institutions have teacher education departments approved by the Oklahoma State Board for Vocational Education and reimbursed from federal vocational education funds for training vocational education teachers of home economics.

This means that all teachers in the testing group were (1) vocationally approved teachers, (2) females, and (3) home economics teachers considered to be effective because of prior selection either as teachers for occupational training or as cooperating teachers after having met criteria set up by the Oklahoma State Department of Education.²

Description of the Sample

The Home Economics Educator Sample. The Home Economics Educator Sample was composed of 35 head home economics teacher trainers from the land-grant universities and 34 state supervisors of home economics education. For the list of state supervisors and teacher trainers responding to the rating scale, see Appendix A.

The Secondary Teacher Sample. The Secondary Teacher Sample was composed of 42 teachers of home economics in the state of Oklahoma, 21 teachers of occupational training and 21 teachers of homemaking. Twenty-one teachers of occupational training agreed to participate in the study. They were paired with teachers of homemaking who had the

²Oklahoma State Plan for Vocational Education, Home Economics. (Work materials, 1964).

same educational degree, approximately the same number of additional graduate hours, and approximately the same number of years of teaching experience. Composition of the sample is shown in Table I.

TABLE I
COMPILATION OF PERSONAL INFORMATION WHICH DESCRIBES THE PAIRS OF
TEACHERS INCLUDED IN THE SAMPLE

Educational Degree	Total	Additional Credit Hours		Years of Experience		
		0-15	16+	1-6	7-15	16+
B.S.	12	9	3	8	4	
M.S.	9	4	5	1	2	6

Because of the newness of the occupational training program, it should be noted that almost all of the occupational training teachers had had previous experience as teachers of homemaking. Some of the teachers, in fact, were teaching both aspects of home economics during the school year 1966-67.

Selection of Instruments

The rating scale used by the Home Economics Educator Panel to establish the professional models of the two groups of teachers, those in homemaking and in occupational training in home economics, was constructed by Sister Mary Angelina Breau from the characteristics and their descriptions on the California Psychological Inventory. The scale, which can be seen in Appendix A, lists and describes the 18 characteristics assessed by the CPI. Space is provided for checking the characteristics which should be considered when evaluating a student or teacher in the two groups as well as for marking the degree of

importance of each characteristic ranking from "very low degree" to "very high degree."

The California Psychological Inventory was chosen for use in determining the personality characteristics of the teacher sample. The CPI, as it is commonly called, is composed of 480 questions keyed to 18 personality characteristics which are grouped into four categories as follows:³

- Class I. Measures of Poise, Ascendancy, and Self-Assurance.
 - Dominance (Do)
 - Capacity for status (Cs)
 - Sociability (Sy)
 - Social presence (Sp)
 - Self-acceptance (Sa)
 - Sense of well-being (Wb)
- Class II. Measures of Socialization, Maturity, and Responsibility.
 - Responsibility (Re)
 - Socialization (So)
 - Self-control (Sc)
 - Tolerance (To)
 - Good impression (Gi)
 - Communality (Cm)
- Class III. Measures of Achievement Potential and Intellectual Efficiency.
 - Achievement via conformance (Ac)
 - Achievement via independence (Ai)
 - Intellectual efficiency (Ie)
- Class IV. Measures of Intellectual and Interest Modes.
 - Psychological-mindedness (Py)
 - Flexibility (Fx)
 - Femininity (Fe)

For the description and purpose of each scale included in the CPI, see Appendix A.

The CPI was selected for several reasons:

1. No rigorous conditions need to be established in order to achieve valid and useful test results. Even the take-home plan has been

³Gough, p. 5.

found to be successful.

2. The inventory has been used with adults.
3. The inventory can be easily scored by hand with the special hand-scoring answer sheets that are available.
4. The inventory is concerned with characteristics of personality which have a "wide and pervasive applicability to human behavior, and which in addition are related to the favorable and positive aspects of personality rather than to the morbid and pathological."⁴
5. The inventory is intended to be used with "normal" (non-psychiatrically disturbed) subjects, and it is directed toward those personality characteristics important for social interaction and social living.⁵

Treatment of the Data

The Professional Models. Choices of the personality characteristics on the scales sent to the Home Economics Educator Panel were tabulated. Percentage choices for each characteristic were calculated for both groups of teachers. A list of the characteristics for each group by decreasing percentage was made. Both groups showed a definite break in percentage selection above the seventy-fifth percentile. The professional model for each group was then assumed to be composed of those characteristics selected by more than 75 percent of the panel as being the criteria which should be used in teacher selection.

The Home Economics Educator Panel marked the rating scale also for

⁴Ibid.

⁵Ibid., pp. 5-7.

the degree of importance attributed to each characteristic. These were tabulated and charted for analysis. Since all of the 18 personality characteristics on the scale were marked by the Home Economics Educator Panel as being needed to an "above average degree" or to a "very high degree" for both groups of teachers, no further analysis was made.

The Secondary Teacher Sample. Forms of the California Psychological Inventory which were mailed to the teachers in the Secondary Teachers Sample, answered, and returned by mail, were scored and profiled for analysis. Mean scores were calculated for each characteristic within each group. The t test for significance of mean differences was calculated for each characteristic after finding, by the F test, the homogeneity of the groups. The following formulas were used:

$$1. \quad s^2 = \frac{\sum x^2}{k - 1}$$

where s^2 = population variance estimate from that sample

$\sum x^2$ = sum of the squared deviations of the scores in a sample away from the mean in that group.

k = the number of cases in the sample group.

$$2. \quad F = \frac{s_g^2}{s_l^2}$$

where F = a numerical expression used for obtaining probabilities from Snedecor's table of F.

s_g^2 = the variance in the sample group with the greater variance.

s_l^2 = the variance in the sample group with the lesser variance.

$$3. \quad t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\sum x_1^2}{k_1(k_1-1)} + \frac{\sum x_2^2}{k_2(k_2-1)}}}$$

where \bar{X} = mean

Other terms have the same meanings as above.

This formula was used when the F value showed that the variance of the two groups was not homogeneous.

$$4. \quad t = \frac{k_1 k_2 (N-2) (\bar{X}_1 - \bar{X}_2)^2}{N (\sum x_1^2 + \sum x_2^2)}$$

where N = the number in the total sample.

Other terms have the same meanings as those above.

This formula is for pooled variance and was used when the variances were found to be homogeneous by the F test and could therefore be added together.⁶

Summary

Professional models for teachers of the two aspects of home economics were established from rating scales which were based on personality characteristics assessed by the CPI and marked by the Home Economics Educator Sample, which was composed of 69 home economics educators from across the nation. The CPI was used as the instrument for assessing the personality characteristics of the Secondary Teacher

⁶James E. Wert, Charles O. Neidt, and I. Stanley Ahmann, Statistical Methods in Educational and Psychological Research (New York, 1954), pp. 128-139.

Sample: 42 teachers of home economics in the state of Oklahoma, including 21 teachers of occupational training and 21 teachers of home-making. The statistical tests used included the F test and the t test. Analysis of the data can be found in Chapter IV.

CHAPTER IV

ANALYSIS OF DATA

In this chapter, the findings of the study will be discussed and analyzed. The analysis will be presented in the following order: the construction of the professional models, the analysis of the characteristics of the secondary teacher sample, the statistical test, and a comparison of the findings with the professional models established in the study.

The Professional Models

Sixty-nine home economics educators returned the rating scales; this represented 71.1 percent returns. Two of the rating scales were returned without marking. Therefore, 67 ratings were used to determine the professional models. A tabulation of choices of characteristics for both groups of teachers can be found in Table II.

It can be observed that no characteristic was chosen by fewer than 25 home economics educators for teachers of either group, whereas some characteristics were rated as important by 65 of the 67 respondents. All characteristics except Capacity for status and Femininity were chosen as important for both groups by over one-half of the raters. Ten characteristics were selected as important by a larger number of the panel for the homemaking teacher; six were chosen by a larger number for the occupational training teacher; two characteristics were chosen by an equal number of panel members for both groups.

TABLE II
NUMBER OF HOME ECONOMICS EDUCATORS RATING PERSONALITY
CHARACTERISTICS IMPORTANT FOR THE TEACHERS OF THE
TWO ASPECTS

Personality Characteristic ¹	Homemaking Teacher			Occupational Training		
	I	II	Total	I	II	Total
Dominance	22	24	46	23	23	46
Capacity for status	13	18	31	16	16	32
Sociability	22	22	44	22	17	39
Social presence	27	29	56	23	26	49
Self-acceptance	24	29	53	27	26	53
Sense of well-being	26	32	58	27	30	57
Responsibility	28	34	62	31	34	65
Socialization	27	27	54	25	25	50
Self-control	33	32	65	30	32	62
Tolerance	29	30	59	27	30	57
Good impression	21	23	44	27	23	50
Communality	29	31	60	28	27	55
Achievement via conformance	19	21	40	26	24	50
Achievement via independence	29	27	56	30	29	59
Intellectual efficiency	31	32	63	26	30	56
Psychological-mindedness	31	32	63	30	28	58
Flexibility	29	33	62	30	33	63
Femininity	13	21	34	9	16	25

I - Teacher Trainers, N = 34

II - State Supervisors, N = 33

¹Gough, p. 5.

There were some differences in the ratings made by the teacher trainers (I) and the state supervisors(II) for the two groups of teachers. This can be seen in Table II. State supervisors appeared to see the needed characteristics for the homemaking teacher and the teacher of occupational training as more nearly the same than did the teacher trainers. The teacher trainers showed some variation in the number of choices for the various characteristics with Femininity and Achievement via Conformance showing the greatest differences.

Percentage choices were then calculated for each personality characteristic combining teacher trainer and state supervisor ratings. Table III shows the results for the teachers of the two aspects. "Positive Choice" means that the characteristic was marked as one which should be considered when evaluating a teacher; "Negative Choice" indicates that the characteristic was not marked as essential for selection.

Personality characteristics for the homemaking teacher received from 46.3% to 97% positive choices as characteristics which needed consideration in teacher selection. Capacity for status received the lowest percentage of positive choices while Self-control received the highest percentage. For the occupational training teacher Femininity received the fewest positive choices, 37.3%, while Responsibility received the greatest number, 97%.

Only three characteristics received the same number of positive choices for both the homemaking teacher and the occupational training teacher. These were Dominance, Self-acceptance, and Flexibility.

Sixteen of the 18 personality characteristics received over 50% positive choices for the occupational training teacher while 17 of the personality characteristics were selected as important by over 50% for

TABLE III
PERCENTAGE CHOICES FOR PERSONALITY CHARACTERISTICS FOR THE
HOME ECONOMICS TEACHERS OF THE TWO ASPECTS

Personality Characteristic ²	Homemaking Teacher				Occupational Training Teacher			
	Positive Choice	%	Negative Choice	%	Positive Choice	%	Negative Choice	%
Dominance	46	68.7	21	31.3	46	68.7	21	31.3
Capacity for Status	31	46.3	36	53.7	32	47.8	35	52.2
Sociability	44	65.7	23	34.3	39	58.2	28	41.8
Social presence	56	83.6	11	16.4	49	73.1	18	26.9
Self-acceptance	53	79.1	14	20.9	53	79.1	14	20.9
Sense of well-being	58	86.6	9	13.4	57	85.1	10	14.9
Responsibility	62	92.5	5	7.5	65	97.0	2	3.0
Socialization	54	80.6	13	19.4	50	74.6	17	25.4
Self-control	65	97.0	2	3.0	62	92.5	5	7.5
Tolerance	59	88.1	8	11.9	57	85.1	10	14.9
Good impression	44	65.7	23	34.3	50	74.6	17	25.4
Communality	60	89.6	7	10.4	55	82.1	12	17.9
Achievement via conformance	40	59.7	27	40.3	50	74.6	17	25.4
Achievement via independence	56	83.6	11	16.4	59	88.1	8	11.9
Intellectual efficiency	63	94.0	4	6.0	56	83.6	11	16.4
Psychological-mindedness	63	94.0	4	6.0	58	86.6	9	13.4
Flexibility	62	92.5	5	7.5	63	92.5	4	6.0
Femininity	34	50.7	33	49.3	25	37.3	42	62.7

²Ibid.

the homemaking teacher. Twelve characteristics received over 75% positive choices for the homemaking teacher; ten received over 75% positive choices for the occupational training teacher.

The percent choices in rank order of personality characteristics for teachers of both aspects can be seen in Table IV. The professional models, then for the two groups of teachers were established. The models included those characteristics above the seventy-fifth percentile. Therefore, the model for the homemaking teacher consisted of 12 personality characteristics while the model for the teacher of occupational training included only ten characteristics. The characteristics included in the two models are underlined in Table IV.

Ten characteristics selected for the two models were the same. Social presence and Socialization were included in the model for the homemaking teacher, only. The characteristics were chosen by different percentages, however, indicating a different order of importance.

Responsibility, Flexibility, and Self-control were chosen for both groups by at least 89.9 percent of the Home Economics Educator Panel, indicating that these three characteristics are considered to be extremely important for the home economics teacher of both aspects. Psychological-mindedness and Intellectual efficiency were selected by over 90 percent for the homemaking teacher but rated lower for the occupational training teacher indicating that measures of achievement and intellectual ability were considered by the Home Economics Educator Panel to be of more importance for the homemaking teacher than for the occupational training teacher.

Measures of socialization, maturity, and responsibility as categorized by the California Psychological Inventory make up the largest

TABLE IV

PERSONALITY CHARACTERISTICS RANKED BY PERCENTAGE CHOICES FOR
TEACHERS OF TWO ASPECTS OF HOME ECONOMICS

Homemaking Teachers		Occupational Training Teachers	
Characteristic ³	Percent	Characteristic ³	Percent
<u>Self-control</u>	97.0	<u>Responsibility</u>	97.0
<u>Intellectual efficiency</u>	94.0	<u>Flexibility</u>	92.5
<u>Psychological-mindedness</u>	94.0	<u>Self-control</u>	92.5
<u>Flexibility</u>	92.5	<u>Achievement via independence</u>	88.1
<u>Responsibility</u>	92.5	<u>Psychological-mindedness</u>	86.6
<u>Communality</u>	89.6	<u>Tolerance</u>	85.1
<u>Tolerance</u>	88.1	<u>Sense of well-being</u>	85.1
<u>Sense of well-being</u>	86.6	<u>Intellectual efficiency</u>	83.6
<u>Social presence</u>	83.6	<u>Communality</u>	82.1
<u>Achievement via independence</u>	83.6	<u>Self-acceptance</u>	79.1
<u>Socialization</u>	80.6	Socialization	74.6
<u>Self-acceptance</u>	79.1	Good impression	74.6
Dominance	68.7	Achievement via conformance	74.6
Good impression	65.7	Social presence	73.1
Sociability	65.7	Dominance	68.7
Achievement via conformance	59.7	Sociability	58.2
Femininity	50.7	Capacity for status	47.8
Capacity for status	46.3	Femininity	37.3

Underlined characteristics are a part of the professional models.

³Ibid.

grouping of characteristics on both models. Of the six characteristics included in this class on the CPI, five, Responsibility, Socialization, Self-control, Tolerance, and Communality, were included on the Professional Model for the Homemaking Teacher. Four of these characteristics, Responsibility, Self-control, Tolerance, and Communality were included on the Professional Model for the Occupational Training Teacher. Of the three characteristics classified as Measures of Achievement Potential and Intellectual Efficiency, two characteristics, Achievement via independence and Intellectual efficiency were included on both models; of the three characteristics classified as Measures of Intellectual and Interest Modes, two, Psychological-mindedness and Flexibility, were included on both, also. Only three of the six characteristics categorized as Measures of Poise, Ascendancy, and Self-assurance were included on the model for the homemaking teacher. They were Sense of well-being, Social presence, and Self-acceptance. Two of these characteristics, Sense of well-being and Self-acceptance, appeared on the model for the occupational training teacher. The selection indicates that importance for the teacher today is placed on intellectual achievement, individuality, understanding of self and others, maturity, and responsibility rather than on sociability and conformity.

The conclusion is, then that professional home economics educators do believe that the personality characteristics necessary for effective teachers of the two aspects of home economics are different. The professional models, made from their collective opinions, and based on percentage choices, show differences. Therefore, the null hypothesis that there are no differences in the personality characteristics perceived by home economics educators to be important for effective

teachers of the two aspects of home economics--teachers of occupational training and teachers of homemaking--is untenable.

The Secondary Teacher Analysis

The CPI was administered to the 21 teachers in each group, those in occupational training and in homemaking. Mean scores for each characteristic for each group were calculated. These were plotted on the profile sheet for the California Psychological Inventory: Female. The profile sheet can be found in Appendix B.

Differences in the mean scores for the two groups can be readily seen on the profile sheet graph in Appendix B, page 69. The mean scores for the two groups are on or above the fiftieth percentile on all characteristics except Flexibility for both groups and Social presence for the homemaking teacher. Flexibility rates very high in importance on both professional models. (It ranks second in importance for the occupational training teacher and third for the teacher of homemaking.) Social presence appears only on the model for the homemaking teacher and ranks seventh.

The mean for Flexibility was low for both groups. The teachers were found to score from absolute zero to 15 on the characteristic out of 22 possibilities. A score of nine is the mean raw score for the scale. The homemaking teachers' mean score was 7.4; the occupational training teachers' was 8.3. Fifty-seven percent of the teachers scored lower than the test mean on this characteristic.

The mean raw scores of the two groups are very nearly the same, as can be observed in Table V. On only one characteristic is there more than two points difference in the raw scores. On 12 characteristics

TABLE V
DIFFERENCES IN MEAN SCORES OF TEACHERS OF TWO
ASPECTS OF HOME ECONOMICS

Characteristics ⁵	Teachers for		Difference
	Homemaking	Occupational Training	
Dominance	29.3	32.1	2.8
Capacity for status	20.3	21.0	0.7
Sociability	24.7	26.6	1.9
Social presence	32.1	34.0	1.9
Self-acceptance	22.0	21.8	0.2
Sense of well-being	37.9	39.1	1.2
Responsibility	35.6	35.5	0.1
Socialization	41.1	41.2	0.1
Self-control	34.0	34.8	0.8
Tolerance	24.4	25.7	1.3
Good impression	19.6	21.5	1.9
Communality	27.3	26.3	1.0
Achievement via conformance	31.9	31.0	0.9
Achievement via independence	21.3	21.2	0.1
Intellectual efficiency	40.4	39.6	0.8
Psychological-mindedness	13.3	13.0	0.3
Flexibility	7.4	8.3	0.9
Femininity	23.4	22.9	0.5

⁵Ibid.

there is a difference of only one point or less, while on five characteristics, there is between one and two points difference.

While it can be observed that the mean difference is not great on any of the characteristics, the standard deviation shows some differences in the spread of the scores, as can be seen in Table VI. The scores of the occupational training teachers were closer together than were the scores for the homemaking teachers on all but three characteristics--Good impression, Flexibility, and Achievement via conformance. Of the three, only Flexibility appears on either professional model, and it appears on both models. The range for the occupational training teachers was larger than the range for the homemaking teachers; however, as a group, the mean score was also higher which indicates that the occupational training teachers were more flexible in their thinking and actions than were the homemaking teachers. In Table VI, it can be seen that the occupational training teachers were more nearly alike than were the homemaking teachers.

The Statistical Test

As stated in the previous chapter the parametric t test and the F test were used to test the hypothesis under consideration in this study. The level of confidence was set arbitrarily by the writer at .05, and two-tailed tests were used to determine whether differences were significant. If differences were found to be significant, the null hypothesis would have to be rejected and the alternate hypothesis accepted.

No significant differences were found on any of the 18 characteristics tested. The t values, none of which reached the required value

TABLE VI
A COMPARISON OF RANGES AND STANDARD DEVIATIONS OF
TEACHERS OF TWO ASPECTS OF HOME ECONOMICS

Characteristics ⁶	Teachers for			
	Homemaking		Occupational Training	
	Range	σ	Range	σ
Dominance	23	6.238	13*	3.214
Capacity for status	10	2.882	9*	2.597
Sociability	17	4.339	13*	3.075
Social Presence	23	5.054	13*	4.018
Self-acceptance	12*	3.435	12	2.879
Sense of Well-being	13	3.940	13*	3.576
Responsibility	11*	2.906	10	2.541
Socialization	19	3.991	13*	3.254
Self-control	22	6.892	19*	5.530
Tolerance	15	3.905	10*	2.647
Good Impression	18	5.315	22*	6.225
Communality	14*	2.794	11	2.369
Achievement via conformance	10*	2.487	14	3.243
Achievement via independence	11*	2.903	9	2.385
Intellectual efficiency	13*	4.044	14	3.801
Psychological-mindedness	9*	2.688	7	2.097
Flexibility	10	2.749	15*	3.809
Femininity	11*	3.154	10	2.632

* Mean score higher for this group

⁶ Ibid.

for significance at the five or at the one percent levels, can be seen in Table VII. Therefore, the null hypothesis that there are no differences in personality characteristics of the two groups of home economics teachers in the State of Oklahoma during the school year 1966-67 cannot be rejected.

Comparison of Findings with Professional Models Established

The occupational training teachers' mean scores were on or above the established means for the test on all but one of the characteristics tested by the CPI. Flexibility was the characteristic on which the mean score was below the test mean. Flexibility is one of the personality characteristics included on the Professional Model for the Occupational Training Teacher.

When mean scores of the occupational training teachers for the characteristics tested were placed in rank order, it was observed that seven of the ten characteristics included in the Professional Model for the Occupational Training Teacher ranked in the upper ten characteristics. Responsibility, Psychological-mindedness, Tolerance, Achievement via independence, Self-acceptance, Sense of well-being, and Self-control were in the top scores by the teacher group. This meant that, in addition to Flexibility, Communality and Intellectual efficiency ranked lower for this group of teachers.

The homemaking teachers' mean scores were on or above the established mean on 16 of the 18 characteristics tested by the CPI. The mean scores on Flexibility and Social presence were below the established means. Both of these personality characteristics are included on the Professional Model for the Homemaking Teacher.

TABLE VII

STATISTICAL VALUES FOUND IN COMPARISON OF PERSONALITY CHARACTERISTICS
OF TEACHERS OF TWO ASPECTS OF HOME ECONOMICS

Characteristics ⁷	Teachers of		F Value	t Value
	Homemaking	Occupational Training		
Dominance	29.3	32.1	3.77*	1.86
Capacity for status	20.3	21.0	1.22	.84
Sociability	24.7	26.6	1.99	1.66
Social presence	32.1	34.0	1.58	1.35
Self-acceptance	22.0	21.8	1.42	.24
Sense of well-being	37.9	39.1	1.21	1.07
Responsibility	35.6	35.5	1.31	.12
Socialization	41.1	41.2	1.50	.09
Self-control	34.0	34.8	1.55	.39
Tolerance	24.4	25.7	2.18**	1.29
Good impression	19.6	21.5	1.37	1.06
Communality	27.3	26.3	1.39	1.25
Achievement via conformance	31.9	31.0	1.70	1.02
Achievement via independence	21.3	21.2	1.48	.11
Intellectual efficiency	40.4	39.6	1.13	.67
Psychological-mindedness	13.3	13.0	1.64	.44
Flexibility	7.4	8.3	1.89	.84
Femininity	23.4	22.9	1.44	.63

F value .10 = 2.12
.02 = 2.94

t value .05 = 2.086
.01 = 2.845

*Significant .02
**Significant .10

⁷Ibid.

When the mean scores were placed in rank order, it was found that 10 of the 12 characteristics included on the professional model were in the top 12 rankings. Only Social presence and Flexibility, on which the group of teachers scored below the established mean, were not included in the upper ranking.

Summary of Findings

The null hypothesis that there are no differences in the personality characteristics perceived by home economics educators to be important for effective teachers of the two aspects of home economics--teachers of occupational training and teachers of homemaking--was rejected in this study at .05 level of significance. Personality characteristics perceived as important for effective teachers of the two aspects of home economics by the Home Economics Educator Panel were not the same. Ten characteristics were selected as important for both groups. These were Sense of Well-being, Self-acceptance, Responsibility, Self-control, Tolerance, Communality, Achievement via independence, Intellectual efficiency, Psychological-mindedness, and Flexibility. The characteristics were chosen by different percentages of the panel indicating a different order of importance. Two additional characteristics, Social Presence and Socialization, were included on the Professional Model for the Homemaking Teacher.

The null hypothesis that there are no differences in personality characteristics of the two groups of home economics teachers in the State of Oklahoma during the school year 1966-67 was not rejected in this study. No significant differences were found between the mean scores for personality characteristics of the two groups of teachers.

The teachers of both aspects appeared to have personality characteristics that were quite similar.

On one characteristic, Flexibility, which ranked high on both professional models, both groups of teachers had a mean score below the mean established for the inventory. The occupational training teachers' mean scores were as high as or higher than the means established for the inventory on all of the other characteristics. The homemaking teachers' mean scores were on or above the established means on all but one additional characteristic, Social presence, which characteristic is also a part of their professional model.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The investigation was undertaken to find whether professional home economics educators believe that there are differences in degree and kind of personality characteristics necessary for effective teachers in two aspects of home economics--occupational training and homemaking--and, if so, whether these differences are evident in the personality patterns of the two groups of teachers.

To accomplish this purpose, the answers to two questions were sought. The first question was as follows: Do professional home economics educators believe that there are differences in degree and kind of personality characteristics necessary for effective teachers of the two aspects of home economics?

To answer this question, professional models for the teachers of the two aspects of home economics were established by compilation of ratings made by a panel of home economics educators from the fifty states, Puerto Rico, and the District of Columbia during the school year 1966-67. Personality characteristics which were chosen by over 75 percent of the professional panel were included in each of the professional models. The following ten characteristics were selected as a part of the professional models for teachers of both aspects of home economics: Sense of well-being, Self-acceptance, Responsibility, Self-control, Tolerance, Communality, Achievement via independence,

Intellectual efficiency, Psychological-mindedness, and Flexibility.

Two additional characteristics, Social presence and Socialization were chosen as a part of the model for the teacher of homemaking. This means that there were 12 characteristics for the homemaking teachers and ten characteristics for the occupational training teachers.

The second question for which an answer was sought, was as follows: Are these differences evident in the personality characteristics of effective teachers in the two groups?

Twenty-one teachers of occupational training in home economics and 21 teachers of homemaking, matched according to educational degree, additional graduate credit hours, and teaching experience, were administered the California Psychological Inventory to determine the personality patterns for the two groups. The parametric t test was used to test the significance of the differences of the mean scores for each personality characteristic. No significant differences at the .05 level were found to exist in the personality characteristics of the two groups of teachers.

The personality characteristics of the teachers of the two aspects of home economics were compared with the professional models established for the two groups to see whether or not they conformed to the models. Similarities of personality characteristics were greater than were differences.

Of all the personality characteristics tested, Flexibility showed the most differences. It was rated very highly by the Home Economics Educator Panel as a characteristic needed for teachers of both aspects of home economics. Ninety-two and one-half percent of the teacher educators marked Flexibility as a necessary characteristic for effective

teaching. The teachers, however, did not score high on this characteristic on the inventory, and lower than on any other characteristic.

Flexibility, as assessed by the CPI, is described as indicating "the degree of flexibility and adaptability of a person's thinking and social behavior."¹ A person scoring low on this characteristic, according to the Manual for the California Psychological Inventory, tends to be rigid, methodical, cautious, and overly differential to authority, custom, and tradition.² Too frequently today these terms describe the teacher when the need for keeping up with the changes in society is great. This suggests a definite need in the teacher education program.

Social presence was included on the professional Model for the Homemaking Teacher. However, the homemaking teachers rated low on this characteristic. The mean score for the testing group was below the mean established for the inventory. As assessed by the CPI, Social presence is "factors such as poise, spontaneity, and self-confidence in personal and social interaction."³ These factors are stressed in home economics where the importance of personal, family, and community interaction is emphasized. This, also, suggests a need in the home economics teacher training programs.

Conclusions

From the results of the scores on the California Psychological Inventory in the present study, it would appear that home economics

¹Gough, p. 11.

²Ibid.

³Ibid., p. 10.

teachers of both aspects should score above the average on all personality characteristics as assessed by the CPI. This would suggest its use as an instrument for analysis of the personality of the home economics student. Those who are found to rate low in any characteristic could be helped to realize the deficiency, to see the need for and to make improvements. Personality assessment at the freshman level would give time for improvement before application to the teacher training program. A re-assessment could be made at that time to see whether progress has been made. Those students who are found to be very low on several characteristics, especially those placed on the professional models, might be counseled into an area of home economics other than teaching.

Since the professional models for the home economics teachers were established independently of the teacher sample, and since the models support the results of the earlier study by Sister Mary Angelina Breaux,⁴ the models established should be helpful in analyzing personality characteristics for students in home economics education. The characteristics identified in the models would be the ones of foremost importance with the other characteristics assessed by the CPI as being of secondary importance.

Neither the models established nor the test results show differences in the personality characteristics of the teachers of the two aspects of home economics which can clearly identify the persons who will do the best jobs in either area. A well-balanced, adequate personality is indicated as a necessity for effective teachers of both

⁴Breaux.

groups. However, some other variable, such as work experience, may be a more important determinant for job performance in the two areas.

The professional models established by the Home Economics Educator Sample should be useful for guidance and training of teacher education students at the college level as well as for selection and employment of teachers. The characteristics chosen as important by the panel would be those which teacher educators and administrators should expect to find in students and teacher applicants. Since the models are so similar, without further refinement and study they would have no usefulness for distinguishing between the teachers of the two aspects of home economics. Their usefulness at present would be limited to qualities for the home economics teacher of both aspects.

Since no significant differences were found in the personality characteristics of the two groups of teachers, the null hypothesis that there were no differences in the characteristics of the two groups of teachers could not be rejected.

Recommendations

Recommendations for further study are as follows:

1. When the Occupational Training Program in Home Economics has become more firmly established in the school program and when teachers are more nearly free to make their own decisions as to the aspect of home economics that they teach, another study of personality characteristics should be made. At that time, differences may be evident that cannot be identified so early in the program.
2. A study of occupational training teachers who have had work experience and those who have not had such experience could be made.

The differences in personality characteristics of these two groups could be investigated to see whether work experience influences personality characteristics or whether personality characteristics influence those persons to have work experiences.

3. A study could be made by a college home economics department to find the predictive value of the professional models established in the present study. The study could be made of students who scored high on the characteristics of the professional model during the student teaching period to find if, indeed, they were more effective teachers in actual practice.

4. The CPI could be administered to teacher education majors at the first year level and again at the student teaching level to find whether desired changes in personality characteristics can be implemented through the teacher training program at the college level.

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APPENDIX A

HOME ECONOMICS EDUCATOR PANEL

CORRESPONDENCE

RATING SCALE

DESCRIPTIONS AND PURPOSES OF CPI SCALES

STATES AND TERRITORIES TEACHING BOTH ASPECTS OF HOME ECONOMICS
DURING SCHOOL YEAR 1966-67

	I	II
Alabama		
Alaska	*	*
Arizona	*	*
Arkansas	*	*
California		*
Colorado	*	*
Connecticut	*	*
Delaware		
Florida	*	*
Georgia	*	*
Hawaii		
Idaho		
Illinois	*	*
Indiana	*	
Iowa	*	*
Kansas	*	
Kentucky		*
Louisiana	*	
Maine		
Maryland		
Massachusetts		
Michigan	*	*
Minnesota		
Mississippi		
Missouri	*	*
Montana	*	*
Nebraska	*	*
Nevada	*	*
New Hampshire		*
New Jersey		
New Mexico	*	
New York	*	*
North Carolina	*	*
North Dakota	*	*
Ohio	*	
Oklahoma	*	*
Oregon	*	*
Pennsylvania	*	*
Rhode Island	*	*
South Carolina	*	*
South Dakota	*	*
Tennessee	*	*
Texas	*	*
Utah	*	*
Vermont		*
Virginia	*	
Washington	*	*
West Virginia	*	
Wisconsin		*

I

II

District of Columbia
Puerto Rico

*

*

I--Teacher Educators who responded to the rating sheet for the Professional Models.

II--State Supervisors who responded to the rating sheet for the Professional Models.

March 28, 1967

Your professional help is needed. Since your state has done some work in the new aspect of home economics--occupational training or gainful employment--in addition to the homemaking aspect, I would like you to help in establishing what personality characteristics the "ideal" teachers in both aspects would possess. For my doctoral dissertation, a comparison of selected personality characteristics of teachers of the two aspects of home economics--homemaking and occupational training--will be made. The study is an attempt to identify if home economics educators believe different personality characteristics are necessary for the two aspects.

Please follow the enclosed instructions, fill out the rating scale, and return the information to me in the stamped, self-addressed envelope by April 21. Your help will be greatly appreciated.

Sincerely yours,

Ann B. May
Graduate Student

June Cozine
Advisor

RATING SCALE

INSTRUCTIONS: On the next two pages you find a brief description of personality characteristics important for social interaction. I would like you to do four things:

PLEASE PERFORM THE TASKS IN THE ORDER GIVEN BELOW.

1. Make a judgment with regard to each of the characteristics in the following manner:

Place an X on the number which describes the degree to which you would like to find each of the characteristics in your ideal home economics teacher or teacher education student who works with the homemaking aspect of home economics. Be as realistic as possible. (Respond to all items.)

2. After you have completed (1), look over all the characteristics. If you believe that a characteristic should be taken into consideration when evaluating a student preparing to be a home economics teacher for the homemaking aspect or when evaluating a teacher of this aspect, place an X on the line to the left of the characteristic. Select as many as you think are important.
3. Make a judgment with regard to each of the characteristics for your ideal teacher for occupational training in home economics in the same manner in which you did for the homemaking teacher using a check mark (✓) instead.
4. After you have completed (3), look over the characteristics and place a (✓) check mark to the left of each characteristic you consider important for the teacher of the occupational training aspect.

BE SURE TO USE AN (X) FOR THE TEACHER OF HOME MAKING AND A (✓) FOR THE TEACHER OF OCCUPATIONAL TRAINING. IT MAKES NO DIFFERENCE IF BOTH A (✓) AND AN (X) APPEAR ON THE SAME RATING NUMBER OR NEXT TO THE SAME CHARACTERISTIC. HOWEVER, MAKE EACH CHOICE INDEPENDENTLY.

RETURN THE RATING SCALE IN THE SELF-ADDRESSED ENVELOPE.

THANK YOU.

Rating Scale

Key: Very Low Degree		Below Average Degree		Average	Above Average Degree		Very High Degree	
1	2	3	4	5	6	7	8	9
<hr/>								
<u>Femininity</u> as expressed in gentle, sympathetic, and obliging behavior.								
1	2	3	4	5	6	7	8	9
<u>Flexibility</u> as expressed in the adaptability of one's thinking and social behavior and by a preference for change and complexity.								
1	2	3	4	5	6	7	8	9
<u>Psychological-mindedness</u> as expressed in one's interest in and responsiveness to the inner needs, motives, and experiences of others.								
1	2	3	4	5	6	7	8	9
<u>Intellectual efficiency</u> as expressed in the efficiency level at which one utilizes intellectual and personal resources.								
1	2	3	4	5	6	7	8	9
<u>Achievement through independence</u> as expressed by one's drive and ability to achieve where originality and independence are positive behaviors.								
1	2	3	4	5	6	7	8	9
<u>Achievement through conformity</u> as expressed by one's drive and ability to achieve in a structured situation where conformity is a positive behavior.								
1	2	3	4	5	6	7	8	9
<u>Social adjustment</u> as expressed by tact, moderation, good judgment, and a sense of identification with cultural standards or norms.								
1	2	3	4	5	6	7	8	9
<u>Good impression</u> as expressed in the ability to create favorable impression and to be concerned how others react to one's actions.								
1	2	3	4	5	6	7	8	9
<u>Tolerance</u> as expressed in permissive, accepting, and non-judgmental social beliefs and attitudes.								
1	2	3	4	5	6	7	8	9
<u>Self-control</u> as expressed in self-regulation and freedom from impulsivity and self-centeredness.								
1	2	3	4	5	6	7	8	9
<u>Socialization</u> as expressed in social maturity, integrity and rectitude.								
1	2	3	4	5	6	7	8	9

____ Responsibility as expressed in well-developed values, conscientiousness, and dependability.

1 2 3 4 5 6 7 8 9

____ Sense of well-being as expressed in a healthy attitude toward one's physical and psychological well-being.

1 2 3 4 5 6 7 8 9

____ Self-acceptance as expressed in a sense of personal worth and satisfaction with self.

1 2 3 4 5 6 7 8 9

____ Social presence as expressed in poise, spontaneity, and self-confidence in one's personal and social interactions.

1 2 3 4 5 6 7 8 9

____ Sociability as expressed in outgoing and participative behavior.

1 2 3 4 5 6 7 8 9

____ Capacity for status as expressed in a desire for bettering oneself or one's social position.

1 2 3 4 5 6 7 8 9

____ Dominance as expressed in leadership ability, persistence, and social initiative.

1 2 3 4 5 6 7 8 9

____ Academic achievement as expressed by the grade-point average.

1 2 3 4 5 6 7 8 9

II. If you would like to add to the above list, do so below. Provide a description and a numerical evaluation as above for each.

(Scale devised by Sister Mary Angelina Breau for her doctoral dissertation, "Selected Personality Characteristics and their Relationship to Academic Achievement.")

Purposes of the Scales on the California Psychological Inventory
and Brief Descriptions of High Scorers

1. Dominance (Do). Purpose: To assess factors of leadership ability, dominance, persistence, and social initiative. Characteristics of High Scorers: aggressive, confident, persistent, and planful; as being persuasive and verbally fluent; as self-reliant and independent; and as having leadership potential and initiative.
2. Capacity for status (Cs). Purpose: To serve as an index of an individual's capacity for status (not his actual or achieved status). The scale attempts to measure the personal qualities and attributes which underlie and lead to status. Characteristics of High Scorers: Ambitious, active, forceful, insightful, resourceful, and versatile; as being ascendant and self-seeking; effective in communication; and as having personal scope and breadth of interests.
3. Sociability (Sy). Purpose: To identify persons of outgoing, sociable, participative temperament. Characteristics of High Scorers: Outgoing, enterprising, and ingenious; as being competitive and forward; and as original and fluent in thought.
4. Social presence (Sp). Purpose: To assess factors such as poise, spontaneity, and self-confidence in personal and social interaction. Characteristics of High Scorers: Clever, enthusiastic, imaginative, quick, informal, spontaneous, and talkative; as being active and vigorous; and as having an expressive, ebullient nature.
5. Self-acceptance (Sa). Purpose: To assess factors such as sense of personal worth, self-acceptance, and capacity for independent thinking and action. Characteristics of High Scorers: Intelligent, outspoken, sharp-witted, demanding, aggressive, and self-centered; as being persuasive and verbally fluent; and as possessing self-confidence and self-assurance.
6. Sense of well-being (Wb). Purpose: To identify persons who minimize their worries and complaints, and who are relatively free from self-doubt and disillusionment. Characteristics of High Scorers: Energetic, enterprising, alert, ambitious, and versatile; as being productive and active; and as valuing work and effort for its own sake.
7. Responsibility (Re). Purpose: To identify persons of conscientious, responsible, and dependable disposition and temperament. Characteristics of High Scorers: Planful, responsible, thorough, progressive, capable, dignified, and independent; as being conscientious and dependable; resourceful and efficient; and as being alert to ethical and moral issues.
8. Socialization (So). To indicate the degree of social maturity, integrity, and rectitude which the individual has attained. Characteristics of High Scorers: Serious, honest, industrious, modest, obliging, sincere, and steady; as being conscientious and responsible; and as being self-denying and conforming.

9. Self-control (Sc). Purpose: To assess the degree and adequacy of self-regulation and self-control and freedom from impulsivity and self-centeredness. Characteristics of High Scorers: Calm, patient, practical, slow, self-denying, inhibited, thoughtful, and deliberate; as being strict and thorough in their own work and in their expectations for others; and as being honest and conscientious.
10. Tolerance (To). Purpose: To identify persons with permissive, accepting, and non-judgmental social beliefs and attitude. Characteristics of High Scorers: Enterprising, informal, quick, tolerant, clear-thinking, and resourceful; as being intellectually able and verbally fluent; and as having broad and varied interests.
11. Good impression (Gi). Purpose: To identify persons capable of creating a favorable impression, and who are concerned about how others react to them. Characteristics of High Scorers: Co-operative, enterprising, outgoing, sociable, warm, and helpful; as being concerned with making a good impression, and as being diligent and persistent.
12. Communality (Cm). Purpose: To indicate the degree to which an individual's reactions and responses correspond to the modal ("common") pattern established for the inventory. Characteristics of High Scorers: Dependable, moderate, tactful, reliable, sincere, patient, steady, and realistic; as being honest and conscientious; and as having common sense and good judgment.
13. Achievement via conformance (Ac). Purpose: To identify those factors of interest and motivation which facilitate achievement in any setting where conformance is a positive behavior. Characteristics of High Scorers: Capable, co-operative, efficient, organized, responsible, stable and sincere; as being persistent and industrious; and as valuing intellectual activity and intellectual achievement.
14. Achievement via independence (Ai). Purpose: To identify those factors of interest and motivation which facilitate achievement in any setting where autonomy and independence are positive behaviors. Characteristics of High Scorers: Mature, forceful, strong, dominant, demanding, and foresighted; as being independent and self-reliant; and as having superior intellectual ability and judgment.
15. Intellectual efficiency (Ie). Purpose: To indicate the degree of personal and intellectual efficiency which the individual has attained. Characteristics of High Scorers: Efficient, clear-thinking, intelligent, progressive, planful, thorough, and resourceful; as being alert and well-informed; and as placing a high value on cognitive and intellectual matters.
16. Psychological-mindedness (Py). Purpose: To measure the degree to which the individual is interested in, and responsive to, the inner needs, motives, and experiences of others. Characteristics of High Scorers: Observant, spontaneous, quick, perceptive, talkative,

resourceful, and changeable; as being verbally fluent and socially ascendant; and as being rebellious toward rules, restrictions, and constraints.

17. Flexibility (Fx). Purpose: To indicate the degree of flexibility and adaptability of a person's thinking and social behavior. Characteristics of High Scorers: Insightful, informal, adventurous, confident, humorous, rebellious, idealistic, assertive, and egoistic; as being sarcastic and cynical; and as highly concerned with personal pleasure and diversion.
18. Femininity (Fe). Purpose: To assess the masculinity or femininity of interests. (High scores indicate more feminine interest, low score more masculine.) Characteristics of High Scorers: Appreciative, patient, helpful, gentle, moderate, persevering, and sincere; as being respectful and accepting of others; and as behaving in a conscientious and sympathetic way.

(Descriptions and Purposes taken from the Manual for the California Psychological Inventory, pp. 10, 11.)

APPENDIX B

SECONDARY TEACHER SAMPLE

CORRESPONDENCE

COMPOSITE PROFILE SHEET FOR TEACHERS OF BOTH ASPECTS



OKLAHOMA STATE UNIVERSITY • STILLWATER

Department of Home Economics Education
Frontier 2-6211, Ext. 486

74074

March 28, 1967

Since you are one of Oklahoma's more effective teachers of home economics as evidenced by your selection as a teacher for occupational training in home economics, would you accept an invitation to be a part of the sample for my dissertation? The study is to be a comparison of personality characteristics possessed by effective teachers of home economics for homemaking and those for occupational training in home economics.

To participate as a member of the sample, approximately 45 minutes of your time will be required. You will need to check a personality inventory, the California Psychological Inventory, which identifies the degree of possession of eighteen personality characteristics. I will mail the test to you with instructions; then in about two weeks, I will come by your school to pick it up. The test is fairly self-administering. I feel sure that you can do it easily at one of your conference periods.

I hope your answer will be "yes". I will appreciate your cooperation so much. This study will help us find some of the answers that we have been seeking concerning the teaching personality and serve at the teacher training level for selection and guidance.

Since it will be necessary for me to match the two samples-- the homemaking teachers and the occupational training teachers-- according to years of experience and degree of education, I will need this information from you, too. Please check your answers on the enclosed form and return it to me in the stamped, self-addressed envelope which is enclosed. When I receive your "yes", I will contact you again very soon.

Sincerely yours,

Ann B. May

Ann B. May
Graduate Student

June Cozine

June Cozine
Advisor



OKLAHOMA STATE UNIVERSITY • STILLWATER

Department of Home Economics Education
Frontier 2-6211, Ext. 486

74074

March 28, 1967

Dear

Since you are one of Oklahoma's more effective teachers of home economics as evidenced by your selection as a cooperating teacher to work with student teachers, would you accept an invitation to be a part of the sample for my dissertation? The study is to be a comparison of personality characteristics possessed by effective teachers of home economics for homemaking and those for occupational training in home economics.

To participate as a member of the sample, approximately 45 minutes of your time will be required. You will need to check a personality inventory, the California Psychological Inventory, which identifies the degree of possession of eighteen personality characteristics. I will mail the test to you with instructions; then in about two weeks, I will come by your school to pick it up. The test is fairly self-administering. I feel sure that you can do it easily at one of your conference periods.

I hope your answer will be "yes". I will appreciate your cooperation so much. This study will help us find some of the answers that we have been seeking concerning the teaching personality and serve at the teacher training level for selection and guidance.

Since it will be necessary for me to match the two samples--the homemaking teachers and the occupational training teachers--according to years of experience and degree of education, I will need this information from you, too. Please check your answers on the enclosed form and return it to me in the stamped, self-addressed envelope which is enclosed. When I receive your "yes", I will contact you again very soon.

Sincerely yours,

Ann B. May

(Mrs.) Ann B. May
Graduate Student

Jane Cozine

Jane Cozine
Advisor

1. I will serve as a member of the sample for your dissertation concerning personality characteristics of home economics teachers.

_____ YES

_____ NO

2. I have taught home economics, including this year for

_____ 1-3 years

_____ 4-6 years

_____ 7-10 years

_____ 11-15 years

_____ 16-20 years

_____ more

3. My most advanced degree is

_____ B.S.

_____ M.S.

4. In additional graduate work, I have

_____ 1-6 hours

_____ 7-15 hours

_____ 16-21 hours

_____ 22-30 hours

_____ more than 30 hours

Name _____

School _____

April 7, 1967

Dear

Here is your test booklet for the personality study about which I wrote you. Please follow the instructions on the cover page of the test booklet. If you would like, after completing the test, slip the answer sheet and test booklet into the enclosed envelope and mail it back to me. Should this not be convenient for you, I will come to your school during the week of May 1-5 to get it. Your help with this study is greatly appreciated.

Sincerely yours,

Ann B. May

April 8, 1967

Dear

Did you forget to send back the check sheet concerning your participation in the study of effective teachers of home economics for homemaking and occupational training? In case you misplaced it, a copy and envelope is enclosed. If you have already mailed the original check sheet, my thanks to you, and please forgive my impatience. If you have not sent it, won't you please fill it out and mail it today? Your cooperation is greatly appreciated.

Sincerely yours,

Ann B. May

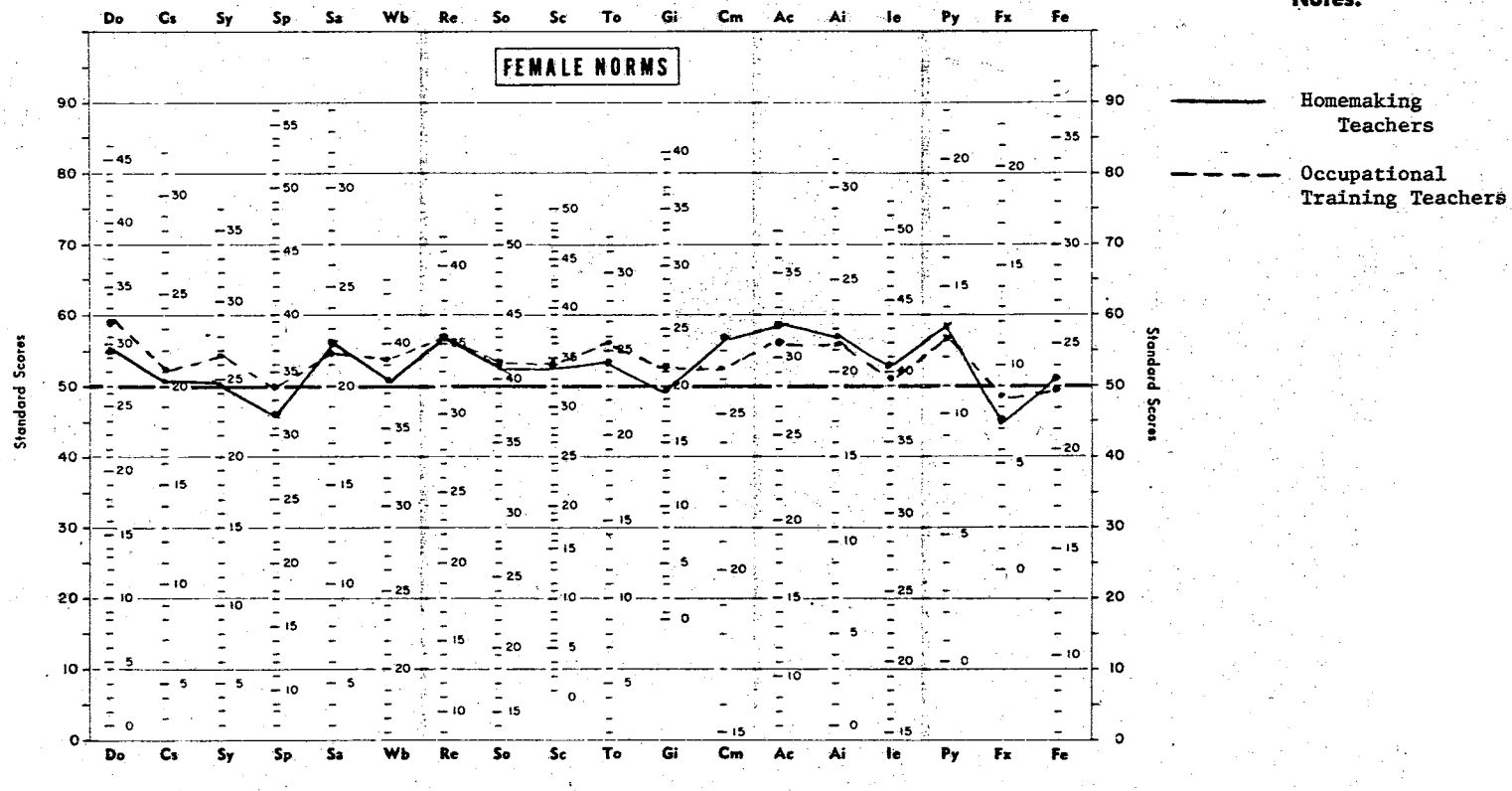
PROFILE SHEET FOR THE *California Psychological Inventory*: FEMALE

COMPOSITE PROFILES FOR TEACHERS OF TWO ASPECTS OF HOME ECONOMICS

Name _____ Age _____ Date Tested _____

Other Information _____

Notes:



Female Norms

VITA

Marianne Bower May

Candidate for the Degree of

Doctor of Education

Thesis: PERSONALITY CHARACTERISTICS OF SECONDARY HOME ECONOMICS
TEACHERS OF HOMEMAKING AND OF OCCUPATIONAL TRAINING

Major Field: Home Economics Education

Biographical:

Personal Data: Born in Monroe, Louisiana, January 13, 1932, the daughter of Louis John and Pearl Fennell Bower.

Education: Graduated from Neville High School, Monroe, Louisiana, in 1949; attended Northwestern State College, Natchitoches, Louisiana, in 1949; attended Northeast Louisiana State College, Monroe, Louisiana, in 1950-51; received the Bachelor of Science degree from Louisiana Polytechnic Institute, Ruston, Louisiana, in 1954, with a major in Home Economics Education; received the Master of Science degree from Louisiana Polytechnic Institute, Ruston, Louisiana, in 1963; completed requirements for the Doctor of Education degree in May, 1968.

Professional experience: Served as Assistant Home Demonstration Agent for Louisiana Agricultural Extension Service, 1954-56; taught Vocational Home Economics at Iowa High School, Iowa, Louisiana, Spring Semester, 1958; taught home economics courses at Ouachita Junior High School, Monroe, Louisiana 1958-60; taught Vocational Home Economics at Ouachita Parish High School, Monroe, Louisiana, 1960-65; served as a graduate assistant at Oklahoma State University, 1965-66; served as instructor, Oklahoma State University, Summer, 1966; held General Foods Fellowship for doctoral study, 1966-67; served as Head, Department of Home Economics, Northeast Louisiana State College, Monroe, Louisiana, 1967-

Organizations: American Home Economics Association, Louisiana Home Economics Association, American Vocational Association, Louisiana Vocational Association, Phi Upsilon Omicron.