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# Relationships among selected variables and the involvement of home economics teachers in professional growth activities.

Marian L. Wilson

*University of Massachusetts Amherst*

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RELATIONSHIPS AMONG SELECTED VARIABLES  
AND THE INVOLVEMENT OF HOME ECONOMICS  
TEACHERS IN PROFESSIONAL GROWTH ACTIVITIES

A Dissertation Presented

By

Marian L. Wilson

Submitted to the Graduate School of the  
University of Massachusetts in partial  
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September

1973

Major Subject Home Economics Education

RELATIONSHIPS AMONG SELECTED VARIABLES  
AND THE INVOLVEMENT OF HOME ECONOMICS  
TEACHERS IN PROFESSIONAL GROWTH ACTIVITIES

A Dissertation By  
Marian L. Wilson

Approved as to style and content by:

Mark Rossman

Dr. Mark Rossman (Chairman of Committee)

Dwight Allen

Dr. Dwight Allen (Head of Department)

Kenneth Ertel

Dr. Kenneth Ertel (Member)

Ray Budde

Dr. Ray Budde (Member)

Constance Jordan

Dr. Constance Jordan (Member)

August, 1973

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## CHAPTER I

## INTRODUCTION

## Statement of Problem

The pace of educational change places increasing emphasis upon the in-service education of teachers. Continuous professional development is essential when one considers changes resulting from the knowledge explosion, development of new concepts and methods, ever increasing mobility of teachers, developments in educational media and additional knowledge about the learner and the learning process.

Cady and Allen (1970) state that "since we live in a changing society, we must expect that the roles as well as the competencies demanded of school professional personnel will change; therefore, preparation must be seen as a continuing career-long process." (1970, p. 72) Teachers should not only be aware of changes influencing their own subject areas, but should become significant change agents themselves. Those presently employed must be the ones to introduce the new concepts and new ideas into the schools.

Who are the teachers who are informed about the educational trends and are willing to accept the role of change agent? Can it be assumed that these teachers are also those who participate voluntarily in professional growth activities? John Gardner in his book Self Renewal emphasizes the value of commitment in this process:

Renewal depends in some measure on motivation, commitment, conviction, the values men live by, the things that give meaning to their lives. (1963, p. 119)

Professional commitment could be a motivating factor in the involvement of teachers in in-service activities.

Committed teachers are those who are recognized as being devoted or dedicated to the teaching profession. In a study by Helen Loftis, (1962) an instrument was developed that measured the degree of professional commitment of teachers. It is known as MOPC - Measure of Professional Commitment.

There are other views relating to the motivation of teachers to participate in professional growth activities. The National Commission on Teacher Education and Professional Standards projects the image of the teacher as someone who is professionally responsible for continuing his own education. The commission states that:

The teacher should have a broad concept of career development and learning on the job. This task requires increased willingness on the part of individual practitioners to continue learning. It includes a declaration of war on academic obsolescence. It demands of the individual an openness to new knowledge, new ideas, new technology, new methods. . . In the final analysis, self education is the only effective form of instruction for the mature person (Burton, 1969, p. 44).

Many school districts do not assume that teachers will continue with self-directed improvement activities. They make salary increments dependent upon the attendance at a certain number of in-service activities provided by the school district or participation in other approved professional activities. In a National Education Association survey of 307

school systems in the United States, 30 percent reported that teachers must show evidence of professional growth at stated intervals to earn regular salary increments. The accepted activities to meet the professional growth requirements included school-sponsored, in-service courses, regular college courses, travel, non-credit courses or institutes, research, and work on school committees (Professional, 1966).

Even if there is an interest on the part of the teacher for professional growth, where can the home economics teacher go for up-to-date information on new trends, teaching resources, curriculum innovations, and subject areas of home economics. Home economics is one of the most crucial areas in which information must be current and teachers need to be aware of the latest products and services, social trends, family living patterns, legislation, community services, and other areas influencing the quality of life for individuals and families. In order to be relevant to the students, the content must not only be current, but should also involve projections into the future toward the time when they will be involved in decision making affecting their own families (Hurt, 1969).

Current trends in home economics education have been influenced by federal legislation. Beginning in 1917, homemaking was considered a vocational preparation and funds were made available for homemaking programs. In 1963, the emphasis was changed and the funding shifted to programs using home economics knowledge and skills for wage-earning preparation. The 1968

Amendments to the Vocational Act added an additional focus toward the areas of consumer education and education for the dual role of homemaker and wage earner.

Traditionally pre-service training has focused upon the homemaking aspect of the field. Teachers have had to rely upon professional growth activities to learn about the occupational emphasis. According to Wolansky (1969) the most rapid technological changes and the greatest susceptibility to change are found in the areas which directly affect the occupations of tomorrow. This view is consistent with the recommendations made by the Education Section of the American Home Economics Association (Report, 1965) concerning teachers of home economics wage-earning programs. The added occupational emphasis creates an urgent need to train qualified teachers at both the pre-service and in-service levels.

How well are the home economics teachers informed about the current trends and exemplary curriculum developments? Is there a relationship between their information and their involvement in professional growth activities? This relationship would depend upon the type and quality of professional growth activities that were available. Responsibility for in-service education is assumed by several different groups. Those with the most involvement are the local school district, colleges and universities, state departments of education, and professional associations. It would be desirable to know the number and type of in-service programs available to home economics



teachers. From this listing it would be possible to determine the degree of involvement.

In the Massachusetts Department of Education, Division of Occupational Education, there are two state home economics supervisors. Funds for these supervisory positions are provided in the Vocational Act Responsibilities including the supervision of home economics teachers and programs throughout the state. Periodically the state office sponsors professional growth activities and makes publications available to the teachers.

There are three main home economics degree-granting colleges in Massachusetts. These are the University of Massachusetts, Framingham State College, and Simmons College. A fourth college, Atlantic Union College, grants degrees in home economics. This college has a small home economics department, offers no graduate level courses, and is not involved in sponsoring professional growth activities. The main involvement of the other institutions includes the sponsoring of home economics courses for teachers either during the regular school year or in the summer.

A number of home economics teachers are members of their professional organization, the American Home Economics Association. As members they have access to state and district meetings in Massachusetts. These meetings usually deal with general topics of interest to all home economists and only on occasion will a program include specific information relating to teaching. The meetings do provide an opportunity for

teachers to become acquainted and to share ideas. Members receive a professional journal that includes articles on current trends and research relating to the field.

All these considerations constituted problem areas to be investigated in the study. An attempt was made to understand the role of professional commitment in relation toward motivation for participation in professional growth activities. Opportunities for professional growth were identified and the results of this participation analyzed in relation to knowledge and implementation of current trends in home economics curriculum practices. The effectiveness of the colleges, the state home economics supervisors, and the professional association in delivering professional growth activities was another problem area considered in the study.

#### Procedure for Resolution

The research approach to the problem included collecting and analyzing data to determine if a relationship exists between professional commitment, participation in professional growth activities, and information about exemplary curriculum practices. A questionnaire was used to collect data from home economics teachers in Massachusetts.

Professional commitment was measured using the Loftis MOPC - Measure of Professional Commitment. This instrument consisted of 100 self-rated items in the areas of self-understanding, social relations, creativity, autonomy, rationality, ambition, and non-fanaticism. This instrument

was tested and validated by Loftis in her doctoral dissertation at the Pennsylvania State University and is considered to be a valid measure of the degree of professional commitment of the teachers.

Included in the questionnaire was a current listing of home economics exemplary curriculum practices and trends. These were gathered from the current literature and selected by the author for inclusion in the questionnaire. A Likert scale was used to rate the degree of familiarity with each practice.

Involvement in professional growth activities was determined by compiling a listing of all professionally sponsored in-service activities in Massachusetts within the last five years. The teachers indicated the degree of their participation in each activity. Activities were grouped into formal and informal types. Chapter III more fully explains these.

In Massachusetts the main groups offering professional home economics activities are the state department of education, the professional association, and the home economics degree-granting institutions. Respondents were asked to rate these as to their effectiveness in providing professional growth activities. Even though the local district is a main source in in-service education, it was not considered in this study, because the focus of most local activities is on local generalized needs rather than professional growth in specific subject areas.



Careful consideration was given to the development of the questionnaire in order to provide accurate information that could be processed by computer. A rating of given information made up the majority of the questions. After the preliminary questionnaire was designed, it was tested by a small group of home economics teachers. Each was interviewed after completing the questionnaire to determine clarity and accuracy of the questions. Using data received from the testing of the preliminary questionnaire, the final questionnaire was developed. This questionnaire was sent to a random sample of 200 home economics teachers in secondary schools in Massachusetts.

After the data was collected it was analyzed to determine if a relationship existed between the involvement in professional growth activities, professional commitment score, information on exemplary curriculum practices and other additional variables.

#### Objectives of the Study

The following list of objectives comprise the major focus of the study:

1. To ascertain the variety of opportunities for professional growth available to home economics teachers in Massachusetts within the last five years.
2. To determine the degree of involvement of teachers in home economics professional growth activities.

3. To compile a listing of home economics exemplary curriculum practices and trends as cited in the literature and through current professional activities.
4. To find out the familiarity level of the teachers with each exemplary curriculum practice.
5. To assess the degree of professional commitment of teachers using the Loftis MOPC.
6. To determine through analysis if a relationship exists between professional commitment, information about exemplary curriculum practices, and participation in professional growth activities.

Additional information was obtained relating to the effectiveness of various groups in providing professional growth activities. These organizations were the colleges in Massachusetts granting home economics degrees, the professional association, and the state supervisors. Pertinent background information of each teacher was also collected and analyzed.

### Hypotheses

The following hypotheses are made concerning the study:

1. Teachers with a high degree of professional commitment are the most knowledgeable about exemplary curriculum practices.
2. Teachers with a high degree of professional commitment are most involved in professional growth activities.

3. The teachers involved in professional growth activities are the most informed about exemplary curriculum practices.

#### Definition of Terms

A clarification of terms is presented to assist in an understanding of these terms as they are used in the study.

Professional growth activities - A planned program for currently employed teachers with the main objectives of professional growth and improved competence. Activities may consist of workshops, conferences, visits, courses, institutes, etc.

In-service program - Used interchangeably with professional growth activities. It refers to the same type of professional growth activities.

Professional commitment - Dedication or devotion of a teacher to the profession. It refers to teachers who are serious in their intent to remain in the profession and to make their efforts count in achieving high quality education.

(Loftis, 1962)

Exemplary home economics curriculum practices - Developments that are being implemented in the schools. These practices serve as a model or pattern and are considered worthy of imitation by home economics educators. They may relate to subject content, occupational emphasis, teaching techniques, or other innovative practices. These practices are further defined in Chapter II.

## Limitations of the Study

An expected 30 to 40 percent return of the questionnaires was considered the optimal number to be received. These would most likely come from the more interested and involved teachers. To help increase the percentage of replies, a follow-up post card was sent within two weeks after the deadline and a new questionnaire sent to those indicating the first one had been misplaced. Where possible a telephone follow-up was made. Even with these efforts, the results of the study will still only reflect the views of the responding teachers.

The design of the questionnaire had some limitations in that responses were of the check-list type and could not express the full meaning of the teachers. There was also the possibility for a misinterpretation of some questions. Precautions were taken to prevent as much of this as possible through preliminary testing and teacher interviews.

The influence of social desirability upon the self-reported responses of the teachers is an issue that must be considered as a limitation of the study. Loftis (1962) in developing the MOPC mentioned this as a contaminating variable. The cover letter accompanying the questionnaire reassured the teachers of their anonymity, but this does not eliminate the possible influence of social desirability upon their responses.

Professional growth as it relates to the field of home economics is the only area considered in the study. There are many other considerations of professional growth that contribute to teacher effectiveness. These general education competencies are recognized as an important aspect of professional growth, but could not be dealt with in this study.



## CHAPTER II

### REVIEW OF PROFESSIONAL LITERATURE

#### Professional Growth Activities

Millions of dollars are spent each year by state and local, educational agencies, professional organizations and institutions of higher education on professional improvement activities. The purpose and value of these activities are questioned by many educators. There is a general consensus that a teacher's initial preparation is not adequate for a lifelong career and that continuous professional development is necessary. The types of activities, purposes, planning, and effectiveness of professional growth activities as reported in the literature will be cited in this section of the literature review.

Several educators mention the need to involve the teachers and use a diagnostic approach to in-service education. Rakes (1972) believes that the majority of training meetings are a waste of time. Steps to improve the quality of the programs have usually evolved around securing a more competent instructional staff and requiring more organization. These do not treat the basic philosophy of beginning where the participants are and taking them as far as you can. The only way to determine their current state is through a diagnostic program and then plan activities to meet diagnosed needs.

A comprehensive study was made of all the home economics teachers in Missouri (Crabtree, 1969) to determine their needs and the most desirable types of professional growth activities. The results indicated that the present programs were not meeting the needs of the profession and topics of most concern were the subject areas of home economics, trends, and new methods and techniques. A high percentage of 93 percent indicated they would participate in professional growth activities if these were made available to them.

In Wisconsin, a study by Powers (1969) revealed that the major areas where home economics teachers need most assistance include management, child development and family relations, housing, and department planning. The trend toward participation was more prevalent among recent graduates than older teachers.

Several studies were conducted to find out the willingness of home economics teachers to implement new programs relating to curriculum trends in the field. These new trends as identified in an Oregon study (Alexander, 1969) where education for handicapped or socioeconomically deprived, programs in occupational education, specialized semester courses, family life education, and coeducational classes. Eighty percent of the teachers would assume teaching responsibilities for every trend except occupational education and the handicapped. Developing proficiencies in these areas through professional growth activities was recommended.

This recommendation was supported by research conducted by Lee (1966) at Columbia University to determine if teachers who were willing to teach wage-earning home economics differed from those who were unwilling to assume responsibility for this program. Forty-six percent indicated that with in-service education to strengthen their qualifications they would be willing to teach such courses.

Needs and problems of the beginning home economics teachers with implications for both pre-service and in-service programs comprised the main focus of a Nebraska study (Rader, 1961). The three main problem areas identified were: selection of resource materials and facilities, home experience program, Future Homemakers of America. Workshops and conferences received the greatest support as types of professional growth activities contributing to the solution of these problems.

Effectiveness of a professional growth program may depend upon the stimulation of the participants to identify problems and to search for solutions. An attempt was made to assess the effectiveness of a three week seminar (Ridley, 1971) for home economics teachers on both cognitive and affective behavior. The results indicated more evident changes in the cognitive rather than the affective realm. This should not preclude the importance of achieving changes in teacher beliefs and attitudes through professional growth activities.



Bohn (1969) emphasizes the need to first convince the teacher that change is desirable and will improve his instructional program before proceeding with implementation methods. His ingredients for a professional growth program that will implement change are: need and rationale, technical and professional knowledge, and educational media. An approach of an annual four-week program before the start of school was recommended. Teachers would be on pay and be involved in planning the content of this program. School districts could conduct their own programs or cooperate with teacher-educators at the colleges.

Many vocational teachers are under impetus to become involved in professional growth activities. Many teachers join the ranks possessing an industry background and can fall behind quickly in the skills and procedures of their craft. Of equal importance is the need to up-date or introduce these teachers to new teaching methods and techniques. Wolansky (1969) suggests the following types of activities to meet this need:

- Summer institutes on current technical content
- Industrial plant schools to include teachers
- Cooperative exchange programs between teacher and industrial worker
- Workshops by equipment manufacturers
- Evening programs at technical institutes
- Workshops by professional associations

He does not believe that periodic in-service involvement can be left to the teachers themselves. Teachers who need up-dating are the most likely to remain complacent. The state agency responsible for certification ought to devise instruments for periodic assessment with renewal of license dependent upon effective preparation and performance.

Triple (1971) agrees with the periodic certification evaluations of teachers to make sure they are teaching valid competencies. Many home economics teachers return to the field after raising a family and must up-date skills and competencies to help them be effective and feel secure in the arena of the expanded classroom.

A great variety of activities make up in-service professional growth activities. The most prevalent types for home economics teachers are conferences, non-credit workshops, and credit courses. Cross (1966) suggests another valuable activity for teachers planning to implement a wage-earning program. This is to take summer employment in the service fields related to the program in which they are teaching.

In-service education activities were the main methods of professional growth practices according to a survey of 1400 teachers in Pennsylvania (Farbanish, 1968). The activities provided by the school districts for teachers included use of bulletins, teacher' handbook, demonstrations on use of new materials and methods, visual aids, field trips, travel, teacher-principal conferences and faculty

meetings. The emphasis was on a variety of instructional improvement activities to meet the great diversity of individual teacher needs.

Rupert Evans (1971) stresses the importance of in-service education for vocational teachers. He allocates the primary responsibility for this to the local educational agencies, with close cooperation of institutions of higher education and state departments of education. The role and responsibility of these groups for the professional growth of teachers will be discussed in the next section. Evans (1969) summarizes his view on professional growth activities with this quote "Built-in procedures are needed to keep current those teachers who desire to do so, encourage those who do not, and weed out those who will not." (Evans, 1969, p. 49)

Involvement of local school districts. Since many local school districts require professional growth activities at stated intervals in order to earn salary increments, it is only logical that the local education agency would assume responsibility for the in-service education of their teachers. Dwight Allen (1970) proposes that pre-service education emphasize the preparation of people who are adaptable to various settings and amenable to change and the school districts would provide intensive in-service "tooling-up" programs to satisfy their specific needs. Allen considers this a more efficient system, since 60 to

80 percent of the teachers that partake of in-service programs will remain within the school to use it. He predicts that 25 percent of the professional teacher's time will be devoted to continuous professional development, as opposed to the miniscule portion of the time presently spent.

In many school districts of large size, there is an assistant superintendent or a director of in-service education who has the responsibility for designing and arranging programs for professional growth. He may consult with local colleges or universities and enlist their cooperation with in-service activities. In many districts teachers are polled to find out the most beneficial activities. A research project in California (Burton, 1969) underlined the high level of teacher interest which was created once a supervisory committee of teachers and administrators planned the local in-service program.

A diagnostic study conducted in one school district in California (Thompson, 1967) provided the basis for professional growth activities. The focus was on developing a program that would enable all certified personnel to keep abreast with the changing world of education. It was found that teachers are generally not familiar with current curricular concepts, nor do they feel that these concepts influence their teaching. There was little difference in familiarity between low, middle, and highly rated teachers, indicating a need for professional improvement for all teachers.



Developing a policy for the professional improvement of teachers in a large unified school district was the purpose of another study (Emanuel, 1971). It was found that school districts do not have a separate in-service education policy for developing and maintaining competence of the professional staff, but relied upon salary policy to take care of this.

Several studies relate to the types of activities considered most effective in in-service education. Smith (1966) inventoried both the activities that were currently employed and the rating of the importance of each by teachers and administrators. Eleven techniques were reported important and were used once or more each year. These were: faculty meetings, department meetings, orientation programs, parent-teacher conferences, attendance at conferences, professional magazines and periodicals, instructional materials, extension courses, summer courses, and student teachers.

One special technique used as an in-service tool in a number of school districts is the video tape recorder. A self-improvement program using VTR was developed in Wilmette, Illinois (Attea, 1970) for beginning teachers and extended over a three-year period. The entire program was based on self-assessment and the procurement of assistance to correct areas of weakness. This technique has been developed into special teaching improvement programs by the Northwest Regional Laboratory and is available to school districts.

In Atlanta, (Martin, 1968) teachers had the opportunity to express their needs, strengths, and ideas in relation to a wide variety of self-improvement activities. Over 75 percent of the 5,500 professional personnel replied to a questionnaire expressing their in-service needs. Courses were set up in response to these needs. The school system provided salary increment credit of approved in-service activities not rating college credit.

Bishop (1967) sees a need for increased commitment at the local level for professional growth activities if innovative ideas are to become fruitful. Failures in the past may be attributed to inadequate teacher commitment and competency. Virtually every new curricular modification requires new teaching and learning strategies. Teachers need to become members of the educational team which includes involvement in the planning of professional growth activities. Just as evaluation should be used for feed back and guidance, so in-service education should be used for adaption and innovation.

Institutions of higher learning. Colleges and universities are increasingly under pressure to provide services to teachers and school systems. Armstrong (1968) attributes the reason for this to several factors: policy changes by school boards, changes in full-time study requirements by colleges and universities, changes in certification requirements. He considers another cause of the increased demand

for field services to be traced to the relatively small number of school systems that provide in-service opportunities.

To keep pace with the demand for extension and "drive-in" courses from teachers, some colleges have expanded their course offerings at times more convenient for the full-time professional, have changed full-time study requirements for advanced degrees, and re-defined residency requirements. Armstrong (1968) questions the quality of work being done by teachers in these courses and the ethics involved in this form of moonlighting. He raises concerns relating to the piecemeal attempt of colleges and universities to meet in-service requests and notes that few institutions have developed policies to evaluate requests and even less frequently have they developed a program of their own without waiting for pressures from the field to provide service courses for teachers. These problems threaten the quality and scope of these services. The following guidelines were presented by Armstrong (1968) for consideration by the collegiate institutions, local school systems and state departments of education who all share in the responsibility of in-service education of teachers.

1. School systems should have in their budgets a substantial item for in-service teacher education. This money should support programs during the academic year, for summer workshops, and to send teachers to summer school in collegiate institutions.

2. Local leadership should provide the major help needed to improve present practice with cooperation from the colleges on a contract basis.
3. Salary scales should be based on degrees held and participation in building and system-wide studies during the year and in the summer.
4. States should change requirements for certification. The institution where the teacher received preparation should be the main consideration and would have responsibility for certification.
5. A maximum of one three credit course per academic year should be set for teachers. Other courses could be taken in the summer.
6. Credit courses should be taught only on campus or in centers where adequate materials are available.

The role of university extension was analyzed in meeting in-service needs in a research study in California (Benson, 1964). Twelve departments of UCLA offered extension courses to teachers. Most were limited to undergraduate and professional accreditation. The study found that teachers preferred courses qualifying for graduate credit in subject matter fields.

Another approach to in-service education is presented by Andrews (1970) from Ohio State. He proposes the preparation of career professionals involving a seven or eight



year period of experiences to reach a high level of professional prestige and remuneration. This longer series of direct experiences would have shared responsibility by the collegiate institution and the school district. The experiences would begin in the junior year with pre-internship experience, followed by a year and a half of clinical experiences, then a paid internship and a two year residency. This program would lead to a degree of Educational Specialist.

Institutions of higher education offering home economics have been actively involved in sponsoring in-service activities for teachers. A variety of workshops and institutes were sponsored by these institutions to help home economics teachers become acquainted with occupational areas relating to home economics in the years following the Vocational Act of 1963. The University of Georgia held a summer institute for teachers and supervisors of potential programs in child care and food services. Other similar institutes were conducted at the University of Kentucky, Oklahoma State University, Southern Illinois University, and Michigan State University (Cross, 1966).

One institution that has set up a comprehensive plan for in-service educational courses for teachers is the Pennsylvania State University (Curtis, 1971). A state master plan of professional growth activities was developed in 1963. All classes carry university credit and are conducted at many locations throughout the state. This is consistent

with the program objective, which is to provide a wider selection of professional courses on a regular basis and within traveling distance of every teacher in the state. University staff members teach these courses which are scheduled three years in advance as to location, but course content is selected three months in advance by the teachers in the area to be served.

Closer cooperation between the universities and school districts is advocated by Doherty (1968) in all aspects of pre-service and in-service training. He states:

in the usual school-university teacher education arrangement, practice teachers, interns, and teachers doing in-service study are supervised by the education faculty while they teach in situations determined largely by the public school board and administration. The result has been something less than ideal for the cause of consistency and continuity in methods and goals of teacher education (Doherty, 1968, p. 26).

Involvement at the federal and state levels. Any discussion of in-service education does well to mention the role of the federal government. Beginning with the NDEA institutes and extending through the Economic Opportunity Act, ESEA programs, EPDA and the ancillary services of the Vocational Act, federal involvement in professional growth of teachers has steadily expanded. Two titles of NDEA and one section of the National Foundation on the Arts and Humanities Act provided for 40 million dollars to train 20,000 teachers through summer institutes (Martin, 1968).

An offspring of ESEA, the regional educational research laboratories, have moved quickly into in-service education. Several have marked teacher education as their primary mission (Poliakoff, 1971). Supported by USOE, the eleven regional laboratories and ten research and development centers, have developed various types of teacher education packages and training programs. They cover a great variety of topics to assist teachers in improving competencies. Each package or program is divided into units with the necessary audio-visual materials and resource materials. School systems may purchase these to assist in in-service training of teachers. Some of the topics available in package form relate to: positive reinforcement, individualizing instruction, effective questioning, inter-personal communications, cross-cultural communications, performance objectives, systems approach to planning, pupil teacher interaction, higher level thinking abilities, innovative teams, interaction analysis.

Another funded project by the USOE serving in-service educational needs is the (nation-wide) ERIC information system. The basic objective of this system is to accumulate and make available information on current documents and to publicize the availability of these documents. There are clearing houses on separate subject matter areas. The clearing house on teacher education was established in 1968. The ERIC system reproduces the most current publications and

information on microfiche to assist teachers in professional development.

The Educational Professional Development Act, amendment to the Higher Education Act, was a further expansion of the federal government's interest in teacher education. The purpose of this act is "to coordinate, broaden, and strengthen programs for the training and improvement of the qualifications of teachers and other educational personnel for all levels of the American educational system. . . ." (Davies, 1971, p. 22). Funding is available in ten areas. Projects relating to vocational education that could receive funding would likely provide for: (1) exchange of personnel between training programs and employment situations, (2) updating the competencies of experienced teachers to familiarize them with new curricular developments and knowledge of subject areas, (3) in-service training for all school personnel working with vocational students both academic and vocational, and (4) career ladder programs.

Curriculum guide development is another interest of the USOE. Guides are developed on a contract basis and then distributed to educators through the Superintendent of Documents. In 1971, \$80,000 was allocated for guides (USOE, 1971). These federal guides are supplemented by those developed by the states.

In 1971, Briggs, of the USOE summarized the federal role in professional personnel development as it relates



to vocational education. He lists the following activities as federal responsibilities:

- Administering federal funds for personnel development
- Developing and recommending general guidelines for improvement of personnel development
- Coordinating federal services that can support teacher education
- Sponsoring national conferences, workshops, and research studies to improve professional personnel development
- Collecting and disseminating data about research relating to personnel development
- Sponsoring the development of curriculum materials
- Make national assessments of the range, scope, and effectiveness of personnel development programs
- Assess the status of accreditation of teacher education institutions

The USOE can provide the leadership, but it is at the state and local levels that the work must be accomplished. Various states have interpreted their responsibility for professional growth activities in different ways. Frequent reference is made to the state of California to indicate examples of action on improvement of professional development (Nelson, 1971). A number of studies were conducted to identify rationale and guidelines for improvement of their program. The California plan established ten objectives designed to provide quality professional growth activities. Excerpts from these relating to state responsibility for in-service education are: (Nelson, 1971)

1. To provide in-service opportunities for teachers to stay current in subject area by participating in programs to keep them up-to-date.
2. To retrain teachers to meet the special needs of socially culturally, and economically disadvantaged and physically handicapped.
3. To help qualified persons in the occupational sector through organized training activities, enter the teaching profession.
4. To provide in-service training to teachers to develop leadership skills in working with vocational youth groups.
5. To establish a system of reinforcement for all in-service activities by building systematic follow-up procedures in each project.

A study of state financed in-service education in Oregon (Kerr, 1964) led to recommendations of a closer cooperation between legislators, educational leaders, and teaching personnell. Clarification was also needed to define the responsibilities of state, county and local school districts providing professional growth activities. This clarification would be improved through thr formulation of guidelines to give direction to the activities.

Vermont has improved teacher competencies in the use of audio visual technology through a district wide A-V Learning and In-service Center (Burlington, 1969). The center is located in Burlington, and in three years has trained over 40 percent of the districts public school teachers. Upon completion of the program, teachers receive up to three certification credits from the state education department.

A study of Texas in-service programs in relation to curriculum development provided guidelines for that state relating to professional growth activities (Silverberg, 1966). Two hundred and thirty school districts were surveyed to ascertain current in-service education practices. Because of the large size of the state, more district than state involvement was advocated. The districts assist in professional development by providing a professional library, resource center for teachers and personnel available to assist teachers with curriculum development. These services supplanted the in-service education activities conducted by each local school district.

Role of professional association. Recommendations from a study by Crabtree (1969) suggest an increased responsibility by professional organizations for the in-service education of their members. How much responsibility should the professional educational associations assume in this area? Bachman (1971) states that it is virtually impossible to fix responsibility or accountability upon any single group, within or beyond the confines of the profession, for the achievement of better instruction and services in our schools. The role of the professional associations becomes complicated when one analyzes the multitude of professional organizations involved in education. Many teachers and administrators join several different professional organizations. A great hodgepodge of programs

would result if each participated in sponsoring professional growth activities for their members.

Nearly every professional organization provides a periodic journal of professional publication for their members and may limit their services to the publication. The purpose of this publication varies, but most have articles focusing upon current developments in the field, related research and reports on meetings and conventions. Reading these publications might constitute a professional growth activity. Other professional activities made available to members are meetings or conventions at national, state, and local levels.

The largest professional association for educators is the National Education Association. Professional improvement policies of this group involve improvement in conditions of service, entitlement to professional days for further education, sabbatical leave for more extensive study, and income tax deductions for certain educational expenses (Burton, 1969).

Another professional organization involved in the professional development of teachers is the American Vocational Association. An entire issue of their journal was devoted to professional development. One article by Carl Brown (1971) elaborates on the role of AVA in this area. He cites the reason for giving priority to teacher education is the 200 percent increase in the number of vocational teachers since 1963. The traditional role of AVA has been in the



legislative arena. This should be continued with added vigor in improving the opportunities for professional development. Suggested activities relating to teacher education include conducting regional curriculum development institutes, involvement in setting standards for accreditation and criteria for certifying teachers, and coordination of vocational teacher education programs.

The professional organization most directly influencing home economics teachers is the American Home Economics Association with its affiliated state and local groups. The members actively engaged in teaching in the public schools consist of less than fifty percent of the membership. This group is represented in the national organization by the Elementary, Secondary, and Adult Education Professional Section.

Response to the professional development needs of the home economics teachers has taken many forms. A few of these are: four national workshops within the last seven years on consumer education, contemporary issues, occupational education and computer instruction; publications of special interest to teachers; coordination and distribution of Home Economics Learning Packets; articles in the Journal relating to current developments in home economics education and related research; education section meetings at the annual meeting (Report, 1965).

The professional and subject matter sections within the American Home Economics Association have been encouraged to

offer activities that will contribute to the professional growth of home economics teachers. One such activity was sponsored by the Home Economists in Business through the University of Cincinnati (Cooley, 1967). This eight session refresher course was designed as a continuing education program for home economists whose careers have been interrupted and for teachers who felt the need for outside stimulation in the area of consumer products.

A study (Burton, 1969) by the National Commission on Teacher Education and Professional Standards investigated the contributions various agencies could make towards providing and facilitating the professional improvement of teachers. They cited school districts as needing to do more to release individual teachers to participate in professional improvement activities, and to provide a good professional library accessible to teachers. Colleges in addition to regular academic courses, might devise and offer short, intensive courses dealing with educational problems. A consultancy service is also needed to assist schools and individual teachers with in-service activities. Most important was the need for coordination of efforts with each agency aware of possible roles.

This review of professional literature represents the views of noted educators regarding the role each group can assume for the professional growth of teachers. There is no disagreement on the need on the basic objective of

improvement of the whole school with resulting benefits to the pupils.

### Professional Commitment

If a teacher's commitment to teaching is well established, courses are meaningful; interest in subject matter is intrinsic; dedication to the goal in view defines and directs the teacher's perceptions, motivates his study, and keeps him from giving up when he encounters obstacles. A special feature in the Journal of Teacher Education (Kingsley, 1968) emphasized the urgent need for committed teachers, especially in view of the increasing numbers of disadvantaged children in the schools today.

Home Economics teachers deal with large percentages of disadvantaged students (Beach, 1966). These students are directed into the non-academic areas where courses such as home economics may have more relevance for them. Beach proposes that home economics programs enroll a larger proportion of culturally deprived students and upgrade the offerings to more closely meet the needs and abilities of the students. Vocational legislation, especially the 1968 Amendments to the Vocational Act, provide for a minimum of 30 percent of the Consumer and Homemaking funds to go to serve the culturally disadvantaged. These trends in home economics education will probably continue to influence the increasing number of disadvantaged students in the

home economics classroom. A dedicated, committed teacher is needed to be effective with these students.

Concern about commitment is wide spread in the literature and is identified by Hershenson (1968) as the final stage of vocational development. It involves both one's personal satisfaction and fulfillment with his job and his functioning as an individual in the world. Loftis (1962) refers to Maslow's description of the fully functioning person as one who customarily has some mission in life, some task to fulfill, some problem outside himself which enlists much of his energy. "This is not necessarily a task that he would prefer or choose; it may be a task he feels is his responsibility, duty, or obligation." (p. 14).

Thompson (1961) states that the degree of satisfaction an individual obtains from his work is proportionate to the degree to which it enables him to implement his self concept and satisfy his salient needs. This is confirmed in job satisfaction research (Hastings, 1964) in which the most important factors related to job satisfaction were self-concept, recognition, and status.

The view of Fox is that "the strength of any profession depends upon the degree of commitment of its members." (1964, p. 19). Home economics teachers can be considered professionals in two respects. One as a member of the teaching profession and the other as a home economicst. Home

economics meets the prerequisite of a profession in that it encompassed a unique body of knowledge that is for the good of society and by showing competence in this body of knowledge (Fleck, 1973). The claims for professional status for home economics are strengthened by the strong intellectual and moral-ethical foundations; authority and respect granted by the larger community; a strong well-identified professional organization; strong control over membership; organized recruitment procedures; and accreditation of the field (Fleck, 1973).

Studies indicate differences in the degree of involvement in the profession between men and women teachers. Mason, Dressel and Bain (1959) report in an extensive survey of beginning teachers, a substantial difference in the career orientation between men and women. The women tended to view teaching as a contingent role rather than a dominant one. Another study by Kuhlen (1959) indicated that women teachers were not career oriented and did not view their occupation as a major source of need gratification. White (1966) found a significant difference in career involvement between female teachers who left the profession after one year and those who remained. He concluded that the significant factor in the high loss from teaching among female teachers is the degree of commitment women have for their teaching career as opposed to other possible social roles.



Geer (1966) in discussion of the high turnover of secondary school teachers especially women concurs that this is due to lack of commitment in so far as women do not want to teach continuously, and men want advancement beyond the classroom. He suggest that:

commitment to any consistent line of activity occurs when an individual, confronted with an opportunity to depart from it, discovers that in the course of past activity he, wittingly or not, accumulates valuables of a kind that would be lost to him if he made a change (Geer, 1966, p. 32).

An instrument was developed by Loftis (1962) to measure professional commitment. More than 246 teachers, both men and women, were rated using her scale. It was discovered that there was no difference in levels of professional commitment between men and women teachers. Professional commitment was also found to be independent of other factors such as age, marital status, educational level, and teaching experience.

Amons (1964) poses the question of whether commitment to teaching is different today from that in other periods. She attains that educators proclaim new purposes for education which reflect changing needs, but in practice they are still providing education which was designed to meet the purposes of the 1850's. This conflict in purpose and practice tends to divide and dilute commitment.

Recent developments in education, according to Leles (1967) tend to reflect two opposing patterns of thought.

One grants teachers profession competencies for implementing innovations. The other rejects teachers as professionals, and views them only as functionaries capable of handling pre-packaged programs. The main question revolves around autonomy, along with a professional obligation towards those one serves. These generate a working relationship fostering professional influence. Significantly Leles feels that this has not taken place in education. He concludes on a negative note indicating that because of its numerous members, education might be too cumbersome for professional autonomy and it may already to be bureaucratic a social system to sustain and nurture professional concepts and practices.

#### Home Economics Exemplary Curriculum Practices

A brief literature survey illustrating current home economics curriculum trends and exemplary practices is included in this section. Each practice is followed by a literature survey of examples of current professional growth activities.

Use of individualized learning packages. Individualization of learning holds a high priority in education and the development of individualized learning packages is one of the ways to individualize instruction. These packages contain components for learner self-instruction and for the teacher facilitation of self-instruction. Several

different plans for learning packages are available and identified by various names such as UNIPAC, LAPs, PAK, and in the home economics area, HELPs (Shear, 1969). A national workshop was held after the 1969 Annual Home Economics Association meeting to assist teachers in developing home economics learning packages. A library of these packages is being accumulated at the Pennsylvania State University. Those packages selected by a review board are reproduced and sold by the American Home Economics Association.

Home economics teachers in various parts of the country have adapted learning packets to their needs. In Brookings, South Dakota, the entire home economics program of two year-long and seven semester courses are all conducted with individualized learning packages called capsules (Cochrane, 1971). There are three types of capsules: regular, inquiry, and discovery. Each with an overview, learning objectives, learning activities, resources and evaluation procedures. A similar program in San Diego has increased enrollment in home economics and attracted more boys into the program through the use of HELPs (Morgan, 1972). Recently the North Dakota State University (Murphy, 1973) was awarded a contract by the U. S. Office of Education to develop curriculum modules in consumer education. When completed they will be made available to the teachers in other parts of the country.

Recommendations from teachers attending a national workshop (AVA, 1971) on "New Directions in Home Economics"

were for more work on materials such as learning packages on a national basis and to have more of these available for the teachers to use.

Using performance objectives in curriculum development. One of the main components of the learning packages are the instructional or behavioral objectives. There are precise statements of observable verbal or nonverbal performance behaviors that the student will be expected to perform as evidence that he has learned the concept (shear, 1969). Home economics curriculum development has continually used objectives as its major curriculum base. Since 1970, the objectives in the guides have become more performance oriented and some guides are now stating the objectives in specific terms according to the criteria established by Mager (1962). These criteria are:

Performance - Exactly what it is that the student who has mastered the learning should be able to do, stated in directly observable terms.

Conditions - Description of the environment under which the performance will take place.

Extent - The criteria by which the performance is measured.

Developing and writing performance objectives have been the focus of summer courses in curriculum development and were part of a workshop sponsored by the Home Economics Curriculum Center at the Framingham State College. Frequent

articles on this subject have appeared in both the home economics and in the general education professional literature.

Semester or part-year, subject area-courses. A report on the current status of home economics in 1970 by the U. S. Office of Education (AVA, 1971) indicated that special emphasis semester courses, especially at the secondary level, were growing in numbers. In some schools these were combined with the traditional comprehensive home economics courses and in others the entire program consisted of semester courses.

Another trend in home economics course offerings listed by Hurt (1972) is a foundation course focusing on consumer education and personal-family relations, but offering no manipulative skills. This course is followed by semester in-depth offerings in various areas of home economics. Both boys and girls enroll in these programs.

Occupational home economics courses for wage earning skills. Curriculum development in this area has been influenced by the legislation providing federal funds for gainful employment programs in areas using home economics knowledge and skills. The trend was initiated with the passage of the Vocational Act of 1963 and expanded in the 1968 and 1972 Amendments (Hurt, 1969).

Hill (1967) in tracing the changing purposes of home economics education indicated that a purpose of developing occupational competence in a variety of occupations should



be included in response to the manpower needs of our society and to enable persons to increase financial resources of families. In a recent article Dr. Hill (1971) emphasized the need for home economics educators to plan with other educators because many of the occupations of which growth is projected draw content from home economics, but need the expertise of their disciplines.

Occupational areas utilizing home economics knowledge and skills are food service, child care, clothing related occupations, jobs relating to home furnishings, housing, home and institutional management and some health and medical occupations. Morgan (1971) suggests each local school district must decide upon the programs most relevant to the job opportunities in the area.

A national workshop was held in 1970 following the Annual meeting on home economics related occupations. Numerous employers and educators shared ideas on planning and implementing home economics wage-earning programs (AVA, 1971).

Cooperative work experiences. Released time from school to pursue a supervised work experience is a common component of many occupational programs (Hurt, 1972). Students may spend a year of course work usually in the eleventh grade learning about the job and spend two to three hours a day during their senior year in work experience. The job may be rotated to provide for a variety of experiences in clusters of home economics occupations.

A study (Fetterman, 1970) of work orientation programs in home economics related occupations concluded that the work experience was a very important part of the program. Students were very positive in their comments about the supervised work experience. Other benefits of this experience are motivation to stay in school, improved self image and opportunity to develop responsibility (Nelson, 1968).

Family living classes for both boys and girls. "A home economics program that is in tune iwth the educational needs and current family functions will have courses in family living." (Westlake, 1970, p. 156). It is not difficult to justify the need for more family stability, improved interpersonal relationships and a better individual self-perception. Relevency is frequently heard in relation to curriculum change.

Lemmon (1967) advocates that family life education become a part of the general education for all students. Family functions included in the curriculum would relate to the development of values, family roles, interpersonal relationships, and decision making patterns.

Baker (1971) criticizes the profession for not attracting more men into its programs. He notes that male interest must be developed in the secondary schools. "Boys should be introduced early to the notion that marriage and the family are as much the responsibility of men as of women, and that creative performance may be facilitated by academic exposure." (Baker, 1971, p. 47).

Extending home economics to the elementary level. A major recommendation from the local home economics supervisors at the "New Direction. . ." conference was to promote home economics K-12, with special emphasis on K-6 (AVA, 1971). Lemmon presents justifications for extending home economics to the elementary grades.

If the purpose of the curriculum would be to prepare boys and girls to understand family functions and to assume responsibilities in relation to them instruction must start in the elementary school. Much of this learning will be affective in nature and it requires a much longer time for assimilation. (Lemmon, 1967, p. 437).

In a study (Anderston, 1972) by Lamar University elementary teachers indicated a need to include concepts drawn from the discipline of home economics in the elementary curriculum. The areas of family relations, child care, and nutrition were ranked the highest in importance. She suggests that providing assistance to the elementary teacher could be accomplished in several ways: (1) A home economics teacher specializing in elementary education could become a special subject teacher; (2) The home economics department head could serve as a resource person to elementary teachers in home economics related areas; (3) Home economics departments at the colleges and universities could conduct courses and workshops for elementary teachers in home economics subject areas (Anderson, 1971, p. 26).

Regional workshops have been conducted throughout the New England area by the New England Dairy Council. Teachers attending these workshops were assisted in becoming resource persons in the area of nutrition to elementary teachers in their schools. Resources in the area are being developed and distributed by the American Dairy Association.

Computer assisted instruction. The use of computers to enhance individualized learning has been advocated by several educators (Shear, 1969) ever since their unique capabilities were discovered. The main hinderance to their wide spread use was the expense and reliance upon outside agencies and resources. Computers are in common use by industry, business, and the government. As cost factors are altered they are increasingly used for educational purposes.

A national workshop sponsored by the American Home Economics Association on "Computer Use in Home Economics" was held in 1972 following the Annual meeting. A summary of the workshop was recorded in the Journal (Magrabi, 1972). The objectives of the workshop were to study techniques for developing a computer assisted learning package and to construct a package. Participants learned about the operation and instructional uses of computers and adapted this information to the development of home economics programs. Home economics related computer programs are being developed by Consumer and Food Economics Institute

of the United States Department of Agriculture and the Computerized Management Network.

Integrating consumer education into the home economics program. Consumer education has always been included in the home economics curriculum, but sometimes it was so subtle or integrated that neither students or teachers recognized it. The 1968 Amendments to the Vocational Act changed the terminology of home economics to consumer and home making at the state and federal levels (Hurt, 1969). This placed more emphasis upon consumer education and it was recommended that consumer education be expanded in scope and be made a visible part of the home economics program.

A report by the home economics program specialist in the USOE indicated that consumer education is being expanded in the following ways: (AWA, 1971, p. 39) as a unit in comprehensive courses, integrated throughout various courses, offered as a separate semester course elective for both boys and girls. The family's shift from a producing to a consuming unit has increased the need for consumer education and money management.

National and regional conferences on consumer education were sponsored in 1967 and 1969 by the American Home Economics Association. A regular monthly feature on the teaching of consumer education appears in the magazine, Forecast for Home Economics.



Interdisciplinary teaching of consumer education. The need for consumer education has been expressed by people in both the public and private sectors of the economic community. In Illinois and Hawaii, one semester of consumer education is compulsory for all secondary school pupils. Virginia Knauer, (President's Committee, 1970) in the introduction to the booklet Suggested Guidelines for Consumer Education advocates consumer education for every young person "because of the technological changes, complexity of the marketplace, and the difficulty in evaluating and discriminating among the myriad of goods and services." (1970, p. 1).

In a comprehensive consumer education program at Lincoln High School (Consumer Ed., 1968), the home economics teacher along with the social studies, math or business teachers form an interdisciplinary teaching team. This method was given nationwide prominence for its innovative consumer education program. The current status report (AVA, 1971) on home economics indicates that in at least two states home economics teachers serve as leaders of teams of teachers teaching consumer education and in one state, the home economics education supervisors are providing leadership for state-wide development of consumer education programs to reach all students.

Home economics resource center. Because of the changing nature of the subject matter, home economics teachers

have had to rely on a great variety of resources for supportive learning activities. Text books become quickly outdated so more current materials had to be found. This collection of booklets, magazines, hand outs, filmstrips, tapes, etc. may be more effectively utilized if they are organized into a home economics resource center.

Resources centers are an important part of the individualized instruction program (Esbensen, 1968). Centers located in each department provide a more available access to students and teachers. Esbensen advocates that each center should be self-contained with provisions for using both audio and visual materials. Materials would be organized and checked out by a para-professional.

Another approach to developing and using a resource center was implemented in Tuscola, Illinois (McCormic, 1972). This center was a long-term continually, developing project initiated at the beginning of a semester's work in consumer education. Students, teachers and interested adults cooperated to assemble materials for the center that was used in individual and group projects.

Using simulation games and techniques. Simulation is a teaching technique to simulate real life situations. (This, 1970). It is used in instances when it is not possible to bring the actual object or create the real situation in the classroom. There are also some situations where it is desirable not to experience reality. Simula-

tion allows for controlled conditions where variables can be isolated. The main advantage over other types of learning is the transference of knowledge and skills to a simulated situation.

Occupational simulations for a variety of job situations have been developed and tested by Stanford University (Johnson, 1970). These were organized into job experience kits in which the student imagines he is employed in the occupation and is provided with problems and materials relating to the job.

Games are also used as an effective teaching tool.

In support of the Thomas states:

There is increasing evidence that one of the most promising practices capable of "turning on" youth is the concept of games and simulations. . . Many users of games have reported improved student motivation and involvement; more relaxed atmosphere in classrooms; and increased skills in decision-making, communications, and influence-resisting (1971, p. 43).

Instructional packages including simulation games and other media have been developed at Purdue, Cornell, and Ohio State (Thomas, 1971). These self-instructional materials deal with consumer education, basic values, wage earning, and dual role concepts. These have been field tested and are available to home economics teachers. An issue of the Illinois Teacher presented simulation games and ideas for use in a variety of home economics areas. Included were some very creative games developed by teachers attending a 1971 workshop on consumer education (Spitze, 1972).

Incorporating career education concepts. Career education is an added dimension of education and one in which home economics can make a significant contribution. The goal of career education is to insure that all children and youth leave school with skills sufficient to obtain employment or pursue further education. The concept as expressed by S. P. Marland, U. S. Commissioner of Education, is that "all education experiences should be geared to preparation for economic independence, personal fulfillment, and an appreciation for the dignity of work." (Marland, 1971, p. 2).

In the exploratory phase of career education, home economics offerings can provide opportunities to acquaint students with the various careers associated with particular areas of home economics. These should include jobs at all levels and extend into the professions. A recommendation made at the 1971 "New Direction" conference was to "emphasize occupational home economics from kindergarten through adult levels." (Huff, 1971, p. 8).

Dual-role of homemaker-wage earner. This concept was introduced through Part F of the 1968 Amendments to the Vocational Act. The section relating to dual-role is as follows: "The program will be designed to prepare such youth and adults for the role of homemaker or to contribute to their employability in the dual-role of homemaker and wage earner." (Hurt, 1969, p. 772). Implications



for implementing a program with this purpose would involve helping youth acquire personal qualities needed for job success, providing proficiency in the ability to manage home and family responsibilities, and gaining and understanding of the changing roles of family members when both parents are employed.

A curriculum package of suggestions for preparing students for the dual role of homemaker and wage earner was developed and tested by Hughes (1969). Topics included in the package were: why women work outside the home, deciding to work, provisions for care of children, money management.

Hackett (1971) is concerned that the dual role programs be geared to boys as well as girls. She expresses concern that these programs might emphasize a "double role" for women in which the gainfully employed female must do two jobs, while her spouse is entitled to a single role. One of the purposes of a dual role program should be to help young men understand their responsibilities in a dual role family relationship.

Projected figures on numbers of women entering the labor force indicates that nine out of ten girls now in high school will work sometime during their lives as wage earners. Married women will account for the major portion of women entering the work force. Most significant is the increase of women with very young children who are working. By 1980 the number of women at work will be double the 1950 figure (Hackett, 1971).



The areas of professional growth activities, professional commitment, and home economics exemplary curriculum practices were the focus of the literature survey. In addition to views on general needs and types of professional growth involvement, four specific groups were singled out as being responsible for providing professional growth activities. There were the local school districts, the institutions of higher education, the state and federal education departments, and the professional associations. Varying views were expressed as to the specific role of each of these groups. Studies on professional commitment were cited and view points expressed concerning the relation of commitment to personal growth, sex, and time. Fourteen home economics curriculum practices were identified and used as part of the data gathering instrument.

## CHAPTER III

## METHODS AND PROCEDURES

## Development of the Instrument

Information was needed from home economics teachers relating to their participation in professional growth activities, their knowledge of exemplary curriculum practices and a measure of their professional commitment. A questionnaire (Appendix A) was selected and designed as the best method of collecting this data. The questionnaire desing simplified transfer of the answers to computer, in that it allowed thd respondents to choose an answer from a selection of choices. This format enabled recipients to complete the questionnaire in a relatively short period of time. The questionnaire was divided into four parts: general information, professional growth activities, exemplary curriculum practices and professional commitment. The development of each part will be discussed in detail.

General information. A general profile of each respondent was obtained in this section. Included was information relating to the size of school, number of years in teaching, academic background, grade level now teaching, and membership in professional organizations. This data was desirable in order to gain a more comprehensive picture of the sample and to single out certain segements for analysis.

Five categories were used to collect data relating to the number of years teaching and academic background. These followed normal divisions in these areas. Accepted teacher salary scale levels of academic preparation were used as divisions for educational background. These educational levels are sometimes used as academic goals by teachers pursuing in-service courses.

An open-ended question was asked relating to the major area of study. Since home economics teachers may possess a wide variety of backgrounds, this type of question was selected in order to gather the most complete information. Terminology for areas of study in home economics also vary with the size of the institution and the variety of offerings.

Indication of membership in professional organizations was limited to local, state and national home economics and educational associations. These provide the most involvement for home economics teachers in professional activities.

Professional growth activities. These activities were divided into two categories. A more organized type consisting of courses, workshops, meetings, conventions in which the teacher must go outside the local environment in order to participate; and informal types that could take place within the school or can be self-initiated. Organized activities were limited to those that had taken

place within the last five years and were identified according to the group sponsoring them. The activities were limited to those that related specifically to the field of home economics or to the teaching of home economics. A listing of these activities were compiled through consultation with the executive board of the Massachusetts Home Economics Association, and staff members from the University of Massachusetts and Framingham State College. Participation was rated on four levels:

75% or more participation

40-75% participation

Less than 40% participation

No participation

Motivation for participation in in-service activities can be influenced by the local school through their salary increment policy. It was desirable to find out how many schools required in-service participation in order to receive salary increments and what activities would meet this requirement.

Individually initiated or informal types of professional growth activities were selected through discussion with teachers and from the literature survey. These activities pertained to teacher use of professional resources, participation in department activities, visits to other schools, involvement with student teachers and teacher educators, and related activities. Involvement in these activities were checked in categories:

Regularly

Frequently

Seldom

Never

An opinion was desired from the teachers as to how effective they thought the colleges, professional associations, and the state department of education were in providing in-service activities. These are the main groups who assume responsibility for professional growth activities. There are three colleges in Massachusetts who are actively involved in providing activities for home economics teachers. Each was listed and rated separately. The possible responses to the rating on the effectiveness of these groups in providing in-service activities were:

Highly Effective

Moderately Effective

Slightly Effective

Ineffective

Not Able to Evaluate

Home Economics exemplary curriculum practices. Fourteen exemplary curriculum practices were selected for inclusion in the questionnaire. These were obtained through a literature survey of curriculum trends in home economics and by noting the emphasis of state and national home economics meetings and workshops within the last five years. Respondents indicated their familiarity with each practice according to the following scale:



Very familiar

Moderately familiar

Slightly familiar

Unfamiliar

They also were asked to indicate those practices that they had implemented and were now using.

Each of the fourteen practices have been identified and discussed as part of the review of literature in Chapter II. These practices were selected on the basis of being recent developments in home economics and are currently being implemented in the schools.

Measure of professional commitment. Professional commitment is defined as the dedication or devotion of a teacher to the profession. The evidence cited throughout the literature survey suggests that concern about commitment as a teacher attribute is widespread and may underlie efforts to upgrade the quality of education.

The professional commitment score for each teacher was established through the use of the Loftis Measure of Professional Commitment (MPOC). This instrument was developed and validated as part of a doctoral dissertation at the Pennsylvania State University (Loftis, 1962). The conclusions of the study indicated that the MPOC produced consistent results; discriminated among teachers with varying degrees of professional commitment; was independent of the personal factors of sex, age, marital status, education or experience of the teacher; and related positively

to validating criteria.

Indications of professional commitment were obtained by Loftis through a series of sequential responses and by use of different MOPC forms. Form A asked the subject to respond by thinking of someone they consider to be devoted to this occupation to the extent that he might be described as committed or dedicated. In Form B respondents considered the answers in terms of someone who works in the same school district and who seemed to be devoted to the profession. The responses in Form C applied to a person who was a member of the teaching profession. The final 100 items on the MOPC was established by computing coefficients of correlation between each item score and total scores.

Seven subgroups identified as (1) self-understanding, (2) social relations, (3) creativity, (4) autonomy, (5) rationality, (6) ambition and (7) non-fanaticism were used to classify all MOPC items. Through the use of coefficients or correlation between scores on each subgroup and total MOPC score, it was determined that all subgroups related significantly to the total score and could not be meaningfully differentiated.

Validation criteria included the comparison of MOPC scores with a Commitment Rating Scale, administrator judgement or commitment, Job Satisfaction Scale, and a.

Teacher Effectiveness Scale. Consistent positive relationships were found to exist between MOPC scores and these measures. These consistent results indicated that the Loftis MOPC was a valid instrument for measuring the professional commitment of teachers.

Permission was obtained from Dr. Helen Loftis to use the instrument in this study. Each item on the MOPC was rated with one of the three following responses:

Usually true of this person

Sometimes true of this person

Does not apply to this person

Field testing and revision. A preliminary questionnaire was developed and administered to eleven home economics teachers. Each teacher indicated how long it took to complete the questionnaire and was asked to indicate any items that needed clarification. Upon completion of the questionnaire, each teacher was interviewed. The information received from the teachers was used to make revisions.

The main concern was the length (10 pages) and the time (20 to 30 minutes) required to complete the questionnaire. A similar format for indicating responses was developed which assisted in reducing the time required for completion. The section on attitudes toward professional growth activities was eliminated altogether.

A number of the comments during the interviews related to the 100 item MOPC. The teachers felt that there was a repetition of items and that it was too long. A careful

look was taken at the MOPC to see if it could be shortened without losing its effectiveness. Some items did seem repetitive such as items 34 and 49:

34. This person works hard to make a thing successful

49. This person is willing to work hard

Upon careful analysis, it was decided by the author that ten items were sufficiently repetitive that they could be eliminated without changing the effectiveness of the instrument. The MOPC used in the study contained 90 items.

The final form of the questionnaire was administered to two teachers who responded with positive comments. An average of 15 minutes was required to complete this form and the format seemed much clearer than the preliminary one. A cover letter was developed and attached to the final questionnaire (See Appendix A).

#### Selection of the Sample

The most recent listing of home economics teachers in Massachusetts had been compiled by the Home Economics Curriculum Center at the Framingham State College. The Center obtained this list by writing to each school district in the state and requesting the names of their home economics staff members. An school that had not replied by October, 1972, was called by a staff member at the Center. Teachers were listed according to the towns and schools in which they taught. Towns were placed alphabetically on the list.

A random sample of 200 teachers was obtained by using techniques for generating a random sample.

### Collection of the Data

Questionnaires were sent to the 200 home economics teachers selected for the study. A cover letter indicating a return date of two weeks after the mailing was included along with a self-addressed, stamped, envelope for the convenient return of the questionnaire.

Teachers who had not returned the questionnaire a week after the deadline were sent a post card reminder. Eighty reminder cards were mailed. Two weeks later telephone calls were made to selected teachers who had still not responded.

This method produced a return of 145 questionnaires of which 140 were usable. The response rate was 73 percent. Questionnaires were considered unusable if they were returned with more than five questions unanswered.

### Preparation of the Data

Questionnaires were coded by assigning each response a numerical equivalent. These numbers were written on the left hand column of each questionnaire. To facilitate the transfer of the responses to numerical equivalents, appropriate numbers had been placed on the left margins of the questionnaires. These numbers referred to columns on the



data processing cards. Response numerical equivalents were written next to the appropriate card column. These numbers were keypunched onto cards. Two cards were required for each questionnaire for a total of 280 data cards.

The SPSS (Statistical Package for the Social Sciences) computer program was used to assist in the analysis of the data. This program was developed by Dale Bent and Norman Nie (1970) and consists of a series of computer programs for use on an IBM 360 or a CDC 6000 computer. Appropriate cards were keypunched according to the SPSS specifications. The data was analyzed from the resulting computer printouts.

## CHAPTER IV

### ANALYSIS OF THE DATA

Data was collected for the purpose of determining if a relationship exists between the participation of home economics teachers in professional growth activities, their information about exemplary curriculum practices and their professional commitment. The responses of 140 home economics teachers in Massachusetts supplied the data for the analysis. The first section provides information relating to a description of the sample. It is followed by a more detailed analysis pertaining to the resolution of the problem.

#### Description of the Sample

Background information was obtained from each respondent relating to the size of school in which they taught, the number of years they had been teaching, their educational preparation, grade level in which taught and their involvement in professional organizations. See Tables in Appendix B.

Size of school. School enrollment figures were divided into five categories relating to the size of school that each teacher represented. The largest number, 57 teachers, or 41 percent of the sample taught in schools with 500 to 1000 students. Thirty-two percent were located in schools with 1000 to 1500 students, thus placing 73 percent of the

teachers in schools ranging from 500 to 1500 students. Ten percent taught in schools with less than 500 students. Sixteen percent came from schools with an enrollment of 1500 or more pupils. Of the total, nine percent taught in schools with 1500 to 2000 students and seven percent were located in schools with an enrollment over 2000.

Teaching experience. Twenty percent of the sample had two or less years teaching experience, including sixteen first year teachers. Twenty-four percent taught 3 to 5 years, 20 percent had 6 to 10 years experience, 24 percent taught 11 to 19 years, and 12 percent had been teaching twenty years or over. A fairly even distribution was obtained in the first four categories of teaching experience. The smallest number of teachers occurred in the "over 20 years" category. Nine teachers indicated this was their first year of teaching in Massachusetts.

Educational attainment. Only two teachers did not possess a B.S. degree. Fifty-three percent had obtained a Bachelor's Degree. A Master's Degree was held by 14 percent. Only two teachers in the sample had a Master's plus 15 semester hours, and two more had a Master's plus 30 semester hours.

Major area of study. Eighty-eight teachers or 63 percent had taken home economics education as their major area of study in college. The foods area was chosen as a major by nine percent, and 10 percent chose the clothing field. A major in general home economics or a home economics

subject area other than foods or clothing was elected by 14 percent of the teachers. Five teachers had not majored in a home economics area in college. Three of these teachers listed science as their major area of study and two had taken education.

Type of institution attended. Nearly half or 49 percent of the sample had graduated from a state teachers college. State university graduates consisted of 27 percent. Twenty-one percent completed a program at a private college or university. One respondent indicated attendance at another type of institution not included in any of the three previous categories. This person had not received a Bachelor's Degree.

Grade level taught. The largest number of teachers, 54 percent, taught home economics at the senior high level. Of this number, 10 percent were in schools that were a combination of senior and junior high levels. Forty percent held teaching positions in middle or junior high schools. A further breakdown of this number indicated that 31 percent were located in junior high schools and nine percent in middle schools. Both types of schools frequently include the seventh and eighth grades, while the middle school encompasses the sixth grade and the junior high starts with seventh grade. Two teachers taught home economics exclusively in the elementary grades and six teachers spread their contacts from the elementary through middle school.

Membership in professional organizations. Respondents indicated current membership in six professional organizations: American Home Economics Association, Massachusetts Home Economics Association, National Education Association, Home Economics Department of the National Education Association, Massachusetts Teachers Association, and their local teachers association. Sixteen teachers or 11 percent did not hold membership in any of these professional organizations. Fifty-five teachers, or 40 percent, indicated a membership in both the American Home Economics Association and the Massachusetts Home Economics Association. The same teachers were members of both organizations because dues to both are made in one payment sent to the national organization. With this procedure, it is not possible to be a member in the national organization without reciprocal membership in the state association.

The largest number of teachers were members of the Massachusetts Teachers Association, 75 percent, and their local teacher association, 78 percent. In Massachusetts, membership in the national organization is not required for state membership, a fact which was reflected in the smaller number of teachers who elected membership in the National Education Association, 35 percent. A small number, three percent, joined the home economics branch of the National Education Association.

Total organization memberships were compiled for each respondent. This tabulation showed that 9 percent



held memberships in one professional organization, 26 percent in two organizations, 16 percent in four groups, 16 percent were members of five professional organizations, and no one held membership in all six organizations. The mean number of memberships for the entire group was 2.7.

### Participation in Professional Growth Activities

Professional growth activities were divided into two categories, formal and informal. Each was listed separately on the questionnaire and respondents used different ratings on each group to indicate their level of participation.

Formal professional growth activities. These activities were identified as those of a more organized type such as workshops, college courses, professional meetings or conventions in which the teacher would have to leave the school in order to participate. Ten activities were included in the listing of formal professional growth activities. All of these had taken place within the last five years. Teachers responded by selecting one from the four levels of participation that most nearly represented their own participation. The results of these responses are indicated in Table 1.

Activities are arranged in Table 1 in order of highest participation to least participation. Home economics courses for credit involved the largest number of teachers. Using a value scale of "no participation" as 1, "40 percent of less" as 2, "40 to 75 percent participation" as 3, and

"75 percent or more" as 4; the mean participation level of course work for credit was computed at 2.0. Twenty four percent of the respondents were involved in course work at the "75 percent or more" level; in contrast to the 55 percent of the teachers who did not participate in this activity.

TABLE 1. - Level of Participation in Formal Professional Growth Activities

Formal Professional Growth Activities	Level of Participation in Percentage			
	None	40% or Less	40-75%	75% or More
Courses for Credit	55	11	10	24
Workshops	45	24	18	13
Co. Home Ec. Meetings	59	13	11	17
Curriculum Workshops	60	15	9	16
AHEA Meetings	61	18	10	11
Non-credit Courses	64	14	14	8
District Meetings	63	20	11	6
State Meetings	76	14	6	4
Professional Days	83	9	6	2
Occ. H. Ec. Workshops	86	8	2	4
n=140				

Workshops were the only formal professional growth activity in which more than half of the sample had participated. These workshops were sponsored by several home economics related groups such as the New England Dairy Council and the Extension Service. They were held in various parts of the state. Fifty-five percent had attended one or more of these workshops.

Some of the county teachers associations in Massachusetts hold annual conventions. Included in these day-long meetings, are subject-area group meetings, one of which is for home economics teachers. Forty-one percent of the respondents had participated in these meetings, with 17 percent at the "75 percent or More" level.

Three curriculum workshops within the last two years were sponsored by the Home Economics Curriculum Center at the Framingham State College. Invitations to these workshops were sent to all home economics teachers in the state. Forty percent of the sample had chosen to attend one or more of these workshops. Workshop topics centered on individualization of instruction, occupational education, and the junior high curriculum.

Professional Association meetings at the national, state, or district level involved 40 percent or less of the respondents. The highest involvement was at the national level. This may be attributed to the location of the 1969 National Convention in Boston. More than 6,000 home economists attend the national event, and non-members may attend at a higher registration fee. Following the meeting in Boston, a national workshop was held on consumer education and individualizing instruction through the use of learning packages.

Previous data indicated that 40 percent of the teachers were members of their professional home economics organization and this is consistent with their level of participa-

tion in professional meetings at the state and district levels. Massachusetts has four district home economics organizations, each sponsoring three to four meetings per year. Six percent of the sample were very actively involved in these activities, eleven percent moderately involved and 20 percent participated at less than the 40 percent level (Table 1).

Activities with the least teacher involvement were professional days, of which there were two in the Western part of the state, and workshops on occupational education sponsored by the home economics state supervisors. The occupational educational workshops were held five years ago and according to previous data relating to years of teaching, forty percent of the respondents were not teaching at that time.

Eighty-seven teachers or 62 percent of the sample came from schools that required course work or participation in in-service activities as a requirement for salary increment. Of the number requiring these activities, 95 percent would accept home economics courses for college credit toward salary increment. Only nine percent accepted non-credit courses, six percent accepted workshops, and five percent gave credit for curriculum workshops sponsored by the Curriculum Center. Other formal professional growth activities mentioned on the questionnaire were accepted by less than three percent of those schools requiring activities for salary increment.

Informal professional growth activities. This group of professional growth activities were of a self-initiated or a more informal type than those previously discussed. They refer to teacher use of professional resources, involvement in school and department activities, visits outside the school, and cooperation with teacher educators from the colleges. Respondents indicated their degree of participation in seven activities. The results are illustrated in Table 2. Activities are arranged in this table from the highest to lowest level of participation. Three activities involved 90 percent or more of the teachers (Table 2). Highest participation level related to teacher use of professional journals and home economics magazines. Seventy percent of the teachers used these regularly and 26 percent frequently. Conferences with department head or other home economics teachers in the department occurred regularly for 49 percent of the sample and frequently with 34 percent. Seventy-two percent were involved either frequently or regularly in school or department curriculum development.

TABLE 2. - Level of Participation in Informal Professional Growth Activities

Activities	Level of Participation in Percentage			
	Never	Seldom	Frequently	Regularly
Professional Journals	1	3	26	70
Conf. with Dept. Head	3	14	34	49
School Curr. Develop.	10	14	32	44
Visiting Other Schools	31	46	16	7
Student Teachers	47	28	19	6
Borrow. Curr. Mater.	45	36	16	3
Planning Com. Member	63	21	8	8

N = 140



Sixty-nine percent of the teachers had visited home economics teachers in other schools for professional information and assistance. Seven percent made these visits regularly, 16 percent frequently, and 46 percent seldom.

Activities occurring with less frequent among the respondents were involvement with student teachers, borrowing materials from the Curriculum Center and involvement in the planning of a professional growth activity. Less than 10 percent participated in any of these activities frequently, with nearly half the sample showing no participation (Table 2).

Effectiveness of groups providing professional growth activities. Teachers were asked to rate the effectiveness of the professional association, state supervisors, and colleges in providing professional growth activities. These are the main groups responsible for these activities in Massachusetts. Results of this rating are included in Table 3.

The highest rating was given to the Framingham State College. Thirty-four percent of the sample rated it highly effective, 27 percent moderately effective, and 12 percent slightly effective. Next in effectiveness was the professional association through its national, state, and district network. Sixty percent of the sample felt able to evaluate the effectiveness of the professional association, even though only 40 percent indicated membership. The Association was rated highly effective by 11 percent, moderately

TABLE 3. - Effectiveness of Groups in Providing Professional Growth Activities

Groups	Not Able To Evaluate	Inef- fective	Slightly Effective	Mod. Effective	Highly Effective
Framingham S. C.	26	1	12	27	34
Prof. Association	41	5	15	28	11
U. Mass.	61	4	8	19	8
Simmons College	67	7	9	10	7
State Supervisors	59	18	10	9	4

N = 140

All numbers are in percent.

effective by 28 percent, slightly effective by 15 percent and ineffective by 5 percent.

Only forty percent or less of the respondents felt they were able to evaluate any of the three remaining groups - University of Massachusetts, Simmons College, or the state supervisors. According to Table 3, the two colleges received a similar rating, but the state supervisors rated much lower as illustrated by the 18 percent of the sample which considered them ineffective.

#### Home Economics Exemplary Curriculum Practices

The teachers were asked to indicate their familiarity with each of fourteen selected exemplary curriculum practices and to designate those they were now using in their schools. The fourteen curriculum practices are listed on Table 4. A more complete description of each can be found in Appendix I.

Teacher familiarity with each practice is illustrated on Table 4. (Practices are arranged in the table in order of most familiar to least familiar. A mean was established for each practice by assigning a value to the rating as follows: Unfamiliar - 1, Slightly Familiar - 2, Moderately Familiar - 3, Very Familiar - 4.) Two activities had a mean above 3. These were semester courses and integrating consumer education into all home economics classes. These activities with a mean between 2.5 and 3 were the use of

TABLE 4. - Familiarity With Exemplary Curriculum Practices

Practice	Un- familiar	Slightly Familiar	Mod. Familiar	Very Familiar	Mean For Total Group
Semester Courses	8	16	23	53	3.2
Integrating Consumer Education	6	20	24	50	3.1
Performance Objectives	11	16	37	36	2.9
Simulation Activities	18	29	27	26	2.6
Carcer Education	18	34	29	19	2.5
Interdisciplinary Consumer Education	23	26	30	21	2.5
Individualized Instruction-HELPS	24	34	18	24	2.4
Dual Role Programs	31	31	20	18	2.2
Coed Family Living Classes	40	26	12	22	2.1
Resource Center For Students	36	33	12	19	2.1
Occupational Education Courses	43	28	12	16	2.0
Cooperative Work Experiences	44	31	12	13	1.9
Elementary Consultant	67	20	6	7	1.5
Computer Assisted Instruction	89	8	2	1	1.1

N = 140

Participation Levels shown in percentage.

performance objectives, simulation activities, career education, and interdisciplinary consumer education activities. All of the remaining practices, except the last three, had a mean ranging from 2 to 2.5. The last three practices with a mean below 2 concerned cooperative work experiences, serving as a consultant at the elementary level and the use of computer assisted instruction.

Table 5 illustrates the percentage and number of teachers who have implemented curriculum practices in their own schools. The order of arrangement of the practices according to their implementation is the same for the first six as in Table 4 on the familiarity with exemplary curriculum practices.

TABLE 5. - Implementation of Exemplary Curriculum Practices

Practice	IMPLEMENTATION	
	Percentage	No. of Teachers
Semester Courses	69	96
Integrating Consumer Education	67	94
Using Performance Objectives	55	77
Simulation Activities	46	64
Career Education	36	51
Interdisciplinary Consumer Ed.	34	46
Resource Center for Students	28	39
Individualized Instruction-HELPS	22	31
Dual Role Programs	23	32
Occupational Courses	15	21
Coed Family Living Courses	14	20
Cooperative Work Experience	14	19
Elementary Consultant	9	13
Computer Assisted Instruction	2	3



More than half of the teachers were using performance objectives, had integrated consumer education into all home economics classes and had semester courses in home economics subject areas. Forty-six percent used simulation activities in their classroom. One third of the respondents had incorporated career education into their home economics program and were cooperating with other departments in the interdisciplinary teaching of consumer education. Students had access to a home economics resource center in schools represented by 28 percent of the sample. Less than one-fourth of the respondents had implemented any of the seven remaining practices on Table 5.

A separate analysis was made of the teachers who had implemented exemplary curriculum practices and those who had not put them into practice. These two groups were compared on their familiarity levels with these practices. The results of this subdivision are shown on Table 6. The mean level of familiarity was determined for each group using the same values and method as described on page 74. A comparison was also made relating to the percentage of respondents that indicated a high level of familiarity with the curriculum practices.

The mean familiarity level for teachers implementing the curriculum practices was three or above for all except computer assisted instruction. For those not implementing the practices, the mean familiarity levels

were between 1.1 and 2.4. A correlation of .54 was obtained between familiarity with curriculum practices and implementation of the practices. This was significant and the .001 level.

Another comparison illustrated in Table 6 shows an analysis of the teachers who checked the "very familiar" category. The responses of these teachers were separated according to those who had implemented the practice and those who were not using it. In all the practices except computer assisted instruction, both the number of teachers and the percentage checking the "very familiar" category were higher for those implementing the practice than those not using it. The last practice of using computer assisted instruction was checked as being "very familiar" to only one person in the entire sample and this person was not using the practice.

This analysis was made not only to determine the relationship between knowledge and practice, but also to find out how many teachers were very familiar with an exemplary practice, but were not implementing it. If the last practice is eliminated because of the low response, it can be noted that from 11 to 47 percent of the people indicating a high familiarity with various curriculum practices were not using them. The practice of coed family living classes was an interesting example. Of the respondents indicating they were "very familiar" with this practice, 53 percent were teaching coed family living

TABLE 6. - Familiarity vs. Implementation of Exemplary Curriculum Practices

Practice	NO IMPLEMENTATION			IMPLEMENTED		
	Mean Familiarity	Very Familiar %	No.	Mean Familiarity	Very Familiar %	No.
Semester Courses	2.4	14	10	3.5	86	64
Integrating Consumer Education	2.0	11	8	3.3	89	62
Performance Objectives	2.4	20	10	3.4	80	40
Simulation Activities	2.0	19	7	3.2	81	30
Individualized Learning	2.1	38	13	3.6	62	21
Career Education	2.0	27	7	3.1	73	19
Interdisciplinary Consumer Ed.	2.4	31	9	3.5	69	20
Dual Role Programs	1.9	40	10	3.2	60	15
Coed Family Living Classes	1.8	47	14	3.7	53	16
Resource Center	1.7	31	8	3.1	69	18
Occupational Home Economics	1.7	45	10	3.4	55	12
Cooperative Work Experiences	1.7	44	8	3.3	56	10
Consultant at Elementary Level	1.3	30	3	3.0	70	7
Computer Assisted Instruction	1.1	100	1	2.3	00	0

classes and 47 were not.

Table 6 only indicates the responses of the teachers indicating the highest degree of knowledge about curriculum practices. The relationships for other levels can be found in Appendix C.

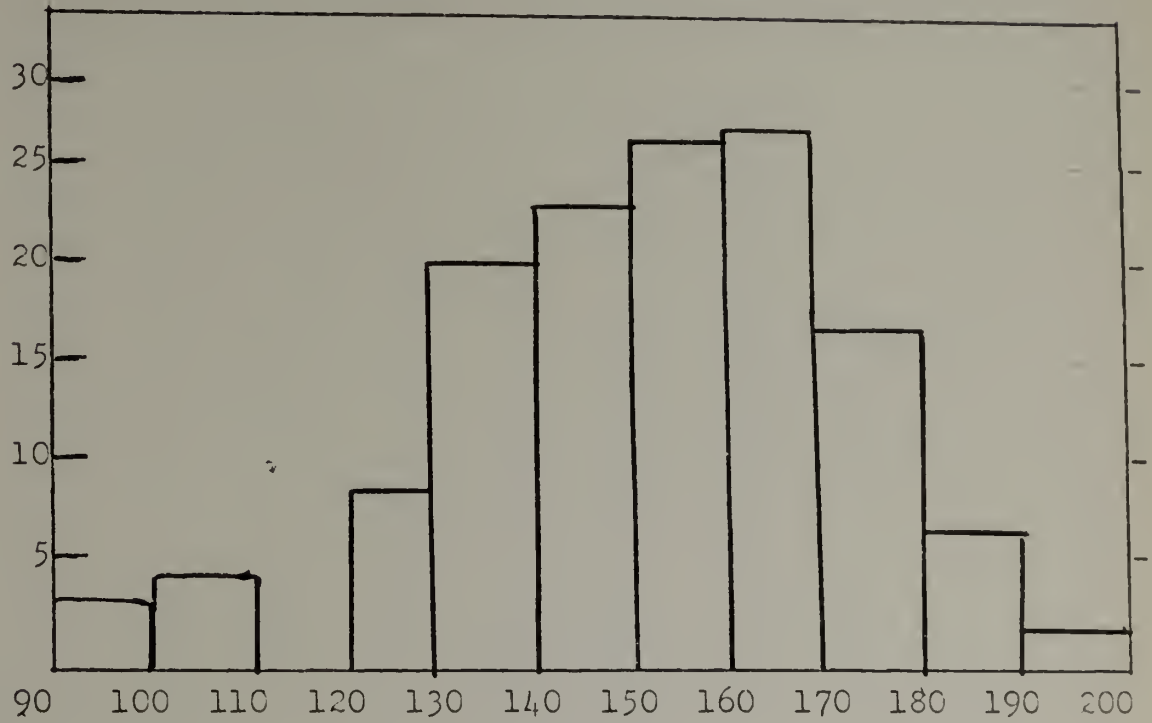
### Professional Commitment

A professional commitment score was obtained for each teacher through a modification of the Loftis MOPC (Measure of Professional Commitment). A description of this instrument can be found on page 57, with the modification procedures on pages 59 and 60. Respondents rated the 90 item MOPC with a choice of three responses. The scores were computed by allocating the following values to each of the responses: 0 - does not apply, 1 - sometimes true, 2 - usually true. Item scores were added and divided by the total number of item answered to obtain a mean score. The mean was multiplied by a 100 to eliminate the decimal. Using this method the scores for the 140 teachers ranged from a low of 94 to a high of 194.

Distribution of the scores is illustrated in Table 7. Scores were arranged into 10-point groupings forming 11 categories ranging from 90 points to 200 points. An interesting note was the absence of any scores in the 110 to 120 point range. The grouping with the largest number of scores (twenty-nine) was from 160 to 170 and the next highest with 28 people was from 150 to 160. The mean for

TABLE 7. - Distribution of the Measure of Professional  
Commitment Scores

No. of cases





the entire sample was 153.12 and the standard deviation was 18.7. A more detailed analysis of most committed and least committed teachers will be presented later in this Chapter.

### Relationships Between Variables

The hypotheses as stated in Chapter I refer to relationships that may exist between three main variables: participation in professional growth activities, knowledge of exemplary curriculum practices and professional commitment. Two of these variables were separated into two components to assist in a more complete analysis of relationships. Professional growth activities were subdivided into formal and informal activities. Each of these sub-groups comprised a separate section on the questionnaire and were analyzed individually.

The last of the three original variables, relating to knowledge of curriculum practices, was supplemented by another dimension referring to the implementation of these practices. Analysis of this variable is found on Tables 5 and 6 in the preceding section. This procedure increased the three original variables to five.

After giving careful consideration to the section on general information about the sample, it was decided to include three more variables in the relationship analysis. Those selected were educational attainment, membership in professional organizations, and years in teaching. The

total number of variables considered in the analysis of relationships was now increased to eight.

Correlation coefficients were computed to assess the degree of association between each pair of variables. The results are illustrated in Table 8. The eight variables are numbered and listed on the left hand side of the table. Correlation coefficients are expressed in the vertical columns with one the number of the corresponding variable at the top. Correlation coefficients that have two asterisks indicate a significance at the .001 level. Those with one asterisk are significant at the .01 or 1 percent level.

Professional commitment related significantly at the .001 level to four other variables. These were formal and informal professional growth activities, knowledge of curriculum practices and membership in professional organizations. There was a significant relationship at the .01 level with the implementation of curriculum practices and teaching experience. A lower level of relationship occurred between professional commitment and educational attainment (Table 8).

A significance at the .001 level was found between participation in formal professional growth activities and all of the other seven variables. This degree of positive relationship for all variables did not apply to the participation in informal types of professional growth activities. The last two variables indicated a signifi-

TABLE 8. - Correlation Coefficients Between Main Variables in the Study

Variables	Correlation Coefficients							
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
(1) Professional Commitment --		.32**	.34**	.33**	.23**	.15	.26**	.21*
(2) Formal Professional Growth Act. ---			.46**	.34**	.28**	.39**	.44**	.43**
(3) Informal Prof. Growth Act.				.48**	.46**	.12	.25*	.20*
(4) Knowledge of Curriculum Practices					.54**	.15	.16	.00
(5) Implemented Curriculum Practices						.08	.19*	.02
(6) Educational Attainment							.00	.48**
(7) Membership in Professional Organizations								.21*
(8) Years in Teaching								

\*\*Significant at .001 level

\*Significant at .01 level

cant relationship at the one percent level, but the relationship with (6) educational attainment was not considered significant.

Knowledge of curriculum practices showed a significant relationship to both professional commitment and participation in professional growth activities as mentioned previously. It also had the highest correlation of any variable with the implementation of curriculum practices, a .54 correlation coefficient. No significant relationship was found between knowledge of curriculum practices and variables at educational attainment, membership in professional organizations, and years in teaching.

Similar positive correlations at the .001 level were found to exist for the implementation of curriculum practices as occurred for the knowledge of these practices, except for professional commitment. As mentioned previously, this relationship was significant at the one percent level.

Educational attainment had a significant relationship at the .001 level with two other variables, participation in formal professional growth activities and years in teaching. The level of significance was less with all of the remaining variables, and no correlation existed between educational attainment and membership in professional organizations.

Two variables had significant correlations at the .001 level with membership in professional organization.

TABLE 9. - Mean Score of Selected Variables for Three Levels of Professional Commitment

Variable	Commitment Levels			Entire Sample
	Least	Moderate	Most	
Formal Professional Growth Act.	1.47	1.60	2.04	1.65
Informal Professional Growth Act.	2.09	2.48	2.70	2.46
Knowledge of Curriculum Practices	2.03	2.31	2.62	2.32
Implemented Curriculum Practices	3.42	4.36	5.00	4.32
Educational Attainment	2.63	2.59	2.95	2.65
Membership in Professional Asso.	1.89	2.71	3.38	2.70
Teaching Experience	2.52	2.73	3.61	2.83
Number of Teachers	(19)	(100)	(21)	(140)



These were professional commitment scores and participation in professional growth activities.

Teaching experience also related significantly at the .001 level with attainment and participation in formal growth activities. Three variables were significantly related to teaching experience at the .01 level. An interesting note was the low relationship, .00 to .02, between teaching experience and either knowledge or implementation of exemplary curriculum practices.

Three levels of professional commitment were established and analyzed with other variables in the study (Table 9). These were achieved by arranging the MOPC scores in groups by standard deviation. Those scores falling into one standard deviation on either side of the mean were considered to be moderately committed. Scores in the second and third standard deviation above the mean qualified for most committed and those in the same range below the mean were the least committed.

Mean scores for each of the three subgroups and the variables were tabulated separately. The results of this comparison is listed in the first three columns on Table 9. The fourth column on the table indicates the mean of the entire sample. A consistency is evidenced in the analysis showing the mean to be the highest for the most committed group in all of the variables. These teachers showed a consistent high level of participation in professional growth activities, knowledge and implementation of curri-

culum practices, educational attainment, and experience, and involvement in professional organizations.

A subdivision was also made relating to membership in professional organizations. Three subgroups were created according to types of membership. One group consisted of those who were not members of any professional organizations. The second group comprised those teachers who had joined their local, state, or national educational associations, but not the home economics association. In the third group were the respondents who had joined the state and national home economics professional organizations.

Table 10 illustrates the mean for each of these subdivisions and the selected variables in the study. Included in the fourth column are the mean scores for the total sample. Results of this analysis were similar to those of the professional commitment subdivision, in that the teachers who were members of their professional home economics organization had the highest mean levels for all the variables. Their scores resulted in a mean that was also higher than the sample as a whole (Table 10).

Respondents were divided into two groups according to their major area of study in college. Eighty-eight teachers had taken home economics education and the rest of the sample majored in a home economics subject area or a non-home economics area for their pre-service preparation. The purpose of this subdivision was to find out if the respondent's background preparation had an influence upon the selected variables in the study.

TABLE 10. - Mean Scores of Selected Variables According to Membership in Professional Organizations

	No Memberships	Teacher Groups	AHEA & MHEA	Entire Sample
Formal Professional Growth Act.	1.3	1.5	1.9	1.6
Informal Professional Growth Act.	2.3	2.4	2.5	2.4
Knowledge of Curriculum Practices	2.1	2.3	2.4	2.3
Implemented Curriculum Practices	3.2	3.9	5.2	4.3
Educational Attainment	2.4	2.3	3.1	2.6
Memberships in Professional Asso.	0	2.3	4.0	2.7
Teaching Experience	2.7	2.6	3.0	2.8
Professional Commitment	1.4	1.5	1.6	1.5
Number of Teachers	(16)	(69)	(55)	(140)

Table 11 shows the results of this sub-group analysis. For most of the variables there is little difference between the home economics education majors and the rest of the sample. The one exception is the knowledge and implementation of curriculum practices. In both of these areas the mean score of those with a home economics education background was considerable higher than the non-education majors - 2.36 vs. 2.25 for knowledge and 4.59 vs. 3.88 for implementation (Table 11). The mean scores of the home economics education majors was also higher than those of the entire sample.

Responses to each variable was broken down according to the grade level of teaching. Table 12 indicates the mean scores of teachers in six grade levels of teaching. There was a higher level of implementation and knowledge of curriculum practices by respondents working in senior high schools or combination junior-senior high schools. Other variables showed little differences among teachers at various grade levels.

Previous analysis of correlation coefficients indicated a low relationship between educational attainment and either knowledge or implementation of curriculum practices. Table 13 illustrates the mean score of familiarity and current use of the curriculum practices in relation to six levels of educational attainment. The number of teachers in each educational level is shown in the third column.

TABLE 11. - Mean Score of Selected Variables According to Major Area of Study

	Home Economics Education	Other Area	Entire Sample
Formal Professional Growth Activities	1.63	1.70	1.65
Informal Professional Growth Activities	2.50	2.40	2.46
Knowledge of Curriculum Practices	2.36	2.25	2.32
Implemented Curriculum Practices	4.59	3.88	4.32
Educational Attainment	2.63	2.67	2.65
Memberships in Professional Asso.	2.64	2.78	2.70
Teaching Experience	2.70	3.05	2.83
Professional Commitment	1.5	1.5	1.5
No. of teachers involved	(88)	(52)	(140)



TABLE 12. - Mean Scores of Selected Variables According to Grade Level of Teaching

	Ele- mentary	Middle	Jr. High	Sr. High	Jr.-Sr. High	Other
Formal Professional Growth Act.	1.0	1.7	1.5	1.7	1.7	1.3
Informal Professional Growth Act.	1.2	2.5	2.4	2.5	2.5	2.4
Knowledge of Curriculum Practices	1.3	2.3	2.2	2.4	2.5	2.0
Implemented Curriculum Practices	1.5	4.1	3.9	4.6	5.3	3.1
Educational Attainment	3.0	2.4	2.3	2.9	2.8	2.2
Membership in Professional Asso.	0	2.5	2.5	3.0	2.4	3.0
Teaching Experience	1.5	2.5	2.8	3.0	2.7	2.0
Professional Commitment	1.4	1.5	1.5	1.5	1.5	1.5
Number of teachers	(2)	(12)	(44)	(62)	(14)	(6)

It is possible in this analysis to more fully determine the influences of educational achievement on knowledge and implementation of curriculum practices.

Three educational levels had two teachers in each category. This should be kept in mind when considering the relationships. The educational levels with two teachers were "less than Bachelor's" "Master's plus 15 Credits" and "Master's plus 30 Credits." The majority of teachers had a Bachelor's Degree and had acquired less than 15 graduate credits.

In comparing the categories with more than two teachers some consistency was ascertained. As the educational level increases both knowledge and implementation of exemplary curriculum practices increase. This increase is greater between the teachers with Bachelor's Degrees and those with 15 additional credits than between those with a Bachelor's plus 15 credits and teachers with a Master's Degree (Table 13).

#### Application of Findings to Hypotheses

An analysis of the relationship between selected variables indicated a significant positive correlation between participation in professional growth activities, knowledge of curriculum practices and professional commitment. These relationships were further refined and validated by subdividing the variables. The results will be discussed as they relate to the hypotheses tested in the study.

TABLE 13. - Mean Score of Curriculum Practices According to Educational Attainment

Education	Implemented Practices	Knowledge of Practices	Number of Teachers
Less than Bachelors	6.50	2.32	2
Bachelors	4.01	2.20	74
Bachelors plus 15 Credits	4.53	2.46	41
Masters	4.68	2.45	19
Masters plus 15 Credits	6.00	2.32	2
Masters plus 30 Credits	4.50	2.35	2
Mean for Entire Group	4.32	2.32	140

The first hypothesis is:

1. Teachers with a high degree of professional commitment are the most knowledgable about exemplary curriculum practices.

As illustrated in Table 9, teachers with the highest professional commitment scores had a mean of 2.62 on knowledge of curriculum practices and had implemented an average of five practices. These scores were higher than those of the moderately or least committed groups and were higher than the mean of the entire sample. The validation of this hypothesis was also supported by the correlation analysis on Table 8. A significant relationship at the .001 level was found to exist between professional commitment and knowledge of curriculum practices. Implementation of practices was significant at the one percent level.

Hypothesis number two:

2. Teachers with a high degree of professional commitment are most involved in professional growth activities.

The findings indicate that the most committed teachers were also more involved in both formal and informal professional growth activities. Information on Tables 8, 9, and 10 support this hypothesis. A significant correlation at the .001 level was found to exist between the variables in the hypothesis. The mean involvement levels of the most committed teachers were significantly higher than the less committed ones in relation to their participation in professional growth activities. This involvement level was also higher than the mean of the entire sample as illustrated on Table 9.

Membership in professional organizations relates to this hypothesis and the results of this analysis is found on Table 10. A higher participation level was indicated by those teachers who were members of the state and national home economics associations. They also had higher MOPC scores than the teachers who had not joined the professional association. As a group their mean scores for all variables was higher than the mean for the entire sample.

The third hypothesis tested in the study was:

3. The teachers involved in professional growth activities are the most informed about exemplary curriculum practices.

A correlation, significant at the .001 level, was found to exist between involvement in professional growth activities and knowledge of exemplary curriculum practices (Table 8). This high correlation applied as well to the implementation of these practices. The positive relationship as indicated by the correlation coefficients supports the above stated hypothesis.

The results of the data analysis in the study validated the three hypotheses. The relationships that had been assumed to exist were supported by the findings.



C H A P T E R   V  
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Continuous professional development is essential in order to help teachers keep pace with educational change. Changes in society influence the roles and competencies demanded of educators, thus making professional preparation a career-long process. Societal change has a double impact on home economics teachers. It not only affects their role as educators, but also becomes a part of home economics subject matter, as an influential factor affecting the quality of life for individuals and families.

This study attempted to analyze the relationship of selected variables and the involvement of home economics teachers in professional growth activities. Professional commitment and information on exemplary curriculum practices were the major variables considered in the study. These were subdivided and additional variables included in the analysis of the data, but the main focus centered upon professional growth activities, professional commitment, and home economics exemplary curriculum practices.

A literature survey on these three areas revealed a concern for developing methods and procedures to insure the professional growth of teachers. Responsibility for this is shared by the local education agency, the institutions of higher education, the state department of education, and the professional associations. Close cooperation between all these groups is essential to insure continuity and to give direction to an in-service education program.

Opportunities for professional growth activities available to home economics teachers in Massachusetts were determined through consultation with members of the professional association, home economics educators at the colleges, and a former home economics state supervisor. The involvement of teachers was measured to determine their level of participation in formal and informal professional growth activities.

The dedication and commitment of teachers is viewed as a vital factor in providing quality education. A higher level of commitment is considered essential for teachers who deal with disadvantaged students. Federal legislation on vocational education has placed major stress upon upgrading the education of the disadvantaged student. Home economics teachers deal with large numbers of these students. Relationship of professional commitment to participation in in-service activities constituted an essential element in the study. Professional commitment was measured using the Loftis MOPC.

Changing the curriculum to take into account changes in education and society is necessary in order to keep education relevant for the student. Fourteen exemplary home economics curriculum practices were identified through a survey of current literature and by considering the emphases of recent professional meetings and workshops. The practices included in the study were considered worthy of being imitated by home economics educators. Teacher knowledge and implementation of these practices were measured and related to other variables in the study.

Data were gathered through a questionnaire sent to a random sample of 200 home economics teachers in Massachusetts. Analysis was based upon the responses of 140 teachers. The SPSS (Statistical Package for Social Sciences) computer analysis system was used to assist in the analysis of the data.

Background information for the sample indicated that three-quarters taught in schools from 500 to 1500 students, half had taught less than five years, three-quarters had a Bachelor's Degree or 15 additional credits, 63 percent had taken home economics education as a major area of study in college and half had graduated from a state teachers college. Fifty-four percent taught at the senior high level with the balance in junior high or elementary level. Three-quarters were members of the state or local teachers associations and 40 percent had membership in the state and national home economics professional organization.

Nearly half of the respondents were involved in varying degrees of courses for credit, workshops, or county home economics teachers meetings. Sixty-two percent of the sample came from schools requiring in-service participation for salary increment. The respondents indicated a greater involvement in informal professional growth activities, such as reading professional journals, conferences with other teachers, visiting other schools, than in the more formal types of activities.

A highly significant correlation occurred between knowledge and implementation of curriculum practices. A division of the sample according to implemented and non-implemented practices indicated higher mean familiarity scores and high level of familiarity by the respondents who were using the practices; however, it was found that from 10 to 47 percent of those checking the "very familiar" category had not implemented the practices.

Further analysis of the data showed a significant positive correlation between participation in professional growth activities, knowledge and implementation of curriculum practices and professional commitment. The degree of association was further refined by subdivision and through the addition of variables relating to educational attainment, membership in professional organizations, and teaching experience. All of the subdivided major variables plus the added variables, indicated a significant correlation at the .1 percent level to participation in formal

professional growth activities. All the variables except educational attainment correlated significantly to participation in informal professional growth activities.

Teachers with high and low professional commitment scores were identified and their relationship to the variables analyzed. It was found that the mean scores of the most committed group was higher for all the variables than the least committed group. Teachers with a high degree of professional commitment showed a consistent high level of participation in professional growth activities, knowledge and implementation of exemplary curriculum practices, involvement in professional organizations, high educational attainment, and longer teaching experience.

A summary of other relationships indicated a positive association between teachers who were members of the state and national home economics professional association and all the other variables. Respondents with an educational background in home economics education indicated a higher familiarity and greater implementation of curriculum practices than the noneducation majors. This involvement with curriculum practices was also found to be greater among respondents teaching at the senior high level and increased with educational attainment.



## Conclusions

Positive relationships were found to exist between the variables of professional commitment, information about exemplary curriculum practices, and participation in professional growth activities. This relationship may be interpreted to indicate that those teachers who participate in professional growth activities increase their knowledge of exemplary curriculum practices and are motivated to change their practices as a result of this participation. The high level of professional commitment may be a motivating factor that influences the desire to improve through participation in in-service education. Opportunities for participation were increased for those teachers who were members of the home economics professional association.

Inferences that this sample was indicative of the total number of home economics teachers in the state occurred in relation to membership in professional organizations. It was ascertained from the Membership Chairman of the Massachusetts Home Economics Association that teachers in Massachusetts joined their professional association in a similar ratio as the respondents in the study. A positive relationship occurred between membership in the home economics professional organizations and participation in professional growth activities. This indicated that those who joined the professional association tended to take advantage of the opportunities provided by the professional association.

The data support other generalizations about the respondents who were members of the American and Massachusetts Home Economics Association. As a result of their affiliation they were motivated to pursue informal professional growth activities, one of which was reading the professional journal. This participation resulted in a high degree of knowledge about exemplary curriculum practices and in the implementation of these practices. Their educational attainment and professional commitment were also higher than the nonmembers. This indicates that those involved continue to expand involvement in other areas.

Credit toward salary increment appeared to be a motivating factor for participation in professional growth activities. Home economics courses for credit had the highest level of participation and these courses were accepted for salary increment by 95 percent of the schools requiring in-service participation for increments. Motivation to participate in other types of professional growth activities would be probably increased if they would be accepted toward salary increment or certification.

A related professional organization, the American Dietetic Association, has established a professional registration program in which credits are given for attendance at approved professional growth activities. This type of activity becomes for complex in the education field where local education agencies control salary increment

policies and state department of education set certification requirements. The American Home Economics Association is in the process of establishing a professional improvement point system. Although participation would be voluntary and local education agencies would not be obligated to accept these credits, it would serve to identify and credentialize those teachers who were involved in approved activities. More involvement and leadership in this area should be taken by the professional association.

The high correlation between the other variables and participation in professional growth activities places increasing emphasis on providing more of these opportunities for teachers. The participation in these activities as indicated in the study resulted in a high level of knowledge and implementation of exemplary curriculum practices, a high level of professional commitment, and higher educational attainment. These are all desirable qualities in home economics teachers.

All the groups providing home economics professional growth activities could improve their involvement and effectiveness. The highest rated group, the Framingham State College, was only rated "very effective" by one third of the respondents and the professional association received this rating by only 10 percent of the sample. All other groups received a lower effectiveness rating. None of the groups were very visible to most of the respondents, as indicated by the high percentage of teachers

who did not know enough about their activities in order to rate their effectiveness. The least visible group was the state home economics supervisors. The results indicated that these state staff members are not effectively providing in-service education for teachers or in giving assistance with curriculum development as directed in the 1973 state plan (Mass., p. 96).

Effectiveness of the Framingham State College in providing professional growth activities may have been influenced by the activities of the Home Economics Curriculum Center, located on the campus. The Center loans materials to teachers, of which half the respondents used, and sponsors two workshops for teachers a year. Forty percent of the sample participated in these workshops. A semi-yearly newsletter and bibliography is sent to each home economics department in the state. This is one of the few contacts that is made with all the home economics teachers in the state by any group. The Center is funded with federal funds administered through the Division of Occupational Education in the Massachusetts Department of Education.

The data revealed that a small number of teachers had any contact with either the University of Massachusetts or Simmons College. The reason for this limited contact could be attributed to their small graduate programs and few courses for teachers.

Exemplary curriculum practices receiving a low familiarity rating could serve as a focus for future professional



growth activities. Seven practices were implemented by less than one quarter of the teachers and these were unfamiliar to one-third or more respondents. These practices relate to occupational education, dual role, cooperative work experience, coed classes, elementary consultants, and computer assisted instruction. The first three practices are cited in federal legislation indicating that few teachers are aware of the implications for home economics in federal vocational legislation.

Some discrepancy was noted between teachers who were very familiar with a practice, but were not using it. Further investigation might be conducted to find out why the 10 to 47 percent with a high familiarity level with the practices were not using them. Teachers should be encouraged to implement exemplary practices.

Some influences upon professional commitment of the teachers in the sample can be cited from the data. The assumptions made in the hypotheses that teachers with a high degree of professional commitment would be the most knowledgeable about exemplary curriculum practices and most involved in professional growth activities was validated by the significant positive relationships that occurred between these variables. The more committed teachers were also using the more up-dated curriculum practices, joined more professional organizations, and tended to have taught longer than the less committed teachers. It should be kept in mind that this study identified factors that



relate to the level of professional commitment, which may be different from the factors that influence the development of professional commitment. Further study is suggested to find out the major factors contributing to the development of professional commitment.

The notion that teachers tend to establish a curriculum pattern and continue in this pattern was somewhat substantiated by the results of the study. Home economics educators are continually trying to change the curriculum image of cooking and sewing to the more relevant activities that occur in many classrooms. This is difficult when many home economics programs continue year after year with offering limited to foods and clothing. The data showed no positive relationship between years in teaching and either knowledge or implementation or exemplary curriculum practices. Those were the only variables that did not relate significantly to teaching experience.

The major area of study pursued by the teachers in their pre-service preparation did have an influence upon their knowledge and implementation of curriculum practices. Home economics education majors do receive more background on curriculum theory and methods and this was evident by the responses. Even though it is possible for students to major in a home economics subject area and then take student teaching to become certified, this practice is not recommended. The results indicate that teachers with

a home economics education background were more familiar with exemplary curriculum practices and tended to implement these practices.

Low correlation between educational attainment and knowledge or implementation of curriculum practices could be attributed to the very small number of teachers in both the highest and lowest educational levels who exhibited a negative relationship. When these six teachers were eliminated, the rest of the sample showed a positive relationship indicating a higher level of familiarity and implementation of curriculum practices in accordance with an increase in educational attainment. The assumption that continuation of course work after receiving a Bachelor's Degree will lead to more knowledgeable teachers who will use current methods and practices can be substantiated through the responses of the majority of teachers. The negative relationship of the four teachers with the highest educational attainment in the study may be influenced by the time lapse since they completed their last course. All four teachers were teaching for 20 years or more and may not have completed recent graduate work. The time lapse since graduate course work was not included in this study. This information would have been helpful in resolving this issue and it is recommended that this information be included in future studies.

## Implications and Recommendations

Results of the study provide a basis for drawing implications and making recommendations. Since professional growth activities were a major influential factor upon all the variables in the study most of the recommendations are directed toward the groups responsible for providing these activities. The responsibility for this was attributed to the professional association, institutions of higher learning, state departments of education, and the local education agency. Only the first three were considered in the study.

Some implications and recommendations occurred as part of the conclusions and these will be summarized in this section along with the addition of other recommendations. Since data supporting all the recommendations were discussed as part of the analysis or conclusions, no further discussion will be made.

The following recommendations are made based upon the results of the study:

1. The American Home Economics Association and the state and local affiliated groups should exert a concerted effort to enlist membership among home economics teachers, thus increasing opportunities for involvement in professional growth activities.
2. Nearly twice as many teachers joined the Massachusetts Teachers Association (75 percent) as were members of the national and state home economics association (40 percent).

These figures indicate that the state home economics association could reach a larger number of home economics teachers by sponsoring joint activities with the teachers association. A recommended activity would be the establishment of a professional improvement credit system for teachers. This system would assist in motivating teachers to participate in professional growth activities and serve to credentialize participation.

3. The positive relationships resulting from participation in professional growth activities should serve to encourage all schools to require participation in in-service activities for salary increments. The kinds of activities acceptable for salary increment should be broadened to include many more types of activities than the one most currently accepted - that of courses for credit. Approved activities could relate to the proposed professional improvement credit system suggested in the previous recommendation. Increased participation in professional growth activities will result if motivation is increased.

4. Too few professional growth activities are available to home economics teachers and too little is known about the kinds of activities that will meet their needs. The colleges, home economics association and state supervisors should exert a greater effort to provide meaningful activities relating to the needs of the teachers. Coordination of efforts through a designation of areas of responsibility should take place among these groups.



5. A needs assessment should be conducted to identify the concerns and needs of teachers. This is currently being done by the author under the auspices of the Home Economics Curriculum Center at the Framingham State College. All home economics teachers have received a questionnaire enlisting their needs, program information and desire to participate in professional growth activities. When this study is completed and analyzed, the information will serve as a basis for graduate courses in home economics, in-service programs, meetings, workshops, and other activities for teachers. The findings from this needs assessment should have implications for all future in-service activities for teachers in Massachusetts.

6. The results of the study indicate the ineffectiveness of the home economics state supervisors in meeting the in-service needs of the teachers, or in assuming their responsibilities as stated in the State Plan. Part of this ineffectiveness can be attributed to the lack of personnel in the state office. From September, 1972, to April, 1973, both home economics supervisory positions were vacant. Every effort should be made to fill the vacant position with qualified personnel and to allocate the necessary resources in order to provide services to the teachers as advocated in the State Plan. In lieu of the large number of administrative responsibilities of the state supervisors, some of the responsibilities could be allocated to the colleges through increased use of ancillary funds.



7. Efforts by the Home Economics Curriculum Center should be expanded to reach more teachers and to encourage greater use of the Center's resources. Funds to the Center should be established on a permanent basis rather than the yearly appropriations. Funding for 1973 was allocated at 40 percent of the requested amount, severely curtailing many planned activities. This study indicated that many teachers are not aware of the services available to them through the Center. If provided with adequate resources, the Center could conduct regional workshops which would broaden the scope of activities and reach more teachers. These activities could supplement those of the state home economics supervisors.

8. Teachers with a number of years teaching experience tended to be involved in professional growth activities, but were least likely to implement new practices. This information has implications indicating that more follow-up activities should be conducted to assist teachers in adapting exemplary curriculum practices into the classroom. The teachers with long experience may have established a teaching pattern that is more difficult to change and need specific help on an individual or small group basis in order to implement change.

9. Innovative home economics programs should be identified and the teachers in these programs enlisted as resource persons in professional growth activities. Visits by other teachers should be encouraged to these schools and the

schools sought out and enlisted as training centers for pre-service students. The needs assessment survey could serve to identify these exemplary programs.

10. Teachers with a pre-service background in home economics education tended to be implementing more exemplary curriculum practices and were knowledgeable about home economics curriculum. These findings would indicate that home economics education is the best background preparation for teaching home economics. The home economics degree-granting institutions should take note of this and gear their teacher preparation to this area.

11. Whenever possible follow-up surveys or activities should occur after each professional growth activity. This is necessary to assess the effectiveness of the activity and to find out if the activity resulted in an improved program or increases competency. The findings indicated that many teachers are knowledgeable about new practices, but are not using them. Follow-up activities could find out the reason for nonimplementation and provide assistance toward implementation.

12. The needs assessment should provide more information relating to the most convenient times, length, and places for professional growth activities. This information is necessary in order to obtain greater involvement. Graduate work in home economics should be encouraged through an expansion of opportunities and arrangements for graduate study. Interest in graduate work is included in the needs

assessment. A coordination of graduate course offerings by the three colleges is recommended.

13. Further study should be conducted to determine the factors that influence the development of professional commitment. This is a highly desirable quality in teachers and has a significant influence upon their involvement in other activities. It has numerous implications for pre-service preparation of teachers. Loftis (1962) also suggested an identification of the factors that influence the development of professional commitment in the recommendations of her study. Once identified, these factors could serve as the focus for pre-service professional preparation. The results of professional commitment were evident in the study through the increased involvement in professional growth activities, use of more up-dated curriculum practices, and the tendency to join professional organizations.

14. This study related eight variables to professional commitment and positive relationships were found to exist with all of them. Future studies could explore relationships of other variables to professional commitment. These might be such variables as teaching competence, administrative abilities or communication skills. If positive relationships exist in other areas, it would reinforce the use of MOPC as a valuable tool in identifying quality teaching, and may give more importance toward identifying the factors that generate professional commitment.

15. The findings relating to professional commitment in the study only applies to home economics teachers. Further study is recommended to determine if similar relationships exist for teachers in other disciplines. It would be interesting to know if home economics teachers are more or less committed than teachers in other fields, since home economics teaching is predominated by women, and the review of literature cited conflicting evidence relating to level of commitment by men and women.

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APPENDIX A  
Data Gathering Instrument

Mrs. Marian Wilson  
151 Montague Road  
North Amherst, Mass.

January 30, 1973

Dear Colleague:

Would you please take a few minutes of your time to fill out the attached questionnaire and to return it to me in the self-addressed, stamped envelope by February 15, 1973. Your response is essential in order for me to complete research for my doctorate in occupational education at the University of Massachusetts.

You were selected as part of a random sample of home economics teachers in Massachusetts. Responses from this sample will be inferred to all home economics teachers in the state.

It is anticipated that findings and recommendations resulting from this research study may influence decisions made by the colleges, state department of education and the professional association regarding the services made available to the teachers.

I have taught home economics in Massachusetts for the past 10 years and know how valuable your time is. I am asking that you complete this questionnaire as a special favor to me and to the profession.

Please respond to all the items. Your responses will be kept confidential and in no way will you be identified in the study. You may feel free to borrow the completed dissertation from the School of Education at the University of Massachusetts after September, 1973.

Thank you for your assistance.

Sincerely,

## QUESTIONNAIRE

School \_\_\_\_\_ Enrollment \_\_\_\_\_

Please check appropriate category for the number of years you have taught.

- 0-2 years  
 3-5 years  
 6-10 years  
 11-19 years  
 20 years or more

Please indicate highest educational attainment and major area of study.

- less than Bachelor's  
 Bachelor's Degree  
 Bachelor's plus 15 or more semester hours  
 Master's  
 Master's plus 15 or more semester hours  
 Master's plus 30 or more semester hours

Major area of study \_\_\_\_\_

Please indicate type of institution from which you received your Bachelor's Degree.

- State University (land-grant)  
 State teacher's college  
 Private college or university  
 other type of institution

Check the grade level(s) of the home economics program with which you work.

- elementary  
 middle school  
 junior high school  
 senior high school

Indicate the professional organizations to which you belong.

- American Home Economics Association  
 Massachusetts Home Economics Association  
 National Education Association - NEA  
 Department of Home Economics in NEA  
 Massachusetts Teachers Association  
 Local Teachers Organization

Please indicate if:

- This is your first year of teaching  
 This is your first year in Massachusetts

Directions:

Listed below are some of the professional activities that have taken place in Mass. within the last five years. Please check each item in the right hand column according to your participation.

75% or more participation

40-75% participation

Less than 40% part.

No participation

All-day workshops sponsored by the Curriculum Center at Framingham State College (3total)

Professional days sponsored by the Western Mass. Home Economics Association (2 total)

District meetings of area home economics asso. Western, Eastern, Worcester etc. (3-4 per yr.)

State meetings of the Massachusetts Home Economics Association (two per year)

National meetings of the American Home Economics Asso. (1969 meeting was in Boston)

Home Economics courses for credit offered by U. Mass., Framingham S.C., or Simmons

Non-credit home economics courses sponsored by the colleges or Extension Service

Workshops sponsored by the Dairy Council, Extension Service or other groups

Workshops sponsored by the Division of Occupational Ed. involving state home ec. supervisors

Home economics meetings as part of county teacher's conventions

	<u>75% or more participation</u>	<u>40-75% participation</u>	<u>Less than 40% part.</u>	<u>No participation</u>
All-day workshops sponsored by the Curriculum Center at Framingham State College (3total)				
Professional days sponsored by the Western Mass. Home Economics Association (2 total)				
District meetings of area home economics asso. Western, Eastern, Worcester etc. (3-4 per yr.)				
State meetings of the Massachusetts Home Economics Association (two per year)				
National meetings of the American Home Economics Asso. (1969 meeting was in Boston)				
Home Economics courses for credit offered by U. Mass., Framingham S.C., or Simmons				
Non-credit home economics courses sponsored by the colleges or Extension Service				
Workshops sponsored by the Dairy Council, Extension Service or other groups				
Workshops sponsored by the Division of Occupational Ed. involving state home ec. supervisors				
Home economics meetings as part of county teacher's conventions				

Does your school require course work or participation in in-service activities as a requirement for salary increments?

       yes  
       no

(If yes) Indicate with a check to the left of the above, items your school would accept toward salary increments.





Directions:

Listed below are some home economics curriculum practices. Please indicate how familiar you are with each in the column at the right.

Very familiar

Moderately familiar

Slightly familiar

Unfamiliar

\_\_\_\_\_ Developing and using individualized learning packages (HELP'S)

\_\_\_\_\_ Arranging the curriculum around semester or part-year, subject-area courses

\_\_\_\_\_ Planning and implementing an occupational home economics course for wage-earning skills

\_\_\_\_\_ Teaching family living to classes with both boys and girls

\_\_\_\_\_ Organizing the curriculum around performance or behaviorally stated objectives

\_\_\_\_\_ Using computer assisted instruction in home economics classes

\_\_\_\_\_ Inter-disciplinary teaching of consumer education or other home economics related subjects

\_\_\_\_\_ Integrating consumer education into all home economics classes

\_\_\_\_\_ Developing a home economics resource center for student use

\_\_\_\_\_ Using simulation games and techniques in the home economics classroom

\_\_\_\_\_ Organizing cooperative work experiences in home economics related occupational areas

\_\_\_\_\_ Incorporating career education into the home economics program

\_\_\_\_\_ Implementing a specific program to educate students for dual-role of homemaker and wage-earner

	<u>Very familiar</u>	<u>Moderately familiar</u>	<u>Slightly familiar</u>	<u>Unfamiliar</u>
_____ Developing and using individualized learning packages (HELP'S)				
_____ Arranging the curriculum around semester or part-year, subject-area courses				
_____ Planning and implementing an occupational home economics course for wage-earning skills				
_____ Teaching family living to classes with both boys and girls				
_____ Organizing the curriculum around performance or behaviorally stated objectives				
_____ Using computer assisted instruction in home economics classes				
_____ Inter-disciplinary teaching of consumer education or other home economics related subjects				
_____ Integrating consumer education into all home economics classes				
_____ Developing a home economics resource center for student use				
_____ Using simulation games and techniques in the home economics classroom				
_____ Organizing cooperative work experiences in home economics related occupational areas				
_____ Incorporating career education into the home economics program				
_____ Implementing a specific program to educate students for dual-role of homemaker and wage-earner				

\_\_\_\_\_ Serving as a consultant to elementary teachers in home economics related areas

--	--	--	--

Please indicate on the lines to the left those practices that you are now doing.

Directions:	<u>Does not apply to this person</u>	<u>Sometimes true of this person</u>	<u>Usually true of this person</u>
In the column to the right indicate the response which corresponds the closes to your impression about yourself.			
This person values independent action	-----	-----	-----
World affairs are of concern to this person	-----	-----	-----
This person finds satisfaction in life and his work without either providing all the satisfaction	-----	-----	-----
This person accepts the responsibility of freedom	-----	-----	-----
This person is aware of his own needs	-----	-----	-----
This person is sensitive to the goals of others	-----	-----	-----
This person sincerely cares about the well-being of others	-----	-----	-----
This person tends to procrastinate	-----	-----	-----
This person feels free to examine and question ideas	-----	-----	-----
This person is identified with his profession	-----	-----	-----
This is a person of utmost sincerity	-----	-----	-----
This person maintains emotional reserve	-----	-----	-----
This person is willing to accept the consequences of his own actions	-----	-----	-----
This person seeks to understand himself better	-----	-----	-----
This person produces work that has unique qualities	-----	-----	-----
This person identifies himself with the profession	-----	-----	-----
This person find self-advancement a worthwhile purpose	-----	-----	-----
This person serves as an identification figure for others	-----	-----	-----
This person frequently seeks a new beginning in his work	-----	-----	-----
This person overcomes outside force or domination	-----	-----	-----

Does not apply to this person.Sometimes true of this personUsually true of this person

This person likes to work with others			
This person identifies with the efforts of a movement	---	---	---
This person is unafraid of self-knowledge	---	---	---
This person is often intensely discontented	---	---	---
This person is oriented to his job	---	---	---
This person makes decisions in the light of possible consequences	---	---	---
This person belongs to professional organizations	---	---	---
This person shares responsibility for the group welfare	---	---	---
This person is willing to re-examine his own attitudes	---	---	---
This person sees professional status as highly desirable	---	---	---
This person has faith in the future	---	---	---
This person enjoys discussing controversial issues	---	---	---
This person is highly motivated to work hard for success	---	---	---
This person has social ideals as well as ideas	---	---	---
This person recognizes his own biases	---	---	---
This person shows a keen interest in national affairs	---	---	---
This person makes decisions based on possible outcomes	---	---	---
This person behaves in a mature manner	---	---	---
This person values the search for truth as much as truth itself	---	---	---
This person minds his own business	---	---	---
This person believes that values are relative	---	---	---
This person is unusually selfish	---	---	---
This person is willing to assume leadership	---	---	---
This person is concerned with understanding the world in which he lives	---	---	---
This person can foresee possible outcomes of his actions	---	---	---

Does not apply to this personSometimes true of this personUsually true of this person

This person takes advantages of opportunities for self-advancement

This person feels that his profession is above criticism

This person demonstrates consistent fairness in his dealings with others

This person welcomes new experiences

This person's actions are deliberate

This person is creative

This person is willing to change attitudes

The concerns of other people are of interest to this person

This person finds it difficult to withhold criticism

This person feels he should belong to professional organizations

This person avoids dominating others

This person works hard to succeed in the profession

This person expects others to support existing policies without question

This person is involved in community affairs

This person's interests are limited to his work

This person initiates relations with others

This person is generous in appraising the behavior and motives of others

This person seems to have achieved personal happiness

This person can take a point of view different from his own in discussion

This person can foresee possible outcomes of group action

This person tends to resist innovations

This person is able to recognize his limitations

This person has a strong drive for power

This person finds fulfillment in his work

This person makes his position clear on professional issues



Does not apply to this person

Sometimes true of this person

Usually true of this person

This person is able to accept his weakness			
This person puts forth more effort for success in the profession	---	---	---
This person relies on others for support	---	---	---
This person prefers activities affording close contacts with people	---	---	---
This person can face himself honestly	---	---	---
This person can recognize his own weaknesses	---	---	---
This person takes an active part in professional organizations	---	---	---
This person has an inordinate capacity for work	---	---	---
The majority of this person's decisions are based on rational grounds	---	---	---
This person is conscientious about his job	---	---	---
This person strives to improve his abilities	---	---	---
This person is easily influenced by others in making decisions	---	---	---
This person is concerned with being true to himself	---	---	---
This person seems somewhat unaware of difficulties involved in vast undertakings	---	---	---
This person enjoys the give and take of controversy	---	---	---
This person produces work that is marked by originality	---	---	---
This person seeks to dominate people	---	---	---
This person identifies with his work	---	---	---
This person feels that the desire for self-advancement is legitimate	---	---	---
This person depends upon others for moral support	---	---	---



## APPENDIX B

## Description of the Sample

## Description of the School

## Size of School

Enrollment	Percent	Number
Under 500	10	14
500 to 1000	41	57
1000 to 1500	32	46
1500 to 2000	9	13
Over 2000	7	10

## Teaching Experience

Years Taught	Percent	Number
0-2 years	20	28
3-5 years	24	34
6-10 years	20	28
11-19 years	24	33
Over 20 years	12	17

## Educational Attainment

Level	Percent	Number
Less than Bachelor's	1	2
Bachelor's	53	74
Bachelor's plus 15 credits	29	41
Master's	14	19
Master's plus 15 credits	1	2
Master's plus 30 credits	1	2

## Major Area of Study

Area	Percent	Number
Home Economics Education	63	88
Foods	9	13
Clothing	10	14
Other home economics area	14	30
Non-home economics area	4	5

## Institution Attended

	Percent	Number
State University	2	38
State Teachers College	49	69
Private College	21	30
Other type institution	1	1

## Grade Level Taught

Level	Percent	Number
Senior High	44	62
Jr.-Sr. High	10	14
Junior High	31	44
Middle School	9	12
Other	6	7

## Membership in Professional Organizations

	Percent	Number
MHEA and AHEA	40	55
MTA	75	105
Local Teachers Asso.	78	110
NEA	35	49
Div. Home Ec., NEA	3	4

## APPENDIX C

Familiarity vs. Implementation of  
Exemplary Curriculum Practices

## FAMILIARITY VS. IMPLEMENTATION

## SEMESTER COURSES

Familiarity	Not Implemented	Implemented
Unfamiliar	10 83.3 22.7 7.1	2 -no. 16.7-row% 2.1-column% 1.4-total%
Slightly Familiar	14 63.6 31.8 10.0	8 36.4 8.3 5.7
Moderately Familiar	10 31.3 22.7 7.1	22 68.8 22.9 15.7
Very Familiar	10 13.5 22.7 7.1	64 86.5 66.7 45.7

## INTEGRATING CONSUMER EDUCATION

Unfamiliar	7 87.5 15.2 5.0	1 12.5 1.1 0.7
Slightly Familiar	21 75.0 45.7 15.0	7 25.0 7.4 5.0
Moderately Familiar	10 29.4 21.7 7.1	24 70.6 25.5 17.1
Very Familiar	8 11.4 17.4 5.7	62 88.6 66.0 44.3



## PERFORMANCE OBJECTIVES

Familiarity	Not Implemented	Implemented
Unfamiliar	15	1
	93.8	6.3
	23.8	1.3
	10.7	0.7
Slightly Familiar	17	5
	77.3	22.7
	27.0	6.5
	12.1	3.6
Moderately Familiar	21	31
	40.4	59.6
	33.3	40.3
	15.0	22.1
Very Familiar	10	40
	20.0	80.0
	15.9	51.9
	7.1	28.6

## SIMULATION ACTIVITIES

Unfamiliar	24	1
	96.0	4.0
	31.5	1.5
	17.1	0.7
Slightly Familiar	31	9
	77.5	22.5
	40.8	14.1
	22.1	6.4
Moderately Familiar	14	24
	36.8	63.2
	18.4	37.5
	10.0	17.1
Very Familiar	7	30
	18.9	81.1
	9.2	46.9
	5.0	21.4

## INDIVIDUALIZED LEARNING PACKAGES

Familiarity	Not Implemented	Implemented
Unfamiliar	33	0
	100.0	0.0
	30.3	0.0
	23.6	0.0
Slightly Familiar	45	2
	95.7	4.3
	41.3	6.5
	32.1	1.4
Moderately Familiar	18	8
	69.2	30.8
	16.5	25.8
	12.9	5.7
Very Familiar	13	21
	38.2	61.8
	11.9	67.7
	9.3	15.0

## CAREER EDUCATION

Unfamiliar	26	0
	100.0	0.0
	29.2	0.0
	18.6	0.0
Slightly Familiar	37	10
	78.7	21.3
	41.6	19.6
	26.4	7.1
Moderately Familiar	19	22
	46.3	53.7
	21.3	43.1
	13.6	15.7
Very Familiar	7	19
	26.9	73.1
	7.9	37.3
	5.0	13.6

## INTERDISCIPLINARY CONSUMER EDUCATION

Familiar	Not Implemented	Implemented
Unfamiliar	32 100.0 34.0 22.9	0 0.0 0.0 0.0
Slightly Familiar	31 83.8 33.0 22.1	6 16.2 13.0 4.3
Moderately Familiar	22 52.4 23.4 15.7	20 47.6 43.5 14.3
Very Familiar	9 31.0 9.6 6.4	20 69.0 43.5 14.3

## DUAL-ROLE PROGRAMS

Unfamiliar	43 97.7 39.8 30.7	1 2.3 3.1 0.7
Slightly Familiar	38 88.4 35.2 27.1	5 11.6 15.6 3.6
Moderately Familiar	17 60.7 15.7 12.1	11 39.3 34.4 7.9
Very Familiar	10 40.0 9.3 7.1	15 60.0 46.9 10.7

## COED FAMILY LIVING

Familiarity	Not Implemented	Implemented
Unfamiliar	56	0
	100.0	0.0
	46.7	0.0
	40.0	0.0
Slightly Familiar	36	1
	97.3	2.7
	30.0	5.0
	25.7	0.7
Moderately Familiar	14	3
	82.4	17.6
	11.7	15.0
	10.0	2.1
Very Familiar	14	16
	46.7	53.3
	11.7	80.0
	10.0	11.4

## RESOURCE CENTER

Unfamiliar	49	1
	98.0	2.0
	48.5	2.6
	35.0	0.7
Slightly Familiar	37	10
	78.8	21.2
	36.6	25.6
	26.4	7.1
Moderately Familiar	7	10
	41.2	58.8
	6.9	25.6
	5.0	7.1
Very Familiar	8	18
	30.8	69.2
	7.9	46.2
	5.7	12.9

## OCCUPATIONAL HOME ECONOMICS

Familiarity	Not Implemented	Implemented
Unfamiliar	61	0
	100.0	0.0
	51.3	0.0
	43.6	0.0
Slightly Familiar	36	3
	92.3	7.7
	30.3	14.3
	25.7	2.1
Moderately Familiar	12	6
	66.7	33.3
	10.1	28.6
	8.6	4.3
Very Familiar	10	12
	45.5	54.5
	8.4	57.1
	7.1	8.6

## COOPERATIVE WORK EXPERIENCES

Unfamiliar	61	0
	100.0	0.0
	50.4	0.0
	43.6	0.0
Slightly Familiar	40	4
	90.9	9.1
	33.1	21.1
	28.6	2.9
Moderately Familiar	12	5
	70.6	29.4
	9.9	26.3
	8.6	3.6
Very Familiar	8	10
	44.4	55.6
	6.6	52.6
	5.7	7.1



## CONSULTANT AT ELEMENTARY LEVEL

Familiarity	Not Implemented	Implemented
Unfamiliar	94	0
	100.0	0.0
	74.0	0.0
	67.1	0.0
Slightly Familiar	22	6
	78.6	21.4
	17.3	46.2
	15.7	4.3
Moderately Familiar	8	0
	100.0	0.0
	6.3	0.0
	5.7	0.0
Very Familiar	3	7
	30.0	70.0
	2.4	53.8
	2.1	5.0

## COMPUTER ASSISTED INSTRUCTION

Unfamiliar	125	0
	100.0	0.0
	91.2	0.0
	89.3	0.0
Slightly Familiar	10	2
	83.3	16.7
	7.3	66.7
	7.1	1.4
Moderately Familiar	1	1
	50.0	50.0
	0.7	33.3
	0.7	0.7
Very Familiar	1	0
	100.0	0.0
	0.7	0.0
	0.7	0.0



