

STUDENT RESEARCH AND THESIS WRITING POLICIES, PRACTICES AND
PROBLEMS AS IDENTIFIED BY SELECTED HOME ECONOMICS
ADMINISTRATORS, ADVISOR, AND STUDENTS

By

SHAMIM AKHTAR CHEEMA

Bachelor of Science in Home Economics
1959

Bachelor of Education in Home Economics
1960

Master of Science in Home Economics
1961

University of Punjab
Punjab, West Pakistan

Submitted to the faculty of the Graduate School
of the Oklahoma State University
in partial fulfillment of the requirements
for the degree of
MASTER OF SCIENCE
May, 1964

JAN 8 1965

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Thesis Approved:

Jane Cozine

Thesis Advisor

Millie Pearson

J. B. Boyce

Dean of the Graduate School

570164

ACKNOWLEDGMENT

The author wishes to express sincere appreciation to her thesis advisor, Dr. June Cozine, Head of the Department of Home Economics Education, for her individual guidance, keen interest, inspiration and continuous assistance throughout the entire study.

Grateful acknowledgment is due to Dr. Millie Pearson, Professor of Home Economics Education, for her valuable guidance, endless encouragement, constructive criticism and suggestions.

Indebtedness is acknowledged to the former graduates, students, and thesis advisors of the College of Home Economics at Oklahoma State University, and to the administrators of Home Economics units for their help in collecting and providing the data, without whose cooperation the author would have been unable to carry out the study.

Special thanks is given to Mrs. Grace Peebles for her efforts and help in preparing the thesis for publication.

Last, but not least, the most sincere gratitude is due to her parents and friends for their encouragement and support.

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CHAPTER I

INTRODUCTION

Student research and thesis writing are parts of the curricula in many institutions of higher education, and are partial requirements of the master's degree program. Their purpose is to promote a student's intellectual independence, his ability to think critically and to express ideas in a scholarly manner. The research of graduate students tends to contribute to the expansion of human knowledge through the discovery of new ideas or through additional use of knowledge previously discovered.

Since home economics is the field of knowledge which is concerned with and centers around family and community life, student research and thesis writing in this field usually deals with the problems of family and community living and is aimed at their improvement. To help students work more effectively on such research studies and theses, making them more useful and valuable, problems involved in carrying on research and in writing must receive special consideration in the planning of graduate study programs. Identification of student's problems and attitudes is necessary before teachers can give adequate guidance to students for their research activities and thesis writing. However the identification of problems cannot be of much value unless faculty members who have the responsibility in guiding and directing students' work have enough time at their disposal and adequate facilities to discharge their duties efficiently. Not only is the identification of students' problems necessary, but also the identification of difficulties encountered by advisers is of

significance in the planning of an effective graduate program.

Statement of the Problem

The study undertaken was an attempt to identify the policies, practices and problems related to student research and thesis writing. It is hoped that this study would contribute not only to the future planning of graduate programs in home economics but also to the author herself who anticipates working with graduate students in the field of home economics.

Home Economics has been highly recommended as a field of study for Pakistani women. The Commission on National Education has stated that "a high priority must be given to the opening of departments of home economics in women's colleges and universities, and to the establishment of additional institutions designed specifically for the study of this subject."¹ With the establishment of more home economics departments and institutions there will be greater need for teachers of home economics. This not only emphasizes the need for more home economists but also for more teaching materials for the various areas of home economics. This implication in turn emphasizes the responsibility of home economics teachers and graduate students for making contributions to knowledge in all areas of home economics through research studies, theses and reports. Thus making it necessary to develop a graduate program suitable and effective for teachers and students.

The present study as stated before, was an attempt to identify the policies, practices and problems in student research and thesis writing as a part of the graduate program. The findings will be used as a basis

¹Report of the Commission on National Education, Ministry of Education, (Karachi, Government of Pakistan, 1959), p. 193.

for suggesting recommendations for the graduate program in general and with specific implications for the College of Home and Social Sciences, Lahore, Pakistan. Since the college in Lahore was established only in 1954 and the graduate program started in 1959, there is a lack of trained advisors and sufficient source materials for students. The author hopes that the recommendations and implications made in this study will help those involved in the graduate program.

Purposes of Study

The study was designed with the following purposes in mind.

1. To identify some of the common problems which graduate students encounter as they pursue research and write thesis as a part of their master's degree programs, and their attitudes toward graduate requirements.
2. To identify some of the common procedures, practices and difficulties which thesis advisors encounter in guiding and directing research and thesis writing of graduate students.
3. To study the general policies and practices of student research and thesis writing as a part of the master's program in the field of home economics.
4. To suggest recommendations in general for improving student research and thesis writing as a part of the graduate program in the field of home economics.
5. To formulate specific implications for student research and thesis writing program for the College of Home and Social Sciences, Lahore, Pakistan.

Statement of Hypothesis

The general hypothesis for the study was that the identification of the policies, practices and problems of student research and thesis writing can serve as a basis for the development of recommendations for the graduate program. The five sub-hypotheses for the study were as follows:

1. The problems which graduate students encounter as they pursue research and write a thesis, and their attitudes can be identified by information obtained from them through the use of questionnaires.
2. The procedures, practices and difficulties of faculty members in guiding and directing student research and thesis writing, can be identified by information obtained through personal interviews.
3. The general policies and practices of student research and thesis writing as a part of the master's program in the field of home economics can be studied from the information obtained from the administrators through the use of questionnaires.
4. Recommendations can be suggested on the basis of this study for student research and thesis writing program as a part of graduate program in the field of home economics.
5. Specific implications can be formulated for student research and thesis writing program in the College of Home and Social Sciences, Lahore, Pakistan.

Procedure of the Study

The problem of this investigation was identified from the review of

literature concerned with the need and importance of research in home economics and from the writer's future anticipated responsibility of working with graduate students in Pakistan. A review of studies in various related fields of knowledge such as psychology, philosophy and sociology revealed extensive use of the questionnaire and interview as instruments for identifying practices, problems, and obtaining opinions and attitudes. The data for this study was collected through mailed questionnaires and planned interviews.

Three questionnaires were developed to be used with three different groups. Questionnaire "A" was used for obtaining data from recent graduates and graduate students enrolled in the College of Home Economics of Oklahoma State University. Questionnaire "B" was used for interviewing faculty members of the College of Home Economics of Oklahoma State University, who had served or were serving as advisors for students engaged in research and thesis writing. Questionnaire "C" was sent to administrators of home economics units in colleges and universities in the United States in which graduate programs in home economics were offered. A copy of each questionnaire and the letter accompanying each is included in the Appendix.

Copies of Questionnaire "A" were mailed to 52 individuals who had been granted Master's degrees in an area of Home Economics at Oklahoma State University during the five year period, 1959-1963. The list of names of the graduates was compiled from the official copies of the commencement programs and addresses were obtained from the office of the secretary of the Home Economics Alumni Association. Names and addresses for the 30 graduate students enrolled at the present time were obtained from class rolls in the office of the Dean of Home Economics.

The names of faculty members who had served or were serving as thesis

advisors to graduate students were given by the heads of the various departments. Individual conferences were scheduled with each 'faculty member' and responses to items on the questionnaire were recorded by the author.

A copy of Questionnaire "C" was mailed to the administrators of the home economics units listed in "Titles of Completed Theses - Home Economics and related Fields in Colleges and Universities of the United States, 1961-1962." The names of the administrators were obtained from "Home Economics Institutions Granting Bachelor's or Higher Degrees 1961-62."³

The responses for all three questionnaires were compiled and analyzed separately. Comparisons were made of the responses for the common items included in two or more of the questionnaires. Findings from the three separate analyses were studied and recommendations were suggested. The final step was the stating of implications of the study for the graduate program at the College of Home and Social Sciences at Lahore, West Pakistan.

Definition of Terms

The following definitions were accepted for the use in this study.

1. Administrators - are those whose names were listed as administrators of the home economics units as are included in "Home Economics In Institutions Granting Bachelor's or Higher Degrees, 1961-1962.

²Titles of Completed Thesis in Home Economics and Related Fields in Colleges and Universities of United States, 1961-1962. Agricultural Research Service (Washington, D. C., 1963).

³Home Economics In Institutions Granting Bachelor's or Higher Degrees, 1961-1962. Office of Education, (Washington, 1963).

2. Graduates are those students who were granted Master's degrees in the various areas of home economics at Oklahoma State University during the years of 1959 to 1963, and wrote a thesis as a part of their graduate program.
3. Student research in this study refers to any kind of research done by graduate students as a basis for thesis writing as one requirement for the master's degree.
4. Students are those students who are enrolled as graduate students in the College of Home Economics at Oklahoma State University and are actively engaged in research and thesis writing.
5. Thesis Advisors are those faculty members who are or have been working with students for guiding and directing their research and theses in the College of Home Economics at Oklahoma State University.
6. Thesis writing is the work done by a graduate student in planning, carrying out, writing and compiling a report of the results of a research problem.

Limitation of the Study

The study has the usual limitations, ascribed to the use of questionnaires and interviews. For example, there may be discrepancies due to different interpretations of the respondents as to the meaning of the items or questions.

The sample for the study is also limited and can be specifically described as follows.

1. Students were (i) those who completed a thesis as a part of the master's degree requirements in the College of Home Economics at Oklahoma State University during the years of 1959-1963, and (ii)

those who were actively engaged in research and thesis work, and were in residence in the College of Home Economics of Oklahoma State University during the academic year of 1963-1964.

2. Thesis advisors were only those who were serving as advisors for students in writing a thesis in the College of Home Economics at Oklahoma State University.
3. Administrators of home economics institutions were selected from only 55 universities and colleges in the United States of America.

CHAPTER II

RESEARCH AND THESIS WRITING AS A PART OF HIGHER EDUCATION

Purposes of Education

The overall purpose of education in a democratic society is to provide conditions which facilitate the growth and development of individuals. However, for its different stages or levels, education has certain definite aims and goals directed toward the general purpose of democratic individuality. Education facilitates the growth and development of an individual to lesser or greater extent depending on his age level, background and capacities.

At its first stage or primary level, education has as its purpose making the individual functionally literate and equipping him with the basic knowledge and skills required to become a member of society. Next to primary education comes the so-called secondary education. Its objectives at this particular stage or level are to help the student to grow and develop as a responsible individual and citizen, who participates in social and economic progress and enjoys scientific inventions. Secondary education also helps an individual to judge his capacities for further learning, referred to as higher education. Higher education follows primary and secondary schooling. Colleges and universities are the prime sources for higher education. Admission to these institutions requires the achievement of a broad general education background, intellectual ability and skills in communication. Higher education may be called the form of education that exists for the advanced training of

people who have capacities for intellectual work.

Higher education is of special significance and plays a fundamental role in civilization in that it has been defined by the Commission on National Education of Pakistan as

the form of education that exists for the advanced training of young people of serious purpose who have had at least twelve years of previous schooling and are on the verge of adulthood, who have a proven capacity for intellectual work and who will eventually provide national leadership at the various levels and in all spheres.¹

The above definition implies that higher education is the agency which is primarily responsible and is looked to for the discovery and use of knowledge and the preparation of specialists in all areas of learning. Higher education is entrusted with the preparation of leaders who have the responsibility and opportunity for determining the quality and character of their civilization. Institutions of higher education therefore may be called the chief sources of new ideas as well as the instruments for bringing change or progress to a society. Hence the quality of instruction and the services of colleges and universities is of prime importance. The products - the graduates, of these institutions are expected and hoped to lead productive public and full personal lives. It is the responsibility of higher education to guide students in the developing of a continuing desire for knowledge, in the initiating and testing of ideas, in the understanding of people and the solving of their problems, and in the establishing of proper habits of work.

To meet the challenges and expectations of society, modern educational thought is inclined toward the development of intellectual independence, guidance and understanding of self, thus promoting the development of

¹Report of the Commission on National Education of Pakistan (Karachi, 1959), pp. 261-262.

thinking and the search for knowledge. Different institutions offer various curricula and provide opportunities for learning experiences to promote students' intellectual freedom and their ability to think critically. This is done through class or course work and through research. Graduate students have an opportunity to work with their teachers not only in the exploration of both old and new ideas, and in analyzing known theories, but also in planning and developing as well as discovering new procedures, techniques, and theories. In most institutions of higher learning, the student preparing for the master's degree, spends from 80 to 90% of his time in course work and from 10 to 20% in carrying on a research problem -- the report of which is often called a thesis.

Meaning and Value of Research and Thesis

The term thesis has been described and interpreted in various ways by different people. Many consider it a piece of research done by a graduate student for his or her master's degree requirement. Some believe that thesis writing means the reporting of work done on a research problem, yet others consider it to be an organized written report of a study or survey. In the words of Albaugh, "Ideally, a thesis is concerned with a problem and its solution; and the problem -- countless exact thesis to the contrary notwithstanding -- should be more significant than how does one get a graduate degree."² According to Almack, "a thesis is a coherent report of research in which both process and the results are given."³

²Ralph M. Albaugh, Thesis Writing, A Guide to Scholarly Style, (Adams, Iowa, 1953), p. 4.

³John C. Almack, Research and Thesis Writing, (New York, 1960), p. 11.

In the light of above ideas a thesis may be defined as an organized written report of a study or a problem, including the procedures followed, the results obtained and finally the conclusions and/or recommendations proposed. The student identifies and outlines a problem which is then approved by his thesis advisor. Since a thesis is always written by an individual graduate student, and is the result of his work in solving a problem it provides proof of his ability to do logical creative thinking.

The origin of a thesis is always a problem or purpose while the central proposition is an hypothesis or hypotheses or assumptions. The student's first step in undertaking a thesis is to identify and state a problem in his own area of study and interest. The next step is to analyze the possibilities for working on the problem, considering the need for such a study, the purposes which it will serve and the sources available for collecting data for its solution. Then the student decides the methods or techniques to be used in collecting, organizing and using the data for the study. After giving consideration to these factors and finding the possibilities for working on the problem, an outline is made to serve as a guide in collecting and analyzing the data, reporting the results obtained and presenting the conclusions arrived at, which may also suggested implications and/or recommendations. A report of the planning, the carrying out and evaluation of the results of the problem and their implications, when presented in well written form becomes the student's thesis which is recognized as a part of his or her work toward achieving the degree. Since theses are judged in part by the manner in which the writer expresses himself, students frequently find that they must rewrite portions of their work many times before they and their advisors agree that it is well written. Although writing is not the major objective in theses, it still provides an important avenue for student growth.

Students oftentimes say that the experience in writing is as valuable as the logical thinking demanded in solving the problem attacked. The form for typing and the regulations for binding theses vary, since they are determined by the institution granting the degree. Thesis work is always done by the graduate student under the special guidance and direction of a well qualified person, the thesis advisor.

A student may think that a thesis is merely an extensive form of a term paper, however, a thesis and a term paper cannot be placed in the same category. A thesis is always an original piece of work. The problem for the thesis is identified by the student and approved by his advisor, who supervises and guides the work throughout the study. A term paper on the other hand is written by a graduate or undergraduate student without teacher supervision. Moreover a term paper is based on readings and studies done by others, hence does not involve the actual collection, analyzing and organizing of data required in a thesis. Term papers provide experience in collecting, organizing and reporting written information in a logical manner but unlike a thesis does not require the seeking of new knowledge or the organization and presentation of proof. A term paper is not expected to be as specific as a thesis, nor does it state or attempt to prove an hypothesis or assumption.

Frequently a term paper is seen and examined only by the writer and the teacher who grades it. It may or may not be seen by the classmates of the writer or others, while a thesis is a formally written document which is signed by the student, his or her advisors, and the Dean of the Graduate School and is submitted to the faculty of the graduate school, thus becoming the permanent property of the institution which grants the degree. It is shelved in the library and may be used for references by both students and faculty.

The term thesis is more frequently applied to the master's degree requirement, but sometimes is used interchangeably with the term "dissertation." Dissertation however, actually refers to the report of research done as a requirement for the doctorate degree. Although one finds similarities between theses and dissertations, there are decided differences which clearly identify them. Usually the thesis is short and narrow in scope, while the dissertation is often a result of several years of work in research and writing since it is expected to represent an intensive treatment, analysis and evaluation of the data collected. A thesis is frequently started and completed in one academic year and may be called an exercise, designed to certify the writer's ability to carry on and to report individual investigation.

A thesis is considered to be a report of a piece of original research work done on a definite problem by a graduate student. It is therefore a scientific document. It is expected that the writer must be prepared and be able to verify his data and justify his conclusions. The manuscript presented is expected to show well planned methods of approaching a problem, a careful accumulation of facts, a logical interpretation of data and a clear statement of the results. Conclusions, if valid, are drawn from actual evidences shown by the data and not from the personal opinions of the writer. It is assumed that a thesis contributes to existing knowledge and that it is of value to persons, other than the writer. Since a thesis is a scholarly production, it necessitates detachment and objectivity and therefore should be written in the third person, always avoiding personal references. It must be readable, grammatically correct and structurally effective. Expressions such as "I think," or "it seems" are inappropriate and need to be avoided, because they not only violate the principle of objectivity, but also fail to support the

writer's ideas and thoughts.

A thesis should be based upon accurate and sound reasoning. The data presented must be supported by sufficient evidences to justify the results and conclusions cited. References or source materials used to provide evidences are also an essential part of theses. While explaining the evidences, over estimation as well as under estimation must be avoided. The advisor can and has every right to raise any questions concerning the study.

The time requirement for completing the master's degree is usually one academic year. Since the thesis is only a part of the program, a student may finish it in less than one year or may take more time depending on his problem, the nature of the study, the method to be used and his ability. The scholastic credit given for thesis writing varies from institution to institution, also from one department to another. Reference to college catalogues shows that many science departments such as physics and chemistry give more credit hours for theses than do art departments. Other areas fall between the two extremes.

As far as length of a thesis is concerned, institutions require no stated number of pages. The volume of a thesis or the number of pages depends upon the nature of the problem and upon the writer's ability to present the subject matter. The quality, therefore, is judged by its content, not by the size or length.

The requirement of writing a thesis is not just to get a degree, but to provide certain valuable experiences for students which serve definite purposes. Education bears the responsibility of identifying problems in various fields of study for the advancement of human knowledge. However, mere identification of a problem has little significance unless an effort is made toward its solution. This demands research.

The thesis has demonstrable value in providing experience in handling a research problem. It provides opportunities to identify a problem and to seek its possible solutions. This in turn requires thinking ability, critical judgment and the exploring of ideas. The actual carrying out of a study is a practical experience where one becomes familiar with various techniques and methods of research and their applications. Such experience enables students to develop greater appreciation for research studies, promotes their ability to evaluate them and helps them in establishing thinking habits. They very often need others help and cooperation in collecting data and the necessary information required for the study undertaken, thus learn to work cooperatively and also become aware of the resources available to them. Reading authoritative material obtaining, interpreting and using other's ideas and views increases the students' knowledge and helps them in developing a broader outlook and deeper understanding of the selected subject.

The writing of the thesis is another valuable experience which promotes writing and thinking skill. The selection, organization, presentation and clarification of ideas, in turn help the student to develop an ability to apply and make use of the facts discovered and to carry on intellectual independent thinking. In addition to this, another intellectual and probably the most valuable experience is actually thinking through the study and whole process of work to formulate conclusions and/or to suggest recommendations. The conclusions or suggested recommendations based upon the results of the study may be an addition or improvement to existing knowledge, which often brings satisfaction and a sense of achievement to the students concerned. Thus the writing of the thesis is a learning experience in more than one way and a source for the advancement of human knowledge.

Main Parts of a Thesis

A thesis or a research study can be divided into three main parts: (1) the introduction; (2) the main body or text; and (3) the summary, conclusions and/or recommendations. These are followed by a bibliography and appendix.

The first part or the introduction describes the situation or the setting up of the problem, reasons for selecting it and explains what the author has tried to do. It usually includes a statement of the problem investigated, a review of pertinent literature and a validation of the study by bringing out the reasons for its importance, the hypothesis and/or assumptions upon which the study is based, a definition of terms, and the procedure and resource material used. The first and major task in any study is the selection and statement of the problem. It may seem to a student that there is no problem in his area of study but it should be clear that "Gaps exist in every field of human knowledge, these gaps must be filled in at sometime or other and they stand as challenges to the ingenuity of the young scholars."⁴

The responsibility of selecting a problem for a study belongs to the student, not the advisor. This responsibility is an important step in the student's learning to identify and discover problems which can be attacked and will be of value. Although selection of the problem is required of the student, consultation with the advisor is recommended and is always desirable. Discussions and talks often help to clarify the ideas and also to see the possibilities or limitation of a study. While considering the possibilities of a problem, personal interest, need, value, purposes, cost, resources and time available are some of the factors which

⁴Tyrus Hillway, Introduction to Research (Boston, 1956), pp. 95-96.

must not be neglected. Natural curiosity and interest is the best guide for a study. A student is likely to do a better job with the topic he selects because of interest than on one that is uninteresting and is imposed upon him. A problem, in which a student has no interest, can prove a most dull and tiresome one. The student should also consider the time he can or wants to spend on a study. Although it is hard to predict the length of time required to complete a specific investigation, a rough estimation can always be made. If one estimates that it will take two years to finish a study and has only one year at his disposal to get his degree he would certainly need to reconsider. Availability of source material is another important condition which contributes to the solution of a problem. Sometimes the lack of resources and unfavorable working conditions do not allow a student to make investigations or to work on a problem.

After the problem is selected and clearly stated, one needs to develop a hypothesis. According to Good, a hypothesis is

an informed or shrewd guess or inference with a reasonable chance of being right, formulated and tentatively adopted to explain observed facts or conditions and to guide in further investigation, in other words to serve as the investigators [eyes] in seeking answers to questions.⁵

This definition indicates that a hypothesis is a key to the problem, gives directions to the worker in planning and collecting the data to be used. It may serve the purpose of an explanation, stimuli to research and criteria for evaluating experimental techniques and for organizing the principles applied. A hypothesis is a hunch one uses for locating and interpreting findings. It may disclose the conditions under which the evidences will have the maximum influence in relation to the decisions to

⁵Carter V. Good, Introduction to Educational Research (New York, 1963), p. 138.

be made, however a student should remain objective and must not set out to prove it. The data and conclusions may be in agreement or may disagree with the hypothesis. So a hypothesis may be proved or disapproved by the results obtained through the study. Factors which contribute to the emergence of the hypothesis include the results and generalizations of previous investigations and the analyzing of factual conditions requiring explanation.

A student may decide to state some assumptions or generalizations which he expects to prove instead of formulating a hypothesis or hypotheses. Assumptions and/or generalizations actually consist of theoretical explanations or purposes of data to be collected which may be right or wrong or they may be possible answers to the questions under investigation. Each hypothesis or assumption must be tested carefully to find out the evidences in favor or against it, thus deciding upon its truth or falsity.

Next to the statement and a description of the problem and hypothesis or assumptions, the method of carrying out the study is described. Sometimes this is referred to as the "procedure" and includes the description of control techniques, measuring devices, materials used and ways of proceeding with the study. The procedure or method thus may differ from one study to another, depending on the type of the problem and the availability of resources. A problem suitable for historical research would require historical documents and books. Another problem may best be solved by normative survey which would probably require the use of questionnaires or interviews. Yet another study could be a case study and would need data which could be collected through observation. The method and technique used for collecting and organizing data should be described with all important details such as population and area.

If a student decides to use a questionnaire, he needs to consider the number and kind of respondents, simplicity and significance of the questions, the technique and resources for handling the answers, the time needed and the cost involved. Unnecessary specification and details should always be avoided as this would save both researcher's and respondent's time. Definite, concrete and simple questions bring clearer answers than long and complicated ones. The type of questions and answers like check lists, open or free response is to be determined by the information required.

In case the data is to be collected through interview, the interviewer must be able to share the common language and terminology with the respondent. In order to get answers from all interviewees on the same question, it is always helpful to state the questions so that each respondent would be listening to the same terminology. Since the interview is a process of face to face communication between two persons it may lead to clues that are not possible by other means. One of the unique values of the interview is that it permits the study of illiterate people who cannot read or follow and answer written questions. While collecting data through interviews, the interviewer has to be very alert to follow up the areas where respondents might show emotional involvement.

Both the interviews and questionnaires must be pretested to check their validity. Pre-testing is valuable as it may lead to the revision or deletion of certain questions and the addition of new items. The use of questionnaires or interviews in a thesis or research study is an experience for the student in learning to be specific in questioning and talking, and in becoming alert in understanding and interpreting others' ideas and concepts. He also gets an experience in contacting people and in making arrangements for interviews. This may help him to promote human

relationships and friendliness.

No matter what procedure is used, a student would find certain limitations in any study undertaken, these should also be mentioned. The limitations usually include the factors which limit or influence the study. These factors may be population, area, time and other resources. For example, if a study is made on the study habit of college students, the author has to specify the number of students contacted and the library facilities available to them, etc. Definition of terms is another important part or constituent of the introduction of the study. Terms which can be interpreted in more than one way and are confusing should be clearly defined, explaining what they mean in the study.

After the problem has been stated, need or purposes of study analyzed, hypothesis or assumptions formulated, procedure and sources determined and limitations considered, a student is ready to take another step and move onward to the second part of the study.

The second part of the study or the text consists of the collection, presentation, analysis and interpretation of the data. Once the procedure and method of study has been decided and the required resources are obtained, the data and necessary information can be collected and presented. The presentation of the data forms the main part of the report, consisting of the description of the evidence and what it shows. Merely stating the evidence does not serve the purpose of the study, therefore it must be not only described but also analyzed and interpreted by constructive reasoning and presented in a logical manner to show what it proves. To support the evidence and its interpretation, the actual data may be presented in visual form such as in tables or graphs, depending upon its nature and type. Accuracy and clarity is important in presentation of data and each table or graph must show the accurate

figures or facts obtained.

A careful analysis of the data is required to identify the most important facts which should be given special consideration in the interpretations. The kind of interpretations of the data would largely depend upon the types of evidences discovered. However, some general procedures to follow would include: starting with the most important findings as the introductory sentence; avoid being influenced by a preconceived idea and do not hesitate to give the exact or unexpected figures as the object of the investigation is to establish truth whether it agrees or disagrees with one's previous opinion; and distinguishing between an opinion and a fact.

The text of the study is usually divided into different chapters or sections, each devoted to the various aspects of the subject or problem. The length of each chapter or section will depend upon the relative strength and amount of evidence which has been shown to support it. The use of sub-titles is often needed in the particular chapter and in the study as a whole. Coherence and continuity in the thesis like every other written document is important. Each sentence, paragraph and chapter should logically follow the part which immediately precedes or follows.

Next to the text comes the summary and conclusions of the study. This part should present the outstanding facts and conclusions and should emphasize the significant aspects of the investigation. A summary should amount to a condensation, a brief description of the whole study which enables the reader to learn what was the problem, methods used, findings, and conclusions. Unnecessary details are not required in the summary. The function of the summary is to tell what was done, accomplished and discovered. Recommendations on the other hand show the suggestions made by the author on the basis of findings of the study. The author may also

give implications of the study which are the specific suggested means of putting into use the conclusions of the study.

The summary and recommendations and/or implications are followed by the bibliography and appendices. The bibliography should be complete including all the sources, published as well as unpublished, used as references in the study. Three main criteria for the bibliographical references are: (1) accuracy; (2) completeness; and (3) consistency. These criteria should be kept in mind while working on the bibliography. The appendix or appendices are used to give information that is too detailed or otherwise unsuitable in the text, yet needs to be included, such as a copy of the letter or a questionnaire, compilation of data for which summary tables appear in the body of the thesis, and/or other supplementary materials developed as a part of the study.

Research and Thesis in Home Economics

Home Economics is the only field of knowledge which centers around the family and is concerned with all aspects of home and family living. It has been described as the

Field of knowledge and service primarily concerned with strengthening family life through educating the individual for family living; improving the services and goods used by the families; conducting research to discover the changing needs of individuals and families and the means of satisfying these needs and furthering community, national and world conditions favorable to family living.⁶

Research in Home Economics is of special significance if the needs of the families are to be met today as well as tomorrow. Social and economic changes as a result of scientific advances have made changes in

⁶Home Economics New Direction -- A statement of Philosophy and Objections. American Home Economics Association, (Washington, D. C., 1959), p. 4.

all phases of family life. Various nations of the world have become increasingly aware of these changes. Comparing today's life with the family of 50 years ago, it is not hard to identify many fundamental changes which demand new abilities on the part of family members. This is an age of mechanization and automation and living conditions will continue to be affected by technological changes. Unlike the home of early history which used to be a self-sufficient unit, the modern home and family is no longer able to meet all its needs, but depends on many individuals, agencies, and institutions for assistance. Cherry has stated that:

Good intentions of family members are no longer enough to form a firm foundation for a sound family life. Each generation must study and learn beyond its home experiences if the home is to fulfill effectively its role as one of the chief institutions of a culture that is constantly changing.⁷

This would imply that Home Economists need to anticipate and recognize changes, to identify the problems and to seek solutions which will meet new demands. "Each college and department of Home Economics today is challenged to develop best possible educational programs for its particular situation."⁸ The necessity of thoughtful appraisal of an educational program for the well being of the individuals and families is a continuing need in the modern world of accelerated change and increasing pressures. It is the responsibility of home economists to furnish some of the information upon which better decisions can be made in everyday life. Since research is the key to new ideas and the best possible way to discover facts and principles, teachers, as well as students, should

⁷James Cherry, "Home Economics in a Changing World," *Journal of Home Economics*, vol. no. 51, (Jan., 1959), p. 27.

⁸Ivöl Spafford and others, *Home Economics in Higher Education*, American Home Economics Association, (Washington, D.C., 1949), p. 1.

be encouraged to pursue research. Through their research studies they may gain insights, discover new knowledge, or new application for existing knowledge which when applied to meet the needs of families will result in enriched family living.

The effects of present changes resulting from increasing mechanization and industrialization indicate that home economists need to respond to the challenges that these advancements have brought. According to Spafford,

Today's world sets a new pattern of living for many people. Home economics developed out of concern for the everyday living of people -- because of this concern today's world offers special challenges to the field. It's success depends upon the combined interest and work of the entire group.⁹

Pakistan, a fairly young nation has been affected by the advances in science and technology. As a result, people of Pakistan are facing various problems of daily living. The government is attempting to bring to the people new knowledge through various sources that will make for a happier, richer and healthier population. Home economics has been considered a special field of knowledge for helping people gain knowledge, skills and attitudes to improve family life. However, basic consideration in developing the curriculum of study in home economics requires orientation of subject matter to conditions found in the country. Students need to learn about their family problems such as the problems of nutrition, clothing, health, and child care within the context of life in Pakistan and seek their solutions through means available and acceptable in the country. Research by home economic students and teachers can make a valuable contribution toward meeting the needs of a nation.

⁹Ivol Spafford, Journal of American Dietetics Association, vol. no. 37, (Jan., 1960), p. 143.

To a limited extent, the graduate students and teachers in the three home economics colleges in Pakistan are engaged in research and as the programs of these colleges expand it is anticipated that a greater contribution can be made through research.

At the present time two of the colleges, the one at Lahore and another at Karachi, are offering a course "Research Methods in Home Economics." This course is taken by all graduate students. Each student is required "to work on a project which should involve original, independent investigation in an area of home economics." It is anticipated that as the colleges expand the contributions from research will increase.

CHAPTER III

ANALYSIS OF DATA AND FINDINGS OF THE STUDY

The present study was undertaken as a means of obtaining answers to the following questions.

1. What are the common problems of students as they pursue research and write a thesis as a part of the master's degree program and what are their attitudes toward such requirements?
2. What are the common procedures, practices and difficulties of faculty members in guiding and directing the research and thesis work of graduate students?
3. What are the general policies and practices for student research and thesis writing requirements as a part of the master's program in the field of home economics?

It was hypothesized that the answers to the above questions would provide information which could serve as a basis for suggesting recommendations for the graduate program in the field of home economics with implication for the College of Home and Social Science, Lahore, Pakistan.

In order to find the answers to the questions which are listed above, the responses to the three questionnaires as supplied by (1) graduates and students, (2) faculty members, and (3) administrators were tabulated and analyzed separately for each questionnaire. In compiling the tabulations, the writer considered as "no information" those responses which were incomplete or irrelevant. The data compiled from the three questionnaires

are presented in this chapter in separate sections. A summary is given after the analysis of each questionnaire.

Questionnaire A - (Graduates and Students)

Copies of Questionnaire A were mailed to 38 individuals who had been granted master's degrees by the College of Home Economics of Oklahoma State University during the years of 1959 to 1963, and will be referred to as graduates. Copies were also sent to 30 individuals who are actively engaged in research and thesis writing and will be referred to as students. Two questionnaires sent to the graduates were returned because of inadequate addresses and 36 or 72 per cent were checked by the graduates and returned. Twenty-five or 83 per cent of the students returned checked questionnaires. Thus making a total of 61 respondents for Questionnaire A.

The major area of study was indicated by 34 of the graduates and by all 25 of the students, as an area from which the subject of thesis was selected and represented all of the departments of home economics. Only two graduates chose subjects for a thesis to include both major and minor areas. These were majors in Home Economics Education and minors in Family Relations and Child Development, and Food and Nutrition.

As the data in Table I show, a higher percentage of students (84%) reported that a thesis is a requirement in the major area of specialization, than was reported by graduates (76%). Three or more of both groups indicated that a course in methods of research was a requirement but only a small portion of both groups indicated that a course in statistics was a requirement. A larger number of respondents in both groups stated that they felt a course in methods of research and statistics should be required. Even though a very small number (2) of the graduates had indicated statistics was required, twelve times as many indicated that statistics

should be a requirement. A larger number of students also favored statistics as a requirement.

TABLE I

RESPONSES OF GRADUATES AND STUDENTS REGARDING SPECIAL REQUIREMENTS FOR RESEARCH AND THESIS WRITING

Special Requirements	Graduates (36)		Students (25)	
	No.	%	No.	%
Thesis required of all students	20	76	21	84
Before starting thesis, courses were required in:				
Methods of Research	29	80	18	72
Statistics	2	6	4	16
Before starting thesis, courses should be required in:				
Methods of Research	33	90	21	84
Statistics	24	67	10	40

Approximately one-half of both groups classified the type of research which they pursued or are now pursuing as "Basic Research" which was described as "original investigation aimed at discovery of truths or principles." One-third of the graduates and one-half of the students classified their research as "Applied Research" which was stated as "testing theoretical constructs - directed toward practical application." As indicated in Table II the remaining seven or 19 per cent of the graduates and one or 4 per cent of the students reported their research as "Action Research" which was referred to as "application of scientific method to classroom problems."

TABLE II

THE CLASSIFICATION OF TYPES OF RESEARCH AS USED BY GRADUATES AND STUDENTS

Classification of Research	Graduates (36)		Students (25)	
	No.	%	No.	%
Basic Research	17	47	12	48
Applied Research	12	33	12	48
Action Research	7	19	1	4

A thesis was considered a reasonable requirement for the master's degree by 32 graduates and 20 students, thus leaving a very small number (4) in both groups indicating that a thesis is not a reasonable requirement. Each one of the respondents supported his answer by a statement. The statements were grouped together according to their similarities and are presented in Table III.

The total credit hours for a thesis as reported by the respondents, as shown in Table IV varied from 2 to 6 credit hours. More than one-half in both groups earned or anticipated that they would earn six credit hours for the thesis. A large majority of graduates (72%) and of students (84%) reported that they felt the credit hours which were earned were enough. The other graduates (28%) and students (16%) who did not think that the total credit earned for a thesis was enough were those who received or anticipated to receive less than five credit hours.

Of the five graduates who earned four credit hours, three seemed to be satisfied and stated that credit earned was enough, while the other two reported that credit was not enough and should have been six to eight credit hours. Unlike the graduates, all the four students who reported that they anticipate receiving four credit hours for a thesis were satisfied with the amount of credit. An equal number of graduates (4) and

TABLE III

STATEMENTS REGARDING THESIS REQUIREMENT AS GIVEN BY GRADUATES AND STUDENTS

Statements	Graduates (36)		Students (25)	
	No.	%	No.	%
A. Thesis: A Reasonable Requirement	32	88	20	80
Provides experience in research—collecting, organizing data and reporting findings	10	28	5	20
Gives understanding of various research methods and prepares for future research work	7	19	0	0
Provides insight of the problem and its solution resulting in improved critical thinking	5	13	2	8
Develops broader appreciation of research	4	11	3	12
Develops original thinking	4	11	3	14
Increases knowledge of subject matter and ability to write a report	2	6	7	28
B. Thesis Unreasonable Requirement	4	12	5	20
Course work more valuable	2	6	4	16
Most theses have no or very little value	2	6	0	0
Report can serve the same purpose	0	0	1	4

students (4), reported to have or would have three credits hours for their thesis, and one-half of these graduates (2) and of these students (2) stated that they did not think three credit hours enough for the thesis, and recommended six to eight credit hours. Only one graduate reported having earned two credit hours for the thesis, and recommended eight hours.

TABLE IV

RESPONSES OF GRADUATES AND STUDENTS REGARDING CREDIT HOURS
EARNED FOR A THESIS

Credit Hours Earned for Thesis	Graduates (36)				Students (25)			
	Respondents felt Credit Hours Earned Were:				Respondents felt Credit Hours Earned Were:			
	No.	Enough	Not Enough	Too Much	No.	Enough	Not Enough	Too Much
2	1	0	1	0	0	0	0	0
3	4	2	2	0	4	2	2	0
4	5	3	2	0	4	4	0	0
5	2	2	0	0	1	1	0	0
6	24	19	5	0	16	14	2	0
Total Number of Responses:	36	26	10	0	25	21	4	0
Per cent of Responses:	100%	72%	28%	0	100%	84%	16%	0

Twenty-three of the 36, or about two-thirds of the graduates, reported that a thesis required more work than they had expected, and one-half of the students stated that a thesis was requiring more work than they had expected, as given in Table V.

TABLE V

RESPONSES OF GRADUATES AND STUDENTS REGARDING THE AMOUNT OF WORK
REQUIRED FOR A THESIS

Responses Regarding Thesis Work	Graduates (36)		Students (25)	
	No.	%	No.	%
Thesis required more work than expected	23	67	12	48
Thesis did not require more work than expected	13	33	13	52
Total	36	100	25	100

As indicated in Table VI, almost one-half (47%) of the graduates and more than one-half of the students (60%) reported that their theses were guided and directed by only one person. Eleven, or almost one-third, of the graduates and one-fifth of the students stated that the thesis was being guided by two persons, thus leaving less than one-fourth of both of the groups reporting that the thesis was under the guidance of more than two persons.

TABLE VI

RESPONSES OF GRADUATES AND STUDENTS REGARDING THE NUMBER OF PERSONS
FOR GUIDING A THESIS

Number of Persons for Guiding and Directing A Thesis	Graduates (36)		Students (25)	
	No.	%	No.	%
One person	17	47	15	60
Two persons	11	31	5	20
More than two persons	8	22	5	20
Total	36	100	25	100

The frequency of appointments with advisors for help and guidance as reported by the graduates and students varied according to their stage of

work. As figures shown in Table VII indicate, almost one-half (44%) of the graduates and more than one-half of the students (60%) reported to have appointments with their advisors once a week when they were at the stage of selecting a problem and preparing a plan. A much smaller percentage of the graduates (17%) and students (28%) indicated an appointment was held once a week during the second stage of work or during the collection and analyzing of data, thus leaving a higher percentage of the respondents in both groups who had appointments less than once a week while collecting and analyzing of data. More than one-half of the graduates (64%) reported that they had more than one appointment in a week with the advisors when they were summarizing and preparing a written report of the work. Two-thirds of the students although they were not at this final stage of work anticipated they would need to have appointments with their advisors more than once a week, thus indicating that some extra help and guidance would probably be needed when summarizing and preparing the written report.

TABLE VII

APPOINTMENTS WITH THESIS ADVISORS FOR HELP AND GUIDANCE ACCORDING TO
THE VARIOUS STAGES OF WORK

Various stages of work	Frequency of Appointments					
	Once A Week		Less than Once A Week		More than Once A Week	
	No.	%	No.	%	No.	%
<u>Graduates (36)</u>						
Selecting a research problem and preparing a plan	15	44	11	31	10	28
Collecting and analyzing data	6	17	16	44	12	33
Summarizing and preparing written report	11	31	2	5	22	64
<u>Students (25)</u>						
Selecting a research problem and preparing a plan	15	60	4	16	8	32
Collecting and analyzing data	7	28	8	32	4	16
Summarizing and preparing written report	7	28	4	16	18	72

The students seemed to be better satisfied with the adequacy of the help given by advisors than the graduates, as approximately three-fourths of them reported that they were very satisfied with the help given to them. Only one-half of the graduates stated that they were very satisfied. As shown by the responses in Table VIII, only one-eighth of the students, but one-fourth of the graduates, were rather dissatisfied. One of the graduates also reported that she was very dissatisfied with the help given by the thesis advisor, but none of the students stated that they were very dissatisfied.

TABLE VIII

OPINIONS OF GRADUATES AND STUDENTS REGARDING THE HELP GIVEN BY THE ADVISORS

Degree of Satisfaction Expressed	Graduates (36)		Students (25)	
	No.	%	No.	%
Very satisfied	18	50	18	72
Fairly satisfied	8	22	4	16
Rather dissatisfied	9	25	3	12
Very dissatisfied	1	3	0	0
Total	36	100	25	100

Among the areas listed in Table IX, two-thirds of the graduates indicated that they needed more help in "Planning and limiting of problems" and only one-half of the students likewise indicated the need for more help in this area. Checked for needing more help by the second largest group (50%) of the graduates was the "Selection of an area of study for the problem" but only one student reported that she needed more help with this stage. It was interesting to note that the largest group of

students (68%) anticipated "Actual writing of a thesis" as an area which would require extra help while only 42 per cent of the graduates indicated that they needed more help in this area. "Analyzing of data" and "Summarizing and presenting of conclusions" were the next two areas checked by two-thirds of the students, but by less than one-half of the graduates, thus indicating some of the differences of the problems of those who have already finished a thesis and those who are working on it at present.

TABLE IX

RESPONSES OF GRADUATES AND STUDENTS REGARDING THE AREAS FOR WHICH MORE HELP WAS NEEDED OR ANTICIPATE NEEDING MORE HELP

Areas Needed More Help	Graduates (36)		Students (25)	
	No.	%	No.	%
Selecting of an area of study for problem	18	50.0	11	44.0
Finding and locating resources	7	19.4	7	28.0
Planning and limiting problem	24	66.7	13	52.0
Determining research procedures to be used	13	36.1	10	40.0
Collecting data	5	14.0	10	40.0
Organizing and presenting data	14	39.0	14	56.0
Analyzing data	15	42.0	16	64.0
Summarizing and presenting conclusions	14	39.0	16	64.0
Actual writing of thesis	15	42.0	17	68.0

Table X shows the responses of graduates and students regarding difficulties encountered in research and thesis writing. One-third of the graduates reported "Planning and limiting of a problem" as a very difficult area. It was interesting to note that "Planning and limiting of

TABLE X

RESPONSES OF GRADUATES AND STUDENTS REGARDING DIFFICULTIES ENCOUNTERED IN RESEARCH AND THESIS WRITING

Areas of Difficulty by	Degrees of Difficulty Encountered							
	Very Difficult		Difficult		Rather Difficult		Not Difficult	
	No.	%	No.	%	No.	%	No.	%
I. Graduates (36)								
Selection of an area of study for problem	2	6	4	11	8	22	22	61
Finding and locating resources	1	3	5	14	11	31	19	50
Planning and limiting problem	12	33	12	33	11	28	2	6
Determining research procedures to be used	1	3	7	19	17	47	11	31
Collecting data	0	0	2	6	12	33	22	61
Organizing and presenting data	6	17	11	31	13	36	6	17
Analyzing data	6	17	10	28	13	36	7	19
Summarizing and presenting conclusions	5	14	8	22	14	39	9	25
Actual writing of thesis	7	19	7	19	14	39	8	22
II. Students (25)								
Selecting of an area of study for problem	0	0	5	20	6	24	14	56
Finding and locating resources	2	8	6	24	7	28	10	40
Planning and limiting problem	4	16	8	32	11	44	2	8
Determining research procedures to be used	1	4	6	24	8	32	10	40
Collecting data	3	12	5	20	6	24	11	44
Organizing and presenting data	5	24	9	36	8	32	2	8
Analyzing data	10	40	6	24	5	20	1	4
Summarizing and presenting conclusions	10	40	4	16	7	28	1	4
Actual writing of thesis	12	48	3	12	6	24	1	4

a problem" was also checked by a large majority of graduates in which they needed more help. One-sixth of the students thought that planning and limiting of a problem was very difficult, however one-third of them reported it as a difficult area. One-fifth of the graduates checked "Actual writing of a thesis" as a very difficult area but one-half of the students stated and anticipated that this area would be the most difficult one. Although three students did not respond to the last three areas given in the table, more than one-third of the others who responded, classified these three areas under very difficult areas, whereas less than one-fifth of the graduates thought that these areas were very difficult.

There seemed to be some similarity between graduates and students regarding their responses on the areas which they did not think difficult. More than one-half of the graduates (61%) and of students (56%) stated that "Selection of an area of study" for a problem was not difficult. "Finding and locating resources" was another non-difficult area reported by one-half of the graduates and more than one-third (40%) of the students.

Methods used by the graduates and students for solving their research and thesis problems are given in Table XI. The combination of the various sources and methods was reported to be used by two-thirds of the graduates and one-half of the students. One-sixth of both the groups stated that they found or were finding the solution for their problem through their thesis advisor's help. One-sixth of the graduates also reported that they found the solution to their problems through readings only. Very few (8%) of the students reported relying on the readings only. However, more of the students (20%) than graduates (11%) stated that they were receiving help in solving problems from other people such as other students and other teachers in the same field of study. Trial

and error method was reported by a small percentage of both groups.

TABLE XI

RESPONSES OF GRADUATES AND STUDENTS REGARDING THE METHODS USED FOR SOLVING THE PROBLEMS ENCOUNTERED IN RESEARCH AND THESIS

Method Used for Solving the Problems	Graduates (36)		Students (25)	
	No.	%	No.	%
Through trial and error	4	11	2	8
Through readings only	6	17	2	8
Through advisor's help	6	17	4	16
Through others (graduate students, etc.)	4	11	5	20
Through the combination of the above sources	26	72	12	48

As indicated in Table XII, more than two-thirds (81%) of the graduates and slightly less than two-thirds of the students (72%) reported that the time and effort spent on their theses was rewarded through the personal satisfaction gained from completing a piece of original work. Almost an equal percentage of both the groups stated that they were satisfied with the academic credit allowed for the thesis. More than two-thirds (78%) of the graduates, and more than one-half (60%) of the students felt rewarded because of the opportunity provided for applying research to their studies. One of the graduates, a teacher in college, reported under "others" that she is satisfied with her thesis work because it seems to be of great value to her in her present job.

TABLE XII

RESPONSES OF GRADUATES AND STUDENTS REGARDING SATISFACTION IN
RELATION TO TIME AND EFFORT SPENT ON THESIS

Kinds of Satisfaction	Graduates (36)		Students (25)	
	No.	%	No.	%
Adequate personal satisfaction in a piece of original work	29	81	18	72
Academic credit allowed for thesis	23	64	15	60
Possible application of research	28	78	20	80
Others	1	3	0	0

Summary (Questionnaire A)

All of the students wrote a thesis in their major areas of study, and all but two of the graduates did the same. A higher percentage of students (84%) reported the thesis as a requirement for the master's degree than the graduates (76%). The course in methods of research was reported to be required and also recommended by two-thirds of both groups. A course in statistics was recommended by two-thirds of the graduates and more than one-third of the students.

Both groups reported "Basic" and "Applied" research as the two types of research that were most frequently undertaken or being undertaken for a thesis. However, a higher percentage of the students were doing "Applied Research" than had been done by the graduates. It was felt by both students and graduates that a thesis is a reasonable requirement for the master's degree. The credit hours earned or anticipated to be earned varied from 2 to 6 hours. The majority of the respondents had or anticipated having 6 credit hours for the thesis and stated that they felt 6 credit hours were enough for the thesis. One-third of the graduates and

one-half of the students reported that the thesis required more work than they had expected. Almost one-half of the graduates and more than one-half of the students stated that their thesis was guided and directed by one person and both graduates and students had appointments once a week during the time they were selecting a problem for study, and more than once during the period of summarizing and preparing the written report. Both groups stated that they were satisfied with the help given them by their thesis advisor. "Planning and limiting problem," "Analyzing data" and the "Actual writing of thesis" were the areas in which the respondents needed or would be needing more help. The same areas were reported by the graduates as the areas in which they encountered difficulties. In addition to the "Actual writing of a thesis" and "Analyzing of data," the "Summarizing and presenting of conclusions" were the areas which students mentioned as very difficult ones. Students implied these three areas as very difficult: "Actual writing of a thesis," "Analyzing data," and "Summarizing and presenting conclusions." A combination of various methods for solving problems was reported by a majority of respondents. Even though most respondents spent more time than anticipated, they were satisfied with the outcome.

Questionnaire B - (The Advisors)

Interviews were held with 22 thesis advisors of graduate students in the College of Home Economics at Oklahoma State University. The purpose of the interviews was to identify the common procedures, practices, and difficulties of thesis advisors in guiding and directing research and the thesis writing of the students.

For the interviews all the questions were stated and prepared in the form of a questionnaire, so that all interviewees would be asked the same

questions, thus reducing the chances of different interpretations by different members. Appointments were made for the interviews, and twenty to thirty minutes were spent with each interviewee.

Four of the faculty members interviewed were able to answer only a few of the questions because they were serving as the second advisors and so far have not had the experience of being a major or first advisor for a student working on a thesis. According to these four members, they helped students in finding source material, in suggesting readings and read the final report which was first checked by the major advisor. Thus the main job of guiding and directing was done by the major advisor, therefore the information and data supplied by the other eighteen advisors was used in this study.

The educational training of the thesis advisor is shown in Table XIII. Almost two-thirds of the advisors had doctorate degrees with more holding Doctor of Philosophy than Doctor of Education. The remaining advisors held master's degrees. Of the total group of eighteen there were only two who had not written a thesis as part of their graduate training. One of the persons holding a Doctor of Education degree had written a thesis at the master's level but not at the doctorate.

TABLE XIII

EDUCATIONAL TRAINING OF THESIS ADVISORS

Educational training	Master	Doctor of Education	Doctor of Philosophy	Total
Highest degree held	7	4	7	18
Thesis written	5	3	7	15
Thesis plus special course(s):				
Methods of Research	1	0	0	1
Statistics	1	0	0	1
Both	1	4	7	12
No thesis but special courses(s)				
Methods of Research	2	0	0	2
Statistics	0	0	0	0
Both	0	0	0	0

Tabulation of the teaching experiences for all advisors showed that two-thirds of the group had been serving as thesis advisors for 15 or more years and only one had served less than 5 years. The amount of college teaching experience which advisors had before starting to work with students as thesis advisors ranged from one to over 15 years with two-thirds of them now having had over 15 years.

According to the responses of the advisors interviewed, the teaching load and the time they spent with students on theses varied from semester to semester depending upon the number of thesis advisors available and the number of students writing a thesis in a particular department. It was also reported that the time spent with students on the research and thesis varied according to their stage of work. Advisors reported that they gave more help and guidance during the period when students were selecting a problem and making plans for the study and at the stage of preparing the written report. The interviewers estimated that at present time they were giving from 1 to 18 hours per week for guiding and directing research and thesis work. Besides guiding students' research and thesis writing, 15 of the group were teaching both graduate and undergraduate classes. Among the other three, 2 were teaching only graduate classes and one was teaching only undergraduate classes. Six of the interviewees were serving as heads of their departments and therefore had administrative responsibilities. Five of the group were actively engaged in research and a portion of their time was assigned to research. In other words the directing of a thesis was combined with other kinds of responsibilities.

Nine of the interviewees reported that the number of theses guided by them per semester was between 1 and 3 theses, eight reported from 4 to 6 theses and one reported 8 theses. Regarding the amount of help that advisors felt students needed, seven of the nine advisors who had from 1 to

3 theses under their guidance, stated that the time they spent with students on research and thesis work was enough. The other two of the nine felt that the time spent with students on research and thesis work was enough. The other two of the nine felt that the time spent with students was too much. Out of the eight advisors who had 4 to 6 theses per semester, five stated that the time spent with students was enough while three stated time given was not enough. The one advisor having 8 theses to guide per semester reported that time spent with students on their research and theses was enough.

The majority of the advisors did not feel that their work load was too heavy as there were only four of the total group who felt that their work load was too heavy. The number of theses for these four advisors varied as one advisor was working with 3 theses, two advisors with 4 theses and one advisor with 8 theses. Further checking revealed that each of these advisors was carrying other heavy responsibilities such as research, teaching and/or administration. Seventeen of the advisors stated that by reducing the number of classes taught they would be able to work more efficiently with students on theses. Other methods suggested for more efficient work with students were fewer theses to guide, reduce administrative responsibilities, eliminate committees and other extra assignments. Only one of the eighteen advisors indicated that she did not like to work with and help students with research and theses.

Fifteen of the 18, or 84 per cent, of the interviewees stated that the thesis is a reasonable requirement for the master's degree and should be required for all graduate students. Two advisors reported that a thesis should not always be considered a reasonable requirement for all the students as most course work can be as valuable as a thesis, and one advisor stated that most theses often have no or little value depending

upon the future plans of the students. Each respondent supported her answers and ideas regarding thesis requirements with brief statements as given in Table XIV. The statements were combined according to the similarities of ideas expressed.

Out of the 15 advisors who felt that the thesis was a reasonable requirement, 12 reported that a course in methods of research should also be required before students begin work on a problem. They also recommended a course in statistics. The remaining three reported that a course in methods of research or statistics is not necessary for all students, therefore, should not be required but may be suggested depending upon the student's field of study and his abilities to work on a problem.

TABLE XIV

STATEMENTS REGARDING THESIS REQUIREMENTS AS GIVEN BY THESIS ADVISORS

Statements	Thesis Advisors (18)	
	No.	%
Thesis: A Reasonable Requirement	15	84
Provides experience for applying research methods and for organization of self expression	4	22
Develops original thinking	3	17
Develops broader appreciation and understanding for research	3	17
Provides insight for the problem and its solution with more critical thinking	3	17
Increases knowledge of the subject matter and writing skills	3	17
Thesis: Unreasonable Requirement	3	16
Course work equally valuable	2	11
Most theses often have no or little value	1	5

The purposes, goals or function for requiring a thesis as a part of the graduate program were closely related to the statements given for

supporting the reasons for thesis requirement as presented in Table XIV. These centered around the development of intellectual independence in defining, planning and carrying to completion a study; of an appreciation and understanding of research; and skill in expressing ideas in a scholarly manner. Thirteen or more than two-thirds of the advisors interviewed stated that the thesis requirement does serve its purpose for all students. The remaining five of the group felt that the accomplishment of the purposes vary from one student to another, and for some students the thesis does not serve the purpose for which it is required.

Areas in which students ask for the most help from their advisors varied from three to nine different areas as reported by the interviewees. The first nine areas in the Table XV were included in the questionnaire while the last two were mentioned under "others" by two different interviewers. "Planning and limiting of problems" was reported by a large majority (89%) of the advisors as an area in which students ask for most help. The next area requiring most help reported by over two-thirds of the interviewees was "Analyzing of data." "Organizing and presentation of data" was the third area checked by more than two-thirds (67%) of the interviewees.

Ten out of 18 interviewees reported that they give a written outline to their students which serves as a guide to the students as they plan their study and write the thesis. The other eight who did not give any outline to the students stated that they suggested various sources to the students which help them in developing their own study plan. Those ten who gave written outlines to the students as a guide for making study plans, reported that their outline was based upon readings, book references and their personal experiences.

TABLE XV

RESPONSES OF THESIS ADVISORS REGARDING THE AREAS IN WHICH STUDENTS
ASK FOR MOST HELP

Areas	Thesis Advisors (18)	
	No.	%
Selection of an area of study for a problem	10	56
Finding and locating resources	3	17
Planning and limiting problem	16	89
Determining research procedures to be used	10	56
Collecting data	5	28
Organizing and presenting data	12	67
Analyzing data	13	72
Summarizing and presenting conclusions	8	44
Actual writing of thesis	11	61
<u>Others</u>		
Locating someone for editing and typing	1	6
Discipling the time	1	6

Discussion and the raising of questions were reported by 14 of the advisors as effective methods for helping students clarify ideas and arrive at the conclusion or solution to the problem. They also stated that they offer suggestions during the discussions which provide ideas for thinking. Four of the group reported that they assisted by answering questions raised by the students. Assigning definite work to be done during certain periods of time was reported by these four interviewees, and they felt that this helped the students in making time schedules and in stimulating them so that they can complete the work in less time

TABLE XVI

ADVISOR'S ATTITUDE REGARDING THE HELP GIVEN TO THE STUDENTS

Attitudes	Thesis Advisors (18)	
	No.	%
Adequate	13	71
Inadequate	3	17
Not Sure	2	11
Total	18	100

Over two-thirds of the advisors felt that help which they gave to the students was adequate. In fact, two of them reported that they felt that the help given by them was more than adequate. As the responses given in Table XVI show, only one-sixth (3) of the group felt that the help given by them was inadequate and two reported that they were not sure.

Summary (Questionnaire B)

The main job of guiding and directing of student research and thesis writing was reported to be done by the major thesis advisor. Almost two-thirds of the thesis advisors had doctorate degrees and the others had master's degrees. All the advisors except two wrote theses as part of their graduate training. The teaching experience of thesis advisors varied from one to over fifteen years, with most of them having had over five years teaching experience before they started working with students as the thesis advisors. The amount of time spent with students on research and thesis was reported to be varied, depending upon the number of students writing theses and their stage of work. It was reported that students required more help and guidance when selecting a problem and

making plans for the study and also when preparing a written report. Interviewers estimated that at present they were spending one to eighteen hours per week in guiding and directing theses. The directing of theses was also combined with other kinds of responsibilities such as teaching, research and administration. All of the advisors were teaching and six of them were also serving as heads of departments.

The number of theses guided per semester varied from one to eight. Nine of the group reported that they had one to three theses per semester, eight reported four to six theses per semester and only one had eight theses per semester. Thirteen of the group reported that they thought that the help given by them was enough. The majority of advisors did not feel that their work load was too heavy. However, seventeen of the interviewees reported that by reducing the number of classes taught, they would be able to work more efficiently with students on theses. Other methods suggested for more efficient work were fewer theses to guide, reduce administrative responsibilities and eliminate committee assignments. All the advisors except one stated that they like to work with students on their research and theses. Fifteen of the group felt that a thesis was a reasonable requirement and should be required for all students. A course in methods of research and statistics was recommended by more than half of the advisors. Various purposes or goals for the thesis were given by the advisors and over two-thirds of them felt that a thesis does serve a useful purpose for the students. Three areas, planning and limiting the problem, analyzing data and organizing and presenting data were reported by over two-thirds of the group as the area in which students require most help.

More than half of the advisors stated that they give a written outline to the students which serves as a guide as the thesis is being

written. Discussion and raising of questions were stated by the majority of the group as effective methods for helping students solve their problems and over two-thirds of the group felt that the help which they gave to the students was adequate.

Questionnaire C - (The Administrators)

Administrators of 55 Home Economics institutions were contacted through a questionnaire for the purposes of identifying the general policies and practices regarding student research and thesis writing as a part of the master's degree program in the field of home economics. Responses were received from 53 of the administrators. Three administrators reported that they were not offering master's degree programs at present, and one reported that they were phasing out the home economics department. Forty-nine questionnaires were received but three were without adequate answers, thus leaving 46 questionnaires for the compilation and analysis of the data for this part of the study.

As shown in Table XVII, master's degrees were offered in 14 areas in the field of home economics. The list for the first ten areas was taken from the publication "Titles of Completed Thesis in Home Economics and Related Fields in Colleges and Universities of the United States, 1961-62."¹ The other four areas were supplied by the respondents. The three areas reported most frequently were Home Economics Education (83%), Nutrition and Foods (80%) and Clothing and Textiles (70%). One-half or more of the administrators reported that master's degrees were offered in the following areas: Child Development (59%), Family Life (57%), General

¹Titles of Completed Thesis in Home Economics and Related Fields in Colleges and Universities of the United States, 1961-1962. Agricultural Research Service (Washington, D.C., 1963).

Home Economics (54%), and Family Economics and Management (50%). One-third or more of the institutions offered master's degrees in Institutional Management (39%) and Housing and Equipment (33%). All other areas were offered in fewer institutions.

TABLE XVII

RESPONSES OF ADMINISTRATORS REGARDING AREAS IN WHICH MASTER'S DEGREES ARE OFFERED

Areas	Administrators (46)	
	No.	%
Home Economics Education	38	83
Nutrition and Foods	37	80
Clothing and Textiles	32	70
Child Development	27	59
Family Life	26	57
General Home Economics	25	54
Family Economics and Management	23	50
Institutional Management	18	39
Housing and Equipment	15	33
Arts and Crafts	8	17
<u>Others</u>		
Interior Design	2	4
Home Demonstration and Home Economics Education	2	4
Administration and Supervision	1	2
School Lunch Administration	1	2

A review of college catalogs revealed three types of programs for the Master's degree. These three programs were: (1) with thesis, (2) with report or problem, and (3) with course work only. The responses of

administrators showed, and is indicated in Table XVIII, that 10 of the institutions offered 3 types of programs -- with thesis, with a report, and with course work only. Seventeen institutions offered programs with a thesis and with a report, and six offered programs with a thesis and with course work. In other words, there were 43 of the institutions (including 10 in which a thesis is the only option) offering programs with a thesis, and 18 were offering a program with course work.

TABLE XVIII

TYPES OF PROGRAMS OFFERED FOR MASTER'S DEGREE IN THE FIELD OF HOME ECONOMICS

Number and types of program	Administrators (46)	
	No.	%
Three types of programs Report Course work	10	22
Two types of programs Thesis Report	17	37
Two types of programs Thesis Course work	6	13
One type of program Thesis	10	22
One type of program Course work	3	6

For these institutions offering a program with a thesis, the credit hours for the thesis varied from 3 to 9, with twenty-five institutions offering 6 credit hours, seven offering 8 credit hours, four offering 4 credit hours and two offering 5 credit hours. Credit hours for the report also varied from 1 to 6 credit hours, with two-thirds of the institutions giving three to four credit hours.

It would seem from the responses shown in Table XIX that the majority of students were consulted before their thesis advisor was selected, as more than one-half of the administrators reported that the thesis advisors were selected by the heads of the departments and students together. Almost one-third of the group reported that advisors were assigned only by the heads of the departments, and only three administrators reported that students made their own selection.

TABLE XIX

RESPONSES OF ADMINISTRATORS REGARDING THE SELECTION OF THESIS ADVISORS

Selection of Thesis Advisor	Administrators (46)	
	No.	%
Students make selection	3	6
Assigned by heads of the departments	15	33
Combination of both methods	28	61
Total	46	100

Slightly more than two-thirds (70%) of the administrators reported that a thesis advisor should have a master's degree, and almost one-thirds stated that they require a doctorate degree for the faculty members who serve as thesis advisors. One-sixth of the group who required master's degrees also stated that the advisor should have teaching experience which varied from 2 to 7 years before they started serving as a thesis advisor.

The teaching load of thesis advisors as reported by 46 administrators varied from 9 to 15 hours per week. The time spent by the advisors on students' theses was also reported to vary, depending upon the number of theses to be guided. The number of theses guided per person per semester

as reported by the group ranged from 1 to 9 theses. The number of faculty members required for a student's thesis committee was reported to be from 2 to 4 members. One stated that they did not require any formal committee for a student's thesis.

As indicated from the responses in Table XX more than one-half (54%) of the institutions required a course in methods of research for all candidates for the master's degree, whereas only one institution required statistics for all students. Both courses were reported to be required by only two institutions for all students and by six institutions for only those who write a thesis.

TABLE XX

RESPONSES OF ADMINISTRATORS REGARDING THE REQUIREMENT OF COURSES IN
METHODS OF RESEARCH AND STATISTICS FOR MASTER'S DEGREE

Courses Required	Administrators (46)	
	No.	%
For All Students		
Methods of Research (only)	25	54
Statistics (only)	1	2
Both	2	4
For Those Writing A Thesis		
Methods of Research (only)	2	4
Statistics	6	13
Both	6	13

From the analysis of data, an oral examination over the thesis and a written examination over course work, seemed to be the most common practice. One-half of the group (23) reported that they required an oral examination over the thesis, and almost one-third (14) stated that they required a written examination over course work, and two reported that written examinations were required over the thesis, and all required course work. One reported that they require a written examination over

the thesis.

The period required for submitting the completed thesis varied from 1 to 6 weeks before graduation. Among the 43 institutions in which the program with the thesis are available: 13 administrators reported that students are required to submit their thesis two weeks before graduation day; 13 administrators of the group reported four weeks. Seven stated three weeks; four reported six weeks, and two reported five weeks.

The tabulation of the data indicated that most of the home economics units do not have a separate thesis writing manual as almost two-thirds (74%) of the administrators reported that they have a thesis writing manual for their universities and not a separate one for home economics. Two of the group reported that they have a separate manual for teacher education. Thus, in general, it can be said that the thesis writing manual used by the home economics student is the same as that used by the other colleges and departments of the university.

Summary (Questionnaire C)

Master's degrees were offered in 14 different areas in the various units of home economics. Home Economics Education, Nutrition and Foods, and Clothing and Textiles were the three areas offered in more than two-thirds of the institutions. Areas offered by more than one-half of the institutions were Child Development, Family Life, and General Home Economics. The most common type of program offered was with a thesis, as 43 of the forty-six administrators reported that a program for the master's degree is offered with a thesis. The credit hours allowed for a thesis varied from 2 to 8 credit hours, with two-thirds allowing 6 hours. The selection

of thesis advisors is mostly made cooperatively by the heads of the departments and students. A thesis advisor is expected to have a master's degree, with fewer institutions requiring a doctorate degree. The teaching load of a thesis advisor varied from 8 to 15 hours per week. The number of theses to guide each semester varied from 1 to 9 theses. Two to four faculty members were appointed to serve as a thesis committee. Most students were required to take a course in methods of research, and fewer were required to take a course in statistics. In general, an oral examination was given over the thesis, and a written examination was given over the course work. Students were required to submit their theses usually two to six weeks before the graduation day, and they used the same thesis writing manual as the one used by the other colleges of the university.

Answers to the three questions given in the beginning of this chapter have been found, in part at least, through the analysis of the data obtained from the responses from the three questionnaires. Some of the problems and attitudes of graduates and students regarding research and thesis writing were found. Some of the common procedures, practices and difficulties of faculty members in guiding and directing research were identified. General policies and practices for student research and thesis writing as a part of the master's program in the field of home economics was provided by the responses of the administrators.

CHAPTER IV

SUMMARY, SUGGESTED RECOMMENDATIONS AND IMPLICATIONS

Summary

This study was an attempt to identify the general policies, practices and problems of student research and thesis writing in the field of home economics. The data were obtained through questionnaires and planned interviews from a selected number of home economics graduates, students, thesis advisors, and administrators. The general overall information regarding policies and procedure of student research and thesis writing were obtained from the various home economics units throughout the United States, whereas the more specific information was obtained from thesis advisors, graduates and students of the College of Home Economics at Oklahoma State University.

Student research and thesis writing seemed to be an integral part of the graduate program in the majority of the home economics institutions contacted, as there were only three of the 46 institutions reporting which did not offer a program with the thesis. In two-thirds of the institutions more than one type of graduate program was offered. The hours of credit allowed for a thesis varied but the majority of the administrators, graduates and students indicates 6 credit hours as being most desirable. More of the respondents from all groups contacted felt that courses in methods of research should be required and courses in statistics should be recommended before the student starts working on a problem. All of the administrators stated that thesis advisors should have master's degrees

with one-sixth of the group requiring teaching experience of 2 to 7 years. One-third of the administrators required doctorate degrees.

Two-thirds of the advisors contacted had 15 or more years of teaching experience with only one advisor having less than five years of teaching experience. Administrators reported that the advising of a thesis was combined with other responsibilities and the advisors at Oklahoma State University indicated that it was combined with teaching, research and administrative responsibilities. The number of theses guided by advisors as reported by administrators and advisors varied from 1 to 9 theses per semester. In the majority of the institutions, advisors were cooperatively selected by students and heads of departments, and each graduate committee consisted of 2 to 4 members.

Administrators reported that written and/or oral examinations were required with an oral examination over the thesis and a written examination over the course work, being the most common practices. The period required for submitting the thesis varied from 1 to 6 weeks before graduation. The majority of institutions did not have a special manual for thesis writing for home economics.

Although a thesis required more work than graduates and students expected, both groups were in favor of requiring a thesis as a part of the graduate program. The majority of advisors also felt that a thesis should be required. Statements given by all three of these groups gave similar reasons for, the value of, or the purposes for requiring a thesis. The most frequently mentioned included the development of students' intellectual independence, appreciation and understanding of research, and skills in expressing ideas in a scholarly manner. Graduates and students indicated that they felt rewarded for the effort and time spent on a

thesis and were quite satisfied with the assistance given to them by their major advisors. The majority of advisors expressed satisfaction in working with students on theses and felt that they were giving adequate help and generally did not feel that this type of work made their total work load too heavy.

The amount of time and the kind of assistance given by advisors was considered to be adequate by most graduates and students. The "Selection of an area of study for the problem" was reported by graduates and advisors as the area requiring more help than reported by students. All of the three groups were in agreement in that "Planning and limiting problem," "Organizing and Presenting Data," "Analyzing data," and "Actual writing of thesis" were areas requiring the most help. Graduates and students reported using a variety of methods for solving problems encountered as, trial and error, reading, help from advisors and others including graduate students. Discussion and raising of questions were the two methods most frequently reported by advisors. Some provided an outline to help students as they pursued research and wrote theses.

From the analysis of the responses given by the graduates, students, faculty members and administrators, the author believes that adequate evidence has been presented to conclude that three of the sub-hypotheses have been supported. The hypotheses supported by findings are:

1. The common problems which graduate students encounter as they pursue research and write a thesis, and their attitudes regarding this phase of graduate program were identified by the information obtained from students through the use of questionnaires.
2. The procedures, practices and difficulties of faculty members

in guiding and directing student research and thesis writing, were identified by the information obtained through personal interviews.

3. The general policies and practices of student research and thesis writing as a part of the master's program in the field of home economics were identified from the information obtained from the administrators through the use of questionnaires.

Suggested Recommendations

The following recommendations based on the findings of the study are suggested for the development of student research and thesis writing as a part of the graduate program in the field of home economics.

1. Research and thesis writing should be a part of the Master's degree program in all areas of home economics, and offered only in those areas having qualified faculty.
2. Evidences of academic ability of each student should be carefully considered before the student is admitted as a candidate for a Master's degree. Ability to think critically and independently and to express ideas in a scholarly manner should be the objectives for all graduate classes -- with special emphasis in the methods of research class.
3. A course in methods of research should be required as a prerequisite to research and thesis writing.
4. A course in statistics is recommended for all students and required for those students who select a research study which will require statistical analysis of data.

5. The amount of credit hours to be allowed for a thesis should be not more than one-fifth of the total credit hours required for a degree.
6. The selection of the thesis advisor should be made cooperatively by the student, faculty member, and head of department.
7. Thesis advisors should have at least a master's degree and two years of college teaching experience in the area of specialization of the student.
8. The number of theses for which a faculty member is serving as thesis advisor should be in relation to other assigned responsibilities and should be considered as part of the total work load.
9. The thesis committee should consist of 2 to 4 members with one member of the committee serving as the major advisor. The other members would cooperate in planning the total graduate program and assisting with the research and writing of the thesis.
10. An oral examination should be given over the thesis, and should be of such a nature that the student would have the opportunity to demonstrate his ability to present and support his study in a scholarly manner.

Implications

The following implications would seem to be significant for the graduate program in the College of Home and Social Sciences, Lahore, Pakistan.

1. At the present time a Master's degree in which research and thesis are required is offered in general home economics. This program should be more extensively developed before additional

programs and areas are introduced.

2. Since the medium of instruction at the college level is English, and most of the students have some language problem, and frequently have difficulty in expressing their ideas, the academic ability of each student should be carefully evaluated before the student is admitted as a candidate for a master's degree. Opportunities might be provided for students to receive special help for those competencies in which they show deficiencies. At the graduate level special emphasis should be given to developing ability to think and express ideas effectively.
3. The course in methods of research which is now being offered should be carefully evaluated by all faculty members who serve as thesis advisors and continued emphasis should be given to improving the course.
4. As the graduate program in home economics is expanded and enrollment increases, a course in statistics should be made available for the graduate students who will anticipate and plan to do a study for which the data will require statistical analysis.
5. The number of marks assigned to the thesis should be reconsidered. The system of giving marks rather than credit hours is used in Pakistan, and 200 marks are assigned for the thesis in the field of home economics. This is 25 per cent of the total marks required for a master's degree. Although research is important for students, it should not be over-emphasized. Findings of this study indicated 15 to 20 per cent of the total credit hours are generally given for the thesis. Therefore, it may be recommended that 15 to 20 per cent of the total marks should be

assigned for the thesis in the field of home economics in Pakistan.

6. Although there is a scarcity of trained teachers in the home economics colleges of Pakistan, thesis advisors should preferably be selected from the same area in which the student is specializing and the selection of the advisors should be cooperatively made by the administrators, faculty, and student.
7. Although all the faculty members of the College of Home and Social Sciences in Lahore have master's degrees, the members who serve as thesis advisors should have had at least two years of teaching experience and have written a thesis as a part of their own graduate program.
8. Due to the lack of trained faculty members, one person may have to serve as the thesis advisor for several students. Consideration should be given while assigning other responsibilities to those serving as thesis advisors and the guiding and directing of theses should be included as part of the total work load of the faculty member.
9. The thesis committee should have from 2 to 4 members to evaluate the student's work. These members should be representative of various phases and areas related to the student's research problem.
10. Oral examinations over a thesis should be given and the student's ability of handling a problem and his attitude toward the work throughout the study should be carefully evaluated. Since it is customary in Pakistan to have an external examiner to evaluate students' work, the persons contacted to serve as external

examiner should be interested and qualified in the field of home economics. The external examiner for theses is chosen from educators who are not directly connected to the institution which the student is attending.

11. The government of Pakistan has suggested that college students should participate in some constructive work during summer vacations. Students in the field of home economics might engage in studies for the purpose of gaining information on the needs of the families in Pakistan, and experimenting with ways of meeting these needs. These should be closely supervised by faculty members. This type of participation would also make a contribution to the development of the nation.

The extent to which the last two sub-hypotheses dealing with recommendations and implications are supported by this study cannot be determined at the present time. The use made in the future of the suggested recommendations and implications will determine the validity of these sub-hypotheses.

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A P P E N D I X A

OKLAHOMA STATE UNIVERSITY
Stillwater, Oklahoma
Department of Home Economics Education

February 14, 1964

Dear Home Economic Graduate:

Miss Shamim Cheema, a graduate student from Pakistan, is attending our university as a trainee of the Pakistan Home Economics Program sponsored cooperatively by the Ford Foundation and Oklahoma State University. Upon completion of a masters degree she will be returning as an instructor in the College of Home and Social Sciences, Lahore, West Pakistan. One of her responsibilities will be guiding students in research and writing of thesis.

Miss Cheema has chosen for her research a problem in the area of research and thesis writing as a part of the required work for a graduate student at the Masters level. In order to identify what are some of the problems, policies and practices encountered by students and advisors she has developed a series of questionnaires - one for administrators of home economics units, one for advisors of graduate students, and one for graduate students.

You are being sent a copy of the questionnaire for graduate students who have completed masters degrees at O.S.U. since 1959. It would be greatly appreciated if you would provide the information requested and return to Miss Cheema at your earliest convenience. It is hoped that this could be done before March 10.

Sincerely,

June Cozine, Head
Home Economics Education

JC:pt

Enclosure

QUESTIONNAIRE "A"
(For Students)

This questionnaire has been prepared to collect data for a research study. The major purpose of this part of the study is the identification of common problems and difficulties which graduate students have encountered while working on their theses. This questionnaire is to be answered by (1) those students who completed the thesis as a part of the requirements for M. S. degrees in the College of Home Economics at Oklahoma State University during the years 1959-1963; and (2) those who are working on their thesis and are in residence in the College of Home Economics of Oklahoma State University during the academic year 1963-1964.

Answers to the questionnaire will be of value in developing recommendations for the graduate program in the College of Home and Social Sciences, Lahore, Pakistan. Your cooperation in supplying the information requested will be greatly appreciated. Please read and answer the questions carefully. Mark () where only checking is required.

1. What is your present educational status?

Have M.S. degree	_____	Date received	_____
Working for M.S. degree	_____	Anticipated date	_____
Major area for the degree	_____		
Minor area, if any	_____		
Subject of thesis was selected in			
(a) major area	_____		
(b) minor area	_____		
(c) combination of both	_____		

2. Was (is) a thesis required of all the students in your major field of study?

Yes	No
_____	_____

3. Before starting to work on a thesis, were you required to take a special course in:

Yes	No
_____	_____

(a) Methods of research _____

(b) Statistics _____

4. Do you feel that before starting work on a thesis students should be required to take courses in:

Yes	No
_____	_____

(a) Methods of research _____

(b) Statistics _____

5. Would you basically classify your thesis as being:

(a) Basic Research _____
(original investigation aimed at discovery of basic truths or principles)

- (b) Applied Research
(testing theoretical constructs through - directed toward - practical application)
- (c) Action Research
(application of scientific method to classroom problems)

6. Do you feel that a thesis is a reasonable requirement for the Master's degree. Check and support your answer with a brief statement.

Yes No
____ ____

Your statement: _____

7. How many semester credit hours did you get, (or will you get) for your thesis: _____ hours

8. Do you think that the above mentioned number of semester credit hours are:

- (a) Enough _____
(b) Not enough _____
(c) Too much _____

*9. If you believe that the semester credit hours received were not enough, how many, in your opinion, would be enough?

_____ hours

*10. If you had been given more semester credit hours, do you think your work would have been better?

Yes No
____ ____

11. Did the thesis require more work than you expected?

Yes No
____ ____

12. Was your thesis guided and directed by:

- (a) One person _____
(b) Two persons _____
(c) More than two _____

*Questions number 9 and 10 are for those students only who have completed their thesis.

13. How often did you see your major thesis advisor while:

	Once a week	Less than once	More than Once
(a) Selecting a re- search problem and preparing a plan	_____	_____	_____
(b) Collecting and analyzing data	_____	_____	_____
(c) Summarizing and preparing written report	_____	_____	_____

14. To what extent were you (are you) satisfied with the help given you:

(a) Very satisfied	_____
(b) Fairly satisfied	_____
(c) Rather dissatisfied	_____
(d) Very dissatisfied	_____

15. In what area did you need or (anticipate you will need) more help:

	Yes	No
(a) Selection of an area of study for problem	_____	_____
(b) Finding and locating resources	_____	_____
(c) Planning and limiting problem	_____	_____
(d) Determining research procedures to be used	_____	_____
(e) Collecting data	_____	_____
(f) Organizing and presenting data	_____	_____
(g) Analyzing data	_____	_____
(h) Summarizing and presenting conclusions	_____	_____
(i) Actual writing of thesis	_____	_____
(j) Any other _____	_____	_____

16. Rate the following areas according to degree of difficulty you encountered:

	Very Difficult	Difficult	Rather Difficult	Not Difficult
(a) Selection of an area of study for problem	_____	_____	_____	_____
(b) Finding and locating resources	_____	_____	_____	_____
(c) Planning and limiting problem	_____	_____	_____	_____
(d) Determining research procedures to be used	_____	_____	_____	_____
(e) Collecting data	_____	_____	_____	_____
(f) Organizing and pre- senting data	_____	_____	_____	_____
(g) Analyzing data	_____	_____	_____	_____
(h) Summarizing and pre- senting conclusions	_____	_____	_____	_____
(i) Actual writing of thesis	_____	_____	_____	_____
(j) Any other _____	_____	_____	_____	_____

17. How did you find solutions to the above problems:

	Yes	No
(a) Through trial and error	_____	_____
(b) Through readings only	_____	_____
(c) Through adviser's help	_____	_____
(d) Through others (graduate students, etc.)	_____	_____
(e) Through a combination of the above sources	_____	_____
(f) Any other _____	_____	_____

18. Do you feel that time and effort spent on your thesis in proportion to work on other subjects is rewarded adequately and proportionately with respect to:

	Yes	No
(a) Personal satisfaction in a piece of original work	_____	_____
(b) Academic credit allotted for thesis	_____	_____
(c) Possible applications of research	_____	_____
(d) Others _____	_____	_____

A P P E N D I X B

QUESTIONNAIRE "B"
(For Thesis Advisors)

NOTE: This questionnaire has been prepared to collect data for a research study. The major purpose of this part of the study is the identification of the common problems and difficulties of thesis advisors which cause hinderances in the use of full efforts and abilities in their professional work. Some of the questions seek your personal opinion. Please feel free to express yourself frankly. Strict confidence will be maintained. Your invaluable cooperation will be highly appreciated.

1. What degree(s) do you hold. Please check if a thesis was written as a partial requirement for the degree(s), also if courses were taken in methods of research and statistics:

DEGREES	THESIS WRITTEN	COURSE IN METHODS OF RESEARCH	COURSE IN STATISTICS
M.A. or M.S.	_____	_____	_____
Ed.D.	_____	_____	_____
Ph.D.	_____	_____	_____

2. How many years of teaching experience:

	1-5 yrs.	6-10 yrs.	11-15 yrs.	Above 15 yrs.
(a) Did you have when first starting to help students working on theses	_____	_____	_____	_____
(b) Do you have at present	_____	_____	_____	_____

3. On the average, how many hours per week do you spend:

	Hours/Week
(a) Teaching undergraduate classes	_____
(b) Teaching graduate classes	_____
(c) Working with students on theses	_____

4. Do you feel time spent with students on thesis is:

(a) Enough	_____
(b) Not enough	_____
(c) If not enough, how much should it be.	_____

5. How many students do you work with on their thesis? _____

6. Do you feel that working with the number of students mentioned in Question 5 makes your work load too heavy? Yes No

7. Does heavy load affect the use of your ability to
- | | | |
|------------------------------------|-----|-----|
| | Yes | No |
| (a) Teach classes | --- | --- |
| (b) Guide students' work on theses | --- | --- |
| (c) Both | --- | --- |
8. How would you prefer to decrease your load:
- | | | |
|---|-----|-----|
| | Yes | No |
| (a) Teach classes | --- | --- |
| (b) By reducing the number of theses to guide | --- | --- |
| (c) Both | --- | --- |
9. Do you feel that reducing the number of classes taught would enable you to work with students on theses with more efficiency
- | | | |
|--|-----|-----|
| | Yes | No |
| | --- | --- |
10. Do you like to work with and help students on research and thesis writing?
- | | | |
|--|-----|-----|
| | Yes | No |
| | --- | --- |
11. Do you feel that students should be required to write a thesis?
- | | | |
|--|-----|-----|
| | Yes | No |
| | --- | --- |

Support your answer with a brief statement.

12. What in your opinion is the major purpose, goal or function of thesis requirements for master's degrees? State briefly.
-
-
13. Do you feel that the thesis requirement serves its purpose for students?
- | | | |
|--|-----|-----|
| | Yes | No |
| | --- | --- |
14. In what areas do students usually need and ask for most help:
- | | | |
|--|-----|-----|
| | Yes | No |
| (a) Selection of an areas of study for problem | --- | --- |
| (b) Finding and locating resources | --- | --- |
| (c) Planning and limiting problem | --- | --- |
| (d) Determining research procedures to be used | --- | --- |
| (e) Collecting data | --- | --- |
| (f) Organizing and presenting data | --- | --- |
| (g) Analyzing data | --- | --- |
| (h) Summarizing and presenting of conclusions | --- | --- |
| (i) Actual writing of thesis | --- | --- |
| (j) Any other _____ | --- | --- |
15. Do you give your students a definite written outline which serves as a guide for directing research and thesis writing:
- | | | |
|--|-----|-----|
| | Yes | No |
| | --- | --- |

16. If the answer to the above question is in the affirmative, is your outline based upon:
- | | Yes | No |
|--|-----|-----|
| (a) Your readings and book references only | ___ | ___ |
| (b) Your experience only | ___ | ___ |
| (c) Both | ___ | ___ |
| (d) Any other _____ | ___ | ___ |
17. What is the general pattern you follow in working with a student on a thesis:
- | | Yes | No |
|-------------------------------------|-----|-----|
| (a) Answer student's questions only | ___ | ___ |
| (b) Assign definite work to be done | ___ | ___ |
| (c) Any other _____ | ___ | ___ |
18. Do you personally feel that help given by you to a student is:
- | | Yes | No |
|----------------|-----|-----|
| (a) Adequate | ___ | ___ |
| (b) Inadequate | ___ | ___ |

APPENDIX C

OKLAHOMA STATE UNIVERSITY
Stillwater, Oklahoma
Department of Home Economics Education

February 14, 1964

Dear Home Economist:

Miss Shamim Cheema, a graduate student from Pakistan, is attending our university as a trainee of the Pakistan Home Economics Program sponsored cooperatively by the Ford Foundation and Oklahoma State University. Upon completion of a masters degree she will be returning as an instructor in the College of Home and Social Sciences, Lahore, West Pakistan. One of her responsibilities will be guiding students in research and writing of thesis.

Miss Cheema has chosen for her research a problem in the area of research and thesis writing as a part of the required work for a graduate student at the Masters level. In order to identify what are some of the problems, policies and practices encountered by students and advisors she has developed a series of questionnaires - one for administrators of home economics units, one for advisors of graduate students, and one for graduate students.

You are being sent a copy of the questionnaire for administrators and it would be greatly appreciated if you would provide the information requested and return to Miss Cheema at your earliest convenience. It is hoped that this could be done before March 10.

Sincerely,

June Cozine, Head
Home Economics Education

JC:pt

Enclosure

**QUESTIONNAIRE C
(FOR ADMINISTRATORS)**

NAME OF INSTITUTION: _____

This questionnaire has been prepared to collect data for a research study. The major purpose of this part of the study is to determine the common practices concerning thesis requirements as a part of the Master's degree in the field of Home Economics. The information from the questionnaire will be of value for developing recommendations for the graduate program in the College of Home and Social Sciences, Lahore, Pakistan. Your cooperation in this questionnaire will be highly appreciated. Please answer all questions. Mark (✓) where only checking is required.

(1) In which areas do you offer a Master's degree and in which do you require (I) Thesis (II) Report or problem, or (III) course work only. Please give the semester credit hours required for each kind of program.

Areas	Offered for Master's Degree	TYPES OF PROGRAM						
		I. THESIS			II. PROBLEM OR REPORT		III. COURSE WORK ONLY	
		Thesis Required	Total Semester Credit Hours for the Degree	Semester Credit Required for Thesis	Problem or Report Required	Total Semester Hours Credit for the Degree	Semester Credit Hours for Problem or Report Only	Total Semester Credit Hours Required for Degree
Arts & Crafts								
Child Development								
Family Life								
Clothing and Textiles								
Family Economics and Management								
Housing and Equipment								
Institutional Management								
Nutrition and Foods								
Home Economics Education								
General Home Economics								
Other								

(2) Please indicate how advisors are selected for M.S. degree, their special requirements, if any, and their teaching load and the number of members required for a thesis committee.

ADVISORS	SPECIAL REQUIREMENTS		TEACHING LOAD	THESIS COMMITTEE	COURSES	
	Degrees	Teaching Exp.	No. hrs. for teaching	No. of faculty members required for a thesis committee.	FOR ALL STUDENTS	FOR ONLY THOSE WHO WRITE THESES
(i) Student makes selection	M.A. or M.S. _____ yrs.	_____ yrs.	_____ Hours/week	_____ Members	Methods of Research	
(ii) Are assigned if assigned, by whom _____	E.Ed. _____	Any Other _____	No. hrs. for guiding theses: _____ Hour/week		Statistics	
(iii) Combination of both (i) & (ii) _____	Ph.D. _____	_____	No. Theses guided per semester _____		Both	
					Any Other	

(4) What kind of examination is required for Master's Degree. <input type="checkbox"/> Written exam over thesis. <input type="checkbox"/> Oral exam over thesis. <input type="checkbox"/> Written exam over course work. <input type="checkbox"/> Oral exam over course work. <input type="checkbox"/> Written exam over thesis and all required course work. <input type="checkbox"/> Oral exam over thesis and all required course work.	(5) How long before graduation are students expected to submit the completed thesis: _____ Week Or _____ Month	(6) Do you have a thesis writing manual for: (i) University Yes No _____ (ii) College of Home Economics _____ (iii) Teacher Education _____
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VITA

Shamim Akhtar Cheema

Candidate for the Degree of
Master of Science

Thesis: STUDENT RESEARCH AND THESIS WRITING POLICIES, PRACTICES, AND PROBLEMS AS IDENTIFIED BY SELECTED HOME ECONOMICS ADMINISTRATORS, ADVISORS AND STUDENTS.

Major Field: Home Economics Education

Biographical:

Personal Data: Born at Lyallpur, Pakistan, April 4, 1939, the daughter of Mr. and Mrs. Mohammad Afzal Cheema.

Education: Attended Government Girls High School and Government College for Women, Lyallpur, West Pakistan; received Intermediate certificate from the University of Punjab, West Pakistan, in 1957, received the Bachelor of Science degree in Home Economics from the University of Punjab, in 1959; received Bachelor of Education degree in Home Economics from the University of Punjab in 1960; received the Master of Science degree in Home Economics from the University of Punjab in 1961, and completed the requirements for the Master of Science degree in Home Economics Education at Oklahoma State University in May, 1964.

Professional Experience: Lecturer in Foods and Nutrition Department in the College of Home and Social Sciences, Lahore, West Pakistan.