

AN EVALUATION OF THE HOME LIFE CURRICULUM  
OF OKLAHOMA AGRICULTURAL AND MECHANICAL COLLEGE  
BASED ON THE JUDGMENTS OF GRADUATES

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## PREFACE

The author's interest in this study grew out of her experience as a graduate with a Home Life major and as a graduate student who is trained in family life and preschool education.

The author is deeply indebted to Dr. Hazel L. Ingersoll, director of this thesis, for her guidance and helpful advice and criticisms, and to the graduates of the Home Life Department who cooperated in supplying the data.

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## CHAPTER I

### INTRODUCTION

#### A. Introductory Statement

Until very recently, few attempts have been made by colleges and universities to evaluate the effectiveness of their programs, except in terms of factual knowledge possessed by the graduates as indicated by testing, and in vocational placements attained.<sup>1</sup>

The belief is held by many modern educators in the United States that the chief goal of education is the development of personal and social competence on the part of the individual.<sup>2</sup> The preparation for a vocation follows as the secondary goal, for unless the person achieves a degree of adjustment, he may not function satisfactorily in any vocational role. Satisfaction in marriage and family living as well is correlated with competence as a person. This presupposes the emphasis in education in giving experience and training in creative adjustment.<sup>3</sup>

It has been pointed out by one educator that perhaps what is needed is for colleges to take periodical account of their stock, "pull down old offerings from their shelves, examine them to see if a demand still exists for them, discard what has outlived its usefulness to make room for new

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<sup>1</sup>Julian L. Woodworth, "Students Report on Field of Specialization and Appraise the Value of College Experience," College and University, 25 (April, 1950), 371.

<sup>2</sup>Robert C. Pace, They Went to College, (Minneapolis, 1941), 7.

<sup>3</sup>Fred McKimney, Psychology of Personal Adjustment, (New York, 1949), 217-220.

ideas more consonant with the times."<sup>4</sup> For this reason it appears to the investigator that a study of the extent to which young people leaving school have attained personal and vocational competence is a significant and crucial test of the effectiveness of their education.<sup>5</sup> Such studies, follow-ups, or evaluations have little value unless the information that is obtained is actually used to improve curricula.<sup>6</sup>

#### B. History of the Growth and Changes in Emphasis of the Home Life Department

A brief history of the Home Life curriculum, which is the concern of this study, is presented here in order for the reader to better understand the growth and changes in emphases through the years.

The Home Life Department was formed in 1939 under the guidance of Dr. Virginia Messenger when the courses in the area of child development and family relationships along with a few general courses thought of as general home economics, were transferred to it from the Home Economics Education Department. In the beginning these Home Life courses were regarded as service courses for students in other areas of Home Economics, especially those who were completing certification for teaching in Vocational Home Economics. Emphasis was not placed on training students for a profession, but rather on helping individuals to become better adjusted persons and on making them better homemakers. During the last 13 years, the

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<sup>4</sup>Constance Warren, A New Design for Education, (New York, 1940), 2.

<sup>5</sup>Outstanding studies of this sort that have been made in recent years evaluating general education, include the New York Regent's Inquiry, the American Youth Commissions' study of Maryland Youth, and Robert Pace's study, They Went to College, a survey of Minnesota college graduates. May DuBois at Ohio State, recently completed a dissertation, An Evaluation of the Curricula of the School of Home Economics, Oregon State College, based on the Judgments of Graduates.

<sup>6</sup>George E. Myers, "Follow-Up: Stepchild of the Guidance Family," Occupations, 27 (November, 1948), 100.



department has experienced rapid growth. In the course of its progress a major in Home Life has developed with several plans of study. In June, 1941, the department had five graduates majoring in child development and guidance and family life, the first person receiving her masters degree was in 1942. In June, 1952, twenty-four students received their bachelors degree with majors in the department, and three received masters degrees in Home Life.

During the period of World War II there was a great demand for teachers of nursery schools and day care centers created by the entrance of mothers into the war industries. This demand gave impetus to the growth of professional training for persons planning to enter this work. Not only was the department working to prepare suitable teachers to take these type of jobs, but it was also broadening its program to include in-service training for teachers in various areas through the state of Oklahoma. During these war years, the emphasis of necessity was on child development and guidance, together with training in preschool education. The staff included specialists in these areas as well as well-trained and experienced persons with degrees of M. A. or above, serving as teachers in the demonstration nursery schools.

With the return of veterans and their family to the campus following the war, an increase in demand for family relations and marriage courses resulted in this additional emphasis which has brought an increased enrollment of students from other departments. Courses for men intensified this trend. Child development and guidance were taught with an emphasis on family living, and a course for parents was created. In other words, the curriculum in Home Life became family-centered, with increasing emphasis on individual personal adjustment.

### C. Purposes of the Study

The purposes of this study were (1) to obtain the graduates' evaluation of the worth of Home Life courses to their personal and professional lives; (2) to determine in what ways these courses were of value to them; (3) to learn what courses outside the Home Life area have served them personally and professionally; and (4) to see in what respects were the goals set up by the Home Life Department being fulfilled in the lives of these alumnae.

### D. Basic Assumptions

In order to formulate and carry this study to completion it was necessary to postulate some assumptions. Those deemed basic to this study are:

1. That an alumna is able to judge the worth of various courses she has taken in the Home Life Department; and that she is capable of placing those courses in rank order according to their importance in her life since graduation.
2. That it is possible to construct a questionnaire for the purpose of gathering the graduate's evaluation of her courses in Home Life that will measure her judgment of the worth of the courses to her.
3. That data obtained by the questionnaire rank-order, and open-end devices were valid for the graduate in that they represented her conception of their worth to her; that being the conception on which she operates.<sup>7</sup>
4. That it is possible from the findings of this study to make deductions and make suggestions for improvement of the Home Life program.

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<sup>7</sup>How he perceives the situation is in great measure the way it functions in his life. This view is in accordance with that presented by Hazel Ingersoll in "A Study of the Transmission of Authority Patterns in the Family," Genetic Psychology Monographs, 38 (1948), 232.



## CHAPTER II

### DATA AND METHODOLOGY

#### A. Description of the Sample

The 77 subjects used in this investigation were all graduated from the Home Life Department at Oklahoma A. and M. College between the years of 1941 to 1951, inclusive. They were in attendance at that institution from one to five years. Most of them were at the time of this study living in the midwestern section of the United States. Fifty-seven were married, 15 were single, four were widowed, and one was divorced. Of the 57 subjects who were married, 22 had no children and the 35 married ones had a total of 63 children, 33 boys and 30 girls, or an average of 1.8 children per family.<sup>1</sup> The ages of the children ranged from two months to 23 years, with a mean of 3.7 years.

The occupational classes of the subjects' husbands ranged from semi-skilled to the professional workers. Almost all of the husbands' occupations placed them in the middle or upper-middle socio-economic class. The husbands' yearly salaries ranged from under \$2,000 to above \$5,000, with a mean of \$4,294.12.

The husbands' college educations ranged from none to nine years, with the mean of 4.2 years.

The college degrees held by the husbands of the subjects are shown on the following table:

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<sup>1</sup>This is computed on the basis of the number of graduates who have children, omitting those who are unmarried or childless.

TABLE I  
DEGREES HELD BY THE SUBJECTS' HUSBANDS

| Degree                        | Number          |
|-------------------------------|-----------------|
| Bachelor of Science           | 33              |
| Bachelor of Arts              | 7               |
| Master of Science             | 3               |
| Doctor of Philosophy          | 3               |
| Doctor of Medicine            | 2               |
| Bachelor of Education         | 1               |
| Master of Arts                | 1               |
| Doctor of Veterinary Medicine | 1               |
| Not Specified                 | 1               |
| None                          | 13              |
| Total                         | 65 <sup>2</sup> |

The Home Life Department offers two plans of study:

Plan I is designed for students who are interested in homemaking and in family life as a vocation. This plan recognizes the home as an important unit in democratic society. Homemaking and family life are considered professions requiring intelligence, understanding and special training.

The course also contributes in the preparation of students who wish to teach child development and family relationships, to work in religious education, in social and child welfare, in family counseling, in adult education, or in recreational and other community activities.

Students may use electives in Plan I to meet the requirements for elementary and home economics certificates.

Plan II emphasizes training for specialists in child development and guidance and in preschool education. Students are prepared to teach in and supervise nursery schools, children's centers and play schools. Auxiliary training is provided in child welfare, religious education, summer camps, and commercial demonstration of play materials and children's books.

Students may use electives in Plan II to meet the requirements for nursery school-kindergarten-primary, elementary, and home economics certificates.<sup>3</sup>

<sup>2</sup>The total is more than 57, the number of subjects who are married, because some of the husbands held more than one degree.

<sup>3</sup>Bulletin, The Oklahoma Agricultural and Mechanical College, Division of Home Economics, (1950-1951), 29.

The number of subjects who were graduates in each plan of study are shown on the following table:

TABLE II  
THE NUMBER OF SUBJECTS WHO WERE GRADUATED  
IN EACH PLAN OF STUDY

| Plans of study                     | Number |
|------------------------------------|--------|
| Plan I alone . . . . .             | 29     |
| Plan I plus some other . . . . .   | 3      |
| Plan II alone. . . . .             | 21     |
| Plan II plus some other. . . . .   | 9      |
| Plan II plus two others. . . . .   | 10     |
| Other plans <sup>4</sup> . . . . . | 4      |
| No reply. . . . .                  | 1      |
| Total                              | 77     |

Forty-four, or 57.1 per cent of the subjects did not work outside of the home at the time of this investigation. Thirty, or 39 per cent were gainfully employed full time, and three, or 3.9 per cent had part-time work outside of the home.

The number of years that the subjects were employed since college graduation ranged from none to 11 years, with a mean of 2.7 years. Thirty-nine of the subjects considered themselves to be full-time homemakers, 24 were part-time homemakers, and 14 did not reply to this question.

The replies to the section asking for present salaries earned by the subjects were unreliable since some subjects were reluctant to divulge this information.

<sup>4</sup>The department originally, being thought of in part as general home economics, had five plans as follows: (1) Homemaking and Family Life, (2) Child Development and Preschool Education, (3) Home Demonstration, (4) Home Life with a general certificate, and (5) Home Economics Journalism. In 1942 or '43, the responsibilities for plans (3), (4), and (5) were assumed by other departments to strengthen the School of Home Economics leaving plans I and II as the two divisions of work that may be chosen by students since that time.

How near to being representative this sample may be is not accurately known. A return of 46 per cent is considered adequate for such a study, indeed it is a higher return than is usually attained. However, as stated in section D, Scope and Limitations of the Study, the sample may be selective in that more persons who were enthusiastic about their college educations may have replied than those who were disappointed in values received. For that reason positive findings may be more suggestive for the sample as a whole than are the negative, or critical ones. Because of possible limitations in sampling, results will be used, not as conclusive evidence, but as indicators of strengths and weaknesses in the program.

#### B. Construction of the Measuring Instrument

After the problem was decided upon, the next step in the procedure was to devise a measuring instrument that could be used for evaluation of the major in Home Life. Because there were 176 persons to be contacted, who lived in various sections of the United States, Hawaii, Alaska, and Mexico, a personal interview with each of these would be impossible. Therefore, a pencil-and-paper type of instrument appeared to be the only practical method of finding out what the investigator wished to know. An investigation was made by the writer by consulting source books and research studies to determine the types of questionnaire and ranking devices commonly employed in research.<sup>5</sup> It was found that there are at least six types of questionnaires in common use. These are: (1) Questions which may be answered with the "Yes" or "No" response, (2) Ratings, as "much," "very much," etc., (3) Lists to check or rank, (4) Preference or choice between two possible alternatives, (5) Open-end or nondirective questions, (6) Statement or series of statements of which it is asked if subject agrees or disagrees therewith.

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<sup>5</sup>Authors consulted were Young, Campbell, McNemar, and Ellis. See bibliography.

Because no type of questionnaire has been proved completely reliable in gathering data, it was decided to use a combination of the methods, with the same questions repeated in the various forms in order to check on internal consistency and reliability in the responses.

As a preliminary to the formulation of a questionnaire, a "trial" questionnaire was made out a priori and sent to graduates of the department who were at the time living in Stillwater. Their criticisms and suggestions were used in setting up the questionnaire in its final form.

These preliminary questionnaires consisted of (1) a list of the courses offered by the Home Life Department at the time the subjects were students. Under the listing, the subjects were advised to state specifically how they felt the course helped them in their work and/or in their personal life since graduation. (2) A list of questions with reference to the various course areas offered by the department, and (3) a sheet requesting personal data.<sup>6</sup>

From the questions pertaining to values of courses, it was found that the alumnae had tended to rate their courses according to their worth, i.e., "This course was extremely helpful in teaching——." "This is the most important course toward teaching I have taken," "Offered help in making me conscious of qualities to look for in a marriage mate. - A great help," "This course was of little or no value to me either in teaching or in my personal life."

Not only had the subjects rated the courses on the basis of range in value, but they had also pointed out differences in contributions of certain courses to either their professional or personal lives, or both. Along with

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<sup>6</sup> A sample of the preliminary questionnaire appears in the appendix, Pg. 85.

the general statements on values of the courses, the subjects had pointed out also specific ways in which the courses had been of help to them.

From the results of these "trial questionnaires," the investigator concluded that the final form of the questionnaire should include: (1) a face sheet for recording personal data; (2) a seven-point rating scale on which the subjects were to rate their courses according to their value to them in personal living; (3) a similar rating scale to indicate the degree of worth to them in their professional life; (4) some nondirective questions so that valuable opinions, attitudes, or suggestions could not be lost by a strict categorizing of answers; (5) a list of statements referring to specific departmental objectives for rating of their achievement on the basis of a five-point scale; and (6) available space for listing courses outside of the Home Life Department which the subjects had found to be of value to them in their personal and professional lives.

The face sheet which was to supply information for description of the sample was to be removed upon the return of the questionnaire to make the part devoted to evaluation anonymous. A letter was to accompany the questionnaire that would give the subjects the assurance that anonymity would be maintained in order to insure greater honesty in their replies.

Bearing all of these points in mind, the writer next turned her attention to the construction of the questionnaire for collecting data that would be as reliable and valid as possible under the circumstances. Whitney, in his book, The Elements of Research, points out that the questionnaire can give reliable and valid information if certain requirements are met in its formulation. These criteria are:

1. Is the questionnaire adequately sponsored?
2. Is the purpose of the study frankly stated?
3. Is the questionnaire on a worthy educational topic?
4. Is it well organized?
5. Are the questions clearly and briefly worded?



6. Can most of the questions be briefly answered with a check mark or a fact or figure, and is the number of questions requiring extensive subjective replies kept to a minimum?
7. Is the information requested not available elsewhere, and obtained only through a questionnaire?
8. Is the questionnaire set up in proper mechanical form?
9. Are the demands of the questionnaire reasonable?
10. Is a summary of results or other proper returns promised respondents?<sup>7</sup>

The instrument constructed for this study definitely aimed to get non-directed replies to avoid evaluations that were suggested. These replies were treated inductively to determine what evaluations were given spontaneously, these believed to have greater validity than those gained in response to suggestion.

Efforts were made to construct an instrument which would include questions covering the necessary information needed for this study and which would be in accordance with most of the above criteria.

In the appendix (p. 81) is a copy of the measuring instrument thus constructed. It consists of four parts, namely: (1) two forms for listing rank-order of courses in their contributions to subjects personal and professional lives; (2) spaces for the listing of courses other than Home Life courses found to be of worth to subjects (a) in their personal and (b) in their professional lives; (3) a section consisting of ten open-end questions; and (4) thirty-three statements relative to the goals of the Home Life Department to which the subjects were to designate degree of achievement in their lives.

#### Effectiveness of the questionnaire in evaluation of the Home Life education

There are limitations in the use of a questionnaire for measuring the contributions of a college education to the life of an individual; even an

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<sup>7</sup>Fredrick L. Whitney, The Elements of Research (New York, 1946), 139.

instrument consisting of several types of information-getting devices such as were used in this study. Evaluation is a difficult process because there are so many intangibles that do not lend themselves to measurement. The investigator has had to rely on the judgment of the subjects, the unique construction of the questionnaire, and the soundness of the method of analysis to produce an evaluation that is meaningful. The judgment of the subjects in ranking the courses in order of their value in their lives, and reasons given to substantiate answers to open-end type of questions, are believed to yield fairly valid results.<sup>8</sup> Rating of statements related to achievement of goals probably yields some returns in the form of evaluation.<sup>9</sup> The degree of effectiveness of the measure and its reliability depends largely, however, on the consistency of the results and their logical relation to (1) trends in the curriculum over the years and (2) goals set up by the Home Life Department. Results of the analysis of data indicate that these two criteria have for the most part been met. Results of the rank-order analysis show that the basic trends in emphases in education for family living during the past ten years are evidenced in the personal lives of the alumnae. This means that educational intent agrees with result. In the returns on the inductive process used for the open-end questions graduates are stating in several different ways the same basic values they have received from their educations. Thus they indicate, in the rating of achievements accomplished or not accomplished, whether or not the goals for

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<sup>8</sup> Albert A. Campbell, "Two Problems in the Use of the Open Questions," Journal of Abnormal and Social Psychology, 40 (1945), pp. 340-343.

Pauline V. Young, "The Validity of Schedules and Questionnaires," Journal of Educational Sociology, 14 (September, 1940), pp. 22-26.

<sup>9</sup> Ibid.



them as set up by the Home Life Department have been met. It is on the basis of internal consistency, of logical results that conform to recognized goals and educational trends, that give this instrument a degree of effectiveness as an evaluative measure.

### C. Scope and Limitations of the Study

This study includes the subjects who majored in Home Life during the last ten-year period. It is an evaluation, therefore, of the contributions to the lives of the graduates of the Home Life curriculum for that period only. The findings apply only to the sample from which they were derived and not to graduates in the years before or since the period stipulated. The evaluation pertains also only to the curriculum as it was at the time the alumnae took the courses, not necessarily as it is now. However, there may be some contributions, found to be of value to these alumnae, that are relatively stable and can be assumed to carry on in the curriculum of the future. Some of those contributions relate to growth (1) in self-insight, (2) in personal adjustment, (3) in understanding of others, (4) in relationship skills in living and working with others (family included), (5) in professional knowledge and abilities, and (6) in community contributions. These values have remained fairly constant throughout the ten-year period and, since they are still the objects of goals in the Home Life Department, will probably continue to be contributions to the lives of future graduates. Because of this, there is reason to believe that the results of this study have predictive value for future graduates and may contribute to curriculum planning for future Home Life programs.

The study is limited to what can be obtained in the way of evaluation through written forms. No returns were obtained from 53.9 per cent of the total population of graduates in the ten-year period. It is not possible to

conclude from this study to what degree the Home Life program has met the needs of those graduates. In other words, it is not possible to reach any mathematical calculation of the value of Home Life instruction for the total population of alumnae. All that can be learned is related to the types and kinds of contributions found to be of value from the college experience as presented by the group who responded to the questionnaire. It is possible that some of the adverse criticisms of courses and their contributions were not made available to the study because dissatisfied graduates were reluctant to return questionnaires, or graduates who did make returns may have emphasized the positive values and omitted some of those that were negative. For these reasons it is believed that the findings of this study are somewhat limited to positive gains experienced by the alumnae as a result of majoring in Home Life, although definite negative responses were received and recognized. The writer makes no claims for the completeness of any of these findings, only for the existence of those factors deduced from the analysis of the questionnaire data.

#### D. Procedure

After the problem was decided upon, the first step was to obtain the present addresses of the graduates who had graduated in the last ten years with a Home Life major.

Because the files of both the department and the school of Home Economics were somewhat inadequate, the investigator concluded that the best means to obtain these addresses was to send out cards to the parents (or guardians) of the alumnae requesting information of their daughters' present whereabouts. This was done through the use of double post cards. (See appendix, p. 84). One card explained why the information was requested and was signed by the Head of the Home Life Department. The other card contained a form for

recording the information requested. It was to be filled out, torn off, and returned to the department Head. Of the 184 cards sent out, there were 96.4 per cent returned.

Following the return of these cards the instrument to be used for measurement was devised. These questionnaires with an accompanying letter of explanation signed by the head of the department (See appendix, p. 89) and a stamped addressed envelope for their return, were sent only to the graduates whose parents or guardians had returned the preliminary post card; thus to those for whom we had present addresses. Three weeks following the sending of the questionnaires, a card (See appendix, p. 91) was sent to those who had not returned their questionnaire reminding them to do so.

Of the 178 questionnaires sent to graduates 82 were returned. Seventy-seven of these were used for the study because two were returned too late to be used and three were incomplete.

Upon the return of the questionnaire the first page containing personal data was removed. The year the subject graduated and a code number were placed on the remainder of the questionnaire. By this means the responses to the questionnaire lost their identify with the subject who had presented them.

The questionnaires were divided into three groups according to the year that the subjects had graduated. Group I includes those who graduated from 1941 to 1946, inclusive; group II, those who graduated from 1947 to 1949, inclusive; and group III, those who graduated from 1950 to 1951, inclusive. The college catalogues for the ten years between 1941 to 1951 showed that there were distinct changes in the curriculum at the time that each division in the sample was made. It was not known by the investigator if these changes would affect the results of the study; therefore, each group was tabulated separately. There were 32 subjects in group I, 20 in

group II, and 25 in group III. Personal data on the face sheet were the first to be compiled. This information was used in the description of the sample. In addition, present addresses of the graduates were checked with those obtained from the preliminary cards and addresses supplied by the face sheet were added to those. This brought the Home Life files up to date, ready for construction of a directory of those to whom a summary of the results of the study would be sent.

A tabulation sheet was made for the remainder of the personal data, and each item tabulated under its respective category. The checks were then counted, the ranges and means calculated, and a description of the sample was written.

Pages one and two constitute the "Rank-order Forms" of the questionnaire. The alumnae ranked the courses they had had in Home Life in the order of their value to their professional lives. Beside the rank-order listing, specific reasons were given by the subjects as to ways in which each course had been of value.

A tabulation sheet was made up by listing the seven categories on the rank-order sheet and individual courses supplied by the questionnaires, listed under their respective categories. A count was then made of the individual courses listed under each category and a tentative table set up. The category of "as valuable as not" was used as the mid-point and a count was made of the number of times each course appeared above and below the mid-point and the percentage of differences were then calculated and compiled in tables. These tables were in reality the first steps in the process of analysis, as they showed only a compilation of the courses and the numbers and percentages of those above and below the mid-point together with their differences.<sup>10</sup> To make a more meaningful interpretation of the

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<sup>10</sup> See Tables III and IV, pp. 22 & 23.

results a second series of tables was constructed grouping the courses under the specific areas to which they were related.<sup>11</sup> These areas were (1) child development and guidance, (2) preschool education, (3) personal adjustment, (4) marriage and family relationships, and (5) readings and research. The tabulation and percentages above and below the mid-point and the differences and their percentages in each area were shown in this table.<sup>11</sup> The third step was to present a graphic picture showing the rank-order of each area in its relative value to the graduates. This same process was used in analyzing the data which gave an evaluation of Home Life contributions to the personal lives of the subjects. From the results of these processes conclusions were drawn as to the areas that contributed most to the personal and professional lives of the subjects. The specific reasons listed by the alumnae for ranking the courses as they did were not used because many people did not fill in this section, and many of those who did, did so in such an incomplete form the information was of relatively no value. It was found that the nondirective questions supplied much more valid information of the same kind.

The second part of the questionnaire asked for a listing of courses outside of the Home Life Department that the graduates thought were most valuable to them in their personal and professional lives. These data were grouped into specific areas and shown in tables. Following this process an interpretation of the tables was made and conclusions were drawn.

The portion of the questionnaire dealing with "Your Life since College Graduation" was analyzed next. The first step in the treatment of the data gleaned from the replies to "yes-no" questions was to tabulate and combine returns in tables. Responses written in as reasons for the yes or

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<sup>11</sup>See Table V, p. 24.

no reply were treated inductively, however, this being the more valuable return in terms of evaluation, since responses were spontaneous and not suggested.

An explanation of the inductive process follows: All reasons given to the individual questions were copied on sheets of paper with all answers to the same question being grouped together (except for questions four and five which were thrown together). The next problem was to group the answers to each question under headings that appeared to describe a group of reasons. This process is referred to as finding generalizations. The replies were cut apart and pasted under the specific category to which they referred, thus enabling a count of the number of times the same value was mentioned by the subjects. Most subjects listed more than one reason for their reply, making the total reasons given to most of the questions number more than 77, the number of subjects involved in this study. A table was then set up revealing generalizations reached by the induction process with the number and percentage of responses under each category. Interpretations were made of each table and the results and conclusions from these data were drawn.

Responses to the final portion of the questionnaire (pages 5 and 6) were the last to be analyzed. This section consisted of 33 statements related to the objectives of the Home Life Department. The subjects rated these statements on a five-point scale according to the following code: "S A"—strongly agree, "A"—agree, "U"—undecided, "D"—disagree, and "S D"—strongly disagree. The individual replies to this section were tabulated and the responses converted into percentages of the total. The questions that pertained to each objective, with their respective percentages of "S A," "A," "U," "D," "S D," and "N R" (no reply), were compiled in tables. The replies and their percentages were left in the five original categories



as well as totaled above and below the "undecided" rating. These details were shown in the tables in order for the reader to see the intensity of the agreement or disagreement in each case.<sup>12</sup> From these tables interpretations were made as to whether the subjects confirmed or failed to confirm the fulfillment of each specific objective.

A final table was constructed to show a compilation of the percentage responses on all the objectives. It was used to form a basis for comparison of the degree to which each objective was achieved. Its interpretations served to summarize the findings of the goal analysis.

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<sup>12</sup>In some replies the degree of the agreement was more marked indicating that the subjects were more emphatic about the accomplishment of certain objectives than they were about others.

### CHAPTER III

#### ANALYSIS AND INTERPRETATION OF THE DATA

##### A. Findings from Rank-order Data

The first portion of the analysis was done to fulfill, at least in part, the first stated purpose of this investigation: "To obtain the graduates evaluation of the worth of Home Life courses to their personal and professional lives." The data used were the courses submitted in rank-order by the subjects relative to personal and professional gains. (See pp. 1 and 2 of the questionnaire in the appendix, p. 90.)

The first step in the evaluation process was to get the subjects' rankings of the courses taken in the order of their contribution to the graduates' personal and professional lives. Subjects were asked to place these courses in rank order beside the categories "of most value," "of next most value," "of more value than not," "as valuable as not," "of some value, but largely not," "of next least value," and "of least value." In the treatment of these data it was decided to compare by simple count the number of times a course was listed above the mid-point category of "as valuable as not" to the number of times it was listed below that point. A weighting of +1 was given to each count to constitute the score above and below the mid-point for each course. Score differences and percentages of difference above and below the mid-point were computed. These are shown in Table IV for courses that contributed to the professional achievement of the subjects.



The next step in the analysis was, (1) to combine all the courses under the five principal instructional areas to which they relate, (2) to combine their scores from tables III and IV under the area headings, and (3) to compute the percentage each count was of the whole. The final step consisted of compiling the differences in weighted values above and below the mid-point on the rank order scale to show which areas of instruction were judged by the subjects to be of greatest and of least value to them, personally and professionally, for the three different time periods. From the results of this analysis it was possible to determine rank-order of values attributed to each area of instruction as well as to determine trends in educational emphases. Results of this series of analyses are shown in Table V for Groups I, II, and III. Interpretation of results follows:

| e | Course                                       | Group III (1950-1952) |       |       |       |
|---|--|-----------------------|-------|-------|-------|
|   |  | Above                 | Below | Diff. | Diff. |
|   | Child Development and Guidance (Preschool)   | 14                    | 0     | 14    | 100   |
|   | Marriage                                     | 14                    | 0     | 14    | 100   |
|   | 124-Home Economics Basic (Home Life)         | 16                    | 2     | 14    | 77    |
|   | Family Relationships                         | 17                    | 3     | 14    | 70    |
|   | Children's Interests in Science and the Arts | 10                    | 1     | 9     | 81    |
|   | Readings in Child Development and Guidance   | 7                     | 1     | 6     | 75    |
|   | Preschool Teaching I                         | 5                     | 0     | 5     | 100   |
|   | The Individual and the Family                | 5                     | 1     | 4     | 66    |
|   | Child Development and Guidance (Adolescent)  | 5                     | 1     | 4     | 66    |
|   | Preschool Teaching II                        | 3                     | 0     | 3     | 100   |
|   | Parent-Child Relations                       | 3                     | 0     | 3     | 100   |
|   | Preschool Education                          | 4                     | 1     | 3     | 60    |
|   | Personal and Family Living                   | 2                     | 0     | 2     | 100   |
|   | Readings in Preschool Education              | 2                     | 0     | 2     | 100   |
|   | Child Development and Guidance (School Age)  | 3                     | 3     | 0     | 0     |

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| Course  | Group III (1950-1952) |       | Diff. | % Diff. |
|---|-----------------------|-------|-------|---------|
|   | Above                 | Below |       |         |
| Preschool Teaching II                         | 12                    | 0     | 12    | 100     |
| Children's Interests in Science and the Arts  | 13                    | 1     | 12    | 85      |
| Preschool Teaching I                          | 11                    | 0     | 11    | 100     |
| Child Development and Guidance (Preschool)    | 11                    | 0     | 11    | 100     |
| Preschool Education                           | 9                     | 1     | 8     | 80      |
| Child Development and Guidance (School Age)   | 8                     | 1     | 7     | 77      |
| 24-Hour Home Economics Basic (Home Life)      | 9                     | 4     | 5     | 38      |
| Family Relationships                          | 5                     | 2     | 3     | 42      |
| Personal and Family Living                    | 2                     | 0     | 2     | 100     |
| Child Development and Guidance (Adolescent)   | 3                     | 1     | 2     | 50      |
| Marriage                                      | 2                     | 1     | 1     | 33      |
| Parent-Child Relations                        | 1                     | 1     | 0     | 0       |
| Readings in Child Development and Family Life | 4                     | 5     | -1    | -100    |
| Readings in Preschool Education               | 0                     | 2     | -2    | -200    |

TABLE V

WEIGHTED SCORES COMPILED ACCORDING TO MAJOR AREAS OF INSTRUCTION  
TOGETHER WITH PERCENTAGE OF DIFFERENCE ABOVE AND BELOW THE MID-POINT ON THE RANK-ORDER SCALE

| Areas of Instruction                      | Group I |    |       |   |       |    | Group II |    |       |   |       |     | Group III |    |       |   |       |     |
|---|---------|----|-------|---|-------|----|----------|----|-------|---|-------|-----|-----------|----|-------|---|-------|-----|
|   | Above   |    | Below |   | Diff. |    | Above    |    | Below |   | Diff. |     | Above     |    | Below |   | Diff. |     |
|   | N.      | %  | N.    | % | N.    | %  | N.       | %  | N.    | % | N.    | %   | N.        | %  | N.    | % | N.    | %   |
| <u>Contributions to Personal Life</u>     |         |    |       |   |       |    |          |    |       |   |       |     |           |    |       |   |       |     |
| Made by Courses in:                       |         |    |       |   |       |    |          |    |       |   |       |     |           |    |       |   |       |     |
| Family relationships and Marriage         | 24      | 23 | 5     | 4 | 19    | 65 | 19       | 18 | 4     | 3 | 15    | 65  | 34        | 27 | 3     | 2 | 31    | 83  |
| Child development and guidance            | 34      | 33 | 1     | 0 | 33    | 94 | 24       | 23 | 0     | 0 | 24    | 100 | 22        | 17 | 4     | 3 | 18    | 69  |
| Personal adjustment                       | 6       | 5  | 6     | 5 | 0     | 0  | 12       | 11 | 7     | 6 | 5     | 26  | 23        | 18 | 3     | 2 | 20    | 76  |
| Preschool education                       | 15      | 14 | 3     | 2 | 12    | 66 | 28       | 27 | 0     | 0 | 28    | 100 | 22        | 17 | 2     | 1 | 20    | 83  |
| Research and readings                     | 6       | 5  | 2     | 1 | 4     | 50 | 4        | 3  | 3     | 2 | 1     | 14  | 9         | 7  | 1     | 0 | 8     | 80  |
| <u>Contributions to Professional Life</u> |         |    |       |   |       |    |          |    |       |   |       |     |           |    |       |   |       |     |
| Made by Courses in:                       |         |    |       |   |       |    |          |    |       |   |       |     |           |    |       |   |       |     |
| Family relationships and Marriage         | 25      | 20 | 9     | 7 | 16    | 47 | 7        | 8  | 2     | 2 | 5     | 55  | 8         | 7  | 4     | 3 | 4     | 33  |
| Child development and guidance            | 37      | 30 | 2     | 1 | 35    | 89 | 16       | 20 | 0     | 0 | 16    | 100 | 22        | 20 | 2     | 1 | 20    | 83  |
| Personal adjustment                       | 7       | 5  | 3     | 2 | 4     | 40 | 6        | 7  | 5     | 6 | 1     | 9   | 11        | 10 | 4     | 3 | 7     | 46  |
| Preschool education                       | 27      | 22 | 3     | 2 | 24    | 80 | 28       | 35 | 4     | 5 | 24    | 75  | 45        | 41 | 2     | 1 | 43    | 91  |
| Research and readings                     | 7       | 5  | 2     | 1 | 5     | 55 | 6        | 7  | 4     | 5 | 2     | 20  | 4         | 3  | 7     | 6 | -3    | -50 |

Table V is a compilation of the scores from the rank-order analysis of Tables III and IV now assembled in instructional areas. They are recorded in their number and percentage of difference above and below the mid-point of the rank-order scale. This compilation is a step in the process of reducing the rank-order results to terms that can be interpreted. Tables VI and VII which follow present the differences in scoring so derived from the process carried through in this table. From them, significant interpretations can be drawn.

TABLE VI  
INSTRUCTIONAL AREAS IN ORDER OF THEIR RANK  
IN VALUE TO THE PERSONAL LIVES OF THE SUBJECTS

|      | Group I                           | Diff.<br>N | Group II                          | Diff.<br>N | Group III                      | Diff.<br>N |
|------|-----------------------------------|------------|-----------------------------------|------------|--------------------------------|------------|
| 1st. | Child development and guidance    | 33         | Preschool education               | 28         | Marriage and family relations  | 31         |
| 2nd. | Marriage and family relationships | 19         | Child development and Guidance    | 24         | Personal adjustment            | 20         |
| 3rd. | Preschool education               | 12         | Marriage and family relationships | 15         | Preschool education            | 20         |
| 4th. | Readings and research             | 4          | Personal adjustment               | 5          | Child development and Guidance | 18         |
| 5th. | Personal adjustment               | 0          | Readings and research             | 1          | Readings and research          | 8          |

The table above lists the areas of courses in rank-order according to their contributions to the personal lives of the alumnae. It appears that between the years of 1939 and 1946 the greatest amount of value was derived from the courses pertaining to child development and guidance, with the courses in personal adjustment contributing the least, and with the areas of Family Relationships, Preschool Education, and Research falling between in that order.

In the second group of subjects, or those who graduated between the years of 1947 to 1949 inclusive, courses in preschool education shifted from its previous rank in Group I of third place, to that of being of most value for Group II graduates. Courses in the area of child development and guidance which were formerly ranked as of greatest value in the subjects' personal lives in Group I were in Group II given second ranking. Family relations and personal adjustment courses in that order were ranked third

and fourth, and courses in research were ranked as contributing the least to the alumnae personal lives.

The most recent graduates (those between the years of 1949 to 1951 inclusive) ranked the courses in family relationships as those being of most value to them in their personal lives. The area of personal adjustment which was adjudged as being of least value to the earliest group of graduates, and ranked as next to least value by the middle group, was given second place by the latest group. Preschool education courses followed closely,<sup>1</sup> and the area of child development and guidance was ranked in fourth place.

Courses in the area of research were again, as in the middle group, ranked as contributing the least to the personal lives of the subjects.

The investigator was informed by the head of the department that there has been an increasing emphasis in the instructional areas of family relationships and personal adjustment since 1945, when the last curriculum revision was made. This change of emphasis has had its effects in the lives of the recent graduates, as indicated by the high rankings given these two related areas by subjects in Group III. The agreement of findings with instructional emphases, as exemplified here, is an indication of the validity of the rank-order returns. Another interpretation could be made regarding the higher ranking of child development and guidance and of preschool education courses for graduates of the earlier half of the decade, in that these subjects are experiencing parenthood more at present than are the recent graduates, Group III. Such course may be of greater value to the earlier graduates than to the recent ones because they

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<sup>1</sup>Although both the areas of personal adjustment and preschool education showed a difference of 20, more subjects listed the area of personal adjustment as being valuable than listed the area of preschool education.



are the ones who have begun their family and can appreciate the application of such learnings to their own parenthood. Moreover, it is believed that, because the staff who were teaching in that area at the time were more highly trained and specialized than those of later periods, it is reasonable to believe that the learnings of those early graduates were of a higher quality than those of graduates whose teachers have been less well-trained. Obtaining well-trained child development teachers has become increasingly difficult in recent years.

Probably all three factors are operating to produce the trend noted in Table VII. The rank-order of the instructional areas in the Home Life Department are listed according to their contributions to the professional lives of the subjects of this investigation.

TABLE VII  
INSTRUCTIONAL AREAS IN ORDER OF THEIR RANK IN VALUE  
TO THE PROFESSIONAL LIVES OF THE SUBJECTS

| Group I                                | Diff.<br>N. | Group II                          | Diff.<br>N. | Group III                         | Diff.<br>N. |
|--|-------------|-----------------------------------|-------------|-----------------------------------|-------------|
| 1st. Child development and guidance    | 35          | Preschool education               | 24          | Preschool education               | 43          |
| 2nd. Preschool education               | 24          | Child development and guidance    | 16          | Child development and guidance    | 20          |
| 3rd. Marriage and family relationships | 16          | Marriage and family relationships | 5           | Personal adjustment               | 7           |
| 4th. Readings and research             | 5           | Readings and research             | 2           | Marriage and family relationships | 4           |
| 5th. Personal adjustment               | 4           | Personal adjustment               | 1           | Readings and research             | -3          |

The earliest group of graduates adjudged the courses in child development and guidance as those contributing the most to their professional lives;

and those in personal adjustment as contributing the least, with courses in preschool education, family relationships and marriage, and readings and research ranking in between, in that order.

The courses in preschool education shifted from a previous rank of second place for Group I to first rank in Group II, or that of being of most value to the subjects in their professional lives in Groups II and III. The area of child development and guidance was ranked as second in value, family relationships and marriage third, readings and research as fourth, and the area of personal adjustment fifth, or as being of least value to the alumnae in their professional lives.

In the latest group of graduates, courses in preschool education were scored far above the others in their professional worth to the graduates (43 points). The area of child development and guidance again was ranked as second in value. Personal adjustment courses which heretofore had been considered by the alumnae in the earlier groups to contribute the least, ranked third in order for the latest group, and courses in family relationships and marriage fell close behind in fourth place.

Turning our attention again to Table VII, we see a shift in the placing of readings and research courses in relation to time periods. The two earlier groups had both listed this area in fourth place in rank order of value, but the latest group (III) listed it as contributing the least of all the areas to their professional lives. As is shown in the preceding table, the difference was minus three, which indicated that three more subjects considered this area to be of little or no value in their professional lives than the number who regarded it as being a contributing factor. What is the reason for this low rank? Could it be that graduates fail to apply their research and readings information in their jobs? Or is it that they fail to see the value of these learnings in their professional lives? It might



even be that their lack of readiness when they took the course, and their dislike or disinterest in it has biased their reaction to its contributions to their work.<sup>2</sup>

Courses in preschool education and child development and guidance probably ranked of greatest value to the professional lives of the subjects in all groups because these courses were closely related to the occupations which these persons followed. As has been shown in Table XIV, most of the subjects have entered vocations in preschool education and related areas. Another factor contributing to these findings may be that the department has through the years increased its emphasis on preschool and elementary education. Not until about 1948, when the child development and guidance courses of school age children and adolescents were added, had much emphasis been placed upon the relationship of this department to the School of Education. Since that time, an increasing number of the Home Life graduates has branched out into elementary education and obtained their certificates in that field. This qualifies them to teach kindergarten and elementary grades in the public schools. The additional certification gives more job opportunities for Home Life graduates in Oklahoma, where most of our graduates are living at the present time. The supply of nursery school teachers is often greater than the demand, while the demand for kindergarten teachers is greater than the supply.

#### Summary of Findings from Rank-order Data

Results from the rank-order analysis indicate that the earlier graduates have found the courses that dealt specifically with children have been of greatest value to them in their personal lives with courses in family

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<sup>2</sup>This observation agrees with the findings of May DuBois, op. cit.

relationships ranking next. This may be because these groups consist largely of parents and the learnings relate specifically to their present family living. The most recent group of graduates ranked the areas of family relationships and marriage, and personal adjustment highest in their contributions to personal living. Research and readings were listed last, probably because graduates failed to make direct application of their learnings to their personal living.

Found to be of greatest value in the professional lives of the graduates were the areas of instruction related to preschool education. This is a logical conclusion since almost one-half of the graduates are, or have been, preschool teachers and others have taught in related educational fields. The area of personal adjustment gained in emphasis from fifth place in Group I to fourth in II and up to second place in Group III. It is assumed that recent graduates are seeing more relationship between good personal adjustment and success on the job than did the earlier graduates. Perhaps the greater emphasis in the Home Life curriculum on developing wholesome personalities has contributed to this trend. It is also indicated here, as in later sections, that insights and understandings learned in courses on personal adjustment, and those gained from child development and guidance also, contribute to professional proficiency. Training received in preschool education has made consistent contributions to the professional success of the subjects during the last ten-year period. In further analyses presented in this study, however, graduates give evidence of believing such specific training could be augmented by greater thoroughness and with additional experiences. (See summaries in section C). In other words, they would recommend giving students "more of the same."

B. Findings from the Listing of Courses Other Than Those in Home Life  
Found to be of Greatest Worth to the Subjects

The graduates of the Home Life Department were asked to list the courses outside of the Home Life Department, and certain electives, that they had found to be of value to them in their personal and professional lives. The following table shows the areas listed with the number of times they were mentioned by the subjects.

TABLE VII

COURSES OTHER THAN THOSE IN HOME LIFE LISTED BY  
 SUBJECTS AS BEING OF GREATEST WORTH TO THEM IN THEIR  
 PERSONAL AND PROFESSIONAL LIVES

| Areas of<br>Instruction                           | In<br>Personal Life |       | In<br>Professional Life |       |
|---|---------------------|-------|-------------------------|-------|
|   | N.                  | Total | N.                      | Total |
| 1. Home Economics Courses Other than<br>Home Life |                     |       |                         |       |
| Household arts                                    | 78                  |       | 8                       |       |
| Household science                                 | 65                  |       | 25                      |       |
| Home management                                   | 18                  |       | 4                       |       |
| Home Economics Education                          | <u>4</u>            | 165   | <u>2</u>                | 39    |
| 2. General Education                              |                     |       |                         |       |
| Humanities  | 32                  |       | 25                      |       |
| Language arts                                     | 28                  |       | 18                      |       |
| Arts and crafts                                   | 25                  |       | 14                      |       |
| Biological sciences                               | 3                   |       | 6                       |       |
| Health and physical education                     | 7                   |       | 5                       |       |
| Physical sciences                                 | <u>8</u>            | 103   | <u>3</u>                | 71    |
| 3. Education Directed Toward<br>Teaching          |                     |       |                         |       |
| Additional courses                                | 5                   |       | 7                       |       |
| Certification (Elementary)                        | <u>0</u>            | 5     | <u>8</u>                | 15    |
| 4. Business courses                               | <u>5</u>            | 5     | <u>18</u>               | 18    |
| Total   |                     | 278   |                         | 143   |
| No reply  |                     | 8     |                         | 24    |

The table above reveals the fact that nearly twice as many of the

subjects listed courses which were of value in their personal lives, as those courses which were valuable in their professional lives.

In rank order, home economics courses other than Home Life were mentioned as being of most worth to the alumnae to their personal lives while courses in general education were found to be of most value in their professional lives. General education courses ranked in second place in contributions to personal living while Home Economics courses other than Home Life ranked second in worth for vocational competence.

Business courses ranked third for their contributions to the subjects' professional lives, and education courses that were directed toward teaching followed closely.

From these findings, it appears that the electives taken in home economics and general education have proved to be of most value to the subjects in both their personal and professional lives.

### C. Results from the Analysis of Questionnaire Data

This section consists of tables, their interpretations, and findings obtained in that portion of the questionnaire entitled "Your Life Since College Graduation." These questions dealt with satisfactions in the college major, in the chosen profession, and in the adequacy of the education for living in the circumstances in which the subjects now find themselves. The questions required positive or negative answers together with reasons for the respective replies.

#### 1. Responses to question as to whether graduates would choose same major and professional field

To obtain the graduates' avowed attitudes toward their Home Life major, the question was asked if they were to do it over again, would they choose

Home Life as a major. The responses to this question together with a grouping of the reasons given for the choices are given in Tables IX and X.

TABLE IX  
NUMBER AND PERCENTAGE OF RESPONSES TO QUESTION  
REGARDING SELECTION OF HOME LIFE AS A MAJOR IF GIVEN ANOTHER CHANGE

| Reply            | Number       | Per Cent |
|------------------|--------------|----------|
| 1. Yes . . . . . | 65 . . . . . | 84.5     |
| 2. No . . . . .  | 12 . . . . . | 15.6     |
| Total            | 77           | 100.     |

In answer to the question, "If you were to do it over again, would you choose Home Life for your major in college?" as shown in Table IX, 84.5 per cent indicated they would and 15.6 per cent that they would not do so.

The subjects were asked to give reasons for their replies to the question. There were a variety of replies, but upon closer observation it was noted that they grouped themselves under definite headings relative to their contributions to the lives of the subjects. Inductive method<sup>1</sup> was then used to collect the reasons under descriptive headings, the resulting breakdown being shown in Table X, which follows.

<sup>1</sup>See sample form of inductive process in the appendix, p. 92, and a description of the process of drawing generalizations in section D, chapter II, under "procedure."

TABLE X

REASONS FOR CHOOSING, OR NOT CHOOSING, HOME LIFE  
AS A MAJOR IF GIVEN THE CHOICE AGAIN

| Reasons given                                      | Yes       | Total | No       | Total |
|--|-----------|-------|----------|-------|
| 1. For its homemaking values                       | <u>28</u> | 28    | <u>1</u> | 1     |
| 2. For its professional worth                      |           |       |          |       |
| General contributions                              | 17        |       | 9        |       |
| Contributions to work with children                | <u>8</u>  | 25    | <u>0</u> | 9     |
| 3. For its values in understanding self and others |           |       |          |       |
| Insight into human relations                       | 10        |       | 0        |       |
| Abilities in human relations                       | <u>3</u>  | 13    | <u>0</u> | 0     |
| 4. For its value to subjects as a person           |           |       |          |       |
| Personal satisfaction                              | 2         |       | 0        |       |
| Personal adjustment                                | <u>11</u> | 13    | <u>0</u> | 0     |
| 5. For reasons that are unrelated                  | <u>4</u>  | 4     | <u>3</u> | 3     |
| Totals   |           | 79    |          | 13    |

Table X gives the list of the reasons arrived at by induction for choosing or not choosing Home Life as a major if given the choice again. It will be noted that the number of reasons given total more than the 77, which is the number of subjects. This is because many people qualified their "yes" or "no" answers with more than one reason. For example, Case 39 wrote: "Yes, I feel that Home Life offers an opportunity for a girl to learn about family life. At the same time in this major she can prepare for an outside job—or a temporary job until marriage." The first part of this reply, "I feel that Home Life offers an opportunity for a girl to learn about



family life," belongs under the first category, "For its homemaking values," and the remainder of the reply pertains to its contributions to her profession.

From the replies to the question, "If you were to do it over again, would you choose Home Life for your major in college?" it appears that most of the alumnae (86%) were well enough satisfied with their choice to choose it again. They gave as reasons: (1) for its value to them now that they are homemakers, (2) for its general contributions to their professional life and their work with children, (3) for their understanding of self and others, and (4) for its contributions to their personal adjustment.

If one were to attempt a summary of the findings on this question, he might conclude that because the subjects would choose the same major again, they value their Home Life education highly. Reasons given for this choice would be indicative of the value of this education to them as persons. The real values appear to be in relation to such things as homemaking, human relationships, and work adjustment.

In order to determine if the graduates were satisfied with their profession, they were asked if they would choose the same professional field were they to do it over again.

TABLE XI

NUMBER AND PERCENTAGE OF RESPONSES TO QUESTION REGARDING  
THE CHOICE OF SAME PROFESSIONAL FIELD IF GIVEN ANOTHER CHANCE

| Reply                                     | Number       | Per Cent |
|---|--------------|----------|
| 1. Yes. . . . .                           | 57 . . . . . | 74.0     |
| 2. No . . . . .                           | 8 . . . . .  | 10.4     |
| 3. No reply . . . . .                     | 7 . . . . .  | 9.1      |
| 4. Yes, with modifications and variations | 5 . . . . .  | 6.5      |
| Totals                                    | 77           | 100.     |



In answer to the question, "If you were to do it over again, would you choose the same professional field?" the alumnae gave the responses shown in Table XII. This table indicates that 74 per cent would choose the same field again, 10 per cent would not, 6 per cent would with modifications and variations, and 9 per cent did not reply.

TABLE XII

REASONS FOR CHOOSING, OR NOT CHOOSING,  
THE SAME PROFESSIONAL FIELD AGAIN

| Reasons given  | Yes       | Total | No       | Total |
|--|-----------|-------|----------|-------|
| 1. Because of liking to work with children           |           |       |          |       |
| a. In service to, and                                | 10        |       | 0        |       |
| b. Through love for                                  | <u>5</u>  | 15    | <u>0</u> | 0     |
| 2. For its contributions to personal and family life | <u>14</u> | 14    | <u>0</u> | 0     |
| 3. Because of enjoying the work                      | <u>14</u> | 14    | <u>5</u> | 5     |
| 4. For job security                                  | <u>8</u>  | 8     | <u>3</u> | 3     |
| 5. Because of liking to work with people             | <u>6</u>  | 6     | <u>0</u> | 0     |
| Totals   |           | 57    |          | 8     |

Table XII shows a breakdown of the reasons for choosing, or not choosing the same professional life. Again it is pointed out that many of the subjects' answers included more than one reason, as seen in Case 23, "Yes, I got enough education courses to get a temporary teachers certificate and enough general home economics to make it profitable for me in my personal life."

From Table XII it is evident that the most common reason for choosing the same profession is because of the graduates' liking to work with children as noted in the fifteen responses to item 1. The next category, "for its contributions to personal and family life," ranks second, with fourteen positive responses and no negative ones. The reason given as "because I enjoy my work" is not so marked because thirteen persons indicated a positive reply and five, a negative one. "For job security," there were eight positive and three negative responses. The question arises, "Why was job security not mentioned more frequently?" Evidently, persons in the Home Life professions value the personal satisfactions derived from work they enjoy with children and others, and work that contributes to their own personal and family life more than the certainty of being able to get a job.

If one were to summarize what was learned from the responses to the question, "If you were to do it over again, would you choose the same professional field?" one would conclude that most of the subjects were well enough satisfied with the professional choice to choose it again. However, the basis for their replies was largely personal satisfaction in the work, aside from job security.

## 2. Responses to question concerning additional educational experiences subjects would include were they to repeat their education

The seventy-seven respondents to the questionnaire used in this study were asked to list the experiences they would appreciate having had to prepare themselves better for the life they now live. These reactions are found in Table XIII.

It is interesting to note that although the question asked for "educational experiences" most of the alumnae listed specific courses as

TABLE XIII

NUMBER AND PERCENTAGES OF RESPONSES TO QUESTION CONCERNING  
ADDITIONAL EDUCATIONAL EXPERIENCES SUBJECTS WOULD  
INCLUDE WERE THEY TO REPEAT THEIR EDUCATIONS

| Courses   | Number   | Total | Per Cent |
|---|----------|-------|----------|
| 1. General education                              |          |       |          |
| a. Arts and crafts                                | 17       |       |          |
| b. Humanities                                     | 10       |       |          |
| c. Language arts                                  | 9        |       |          |
| d. Physical Sciences                              | 2        |       |          |
| e. Biological Sciences                            | <u>1</u> |       |          |
|   |          | 39    | 34.5     |
| 2. Education, directed toward teaching            |          |       |          |
| Additional courses or experiences                 | 18       |       |          |
| Certification                                     |          |       |          |
| Elementary  | 3        |       |          |
| Vocational  | 2        |       |          |
| Not specified                                     | <u>2</u> |       |          |
|   |          | 25    | 22.1     |
| 3. Home Economics courses other than<br>Home Life |          | 14    | 12.4     |
| 4. Business courses                               |          | 11    | 9.7      |
| 5. Home Life courses                              |          | 9     | 8.0      |
| 6. No other courses                               |          | 5     | 4.4      |
| 7. No reply                                       |          | 10    | 8.9      |
| Total   |          | 113   | 100.     |

being advantageous to their present life. As shown in the preceding table, the desired educational experiences fell into the categories of general education, specific education, home economics courses other than Home Life, business courses, and additional Home Life courses. These alumnae would like courses in the humanities, the physical and biological sciences, the language arts, and especially in arts and crafts. This finding correlated

with their replies to question 7 (see Table XIX) that enrichment of their educational backgrounds would serve to make them more well-rounded persons.<sup>2</sup>

Some would choose greater specialization in their professional areas, in teaching and in business, if they were to do it again, and some of them would choose to take more family living and home economics courses. A few were disinclined to mention other courses probably in evidence of indifference to further education. Five responses showed satisfaction with the present state of affairs.

3. Responses to questions regarding occupations graduates planned to enter as compared to those that they entered.

Although the Home Life department does not put a great emphasis upon training its students for specific occupations, one of its minor objectives is "to train for specific occupations in the fields of family living and child development" (see section D, p. 59). To determine if the graduates of this department had gone into the occupations that they had planned to enter at the time of graduation, they were asked to answer questions 4 and 5, which read:

4. For what gainful occupation, if any, were you planning to enter at the time of graduation?
5. For what gainful occupation did you enter after graduation?

Table XIV shows the replies to these questions.

An explanation of Table XIV may be necessary in order for the reader to interpret its meaning. For example, item 1 may be interpreted thus: 29 of the alumnae planned to enter the field of nursery school education at the time of graduation. Twenty of the 29 entered occupations relating to

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<sup>2</sup>That graduates could profit by additional instruction for their social role—that it cannot all be done through home economics—is supported by C. M. Louttit in her article, "Women: Their Roles and Education," Journal of Higher Education, 22 (April, 1951), 202-8.

TABLE XIV

OCCUPATIONS WHICH GRADUATES PLANNED TO ENTER  
AS COMPARED TO THOSE THAT THEY ENTERED

| Occupation Planning to<br>Enter at Time of<br>Graduation | Total Who<br>Planned to<br>Enter Field | Entered<br>Field<br>Planned | Entered<br>Related<br>Field | Entered<br>Unrelated<br>Field |
|--|--|-----------------------------|-----------------------------|-------------------------------|
| 1. Nursery Education                                     | 29                                     | 20                          | 7                           | 2                             |
| Total  | 29                                     | 20                          | 7                           | 2                             |
| 2. Other Educational Work                                |  |                             |                             |                               |
| a. Kindergarten teaching                                 | 5                                      | 5                           | 0                           | 0                             |
| b. Elementary teaching                                   | 4                                      | 3                           | 0                           | 1                             |
| c. Secondary teaching                                    | 1                                      | 0                           | 1                           | 0                             |
| d. Vocational home economics                             | 1                                      | 0                           | 1                           | 0                             |
| e. Home demonstration work<br>and adult education        | 4                                      | 2                           | 0                           | 2                             |
| f. Journalism  | 1                                      | 1                           | 0                           | 0                             |
| Total  | 16                                     | 11                          | 2                           | 3                             |
| 3. Social Service  |  |                             |                             |                               |
| a. Child welfare   | 6                                      | 1                           | 2                           | 3                             |
| b. Group work  | 5                                      | 2                           | 2                           | 1                             |
| c. Public health nursing                                 | 1                                      | 1                           | 0                           | 0                             |
| Total  | 12                                     | 4                           | 4                           | 4                             |
| 4. Homemaking (no specific<br>occupation)                | 13                                     | 5                           | 4                           | 4                             |
| Total  | 13                                     | 5                           | 4                           | 4                             |
| 5. Unrelated Areas                                       |  |                             |                             |                               |
| a. Commercial work                                       | 5                                      | 5                           | 0                           | 0                             |
| b. Airlines  | 1                                      | 0                           | 0                           | 1                             |
| Total  | 5                                      | 4                           | 0                           | 1                             |
| 6. No answer   | 2                                      | 0                           | 0                           | 0                             |
| Total  | 2 (2.6%)                               | 0                           | 0                           | 0                             |
| TOTALS   | 77                                     | 44                          | 17                          | 14                            |
| PERCENTAGE   | 100.                                   | 57.1                        | 22.1                        | 18.2                          |

nursery education (i.e., kindergarten or elementary teaching), and two of the 29 entered unrelated fields (as secretarial work).

Interpretation of the results of the tabulation of questions four and five may be summarized as follows: (1) Most students who planned to enter nursery school teaching (69%) actually did so. (2) About three-fourths of the subjects who trained for positions related to education entered that work. (3) Only one-third of the persons who planned to enter various social service positions actually did so. The others entered related and unrelated fields. (4) Five of the thirteen who planned to enter no specific profession but chose to train for homemaking alone probably married; but eight of them took some form of employment related or unrelated to homemaking. (5) A few graduates planned for careers outside the home living area by taking electives in other fields of specialization, such as commerce. Four persons who planned to enter into commercial work did so; one girl who planned to be an airline hostess went into an unrelated area.

Of the total sample (77) forty-four or 57.1 per cent went into the field for which they had planned, 22.1 per cent went into a related field and 18.2 per cent, into an unrelated field. If one were to combine the percentages in columns two and three, the total (40.3%) would give some indication as to the use of specialized college training in job experience. Fourteen, or 18.2 per cent of the whole, evidently are not using their specific training in their present professions. A possible explanation for why more people did not go into the field for which they planned may be that adequate placement service in the Home Life Department has not been available.

4. Responses to question regarding adequacy of college education as directed toward professional and personal living

From the results of the preceding question, it was pointed out that many of the alumnae did not enter the occupation for which they had planned to enter. In order to determine if the graduates thought themselves prepared for the job, a question was asked concerning the adequacy of their college education for the profession which they entered.

TABLE XV  
ADEQUACY OF COLLEGE EDUCATION FOR PROFESSION ENTERED

| Reply                          | Number     | Per Cent |
|--------------------------------|------------|----------|
| Yes. . . . .                   | 35 . . . . | 45.5     |
| No . . . . .                   | 23 . . . . | 29.9     |
| Yes, with reservations . . . . | 13 . . . . | 16.9     |
| No reply . . . . .             | 6 . . . .  | 7.8      |
| Total                          | 77         | 100.     |

Table XV lists the answers given to the question, "Do you believe that your college education was adequate, in that it was directed toward the profession you entered?" 45.5 per cent agreed that their education was adequate, while 29.9 per cent felt that it was not. 16.9 per cent answered "yes," but with reservations, and 7.8 per cent gave no reply. It appears from this table that more thought that their education was adequate for their profession than thought it was not; however, many qualified their "yes" answers with certain conditions, as Case 10: "Yes, I feel that the academic preparation I had was fine, however, I wish that I had been given more ideas for handwork and combined my work to qualify for an elementary certificate without advanced study."



TABLE XVI

COMBINED RESPONSES OF THOSE GRADUATES WHO GAVE REASONS FOR BELIEVING  
THEIR EDUCATIONS WERE ADEQUATE FOR THE PROFESSION THEY ENTERED

| Reason given for saying "yes" it was adequate                     | Number |
|---|--------|
| 1. Adequate for homemaking. . . . .                               | 7      |
| 2. Adequate for Pre-school teaching . . . . .                     | 5      |
| 3. Adequate for kindergarten teaching . . . . .                   | 5      |
| 4. Adequate for improving my human relationships. . . . .         | 3      |
| 5. Adequate, with reservations, for professional choice . . . . . | 13     |
| 6. No reason given. . . . .                                       | 15     |
| Total   | 48     |

Table XVI gives the combined responses of those graduates who gave reasons for believing their educations were adequate for the profession they entered. It reveals that seven thought it adequate for homemaking, five felt it was adequate for pre-school teaching, and five agreed also that it was adequate for their profession of kindergarten teaching. Three persons replied that their training was adequate for their profession because it had improved their human relations, and thirteen agreed that their education was adequate, with reservations. Some of those reservations were, "need more courses in parent child education, business, elementary education, etc."

As shown in Table XVII, which lists the combined responses of those graduates who gave reasons for believing their educations were not adequate for the profession they entered, the reason listed most frequently was, "Went into different profession than one for which trained," with twelve responses. Eight persons felt their education was not adequate for their profession because it was not thorough enough; and three felt their education needed to be more specialized. Some suggestions offered were, "needed more education courses"; and "while teaching, I felt the need for more experiences with parents, counseling, also, more knowledge of science and nature."

TABLE XVII

COMBINED RESPONSES OF THOSE GRADUATES WHO GAVE REASONS FOR BELIEVING  
THEIR EDUCATIONS WERE NOT ADEQUATE FOR THE PROFESSION THEY ENTERED

| Reasons given for saying "no," it was not adequate                        | Number |
|---|--------|
| 1. Went into different profession from one<br>for which trained . . . . . | 12     |
| 2. Work needed to be more thorough to be adequate . . . . .               | 8      |
| 3. Work needed to be more specialized to be adequate. . . . .             | 3      |
| Total   | 23     |

Summarizing the responses of the question, "Do you believe that your college education was adequate in that it was directed toward the profession you entered?" it appeared that about three-fifths of the subjects believed it was. They attested to its adequacy in training them for homemaking, for preschool and kindergarten teaching and for contributions to their abilities to work with others in any chosen work. About one-sixth who gave positive answers added reservations to their replies. Of those who felt it was not adequate (about one-third), the reason given most often was that they entered a different profession than the one for which they trained. Some, however, (11) felt themselves inadequately trained because their work in college was less thorough and less specialized than they had found necessary for their work.

One of the major objectives of the curriculum of the Home Life department is to educate the students for a satisfied personal life. To determine the degree of which this objective was accomplished, the following question was asked: "Was your college education adequate in that it was directed toward satisfaction in your personal living?" Table XVIII lists the replies to this question.

TABLE XVIII  
ADEQUACY OF COLLEGE EDUCATION FOR PERSONAL LIVING

| Reply  | Number       | Per Cent |
|--|--------------|----------|
| Yes . . . . .  | 62 . . . . . | 80.5     |
| No . . . . .   | 6 . . . . .  | 7.8      |
| Yes, with reservations and<br>modifications. . . . . | 7 . . . . .  | 9.1      |
| No response . . . . .                                | 2 . . . . .  | 2.6      |
| Total  | 77           | 100.     |

It may be concluded from the results shown in the above table that most of the alumnae, 80.5 per cent, believed that their college education contributed to satisfactions in their personal living. However, 7.8 per cent gave a negative reply, indicating that their college education was not directed toward personal satisfactions, and 9.1 per cent modified their answers.

Examining the reasons the subjects gave for replying as they did to question seven, the investigator found that the responses grouped themselves under four categories listed in the following table, Table XIX.

Negative replies to question seven with their reasons indicated that four reasons for dissatisfaction with the education's contribution to personal life were related to personal adjustment, and two to lack of help in learning to understand and work with others.

Four-fifths of the alumnae felt that their college education was adequate in that it was directed toward satisfaction in their personal living. One-fifth either suggested modifications and reservations, or indicated that it was not adequate in its contributions to satisfaction in

TABLE XIX

REASONS GIVEN FOR REPLIES TO THE QUESTION  
REGARDING ADEQUACY OF COLLEGE EDUCATION FOR  
SATISFACTIONS IN PERSONAL LIVING

| Satisfactions                                  | Yes      | Total     | No       | Total |
|--|----------|-----------|----------|-------|
| 1. In the Home Life                            |          |           |          |       |
| a. Homemaking                                  | 13       |           | 0        |       |
| b. Family relationships                        | <u>6</u> |           | <u>0</u> |       |
|  |          | 19 (29.7) |          | 0     |
| 2. In adjustment to personal living            |          |           |          |       |
| a. Understanding and accepting self            | 6        |           | 1        |       |
| b. Living a full, happy life                   | 5        |           | 1        |       |
| c. Making adjustments                          | 4        |           | 0        |       |
| d. Solving life's problems                     | 5        |           | 1        |       |
| e. Facing realities of living                  | 3        |           | 1        |       |
| f. Getting more satisfaction out<br>of living  | <u>3</u> |           | <u>0</u> |       |
|  |          | 26 (40.6) |          | 4     |
| 3. In understanding and working with<br>others |          | 11 (17.4) |          | 2     |
| 4. In services to the community                |          | 2         |          | 0     |
| Totals   |          | 58        |          | 6     |

Table XIX shows a breakdown of the reasons for affirmative answers to the question concerning the adequacy of "college education for satisfactions in personal living." Twenty-six of the reasons given were in the area of personal adjustment to living, including happy life, solving life's problems, facing realities of living, and getting more satisfactions out of living. Nineteen replies indicated that their college educations' contribution to homemaking made it satisfying to their personal living. Other reasons listed were satisfactions in understanding and working with others, and in services to the community.

personal living. Reasons most frequently given for satisfaction were in relation to its contributions to personal adjustment and its contributions to homemaking and family relations.

5. Responses to question regarding worth of college experiences relative to cost of time, energy, and money invested.

For the purpose of obtaining an evaluation of college experiences in relation to expenditure in time, energy, and money, the following question was asked, "Do you feel that your experiences at college were worth the time, energy, and money invested in them?" (See appendix, p. 90, question 8.) Responses are recorded in the table that follows:

TABLE XX

FREQUENCY AND PERCENTAGE OF RESPONSES TO QUESTION  
REGARDING WORTH OF COLLEGE EXPERIENCES RELATIVE  
TO COST IN TIME, ENERGY, AND MONEY INVESTED

| Reply                   | Number       | Per Cent |
|-------------------------|--------------|----------|
| Yes . . . . .           | 72 . . . . . | 93.6     |
| Modifications . . . . . | 4 . . . . .  | 5.2      |
| No. . . . .             | 1 . . . . .  | 1.3      |
| Total                   | 77           | 100.     |

As shown in Table XX, 93.6 per cent of the alumnae answered "yes" to the question, "Do you feel that your experiences at college were worth the time, energy, and money invested in them?" Only one person, or 1.3 per cent, replied "no" and four, or 5.2 per cent of the answers were modifications of the affirmative and negative replies. Thus we see that again we have an indirect indication that the subjects put great value on their educations. There is little expression of dissatisfaction, that being suggestive, or qualifying in nature.

Many of the alumnae listed more than one reason for feeling that their college education was worth while. Thus, there were 110 reasons given,

falling into the categories of: (1) contributions to personal growth, (2) those for personal adjustment, (3) those for social development, financial and/or job security values, (4) contributions to homemaking and family living, (5) service values, and (6) professional growth values, as shown in the following table.

TABLE XXI

REASONS GIVEN FOR REPLIES TO QUESTION REGARDING WORTH OF  
COLLEGE EXPERIENCES RELATIVE TO COST IN TIME, ENERGY, AND MONEY INVESTED

| Contributions  | Number | Total | Per Cent |
|--|--------|-------|----------|
| 1. Contributions to Personal Growth  |        |       |          |
| a. Enriched personal life  | 22     |       |          |
| b. Growth in learning and thinking   | 10     |       |          |
| c. (Personal) Satisfaction and enjoyment   | 9      |       |          |
| d. Maturing values   | 6      |       |          |
| e. Gain in self confidence   | 4      |       |          |
| f. Formulation of life's philosophy  | 2      |       |          |
|  | <hr/>  | 53    | 48.1     |
| 2. Contributions to Personal Adjustment  |        |       |          |
| a. Having experiences in living, learning,<br>planning, finding, information, etc. | 6      |       |          |
| b. Learning to solve problems  | 4      |       |          |
| c. Understanding others  | 3      |       |          |
| d. Learning to make decisions  | 2      |       |          |
|  | <hr/>  | 15    | 13.5     |
| 3. Contributions to Social Adjustment  |        |       |          |
| a. Social contacts (activities and friends)  | 8      |       |          |
| b. Working and living with others  | 6      |       |          |
| c. Advance in prestige   | 2      |       |          |
|  | <hr/>  | 16    | 14.5     |
| 4. Financial and/or Job Security Values  |        | 12    | 11.8     |
| 5. Contributions to Homemaking and Family Living                                   |        | 7     | 6.3      |
| 6. Service Values  |        | 4     | 3.6      |
| 7. Contributions to Professional Growth  |        | 3     | 2.7      |
| <hr/>  |        |       |          |
| Total  |        | 110   | 100.     |



Approximately one-half of the reasons given for believing experiences at college were worth the time, energy, and money expended on them, grouped themselves under contributions to personal growth of the individual. Statements pertaining to the enrichment of personal life, such as "broadening viewpoints," "opening new horizons," and "developing backgrounds" were mentioned twenty-two times, along with statements pertaining to growth in maturity, in self-confidence, in thinking and learning.

Statements centering around contributions of the college experiences to personal adjustment numbered fifteen (13.5%). These were largely in the nature of experiences in living, learning, planning, fact-finding, problem-solving, and making decisions. These represent the learning and experience in the processes of adjustment, certainly one of the important aims of education.

Some subjects listed contributions of the college experience to their social development (14.5%). Others listed security values (11.8%). Some mentioned contributions to their parental family living and others gave contributions to professional growth and opportunity to serve others as values of the college experience.

This question was directed toward the experiences of the four years spent in college. As view in retrospect they appear to the subjects to have made the greatest contribution to their personal and social growth and adjustment. This is an interesting commentary of the worth of college experience in that it puts emphasis on growth and enrichment of personal life rather than on subject matter learnings, and on abilities in adjustment to living (personal and work adjustments) as much or more than on the advantages of financial and professional security. Such findings have significant bearing on the goals of education as they are set up in the functional programs in colleges today. Such a program is that designated as Home Life



or as Education for Family Living, the major part of the program being devoted to education for personal growth and adjustment and for present and future family living.

6. Responses to question regarding contributions to Home Life courses to person as an individual and as a professional person

In order to get some unprompted and unsuggested replies of the evaluative nature the question, "What do you think has been the greatest contribution of your Home Life courses to you as an individual?" was asked.

Replies were grouped, through induction, under the categories listed in the table below.

TABLE XXII

CONTRIBUTIONS OF HOME LIFE COURSES TO THE SUBJECTS AS INDIVIDUALS

| Contributions                               | Number    | Total | Per Cent |
|---|-----------|-------|----------|
| 1. In understanding and working with others |           |       |          |
| a. Adults                                   | 32        |       |          |
| b. Children                                 | <u>14</u> | 46    | 42.2     |
| 2. In adjustment to personal living         |           |       |          |
| a. Understanding and accepting self         | 15        |       |          |
| b. Living a full happy life                 | 4         |       |          |
| c. Making adjustments                       | 4         |       |          |
| d. Solving life's problems                  | 7         |       |          |
| e. Facing realities of living               | 1         |       |          |
| f. Getting more satisfactions out of living | <u>5</u>  | 36    | 33.0     |
| 3. In home life                             |           |       |          |
| a. Homemaking                               | 4         |       |          |
| b. Family relationships                     | <u>15</u> | 19    | 17.4     |
| No answer                                   |           | 6     | 5.6      |
| Modified replies                            |           | 2     | 1.8      |
| Total                                       |           | 109   | 100.     |

In reply to the question concerning the contributions of the Home Life department to the alumnae as individuals, nearly half of the subjects listed reasons pertaining to the understanding of, and being able to work with, other people and children. Most of the subjects seemed to feel an inter-relationship between the understanding of children and other adults, as Case 13, "I have often said that with the understanding of children comes the understanding of the human race. Thanks to my preschool training, I feel I've been able to meet the task of living with others more readily than I otherwise would have been."

Statements centering around contributions of the Home Life courses in personal adjustment to living numbered thirty-six, or 33 per cent. These were in the nature of self understanding, living, making adjustments, making decisions, and gaining satisfactions from living.

Contributions of the Home Life department to homemaking and family life were also mentioned. It was found that nearly half of the alumnae felt that the Home Life courses' greatest contributions were in being able to understand and work with others, one-third listed areas relating to their own personal adjustment to living, and about one-fifth gave replies relating to homemaking and family relationships. The remainder suggested modification or gave no reply.

If we are to judge by the number of times each contribution was mentioned, more graduates valued their home life courses for contributions to their abilities in getting along with themselves and others, than for their contributions to their home and family living.

In order to determine the way in which the Home Life department prepared its graduates for their profession, the following question was asked: "What do you think has been the greatest contribution of your Home Life

courses to you as a professional person?" The table below lists the categories of the replies to this question.

TABLE XXIII

CONTRIBUTIONS OF THE HOME LIFE COURSES  
TO GRADUATE AS A PROFESSIONAL PERSON

| Contributions  | Number | Per Cent |
|--|--------|----------|
| 1. In understanding and working with children        | 30     | 33.7     |
| 2. In understanding and working with people (adults) | 14     | 15.7     |
| 3. In training for a vocation                        | 12     | 13.5     |
| 4. In personal satisfactions in and for vocation     | 8      | 9.0      |
| Modified response                                    | 4      | 4.5      |
| Little or no contribution                            | 3      | 3.4      |
| No reply   | 18     | 20.2     |
| Total  | 89     | 100.     |

Twelve persons listed the specific training for their vocation as being the greatest contribution of the Home Life courses to them as professional people, and eight or nine per cent realized the value of their training in personal satisfactions in their work. It is interesting to note that only three of the alumnae felt that the Home Life courses contributed little or nothing to them as professional persons. In relation to the number who entered professions unrelated to the fields of Home Life courses (as seen in the results to questions four and five) this is significant.

Eighteen of the seventy-seven subjects in this study did not answer this question—probably because they have never held any type of a position to classify themselves as professional people, or had not worked long enough to realize the value of their courses in the Home Life department.

As in the preceding question, many of the alumnae felt that the greatest values in their Home Life courses were in the areas of understanding

of, and working with, people and children. The training that the Home Life courses offer in child development and guidance has been of most value in their professions in helping them to understand and work with children.

## 7. Summary of findings from the questionnaire data

### a. Contributions of education to professional life.

The subjects used in this investigation were asked if they would choose the same major and profession again if given another chance. About four-fifths replied that they would because of its contributions to their personal lives. The real values appear to be in its contributions to homemaking, to human relationships, and to work adjustment. The negative replies to the question referred to the limitations in professional worth of a Home Life major. Some graduates felt they were not prepared to support themselves and their children if an emergency should arise.

Most of the graduates replied that they would make the same professional choice were they to do it again; the basis for this being personal satisfaction in their work, most of them enjoying work with children and with other people. The negative reasons given were fewer in number and were on the basis of not enjoying the work they went into, and of not having adequate job security.

From these results it appears that the graduates of the Home Life Department value their education highly, because from it they have gained a high degree of satisfaction in their personal and professional lives. However, the worth of it is not in the job security or financial support that it offers, but rather in personal satisfactions.

These results imply that a Home Life major offers much to personal satisfaction, but that job opportunities for graduates with this major were limited in the ten-year period which this study covers. Although the number

who felt the need for more vocational emphasis was small, probably because over half of the subjects consider themselves as being full-time homemakers at the present, their needs must be taken into consideration. As is shown in the description of the sample, nearly all of the subjects at sometime or other have worked outside of the home to contribute financial support to themselves or to their families.

The alumnae felt that they would like to have additional courses in general education, vocational education, and other home economics fields to prepare them for the lives that they are now living. The courses most often listed were arts and crafts, and the humanities. This indicates that the Home Life curriculum should allow for more electives in general education, for there were 103 courses listed in this area that were suggested by the graduates as being of value to them, aside from those courses in Home Life. (See Table VIII) In the same table, home economics courses aside from Home Life were shown to be of most value to the graduates, while courses in this area were third in the list of additional educational experiences the graduates would seek were they to take their college work again. Evidently the needs for other home economics courses have been met to a greater degree than have the courses in general education and training for teaching.

The graduates would choose more teacher training courses and experiences if given another opportunity. This preference ranks second in order of frequency as compared to courses in general education. Again this finding indicates that there was an expressed need of graduates of the last decade for courses that led to professional competency.

A comparison of the occupations which the graduates planned to enter with those they actually entered was made from the results to questions four and five. The results showed that over half of the subjects did enter

the profession they had planned to enter. About one-fourth entered professions related to those they had planned to enter, and one-fourth entered unrelated areas. One may conclude from Table XIV that the percentage of those going into the work for which they planned was greater when that vocation was related to Home Life. When the profession chosen to enter was unrelated to Home Life, fewer went into it. For example, those who planned to go into nursery education very largely became nursery school teachers; those who planned to enter social service not infrequently went into unrelated areas. The reason for this may be that for the latter, training beyond the bachelors degree is often required. Another hindrance to subjects going into jobs for which they trained may have been the limited placement services available to them in the earlier years of the department's growth. The results also indicate that the more specialized the area of training, the more frequently does the graduate go into that field of endeavor.

It is significant to point out that of the number who had planned to enter homemaking, or no gainful occupation, about two-thirds entered a specific occupation. This may indicate that more training directed toward specific job preparation is needed even for those persons who do not plan to enter gainful occupations. The trend of the times is for an increasing number of married women to take positions outside the home either before their children come, or in later years when they are grown. Most of this sample were, or had been gainfully employed. If this trend continues, more and more college trained women will be in vocations.

In order to determine if the subjects used in this study thought themselves prepared for their profession that they entered, a question to that effect was asked. The results showed that over 60 per cent agreed that they were prepared for their professional choice, while nearly 30 per cent did



not feel they were adequately prepared. About 10 per cent of the subjects did not reply to this question. Lack of thoroughness and specialization, and the entrance into a different profession from the one for which trained, were reasons given for negative replies. In comparing the number who did not enter the profession they had planned (40%) to those who credited their lack of preparedness to this factor (15.6%), it appears that the change of profession is not the only causal factor for professional unpreparedness, there being also lack of specialization in training and thoroughness of training for the job. It is possible that a certain percentage of graduates will not be able to foresee what their job preparation should consist of ahead of time because they cannot definitely predict the work into which they will go. For example, a graduate who trained for social work married soon after graduation and entered nursery school teaching because it was the job available to her. Not having been trained for preschool work while in college, her inadequacies naturally became evident.

From the question requesting the subjects to list what they thought was the greatest contribution of their Home Life courses to them as a professional person, it was found that the greatest values derived were in the areas of understanding for and working with people and children. Only 13.5 per cent listed the specific training for a profession as being the vital contribution of their college major. Of the total replies to this question, only 3.4 per cent felt that their college major made little or no contribution to them as a professional person. This may imply that, although the graduates have felt themselves somewhat lacking in specialized training for the occupation that they entered, they found themselves to be fairly well trained to make the personal adjustments necessary for becoming adequate persons on the job.



Eighteen of the 77 subjects did not answer this question. This may be due to the fact that they never held a type of position to classify themselves as professional persons, or had not worked long enough to realize the value of their Home Life courses in a professional sense.

b. Contributions of education to personal and family life

A comparison of the results in Tables XIX and XXII show some differences in Home Life contributions to the person as compared to the gains from the college education as a whole. The contribution of the total college education was greatest in adjustment to personal living, i.e., to self adjustment. Satisfactions in home living ranked second. Contributions of the Home Life curriculum to the lives of the subjects were greatest in understanding and working with others, with adjustment to personal living ranking second, and contributions to home living third.

The subjects felt that their over-all college education was adequate for home living by developing their skills in homemaking while their Home Life courses contributed to their abilities in family relationships. This probably indicates that the subjects value the sum total of the home economics courses (as shown in Table VIII) in that they have contributed to the abilities needed to carry on an efficient home. At the same time they indicate that the Home Life courses have aided them in their marriage and family relationships.

Two persons felt that their college educations as a whole have aided them in being of service to the community in which they live. It is significant that this was not attributed to the Home Life courses. These results appear inconsistent in comparison to those obtained from the goal analysis. (See section D, question 17, p. 72.) In this section, 76.6 per cent of the alumnae agreed that the Home Life courses contributed to their ability to

become a more effective citizen in their communities. However, the results of this question may have come about because the subjects, upon being asked to give the greatest gains, felt that the contributions of their Home Life courses in understanding and working with others, in personal adjustments, and in their home living were of more importance than those they gained for community living. Moreover, as compared to other percentages of agreement with goals accomplished, 76.6 per cent is a relatively low score. In these respects the results of both replies are consistent in listing contributions to community living near the bottom of the list.

To obtain an evaluation of the sum total of their college experiences the graduates were asked, "Do you feel that your experiences at college were worth the time, energy, and money invested in them? In what way?" Only one person gave a negative reply, four answered with modifications, and 72, or 93 per cent replied positively. Nearly half of the reasons listed were for its contributions to personal growth. Reasons relative to personal and social adjustments made up about 30 per cent of the replies. Financial and/or job security values ranked next in importance. Here again it was shown that the contributions of their education to their financial or job security is relatively unimportant in comparison with personal satisfaction.

It may be concluded that the subjects in this study felt that the main values of their college educations were in the development of personal and social competence, with the preparation for a vocation following as a secondary goal. This finding is in agreement with Pace,<sup>3</sup> as stated in the introductory section of this thesis.

One may ask why so few of the subjects designated the worth of their college education in terms of its contributions in homemaking and family

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<sup>3</sup>Pace, They Went to College, see introductory section of this thesis, p. 1.

living? It may be that they felt their personal growth and adjustment had an indirect bearing upon their ability to perform in their roles as homemakers. As evidenced by the results in the preceding questions,<sup>4</sup> they felt that their educations were adequate in that it did contribute to their abilities in being effective homemakers.

#### D. Findings from the Comparison of Home Life Departmental Goals with Their Degree of Achievement

In 1945 the staff members of the Home Life Department developed the departmental objectives listed below which they hoped to accomplish in their teaching.

##### Functions of a Department of Home Life in a School of Home Economics<sup>5</sup>

1. To help students see the "wholeness" in family living and the basic values which are the core of family life.
2. To help students understand the place of the family in American life and the dynamics of family interaction.
3. To give all students in Home Economics an understanding of human beings.....behavior, adjustments, and development.
4. To give all students in Home Economics insight into the dynamics of human relationships.
5. To meet the needs of the students in the college in areas for which this department is responsible.
6. To train for specific occupations in the fields of family living and child development
7. To provide opportunities for students to develop individual interests which will make them more effective persons as a member of family and community.

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<sup>4</sup>See Tables XXX and XXXII, pp. 66, 69.

<sup>5</sup>These objectives were supplied by Dr. Virginia Messenger Stapley, Head of the Home Life Department, from her files.

One of the stated purposes of this study was "to compare (the graduates' evaluation of the courses they had as students) with the Home Life Department's stated objectives." Thirty-three questions, each having reference to a specific objective, were constructed by the author and grouped together on pages five and six of the questionnaire. (See appendix p. 91 .) It was explained to the subjects in the heading that the questions were related to the courses that they had had in the Home Life Department. They were advised to answer them, after some thought and consideration, on a five-point scale: "Strongly Agree" (SA), "Agree" (A), "Undecided" (U), "Disagree" (D), and "Strongly Disagree" (SD).

The objectives with the specific questions used to check their fulfillment, the percentage of responses above and below the uncertain rating, and the interpretations of such relationships appear in the pages that follow.

TABLE XXIV

OBJECTIVE 1a:  
TO HELP STUDENTS SEE THE "WHOLENESS" IN FAMILY LIVING

| Item No. | Contributions of Home Life Courses                               | SA % | A %  | U %  | D % | SD % | NR % |
|----------|--|------|------|------|-----|------|------|
| 3.       | Understanding of basic values making for family unity            | 18.2 | 64.9 | 11.7 | 1.3 | 1.3  | 2.6  |
|          | Total  | 83.1 |      |      | 2.6 |      |      |
| 28.      | Appreciation that family living is an ever changing relationship | 28.6 | 59.7 | 6.5  | 2.6 | 1.3  | 1.3  |
|          | Total  | 88.3 |      |      | 4.9 |      |      |

The objective "to help the students see the wholeness in family living" has been met for the most part as shown in the above table. Approximately four-fifths of the graduates agreed that through their Home Life courses they gained understandings of basic values making for family unity. However, about one-eighth were undecided about the question. A few (2.6%) disagreed with the statement that, from their learnings in the Home Life courses, they have come to appreciate that family living involves ever-changing relationships. Six per cent were undecided, approximately four per cent disagreed, and one per cent did not reply.

Although the objective has been achieved, for the most part, it must be pointed out that the subjects were not emphatic as to the extent to which it had been reached. This is shown in the large percentages of answers in the categories of "Agree" and "Undecided" as compared to those under the category "Strongly Agree."

TABLE XXV

OBJECTIVE 1b:  
TO HELP STUDENTS TO SEE THE BASIC VALUES WHICH ARE THE CORE OF FAMILY LIFE

| Item No. | Contributions of Home Life Courses             | SA % | A %  | U %  | D % | SD % | NR % |
|----------|--|------|------|------|-----|------|------|
| 1.       | Insight into basic values                      | 28.6 | 62.3 | 3.9  | 5.2 | 0.0  | 0.0  |
|          | Total  | 90.9 |      |      | 5.2 |      |      |
| 2.       | Formulation of goals with family participation | 18.2 | 63.6 | 10.4 | 5.2 | 1.3  | 1.3  |
|          | Total  | 81.8 |      |      | 6.5 |      |      |

Table XXV reveals the extent to which the goal "to help the student see the basic values which are the core of family life" was accomplished.

Approximately nine-tenths of the alumnae agreed that from their Home Life courses they have gained insight into these basic values, with four per cent being undecided and five per cent believing they had not. The number who disagreed were not emphatic as shown in the table for none placed their answers under the category of "strongly disagree." Most graduates felt also that their college learnings helped them to formulate with their families goals toward which to build, as substantiated by the 82 per cent agreement. Yet 10 per cent were uncertain about this, and six per cent believed this was not one of the contributions made by their Home Life Education.

TABLE XXVI

OBJECTIVE 2a:  
TO HELP STUDENTS UNDERSTAND THE PLACE OF THE FAMILY IN AMERICAN LIFE

| Item No. | Contributions of Home Life Courses                                  | SA % | A %  | U %  | D %  | SD % | NR % |
|----------|---|------|------|------|------|------|------|
| 8.       | Appreciation of importance of family as basis of American Democracy | 42.9 | 51.9 | 2.6  | 1.3  | 1.3  | 0.0  |
|          | Total   | 94.8 |      |      | 2.6  |      |      |
| 16.      | Realization that basic training in democracy begins in the family   | 18.2 | 51.9 | 18.9 | 10.4 | 1.3  | 0.0  |
|          | Total   | 70.1 |      |      | 11.4 |      |      |

The above table (XXVI) reveals the great extent (94%) to which the alumnae have come to appreciate the importance of the family in training for democracy. But, at the same time, it reveals that their experiences in family living have not proved to them completely that the basic training for democracy is being done in most families. The difference may be one

of an ideal as against a reality in that as yet in our American society in a region as rural as Oklahoma many of the families still follow the authoritarian pattern of control which contributes little to the democratic way of life.<sup>6</sup>

TABLE XXVII

OBJECTIVE 2b:  
TO HELP STUDENTS SEE THE DYNAMICS OF FAMILY INTERACTION

| Item No. | Contributions of Home Life Courses  | SA % | A %  | U % | D % | SD % | NR % |
|----------|---|------|------|-----|-----|------|------|
| 5.       | Insight into behavior of family members                                   | 63.6 | 35.1 | 0.0 | 1.3 | 0.0  | 0.0  |
|          | Total   | 98.7 |      |     | 1.3 |      |      |
| 6.       | Skill in interaction with family members                                  | 14.3 | 76.6 | 7.8 | 1.3 | 0.0  | 0.0  |
|          | Total   | 90.9 |      |     | 1.3 |      |      |
| 7.       | Understanding of changes associated with increasing age of family members | 28.6 | 63.6 | 5.2 | 1.3 | 0.0  | 1.3  |
|          | Total   | 92.2 |      |     | 1.3 |      |      |

The replies to the questions 5, 6, and 7 as shown in Table XXVII indicate that the departmental objective "to help students see the dynamics of family interaction" was reached to a comparatively high degree. An overwhelming majority of 98.7 per cent agreed, 63.6 per cent of them strongly, that from their Home Life courses they gained insight into why family members behave as they do. The alumnae also agreed, although not so emphatically,

<sup>6</sup>Ernest W. Burgess and Harvey J. Locke, The Family, (New York, 1945) 61-113.



that they understand the changes associated with increasing age of family members, and nine-tenths replied that they had gained skills in interaction with their families. It is interesting to note that although the graduates have gained insight and understanding into the behavior of family members, nearly eight per cent were undecided as to whether they were able to apply this knowledge in family interaction. Only 14 per cent replied emphatically to this statement involving skills in relationships. It is more difficult to apply understandings to real situations than it is to have insight and understanding of the situation itself. It is also important to note that only one person or 1.3 per cent disagreed with each of the statements; this is an unusually small number of negative responses.

TABLE XXVIII

OBJECTIVE 3a:  
TO GIVE ALL STUDENTS IN HOME ECONOMICS  
AN UNDERSTANDING OF HUMAN BEINGS

| Item No. | Contributions of Home Life Courses                                 | SA % | A %  | U %  | D % | SD % | NR % |
|----------|--|------|------|------|-----|------|------|
| 11.      | Understanding of people and their problems                         | 28.6 | 62.3 | 6.5  | 2.7 | 0.0  | 0.0  |
|          | Total  | 90.9 |      |      | 2.7 |      |      |
| 15.      | Applying research evidence to daily living with family and friends | 20.8 | 64.9 | 11.7 | 1.3 | 0.0  | 1.3  |
|          | Total  | 85.7 |      |      | 1.3 |      |      |
| 20.      | Understanding of children  | 71.4 | 26.0 | 2.6  | 0.0 | 0.0  | 0.0  |
|          | Total  | 97.4 |      |      | 0.0 |      |      |

The results shown in Table XXVIII indicate that all but two of the alumnae agreed that their courses in the Home Life department have made for a better understanding of children (97.4%). These two did not disagree, but were undecided about the matter. About three-fourths of the answers to question twenty were especially emphatic as shown by the responses that fell in the category labeled "strongly agree."

Ninety per cent of the graduates replied in the affirmative to the question relating to being able to understand people and their problems. Six per cent were undecided, and two persons disagreed with this statement.

The graduates were not so emphatic in their positive replies to the question on application of research evidence in the field of human understandings to their daily living (20.8% strongly agreed and 64.9% agreed; 11% were undecided and one % gave a negative response).

As supported by the results shown in the table, most of the alumnae in this study agreed that the objective "to give all students in Home Economics an understanding of human beings," has been accomplished.

TABLE XXIX

## OBJECTIVES 3b AND 3c:

TO GIVE ALL STUDENTS IN HOME ECONOMICS AN UNDERSTANDING OF HUMAN BEHAVIOR

| Item No. | Contributions of Home Life Courses                           | SA % | A %  | U %  | D % | SD % | NR % |
|----------|--|------|------|------|-----|------|------|
| 4.       | Insight into effects of behavior on inter-personal relations | 54.5 | 44.2 | 0.0  | 1.3 | 0.0  | 0.0  |
|          | Total  | 98.7 |      |      | 1.3 |      |      |
| 33.      | Ability in helping others achieve basic personality needs    | 6.5  | 71.4 | 18.2 | 2.6 | 0.0  | 1.3  |
|          | Total  | 77.9 |      |      | 2.6 |      |      |

The objective "to give all students in Home Economics an understanding of human behavior," has been reached for the most part, as substantiated by the results shown on the preceding Table (XXIX). All but one of the alumnae replied that from their Home Life courses they had gained insight into the effects of behavior on inter-personal relations (question 4, appendix, p. 91). The percentage of agreement on the statement pertaining to skill in helping others achieve their basic (personality) needs was not so marked (77.9%). About one-fifth of the graduates were undecided about whether they had achieved this. Two alumnae disagreed, and one person did not reply to this question.

Again we see that although the graduates have gained understandings and insights into behavior from their learnings in their Home Life courses, they do not believe themselves thoroughly capable of applying these learnings to their own personal relations.

TABLE XXX

OBJECTIVE 3d:  
TO GIVE ALL STUDENTS AN UNDERSTANDING OF HUMAN DEVELOPMENT

| Item No. | Contributions of Home Life Courses   | SA % | A %  | U % | D % | SD % | NR % |
|----------|--|------|------|-----|-----|------|------|
| 21.      | Insight into expectations of various developmental stages  | 59.7 | 37.4 | 2.6 | 0.0 | 0.0  | 0.0  |
|          | Total  | 97.4 |      |     | 0.0 |      |      |
| 12.      | Understanding of relationship between human development and behavior that is associated with each stage of development | 33.8 | 58.4 | 6.5 | 0.0 | 0.0  | 1.3  |
|          | Total  | 92.2 |      |     | 0.0 |      |      |

Most of the alumnae agree that their learnings in the Home Life courses have helped them know what to expect of an individual at certain stages of development, as evidenced by the 97.4 per cent agreement on question 21 in Table XXX. No one disagreed with this, and 2.6 per cent were uncertain. However, there was not so marked an agreement to the second item, that of the understanding of the relationship between human development and behavior that is associated with each stage of development, as revealed by the preceding table. Over six per cent stated that they were undecided; no one disagreed, and one per cent did not reply.

As evidenced by these results the objective "to give all students an understanding of human development" has been met for the most part. It was pointed out by the replies that most of the graduates felt that their Home Life courses taught them what to expect at the various stages of development of the individual. They also agreed, although not by such a majority, that they had gained understandings of the relation of human development to behavior.

Table XXXI reveals the extent to which the objective "to give all students in Home Economics insight into the dynamics of human relationships" has been met. As substantiated by the large percentages of agreements and lack of negative responses, this objective has the most acknowledged degree of achievement of any objective of the Home Life Department. In interpreting these results, however, one must keep in mind that the subjects of this study were all Home Life majors, and therefore a select, highly trained group, and the goal was to educate "all students in Home Economics" in these insights. How well this objective was achieved for all Home Economics students is not revealed in this study.

The gaining of insight into the importance of early family training was confirmed by the subjects as being achieved in 100 per cent of the cases,

TABLE XXXI

OBJECTIVE 4:  
TO GIVE ALL STUDENTS IN HOME ECONOMICS INSIGHT  
INTO THE DYNAMICS OF HUMAN RELATIONSHIPS

| Item No. | Contributions of Home Life Courses   | SA %  | A %  | U % | D % | SD % | NR % |
|----------|--|-------|------|-----|-----|------|------|
| 13.      | Skill in adjustments in human relations  | 15.6  | 75.3 | 7.8 | 0.0 | 0.0  | 1.3  |
|          | Total  | 90.9  |      |     | 0.0 |      |      |
| 14.      | Insight into importance of early family training                                   | 62.3  | 37.7 | 0.0 | 0.0 | 0.0  | 0.0  |
|          | Total  | 100.0 |      |     | 0.0 |      |      |
| 10.      | Understanding of effects of early family life on personality adjustment            | 61.0  | 33.8 | 5.2 | 0.0 | 0.0  | 0.0  |
|          | Total  | 94.8  |      |     | 0.0 |      |      |
| 26.      | Understanding of importance of home-school co-operation in improving family living | 58.4  | 36.4 | 0.0 | 0.0 | 0.0  | 5.2  |
|          | Total  | 94.8  |      |     | 0.0 |      |      |

two-thirds marking their answers "strongly agree." However, five per cent were undecided as to the effects of early family life on personality adjustment as shown by the replies to item four, although there were no negative replies.

Again it is pointed out that although the alumnae felt that they have insights and understandings into human relationships, their skill in application was not so marked as revealed by the responses to question 13.

The alumnae have shown by a 95 per cent agreement, with the statement to that effect, that from their Home Life courses they have gained an understanding of the importance of home-school co-operation in improving family living. The other five per cent gave no answer. This item is related to an understanding of how school and home affect the personality growth of the child, and how they can work together for optimum growth and development, thus achieving a greater understanding of dynamics in human development.

TABLE XXXII

## OBJECTIVE 5:

TO MEET THE NEEDS OF THE STUDENTS IN THE DIVISION OF HOME ECONOMICS  
IN AREAS FOR WHICH THIS DEPARTMENT IS RESPONSIBLE

| Item No. | Contributions of Home Life Courses   | SA % | A %  | U %  | D % | SD % | NR % |
|----------|--|------|------|------|-----|------|------|
| 9.       | Skill in solving personal problems   | 42.9 | 51.9 | 2.6  | 1.3 | 1.3  | 0.0  |
|          | Total  | 94.8 |      |      | 2.6 |      |      |
| 22.      | Opportunity to make decisions  | 11.7 | 62.3 | 16.9 | 6.5 | 0.0  | 2.6  |
|          | Total  | 74.0 |      |      | 6.5 |      |      |
| 29.      | Skill in making decisions  | 14.3 | 59.7 | 19.5 | 3.9 | 0.0  | 2.6  |
|          | Total  | 74.0 |      |      | 3.9 |      |      |
| 30.      | Opportunity to express personal opinions                                   | 5.2  | 70.1 | 20.8 | 2.6 | 0.0  | 1.3  |
|          | Total  | 75.3 |      |      | 2.6 |      |      |
| 31.      | Contribution to fulfillment of basic needs through success and recognition | 5.2  | 76.6 | 14.3 | 2.6 | 0.0  | 1.3  |
|          | Total  | 81.8 |      |      | 2.6 |      |      |
| 32.      | Help in meeting personal needs   | 6.5  | 71.4 | 18.2 | 2.6 | 0.0  | 1.3  |
|          | Total  | 77.9 |      |      | 2.6 |      |      |



Answers to questions 9, 22, 29, 30, 31, and 32 (See appendix, p. 91) lend support to the belief that the objective "to meet the needs of the students in the division of Home Economics in areas for which this department is responsible" has in this group of alumnae been fulfilled for the most part. Percentages of agreement range from 74 to 95, with the greatest agreement on "skill in solving personal problems" as a major contribution of the Home Life courses. More subjects disagreed with the statement concerning "opportunity to make own decisions" (6.5%) than on any other. About one-fifth of the subjects indicated uncertainty on the last five items. Reason for this is not known.

TABLE XXXIII

OBJECTIVE 6:  
TO TRAIN FOR SPECIFIC OCCUPATIONS IN THE FIELDS OF  
FAMILY LIVING AND CHILD DEVELOPMENT

| Item No. | Contributions of Home Life Courses                                       | SA % | A %  | U % | D % | SD % | NR % |
|----------|--|------|------|-----|-----|------|------|
| 23.      | Abilities in guiding children  | 42.9 | 51.9 | 5.2 | 0.0 | 0.0  | 0.0  |
|          | Total  | 94.8 |      |     | 0.0 |      |      |
| 25.      | Technics in teaching children  | 42.9 | 37.7 | 5.2 | 3.9 | 0.0  | 10.4 |
|          | Total  | 80.6 |      |     | 3.9 |      |      |
| 24.      | Understanding of function and administration of a nursery school program | 35.1 | 51.9 | 7.8 | 1.3 | 0.0  | 3.9  |
|          | Total  | 87.0 |      |     | 1.3 |      |      |

The objective "to train for specific occupations in the fields of family living and child development" was supported in the answers to these

specific questions: 23, 24, and 25. (See appendix, p. 91). Approximately 95 per cent of the subjects agreed that their abilities with children have increased through application of their college learnings, with 81 per cent stating that their practice teaching gave them teaching technics. About four per cent indicated technics in teaching were not improved by practice teaching, and 10 per cent did not reply, probably because the question did not apply. Eight-seven per cent agreed that they understood the function and administration of a nursery school program as a result of training nursery education, with one per cent disagreeing. Although the questions covered only one profession, nursery education, this is the principal one for which Home Life majors have been training in the past ten years.<sup>7</sup>

The objective "to provide opportunities for students to develop individual interests which will make them more effective persons as members of family and community" is supported by the replies on three questions, numbers 17, 18, and 19. (See Appendix, p. 91.) Answers to all of them show general agreement relative to development of special interests in college having carried over (1) in contributions to family and community life, and (2) in personal satisfactions. The subjects are not so positive about this development of interest as they are of some other contributions of their college education,<sup>8</sup> however, as indicated by the largest concentration of responses in the "Agree" column, not the "Strongly Agree" one, and the percentage of replies that fell under "Undecided," "Disagree," and "No Response."

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<sup>7</sup>Recent graduates have taken additional work for the elementary teaching certificate. These subjects are included in the study but they are in the minority in this sample.

<sup>8</sup>Combined responses under both "SA" and "A" range from 76.6 per cent to 85.7 per cent, less than on some other items.

TABLE XXXIV

OBJECTIVE 7:  
TO PROVIDE OPPORTUNITIES FOR STUDENTS TO DEVELOP INDIVIDUAL INTERESTS  
WHICH WILL MAKE THEM MORE EFFECTIVE PERSONS  
AS MEMBERS OF FAMILY AND COMMUNITY

| Item<br>No. | Contributions of<br>Home Life Courses   | SA<br>% | A<br>% | U<br>% | D<br>% | SD<br>% | NR<br>% |
|-------------|---|---------|--------|--------|--------|---------|---------|
| 17.         | Ability to contribute<br>to community life<br>more effectively                              | 19.5    | 57.1   | 18.2   | 3.9    | 0.0     | 1.3     |
|             | Total   | 76.6    |        |        | 3.9    |         |         |
| 18.         | More personal satis-<br>faction in living<br>through special<br>activities and<br>interests | 22.1    | 63.6   | 6.5    | 3.9    | 0.0     | 3.9     |
|             | Total   | 85.7    |        |        | 3.9    |         |         |
| 19.         | More contributions to<br>family living due<br>to special activities<br>and interests        | 16.9    | 66.2   | 11.7   | 2.6    | 0.0     | 2.6     |
|             | Total   | 83.1    |        |        | 2.6    |         |         |

Interpretation of these findings would lead one to conclude that there is greater uncertainty about the accomplishment of this goal than of some others. But for the most part interests and activities developed in college are carrying over into personal, family, and community living.

#### 1. Summary of deductions from the goal analyses

Table XXXV is a compilation of the percentage responses on all the objectives of the Home Life department. It is included here to form a basis for comparison of the degree to which each objective is achieved. It, and the interpretation which follows, serves to summarize the findings of the goal analysis.

TABLE XXXV

COMBILATION OF PERCENTAGE RETURNS ON ALL OBJECTIVES  
OF THE HOME LIFE DEPARTMENT

| No.   | Objective   | A<br>% | U<br>% | D<br>% | NR<br>% |
|-------|---|--------|--------|--------|---------|
| 1.(a) | To help students to see the "whole-<br>ness in family living and  | 85.7   | 9.1    | 3.7    | 2.4     |
| (b)   | The basic values which are the core<br>of family life   | 86.3   | 7.1    | 5.3    | 0.6     |
|       |   | 86.0   | 8.1    | 4.5    | 1.6     |
| 2.(a) | To help students understand the<br>place of the family in American<br>life and  | 82.5   | 10.7   | 7.1    | 0.0     |
| (b)   | The dynamics of family interaction  | 93.9   | 4.3    | 1.3    | 0.4     |
|       |   | 88.2   | 7.5    | 4.2    | 0.2     |
| 3.(a) | To give all students of Home<br>Economics an understanding of<br>human beings:  | 91.3   | 6.7    | 1.3    | 0.4     |
| (b)   | Their Behavior and Adjustment   | 88.3   | 9.1    | 1.9    | 0.6     |
| (c)   | Their Development   | 94.8   | 4.5    | 0.0    | 0.5     |
|       |   | 91.5   | 6.8    | 1.1    | 0.5     |
| 4.    | To give all students in Home<br>Economics insight into the<br>dynamics of human relationships   | 95.1   | 3.2    | 0.0    | 1.6     |
| 5.    | To meet the needs of the students<br>in the college in areas for<br>which this department is<br>responsible (non-vocational)                                      | 79.6   | 15.4   | 3.9    | 1.5     |
| 6.    | To train for specific skills in<br>the fields of family living<br>and child development   | 87.5   | 6.0    | 1.7    | 4.8     |
| 7.    | To provide opportunities for<br>students to develop individual<br>interests which will make them<br>more effective persons as a<br>member of family and community | 81.8   | 12.1   | 3.5    | 2.9     |

Table XXXV indicates that, for the most part, the subjects agreed that the objectives have all been accomplished. The returns showed that the objective judged by the subjects as most nearly achieved was: "To give all students in Home Economics insight into the dynamics of human relations." The graduates agreed that the objective least accomplished was: (1) "To meet the needs of the students in the college in areas for which this department is responsible," and (2) "To provide opportunities for students to develop individual interests which will make them more effective persons as a family and community," followed as second.

The remaining objectives fell somewhere between the two mentioned above in the degree of their achievement as indicated by the subjects. These were: (1) "To give all students in Home Economics an understanding of human beings--behavior, adjustments and developments," (2) "To help students to see the 'wholeness' in family living and the basic values which are the core of family life," (3) "To help students understand the place of the family in American life and the dynamics of family interaction," and (4) "To train for specific occupations in the fields of family living and child development," in that order.

It appears from the results of this section of the questionnaire, that the subjects in this study for the most part agreed that the objectives of the Home Life Department have been reached.

## CHAPTER IV

### RESULTS AND IMPLICATIONS

#### A. Summary of Major Findings

The stated purposes of this study were to obtain the graduates' evaluation of their courses in Home Life and other areas to their personal and professional lives, and to determine the extent to which the stated departmental objectives were being met.

This study is based on 77 returned questionnaires from graduates of the Home Life Department over the last ten-year period. Thirty-two of the subjects graduated in Plan I, forty graduated in Plan II, and five were in other plans of study. Fifty-seven of the alumnae were married, 15 were single, four were widowed and one was divorced. Thirty-five of the married ones had children, the ages of which ranged from two months to 23 years.

Almost all of the subjects husbands' occupations placed them in the middle or upper-middle social economic class. Their husbands mean college attendance was 4.2 years, and their mean yearly salaries were over four thousand dollars.

The results showed that the earlier graduates found courses dealing with children and family relations to be of most value in their personal lives. Later graduates have found courses dealing with family relationships and marriage, and personal adjustment courses to be of greatest value. Readings and research courses were listed as of least value to them to their personal lives.



Courses in preschool education and child development and guidance were considered as being of most value in the subjects' professional lives. . Personal adjustment courses which were of less value to the earlier graduates, have proved to be valuable to the later graduates. Little benefit was derived from the course in readings and research which could be applied in the graduates' professional lives, according to their rating of it.

Results from the listings of courses other than Home Life thought to be of greatest worth to the subjects indicate that those in home economics and general education have proved to be of greatest value in both their personal and professional lives. These results also revealed that the graduates believe that their college education has been of more value in their personal than in their professional lives.

The graduates value their education highly because they have gained a high degree of satisfaction from it in their personal and professional lives. However, the worth is not in the job security or financial support that it offers, but rather in personal satisfactions.

Additional experiences the subjects would enjoy having in preparation for their present life included courses in general education and additional teacher training.

Over half of the subjects entered the profession for which they had planned. Of the remainder, one-half entered into a field related to the one planned to enter, and the other half entered an unrelated field. Of those who planned to enter homemaking or no specific gainful job, about two-thirds went into a gainful occupation at some time since college graduation.

Sixty per cent believed that their college education was adequate in being directed toward the profession entered. Lack of thoroughness and



1. The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for the transparency and accountability of the organization. This section also outlines the various methods used to collect and analyze data, ensuring that the information is reliable and up-to-date.

2. The second part of the document focuses on the implementation of the proposed changes. It details the steps involved in the rollout process, from initial planning to final execution. This section also addresses potential challenges and provides strategies to overcome them, ensuring a smooth transition for all stakeholders.

3. The third part of the document discusses the long-term impact of the changes. It highlights the expected benefits, such as improved efficiency and cost savings, and provides a timeline for when these benefits are anticipated to be realized. This section also includes a summary of the key findings and recommendations for future action.

4. The final part of the document provides a conclusion and a call to action. It reiterates the importance of the changes and encourages all employees to embrace the new system. This section also includes a list of contact information for those who need further assistance or have any questions.







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APPENDICES APPENDICES APPENDICES

Information concerning: \_\_\_\_\_

If married, state married name: \_\_\_\_\_

Present Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Comments: \_\_\_\_\_  
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Card sent out for preliminary information

## NAJ

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QUES

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In the following questionnaire, you have indicated the Home Life Department's department after the first section of the questionnaire on account of the following answer code:

- Strongly Agree Strongly Agree
- A. - Agree A. - Agree A. - Agree
- U. - Undecided - Undecided - Undecided
- D. - Disagree - Disagree - Disagree
- S. D. - Strongly Disagree Strongly Disagree

HOME LIFE DEPARTMENT SCHOOL EDUCATION

experience in preparation for children's education is that most any child needs a school in the home for children.

Through my training, I have gained a knowledge of the function of the school in the home program.

practice teaching the children in the home is not because of it I know many children in the home.

practice teaching in the home is not because of it I know many children in the home.

HOME LIFE DEPARTMENT ADVANCEMENT AND GUIDANCE

being in the home is not because of it I know many children in the home.

the children in the home is not because of it I know many children in the home.

the children in the home is not because of it I know many children in the home.

the children in the home is not because of it I know many children in the home.

HOME LIFE DEPARTMENT RELATIONS

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the children in the home is not because of it I know many children in the home.

the children in the home is not because of it I know many children in the home.

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RESEARCH RESEARCH

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Oklahoma  
Agricultural and Mechanical College

GRADUATE SCHOOL  
Office of the Dean  
STILLWATER

Dear Home Life Graduate:

Last semester we sent out cards to you or your parents requesting information about your present address. We received replies from 95 per cent of all of the graduates of the Home Life Department, a remarkably good return! An effort is being made to bring our files up-to-date in preparation for the study we are undertaking at this time.

We want to find out how much you value your Home Life Education.

We felt that one of the best ways to determine what your education means to you is to obtain your evaluation of your course work and find out exactly if and how you are using what you learned as a student. That is why we are asking you to fill out the enclosed questionnaire. It calls for your evaluation of the courses in relation to your personal and vocational life. Much of the questionnaire may seem repetitious, but the repetition is for a purpose, so please bear with us.

This information will be used in an effort to improve the educational program of our department so that our future graduates will be better all-round individuals and family members when they leave here.

All information will be treated confidentially. A graduate student of the Home Life Department, Elva Horton Smith, will work up the data under the direction of her adviser, Dr. Hazel Ingersoll. When the forms are returned, the sheet marked "Personal Data" will be detached for future reference. No one will have access to the evaluation sheets, except Mrs. Smith, and by then their identity will be lost.

We realize that you are probably a very busy individual, and that asking you for your time to fill this out is not a small favor, but we do want you to know that your assistance in giving us complete and accurate information and a prompt reply is very important for the progress of the department. Your cooperation will be greatly appreciated.

Later on this year, we will publish a news letter which will include a directory of all of our graduates, and the results of this study.

We are glad to be in touch with you again. Will you keep us informed of your whereabouts? The Home Life area throughout the country is experiencing phenomenal growth. We need your constant support. If you are considering graduate study to prepare for leadership in this area, we will be glad to furnish you with information about the opportunities.

Sit down at your desk and get this in return mail, Will you? And come visit us in our new building.

Sincerely yours,

Virginia Messenger Stapley, Head  
Department of Home Life  
Oklahoma A. and M. College  
Stillwater, Oklahoma

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STI

Dear Home Life Graduate,

Some time ago you were sent a questionnaire concerning your courses in the Home Life department. Has it slipped your mind? We realize that the questionnaire was long and perhaps you were too busy to fill it out when you received it, but it is very important that it be returned as soon as possible so that the study may be completed.

If you have lost or misplaced your copy, please send us a postal card requesting a duplicate.

Thank you for your cooperation.

The Home Life Department  
Oklahoma A. and M. College



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