

THE DEVELOPMENT OF PROPOSED AFFECTIVE OBJECTIVES
FOR COLLEGE UNDERGRADUATE HOME
MANAGEMENT PROGRAMS

By

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CHAPTER I

INTRODUCTION

Careful definition of objectives used for home management courses is necessary if needs of students are to be met in a rapidly changing society. In an address to the Sixty-First Annual Meeting of American Home Economics Association which was later published in the Journal of Home Economics Dr. Marjoe Knoll (1971, p. 89) stated:

It is my contention that home management educators today can exercise considerable choice in identifying goals, in setting the level of course offerings, and in selecting the methods most likely to produce the desired learnings. Assuming that the right to choose is a necessary condition in a democracy, it may be said that home management teachers are moving into an increasingly democratic professional period. But the process of choosing requires what some writers term "creative reason" as well as willingness to assume the responsibility for the consequences of the choice. As home management teachers we need to be prepared to respond adequately to the demands of the new choice situation.

Knoll suggested that one could best prepare himself for future tasks in these ways: (1) clarify objectives for courses and programs as a whole, (2) develop criteria for choice, and (3) gather as many facts relative to the educational decisions as possible.

Crandall (1960) maintained that goals are stated in such general terms that they are difficult to evaluate. In her article, "New Explorations in Home Management," she stated:

The major decision we in the field of management must make in relation to goals and values is whether management is concerned with them merely at the descriptive level or

at the normative level-the level at which we make judgments concerning the relative desirability of different values... (Crandall, 1960, p. 639).

Krathwohl (1964, p. 23) stated, "If affective objectives and goals are to be realized, they must be defined clearly; learning experiences to help the student develop in the desired direction must be provided" He further believes there is an apparent need for identification and classification of objectives in the affective domain to implement the research in the cognitive domain so that effective evaluations can be made.

The kinds of objectives most commonly written by teachers are statements of broad instructional purpose. The verbs in these statements usually are know and understand for the cognitive area and appreciate, value, and believe for the affective area (Byers, 1972). These terms are useful for some purposes, but their lack of precision and variety of possible interpretations create problems in determining the success or failure of learning and teaching efforts (Byers, 1972).

A review of listings of objectives for undergraduate theory and/or laboratory courses in the area of management of personal, family, and community resources provided impetus for this study. Clearly stated objectives in all areas of learning must be established to evaluate home management courses in the area of personal, family, and community resources.

Statement of the Problem

The problem of this study was to propose a set of affective objectives that were considered essential in teaching home management

courses on the undergraduate level and propose suggested learning experiences for accomplishing these objectives.

Background of the Study

The idea of home management evolved first from a practical course on the high school level. Gross and Crandall (1963) indicated that home management on the college level has been taught through the residence method only since World War I. Typically, it consisted of approximately six seniors living in a college-owned house for about six weeks and was a requirement in about two-thirds of degree-granting institutions in the United States.

Frank (1938), in a paper presented to the Seventh International Management Congress, emphasized the importance of home management. He contended that so long as stress is placed on skills and conventional standards, the course is less likely to emphasize either human aspects or conscious decision-making with a view toward developing judgment in the individual.

Trends noted from the literature over a period of several decades reveal that objectives related to democratic processes (McKinney, 1948), group living (Cutler, 1954), and decision-making (Schlater, 1967; McKee, 1967) have been cited as appropriate for home management courses.

An analysis of home management education in the United States was made by Eliot while at the University of Missouri. Summaries were made of the study representing returns from 88 per cent of the states. The group of selected home economists who made the summary stated it as follows:

The majority of the co-operating teachers agree with the philosophy that home management is a way of life; that goals

of homemaking have bases in human values; that management is a way of achieving the highest values from human relations (Elliot, 1946, p. 127).

The committee recommended that the content of the home management courses be aligned with the professed philosophy.

McGinnis (1952) stressed that in family centered teaching the importance of decision-making is a part of woman's well-rounded development. She felt that all home economics education should strive to increase the student's confidence in choice-making and judgments, and that when democracy prevailed, maximum development would occur.

Mau (1965) compiled a list of cognitive objectives that were considered essential for undergraduate home management courses by home management professors in degree-granting institutions in the United States. She indicated that more research needed to be done, not only in the cognitive domain, but the affective and psychomotor domains as well.

Babcock (1966) recommended that colleges should continue to collect data on the effectiveness of different methods of teaching home management in order to have a basis for making valid decisions. Knoll (1971) reiterated the need for clarifying objectives for individual courses and the home management program as a whole.

Vickers (1969) suggested that more research be done in areas of evaluation of objectives to implement her findings. Vickers, in the opinion of this writer, summarized the evolving philosophy of home management with its brief history as a college course in her conclusion that the emphasis on objectives related to efficiency and skill development has lessened while attention to social development has continued.

Objectives for the Study

The solution to the problem for this study was accomplished through the following objectives:

- (1) To review literature relating to the purposes of educational objectives, taxonomy classifications and the affective domain of learning, theories of learning, home management education, and research instrument development.
- (2) To establish a list of affective objectives (those leading to the development of interests, attitudes, values) and classify the objectives according to the levels of development as defined in Krathwohl's Taxonomy of Educational Objectives, Handbook II: Affective Domain (1964).
- (3) To develop and test an instrument for use in collection of data.
- (4) To rank objectives that were considered essential by college professors of home management and propose a set of affective objectives for the development of home management courses at the undergraduate level.
- (5) To compile the suggested learning experiences given by the sample and propose suggested ways of accomplishing the essential affective objectives that may be tested and evaluated in future research.

Procedures

Although a detailed account of the procedures for this study are discussed in Chapter III, a simplified version of the steps taken to accomplish the objectives of the study follows:

- (1) The writer examined literature related to the purposes of educational objectives, taxonomy classifications, and the affective domain of learning, theories of learning, home management education, and research instrument development which provided the rationale for the present study.
- (2) Cognitive objectives were compiled from literature and used as a basis for establishing component affective objectives. Had the researcher determined that there were affective objectives having no cognitive component, those would have been included in the compilation. This list of affective objectives was classified according to the levels of learning as presented in Krathwohl's Taxonomy of Educational Objectives, Handbook II: Affective Domain, hereafter referred to as Krathwohl's Taxonomy. The final list of objectives was made into the rating scale portion of a questionnaire.
- (3) A pilot study to test the instrument was conducted by administering the rating scale to selected groups of university professors with appropriate professional backgrounds to secure agreement on the selection and classification of affective objectives and clarity of the directions. Necessary revisions were made before mailing the instrument to the population which was made up of professors engaged in teaching undergraduate home management courses.
- (4) The data from the instrument were tabulated, analyzed and described. The findings were made available for use in

planning home management courses relating to the use of personal, family, and community resources.

- (5) Proposed learning experiences were combined with the essential affective objectives utilizing data given by home management professors who made up the sample of the study.

Basic Assumptions

- (1) Home management courses include objectives that could be classified in the affective domain.
- (2) Home management professors do provide experiences whereby students may attain affective objectives.
- (3) The instrument used in the study will elicit valid data on the ranking in importance of the affective objectives for undergraduate home management courses.

Delimitations of the Study

- (1) This study was limited to identification of objectives in the affective domain - those that describe changes in interests, attitudes, values, and development of appreciations.
- (2) Classifications of objectives used in this study were limited to those classes developed and presented in the Taxonomy of Educational Objectives, Handbook II: Affective Domain, by David R. Krathwohl et al. (1964).
- (3) The population for this study was limited to the home economics departments in the degree-granting institutions

in the United States that have enrollments of 100 or more and offer a major in home economics education. The respondents for the questionnaire were to be professors engaged in teaching undergraduate home management courses.

Limitations of the Study

- (1) A professor of home management was designated as respondent to the questionnaire by the head of the home economics department rather than by obtaining a random sample.
- (2) Only one level of behavior for each specific content portion of the objectives was provided in the rating scale of affective objectives.

Definition of Terms

Home management - an area of study dealing with problems in making the best use of human and material resources in the home to promote the optimum development of the family as a group, and as individuals in their relationships with one another (Good, 1959).

Undergraduate home management course - for the purpose of this study, home management theory, home management laboratory (residence or equivalent), consumer education and family finance courses were included; courses excluded were housing, household equipment, and meal preparation (Mau, 1965).

Classification of educational objectives - classification of all educational objectives into three major domains - cognitive, affective, and psychomotor. Each domain allows for further classifying of objectives according to levels or classes of learning (Bloom, 1956).

Affective domain - objectives which emphasize a feeling tone, an emotion, or a degree of acceptance or rejection. Such objectives in the literature are expressed as interests, attitudes, appreciations, values, and emotional sets or biases (Krathwohl, Bloom, and Masia, 1964).

Cognitive domain - objectives which emphasize remembering or reproducing something which has been learned through problem-solving, concept formation and to some extent, creative thinking (Bloom, 1956).

Psychomotor domain - objectives which emphasize some muscular or motor skill, or manipulation of material and objects, or some act which requires a neuromuscular coordination (Krathwohl, Bloom, and Masia, 1964).

Learning experience - refers to the interaction between the learner and the external conditions in the environment to which he can react (Tyler, 1950).

Summary

A statement of the problem, background for the study, objectives, and other relevant information have been included in this chapter. Chapter II will contain a review of related literature which includes the following pertinent areas: purposes of educational objectives, the affective domain of learning, theories of learning, home management education, and appropriate research instruments.

CHAPTER II

REVIEW OF LITERATURE

In this chapter literature relating to the purposes of educational objectives, taxonomy classifications and the affective domain of learning, theories of learning, home management education, and research instrument development was examined. These topics were selected because they relate directly to the problem of the study which is to propose a set of affective objectives that were considered essential in teaching home management courses on the undergraduate level and suggested learning experiences for accomplishing these objectives.

Purpose of Educational Objectives

An objective is no more than a guide that one uses to determine a course of action, the objective being the ultimate outcome of the directed action (Hall and Paolucci, 1970, p. 163). Tyler (1950) stated that one can define an objective with sufficient clarity if one can describe or illustrate the kind of behavior the student is expected to acquire so that one could recognize such behavior if he saw it.

"Educational objectives serve two functions: they are the basis on which curriculum is developed; the teaching process organized, and data-gathering procedures planned" (Ahmann and Glock, 1967, p. 55). These functions are best served when the objectives are stated in specific terms of observable behavior (Mager, 1962).

Mager (1962, p. 12) believes that three basic steps must be taken to prepare specific objectives. These are the following:

1. Identify specifically the kind of pupil behavior which is acceptable as evidence that he has achieved the objective in question. In other words, the objective must state explicitly what the pupil must be able to do in order to achieve it.
2. Describe the important conditions which influence pupil behavior. In other words, any support provided the pupil or any restrictions placed upon him when he must demonstrate his competence should be mentioned.
3. Specify the criteria of acceptable performance by describing at least the lower limit of such performance.

The manner of preparation here described will produce specific educational objectives of considerable utility, especially in the cognitive domain. By writing specific objectives based on the general objectives the teacher gains considerable insight into the problems of providing learning experiences and designing appropriate measuring instruments (Anmann and Glock, 1967).

The procedures for developing the behavioral objectives that are affective in nature are similar to those for developing cognitive or psychomotor behaviors but more difficult because affective behaviors are not always directly observable. First-hand observations over a period of time will be of utmost importance in describing behaviors that reflect attitudes, commitments, appreciations or values required for human relations tasks. Repeated observations of a person for several days or periods of time recording everything that he does is considered evidence of the desired affective behavior. The record must be of observable actions (Byers, 1972).

The kinds of objectives most commonly written are statements of broad instructional purpose. A different kind of objective is called

a performance goal or behavioral objective. It indicates what a student should be able to do at the end of an instructional sequence that he could not do when he started. These two types of objectives may be regarded as complementary (Byers, 1972).

If a general objective is that 'the student will understand or know or appreciate...' the performance goal may be written simply by adding 'as measured by...!' and including these essential pieces of information: (1) The kind of task that will demonstrate that the student has learned to understand (or know or appreciate); (2) The necessary conditions or 'givens' for the performance of the kind of task being taught, including the constraints of time or materials; (3) The criteria of successful performance (Byers, 1972, p. vii).

As a means of stating objectives in a form that will be helpful in selecting learning and guiding teaching, Tyler (1950, p. 30) has emphasized that:

The most useful form for stating objectives is to express them in terms which identify both the kind of behavior to be developed in the student and the content or areas of life in which the behavior is to operate.... The objective, 'Familiarity with dependable sources of information relating to nutrition' includes both an indication of the sort of behavior, namely familiarity with dependable sources, and the content, namely those sources that deal with problems of nutrition.

This review of educational objectives aided the researcher in the investigation of objectives in the affective domain and determining the extent of their importance in planning curricula for undergraduate home management courses.

Classification of Educational Objectives

A knowledge of the taxonomies of educational objectives (Bloom, 1956; Krathwohl, 1964) is essential to the understanding of the hierarchy of classifications of learning behaviors. This section will provide a brief background on the development of the taxonomies and review

pertinent information about the affective domain which is the primary concern for this study.

Development of a taxonomy of educational objectives has facilitated the task of stating objectives in such a manner that they convey to others precisely what intended changes in behavior are expected (Hall and Paolucci, 1970). The taxonomy orders phenomena (educational objectives) "in ways which reveal some of their essential properties as well as the interrelationships among them" (Bloom, 1956, p. 17).

Every classification scheme is an abstraction which arbitrarily makes divisions among phenomena solely for the convenience of the user. The arbitrariness of the taxonomy structure is apparent in its division of the realm of educational objectives into three domains: (1) cognitive - those dealing with knowledge and intellectual skills and abilities; (2) affective - those dealing with interests, attitudes, and values; and (3) psychomotor - those dealing with manipulative skills and abilities (Krathwohl, 1964, p. 47).

Affective Domain Classification

A framework for the affective domain was agreed upon after a number of discussions at several meetings of the Association of University Examiners. The materials from which the affective continuum were based are the objectives dealing with interests, attitudes, values, appreciation, and adjustment (Krathwohl, 1964). The framework described behavior ranging all the way from the student's merely being aware that a given phenomenon exists through behavior where he is increasingly willing to attend and respond to a phenomenon, to behavior where he is expected to avidly seek out the phenomenon in question and to be totally

absorbed in it. The term "attitude" is used to describe a "positive feeling about something" (Krathwohl, 1964).

Much has been written of the relation of cognitive to affective behavior, particularly the attainment of affective goals by cognitive means. Scheerer (1954) maintains that behavior may be conceptualized as being embedded in a cognitive-emotional-motivational matrix which is impossible to separate. To study behavior, however, it must be taken apart into components of some kind, while keeping in mind the interrelation of the components. Rokeach (1960) points out that in analyzing cognitive behavior one is at the same time working with affective states, for every cognitive behavior has its affective counterpart.

Most objectives specify behavior in only one domain at a time. Only occasionally is one stated such as, "The student should learn to analyze a good argument with pleasure." Both the cognitive "learn to analyze" and affective "with pleasure" behavior expected are suggested in such a statement. Although most cognitive objectives are not explicit, "nearly all cognitive objectives have an affective component" (Krathwohl, 1964, p. 48).

Teachers hope that their students will develop a continuing interest in the subject matter taught and that certain attitudes will be formed, but the objectives remain unspecified. Krathwohl interprets this as meaning that many of the objectives which are classified in the cognitive domain have an implicit but unspecified affective component that could be concurrently classified in the affective domain.

Krathwohl (1964, p. 49) provides the summary of the two continua as the steps are paralleled below:

1. The cognitive continuum begins with the student's recall and recognition of Knowledge (1.0).

2. It extends through his Comprehension (2.0) of the knowledge.

3. his skill in Application (3.0) of the knowledge that he comprehends,

4. his skill in Analysis (4.0) of situations involving this knowledge, his skill in Synthesis (5.0) of this knowledge into new organizations,

5. his skill in Evaluation (6.0) in that area of knowledge to judge the value of material and methods for given purposes.

1. The affective continuum begins with the student's merely Receiving (1.0) stimuli and passively attending to it. It extends through his more actively attending to it.

2. his Responding (2.0) to stimuli on request, willingly responding to these stimuli, and taking satisfaction in this responding,

3. his Valuing (3.0) the phenomenon or activity so that he voluntarily responds and seeks out ways to respond,

4. his Conceptualization (4.1) of each value responded to,

5. his Organization (4.1) of these values into systems and finally organizing the value complex into a single whole, a Characterization (5.0) of the individual.

It is evident by the above comparison that there is much overlapping and interrelatedness of the two domains. In many instances the cognitive domain is used as a means to make changes in the affective, as giving a student information intended to change attitudes. In other instances an affective goal is used as a means to achieve a cognitive one as "develops an interest" in material so the student will learn to use it (Krathwohl, 1964, p. 54).

This review has provided a brief explanation of why the taxonomies were developed. Many kinds of behavioral changes may occur concurrently in reality, but the arbitrary classifications of the taxonomies are used

as a means of allowing educators to examine specific levels of development to facilitate the selection of appropriate learning experiences and evaluation.

Theories of Learning

In order to learn ways of obtaining a specific kind of desirable behavior, it was necessary to examine some of the basic theories of learning that have been researched by some of the behavioral scientists. Pittenger and Gooding (1971) were cited frequently in this section in lieu of original sources because they have synthesized the psychology of Thorndike, Skinner, Combs, and Snygg, and the Gestaltist theory with the basic learning theories in an excellent manner.

In the 1950's, B. F. Skinner (1953) advanced the theory of operant conditioning in human learning. This theory became the basis for the early research on learning via teaching machines or programmed learning. With this beginning, other psychologists developed their own theories, and a variety of programming techniques are now used to accomplish different kinds of learning tasks.

An example of the continuing search for the most effective learning experiences for achieving specified behaviors is the study using programmed instruction to teach a skill for transfer as compared with the demonstration method of teaching in home economics (Johnson, Clawson, and Shoffner, 1969).

There are several learning theories that have evolved from the field of behavioral sciences that provide an acceptable basis for selection of kinds of learning experiences for students to achieve specified behaviors. Some of these are: motivation - external versus internal,

learning - product versus process, teacher's purpose - fixed versus relative ends, learning capacity - quantitative versus qualitative, transfer - mechanical versus dynamic, and permanence of learning - conditioning approach versus relevance (Pittenger and Gooding, 1971).

Motivation - External Versus Internal

Motivation is described by two concepts - external and internal. These two general concepts are applied to the sources of motivation for organisms. This means that either the person is conceived of as motivated by factors outside or within himself (Pittenger and Gooding, 1971). Skinner believes that learning is most efficient when positive reinforcement is delivered at the moment of behavior. He has shown how a form of behavioral engineering could be applied to the control of all aspects of human behavior (Pittenger and Gooding, 1971).

The Gestaltists theory believes that man is most appropriately viewed as internally motivated. They continue that from a motivational standpoint the person's perceptions determine his behavior rather than what is objectively real in the environment (Cronbach, 1963). Combs and Snygg believe that man behaves in terms of what is real to him and what is related to himself at the moment of action. Whatever is self-related at the time will serve as a motivational function for the behavior (Pittenger and Gooding, 1971).

Learning - Product Versus Process

Either one of two basic aspects of the learning situation can be given priority by the educator in assessing the validity of an educational experience. Thorndike believes that until the pattern of learning

is complete the learning experience is incomplete and has no more merit than any other good intention. The worth of teaching-learning activities is derived solely from a judgment of how well the end has been achieved (Cronbach, 1963). Skinner has clearly indicated his dedication to a product-oriented educational system (Pittenger and Gooding, 1971). Gestaltists believe that a problem is defined in part by the means with which we have to solve it. The products of learning are almost incidental to the process except as they indicate an effective learning process has been used. Fixed or prescribed answers are not the essential ingredients of a successful learning experience. Combs and Snygg believe that learning is a process of discovering one's personal relationship to and with people, things, and ideas. The process is a never-ending one. The solution of a simple problem enables the formulation of more involved problems which demand more involved solutions (Pittenger and Gooding, 1971).

The Teacher's Purpose - Fixed Versus

Relative Ends

All theories agree that learning is the function of the learner, but there are differences in what each theory expects of the teacher. Some expect the teacher to have the students achieve some particular predetermined level of competency or skill while others expect the teaching emphasis to be placed on the development of self and social awareness. Thorndike's theory places the total obligation for the management of the learning experience on the shoulders of the teachers who cannot delegate this responsibility to the student (Thorndike and Hagan, 1969). Skinner believes that the total responsibility of the

learner is to be available and responsible. The orderly steps in Skinner's programs are derived from the application of the scientific method and knowledge of scientific truth to the problems of education (Pittenger and Gooding, 1971).

The ends-means of Gestalt learning is found in doing those things the student discovers he "needs" to do. The teacher's role in the discovery of personal need is that of promoting a learning situation in which the learner develops and maintains a broad personal perspective. The goal espoused by Combs and Snygg is that the end of the experience is synonymous with the means of the experiencing. The teacher's role is to encourage an attitude of personal adequacy in spite of an environment forever in a state of flux (Pittenger and Gooding, 1971).

Learning Capacity - Quantitative Versus

Qualitative

No modern theory sets a specific limit on the physical capacity of persons for learning. Skinner prefers the external quantitative assessment of the learner's performance level instead of qualitative variables that must be inferred rather than directly observed. Gestaltists view intelligence as the ability to act with foresight or to behave effectively when confronted with problems that are unique in personal experience. Differences in intelligence are not the number of things done but the ways in which they are done. Comb and Snygg suggest that the limits any person might perceive seem nonexistent for all practical purposes given a healthy organism, positive environmental influences, and a non-restrictive set of percepts of self (Pittenger and Gooding, 1971).

Transfer - Mechanical Versus Dynamic

Thorndike's first positive assertion about the existence of mechanical transfer was developed within his framework of the Stimulus-Response connection unit. Experimental investigations revealed that not only did identical elements transfer in new learnings but that related or similar elements were transferable. The process permits learning of principles and generalizations that have value beyond that of learning a particular fact (Pittenger and Gooding, 1971).

Dynamic transfer is when learning is being used outside the situation in which it was learned. Combs and Snygg believe that the most effective criterion for determining whether something learned helps one to learn something else is whether the learner uses the behavior voluntarily in the solution of problems faced in his life situations out of school (Pittenger and Gooding, 1971). This clearly indicates a behavior level at the 5.00 Class in the affective taxonomy continuum.

Permanence of Learning - Conditioning

Versus Relevance

Thorndike believes conditioning occurs through reward of appropriate behavior. It is assumed that the conditions under which reward is delivered influence the effectiveness of the reward in determining future behaviors to be evoked. Skinner believes that learning permanence is determined by how rewards are used rather than by the nature of the reward. Also of importance is careful step-by-step building up of response chains in programmed sequences of material (Frey and Haugen, 1969).

Gestaltists believe that the organizations of concepts in meaningful ways and understanding of relevant principles of problem solution are crucial to permanence of learning. Meaningfully understood learnings are applicable to a larger body of problems and, therefore, remain in use longer (Pittenger and Gooding, 1971). Combs and Snygg believe that learning tasks that are understood as self-related are accepted as problems to be solved. Stable concepts are those that continue to be relative to the solution of personal problems (Pittenger and Gooding, 1971).

Philosophy and theory are more directive than restrictive. To have compatible ends and means does not mean that educational practice is predetermined and fixed. Only the general end and the general method are specified. There are many ways in which an instructor can exercise choice in a typical class of instruction to develop interpretations and implementations of a subject matter area by the consistency of theory and practice (Pittenger and Gooding, 1971).

The researcher has provided a brief review of six concepts of learning theory along with beliefs held by these leading educational theorists, Skinner, Combs and Snygg, and Thorndike, as interpreted by the current writers, Pittenger, Gooding, Frey, and Haugen. These theories, in the opinion of this researcher, give credence to the importance of the behaviors that make up the framework of the affective domain, and the same behaviors that are used in the statements of objectives.

A respondent who agrees with Thorndike's theory which places the total obligation for the learning experience on the teacher will make choices different than the respondent who believes with Skinner that the

total responsibility of the learner is to be available and responsible. A particular belief about learning theories held by a respondent of the sample of this study will influence the affective objectives that were rated essential and the kinds of learning experiences suggested.

Home Management Education

In view of the changes that have occurred in society, professional home economists in the field of home management are constantly examining the philosophy and goals of their courses for relevance. The residence course, from its beginning in the early 1900's gave students opportunity to "practice" skills which they had learned in a variety of home economics courses. The experience was viewed as an opportunity to correlate all of these concepts of knowledge and skills into meaningful problem-solving situations in a home-like atmosphere (Gross and Crandall, 1963). Durr's (1968) study of the appraisal of policies and practices in home management residence of problem courses was in agreement that the course could be strengthened by clarifying purposes and effectively interpreting the home management program.

Educators in all areas of home economics are recognizing that the task of education is to provide students with concepts of decision-making (Schlater, 1967), organization, and goal-setting (Knoll, 1971). These are some of the basic concepts upon which home management theory is based.

Objectives of Undergraduate Home Management Courses

In order to make valid decisions in selecting learning experiences

for home management courses, it is imperative that objectives be clarified. The sampling of objectives in this section includes examples from residence programs, non-residence and residence combinations, and general course objectives for undergraduate home management programs.

A composite of objectives of home management residence courses at Texas Technological College, University of Missouri, University of Rhode Island, and the University of Nebraska was given at a symposium and listed in the Journal of Home Economics, May, 1968.

The management laboratory creates a situation in which relatively small groups of students living together under limited supervision are able (1) to gain insight into managerial problems faced by families, such as limited resources and limited space, (2) to apply in a practical situation principles which were learned earlier, (3) to make managerial decision, and (4) to evaluate the consequences of such decisions. It provides one of the first opportunities for a student to supervise her peers and to be responsible for coordinating the activities of a group while at the same time striving for individual goals.

In the same issue of the Journal of Home Economics, Larery (1968) listed objectives for the laboratory course, either residence or non-residence, at the University of Nebraska.

1. To apply the concepts of management to household activities and group living.
2. To make conscious the decision-making process with a view toward developing judgment in the individual.
3. To foster and promote democratic processes in a group situation.
4. To develop appreciations, understanding, attitudes, judgments, and standards that are important to good human relationships.
5. To develop the perception of home management as a way of life.

At the Conference on Teaching Home Management, Budolfson (1962) gave six objectives for courses in home management. These were as follows:

1. Growing in understanding of the management process as a means of improving quality of living rather than jargon memorized without meaning.
2. Developing confidence in ability to make decisions, both individually and as group members.
3. Recognizing the difference between and appropriate use of both the common sense and the experimental or controlled inquiry methods in decision-making and not being misled into believing that every move in life must involve deliberation and decision.
4. Acquiring a respect for efficient organization, physical plant, and the mental process as aspects of home management.
5. Developing concerns for the managerial problems of all families.
6. Being motivated to make more effective use of basic principles and concepts from social sciences in improving managerial abilities.

During the same conference, Whiteford (1962) listed goals of the non-residence experience of the School of Home Economics at the University of Cincinnati. Goals were stated in terms of student growth as follows:

- Recognizing the value of establishing family goals.
- Learning to respect individual personalities.
- Learning the value of co-operative planning in the family.
- Developing confidence and social skills through experience with social occasions.
- Improving one's ability in caring for a baby and/or small child.
- Learning to co-ordinate the care of children with other home responsibilities.

In a study by Mau (1965), 18 objectives were classified as essential for undergraduate home management study in the cognitive domain by 397 home management professors in degree-granting institutions in the United States.

1. Knowledge of how human and material resources of the home and family interrelate to influence home management.
2. Understanding of the terms and concepts associated with the study of home management.
3. Knowledge of reliable sources of information about the human and material resources managed by a family.
4. Knowledge of generalizations about concepts such as decision-making, fatigue, organization, etc., that are relevant to home management.

5. Knowledge of the aspects of home and family living that are affected by home management principles.
6. Knowledge of the elements of management that may act as a basis for criticism of the management of home and family life.
7. Ability to recognize or recall characteristics that distinguish managerial skills from other homemaking activities.
8. Ability to draw a conclusion from an analysis of a home management situation.
9. Ability to be sensitive to possible factors that may alter a home management situation and prevent an accurate prediction of outcome.
10. Ability to differentiate value judgments from predictions and consequences in home management activity.
11. Ability to apply principles and other abstractions from the home management field to actual home and family problems.
12. Ability to distinguish cause and effect relationships among human and material resources from other forms of sequential relationships in home and family.
13. Ability to distinguish factual statements about family management from normative statements about family life.
14. Ability to plan in advance to meet the needs of a specific situation or occasion in home and family life.
15. Ability to organize and propose a set of operations for the solution of a home management problem by drawing from knowledge of home management, home economics and other related information.
16. Ability to modify hypotheses in the light of new factors and considerations that may arise in the field of home management.
17. Ability to consciously apply one's own standards to the combined use of human and material resources and homemaking practices.
18. Ability to identify and appraise judgments and values that are involved in the choice of alternative courses of action.

Vickers (1969) used Mau's list of cognitive objectives as a basis for test items in her research to determine levels of attainment of four concepts: planning, controlling, resources, and goals. Through use of pre-post testing, she found that an increase in concept attainment at the knowledge level of Bloom's Taxonomy (1956) was significant for the residence group while increases at the analysis, synthesis, and evaluation levels were significant for the non-residence group. Her study revealed significant improvement in scores at the upper levels of

the taxonomy which indicated the importance of an advanced course in home management and effectiveness of a non-residence course in achieving these more sophisticated levels of the four concepts studied.

Simons (1971) reported the following objectives in a pilot course in home management utilizing the community as the laboratory.

1. To gain insights into human values and goals.
2. To discern and appreciate how home management is affected by different patterns of living resulting from variations in culture, stage in the life cycle, family size, and/or economic capacity.
3. To identify and appraise judgments and values that are involved in the choice of alternative courses of action toward the solution of a home management problem.
4. To describe and analyze actual family situations that would enable the student to focus upon certain basic ideas from the field of home management.
5. To organize and propose a set of operations for the solution of a homemaking problem by using knowledge of home management.
6. To study the community to determine any needs that might be alleviated by group meetings of local homemakers.

The researcher has examined various listings of objectives that have been used in undergraduate home management courses to serve as a basis for writing the statements of affective objectives for this study. The next section will deal with kinds of learning opportunities provided in the undergraduate home management programs as reported in the literature.

Learning Experiences Provided in Undergraduate

Home Management Courses

According to Gross and Crandall (1963), home management involves those elements that include the use of personal, family, and community resources for maximum satisfaction. Examination of the literature reveals evidence that professionals in home management are continually searching for ways to provide the most meaningful learning experiences

for the undergraduate students (Durr, 1968; Williams, 1968; Auxier, 1967).

Craig's (1971) research concerned factors which appeared to be most influential in how well college-level students learn home management concepts. Some factors tested were age, marital status, college major, and student classification. It was proposed that home management concepts have more meaning to the more mature student and that students should take home management courses as juniors and seniors. Craig reached this conclusion after administering an equivalent-form test to 664 students covering four general concept areas in home management. The results of the research did not show clearly which variables appeared to be most related to knowledge of home management concepts; however, it did lend support to the hypothesis that home management courses should be taught as upper-level courses. Craig (1971) believed that home management theory courses for professionals should be taught at the upper-levels, although the more applied aspects of a related concept such as consumer education might be taught at the lower-levels or in high school.

Perhaps the most controversial method of providing learning experiences for advanced home management is the residence course. Maxwell (1971), Head, Auburn University Department of Family and Child Development conducted a survey of Schools of Home Economics in the Southeastern United States regarding current programs of home management residence. Using information obtained from 51 questionnaires from the Southeastern United States it was shown that 41 schools in this part of the country presently operate a home management residence, whereas 10 do not. Home management residence, according to Maxwell, is required of all home

economics majors in more than one-half of all schools operating such a program. Thirty-nine of the 51 programs in the survey require the course for all home economics education majors. Great diversity was found in the stated major content of the lecture which accompanied the residence course.

According to Maxwell's (1971) study, the experiences provided by the home management residence programs in the 51 schools are listed in decreasing order of frequency.

1. Provision for experience in the application of theory.
2. Practical experience in problem-solving.
3. Planning, coordination, and evaluation of home management.
4. Decision-making.
5. Culmination of all learning and practice.
6. Experience in cooperative planning.
7. Planning, securing, preparing, and evaluating meals.
8. Development of a realistic outlook on home management.

Where no home management residence was operated, there appeared to be three approaches to providing substitute learning experiences:

1. Experimental courses involving direct work with community agencies.
2. Home management laboratory set up on a non-residential basis.
3. Lecture courses in home management (Maxwell, 1971).

The purposes of several studies were to evaluate the various kinds of learning experiences during the residence course (Patrick, 1968; Lee, 1967). The major purpose of Patrick's (1968) study was to determine what changes, if any, occurred in the attitudes of students toward food tasks as a result of the home management residence course. The sample for the study was composed of students enrolled in home management residence courses at two state-supported institutions. A comparable group of students scheduled for the residence course at a later time at one of the universities served as a control group. The analysis of the data

indicated that there was no significant changes in attitude of students toward food tasks before and after the residence.

According to Auxier (1967), who made an evaluation of course objectives of the home management residence course approximately six years after students had graduated, the learning experiences which were considered worthwhile included social functions, over-all management experience, group living, and meal planning.

Management perceptions of students enrolled in the home management residence course were the concern of George's (1967) study. The responses from 63 students indicated that the student's perception of the relationship of most home management residence course activities encompassed the management process. Data indicated that increased opportunity should be provided for students in the residence course to have experiences involving and emphasizing the evaluating phase of management. Studies concerning the development of personal values (Williams, 1968) and attitude changes (Johnson, 1966) of students in home management courses indicated an increased awareness of the importance of the affective domain of learning among professionals in the field of home management.

The literature in home economics has shown increasing study and research in the development of programmed and instructional materials. Johnson, Clawson, and Shoffner (1969) have developed programmed instruction modules which prepare the student to transfer learnings to a new task. The development and evaluation of a curriculum package on "Preparation for a Dual Role" (Hughes, 1969) offers another excellent example of materials that have been developed to provide interesting learning experiences for the students.

If the objective was problem-solving, the strategy or method might be the simulated game. Several games have been developed in management and consumer education (LeFebvre, 1972; Clements, 1970).

Instructors in 23 different home economics courses at Oklahoma State University have incorporated independent study in their courses (McAlister and Sisler, 1971). Instructional packages are available for students in home management courses on the selection, use, and care of certain pieces of small equipment used in the home (Collier, 1971). Taped instructions utilize slides which are purchased commercially, made from filmstrips, or photographed by the instructor and serve as an aid in the presentation of the subject. Other tapes and slides help explain the importance and function of larger equipment such as the microwave oven. In areas of equipment and consumer education, use is made of some commercial filmstrip presentations (Collier, 1971).

Home management experiences beyond the theory course, but without the residence requirement, were reported by Simons (1971). Briefly, the program was based on the quarter plan with one hour per week in the laboratory required for each hour of credit received. The course carried five hours credit with two hours earned in classwork, two hours in laboratory work, and one hour in a special project. The first two weeks of class were devoted to intensive classwork which helped prepare students for their laboratory experiences. Beginning the third week, the class met twice each week. These class meetings enabled students to share their home experiences and enrich their backgrounds through reports, guest speakers, movies, and class discussions.

This section of the review of literature has included a variety of listings of broad educational objectives that have been used in home

management courses offered in institutions throughout the United States. Research was cited as a means of establishing a set of cognitive objectives recommended for home management courses. Aspects of learning experiences such as the purposes, values, student perceptions, and evaluation, have been explored through research. It appeared to this researcher that more specific studies concerning the accomplishment of course objectives through the use of particular kinds of learning experiences is needed for undergraduate home management education.

Appropriate Research Instruments for Mail Surveys

Data for this study was collected through use of a mail questionnaire, so literature related to the development of appropriate research instruments was reviewed.

Questionnaire Construction

Good (1963) states that in questionnaire construction, important decisions relate to the following: (1) motivation of the respondent; (2) significance of questions; (3) simplicity of responses; (4) avoidance of unnecessary specifications or details; (5) pertinence to the situation of the respondent; (6) clarity of purpose and questions; (7) phrasing of items to facilitate summarization of responses; and (8) possible precoding of the questionnaire in the interest of using tabulating machine cards for summarization.

As to form, the structured questionnaire is definite, concrete, pre-ordained in terms of items, with additional questions limited to those necessary to clarify inadequate answers or to obtain more detailed

responses. The form of questions may be closed (categorical) or open-end (inviting free response). The checklist (usually a closed form of questionnaire) is a set of categories for the respondent to check. The check responses or similar answers in the closed form of the questionnaire commonly provide categorized data that facilitates tabulating and summarizing processes (Good, 1963, p. 277).

The open-end or free-response questionnaire frequently goes beyond statistical data or factual material into the area of hidden motivations that lie behind attitudes, interests, preferences, and decisions. Such questions are used extensively in depth and focused questionnaires and interview, although the work of tabulating and summarizing is time-consuming and expensive.

Before the final form is prepared and distributed to the respondents, pretesting of a questionnaire is essential, for the purpose of validation in terms of practical use. This pretesting may lead to revision of certain questions, deletion of useless questions, and addition of other items. Tabulations of the pretesting responses in rough tables will indicate whether the answers can be tabulated easily and whether the answers to the major questions are forthcoming (Good, 1963).

Scates and Yeomans (1959) state that the validity of a questionnaire and of its parts may be judged by the following types of evidence:

1. Is the question on the subject?
2. Is the question perfectly clear and unambiguous?
3. Does the question get at something stable, which is typical of the individual or of the situation?
4. Does the question pull or have extractive power? Will it be answered by a large enough proportion of respondents to have validity?
5. Do the responses show a reasonable range of variation?
6. Is the information consistent, in agreement with what is known, and in agreement with expectancy?
7. Is the item sufficiently inclusive?
8. Is there a possibility of obtaining an external criterion to evaluate the questionnaire?

Follow-up usually is necessary in reaching the goal of a high percentage of questionnaire returns. Good (1963) suggests a card or letter one to two weeks after sending the blank, possibly a second reminder, probably on a postal card, and without waiting too long, a second mailing of the entire questionnaire and a new cover page.

Although the goal of 90 to 100 per cent return has not been achieved generally in questionnaire surveys, definite progress in this direction has been made (Good, 1963, p. 283).

The mean percentages of questionnaire returns from a large number of survey investigations were as follows: 170 master's thesis at Indiana State Teachers College, 72 per cent; 204 doctoral dissertations at Teachers College, Columbia University, 71 per cent; and 59 research studies reported in the Journal of Educational Research, 81 per cent.

Rating Scales

"A rating scale is a psychological measuring instrument that requires the rater or observer to assign the rated object to categories or continua that have numerals assigned to them" (Kerlinger, 1964, p. 485). There are four or five types of rating scales: check lists, forced-choice instruments, category rating scales, numerical rating scales, and graphic rating scales (Kerlinger, 1964). The category rating scale and numerical scales were more representative of the type needed for this study. The category rating scale presents the observer or respondent with several categories from which he picks the one that best characterizes the behavior or characteristic of the object being rated.

There are four rating techniques that have been rather highly refined and have been used extensively to measure attitudes. These techniques are: Thurstone's method of equal-appearing intervals, Likert's

method of summated ratings, Guttman's scalogram, and Osgood's semantic differential (Zimbardo-Effesen, 1970). There are certain basic assumptions which are common to all of these methods.

First of all, it is assumed that subjective attitudes can be measured by a quantitative technique, so that each person's opinion can be represented by some numerical score. Secondly, all of these methods assume that a particular test item has the same meaning for all respondents, and thus a given response will be scored identically for everyone making it. Such assumptions may not always be justified, but as yet no measurement technique has been developed which does not include them (Zimbardo-Effesen, 1970, p. 123).

Ratings have two serious weaknesses. The first defect is that they seemingly are easy to construct and use and are used indiscriminately, and a second defect is their proneness to constant or biased error. This involves the error of rating too severely or too leniently (Kerlinger, 1964). For instance, a too lenient rating has been described as a "halo" effect (Cronbach, 1963) where the respondent gives every item the highest rating with no discrimination, whereas, a too severe rating might result from a respondent who has had a negative experience that is incorporated into the rating.

Rating scales can and should be used in behavioral research according to Kerlinger (1964). Guilford (1954) summarized some of the virtues that make them valuable tools. They require less time than other methods; they are generally interesting and easy for observers to use; they have a wide range of application; they can be used with a large number of characteristics; and they may also be used along with other methods.

Important aspects of developing a questionnaire have been reviewed. Various types of rating scales were examined to determine the kind most appropriate for this study.

Summary

In this chapter the researcher reviewed the literature concerning the purposes, functions, and classifications of educational objectives. The classification schemes and the interrelatedness of the cognitive and affective domains were explained. Theories of learning were examined because these theories provided the basis for decisions which the researcher would make relating to the choice of desired behaviors used in the statements of affective objectives and the ways in which these specified behaviors could be accomplished through the selection of appropriate learning experiences. Professors of home management are vitally concerned with such factors as motivation, learning capacity, and permanence of learning as they search for relevant objectives for undergraduate courses.

Finally, a review of the kinds of course objectives that have been used in undergraduate home management courses were examined. Most of the listings were very broad course objectives in the cognitive domain but usually there was at least one broad statement of objective in the affective domain dealing with appreciations and attitudes. The concepts which were common to most lists included use of resources, values and goals, cooperative and family planning, the management processes, and human relationships. Mau's list of cognitive objectives was the most comprehensive listing found in the literature by this researcher.

A search of the literature revealed a number of studies relating to the types of learning experiences provided for undergraduate home management courses. Still other studies were concerned with attitudes of students about various kinds of learning experiences. These studies

will provide a sound basis for the utilization of suggested ways to accomplish the statements of affective objectives provided by the respondents of this study.

CHAPTER III

PROCEDURE FOR THE STUDY

The purpose of this study was to establish a set of affective objectives for undergraduate home management courses, determine the extent to which home management professors consider them essential, and propose a list of classified affective objectives with suggested learning experiences for the development of undergraduate home management programs. The investigation was conducted in the following manner: (1) The population of the study was defined; (2) An instrument was developed and validated; (3) The population was asked to decide those objectives which they considered essential for undergraduate home management courses and to suggest learning experiences for those objectives; (4) The method of analyzing the data gathered from the population was described; (5) The affective objectives were related to learning experiences suggested by the population. This chapter will explain in detail the procedure followed in each phase of the study.

Selection of the Population

A list of colleges and universities having home economics departments with enrollments of 100 or more were compiled from the American Home Economics Association Publication, Home Economics in Institutions Granting Bachelor's or Higher Degrees 1968-69 (Gorham and Harper, 1970), which provided the most recent enrollment figures available.

Another criterion for making the selections was that a home economics education major was offered since home management courses are generally required for certification of vocational home economics teachers. There were 193 colleges and universities from this source that were used as the population for this study. A memorandum was designed to accompany the questionnaire and was addressed to the head of home economics at each of the institutions. The administrator of the home economics department was requested to relay the memorandum and questionnaire to a faculty member who was involved in teaching the undergraduate home management courses. Those faculty members who responded comprised the sample.

Designing the Instrument for the Study

Upon reviewing the related literature and selecting the population, the next phase of this study involved writing a set of affective objectives which might aid in the development of desirable interests, attitudes, and values through home management courses. The vast majority of course objectives stated in the literature could be classified in the cognitive domain, such as "to apply the concepts of management to household activities and group living". In most listings, however, there was at least one broad general objective that involved interests, attitudes, and appreciations; for example, "to develop appreciations, understandings, attitudes, judgments, and standards that are important to good human relationships". According to Krathwohl's Taxonomy, it is apparent that educators assume that certain attitudes will result from cognitive learnings although such objectives are rarely found in the literature.

Developing Statements of Affective Objectives

The writer compiled lists of objectives for all undergraduate courses including theory, residence or non-residence advanced home management courses that could be found in the literature so that the kinds of course objectives currently in use could be studied. Mau's (1965) investigation of cognitive objectives for undergraduate home management courses appeared to be the most comprehensive listing since it represented responses from 397 home management professors from colleges and universities throughout the United States. Her list was compared with the compilation of other lists found in the literature and this comparison revealed that all the cognitive objectives found in the literature were encompassed in her final 18 cognitive objectives considered essential for undergraduate home management courses.

In developing her study, Mau (1965) used the 148 statements of objectives of the cognitive domain that had been classified by a committee of College and University Examiners and presented in Blooms' Taxonomy of Educational Objectives, Handbook I: Cognitive Domain. Mau adapted these 148 statements to home management subject matter. Upon finalizing the questionnaire which she used in her study, Mau asked her population to rate those that they considered essential to home management courses. Her study concluded with 18 cognitive objectives which represented all six classes of the cognitive domain which are 1.00 Knowledge, 2.00 Comprehension, 3.00 Application, 4.00 Analysis, 5.00 Synthesis, and 6.00 Evaluation.

After searching the literature and considering the theory, Mau's (1965) list of cognitive objectives was selected as a beginning for developing component affective statements of objectives. Statements of

affective objectives were written to encompass all levels of classifications according to Krathwohl's Taxonomy, which include 1.00 Receiving, 2.00 Responding, 3.00 Valuing, 4.00 Organization, and 5.00 Characterization of a Value. This source was accepted as the hierarchy for terminology describing affective behaviors and for classification levels. The researcher also used "Aids in Writing Objectives" which utilized the terminology of the taxonomies and was developed in a workshop at Wisconsin State University (August, 1969).

Designing the Rating Procedure for the Instrument

Since this was a follow-up of Mau's study (1965) identifying cognitive objectives for undergraduate home management courses, this researcher contacted Mau for suggestions which might be helpful in the current investigation of affective objectives. It was decided, for the purposes of uniformity and later comparisons, to use the same rating categories in the instrument for this study as had been used in the previous study. The category rating scale presents the observer or respondent with several categories from which he picks the one that best characterizes the behavior or characteristic of the object being rated.

The categories to be used by the sample in rating each of the affective objectives were as follows:

- A. Essential - under no circumstances should be omitted from an undergraduate program in home management, though in some instances, the objective may be similar to another college program
- B. Desirable but not essential for all students
- C. Of little or no importance
- D. Cannot classify.

If Category D - Cannot classify was selected, space was provided below each objective for the respondent to give reasons why, in their opinion, the objective could not be classified. The rating scale was used in Part I of the questionnaire.

Designing the Question for Suggested Learning Experiences

This researcher believed that if a respondent indicated that an objective was essential, the validity of her response would be increased if she provided suggested learning experiences to accompany such a rating. Therefore, Part II of the questionnaire was designed as a separate column for suggested ways for accomplishing each objective. The respondent was asked to check Part I completely before answering Part II. The directions for Part II asked the respondent to reread the statement of objectives and list suggested learning experiences for accomplishing the objectives in the column provided on the far right of the page. A question at the end of Part II provided space for the respondent to add any objectives in the affective domain which she might consider essential.

Designing Inquiry of Census Data

The last section of the questionnaire was designed to gather data to determine if the respondent met the criteria for the sample of the study. The data requested included (1) the nature or the respondent's experience in the home management field over the past five years, that is, as an extension worker, researcher, college teacher, or others; (2) the percentage of teaching time devoted to teaching home management

courses; and (3) the number of years this amount of time had been devoted to teaching home management.

The respondents were asked to list course titles and descriptions of home management courses that they had taught or were teaching during the academic year 1971-72. This information would aid the researcher in determining if the respondent was teaching or had taught the undergraduate home management courses that were included within the scope of this study. A final question was asked of the respondent which was to indicate if a residence course was offered on her campus.

Validation of the Instrument

A checklist was made including the original cognitive statement and at least three levels of component affective objectives as a preliminary check on the researcher's classifications of statements of affective objectives. Five university professors (three in home economics education, one in home management, and one in vocational curriculum research) were asked to classify the objectives according to the three taxonomy domains; cognitive, affective, or psychomotor. An example taken from an item in the checklist is given below. For the purpose of this illustration, the classifications are indicated on the lines that appeared as blanks in the checklist.

- Affective Awareness of how human and material resources of the home and family interrelated to influence home management.
- Affective Acquainted with ways to interrelate human and material resources of the home and family as they influence home management.
- Cognitive Recognize how human and material resources of the home and family interrelate to influence home management.

Affective Examines a variety of ways that human and material resources are interrelated to influence home management.

Statements under each item in the checklist that received a high degree of agreement (60 to 100 per cent) on the classification in the affective domain would be used in the instrument. Items that had statements with less than 60 per cent of agreement from this group were re-written in more acceptable affective terminology.

A breakdown of the responses was as follows:

Percentage of Agreement	Number of Items
100.00	8
80.00	5
60.00	2
Less than 60.00	3

A list of the revised 18 statements of affective objectives were mailed to Dr. M. Ray Loree, educational psychologist presently at the University of Alabama, with the request that he verify the researcher's classifications according to Krathwohl's Taxonomy. Dr. Loree was one of the contributing editors to Krathwohl's Taxonomy. After receiving his verification of classifications and incorporating some of his suggestions for rewording, the statements were used as the rating scale portion of this instrument.

At this point, a copy of the questionnaire and cover letter was mailed to a panel of experts which included four university professors of home management and one curriculum specialist in home economics education. These panel members were selected because of their contributions to the profession of home economics through publications, research and teaching and because of their leadership roles in the field of home management. The panel members were representative of four of the top

10 universities which conferred three-fourths of the doctorates in home economics since World War II (McGrath, 1968). Responses from the panel of experts included a number of helpful suggestions. However, there were no suggestions for change of format, clarity of directions, or statement of questions.

Results of the ratings of objectives by the panel of experts were tallied to get a consensus of opinion. Those statements that received a rating of 75 per cent or more of essential or desirable were kept in the instrument as stated. No statements were rated little or no importance, but those that received a cannot classify rating, were revised according to suggestions given by the panel of experts if they indicated an essential rating if the statement were restated in a specified manner.

The summary of their responses was as follows:

	Percentage of Agreement	Number of Items
	100.00	11
	75.00	2
Less than	75.00	5

Some suggestions for rewording of the statements were incorporated in the final revisions of the instrument. One out of the five panel members responded by saying that she did not agree that the affective objectives properly belonged in the college curriculum, so her responses were not incorporated in the above. Some objections to the statements of affective objectives included (1) the use of terminology of the affective domain such as "willingly", "voluntarily", and "enjoys" are difficult to evaluate and sometimes such changes in behavior may occur after the course had ended; (2) the content portion of the objective was not stated in clear and understandable terms.

After revision of the five items, all 18 statements of affective objectives were included in the final instrument. The finalized questionnaire along with the memorandum to the heads of departments of home economics is found in Appendix A.

Method of Collecting the Data

The data were collected in the Spring of 1972 by mailing a memorandum to the heads of home economics departments of the 193 colleges and universities in the population, along with a copy of the questionnaire and a self-addressed stamped envelope (see Appendix A). The researcher requested that both the memorandum and questionnaire be relayed to an appropriate person on the faculty who was involved in teaching undergraduate home management courses.

Within a period of three weeks after mailing the instrument, a follow-up memorandum (Appendix A), another copy of the questionnaire, and self-addressed stamped envelope were sent to all heads of home economics at 110 universities from which no response had been received. After the passage of three more weeks, 147 (76.2 per cent) responses had been received. Returns were processed resulting in the elimination of 17 questionnaires due to reasons described later. A usable number of 130 (67.3 per cent) returns met the following criteria for the population of the study: (1) one respondent representative of each college or university with enrollment of 100 or more; (2) offered a major in home economics education; and (3) respondent is, or has been teaching within the past five years, undergraduate home management courses. The 130 institutions represented by the respondents that made up the sample in this study are listed in Appendix B.

Method of Analyzing Data From the Instrument

Summary of Information About the Sample

Background information about the sample was tabulated, analyzed, and summarized from all the returned instruments. This data included: (1) final sample of the study after editing the returns; (2) the number and percentage of respondents involved in various professional roles within the last five years; (3) the amount of time spent as a college teacher of home management courses; (4) the number of years teaching home management at the college level; (5) the number of respondents teaching undergraduate and/or graduate courses; and finally (6) a summary of undergraduate and graduate courses taught by the respondents of the study.

Analysis of Data Concerning Affective

Objectives

A frequency distribution of responses for each objective was made in order to analyze and describe the data concerning the affective objectives considered by the respondents to be either essential, desirable, little or no importance, or cannot classify (see Appendix C).

In order to show the full significance of the ratings by professors, an index of the rating frequencies for each item was made by weighting responses in the following manner: essential = 3; desirable = 2; little or no importance = 1; and then calculating an average rating for each objective. Responses of cannot classify were eliminated from the calculations.

The affective objectives that were selected as essential by 50 per cent of the respondents were ranked according to taxonomy classes 1.00 to 5.00 in order to determine the number of objectives at each level of the Taxonomy. In the event that a taxonomy class was not included in the objectives selected as essential, the researcher would arbitrarily add objectives in those classes to complete the continuum.

Comparisons of the ratings of each statement of objective were made with the following census data: (1) per cent of time devoted to teaching home management courses, (2) presence of residence courses in home management, and (3) number of years in teaching home management courses at the college level. Chi-square statistical tests for significant differences were computed on each of the three items of census data to determine if there was a difference in the responses to the 18 statements of affective objectives.

The responses to the open-end question asking for comments on reasons why one did not classify an objective were tabulated and analyzed. The Appendix D gives the summarized responses by those in the population who gave reasons why they could not classify some of the highest ranking objectives considered essential by 50 per cent or more of the total population.

In another open-end question, the respondents were asked to list any additional affective objectives other than those on the rating scale, which they would consider essential for undergraduate home management courses. Any objectives suggested by the respondents were enumerated and discussed.

Rationale for Statistical Treatment

When data is given in frequencies (nominal categories) and it is decided to compare the effects of two independent variables and there are more than two groups on either of the variables, the complex chi-square can be used to test the hypothesis of no relationship between the variables. If the chi-square tests show that there is a relationship between the variables, then the contingency coefficient can be computed to give an indication of the degree of the relationship (Bruning and Kintz, 1968). The basic formula for chi-square to be used is

$$\chi^2 = \sum \frac{(O - E)^2}{E}$$

$$df = (k - 1)(r - 1)$$

where:

O = the observed frequency for a particular cell of the contingency table, and

E = the expected frequency for a cell, based on marginal totals.

df = degrees of freedom

k = columns

r = rows.

The chi-square test is applicable to data in a contingency table only if the expected frequencies are sufficiently large. When k is larger than 2, the chi-square test may be used if fewer than 20 per cent of the cells have an expected frequency of less than 5 and if no cell has an expected frequency of less than 1. If these requirements are not

met by the data in the form in which they were originally collected, the researcher must combine adjacent categories in order to increase the expected frequencies in the various cells (Seigal, 1956). The level of significance was set by the researcher at .05 and the N varied from 106 to 127 depending on the responses eliminated on each item.

Method of Proposing a Set of Affective Objectives
and Learning Experiences for Undergraduate
Home Management Courses

In finalizing a set of affective objectives for college courses in home management, the researcher used the following criteria in their selection and design: (1) The objectives included were those that were selected as essential by 50 per cent or more of the respondents; (2) The objectives should include all levels of the affective behaviors from Class 1.00, Receiving; Class 2.00, Responding; Class 3.00, Valuing; Class 4.00, Organization; and Class 5.00, Characterization by a Value. If a class or level was omitted by either of the above criterion, then objectives for any of the classes omitted would be added by the researcher. By reviewing the tables designed for the data analysis, the appropriate affective objectives were selected. The open-end question was examined in relation to comments of reasons why respondents did not classify an objective or why they gave a particular rating to one of the objectives. The researcher made an effort to include any suggestions that would improve the clarity of the statements, and finally, these were proposed as suitable statements of affective objectives to be used in planning for the learning experiences in college undergraduate home management courses.

At this point in the analysis of data, all of the responses from the open-end question asking for ways to accomplish the objectives were enumerated for each objective (see Appendix E).

The proposed affective objectives for the study along with suggested ways for accomplishing the objectives that had been listed most frequently by the respondents were made into a two column table.

Summary

In this chapter, the researcher outlined the procedure and methodology for the study. The list of colleges and universities was compiled from the AHEA 1968-69 list of degree-granting institutions according to the following criteria: (1) a home economics education major was offered; (2) enrollment in the home economics department was 100 or more; and (3) the respondent representing the institution must be involved in teaching undergraduate home management courses.

After reviewing related literature and selecting the population, the next phase of the study involved writing statements of affective objectives to form the rating scale portion of the questionnaire. Listings of cognitive objectives identified in Mau's (1965) study were used as a basis from which to build component affective statements. The instrument was pretested first by a group of five university professors, and secondly, by a panel of experts made up of four home management professors and one home economics curriculum specialist. The finalized questionnaire included a rating scale containing 18 statements of affective objectives.

The questionnaire, along with a memorandum from the researcher addressed to heads of home economics, was mailed to each college and

university that made up the population. The investigation was conducted in the spring semester of 1972.

Methods for analyzing the census data included describing the sample by professional roles, amount of teaching time devoted to home management, number of years teaching home management at the college level, number of respondents teaching undergraduate courses only, and a summary of the courses taught by each respondent.

The statements of affective objectives were ranked according to percentage frequency of responses, composite ratings by index numbers, and according to the taxonomy classifications. Chi-square statistical tests for differences were employed to answer three questions: (1) Was there any differences in the ratings of objectives by respondents who devoted 100 per cent of their teaching time to home management and those who devoted less than 100 per cent? (2) Were the ratings of the objectives by respondents from institutions offering a residence course different than those who did not offer such a course? (3) Were the ratings from the professors who had been teaching five years or less significantly different from those who had taught over five years? A significance level was set at .05.

Tabulations were made of the open-end questions in relation to reasons given for variations in responses, additional affective objectives considered essential, and suggested ways to accomplish the affective objectives. Chapter IV will contain the presentation and analysis of data, and Chapter V will include the summary, conclusions, and recommendations.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The findings from this research are described in this chapter in light of the problem of this study which was to propose a set of affective objectives that were considered essential in teaching home management courses at the undergraduate level and suggested learning experiences for accomplishing these objectives.

These findings resulted from the investigation of the following:

(1) the composition of the sample used in the study, (2) the rank order of choices of affective objectives considered essential by the total sample, (3) a composite rank ordering by index number of all responses as to importance, (4) ranking of selected essential objectives according to the taxonomy classes, and (5) suggested learning experiences for accomplishing these affective objectives.

Description of Sample

The sample for this study was to be made up of respondents engaged in teaching undergraduate home management courses during the academic year 1971-72, at one of the 193 colleges and universities which offered a home economics education major and had an enrollment of 100 or more in their home economics departments. There were 147 (76.2 per cent) responses received from the 193 institutions. Seventeen were excluded from the study because of the following reasons: (1) copies of the

questionnaire were duplicated and more than one person responded from each of three institutions, (2) three heads of home economics reported that there was no one in the position to teach home management at the present, (3) one respondent returned the questionnaire and reported not enough time to respond adequately, (4) four respondents rejected the study because the affective domain was not compatible with their philosophy, (5) four respondents did not give adequate census data, and (6) two questionnaires were received too late to be included in the study.

This final sample of the study was made up of 130 home management professors who were engaged in teaching undergraduate home management courses representing 130 (67.3 per cent) different colleges and universities throughout the United States. Each institution had enrollments of 100 or more in home economics and offered a major in home economics education (Appendix B).

Composition According to Professional Role

There were 114 (87.69 per cent) of the 130 professors in the sample of the study that were or had been in the field of home management as college teachers during the last five years; 1 (0.77 per cent) was or had been doing extension work and college teaching in the last five years; 12 (9.23 per cent) were or had been doing research and college teaching during this period; and 3 (2.31 per cent) were or had been involved with teaching and other specified activities such as graduate student, part-time instructor, or part-time social welfare worker. From this data, it was concluded that the majority of the respondents making up the sample of this study were actively engaged in teaching college

home management courses. The composition of the sample according to their professional role is shown in Table I.

TABLE I
COMPOSITION OF SAMPLE ACCORDING
TO PROFESSIONAL ROLE

Professional Role	Number of Persons	Per Cent of Total
College teacher only	114	87.69
College teacher and extension worker	1	.77
College teacher and researcher	12	9.23
College teacher and other	<u>3</u>	<u>2.31</u>
Total Sample	130	100.00

Amount of Time Spent as a College Teacher of
Home Management

Analysis of the time spent as a college teacher of home management in the last five years, 1967-72, indicated that 22 (16.92 per cent) were or had been college teachers in home management for 100 per cent of the time; 62 (47.69 per cent) spent from 50-99 per cent of their time teaching home management courses; 44 (33.85 per cent) were or had been college teachers in home management 50 per cent or less time. Two persons (1.54 per cent) gave no information concerning teaching time. Upon studying this data, it was concluded that about two-thirds of the

respondents of this study were or had been teaching home management courses 50 per cent or more of the time during the last five years (see Table II).

TABLE II
COMPOSITION OF SAMPLE ACCORDING TO AMOUNT OF TIME
TEACHING HOME MANAGEMENT

Amount of Time Teaching Home Management	Number of Persons	Per Cent of Total
Teaching 100 per cent of time	22	16.92
Teaching 50-99 per cent of time	62	47.69
Teaching less than 50 per cent of time	44	33.85
No information	2	1.54
Total Sample	130	100.00

Number of Years Teaching Home Management at

College Level

An analysis of the number of years experience teaching college level home management courses revealed that 70 (53.85 per cent) had been teaching home management courses at the college level for five years or less; 35 (26.92 per cent) had been teaching home management courses at the college level 6-10 years; 17 (13.07 per cent) had been teaching home management courses at the college level for 11-20 years; 6 (4.61 per cent) had been teaching college level courses in home management for 21-30 years. Two persons omitted information concerning years teaching

home management on the college level. It was concluded that slightly over one-half of the respondents had been teaching undergraduate home management courses for 5 years or less. The number of years teaching college level home management courses is shown in Table III.

TABLE III
COMPOSITION OF SAMPLE ACCORDING TO NUMBER OF YEARS
TEACHING HOME MANAGEMENT AT THE COLLEGE
LEVEL

Number of Years Experience Teaching Home Management	Number of Persons	Per Cent of Total
Teaching 5 years or less	70	53.85
Teaching 6-10 years	35	26.92
Teaching 11-20 years	17	13.07
Teaching 21-30 years	6	4.61
No information	2	1.55
Total Sample	130	100.00

Composition According to Levels of
College Teaching

There were 110 (84.61 per cent) of the sample, who taught undergraduate home management courses only; 18 (13.84 per cent) taught both undergraduate and graduate courses or in a few instances dual-level courses. Of the total sample, 2 (1.55 per cent) respondents omitted giving this information. None of the respondents taught graduate home

management courses only. It was concluded that since the vast majority of respondents were teaching undergraduate home management courses exclusively it was reasonable to assume that these professors were in a position to provide the answers to the researcher's questions. The levels of college teaching of the respondents are shown in Table IV.

TABLE IV
COMPOSITION OF SAMPLE ACCORDING TO
LEVELS OF COLLEGE TEACHING

Levels of College Teaching of Respondents for 1971-72	Number of Persons	Per Cent of Total
Undergraduate only	110	84.61
Graduate and undergraduate	18	13.84
No information or other	2	1.55
Total Sample	130	100.00

Summary of Courses Taught by the Respondents

A summary was made of the kinds of undergraduate home management courses taught by the respondents as indicated in Table V. Since home management departments are organized with different formats and may include a variety of subject matter areas and since course titles and numbers vary from institution to institution, this information was used to ascertain if the respondents were teaching or had taught the undergraduate courses with which this study was concerned.

TABLE V

SUMMARY OF UNDERGRADUATE HOME MANAGEMENT COURSES TAUGHT
 BY RESPONDENTS IN THE ACADEMIC YEAR 1971-72
 N=130

Composite Course Titles*	Frequency Taught	Variations in Course Credit		Credit Most Frequently Offered
		Sem.	Qtr.	
Principles of Home Management (Basic theory course)	89	2-3	2-5	3 sem. hr.
Home Management Residence (Sometimes combined with theory)	69	2-6	4-6	3 sem. hr.
Home Management Laboratory (Not live-in)	19	1	3-4	3-4 qtr. hr.
Home Management Practicum with Field Experience	10	3	1-4	3 sem. hr.
Management of Family Resources (Only course offered)	6	2	3-4	3 qtr. hr.
Home Management and Family Finance, or Economics, or Consumer Education	19	3	4-5	3 sem. hr.
Home Management (Household Equipment)	11	3	4	3 sem. hr.
The Consumer in the Market Place (Using Management Principles to be an Effective Consumer)	6	3	3-4	3 sem. hr.
Conserving Time and Energy in the Home	3	2-3	-	--
Managerial Problems in Home and Community Relations	3	3	3-4	--
Home Living and/or Management for Contemporary Living	3		3	--
Home Management Problems	4	-	3-4	--
Management for Low-Incomes	4	3	4	--

*Composite course titles were arbitrarily developed by the researcher to categorize course descriptions given in the census data.

It can be seen that the respondents were familiar with some kind of basic course in management theory because 89 indicated that they were currently teaching such a course. Sixty-nine respondents also indicated that they were currently teaching a home management residence course.

Of the 130 institutions represented in the sample, 85 (65.80 per cent) had residence programs whereas 44 (34.11 per cent) indicated no residence. One respondent omitted the answer to this question. The respondents to this questionnaire did not necessarily teach the residence course when it was offered.

There were only 18 instances of respondents teaching a graduate course along with the undergraduate courses. The graduate courses taught most frequently by the respondents were "Family Economics-Home Management", "Special Problems and Research", and "Advanced Home Management" as is shown in Table VI.

TABLE VI

SUMMARY OF GRADUATE OR DUAL-LEVEL COURSES TAUGHT IN CONJUNCTION
WITH UNDERGRADUATE COURSES BY RESPONDENTS IN
THE ACADEMIC YEAR 1971-72

Course Title	Frequency of Courses Taught	Variations in Course Credit
Special Problems and Research	3	2 sem. hr.
Family Management Styles	2	2 sem. hr.
History and Philosophy of Home Management	1	3 qtr. hr.
Family Economics-Home Management	5	3 sem. hr.
Consumer Behavior	1	3 sem. hr.
Home Management Supervision	1	1-3 sem. hr.
Allocation of Family Resources	1	3 sem. hr.
Field Experiences	1	4-12 sem. hr.
Advanced Home Management	3	4 qtr. hr.

The Rank Order of Choice of the Affective
Objectives Considered as Essential by
the Sample

On the basis of frequency ranking, a complete list of the affective statements as they were stated in the instrument developed for this study are given in Table VII. The statements appear in rank order according to the percentage of the sample rating them essential. Frequency counts and percentages of all responses on all items in the instrument are found in Appendix C.

The mid-column of Table VII indicates the classification which the researcher assigned to the objective on the basis of Krathwohl's Taxonomy. The researcher examined the behavioral portion of the three objectives receiving the highest percentage ratings. Objective Statement 1 receiving the highest rating (90.77 per cent) was at the 1.00 level, Awareness; the second highest rating (78.29 per cent) Objective Statement 4 was classified at the 3.00 level, Valuing; and the third highest percentage rating (70.00 per cent) was given Objective Statement 14 at the 5.00 level, Characterization of a Value. Throughout the total list of items ranked in order of percentage frequency, no particular taxonomy class showed any evidence of prevalence over any other class. It would be sheer speculation as to whether the behavioral or content portion of the objective was the more important factor to the respondents in the rating.

Upon studying the raw data (Appendix C), the researcher did observe percentages of responses of Category D - Cannot Classify, ranging from 12.31 per cent on Item 11, to a high of 21.54 per cent on Item 15. This

TABLE VII
 FREQUENCY DISTRIBUTION SHOWING PERCENTAGE OF RESPONDENTS
 WHO CONSIDER THE LISTED AFFECTIVE OBJECTIVES
 ESSENTIAL IN UNDERGRADUATE HOME
 MANAGEMENT COURSES

Statement of Objectives Considered Essential as Stated in Questionnaire	Taxonomy Class	Percentage Frequency
1. The student shows awareness of how human and material resources interrelate to influence home management.	1.00	90.77
4. The student believes in the importance of concepts such as decision-making and organization that are relevant to home management.	3.00	78.29
14. The student has internalized the value of planning in advance to meet needs of a specific situation or occasion in home and family life.	5.00	70.00
16. The student believes in changing his position in light of new factors and considerations that may arise in the field of home management.	3.00	67.69
18. The student believes in identifying and appraising judgments and values that are involved in the choice of alternatives.	3.00	67.69
5. The student seeks ways to respond to managerial aspects of home and family life.	3.00	63.85
3. The student willingly explores reliable sources of information about human and material resources managed by a family.	2.00	60.77
6. The student believes in seeking knowledge of elements that may act as a basis for evaluating the management of home and family life.	3.00	54.62
17. The student believes in applying one's own standards when using human and material resources in performing homemaking practices.	3.00	54.62
2. The student willingly responds to knowledge of concepts associated with the study of home management.	2.00	53.08
8. The student willingly draws conclusions from analysis of a home management situation.	2.00	53.08

TABLE VII (Continued)

Statement of Objectives Considered Essential as Stated in Questionnaire	Taxonomy Class	Percentage Frequency
9. The student desires to recognize factors that may alter a home management situation and prevent an accurate prediction of outcome.	3.00	50.77
10. The student believes in differentiating value judgments from predictions and consequences in home management activity.	3.00	50.00
13. The student believes in distinguishing statements of facts about management from statements of beliefs and attitudes about family life.	3.00	44.62
11. The student finds pleasure in weighing alternatives when applying principles and other abstractions from the management field to actual home and family problems.	4.00	43.85
7. The student examines a variety of characteristics that distinguish managerial skills from other homemaking activities.	3.00	41.54
15. The student almost automatically proposes a set of operations for solution of a home management problem.	5.00	33.08
12. The student believes in distinguishing cause and effect relationships among human and material resources from other forms of sequential relationships.	3.00	26.92

would indicate either rejection of terminology describing the behavior or lack of clarity of the content portion of the objective. The researcher will examine this more closely when the point of actually proposing a set of objectives is reached.

Composite Ranking of Affective Objective

According to Their Importance

A mean rating was obtained for each objective by weighting responses as follows: A = 3, B = 2, C = 1, and D = 0. Table VIII shows the reordering of affective objectives according to the mean rankings of total responses. Upon examination of the frequency counts for each of the responses for rating the objectives A - essential, B - desirable, C - little or no importance, and D - cannot classify, it was noted that responses for Items 7, 8, 9, 10, 11, 12, 13, and 15 were fairly evenly distributed among the four choices. For the purpose of making composite rankings, the ratings of D - cannot classify and no responses were treated the same.

A comparison of ranks by the sample (Table VII) and ranks by mean responses (Table VIII) reveals that 11 of the 18 affective objectives remained in the same position through the first eight and the last three ranks. The positions of seven affective objectives (2, 8, 9, 10, 11, 13, and 17) shifted in importance when the total responses were weighted and compared with the essential ratings with the extreme differences in ranking being three places.

The raw data in the form of frequency counts for each item in the questionnaire are found in Appendix C.

TABLE VIII
 COMPOSITE RANKINGS OF AFFECTIVE OBJECTIVES BY MEAN
 RESPONSES AS SELECTED FOR THEIR IMPORTANCE
 BY THE SAMPLE

Statement of Affective Objectives as Stated in Questionnaire	Number Responses	Mean Responses
1. The student shows awareness of how human and managerial resources interrelate to influence home management. (1.00)	127	2.9
4. The student believes in the importance of concepts such as decision-making and organization that are relevant to home management. (3.00)	124	2.8
14. The student has internalized value of planning in advance to meet needs of a specific situation or occasion in home and family life. (5.00)	121	2.7
16. The student believes in changing his position in light of new factors and considerations that may arise in the field of home management. (3.00)	122	2.7
18. The student believes in identifying and appraising judgments and values that are involved in the choice of alternatives. (3.00)	124	2.6
5. The student seeks ways to respond to managerial aspects of home and family life. (3.00)	124	2.6
3. The student willingly explores reliable sources of information about human and material resources managed by a family. (2.00)	124	2.6
6. The student believes in seeking knowledge of elements that may act as a basis for evaluating the management of home and family life. (3.00)	123	2.5
8. The student willingly draws conclusions from analysis of a home management situation. (2.00)	123	2.5
9. The student desires to recognize factors that may alter a home management situation and prevent an accurate prediction of outcome. (3.00)	117	2.5
2. The student willingly responds to knowledge of concepts associated with the study of home management. (2.00)	119	2.5

TABLE VIII (Continued)

Statement of Affective Objectives as Stated in Questionnaire	Number Responses	Mean Responses
17. The student believes in applying one's own standards when using human and material resources in performing homemaking practices. (3.00)	115	2.5
10. The student believes in differentiating value judgments from predictions and consequences in home management activity. (3.00)	117	2.4
11. The student finds pleasure in weighing alternatives when applying principles and other abstractions from the management field to actual home and family problems. (4.00)	117	2.3
13. The student believes in distinguishing statements of facts about management from statements of beliefs and attitudes about family life. (3.00)	119	2.3
7. The student examines a variety of characteristics that distinguish managerial skills from other homemaking activities. (3.00)	124	2.2
15. The student almost automatically proposes a set of operations for solution of a home management problem. (5.00)	119	2.1
12. The student believes in distinguishing cause and effect relationships among human and material resources from other forms of sequential relationships. (3.00)	106	2.1

Affective Objectives Considered Essential by
50 Per Cent of the Respondents Classified
According to Taxonomy Class

The affective objectives considered essential by 50 per cent of the respondents are classified according to the taxonomy classes and are shown in Table IX. A total of 13 out of 18 affective objectives were rated essential by 50 per cent or more of the home management professors making up the sample. The objectives rated essential were classified according to the taxonomy classes as follows: one objective was classified at the 1.00 level, Receiving; three objectives were classified at the 2.00 level, Responding; eight objectives were classified at the 3.00 level, Valuing; and one objective was classified at the 5.00 level, Characterization by a Value. No objectives rated as essential were at the 4.00 level, Organization.

It was noted that the objectives which received less than 50 per cent ratings included three taxonomy classes. There were three objectives at the 3.00 level, Valuing; one at the 4.00 level, Organization; and one at the 5.00 level, Characterization by a Value. The ratings of less than 50 per cent do not appear to be related to a rejection of any one level of the behaviors included in the taxonomy classes.

Additional Affective Objectives Suggested by
Respondents as Essential

The respondents were asked to list other affective objectives which they felt were essential in teaching undergraduate home management

TABLE IX

AFFECTIVE OBJECTIVES CONSIDERED ESSENTIAL BY FIFTY
PER CENT OF THE SAMPLE CLASSIFIED ACCORDING TO
TAXONOMY CLASSES 1.00 TO 5.00

Taxonomy Class	Statement of Affective Objectives
<u>1.00 Receiving</u>	1. The student shows awareness of how human and material resources interrelate to influence home management.
<u>2.00 Responding</u>	2. The student willingly responds to knowledge of concepts associated with the study of home management. 8. The student willingly draws conclusions from analysis of a home management situation. 3. The student willingly explores reliable sources of information about human and material resources managed by a family.
<u>3.00 Valuing</u>	10. The student believes in differentiating value judgments from predictions and consequences in home management activity. 4. The student believes in the importance of concepts such as decision-making and organization that are relevant to home management. 16. The student believes in changing his position in light of new factors and considerations that may arise in the field of home management. 9. The student desires to recognize factors that may alter a home management situation and prevent an accurate prediction of outcome. 5. The student seeks ways to respond to managerial aspects of home and family life. 6. The student believes in seeking knowledge of elements that may act as a basis for evaluating the management of home and family life. 17. The student believes in applying one's own standards when using human and material resources in performing homemaking practices.

TABLE IX (Continued)

Taxonomy Class	Statement of Affective Objectives
5.00 Characteri- zation of a Value	18. The student believes in identifying and appraising judgments and values that are involved in the choice of alternatives. 14. The student has internalized the value of planning in advance to meet needs of a specific situation or occasion in home and family life.

courses. Six additional objectives were listed by respondents, each of which was suggested by one respondent. The six were:

- (1) The student desires to recognize the effect of rapid change on family management and the type of coping behavior that develops under stress.
- (2) The student shows awareness of similarities of concepts associated with study of business management, educational management (administration, public administration, economics, etc.).
- (3) The student should be aware of a variety of human management problems.
- (4) The student searches for values in a home management situation before making decisions among alternative courses of action.
- (5) The student shows awareness of the need for problem recognition in a home management situation or seeks to discover problems in the use of human and material resources which are inhibitors to value and goal realization by the family.
- (6) The student seeks to discover opportunities for value realization through the use of human and material resources in a home management situation.

Upon examination of these six objectives by the researcher, the first statement "The student desires to recognize the effect of rapid change on family management and the type of coping behavior that develops under stress" appears to involve concepts and behaviors not included in any of the objectives listed in the instrument. It could be developed

in relation to Item 16 in the instrument, "The student believes in changing his position in light of new factors and considerations that may arise in the field of home management." However, the statement given by the respondent is more explicit in recognizing the effect of change.

A second suggested objective "The student shows an awareness of similarities of concepts associated with study of business management, educational management ..." is at the awareness level (1.00, Receiving). With a much broader point of view, this could possibly be the beginning point in obtaining Item 4 in the instrument, "The student believes in the importance of the concepts such as decision-making and organization that are relevant to home management" at the 3.00 level, Valuing.

The suggested additional objective statements three through six listed above are believed to be encompassed in the Items 1, 5, 7, 8, 9, and 10 of the instrument, but they are expressed in different terminology. (Refer to Table VII for the full statements of the items listed in the instrument). The fact that only six additional affective objectives were suggested by 130 respondents suggests that the majority of the important concepts and behaviors were included in the statements of affective objectives in the instrument for the study.

Comparisons of Amount of Teaching Time Devoted
to Home Management and Responses to Statements
of Affective Objectives

Further study was done to determine if a relationship existed between the amount of teaching time devoted to home management courses and the ratings of the statements of affective objectives in the instruments.

A chi-square test for differences was computed on each of the 18 items. The percentage teaching time was divided into the following five categories for the purpose of computation: 0-24 per cent, 25-49 per cent, 50-74 per cent, 75-99 per cent, and 100 per cent. The item responses were placed into the following categories: essential, desirable, little importance, and cannot classify. Because the requirements were not met by the data in the form in which they were originally collected, adjacent categories were combined in order to increase the expected frequencies in the various cells (Seigal, 1956). In this case, categories were collapsed for teaching time at the lower level to include 0-49 per cent in one category and the response categories were collapsed to two: essential and all other responses.

One out of 18 statements, Item 16, showed a significant difference. The calculated chi-square of 7.8827 indicated that the differences in the responses were significant at the .05 level. About one-half of the full-time professors gave Item 16 the highest rating while over two-thirds of the professors who devoted less than 50 per cent of their teaching time to home management gave the item a rating of essential. The chi-square analysis of Item 16 responses is presented in Table X.

Comparisons of Years Teaching Experience
in Home Management With Responses to
Statements of Affective Objectives

The researcher believed that the years teaching in home management might have some relationship to the ratings of the statements of affective objectives in the instrument. The teaching experience was categorized: one to five years, and over five years. The responses to the

statements maintained the three categories: essential, desirable, and little importance. A calculated chi-square of 6.2709 showed that responses in only Item 7 were significantly different at the .05 level.

TABLE X

ANALYSIS OF FREQUENCY RESPONSES OF ITEM 16 IN RELATION
TO TEACHING TIME

Item 16. The student believes in changing his position in light of new factors and considerations that may arise in the field of home management.

Percentage of Teaching Time Devoted to Home Management	Essential Per Cent	All Other Per Cent	Total Per Cent
0-49 per cent	27.0	8.2	35.2
50-74 per cent	23.8	9.8	33.6
75-99 per cent	13.1	1.6	14.8
100 per cent	8.2	8.2	16.4
Totals	72.1	27.9	100.00

N = 122

Chi-Square = 7.8827

p < .05

Almost one-half of the professors with over five years of teaching experience in home management rated Item 7 essential; whereas, almost one-half of those with five years or less experience rated it desirable. A chi-square analysis of Item 7 is shown in Table XI.

TABLE XI
ANALYSIS OF FREQUENCY RESPONSES OF ITEM 7 IN RELATION
TO YEARS TEACHING EXPERIENCE IN
HOME MANAGEMENT

Item 7. The student examines a variety of characteristics that distinguish managerial skills from other homemaking activities.

Years Teaching Home Management	Essential Per Cent	Desirable Per Cent	Little Per Cent	Totals Per Cent
Over five years	25.0	16.0	4.0	46.0
Five years or less	18.5	24.2	11.3	54.0
Totals	43.5	41.1	15.3	100.0

N = 124

Chi-square = 6.2709

p < .05

Comparisons of the Responses From Those in the Population Who Offer Residence Programs With Those That Offer No Residence Programs

The ratings for each of the 18 statements of affective objectives were compared with the responses from institutions included in the study that offer residence programs and those that offer no residence programs. Chi-square tests for significance of differences were computed and a significant difference was found in the ratings of three items, 7, 12, and 15.

The calculated chi-square for Item 7 was 13.5434 which was significantly different at the .01 level. Over one-half of the respondents representing institutions that had a residence program rated Item 7 essential; whereas, only one-fifth of the respondents representing

institutions that had no residence program rated it essential. A chi-square analysis of Item 7 is shown in Table XII.

TABLE XII

ANALYSIS OF FREQUENCY RESPONSES OF ITEM 7 IN RELATION
TO HOME MANAGEMENT RESIDENCE

Item 7. The student examines a variety of characteristics that distinguish managerial skills from other homemaking activities.

Residence	Essential Per Cent	Desirable Per Cent	Little Imp. Per Cent	Totals Per Cent
Yes	35.8	23.6	6.5	65.9
No	<u>7.3</u>	<u>17.9</u>	<u>8.9</u>	<u>34.1</u>
Totals	43.1	41.5	15.4	100.0

N = 123

Chi-square = 13.5434

p < .01

The calculated chi-square for Item 12 of 7.2355 exceeded the tabled value so it was significant at the .05 level. Almost one-half of the respondents with residence programs gave this item an essential rating, while only about one-sixth of those with no residence programs gave it an essential rating. A chi-square analysis of the responses of Item 12 are shown in Table XIII.

TABLE XIII

ANALYSIS OF FREQUENCY RESPONSES OF ITEM 12 IN RELATION
TO HOME MANAGEMENT RESIDENCE

Item 12. The student believes in distinguishing cause and effect relationships among human and material resources from other forms of sequential relationships.

Residence	Essential Per Cent	Desirable Per Cent	Little Imp. Per Cent	Totals Per Cent
Yes	27.6	28.6	11.4	67.6
No	5.7	15.2	11.4	32.4
	<u>33.3</u>	<u>43.8</u>	<u>22.8</u>	<u>100.0</u>

N = 105

Chi-square = 7.2355

p < .05

The calculated chi-square of 10.7693 for Item 15 exceeded the tabled value and was significantly different at the .01 level. Again, approximately, one-half of those respondents with residence program rated Item 15 essential while about one-fifth of those with no residence programs rated it essential. A chi-square analysis of Item 15 is shown in Table XIV.

TABLE XIV

ANALYSIS OF FREQUENCY RESPONSES OF ITEM 15 IN RELATION
TO HOME MANAGEMENT RESIDENCE

Item 15. The student almost automatically proposes a set of operations for solution of a home management problem.

Residence	Essential Per Cent	Desirable Per Cent	Little Imp. Per Cent	Total Responses
Yes	28.8	26.3	10.2	65.3
No	<u>6.8</u>	<u>14.4</u>	<u>13.6</u>	<u>34.7</u>
Totals	35.6	40.7	23.7	100.0

N = 118

Chi-square = 10.7693

p < .01

Revised Statements of Affective Objectives for
Undergraduate Home Management Courses

The procedure for proposing a set of affective objectives for undergraduate college home management courses included the following criteria: (1) the objectives included those that were selected as essential by 50 per cent or more of the respondents; (2) the objectives included all levels of the taxonomy classes in the affective domain; and (3) the objectives were reworded or clarified to incorporate suggestions from the respondents of the study.

The researcher listed the statements of affective objectives as they were stated in the instrument along with the proposed revised statement of affective objectives in Table XV. Care was taken to retain the taxonomy classes of the original objectives during the process

TABLE XV

ORIGINAL AND PROPOSED AFFECTIVE OBJECTIVES IN RANK ORDER
 ACCORDING TO TAXONOMY CLASSES FOR COLLEGE
 UNDERGRADUATE HOME MANAGEMENT COURSES

Statement of Affective Objectives as Stated in Questionnaire	Revised Statement of Affective Objectives
<u>1.00 Receiving (Attending)</u>	
1. The student shows awareness of how human and material resources interrelate to influence home management.	(1) The student shows awareness of how human and non-human resources interrelate to influence personal and family goal achievement.*
<u>2.00 Responding</u>	
2. The student willingly responds to knowledge of concepts associated with the study of home management.	(2) The student responds to knowledge of concepts associated with the study of personal and family management.*
8. The student willingly draws conclusions from analysis of a home management situation.	(3) The student exhibits a willingness to draw realistic conclusions from analysis of personal and family management situations.*
3. The student willingly explores reliable sources of information about human and material resources managed by a family.	(4) The student is willing to explore sources of information about human and non-human resources managed by individuals and families.*
<u>3.00 Valuing</u>	
10. The student believes in differentiating value judgments from predictions and consequences in home management activity.	(5) The student believes in differentiating value judgments from predictions of outcomes and consequences in home management activity.*
4. The student believes in the importance of concepts such as decision-making and organization that are relevant to home management.	(6) The student believes in the importance of concepts such as decision-making and organization that are relevant to personal and family management.*
16. The student believes in changing his position in light of new factors and considerations that may arise in the field of home management.	(7) The student believes in evaluating his position in light of new factors and considerations that may arise.*

TABLE XV (Continued)

Statement of Affective Objectives as Stated in Questionnaire	Revised Statement of Affective Objectives
9. The student desires to recognize factors that may alter a home management situation and prevent an accurate prediction of outcome.	(8) The student desires to recognize factors that may alter or facilitate a home management situation and prevent an accurate prediction of outcome.*
5. The student seeks ways to respond to managerial aspects of home and family life.	(9) The student seeks a variety of ways to respond to managerial aspects of personal and family life.*
6. The student believes in seeking knowledge of elements that may act as a basis for evaluating the management of home and family life.	(10) The student seeks knowledge that will serve as a basis for evaluating the management of personal and family life.*
17. The student believes in applying one's own standards when using human and material resources in performing homemaking practices.	(11) The student believes in identifying and applying one's own standards when using human and non-human resources in performing personal homemaking practices.*
18. The student believes in identifying and appraising judgments and values that are involved in the choice of alternatives.	(12) The student believes in identifying and appraising judgments and values that are involved in the choice of alternatives.
<u>4.00 Organization</u>	
11. The student finds pleasure in weighing alternatives when applying principles and other abstractions from the management field to actual home and family problems.	(13) The student weighs alternatives when applying principles and other abstractions from the management field to actual personal and family problems.*
<u>5.00 Characterization by a Value</u>	
14. The student has internalized the value of planning in advance to meet needs of a specific situation or occasion in home and family life.	(14) The student has internalized the value of planning to meet needs of a specific situation or occasion in personal and family life.*

*Indicates affective objective has been reworded or revised.

of revision (see Appendix D). Only one objective, Item 12, was unchanged.

None of the objectives rated as essential by the respondents of the population were at the 4.00 level, Organization. There was one objective at the 5.00 level, Characterization of a Value rated essential. Theoretically, the student would go through the 4.00 level, Organization, to reach the 5.00 level. Item 11 in the instrument was stated at the 4.00 level as follows: "The student finds pleasure in weighing alternatives when applying principles and other abstractions from the management field to actual home and family problems." The researcher examined the responses given by the respondents (Appendix C), and the percentage frequency showed 43.85 per cent rating essential, 33.85 per cent desirable, 13.31 per cent little or no importance, and 10.00 per cent cannot classify.

Upon reexamining the original responses from the instrument as indicated in the respondents' comments, it was believed that the low rating for Item 11 given on essential was because of the objections to the words, "finds pleasure". Therefore, the researcher revised the statement to exclude the words "finds pleasure" and include this objective as representative of the 4.00 level, Organization. The words had been incorporated in the original statement to add more affective feeling; however, illustrations of educational objectives at the 4.00 level, Organization, in Krathwohl's Taxonomy (1964, p. 159) are stated "Weighs alternative social policies and practices ...".

With the inclusion by the researcher of a revised Item 11, a total of 14 affective objectives are proposed as essential for undergraduate

home management college courses. These 14 objectives, the result of the analysis of ideas from 130 respondents, make up Table XV.

Proposed Affective Objectives for the Under-
graduate Home Management Courses With
Suggested Learning Experiences

Learning experiences must be provided to accomplish both the behavioral and content portion of usable educational objectives. It was anticipated that one of the outcomes of the study would include proposing learning experiences through which the affective objectives might be accomplished. The summary of responses from the sample indicated a wide variety of learning experiences were now being used in home management education (Appendix E). Perhaps the learning experiences should vary according to such factors as the different student abilities, interests, and backgrounds; kinds of facilities available; and the variations in training and experience of the teachers.

Each of the proposed statements of affective objectives in Table XVI is listed in rank order according to the taxonomy classifications and in combination with some of the suggested learning experiences. The learning experiences listed were offered by a range of 3-18 respondents (Appendix E). The suggested experiences by no means indicate that these are the most effective learning experiences, but only that they are the ones used by the respondents of this study. Some of the ways most frequently listed by the respondents for accomplishing the affective objectives were: analysis of case studies relating to values, decision-making, and various areas of management; residence experiences;

TABLE XVI
 PROPOSED AFFECTIVE OBJECTIVES AND SUGGESTED LEARNING
 EXPERIENCES FOR UNDERGRADUATE HOME
 MANAGEMENT COURSES

Proposed Affective Objectives	Suggested Learning Experiences
1.00 The student shows awareness of how human and non-human resources interrelate to influence personal and family goal achievement.	<p>Experiments in time, energy, and money management.</p> <p>Work experiences in low-income families.</p> <p>Home management experience in house, apartment, or mobile home.</p> <p>Analysis of case studies of home-makers at different socio-economic levels.</p>
2.00 The student responds to knowledge of concepts associated with the study of personal and family management.	<p>Class discussions.</p> <p>Questions by students.</p> <p>Residence experiences.</p> <p>Testing.</p> <p>Research assignments.</p>
2.00 The student exhibits a willingness to draw realistic conclusions from analysis of personal and family management situations.	<p>Group evaluations and reports.</p> <p>Personal experiences in the home or residence experience.</p> <p>Home visits and analysis of these visits.</p> <p>Readings and discussions.</p> <p>Case studies.</p>
2.00 The student is willing to explore sources of information about human and non-human resources managed by individuals and families.	<p>Research studies.</p> <p>Interviewing different families.</p> <p>Residence experience.</p> <p>Personal experiences.</p> <p>Problem-solving situations.</p> <p>Reports to class.</p> <p>Independent study projects.</p> <p>Reading requirements.</p>
3.00 The student believes in differentiating value judgments from predictions of outcomes and consequences in home management activity.	<p>Critical analysis of experiences and group questions.</p> <p>Clarification of values as yardstick for making decisions.</p> <p>Analysis of case studies and books as <u>Coming Up Black</u>, <u>Child of the Dark</u>, and <u>Living Poor</u>.</p>

TABLE XVI (Continued)

Proposed Affective Objectives	Suggested Learning Experiences
3.00 The student believes in the importance of concepts such as decision-making and organization that are relevant to personal and family management.	Simulated laboratory. Problem-solving situations. Case studies on decision-making. Residence course - stress decision making. Analysis of student's home situations.
3.00 The student believes in evaluating his position in light of new factors and considerations that may arise.	Note present management procedures in respect to goals and changes in life styles to make changes as feasible. Special reports on new developments in the area of management. Research articles read and discussed in class. Residence house experiences. Case studies. Discussion on importance of flexibility and change.
3.00 The student desires to recognize factors that may alter or facilitate a home management situation and prevent an accurate prediction of outcome.	Study steps in management process-illustrate process through activity. Analyze case histories showing effects of conflicting goals. Analyze actions in management activity-discuss factors that affect it. Analysis of residence experiences. Simulation games as "Ghetto" or "Clue".
3.00 The student seeks a variety of ways to respond to managerial aspects of personal and family life.	Case studies to analyze managerial aspects of own homes. Residence experience. Problem-solving for personal goals.
3.00 The student seeks knowledge that will serve as a basis for evaluating the management of personal and family life.	Analysis of case studies. Make list of own values and evaluate. Readings and discussions. Residence experiences.

TABLE XVI (Continued)

Proposed Affective Objectives	Suggested Learning Experiences
3.00 The student believes in identifying and applying one's own standards when using human and non-human resources in performing personal homemaking practices.	Guide students to formulate his own standards when using resources in performing homemaking tasks. Contrast own standards with other standards. Residence requirements.
3.00 The student believes in identifying and appraising judgments and values that are involved in the choice of alternatives.	Simulated or case problems for analysis. Residence experience. Value clarification - Penny's <u>Forum</u> .
4.00 The student weighs alternatives when applying principles and other abstractions from the management field to actual personal and family problems.	Home or residence experience. Analysis of case studies. Student projects applied to personal situations in the home.
5.00 The student has internalized the value of planning to meet needs of a specific situation or occasion in personal and family life.	Arrange dual schedule to fit class and home management residence. Compare to management with no planning. Note results. Residence experience. Through detailed planning by each student for special events in which all family members will participate. Written plans for various laboratory assignments.

problem-solving situations; readings and discussions; and field work with families and agencies.

The affective objectives and suggested learning experiences which were the result of this study reflected a range of basic learning theories; for example, programmed instruction based on Skinner's reinforcement theory, or work with families based on Combs and Syngg's theory that learning is discovering people.

Summary

Slightly over one-half of the home management professors that composed the sample for this study have been teaching home management courses only five years or less. About two-thirds of the professors spend over 50 per cent of their teaching time in the area of home management. The majority of the respondents spend most of their teaching time with undergraduate home management courses. The courses most frequently taught by the respondents were the basic theory course and the residence course, problems, laboratory, or practicum courses. A few taught courses in the family finance or consumer education area. A few graduate courses were listed as taught by the respondents along with their undergraduate teaching loads.

A comparison of the amounts of teaching time devoted to home management with the ratings of the 18 statements of objectives in the instrument revealed a significant difference (.05 level) in only Item 16, "The student believes in changing his position in light of new factors and considerations that may arise in the field of home management." In this item, over two-thirds of the professors who devoted less than 50 per cent of their teaching time to home management gave the item an

essential rating, and about one-half of the full-time professors gave it the essential rating.

A comparison of the years of teaching experiences in home management with ratings of statements of objectives in the instrument revealed a significant difference (.05 level) of one statement, Item 7, "The student examines a variety of characteristics that distinguish managerial skills from other homemaking activities," when a chi-square test for differences was computed. Almost one-half of the professors with over five years of teaching experience in home management rated Item 7 essential, whereas, almost one-half of those with five years or less experience rated it only desirable.

Comparisons of the ratings given the statements of affective objectives by respondents from institutions which offer residence programs with those which do not offer a residence program were made using chi-square tests for differences. Significant differences were revealed in the responses to three statements, Item 7 (.01 level), Item 12 (.05 level), and Item 15 (.01 level).

Item 7, "The student examines a variety of characteristics that distinguish managerial skills from other homemaking activities," was rated essential by over one-half of the respondents representing institutions with a residence program, whereas only about one-fifth of the respondents representing institutions with no residence rated it essential.

Item 12, "The student believes in distinguishing cause and effect relationships among human and material resources from other forms of sequential relationships", was rated essential by almost one-half of the

respondents with residence programs, while about one-sixth of those with no residence programs gave it an essential rating.

Item 15, "The student almost automatically proposes a set of operations for solution of a home management problem," was rated essential by about one-half of those with residence programs, while about one-fifth of those with no residence programs rated it essential. The researcher noted with interest that these three items received the lowest percentage frequencies in the essential category of all 18 statements of affective objectives that made up the rating scale portion of the questionnaire.

Thirteen out of 18 statements of affective objectives were rated as essential by 50 per cent or more of the total population, representing all but one of the taxonomy classes. The 4.00, Organization, was omitted as essential by ratings of the respondents. In accordance with the criteria for establishing and ranking a set of affective objectives, the researcher revised this one objective at the 4.00 level. After final revisions based on comments from the respondents 14 affective objectives are proposed by the researcher for use in undergraduate home management courses.

Finally, the most frequently mentioned ways in which each of the proposed affective objectives might be accomplished in the undergraduate home management courses were suggested.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This final chapter summarizes the findings of a study undertaken early in 1972 to establish a set of affective objectives for undergraduate home management programs, and to suggest ways in which these objectives might be accomplished. A review of literature in areas which would aid the researcher in conducting the study included the purposes of educational objectives, taxonomy classification of objectives, theories of learning, home management background and objectives, and appropriate instrument development.

Eighteen objectives were written in the affective domain on the basis of Mau's cognitive objectives for home management. These affective objectives were reviewed by two different panels of experts and Dr. M. Ray Loree, one of the contributing editors of Krathwohl's Taxonomy. Modifications of the statements were made to include wording and ideas suggested by the experts and were incorporated into a questionnaire. The questionnaire had two parts: a rating scale of statements of affective objectives to be rated as essential, desirable, of little or no importance, or cannot classify; and an open-end question asking for ways to implement the objectives. Information concerning the professional role of the respondents was also requested.

The questionnaire was mailed to the head of home economics in 193 colleges and universities having home economics education programs as

shown in the 1968-69 listing of AHEA (Gorham and Harper, 1970). The heads of home economics departments were asked to relay the questionnaire to a member of their staff who was teaching in the undergraduate home management area.

Usable responses were received from 130 home management professors representing 130 different colleges and universities throughout the United States. The affective statements were considered essential if 50 per cent or more of the respondents so rated them. Another analysis was made whereby numerical rank was assigned to each of the categories of responses as a basis of determining a mean response so that the total importance of each affective objective would be reflected.

The suggestions for ways to accomplish the affective objectives in the undergraduate home management courses were tabulated. The ways for accomplishing the objectives that were listed most frequently were combined with the final proposed list of affective objectives. Finally, 14 objectives with learning experiences were offered by this researcher for use in planning undergraduate home management courses.

Summary of Findings

Over one-half of the home management professors who responded have been teaching home management courses five years or less. About two-thirds of the professors spent over one-half of their teaching time in the area of home management. Of the 130 respondents, 110 spent their teaching time exclusively on undergraduate home management courses. The courses most frequently taught were the basic theory course and the residence course, problems, laboratory, or practicum course. A few

taught courses in the family finance or consumer education area. A few taught graduate courses along with their undergraduate teaching loads.

Comparisons of the amount of teaching time devoted to home management with the ratings of statements of objectives in the instrument revealed a significant difference (.05 level) only in Item 16, "The student believes in changing his position in light of new factors and considerations that may arise in the field of home management." In this item, over two-thirds of the professors who devoted less than 50 per cent of their teaching time to home management gave the item an essential rating, and about one-half of the full-time professors gave it the essential rating.

A comparison of the years of teaching experiences in home management with ratings of statements of objectives in the instrument revealed a significant difference (.05 level) in one statement, Item 7, "The student examines a variety of characteristics that distinguish managerial skills from other homemaking activities," when a chi-square test for differences was computed. Almost one-half of the professors with over five years of teaching experience in home management rated Item 7 essential, whereas, almost one-half of those with five years or less experience rated it only desirable.

Comparisons of the ratings given the statements of affective objectives by respondents from institutions which offer residence programs with those which do not offer such a program were made using chi-square tests for differences. Significant differences were revealed in the responses to three statements, Item 7 (.01 level), Item 12 (.05 level), and Item 15 (.01 level). Item 7, "The student examines a variety of characteristics that distinguish managerial skills from other homemaking

activities," was rated essential by over one-half of the respondents indicating a residence program, whereas, only about one-fifth of the respondents indicating no residence rated it essential. In Item 12, "The student believes in distinguishing cause and effect relationships among human and material resources from other forms of sequential relationships," was rated essential by almost one-half of the respondents with residence programs, while about one-sixth of those with no residence programs gave it an essential rating. Item 15, "The student almost automatically proposes a set of operations for solution of a home management problem," was rated essential by about one-half of those with residence programs, while about one-fifth of those with no residence programs rated it essential. It was observed that these three items received the lowest percentage frequencies in the essential category of all 18 statements of affective objectives that made up the rating scale portion of the questionnaire.

Thirteen out of 18 statements of affective objectives were rated as essential by 50 per cent or more of the total sample. These 13 statements represented four of the five taxonomy classes 1.00, Receiving; 2.00, Responding; 3.00, Valuing; and 5.00, Characterization of a Value. The 4.00 level, Organization, was omitted as essential by ratings of the respondents. In accordance with the criteria for establishing and ranking a set of affective objectives, one affective objective was added at the 4.00 level. After final revisions for the purpose of clarity, 14 affective objectives are proposed for undergraduate home management courses. The proposed affective objectives are combined with four or five suggested ways for accomplishing them. Some of the ways most frequently listed by the respondents for accomplishing the affective

objectives were: analysis of case studies relating to values, decision-making, and various areas of management; residence experiences; problem-solving situations; readings and discussions; and field work with families and agencies.

Conclusions

It was concluded that affective objectives are essential to undergraduate home management programs since 14 of the 18 statements are proposed as essential on the basis of this research. It cannot be determined conclusively whether the behavioral or content portion of the objective most influenced the respondent to rate the statement in a particular category.

It was concluded that there was little difference in the amount of emphasis placed on affective learnings by professors of home management in relation to either years teaching experience at the college level or the amount of time devoted to teaching undergraduate home management courses since there was a significant difference in the responses to only 1 out of 18 statements of objectives in each comparison.

It was concluded that residence and non-residence programs have somewhat different priorities which may be related to the types of learning experiences that are provided at the institutions. There was a significant difference in responses from these two types of programs for 3 out of 18 statements of affective objectives.

It was concluded that more traditional learning experiences were listed frequently; however, a greater number of learning experiences were listed only one time. These single listings might be identified as innovative approaches to the teaching of home management.

Recommendations

On the basis of the findings and conclusions of this study, the following recommendations are proposed by the researcher for home management professors and persons interested in research.

- (1) Further study concerning the use of broad instructional objectives as a guide to writing specific behavioral or performance objectives that relate to specific needs of students in undergraduate home management courses.
- (2) Further study concerning the accomplishment of course objectives through the use of suggested learning experiences.
- (3) Continued research on effective means of evaluation of affective learnings in undergraduate home management courses.
- (4) Continued research to determine which affective objectives would be applicable to undergraduate home management courses in theory, residence, problems, or consumer education, according to both behavioral portion and content portion of the objectives.
- (5) Further study in the development of affective home management course objectives at the 4.00 level of the Taxonomy.

The following recommendations are directed to specific problems which are the concerns of special groups:

- (1) Continued use in residence courses of the three affective objectives (Item 7, 12, and 15) that were not rated essential by the total sample, but were rated highly essential

by respondents from colleges and universities offering a residence program.

- (2) Use and adaptation of the findings of this study by teacher educators in planning in-service programs for secondary home economics teachers.
- (3) Further use of the descriptions of the courses taught by the respondents when home management professors are considering curriculum revision.

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APPENDIX A

CORRESPONDENCE AND QUESTIONNAIRE

January 28, 1972

Dear Dr.

As part of my doctoral research at Oklahoma State University, I am conducting an investigation of Affective Objectives for college undergraduate home management courses. The enclosed statements are designed as components of cognitive objectives for home management undergraduate courses identified in an earlier study.

Will you please serve as a member of my "panel of judges" to react to the enclosed list of statements of affective objectives? If you can accept this responsibility, please evaluate the statements as to clarity, relevance, and wording.

Your suggestions will be most valuable because of your professional training and experience. Enclosed is a self-addressed envelope for your convenience in returning the completed instrument.

Thank you so much for your thoughtful reactions to the statements. When the study is completed, I shall be happy to provide you with a summary.

May I hear from you by February 15?

Sincerely yours,

Daisy H. Daniels, Graduate Student
Oklahoma State University

Ruth Pestle, Ph.D.
Adviser, Home Economics Education

Florence McKinney, Ph.D.
Committee Member, Home Management



Department of
Home Economics

Northeast Louisiana University
College of Pure and Applied Sciences
Monroe, Louisiana 71201

MEMORANDUM

TO: Head of Home Economics

FROM: Daisy H. Daniels, Graduate Student, Oklahoma State University

DATE: March 24, 1972

SUBJECT: Study of Affective Objectives in Undergraduate Home Management Courses

As part of my doctoral research at Oklahoma State University, I am conducting an investigation of affective objectives for college undergraduate home management courses. The enclosed checklist consists of statements of affective objectives which are components of cognitive objectives that were identified in an earlier study as essential for the undergraduate home management program.

Will you please relay this memorandum and questionnaire to the faculty member who is involved in teaching the undergraduate home management courses. Participation by your department is most important to assure representation of universities throughout the United States. Your contribution to the study can be most valuable to the profession at a time when new directions in the management area are being sought.

Thank you so much for your time and thoughtful consideration. Enclosed is a self-addressed envelop for your convenience in returning the completed instrument

May I hear from you by April 10?

**AFFECTIVE OBJECTIVES FOR UNDERGRADUATE
HOME MANAGEMENT COURSES**

OVERVIEW: Below are listed affective objectives which might be important in the instruction of undergraduate home management courses. These objectives are components of cognitive objectives which have been identified as essential in undergraduate home management instruction by previous studies.

PROCEDURE: PART I. As you read the statements of objectives, please circle the letter (A, B, C, D) that best describes how you feel about the objective. The term home management includes for the purpose of this study, any of the special concepts within the field such as decision-making, organization, communications and resources as energy, time and money.

DEFINITIONS:

- A. Essential - under no circumstances should be omitted from an undergraduate program in home management, though in some instances, the objective may be similar to another college program.
- B. Desirable but not essential for all students.
- C. Of little or no importance.
- D. Cannot classify. (Comment on why in the space below that objective.)

PART I.

Classification	Statement of Objectives
Example: <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	1. The student examines ways that human and material resources are interrelated to influence home management. (Space for Comments)
<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	1. The student shows awareness of how human and material resources interrelate to influence home management.
<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	2. The student willingly responds to knowledge of concepts associated with the study of home management.

PART II

Suggested Ways to Accomplish Objectives
(Response to be written later following instructions on page 3.)

PART I.

Classification	Statement of Objectives
A B C D	11. The student finds pleasure in weighing alternatives when applying principles and other abstractions from the management field to actual home and family problems.
A B C D	12. The student believes in distinguishing cause and effect relationships among human and material resources from other forms of sequential relationships.
A B C D	13. The student believes in distinguishing statements of facts about management from statements of beliefs and attitudes about family life.
A B C D	14. The student has internalized the value of planning in advance to meet needs of a specific situation or occasion in home and family life.
A B C D	15. The student almost automatically proposes a set of operations for solution of a home management problem.
A B C D	16. The student believes in changing his position in light of new factors and considerations that may arise in the field of home management.
A B C D	17. The student believes in applying one's own standards when using human and material resources in performing homemaking practices.

PART II.

Suggested Ways to Accomplish Objectives

PART I.

Classification	Statement of Objectives
A B C D	18. The student believes in identifying and appraising judgments and values that are involved in the choice of alternatives.

PART II.

Suggested Ways to Accomplish Objectives

PROCEDURE: PART II. Please reread the statements which you marked A or B. In the space provided, please suggest ways you feel these objectives might be accomplished.

If there are other objectives in the affective domain which you feel are essential in teaching undergraduate home management courses, please list below and suggest ways in which they might be accomplished.

BACKGROUND INFORMATION

1. Circle YES or NO to indicate whether you are now or have been within the past five years a home management person in

Extension Yes No

Research Yes No

College Teaching Yes No

Other (Please specify) _____

2. Since 19____, on the average, what percent of your teaching time have you spent per academic year teaching home management courses? _____%
3. If you are teaching college courses in home management in the academic year, September 1971-72, please list below the course title, and course description of the courses you have been or are currently teaching.

Course Title	Course Description	Level		No. of Credits		
		Check One		Qtr.	Tri.	Sem.
		Grad	Ungrad			

4. Is a residence course in home management offered presently?
 _____ Yes _____ No

Please return to: Mrs. Daisy H. Daniels
 2208 Park Avenue
 Monroe, Louisiana 71201



Department of
Home Economics

Northeast Louisiana University
College of Pure and Applied Sciences
Monroe, Louisiana 71201

M E M O R A N D U M

TO: Head of Home Economics

FROM: Daisy H. Daniels, Graduate Student, Oklahoma State University

DATE: April 20, 1972

SUBJECT: Study of Affective Objectives in Undergraduate Home Management Courses

As part of my doctoral research at Oklahoma State University, I am conducting an investigation of affective objectives for college undergraduate home management courses. The enclosed checklist consists of statements of affective objectives which are components of cognitive objectives that were identified in an earlier study as essential for the undergraduate home management program.

On March 24, you were sent a request to relay a memorandum and questionnaire to the faculty member who is involved in teaching the undergraduate home management courses. At this moment a reply has not been received. Participation by your department is most important to assure representation of universities throughout the United States. Your contribution to the study can be most valuable to the profession at a time when new directions in the management area are being sought.

I am enclosing another copy of the questionnaire and a self-addressed envelope for your convenience. Thank you so much for your efforts and thoughtful consideration.

May I hear from you by May 1?

APPENDIX B

COLLEGES AND UNIVERSITIES REPRESENTING THE
SAMPLE IN THE STUDY

COLLEGES AND UNIVERSITIES REPRESENTING THE
SAMPLE IN THE STUDY

Alabama

Alabama A & M College
Auburn University
Jacksonville State University
Tuskegee Institute
University of Alabama

Arizona

Arizona State University
Northern Arizona University
University of Arizona

Arkansas

Harding College
University of Arkansas

California

California State College,
Long Beach
California State College, L. A.
California State Poly. College
Fresno State College
San Diego State College
San Fernando Valley State College
San Jose State College
University of California, Davis

Colorado

University of Northern Colorado
Colorado State University

Connecticut

University of Connecticut

District of Columbia

Howard University

Florida

Florida A & M University
Florida State University

Georgia

Fort Valley State College

Idaho

Idaho State University
University of Idaho

Illinois

Eastern Illinois University
Illinois State University
Northern Illinois University
Southern Illinois University
University of Illinois
Western Illinois University

Indiana

Ball State University
Indiana State University
Purdue University

Iowa

Iowa State University

Kansas

Kansas State College, Pittsburg
Kansas State University

Kentucky

Morehead State University
Western Kentucky University

Louisiana

Grambling College
Louisiana Tech University
Louisiana State University
McNeese State College
Northwestern State University
Southeastern Louisiana College
Univ. of Southwestern Louisiana

Maine

Farmington State College

Maryland

University of Maryland

Michigan

Andrews University
 Central Michigan University
 Michigan State University
 Northern Michigan University
 Wayne State University

Minnesota

Mankato State College
 University of Minnesota, Duluth
 University of Minnesota, St. Paul

Mississippi

Mississippi State College for Women

Missouri

Central Missouri State College
 Northeast Missouri State College
 Southeast Missouri State College
 Southwest Missouri State College

Montana

University of Montana

Nebraska

Kearney State College
 University of Nebraska, Lincoln
 University of Nebraska, Omaha

New Hampshire

University of New Hampshire

New Jersey

Douglass College, Rutgers
 Glassboro State College

New Mexico

New Mexico State University
 West New Mexico University

New York

Cornell University
 State University College, Oneonta
 State University College,
 Plattsburg
 Syracuse University

North Carolina

Appalachian State University
 East Carolina University
 North Carolina A & M State Univ.
 University of North Carolina

Ohio

Bowling Green State University
 Kent State University
 Miami University
 University of Akron
 Youngstown State University
 Ohio State University

Oklahoma

Central State College
 East Central State College
 Northeastern State College
 University of Oklahoma

Pennsylvania

Carnegie-Mellon University
 Drexel University
 Immaculata College
 Mansfield State College
 Marywood College

Rhode Island

University of Rhode Island

South Carolina

Winthrop College

South Dakota

South Dakota State University

Tennessee

David Lipscomb
East Tennessee State University
Memphis State University
Tennessee State University
Tennessee Technological University
University of Tennessee, Knoxville
University of Tennessee, Martin

Texas

Baylor University
Lamar State College of Technology
North Texas State University
Prairie View A & M College
Stephen F. Austin State College
Texas Tech University
The University of Texas
University of Houston
Texas Christian University

Utah

University of Utah
Utah State University

Vermont

University of Vermont

Virginia

Madison College
Radford College

Washington

Central Washington State College
Eastern Washington State College
University of Washington
Washington State University
Western Washington State College

West Virginia

Fairmont State College
West Virginia University
West Virginia Wesleyan College

Wisconsin

Mount Mary College
Stout State University
Wisconsin State University

APPENDIX C

FREQUENCY DISTRIBUTIONS AND CONTINGENCY TABLE

ANALYSIS OF AFFECTIVE OBJECTIVES

TABLE XVII

FREQUENCY DISTRIBUTION OF RESPONSES FOR EACH
STATEMENT OF OBJECTIVE IN INSTRUMENT
N = 130

Statement of Objective in Instrument	Essential		Desirable		Little or No Import.		Cannot Classify		No Response	
	cf	%f	cf	%f	cf	%f	cf	%f	cf	%f
1. The student shows awareness of how human and material resources interrelate to influence home management.	118	90.77	9	6.92	0	0.0	0	0.0	3	2.31
2. The student willingly responds to knowledge of concepts associated with the study of home management.	69	53.08	46	35.38	4	3.08	8	6.15	3	2.31
3. The student willingly explores reliable sources of information about human and material resources managed by a family	79	60.77	41	31.54	4	3.08	3	2.31	3	2.31
4. The student believes in the importance of concepts such as decision-making and organization that are relevant to home management.	101	78.28	22	17.05	1	0.78	5	3.88	0	0.0
5. The student seeks ways to respond to managerial aspects of home and family life.	83	63.85	36	27.69	5	3.85	5	3.85	1	0.77
6. The student believes in seeking knowledge of elements that may act as a basis for evaluating the management of home and family life.	71	54.62	42	32.31	10	7.69	6	4.62	1	0.77
7. The student examines a variety of characteristics that distinguish managerial skills from other homemaking activities.	54	41.54	51	39.23	19	14.62	4	3.08	2	1.54

TABLE XVII (Continued)

Statement of Objective in Instrument	Essential		Desirable		Little or No Import.		Cannot Classify		No Response	
	cf	%f	cf	%f	cf	%f	cf	%f	cf	%f
8. The student willingly draws conclusions from analysis of a home management situation.	69	53.08	44	33.85	10	7.69	5	3.85	2	1.54
9. The student desires to recognize factors that may alter a home management situation and prevent an accurate prediction of outcome.	66	50.77	41	31.43	10	7.69	11	8.46	2	1.54
10. The student believes in differentiating value judgments from predictions and consequences in home management activity.	65	50.00	35	26.92	17	13.08	9	6.92	4	3.08
11. The student finds pleasure in weighing alternatives when applying principles and other abstractions from the management field to actual home and family problems.	57	43.85	44	33.85	16	12.31	13	10.00	0	0.0
12. The student believes in distinguishing cause and effect relationships among human and material resources from other forms of sequential relationships.	35	26.92	47	36.15	24	18.46	19	14.62	5	3.85
13. The student believes in distinguishing statements of facts about management from statements of beliefs and attitudes about family life.	58	44.62	43	33.08	18	13.85	7	5.38	4	3.08
14. The student has internalized the value of planning in advance to meet needs of a specific situation or occasion in home and family life.	91	70.00	27	20.77	3	2.31	8	6.15	1	0.77

TABLE XVII (Continued)

Statement of Objective in Instrument	Essential		Desirable		Little or No Import.		Cannot Classify		No Response	
	cf	%f	cf	%f	cf	%f	cf	%f	cf	%f
15. The student almost automatically proposes a set of operations for solution of a home management problem.	43	33.08	48	36.92	28	21.54	8	6.15	3	2.31
16. The student believes in changing his position in light of new factors and considerations that may arise in the field of home management.	88	67.69	30	23.08	4	3.08	6	4.62	2	1.54
17. The student believes in applying one's own standards when using human and material resources in performing homemaking practices.	71	54.62	32	24.62	12	9.23	12	9.23	3	2.31
18. The student believes in identifying and appraising judgments and values that are involved in the choice of alternatives.	88	67.69	31	23.85	5	3.85	3	2.31	3	2.31

TABLE XVIII

CONTINGENCY TABLE ANALYSIS

Statement of Objectives as Listed in Instrument	Comparison of % Teaching Time with Ratings				Comparison of Years Teaching with Ratings				Comparison of Residence Programs with Ratings			
	N	Chi- Square	Proba- df	Prob- ability	N	Chi- Square	Proba- df	Prob- ability	N	Chi- Square	df	Prob- abil- ity
1. The student shows awareness of how human and material resources interrelate to influence home man- agement.	127 ¹	2.6334	8	<.98	127	0.3815	2	<.90	126	0.6110	2	<.80
	127 ²	0.0	0	--	127	0.0	-	--	126	0.0	-	--
2. The student willingly responds to knowledge of concepts associated with the study of home management.	119	6.7828	8	<.70	119	1.5549	2	<.50	118	0.9631	2	<.70
	119	2.7901	3	<.50	119	0.0746	1	<.80	118	0.5728	1	<.50
3. The student willingly explores reliable sources of information about human and material resources managed by a family.	124	10.1005	8	<.30	124	0.1205	2	<.95	123	0.2315	2	<.90
	124	3.114	3	<.50	124	0.0660	1	<.80	123	0.1577	1	<.70
4. The student believes in the importance of concepts such as decision-making and organization that are relevant to home manage- ment.	124	3.0256	8	<.95	124	1.4152	2	<.50	123	1.0244	2	<.50
	124	0.0429	2	<.98	124	0.0740	1	<.80	123	0.3125	1	.70
5. The student seeks ways to re- spond to managerial aspects of home and family life.	124	11.4462	8	<.30	124	1.5917	2	<.50	123	0.4244	2	<.90
	124	3.9280	3	<.30	124	0.0046	1	<.95	123	0.0732	1	<.80

TABLE XVIII (Continued)

Statement of Objectives as Listed in Instrument	Comparison of % Teaching Time with Ratings				Comparison of Years Teaching with Ratings				Comparison of Residence Programs with Ratings			
	N	Chi-Square	df	Probability	N	Chi-Square	df	Probability	N	Chi-Square	df	Probability
6. The student believes in seeking knowledge of elements that may act as a basis for evaluating the management of home and family life.	123	10.8239	8	<.30	123	1.8224	2	<.50	122	0.9054	2	<.70
	123	4.0555	3	<.30	123	1.2855	1	<.30	122	0.0004	1	<.99
7. The student examines a variety of characteristics that distinguish managerial skills from other homemaking activities.	124	7.1585	8	<.70	124	6.2709	2	<.05	123	13.5434	2	<.01
	124	5.5012	4	<.30	---	--	-	--	---	--	-	--
8. The student willingly draws conclusions from analysis of a home management situation.	123	6.5096	8	<.70	123	3.3375	2	<.20	122	2.2130	2	<.50
	123	3.3395	3	<.50	123	1.2143	1	<.30	122	2.2099	1	<.20
9. The student desires to recognize factors that may alter a home management situation and prevent an accurate prediction of outcome.	117	8.0321	8	<.50	117	1.2707	2	<.70	116	1.4179	2	<.50
	117	0.6364	3	<.90	117	0.1325	1	<.80	116	0.1142	1	<.80
10. The student believes in differentiating value judgments from predictions and consequences in home management activity.	117	8.1465	8	<.50	117	3.8081	2	<.20	116	4.7917	2	<.10
	117	6.8058	4	<.20	---	--	-	--	---	--	-	--
11. The student finds pleasure in weighing alternatives when applying principles and other abstractions from the management field to actual home and family problems.	117	9.5733	8	<.30	117	1.0359	2	<.70	116	1.1011	2	<.70
	117	4.3832	3	<.30	---	--	-	--	---	--	-	--

TABLE XVIII (Continued)

Statement of Objectives as Listed in Instrument	Comparison of % Teaching Time with Ratings				Comparison of Years Teaching with Ratings				Comparison of Residence Programs with Ratings			
	N	Chi- Square	Proba- df	bility	N	Chi- Square	Proba- df	bility	N	Chi- Square	df	Prob- abil- ity
12. The student believes in distinguishing cause and effect relationships among human and material resources from other forms of sequential relationships.	106	3.4028	8	<.90	106	3.8633	2	<.20	105	7.2355	2	<.05
	106	1.9858	4	<.80	---	--	-	--	---	--	-	--
13. The student believes in distinguishing statements of facts about management from statements of beliefs and attitudes about family life.	119	8.7427	8	<.50	119	3.8457	2	<.20	118	4.5295	2	<.20
	119	4.1474	4	<.50	---	--	-	--	---	--	-	--
14. The student has internalized the value of planning in advance to meet needs of a specific situation or occasion in home and family life.	121	5.9391	8	<.70	121	3.4076	2	<.20	120	2.1224	2	<.50
	121	0.3051	2	<.90	121	3.4073	1	<.10	120	0.0513	1	<.90
15. The student almost automatically proposes a set of operations for solution of a home management problem.	119	11.5904	8	<.30	119	0.8272	2	<.70	118	10.7693	2	<.01
	119	6.1750	4	<.20	---	--	-	--	---	--	-	--
16. The student believes in changing his position in light of new factors and considerations that may arise in the field of home management.	122	9.9605	8	<.30	122	0.0179	2	<.99	121	0.9316	2	<.70
	122	7.8827	3	<.05	122	0.0021	1	<.98	121	0.5728	1	<.50

TABLE XVIII (Continued)

Statement of Objectives as Listed in Instrument	Comparison of % Teaching Time with Ratings				Comparison of Years Teaching with Ratings				Comparison of Residence Programs with Ratings			
	N	Chi- Square	Proba- df	Probabil- ity	N	Chi- Square	Proba- df	Probabil- ity	N	Chi- Square	Proba- df	Probabil- ity
17. The student believes in applying one's own standards when using human and material resources in performing homemaking practices.	115	4.7175	8	<.80	115	1.3085	2	<.70	114	0.0354	2	<.99
	115	0.9621	3	<.90	115	1.3085	2	<.70	114	0.0354	1	<.50
18. The student believes in identifying and appraising judgments and values that are involved in the choice of alternatives.	124	5.7739	8	<.70	124	4.6652	2	<.10	123	5.8283	2	<.10
	124	0.7818	3	<.90	124	0.0474	1	<.90	123	1.9402	1	<.20

¹First line of each item represents original categories of data.

²Second line of each item represents collapsed categories of data.

APPENDIX D

COMMENTS AND/OR REASONS FOR VARIATIONS
IN RESPONSES TO RATING OBJECTIVES

TABLE XIX
COMMENTS AND/OR REASONS FOR VARIATIONS IN
RESPONSES TO RATING OBJECTIVES

Statement of Affective Objective as Listed in Questionnaire	Comments and/or Reasons for Variations in Responses*
1. The student shows awareness of how human and material resources interrelate to influence home management.	-change home to personal and family -change home management to goal achievement -what are observable behaviors? -are there other resources other than human ones?
2. The student willingly responds to knowledge of concepts associated with the study of home management.	-willingly?1111 -do not understand 1111 -how do you measure?
3. The student willingly explores reliable sources of information about human and material resources managed by a family.	-willingly? 11 -reliable is a value judgment 11 -change family to include individual and family
4. The student believes in the importance of concepts such as decision-making and organization that are relevant to home management.	-believes in? 11 -add personal and family management
5. The student seeks ways to respond to managerial aspects of home and family life.	-ways? -too general -cannot be accomplished during course -unclear 111
6. The student believes in seeking knowledge of elements that may act as a basis for evaluating the management of home and family life.	-believes? 1111
7. The student examines a variety of characteristics that distinguish managerial skills from other homemaking activities.	-not clear -unable to use managerial skills in accomplishing homemaking activities
8. The student willingly draws conclusions from analysis of a home management situation.	-"is able to" -exhibits ability -realistic conclusions

TABLE XIX (Continued)

Statement of Affective Objective as Listed in Questionnaire	Comments and/or Reasons for Variations in Responses*
9. The student desires to recognize factors that may alter a home management situation and prevent an accurate prediction of outcome.	<ul style="list-style-type: none"> -do not understand 1111 -add facilitate -awkwardly stated -means chance factors
10. The student believes in differentiating value judgments from predictions and consequences in home management activity.	<ul style="list-style-type: none"> -add prediction of "outcomes" -meaning vague 11 -does this mean he does it?
11. The student finds pleasure in weighing alternatives when applying principles and other abstractions from the management field to actual home and family problems.	<ul style="list-style-type: none"> -pleasure? 1111111
12. The student believes in distinguishing cause and effect relationships among human and material resources from other forms of sequential relationships.	<ul style="list-style-type: none"> -do not understand 11111 -likes to or believes?
13. The student believes in distinguishing statements of facts about management from statements of beliefs and attitudes about family life.	<ul style="list-style-type: none"> -unsure 1 -is there a difference in managing and living -statements are not parallel -tries instead of believes?
14. The student has internalized the value of planning in advance to meet needs of a specific situation or occasion in home and family life.	<ul style="list-style-type: none"> -not after one course -is advanced planning always desirable? -not subject to change -internalized? 11
15. The student almost automatically proposes a set of operations for solution of a home management problem.	<ul style="list-style-type: none"> -unable to generalize -decision-making? -what about more affective decisions? -implies conditioning, not management
16. The student believes in changing his position in light of new factors and considerations that may arise in the field of home management.	<ul style="list-style-type: none"> -too difficult for undergraduate -evaluating position o.k., but change may not be involved -must "do" it -makes management sound like a fad

TABLE XIX (Continued)

Statement of Affective Objective as Listed in Questionnaire	Comments and/or Reasons for Variations in Responses*
17. The student believes in applying one's own standards when using human and material resources in performing homemaking practices.	<ul style="list-style-type: none"> -a person should apply his own standards when performing his own homemaking -flexible standards to meet the needs of situation -in what context?
18. The student believes in identifying and appraising judgments and values that are involved in the choice of alternatives.	<ul style="list-style-type: none"> -does this mean he does it?

*These comments are the combined results of 36 out of 130 respondents.

APPENDIX E

**WAYS OF ACCOMPLISHING AFFECTIVE OBJECTIVES AS
SUGGESTED BY 130 RESPONDENTS**

WAYS OF ACCOMPLISHING AFFECTIVE OBJECTIVES AS

SUGGESTED BY 130 RESPONDENTS

1. The student shows awareness of how human and material resources interrelate to influence home management.

Experiments in time, energy and money management.*
 Use Blake and Mouton, The Managerial Grid, Gulf, 1964.
 Teach principles of scarcity, substitute use of resources and the alternate use of resources.
 Work experiences in low-income area (contrasting and comparing).*
 Actual home management experience in house, apartment, mobile home.*
 Interview with individuals or families concerning present, past, and anticipated future home management situations.
 Visits in home situations.
 Hypothetical home management situations.
 Analysis of case study books of homemakers at different socio-economic levels.*
 Field work with elderly, handicapped and working women.
 Counseling in Family Financial Crisis Clinic and analysis of case studies.
 Panels.
 Develop ways of self-questioning.
 Simulation games.
 Case studies.*
 Class discussions on interaction of human and material resources.*
 Lecture.
 Role playing.
 Plan time and activity schedules.
 Observations.
 Film: "Child of the Dark."
 Written assignment about resources seen in action that day.
 Use of convenience foods as opposed to preparing foods from basic ingredients.
 Open-end stories for problem-solving.
 Buzz sessions.
 Autobiographies and Biographies - Gilbreth, Frank B. Cheaper by the Dozen. New York: T. Y. Crowell Co., 1948.**

2. The student willingly responds to knowledge of concepts associated with the study of home management.

Application of decision-making in life as student.
 Work simplification.
 Problem-solving projects of high motivation.
 Making time schedules for the performance of homemaking tasks.
 Evaluation of self.
 Discussion.*

Questions asked by students.*
 Residence experiences.*
 Buzz sessions.
 Present home management as an intellectual challenge.
 Simulation games.
 Testing.*
 Group and individual projects.
 Term paper of management situation.
 Apply concepts in situation other than traditional family as
 communes, etc.
 Systems approach to management.
 Case studies.
 Research assignments.*
 Planning surveys.
 Observation of attitudes.
 Checklist to test self of following processes when making decisions.
 Abstract current literature.
 Prepare unit for teaching management.
 Use appropriate jargon.
 Analysis of management problems encountered in field work.
 Analysis of storage problems centered in the home.
 Interviews.

3. The student willingly explores reliable sources of information about human and material resources managed by a family.

Research studies.*
 Relate to consumer economics.
 Interviewing different families.*
 Survey of community resources.
 Case studies.*
 Residence experience.*
 Hypothetical home management situations.
 Lecture-discussions.
 Survey community for handicapped homemakers.
 Personal experiences.*
 Problem-solving.*
 Field trips.
 Reports to class.*
 Independent study projects concerning students.*
 Reading requirements.*
 Position papers.
 Films.
 Tape recordings.
 Study resource books for a home furnishing project.
 Weller, Jack E. Yesterday's People, Lexington, Ky.: University
 of Kentucky Press, 1965.**
 Lewis, Oscar. LaVida, New York: Random House, 1968.**
 Personal use of resources.
 Simulation games.
 Resources of real families.

4. The student believes in the importance of concepts such as decision-making and organization that are relevant to home management.

Simulated laboratory.*
 Problem-solving.*
 Discussion-lecture.*
 Case studies of decision-making.*
 Write paper on most important decision.
 Definition of decision-making.
 Residence course-stress decision-making.*
 Analysis of students own home situations.*
 Home visits.
 Survey attitudes of students on decision-making.
 Guest speakers from welfare agencies, other professions, homemakers.
 Field service practicum.
 Demonstrate belief by organizing work in preparation and clean-up
 of a meal.
 Simulation games on decision-making.
 Emphasize personal responsibility for decisions.
 Observations.
 Readings-papers.
 Develop model to relate concepts.
 Role playing.
 Questionnaires.
 Consumer investigations.
 Preparing and using teaching kits centered around concepts used
 in field work.

5. The student seeks ways to respond to managerial aspects of home and family life.

Students engage in special supervised projects.
 Case studies to analyze managerial aspects of own homes.*
 Define alternatives.
 Residence experience.*
 Writing case studies.
 Simulated games.
 Problem solving for personal goals.*
 Brainstorming on all possible solutions.
 Observations of homemakers.
 Field experiences.
 Visiting intercultural resource people.
 Budgeting different family incomes.
 Discussing better buys.
 Open-end stories.
 Pathway charts - process charts.
 Analyze changing role of women.
 Planning menus, time schedules, etc.

6. The student believes in seeking knowledge of elements that may act as a basis for evaluating the management of home and family life.

Analysis of case studies.*
 Note activities involved in management of home and evaluate in terms of long-range goals.
 Evaluate conflict in group dynamics.
 Make list of own values and evaluate.*
 Reading and discussion.*
 Interview with homemakers.
 Use examples of constant evaluation teaching. Ask why?
 Research projects.
 Home visits.
 Systems approach.
 Residence experience.*
 Learning packages.
 Observation of different lifestyles.
 Develop checklist to evaluate management techniques.
 Written evaluation of family management.
 Written analysis of decision made.
 Field study with families.
 Stress communication skills-recognition of changing values.
 Develop some frames of reference for management as Maslow's hierarchy of needs.
 Discussion of welfare case studies in joint meetings with students and welfare workers.

7. The student examines a variety of characteristics that distinguish managerial skills from other homemaking activities.

Have students identify characteristics which distinguish managerial skills from other homemaking skills.*
 Analysis of responsibilities of residence "family" as manager, cook, etc.
 Identify self activities and classify as to managerial realm.*
 Discussion of case studies.*
 Stress mental processes compared to skills.
 Identify skills that are useful as resources to families.
 Surveys.
 Research project.
 Residence experience.
 Visits to homemakers - employed or career homemakers.
 Skits.
 Ranking management and skill activities on continuum.
 Simulation.
 Sensitive to skills of others and use these skills for solutions.
 Place money value on various skills in the home-classify as managerial or non-managerial.
 Readings.
 Role playing.

8. The student willingly draws conclusions from analysis of a home management situation.

Group evaluations and reports.*
 Discussion of different methods of doing a task using classes of change.
 Study welfare situations during summer employment.
 Role playing.
 Personal home and residence experiences.*
 Evaluation of films and articles.
 Simulated situations.
 Home visits and analysis of each visit.*
 Work with families in community.
 Readings and discussions.*
 Case studies.*
 Ask students to propose a problem to solve and make recommendations.
 Community surveys.
 Unfinished stories.
 Analysis of critical incidents.
 Analysis of household tasks applying concepts using an audio visual tape.

9. The student desires to recognize factors that may alter a home management situation and prevent an accurate prediction of outcome.

Study steps in management process-illustrate process through activity.*
 Follow-up counselling of families in Family Financial Crisis Clinic.
 Case histories showing effects of conflicting goals.*
 Plan profile of ideal life-plan ways to work through alternatives that occur.
 Simulated situations.
 Analyze actions in management activity-factors that affect it.*
 Case studies.*
 Analysis of residence experience.*
 Readings in psychology - predictions and hopes must be separated.
 Time analysis project of student's own day.
 Research problems.
 Students questions.
 Home visits.
 Analyze alternative resources available.
 Simulated games as "Ghetto", Western Publishing Co., New York, 1969.**

10. The student believes in differentiating value judgments from predictions and consequences in home management activity.

Critical analysis of experiences and group questions.*
 Discussion of procedure that may be in opposition to values.
 Clarification of values as yardstick for making decisions, etc.*

Case studies.*

Readings.

Specific activities as selection of furnishings, supplies for house care, etc.

Class discussions.

Check sheet based on predictions versus value judgments.

Recognition of individual differences.

Residence work.

Analyze statements as "Johnny is late" to determine value or fact.

Give opportunity for students to find values are a part of life and may be altered by association.

Analyzing books that show cultural value systems such as:

Jesus, Carolina Maria De. Child of the Dark. New York: Dutton, 1962.**

Moritz, Thomsen. Living Poor. Seattle: Univ. of Washington Press, 1969.**

Schutz, David A. Coming Up Black. Englewood Cliff, N. J.: Prentice-Hall, 1969.**

Small seminar discussions.

Survey.

Examination of decision-making models.

Work with low-income programs and activities.

Simulated situations for experience in decision-making.

11. The student finds pleasure in weighing alternatives when applying principles and other abstractions from the management field to actual home and family problems.

Assemble and weigh alternatives in connection with a decision-making experience.

Home or residence experience.*

Simulated situation.

Weigh alternatives in relation to their own consumer decisions.

Field experiences.

Case studies.*

Questionnaires.

Demonstrations of work simplification techniques, etc.

Research projects.

Concept picture application.

Student projects applied to personal situations in the home.*

Problem-solving situations - purchasing problems.

Positive and enthusiastic discussions of experiences.

12. The student believes in distinguishing cause and effect relationships among human and material resources from other forms of sequential relationships.

Analysis of case or laboratory experiences.*

Residence by trying various convenience foods, work simplification, etc.

Ecological approach - recycling-conservation.
 Discussions of readings, case studies.
 Through a survey homemaker's opinion check sheet to determine cause and effect relationships.
 Organizing chart of relationships to better see problem.
 Comparisons and evaluations.
 Personal application.
 Home visits and interview.
 Recognize outcomes as resulting from actions -- too low oven temperature prevents browning.
 Observations.
 Field experiences with families.
 Research studies.
 Identification of poor housekeeping traits - components of job.
 Matching questions.
 Games.
 Draw from knowledge of human needs & behavior to explain the cause and effect relationships affecting the management of resources and the "process".
 Students present alternatives to families in field work.
 Students see and identify wishfulness and superstition in solving family problems ... fate as a philosophy of life.

13. The student believes in distinguishing statements of facts about management from statements of beliefs and attitudes about family life.

Read and discuss research studies on beliefs and attitudes of family life.*
 Teach as broad subject rather than narrow housekeeping.
 Define orally or in writing.
 Residence experience.*
 Case studies.*
 Analysis of book reports about family life of various socio-economic levels.
 Analysis of cases from field work.*
 Analyze what parts of life are managerial -- divorce, illness?
 Examinations.
 Analyze news articles - determine facts and beliefs and attitudes and label them.
 Discuss and analyze individual experiences.*
 Simulation games.
 In-Basket technique.
 Continuums.
 Movies.
 Role playing.*
 Group interaction.
 People over things concept.

14. The student has internalized the value of planning in advance to meet needs of a specific situation or occasion in home and family life.

Hypothetical situations - simulation.

Arrange under dual schedule to fit class and home management residence.

Compare to management with no planning - note results.*

Budgets time or money.

Management test - synthesize answers to problems.

Home management residence.*

Through detailed planning by each student for special events in which all family members will participate.*

Written plans for various laboratory assignments.*

Ask student about an important occasion and see if she mentions planning ...

Projects.

Case studies.

Analyze successful managerial situations - some where planning was conscious, some internalized or too obvious.

Does housekeeping quickly and thoroughly because she follows a plan.

Students set a financial retirement for an elderly couple.

Field work.

Role playing actual experiences.

Trial and error in laboratory performance.

Reward factor - frees person for other things.

Setting deadlines.

Carry out and evaluate a supervision project in the home.

15. The student almost automatically proposes a set of operations for solution of a home management problem.

Practical test.

Hypothetical situations which lead to the solution of a problem.*

Residence experiences.*

Case studies.*

Field experiences.

Examinations - practical tests.

Problem-solving.*

Discussion.

Individual projects.

Recognize repetitive nature of housework and develop pattern of work.

Analyze successful operations.

Term paper.

Laboratory procedures.

Hostess function.

16. The student believes in changing his position in light of new factors and considerations that may arise in the field of home management.

Pre-test, post-test on study and/or experiences.
 Note present management procedures in respect to goals and changes in life styles to make changes as feasible.*
 Special reports on new things in area of management.*
 Research articles read and discussed in class.*
 Residence house experience.*
 Home visits.
 Field experiences.
 Case studies.*
 Problem-solving.
 Review changes from the past; teach principles of reason over fact.
 Students evaluation of own work and finds it inadequate for goals.
 Simulation games.
 Experience in identifying the facts known at the time a decision is made and action related to each versus where changing factors made earlier contemplated action invalid.
 Teach importance of flexibility and change.*
 Two-chair technique - Penny's Forum Spring/Summer, 1972.
 Ask for definition of management several times during course; compare at end for change.
 Survey of 10 most recent significant thesis in field of home management.
 Task analysis with application of most recent research.
 Read and discuss Toffler, Alvin. Future Shock. New York: Random House, 1970.**

17. The student believes in applying one's own standards when using human and material resources in performing homemaking practices.

Guide students to formulate his own standards when using human and material resources in performing homemaking tasks.*
 Contrast with other standards.*
 Residence requirement.*
 Case studies.
 Hypothetical.
 Evaluation on one week of time records to show how standards may become flexible.
 Working out individual standards in relation to method in task analysis study.
 Demonstrations.
 Develop understanding of different standards through real people's experience.
 Identify student satisfaction with his housekeeping abilities.
 Planning assignments followed by evaluation of plans.
 Role playing.

Analyze the results which occurred when the student has decided on a standard that did not coincide with society's or with that of important "others".

Home visits.

18. The student believes in identifying and appraising judgments and values that are involved in the choice of alternatives.

Simulated or case problems for analysis.*

Compare two procedures - follow through - compare results in terms of goals, values.

Background information on values.

Scientific decision-making.

Forced-choice value test.

Residence experience.*

Analyze a novel in regard to judgments and values.

Have students give reasons for choosing alternatives.

Set up objectives, goals, values according to needs and resources.

Have one group make decision; another group evaluate decisions.

Family visits - work with low-income families.

Analyze movies.

Games.

Applying judgment and values in choice of alternatives regarding cases and the use of models.

Value clarification - Forum. New York: J. C. Penny Co., Spring/Summer, 1972.**

*Denotes ways suggested most frequently in the questionnaires.

**Complete bibliography was added by the researcher.

VITA

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