

TEACHER ATTITUDE TOWARD CONSUMER ISSUES AND
THE AFFECT UPON CONSUMER EDUCATION UNITS

By

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Bachelor of Science

Oklahoma State University

Stillwater, Oklahoma

1973

Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
MASTER OF SCIENCE
July, 1979



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CHAPTER I

INTRODUCTION

Although they will spend a large part of their lives involved in consumer activities during 12 years of schooling most students are taught very little that will help them deal effectively with the marketplace. I have come to realize that it's not enough to say 'We should have more consumer education in schools' (Nader, 1975, p. 38).

Clearly Ralph Nader was accurate in his statement of the necessity for consumer education. Consumer education inadequacies indicated in misuse of credit, have led more and more families to bankruptcy. Latest available figures indicate that in 1968 nearly 200,000 personal and family bankruptcies were filed, representing an increase of approximately 140,000 over 1955 figures (Forshee, 1972, p.195).

In American schools today, consumer education has been taught mostly in the business education, social studies and home economics departments. A recent survey showed that school teachers and administrators from 36 states report more interest in consumer education now than in 1965 (Forshee, 1972, p.195). Some schools have had separate consumer education classes but most have included consumer education concepts or units unto existing coursework (English, 1974, p. 197). English indicated that adequate time has not usually been given to consumer education when incorporated into existing curriculum.

The state legislature of Illinois passed legislation requiring all

high school students to study consumer education because of the growing need for consumer education. This law went into effect with the beginning of the 1969-70 school year (English, 1972, p. 25). A survey was conducted to determine teacher and student attitudes toward selected aspects of consumer education in the public schools of Illinois at the end of that year. The survey by English (1972, p. 197) showed that certain aspects are unpopular with the teachers and this affected the methods used to teach consumer education as well as student attitudes toward the subject.

Oklahoma graduation requirements do not include a unit of consumer education for all students. The curriculum, as evidenced by curriculum guides was mostly incorporated into existing units of study, other units on consumer education was to be determined by the teacher. If a teacher's attitude does affect the way consumer education is taught, then there was a need to determine the attitude of Oklahoma teachers toward consumer issues and their affect upon the teaching of consumer education with in home economics high school programs.

Purpose and Objectives

Because of the current emphasis on the need for consumer education; because the writer was interested in providing the best possible opportunities for students in home economics; because there was little written concerning the attitudes of home economics teachers and the way in which they were teaching consumer education the writer became increasingly interested in the subject. This study was then attempted to determine the relationship between attitudes of home economics

teachers and the consumer education lessons they teach.

The following objectives were developed to give more specific direction to the study.

1. to determine attitudes of general and vocational home economics teachers toward consumer issues.
2. to identify course content taught by general and vocational home economics teachers related to their attitude toward consumer issues.
3. to identify instructional materials used by general and vocational home economics teachers related to their attitude toward consumer issues.
4. to identify teaching methods used by general and vocational home economics teachers related to their attitude toward consumer issues.
5. to identify the academic preparation of vocational and general teachers related to their attitude toward consumer issues.

Limitations of the Study

The limitation of the study was:

1. The study was limited to a random sample of home economics teachers in Oklahoma, teaching general and vocational high school home economics during the 1978-79 school year.

Definitions of Terms

The following definitions were selected and/or developed to help clarify terms used in this study.

Attitude is an "internalized counterpart of an internal object, representing the individual's subjective tendencies to act toward that object" (Gage, 1963, p. 12).

Consumer Education is education to help individuals understand how they can maximize their satisfactions as they interact with the

marketplace (Abbas, 1976, p. 262).

Consumer is one who uses goods and services; buyer of goods and services (Campbell, 1971, p. 91).

Inflation is an increase in prices or decrease in the value of money resulting from an increase in the amount of money in circulation relative to the amount of goods and services available (Campbell, 1971, p. 97).

Management is the process of organizing and utilizing resources resources to accomplish predetermined objectives (Campbell, 1971, p. 98).

CHAPTER II

REVIEW OF LITERATURE

Consumer legislation existed in this country in 1872 when a law was passed concerning defraud through the use of the mails. Many laws were made through the years such as the Food and Drug Act of 1906, that further indicated the government's concern for the consumer. In the 1960's there was a revival in consumerism with presidents listing it as a high priority issue and crusaders such as Ralph Nader and Betty Furness working to increase consumer awareness. More education was called for as well as increased legislation (McNeal, 1972, p. 5) and guidelines for consumer education were established and implemented in various states. These **guidelines** are discussed in this chapter. The major subject areas determined by the review of literature, in which consumer education is taught will be discussed. Reports of other studies were also reviewed and give additional background information for this study.

Guidelines for Consumer Education

The President's Committee on Consumer Interests suggested some guidelines for consumer education. The purpose of consumer education was stated in this way, to:

help each student evolve his own value system, develop a sound decision-making procedure based upon his values, evaluate

alternatives in the marketplace and get the best buys for his money, understand his rights and responsibilities as a consumer in our society, and fulfill his role in directing a free enterprise system (President's Committee on Consumer Interests, 1970, p. 2).

Consumer education then should provide experiences giving exposure to many alternatives and opportunities that should aid the consumer in making choices which are best in terms of individual values (Haggett, 1972, p. 197).

The state of Illinois based its curriculum objectives in consumer education on the guidelines of the President's committee. Donald English surveyed the consumer education teachers in the state to determine their attitude toward these objectives and course topics. He also surveyed a selected number of students in the high schools. The following listing illustrates suggested consumer education course objectives and the percentage of consumer education teachers agreeing with these objectives (English, 1972, p. 197).

Objectives	Percent
To understand the role of the consumer in our economy	95
To introduce sources of information which can aid the student throughout life	94
To develop the ability to make rational choices among alternatives.	94
To recognize and learn how to avoid certain pitfalls that could greatly reduce real income	94
To develop skills needed to solve new consumer problems as they arise	89
To obtain greater satisfaction and benefits through proper utilization of economic resources.	86

Objectives Percent

To show the relevance of economic principles to personal economic competence and develop basic economic understanding requisite for responsible citizenship	79
To become aware of dependence on society for consumption and of reciprocal responsibilities	79
To understand different forms of economic organizations, including cooperatives	67
To understand statistical tables and graphs	41

According to the Illinois study, all but "understanding tables and graphs" were reported to be appropriate for study in consumer education. Using the acceptable objectives, topics were suggested and evaluated by teachers and students to determine their benefit to the student.

Topics Teachers . . Students

Using Consumer Credit Wisely	85%	81%
Budgeting or Managing Money	78%	89%
Buying Goods	77%	79%
Making Use of Insurance	77%	85%
General Principles of Consumer Purchasing	76%	81%
Savings and Investments	74%	85%
Buying Services	72%	71%
Consumer Rights and Responsibilities	70%	73%
Renting or Owning a Home	67%	77%
Consumer Taxes	64%	65%
Using Leisure Time, Money, and Energy	52%	56%
Purchasing and Maintaining Automobile Products and Services	42%	60%

(English, 1974, p. 27).

All of the topics had merit when looking at both teacher and student attitudes. "Purchasing and maintaining automobile products and services" was the only topic with less than half of the teacher's

support. It was suggested that possibly the teacher did not know "what" needed to be taught concerning the automobile or because it was not in the consumer education textbook.

Subject Areas in which Consumer Education is Taught

Teachers with undergraduate majors in home economics, business education and social studies were found to be the primary teachers of consumer education according to the Illinois study (English, 1974, p. 26). The different attitudes of the home economics, social studies and business education teachers were studied and compared in 1970 by Burton while he was at the University of Connecticut (Burton, 1970, p. 54). This study showed the social studies teachers were the most consumer issue oriented (Burton, 1970, p. 18) but according to the Illinois study social studies teachers had the least amount of academic training (English, 1974, p. 28).

Business education teachers relied the most on personal experiences as preparation for teaching consumer education in Illinois (English, 1974, p. 28). They relied primarily on class discussion as a teaching tool. English stated that this could "indicate a weak academic background".

Home economics teachers had the most academic training in buying goods and services, managing money, principles of consumer purchasing, using time, money, energy and renting or owning a home (English, 1974, p. 28). Home economics teachers also taught more integrated consumer education topics (McNeal, 1972, p. 18) than either of the others.

Researchers for the study in Illinois concluded that instructors in spite of subject area were not fully prepared to teach consumer

education and that workshops should be planned to upgrade their level of adequacy (English, 1974, p. 32). Researchers found that a variety of methods and basic instructional materials should be used, as reported by the students. One of their major complaints was that consumer education teachers lectured too much (English, 1974, p. 32).

Studies of Attitudes Toward Consumer Education

Major consumer education studies include those done in Connecticut, Illinois, New Jersey and Texas. In each attitude toward consumer education was surveyed and used in relation to different variables.

Researchers in the Connecticut study measured the teacher's attitude toward consumer issues and their appraisal of the educational relevance of these issues in 1970 (Burton, 1970, p.1). Connecticut teachers were sent questionnaires to be returned by mail. The results were used to evaluate the existing differences between teacher attitudes in the various subject areas. These subject areas were home economics, business education and social studies. All of the teachers responded favorably to the consumer issues presented (Burton, 1970, p. 147). All of them included consumer education as part of the curriculum. This research indicated that social studies teachers tended to be more consumer oriented than the others in their response to the attitude scale used.

The Illinois program of mandatory consumer education for all high school students was the first of its kind. The program was implemented in 1970 and was evaluated after one year through a research project developed to study existing attitudes of consumer education teachers and students toward selected aspects of consumer education in the public

secondary schools of Illinois (English, 1972, p. 25). A questionnaire was sent to one consumer education teacher in each of the Illinois public secondary schools to obtain teacher attitudes toward course objectives, course content, methods and basic instructional materials. Consumer education students from 13 selected public secondary schools were also surveyed to obtain student attitudes toward course content, teaching methods, and basic instructional materials. The results of the survey indicated "a need for more and better training of consumer education teachers" (English, 1974, p. 198). English then concluded that "the most important factor improving instruction in consumer education is the employment of a teacher who is interested and enthusiastic about teaching consumer education".

In a study done in New Jersey, researchers surveyed administrators concerning their attitudes toward consumer education. The purpose of the survey was to determine the status of consumer education in New Jersey public secondary schools and to develop criteria for consumer education programs and curriculum. Principals were asked to complete a questionnaire indicating the extent of their agreement with listed criteria. Differences in enrollment, annual expenditures and the percent of minority students were noted among various types of secondary schools. These differences were also shown between those schools with separate courses in consumer education and those in which it was integrated with other coursework (Hochman, 1976, p. 54).

A research project in Texas surveyed teachers about their attitudes toward consumer education. The study was conducted to determine the status of consumer education in Texas. Mailed questionnaires were used as well as interviews to gather data. The most integrated consumer

education was taught in home economics classes according to the responses. It was discovered that the problems reported most in teaching consumer education were lack of texts and materials, time to cover consumer education topics, financial support, qualified teachers and student interest. Great need was also expressed for a curriculum guide (McNeal, 1972, p. 43).

The needs reflected in the Texas study echo the needs of most consumer education programs. Consumer education attitudes of home economics teachers in Oklahoma have not been surveyed nor have the materials or methods they use to teach consumer education. These must be studied to determine the needs of the state in terms of workshops and classes related to consumer education content, materials and methods. This information is needed for teachers to improve their abilities to teach consumer education to students.

CHAPTER III

METHODOLOGY

Introduction

The major purpose of this study was to determine the relationship between attitudes of home economics teachers and the consumer education lessons they teach. It was necessary to include the following objectives in order to deal with this purpose:

1. to determine attitudes of general and vocational home economics teachers toward consumer issues.
2. to identify course content taught by general and vocational home economics teachers related to their attitude toward consumer issues.
3. to identify instructional materials used by general and vocational home economics teachers related to their attitude toward consumer issues.
4. to identify methods used by general and vocational home economics teachers related to their attitude toward consumer issues.
5. to identify the academic preparation of vocational and general teachers related to their attitude toward consumer issues.

This chapter, in describing the methodology used, is divided into the following sections: selection of the instrument, selection of the population and method of collecting data employed.

Selection of the Instrument

The questionnaire was chosen as the method to collect the data

for this research. It is described by Compton and Hall (1972, p.240) as an "instrument that has items or questions to which individuals respond directly. It is usually associated with self-administered instruments composed of items of a closed or fixed alternative type". The main advantages of the questionnaire are that it ". . . can provide anonymity of the respondents and can be administered to a large group simultaneously" (Compton and Hall, 1972, p. 240). Other advantages are that "the respondents can take as much time as they wish to think about answers without feeling pressure to respond. It is an impersonal instrument with standardizing instructions and wording". It is limited however by the interpretation of the respondents and the possibility of low returns.

A review of the literature revealed an instrument designed by Dr. John R. Burton, while he was at Connecticut University to determine teacher attitudes toward consumer issues. He compiled consumer issues from professional, trade and popular periodicals pertaining to consumer affairs and issues. The list of items was edited using Edwards' guidelines for developing attitude scales. In order to increase the validity of the instrument, officers and directors of the American Council on Consumer Interest participated in evaluating and selecting the items used in the questionnaire. The items were evaluated on a Likert form of rating scale.

To determine attitude toward consumer issues, a Likert type rating scale was also used in this study's questionnaire. This is described by Kerlinger (1973) as

"a set of attitude items all of which are considered as approximately equal 'attitude value', and to each of which

subjects respond with agreement or disagreement. The scores of the items of such a scale are summed to yield an individual's attitude score (p. 496)".

The checklists on methods, instructional materials, course content and academic preparation were prepared by the researcher. Curriculum guides, textbooks and previous research studies were used as guidelines in the development. Suggestions for clarity were offered by the researcher's thesis adviser and committee.

The complete instrument included a section for the attitude questionnaire and a section for the checklists to gather information about teaching methods, instructional materials, course content and academic preparation. Space was given to allow respondents to include other information in each checklist as well as comments or recommendations.

The completed instrument was then field tested by a limited number (five) of current home economics teachers in the Tulsa area. The teachers filled out the questionnaire and made suggestions for changes. The suggestions were considered and changes were made for simplifying and clarifying the questionnaire (Appendix B).

In Part I of the instrument, consumer issues were listed. To the left of each issues was a set of five possible choices. Teachers were asked to circle the choice that corresponded to their frank and honest opinion about the statement from "strongly agree" to "strongly disagree". Values were assigned each of the five choices (levels of agreement) in the questionnaire. For thirty of the questions, the following table was used for coding:

Strongly Agree = 4
Generally Agree = 3
Undecided = 2
Generally Disagree = 1

Strongly Disagree = 0

However, sixteen of the questions were stated in negative consumer terms and the coding was reversed as follows:

Strongly Agree = 0
Generally Agree = 1
Undecided = 2
Generally Disagree = 3
Strongly Disagree = 4

These codes were totaled for each teacher, giving a measure of agreement. The scores were then divided by the number of issues (46) to determine an average. This average was used to place the respondents into an attitude group (agree, undecided and disagree). Scores for general and vocational teachers were separated and then used to determine differences between the two programs. Each issue was also tallied to determine the issues with which teachers agreed and disagreed. Teacher's scores were used to determine relationships between attitude and other variables used in the study.

In Part II of the questionnaire, responses regarding course content and the use of methods and instructional materials were chosen by the teachers to determine what they do in their classroom. This information was used to show the relationship between teacher attitude and the consumer education units they teach. The amount of academic preparation was requested and then used to show its relationship to teacher attitude. In each case, scales were used to determine the amount of use given methods and instructional materials by teachers. Each content area, teaching method or instructional material was listed with categories for checking the correct response to the right. Values were assigned each of the five choices indicating the levels of usage for each content area, teaching method or

instructional material. Academic preparation was determined by the same method except the categories denoted the amount of academic preparation teachers have had rather than the level of usage.

Selection of the Sample

Consumer education in Oklahoma is primarily taught at the high school level. The population consisted of all vocational and general high school home economics teachers in Oklahoma excluding teachers of occupational classes. From this population a stratified random sample was chosen. Stratified means that different groups, in this case vocational and general home economics programs will be represented in ratio to their population. The size of the sampling was determined using a formula published by the National Education Association (Krejcie, Morgan, 1970, p. 607).

$$s = \frac{X^2 NP (1-P)}{d^2 (N-1) + X^2 P (1-P)}$$

s = required sample size

X^2 = the table value of chi-square of 1 degree of freedom at the desired confidence level (3.841).

N = the population size

P = the population proportion (assumed to be .50 since this would provide the maximum sample size).

d = the degree of accuracy expressed as a proportion (.05).

$$\text{Sample Size} = \frac{3.841 (561) (.05) (.05)}{(.05)(.05) (561) + 3.841 (.5)2} = \frac{(1.4025)(.96025)}{2.36275} =$$

227.99714

Total Vocational Teachers = 384 . . .68%. . .Sample Size = 156

Total General Teachers = 177 32%. . .Sample Size = 72
Total = 228

In applying the formula, the number 228 was determined to be a valid sample size. The number of vocational and general teachers needed were

determined to be 156 and 72 respectively. A number was assigned to each home economics teacher and a table of random numbers was used to determine the sample.

Collection of Data

Each teacher in the selected sample (156 vocational and 72 general home economics teachers) was mailed a copy of the instrument, a cover letter asking for their assistance and a stamped self-addressed envelope to use in returning the questionnaire to the researcher. The instruments were mailed November 6, 1978. On November 27th, a follow-up postcard was sent or a phone call was made to the teachers who had not responded.

Of the 228 mailed, 121 were finally returned for a 53.0 percent response. Of these, 4 were not usable because a few of the teachers taught occupational classes only and a few did not complete the instrument properly. Therefore, of the 121 instruments returned, 117 (51.3 percent) were usable.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The major purpose of this study was to determine the relationship between attitudes of home economics teachers and the consumer education lessons they teach. It was necessary to include the following objectives in order to deal with this purpose. The objectives were:

1. to determine attitudes of general and vocational home economics teachers toward consumer issues.
2. to identify course content taught by general and vocational home economics teachers related to their attitudes toward consumer issues.
3. to identify instructional materials used by general and vocational home economics teachers related to their attitudes toward consumer issues.
4. to identify teaching methods used by general and vocational home economics teachers related to their attitude toward consumer issues.
5. to identify the academic preparation of vocational and general teachers related to their attitude toward consumer issues.

The data presented in this chapter were gathered from 117 general and vocational home economics teachers who taught during 1978-79 school year. The objectives are dealt with in the order presented above.

Objective one states the need "to determine the attitude of general and vocational home economics teachers toward consumer issues". Table I shows the response of vocational and general home economics teachers

to each consumer issue. This table was used to determine with which issues the respondents agreed and disagreed. Table II lists by number those specific issues with which they agreed and disagreed.

All the consumer issues that respondents "strongly agreed" with, dealt with the need to have better labeling. The data show an interest in inaccurate labels and additional information on consumer goods. All of the consumer issues "undecided" about concerned government controls.

Respondents "generally agreed" with many issues including product safety (numbers 3, 10, 17), fraud (numbers 7, 19), insurance (numbers 6, 25), services (number 15), government investigation and controls for various businesses (numbers 9, 11, 12, 23, 28, 29, 31, 33), labeling (number 16), and strong consumer groups (number 32). They also indicated that "education is no match for advertising in influencing the minds of children" (number 39) and that the "average shopper is not able to make wise consumer choices" (number 37).

Vocational and general home economics teachers were very similar in their attitudes toward consumer issues. There was a slight difference between them on a third of the consumer issues. The vocational teachers agreed more with four issues (numbers 1, 12, 14, 23) and general teachers agreed more with four issues (numbers 4, 24, 22, 26).

After teachers completed the questionnaire and returned them to the researcher. Each answer was given the following score

Strongly Agree = 4
Agree = 3
Undecided = 2
Disagree = 1
Strongly Disagree = 0

Sixteen of the statements were stated in negative terms and were scored in the following manner.

Strongly Agree = 0
Agree = 1
Undecided = 2
Disagree = 3
Strongly Agree = 4

Scores were then totaled for each teacher. Their total scores thus placed them in one of the five attitude groups (strongly agree, agree, undecided, disagree or strongly disagree). However, since the degree of agreement was not considered of great importance and to make the treatment of data easier to handle, the five categories were combined to make three. Strongly agree and agree were combined and strongly disagree and disagree were combined. 24 percent of the teachers were classified in the agree group. 62 percent in the undecided group and 15 percent in the disagree group. This grouping reflects the general attitude of the respondents toward consumer issues throughout the remainder of the study.

Course Content

Objective two states the need "to identify course content taught by general and vocational home economics teachers related to their attitude toward consumer issues" and table III deals with that information. The content that was included by the greatest number of all groups of teachers was "budgeting and managing money". The next greatest number included "using consumer credit wisely". Most of the content subjects were included by at least half of the respondents. The exceptions are: (1) "making use of insurance" which was reported by only 43 percent of the general teachers in the undecided group, (2) "savings and investments" were not reported for any of the general teachers in the disagree group, (3) "consumer taxes" and "purchasing

TABLE I

TEACHER ATTITUDE TOWARD CONSUMER ISSUES
117 Respondents (26 General) (91 Vocational)

Consumer Issues	Teacher Category	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		No Response	Total		
		No.	%	No.	%	No.	%	No.	%	No.	%		No.	%	
1. Advertising too often substitutes the image of a product for pertinent facts about it.	Vocational	46	50.5	36	41.8	2	2.2	3	3.3	0	-	2	2.2	91	100
	General	12	46.2	14	53.8	0	-	0	-	0	-	0	-	26	100
2. Package size should be made more standardized to enable the consumer to make more efficient choices.	Vocational	41	45.1	39	42.9	7	7.7	3	3.3	0	-	1	1.1	91	100.1
	General	12	46.2	11	42.3	2	7.7	0	-	1	3.8	0	-	26	100
3. Products should be made safer even if it increases the cost of the product to the consumer.	Vocational	30	33.0	5	49.5	10	11.0	5	5.5	0	-	1	1.1	91	100.1
	General	9	34.6	15	57.7	2	7.7	0	-	0	-	0	-	26	100
4. Additional consumer legislation is unnecessary we need only to enforce the laws already on the books.	Vocational	10	11.0	26	28.6	27	29.7	24	26.4	4	4.4	0	-	91	100.1
	General	2	7.7	11	42.3	7	26.9	3	11.5	3	11.5	0	-	26	99.9
5. The consumer has the upper hand in dealing in today's marketplace.	Vocational	6	6.6	16	17.6	10	11.0	46	50.5	13	14.3	0	-	91	100
	General	1	3.8	3	11.5	4	15.4	11	42.3	7	26.9	0	-	26	99.9
6. Life and health insurance policies should be more standardized to facilitate comparison shopping between companies.	Vocational	32	35.2	42	46.2	13	14.3	3	3.3	0	-	1	1.1	91	100.1
	General	9	34.6	10	38.5	5	19.2	1	3.8	0	-	1	3.8	26	99.9

TABLE I (Continued)

Consumer Issues	Teacher Category	Strongly Agree				Undecided				Strongly Disagree		No Response		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
7. Advertising creates a condition of competition on the basis of promotion rather than product quality.	Vocational	38	41.8	44	48.4	6	6.6	3	3.3	0	-	0	-	91	100.1
	General	8	30.8	13	50.0	1	3.8	3	11.5	1	3.8	0	-	26	99.9
8. Industry has done its best to insure that its products will last as long as possible.	Vocational	0	-	5	5.5	10	11.0	39	42.9	35	38.5	2	2.2	91	100.1
	General	1	3.8	1	3.8	3	11.5	11	42.3	10	38.5	0	-	26	99.9
9. The public should be allowed to become involved in the setting of public utility rates and policies.	Vocational	18	19.8	40	44.0	26	28.6	5	5.5	2	2.2	0	-	91	100.1
	General	6	23.1	10	38.5	6	23.1	3	11.5	1	3.8	0	-	26	100
10. Safety has been sacrificed for style in too many products.	Vocational	20	22.0	30	33.0	18	19.8	20	22.0	2	2.2	0	-	91	99
	General	7	26.9	8	30.8	4	15.4	7	26.9	0	-	0	-	26	100
11. The federal government should appoint a consumer counsel to represent the consumer interest before the courts and to solicit consumer complaints and see that consumer laws are enforced.	Vocational	9	9.9	43	47.3	24	26.4	9	9.9	5	5.5	1	1.1	91	100.1
	General	5	19.2	9	34.6	6	23.1	6	23.1	0	-	0	-	26	100
12. There should be a federal agency at the cabinet level to deal with the concerns of the consumer.	Vocational	10	11.0	32	35.2	23	25.3	17	18.7	3	3.3	6	6.6	91	100.1
	General	3	11.5	7	26.9	5	19.2	7	21.9	0	-	4	15.4	26	99.9

TABLE I (Continued)

Consumer Issues	Teacher Category	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		No Response		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
13. Industry rather than government should establish safety standards for consumer products.	Vocational	9	9.9	28	30.8	15	16.5	24	26.4	8	8.8	7	7.7	91	100.1
	General	1	3.8	8	30.8	5	19.2	6	23.1	2	7.7	4	15.5	26	100
14. The automobile insurance industry needs extensive investigation by the federal government.	Vocational	12	13.2	29	31.9	29	31.9	11	12.1	1	1.1	9	9.9	91	100.1
	General	1	3.8	9	34.6	8	30.8	4	15.4	0	-	4	15.4	26	100
15. The repair and warranty services in the nation need a thorough investigation by the federal government.	Vocational	16	17.6	38	41.8	20	22.0	10	11.0	0	-	7	7.7	91	100.1
	General	1	3.8	12	46.2	3	11.5	6	23.1	0	-	4	15.4	26	100
16. Labels indicating the quality grade (grade labels) should be attached to consumer products.	Vocational	25	27.5	53	58.2	2	2.2	2	2.2	0	-	9	9.9	91	100
	General	6	23.1	15	57.7	0	-	1	3.8	0	-	4	15.4	26	100
17. The government should be more involved in protecting the health and safety of the consumer.	Vocational	17	18.7	34	37.4	16	17.6	11	12.1	5	5.5	8	8.8	91	100.1
	General	7	26.9	9	34.6	3	11.5	3	11.5	0	-	4	15.4	26	99.9
18. The medical societies and professions have done their best to insure adequate health protection for the individual.	Vocational	0	-	27	29.7	22	24.2	25	27.5	9	9.9	8	8.8	91	100.1
	General	0	-	11	42.3	3	11.5	7	26.9	1	3.8	4	15.4	26	99.9
19. Laws should be instituted to protect the consumer against frauds even if the laws interfere with the activities of legitimate business.	Vocational	10	11.0	28	30.8	24	26.4	17	18.7	3	3.3	9	9.9	91	100.1
	General	3	11.5	10	38.5	5	19.2	3	11.5	1	3.8	4	15.4	26	99.9

TABLE I (Continued)

Consumer Issues	Teacher Category	Strongly Agree				Undecided Disagree				Strongly Disagree		No Response		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
20. Too many of our marketing practices discriminate against the poor and/or uneducated.	Vocational	10	11.0	38	41.8	17	18.7	14	15.4	3	3.3	9	9.9	91	99.9
	General	2	7.7	14	53.8	3	11.5	3	11.5	0	-	4	15.4	26	99.9
21. Industry should be left free to regulate itself in areas of consumer interest.	Vocational	3	3.3	15	16.5	13	14.3	38	41.8	13	14.3	9	9.9	91	100.1
	General	0	-	4	15.4	3	11.5	11	42.3	4	15.4	4	15.4	26	100
22. Consumer organizations are meddling too much in the free enterprise system.	Vocational	1	1.1	12	13.2	23	25.3	36	39.6	10	11	9	9.9	91	100.1
	General	1	3.8	6	23.1	9	34.6	4	15.4	2	7.7	4	15.4	26	100
23. Credit bureaus (private agencies that maintain files on and report one's credit) should be more closely supervised by governmental agencies.	Vocational	16	17.6	28	30.8	19	20.9	15	16.5	4	4.4	9	9.9	91	100.1
	General	1	3.8	5	19.2	8	30.8	6	23.1	2	7.7	4	15.4	26	100
24. The consumer loan industry should be strictly regulated by state and federal governments.	Vocational	7	7.7	25	27.5	28	30.8	15	16	5	8.8	8	8.8	91	100.1
	General	1	3.8	11	42.3	4	15.4	6	23.1	0	-	4	15.4	26	100
25. Insurance companies should be significantly more to bring about a reduction of premium rates for the public.	Vocational	30	33.0	39	42.9	9	9.9	3	3.3	2	2.2	8	8.8	91	100.1
	General	4	15.4	15	57.7	2	7.7	1	3.8	0	-	4	15.4	26	100

TABLE I (Continued)

Consumer Issues	Teacher Category	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		No Response	Total		
		No.	%	No.	%	No.	%	No.	%	No.	%		No.	%	
26. The perpetrators of frauds on consumers should be dealt with more severely than they presently are.	Vocational	36	39.6	36	39.6	8	8.8	3	3.3	0	-	8	8.8	91	100.1
	General	7	26.9	14	53.9	0	-	1	3.8	0	-	4	15.4	26	100
27. Product test information that has been compiled by the government for its own buying purposes should be released to the public.	Vocational	30	33.0	45	49.5	4	4.4	2	2.2	3	3.3	7	7.7	91	100.1
	General	6	23.1	13	50.0	3	11.5	0	-	0	-	4	15.4	26	100
28. Advertisers should have less control over television programming.	Vocational	20	22.0	35	38.5	16	17.6	9	9.9	3	3.3	8	8.8	91	100.1
	General	4	15.4	10	38.5	4	15.4	2	7.7	2	7.7	4	15.4	26	100.1
29. State and federal governments should spend more money on the enforcement of consumer laws.	Vocational	12	13.2	37	40.7	21	23.1	9	9.9	4	4.4	8	8.8	91	100.1
	General	2	7.7	9	34.6	8	30.8	3	11.5	0	-	4	15.4	26	100
30. Prescription drugs should be prescribed under brand names rather than under generic names to insure greater safety for the consumer.	Vocational	10	11.0	13	14.3	20	22.0	27	29.7	21	23.1	0	-	91	100.1
	General	0	-	5	19.2	4	15.4	12	46.2	5	19.2	0	-	26	100
31. Fair trade laws (price maintenance, quality stabilization) should be retained as a part of retail practice.	Vocational	17	18.7	48	52.7	21	23.1	3	3.3	2	2.2	0	-	91	100
	General	3	11.5	16	61.5	6	23.1	0	1	3.8	0	-	26	99.9	

TABLE I (Continued)

Consumer Issues	Teacher Category	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		No Response		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
32. A strong consumer movement is needed to balance the power of business in our society.	Vocational	19	20.9	47	51.6	22	24.2	3	3.3	0	-	0	-	91	100
	General	5	19.2	13	50.0	7	26.9	1	3.8	0	-	0	-	26	99.9
33. There should be stronger regulations concerning the use of chemicals and pesticides in order to prevent the misuse of them.	Vocational	20	22.0	33	36.3	15	16.5	17	18.7	6	6.6	0	-	91	100.1
	General	5	19.2	14	53.8	3	11.5	3	11.5	1	3.8	0	-	26	99.8
34. The federal government should leave the responsibility of food inspection to the states.	Vocational	3	3.3	14	15.4	16	17.6	32	35.2	26	28.6	0	-	91	100.1
	General	1	3.8	3	11.5	4	15.4	10	38.5	8	30.8	0	-	26	100
35. To place more information than is now present on labels would only tend to confuse the customer.	Vocational	10	11.0	16	17.6	7	7.7	36	39.6	21	23.1	1	1.1	91	100.1
	General	2	7.7	4	15.4	1	3.8	12	46.2	7	26.9	0	-	26	100
36. State agencies for the protection of the consumer are an unnecessary governmental expense.	Vocational	0	-	7	7.7	18	19.8	36	39.6	30	33.0	0	-	91	100.1
	General	0	-	5	19.2	3	11.5	11	42.3	7	26.9	0	-	26	99.9
37. The average American shopper is thoroughly capable of making wise choices in today's marketplace.	Vocational	3	3.3	19	20.9	4	4.4	43	47.3	22	24.2	0	-	91	100.1
	General	0	-	6	23.1	2	7.7	14	53.8	4	15.4	0	-	26	100
38. Industry should be held more responsible for the elimination of environmental pollution.	Vocational	31	34.1	46	50.5	11	12.1	3	3.3	0	-	0	-	91	100
	General	11	42.3	13	50.0	2	7.7	0	-	0	-	0	-	26	100

TABLE I (Continued)

Consumer Issues	Teacher Category	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		No Response	Total		
		No.	%	No.	%	No.	%	No.	%	No.	%		No.	%	
39. Education is no match for advertising in influencing the minds of children.	Vocational	22	24.2	32	35.2	10	11.0	20	22.0	7	7.7	0	-	91	100.1
	General	4	15.4	11	42.3	1	3.8	4	15.4	6	23.1	0	-	26	100
40. It should be the responsibility of drug manufacturers to prove their products are not only safe but also effective before marketing them.	Vocational	45	49.5	40	44	4	4.4	2	2.2	0	-	0	-	91	100.1
	General	13	50.0	11	42.3	1	3.8	0	-	1	3.8	0	-	26	99.9
41. The insurance industry should remain under state regulation rather than be put under federal regulation.	Vocational	11	12.1	26	28.6	33	36.3	17	18.7	4	4.4	0	-	91	100.1
	General	6	23.1	8	30.8	10	38.5	1	3.8	1	3.8	0	-	26	100
42. The use of advertising in our economy usually insures lower prices for consumer products.	Vocational	2	2.2	23	25.3	10	11.0	30	33.0	25	27.5	1	1.1	91	100.1
	General	1	3.8	3	11.5	1	3.8	15	57.7	6	23.1	0	-	26	99.9
43. Business has done its best to insure that consumer products meet or surpass safety standards.	Vocational	0	-	18	19.8	21	23.1	32	35.2	19	20.9	1	1.1	91	100.1
	General	0	-	6	23.1	3	11.5	16	61.5	1	3.8	0	-	26	99.9
44. Present federal regulatory agencies are sufficient to protect the consumer against frauds and other unethical practices.	Vocational	2	2.2	17	18.7	23	25.3	30	33.0	17	18.7	2	2.2	91	100.1
	General	1	3.8	4	15.4	7	26.9	9	34.6	5	19.2	0	-	26	99.9

TABLE I (Continued)

Consumer Issues	Teacher Category	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		No Response		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
45. Products should carry an "information tag" that would give information on performance, materials, care and characteristics.	Vocational	54	59.3	34	37.4	2	2.2	0	-	1	1.1	0	-	91	100
	General	13	50.0	12	46.2	0	-	0	-	1	3.8	0	-	26	100
46. The advice of professional consumer spokesmen, such as Ralph Nader and Vance Packard, should be disregarded.	Vocational	2	2.2	3	3.3	14	15.4	45	49.5	27	29.7	0	-	91	100.1
	General	0	-	4	15.4	4	15.4	14	53.8	4	15.4	0	-	26	100

Note: Percents were rounded to the tenth so total percents will not be 100%.

TABLE II

IDENTIFICATION OF COMMON RESPONSES RELATED TO ATTITUDES TOWARD
CONSUMER ISSUES BY HOME ECONOMICS TEACHERS

Teacher Category	Strongly Agree	Generally Agree	Undecided	Generally Disagree	Strongly Disagree	No Response
Vocational	1,2,40,45.	3,6,7,9,10, 11,12,13,15, 16,17,18,19, 20,23,25,27, 28,29,31,32, 33,38,39.	4,24,41.	5,8,21,22, 30,34,35, 36,37,42, 43,44,46.	-	-
General	2,40,45.	1,3,4,6,7, 9,10,11,13, 14,15,16, 17,18,19, 20,24,25, 26,27,28, 29,31,32, 33,38,39.	22,23,41.	5,8,21,30, 34,35,36,37, 42,43,44,46.	-	-

TABLE III

COURSE CONTENT INCLUDED BY GROUPS OF HOME ECONOMICS TEACHERS
WITH SIMILAR ATTITUDES TOWARD CONSUMER ISSUES

Attitude	Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%
<u>Subject Area</u>						
<u>Using Consumer Credit Wisely</u>						
Vocational	17	85	55	94	7	64
General	5	83	11	78	2	50
<u>Budgeting and Managing Money</u>						
Vocational	19	95	53	92	7	64
General	5	83	11	78	2	50
<u>Buying Goods</u>						
Vocational	18	90	52	90	7	64
General	5	83	9	64	2	50
<u>Making Use of Insurance</u>						
Vocational	14	70	38	65	7	64
General	3	50	6	43	2	50
<u>General Principles of Consumer Purchasing</u>						
Vocational	17	85	45	77	7	64
General	5	83	7	50	2	50
<u>Savings and Investments</u>						
Vocational	12	60	35	60	5	46
General	3	50	7	50	0	-
<u>Buying Services</u>						
Vocational	15	75	40	68	5	46
General	4	67	5	36	2	50
<u>Consumer Rights and Responsibilities</u>						
Vocational	19	95	47	80	7	64
General	5	83	8	57	2	50

TABLE III (Continued)

Attitude	Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%
<u>Subject Area</u>						
<u>Renting and Owning a Home</u>						
Vocational	16	80	50	85	6	55
General	3	50	9	64	2	50
<u>Consumer Taxes</u>						
Vocational	12	60	27	46	4	36
General	1	17	4	28	1	25
<u>Using Leisure Time, Money and Energy</u>						
Vocational	14	70	46	78	7	64
General	4	67	10	71	2	50
<u>Purchasing and Maintaining Automotive Products and Services</u>						
Vocational	10	50	24	41	4	36
General	2	33	3	21	1	25

Note: The "no response" groups are not included in this table so totals will not be 91 and 26.

and maintaining automotive products and services" were both included by less than 50 percent by all groups.

Instructional Materials

Objective three states a need "to identify instructional materials used by general and vocational home economics teachers related to their attitudes toward consumer issues". Teachers who agreed with the consumer issues used a wider variety of materials than those who disagreed. Those who disagreed used primarily one or two materials while teachers who agreed with consumer issues used more of all of them except commercially produced filmstrips and films. Curriculum guides were used the most, usually by vocational teachers. Other materials were used in the following order: textbooks, worksheets, commercially made films and filmstrips, bulletin board displays, speakers, association materials and teacher made slides. General home economics teachers used the materials more equally than the vocational teachers. Textbooks, curriculum guides, bulletin board displays and worksheets were used frequently by general teachers. Vocational teachers depended strongly on curriculum guides to teach consumer education and speakers were used more by vocational teachers than by general teachers.

Teaching Methods

The fourth objective states a need "to identify teaching methods used by general and vocational home economics teachers related to their attitude toward consumer issues". Table V reflects the teaching methods used by general and vocational home economics teachers with

TABLE IV

THE DEGREE OF USE GIVEN VARIOUS MATERIALS BY GROUPS OF HOME ECONOMICS
TEACHERS WITH SIMILAR ATTITUDES TOWARD CONSUMER ISSUES

Attitude Rating Scale*	Disagree						Undecided						Agree						Total Number
	Much		Some		None		Much		Some		None		Much		Some		None		
	5	4	3	2	1	0**	5	4	3	2	1	0**	5	4	3	2	1	0**	
<u>Materials</u>																			
<u>Slides (teacher made)</u>																			
Vocational-No.	0	0	3	0	5	4	2	0	10	6	35	5	0	1	3	3	14	0	91
Vocational-%	-	-	25	-	42	33	3	-	17	10	60	9	-	5	14	14	67	-	
General-No.	0	0	0	1	3	1	0	3	3	2	5	1	0	1	0	1	4	1	26
General-%	-	-	-	20	60	20	-	21	21	14	36	7	-	14	-	14	57	14	
<u>Exhibits</u>																			
Vocational-No.	0	0	7	2	1	2	0	2	19	19	14	4	0	0	8	6	7	0	91
Vocational-%	-	-	58	17	8	17	-	3	33	33	24	7	-	-	38	29	33	-	
General-No.	0	0	4	1	0	0	0	1	3	7	2	1	0	0	3	1	2	1	26
General-%	-	-	80	20	-	-	-	7	21	50	14	7	-	-	43	14	29	14	
<u>Displays</u>																			
Vocational-No.	0	0	6	3	0	3	0	2	22	20	10	4	0	3	6	8	4	0	91
Vocational-%	-	-	50	25	-	25	-	3	38	35	17	7	-	14	29	38	4	-	
General-No.	0	0	4	1	0	0	0	0	7	4	2	1	0	0	3	0	2	2	26
General-%	-	-	80	20	-	-	-	-	50	29	14	7	-	-	43	-	29	29	

TABLE IV (Continued)

Attitude Rating Scale*	Disagree					Undecided					Agree					Total Number			
	Much	Some	None		Much	Some	None		Much	Some	None								
	5	4	3	2	1	0**	5	4	3	2	1	0**	5	4	3		2	1	0**
<u>Speakers</u>																			
Vocational-No.	2	1	6	0	1	2	10	12	24	12	0	0	4	4	11	2	0	0	91
Vocational-%	17	8	50	-	8	17	17	21	41	21	-	-	19	19	52	10	-	-	
General-No.	1	0	1	1	2	1	0	0	3	6	2	3	0	0	1	4	1	1	26
General-%	20	-	20	20	40	20	-	-	21	43	14	21	-	-	14	57	14	14	
<u>Worksheets</u>																			
Vocational-No.	1	2	6	0	1	2	15	14	22	7	0	0	4	10	7	0	0	0	91
Vocational-%	8	17	50	-	8	17	26	24	38	12	-	-	19	48	33	-	-	-	
General-No.	1	1	2	1	0	0	0	2	5	3	1	3	2	0	2	3	0	0	26
General-%	20	20	40	20	-	-	-	14	36	21	7	21	29	-	29	43	-	-	
<u>Curriculum Guides</u>																			
Vocational-No.	6	2	2	1	0	1	35	15	7	0	1	0	16	3	2	0	0	0	91
Vocational-%	50	17	17	8	-	8	60	26	12	-	2	-	28	14	10	-	-	-	
General-No.	1	2	2	0	0	0	1	1	5	3	2	2	2	2	2	0	1	0	26
General-%	20	40	40	-	-	-	7	7	36	21	14	14	29	29	29	-	14	-	

TABLE IV (Continued)

Attitude Rating Scale*	Disagree					Undecided					Agree					Total Number			
	Much	Some	None			Much	Some	None			Much	Some	None						
	5	4	3	2	1	0**	5	4	3	2	1	0**	5	4	3		2	1	0**
<u>Textbooks</u>																			
Vocational-No.	2	1	5	3	0	1	19	12	22	1	1	3	5	8	7	1	0	0	91
Vocational-%	17	8	42	25	-	8	33	21	38	2	2	5	24	38	33	5	-	-	
General-No.	0	2	2	0	1	0	3	2	5	1	0	3	3	1	2	0	0	1	26
General-%	-	40	40	-	20	-	21	14	36	7	-	21	43	14	29	-	-	14	
<u>Association Materials</u>																			
Vocational-No.	1	1	6	2	0	2	8	10	17	11	6	6	0	8	6	5	1	1	91
Vocational-%	8	8	50	17	-	17	14	17	29	19	10	10	-	38	29	24	5	5	
General-No.	1	1	1	1	1	0	2	3	3	2	2	2	0	0	3	1	0	3	26
General-%	20	20	20	20	20	-	14	21	21	14	14	14	-	-	43	14	-	43	
<u>Bulletin Board Displays</u>																			
Vocational-No.	1	1	7	2	0	1	8	16	21	12	1	0	6	5	8	2	0	0	91
Vocational-%	8	8	58	17	-	8	14	28	36	21	2	-	29	24	38	10	-	-	
General-No.	1	1	2	0	1	0	0	2	8	3	0	1	2	0	4	0	0	1	26
General-%	20	20	40	-	20	-	-	14	57	21	-	7	29	-	57	-	-	14	

TABLE IV (Continued)

Attitude Rating Scale*	Disagree					Undecided					Agree					Total Number			
	Much 5	Some 4	Some 3	None 2	None 1	0**	Much 5	Some 4	Some 3	None 2	None 1	0**	Much 5	Some 4	Some 3		None 2	None 1	0**
<u>Films and Filmstrips</u>																			
Vocational-No.	2	3	6	0	0	1	14	16	19	6	0	3	6	7	7	1	0	0	91
Vocational-%	17	25	50	-	-	8	24	28	33	10	-	5	29	33	33	5	-	-	
General-No.	1	2	2	0	0	0	2	3	5	2	1	1	3	1	3	0	0	0	26
General-%	20	40	40	-	-	-	14	21	36	14	7	7	43	14	43	-	-	-	
<u>Other Commercially Produced Materials</u>																			
Vocational-No.	1	2	2	0	0	7	7	6	7	3	0	35	3	3	2	1	1	8	91
Vocational-%	8	17	17	-	-	58	12	10	12	5	-	60	14	14	10	5	5	38	
General-No.	0	0	0	1	0	4	1	1	3	0	2	7	0	0	1	1	0	5	26
General-%	-	-	-	20	-	80	7	7	21	-	14	50	-	-	14	14	-	71	

*Categories 1 through 5 denote degree of usage.

**0 denotes the no response column.

Percentages have been rounded to the nearest whole number and therefore the totals may be slightly more or less than 100% within each group.

TABLE V

THE DEGREE OF USE GIVEN VARIOUS METHODS BY GROUPS OF HOME ECONOMICS
TEACHERS WITH SIMILAR ATTITUDES TOWARD CONSUMER ISSUES

Attitude Rating Scale*	Disagree						Undecided						Agree			Total Number			
	Much 5	4	Some 3	2	None 1	0**	Much 5	4	Some 3	2	None 1	0**	Much 5	4	Some 3		2	None 1	0**
<u>Class Discussion</u>																			
Vocational-No.	4	2	1	0	0	5	19	18	19	2	0	0	11	3	7	0	0	0	91
Vocational-%	33	17	8	-	-	42	33	31	33	3	-	-	52	14	33	-	-	-	
General-No.	2	0	1	0	0	2	5	5	3	1	0	0	3	2	2	0	0	0	26
General-%	40	-	20	-	-	40	36	36	21	7	-	-	43	29	29	-	-	-	
<u>Individual Projects</u>																			
Vocational-No.	1	1	4	1	0	5	8	12	26	11	1	0	4	7	9	0	1	0	91
Vocational-%	8	8	33	8	-	42	14	21	45	19	2	-	19	22	32	-	5	-	
General-No.	0	2	1	0	0	2	1	6	2	4	1	0	0	2	5	0	0	0	26
General-%	-	40	20	-	-	40	7	43	14	29	7	-	-	29	71	-	-	-	
<u>Debates</u>																			
Vocational-No.	0	2	1	3	0	6	1	2	15	9	30	1	0	2	5	5	8	1	91
Vocational-%	-	17	8	25	-	30	2	3	26	16	52	2	-	10	24	24	38	5	
General-No.	0	1	1	0	1	2	1	0	1	7	5	0	0	0	0	3	4	0	26
General-%	-	20	20	-	20	40	7	-	7	50	36	-	-	-	-	43	57	-	

TABLE V (Continued)

Attitude Rating Scale*	Disagree						Undecided						Agree						Total Number
	Much 5	4	Some 3	2	None 1	0**	Much 5	4	Some 3	2	None 1	0**	Much 5	4	Some 3	2	None 1	0**	
<u>Skits</u>																			
Vocational-No.	0	1	1	1	3	6	0	6	14	14	23	1	0	4	5	8	4	0	91
Vocational-%	-	8	8	8	25	50	-	10	24	24	40	2	-	19	24	38	19	-	
General-No.	0	0	1	1	1	2	0	0	2	8	4	0	0	0	1	4	2	0	26
General-%	-	-	20	20	20	40	-	-	14	57	29	-	-	-	14	57	29	-	
<u>Lecture</u>																			
Vocational-No.	1	1	4	0	1	5	11	14	25	8	0	0	4	7	8	2	0	0	91
Vocational-%	8	8	33	-	8	42	19	24	43	14	-	-	19	33	38	10	-	-	
General-No.	0	1	1	1	0	2	2	5	6	1	0	0	1	2	2	2	0	0	26
General-%	-	20	20	20	-	40	14	36	43	7	-	-	14	29	29	29	-	-	
<u>Written Reports</u>																			
Vocational-No.	2	1	3	1	0	5	4	19	22	11	1	1	1	11	7	1	1	0	91
Vocational-%	17	8	25	8	-	42	7	33	38	19	2	2	5	52	33	5	5	-	
General-No.	0	0	1	2	0	2	0	5	5	2	2	0	0	1	3	3	0	0	26
General-%	-	-	20	40	-	40	-	36	36	14	14	-	-	14	43	43	-	-	

TABLE V (Continued)

Attitude Rating Scale*	Disagree					Undecided					Agree					Total Number			
	Much 5	Some 4	None 3	None 2	None 1	0**	Much 5	Some 4	None 3	None 2	None 1	0**	Much 5	Some 4	None 3		None 2	None 1	0**
<u>Oral Reports</u>																			
Vocational-No.	3	0	3	1	0	5	4	17	24	10	3	0	1	9	9	1	1	0	91
Vocational-%	25	-	25	8	-	42	7	29	41	17	5	-	5	43	43	5	5	-	
General-No.	0	1	1	0	1	2	1	3	6	4	0	0	0	1	4	0	2	0	26
General-%	-	20	20	-	20	40	7	21	43	29	-	-	-	14	57	-	29	-	
<u>Notebooks</u>																			
Vocational-No.	0	2	4	1	2	3	6	2	14	15	18	2	2	3	7	4	5	0	91
Vocational-%	-	17	33	8	17	25	10	3	24	26	31	3	10	14	33	19	24	-	
General-No.	1	0	2	0	1	1	0	2	3	6	3	0	0	1	0	4	2	0	26
General-%	20	-	40	-	20	20	-	14	21	43	21	-	-	14	-	57	29	-	
<u>Demonstrations</u>																			
Vocational-No.	0	1	7	1	0	3	7	9	19	14	5	4	2	5	9	1	3	1	91
Vocational-%	-	8	58	8	-	25	12	16	33	24	9	7	10	24	43	5	14	5	
General-No.	0	2	2	0	0	1	2	3	5	3	1	0	0	1	4	2	0	0	26
General-%	-	40	40	-	-	20	14	21	36	21	7	-	-	14	57	29	-	-	

TABLE V (Continued)

Attitude Rating Scale*	Disagree					Undecided					Agree					Total Number			
	Much 5	Some 4	Some 3	None 2	None 1	0**	Much 5	Some 4	Some 3	None 2	None 1	0**	Much 5	Some 4	Some 3		None 2	None 1	0**
<u>Field Trips</u>																			
Vocational-No.	2	3	3	0	0	4	10	13	24	6	2	3	6	2	8	4	1	0	91
Vocational-%	17	25	25	-	-	33	17	22	41	10	3	5	29	10	38	19	5	-	
General-No.	1	1	1	0	1	1	0	2	5	5	2	0	0	2	2	2	1	0	26
General-%	20	20	20	-	20	20	-	14	36	36	14	-	-	29	29	29	14	-	

*Categories 1 through 5 denote degree of usage.

**0 denotes the no response column.

Percentages have been rounded to the nearest whole number and therefore the totals may be slightly more or less than 100% within each group.

similar attitudes toward consumer issues. Table V shows the amount of use given various teaching methods by general and vocational teachers in the three attitude groups. The most popular classroom method was "class discussion". The other methods listed in order of popularity were lecture, individual projects, field trips, written reports, oral reports, demonstrations, notebooks, skits and debates. Teachers who disagreed with the consumer issues used a larger variety of methods than those who agreed. Vocational teachers used more of eight of the ten methods than general teachers.

Academic Preparation

Table VI shows the degree of academic preparation in various subject areas for groups of teachers with similar attitudes toward consumer issues. This relates to objective 5, "to identify the academic preparation of vocational and general teachers related to their attitude toward consumer issues". Home economics teachers felt they were best prepared academically in "buying goods". Other subjects that they felt they were prepared in were "budgeting and managing money", "using leisure time, money and energy", and "general principles of consumer purchasing". The subject they were least academically prepared in was "purchasing and maintaining automotive products and services". Others for which they reported little or no preparation were "savings and investments", "making wise use of insurance", and "consumer taxes".

TABLE VI

THE DEGREE OF ACADEMIC PREPARATION IN VARIOUS SUBJECT
AREAS OF GROUPS OF HOME ECONOMICS TEACHERS WITH
SIMILAR ATTITUDES TOWARD CONSUMER ISSUES

Attitude Rating Scale*	Disagree					Undecided					Agree					Total 0** Number			
	Much	Some	None			Much	Some	None			Much	Some	None						
	5	4	3	2	1	0**	5	4	3	2	1	0**	5	4	3		2	1	0**
<u>Using Credit Wisely</u>																			
Vocational-No.	1	4	2	1	0	4	3	15	29	8	2	1	1	10	9	0	0	1	91
Vocational-%	8	33	17	8	-	33	5	26	50	14	3	2	5	48	43	-	-	5	
General-No.	0	0	2	0	1	2	0	2	8	2	2	0	7	0	0	0	0	0	26
General-%	-	-	40	-	20	40	-	14	57	14	14	-	100	-	-	-	-	-	
<u>Budgeting and Managing Money</u>																			
Vocational-No.	2	3	2	1	0	4	7	20	25	3	1	2	4	8	7	1	0	1	91
Vocational-%	17	25	17	8	-	33	12	35	43	5	2	3	19	38	33	5	-	5	
General-No.	1	0	1	0	1	2	1	3	9	1	0	0	0	1	5	0	0	1	26
General-%	20	-	20	-	20	40	7	21	64	7	-	-	-	14	71	-	-	14	
<u>Buying Goods</u>																			
Vocational-No.	2	2	3	1	0	4	7	22	23	5	0	1	4	9	7	0	0	1	91
Vocational-%	17	17	25	8	-	33	12	38	40	9	-	2	19	43	33	-	-	5	
General-No.	1	0	1	0	1	2	2	3	7	2	0	0	0	2	5	0	0	0	26
General-%	20	-	20	-	20	40	14	21	50	14	-	-	-	29	71	-	-	-	

TABLE VI (Continued)

Attitude Rating Scale*	Disagree						Undecided						Agree						Total Number
	Much		Some		None		Much		Some		None		Much		Some		None		
	5	4	3	2	1	0**	5	4	3	2	1	0**	5	4	3	2	1	0**	
<u>Making Use of Insurance</u>																			
Vocational-No.	0	3	3	1	1	4	1	7	25	23	2	0	1	3	14	2	0	1	91
Vocational-%	-	25	25	8	8	33	2	12	43	40	3	-	5	14	67	10	-	5	
General-No.	1	0	1	0	1	2	0	0	6	6	2	0	0	0	2	2	1	2	26
General-%	20	-	20	-	20	40	-	-	43	43	14	-	-	-	29	29	14	29	
<u>General Principles of Consumer Purchasing</u>																			
Vocational-No.	3	2	2	1	0	4	5	21	24	8	0	0	4	6	9	0	0	2	91
Vocational-%	25	17	17	8	-	33	9	36	41	14	-	-	19	29	43	-	-	10	
General-No.	1	0	1	0	1	2	0	2	7	5	0	0	1	0	4	0	0	2	26
General-%	20	-	20	-	20	30	-	14	50	36	-	-	14	-	57	-	-	29	
<u>Savings and Investments</u>																			
Vocational-No.	0	2	4	1	1	4	2	3	27	22	2	2	0	5	13	2	0	1	91
Vocational-%	-	17	33	8	8	33	3	5	47	38	3	3	-	24	62	10	-	5	
General-No.	0	1	1	0	1	2	1	3	5	3	2	0	0	0	2	4	0	1	26
General-%	-	20	20	-	20	40	7	21	36	21	14	-	-	-	29	57	-	14	

TABLE VI (Continued)

Attitude Rating Scale*	Disagree					Undecided					Agree					Total Number			
	Much 5	Some 4	None 3	None 2	None 1	0**	Much 5	Some 4	None 3	None 2	None 1	0**	Much 5	Some 4	None 3		None 2	None 1	0**
<u>Buying Services</u>																			
Vocational-No.	1	0	5	1	1	4	4	15	20	18	0	3	1	6	11	2	0	1	91
Vocational-%	8	-	42	8	8	33	7	22	35	31	-	5	5	29	52	10	-	5	
General-No.	1	0	1	0	1	2	1	1	8	2	1	1	1	0	3	1	0	2	26
General-%	20	-	20	-	20	40	7	7	57	14	7	7	14	-	43	14	-	29	
<u>Consumer Rights and Responsibilities</u>																			
Vocational-No.	1	1	5	0	1	4	6	15	27	8	3	0	4	7	7	2	0	1	91
Vocational-%	8	8	42	-	8	33	10	26	47	14	5	-	19	33	33	10	-	5	
General-No.	1	0	1	0	1	2	1	0	5	7	1	0	0	1	3	1	0	2	26
General-%	20	-	20	-	20	40	7	-	36	50	7	-	-	14	43	14	-	29	
<u>Renting or Owning a Home</u>																			
Vocational-No.	1	3	3	0	1	4	8	9	25	11	2	1	6	3	8	2	1	1	91
Vocational-%	8	25	25	-	8	33	14	16	48	19	3	2	29	14	38	10	5	5	
General-No.	1	0	1	0	1	2	2	4	5	2	1	0	2	1	3	0	0	1	26
General-%	20	-	20	-	20	40	14	29	36	14	7	-	29	14	21	-	-	14	

TABLE VI (Continued)

Attitude Rating Scale*	Disagree					Undecided					Agree					Total Number			
	Much 5	4	Some 3	2	None 1	0**5	Much 4	3	2	1	0**	Much 5	4	3	2		1	0**	
<u>Consumer Taxes</u>																			
Vocational-No.	0	1	5	1	1	4	3	8	16	17	11	3	1	4	11	1	2	2	91
Vocational-%	-	8	42	8	8	33	5	14	28	29	19	5	5	19	52	5	10	10	
General-No.	1	0	0	0	2	2	1	0	5	6	1	1	0	0	4	0	1	2	26
General-%	20	-	-	-	40	40	7	-	36	43	7	7	-	-	57	-	14	29	
<u>Using Leisure Time, Money and Energy</u>																			
Vocational-No.	1	4	2	0	1	4	9	16	18	11	2	1	5	6	4	4	1	1	91
Vocational-%	8	33	17	-	8	33	16	28	31	19	3	2	24	29	19	19	5	5	
General-No.	1	0	1	0	1	2	3	5	5	1	0	0	2	0	4	0	0	1	26
General-%	20	-	20	-	20	40	21	36	36	7	-	-	29	-	57	-	-	14	
<u>Purchasing and Maintaining Automotive Products and Services</u>																			
Vocational-No.	0	1	1	3	3	4	2	2	15	18	19	1	0	6	8	1	5	1	91
Vocational-%	-	8	8	25	25	33	3	3	26	31	33	2	-	29	38	5	24	5	
General-No.	1	0	0	0	2	2	0	0	4	6	4	0	0	2	1	2	0	2	26
General-%	20	-	-	-	40	40	-	-	29	43	29	-	-	29	14	29	-	29	

*Categories 1 through 5 denote degree of usage.

**0 denotes the no response column.

Percentages have been rounded to the nearest whole number and there fore the totals may be slightly more or less than 100% within each group.

CHAPTER V

SUMMARY, FINDINGS AND RECOMMENDATIONS

Summary

The major purpose of this study was to determine the relationship between teacher attitude and the consumer education lessons they teach. It was necessary to include the following objectives in order to deal with this purpose:

1. to determine attitudes of general and vocational home economics teachers toward consumer issues.
2. to identify course content taught by general and vocational home economics teachers related to their attitude toward consumer issues.
3. to identify instructional materials used by general and vocational home economics teachers related to their attitude toward consumer issues.
4. to identify teaching methods used by general and vocational home economics teachers related to their attitude toward consumer issues.
5. to identify the academic preparation of vocational and general teachers related to their attitude toward consumer issues.

The procedures used during the study were:

1. to develop and/or select an instrument for determining the teacher's attitude toward consumer issues and determine the use of methods, materials and course content and evaluate the teacher's academic preparation.
2. to determine teacher attitude toward consumer issues, academic preparation and use of methods, materials and course content by using the instrument.

3. to compare various attitudes to use of teaching methods, instructional materials and course content and determine the relationship between attitude and academic preparation.
4. to make recommendations for further study and program development.

A review of the literature was conducted to study the guidelines for consumer education, subjects teaching consumer education and studies of attitudes toward consumer education. The information found was used as background material to support the need for the study.

The instrument used was divided into two parts. Part I was developed by Burton while at the University of Connecticut and was designed to evaluate teachers' attitudes toward forty-six consumer issues, while part II was developed by the researcher and sought information about the teacher's academic preparation, course content and use of teaching methods and instructional materials. A total of 228 vocational and general home economics teachers in Oklahoma were mailed a questionnaire. 117 usable ones were returned for a 51.3 percent return.

Findings

Home economics teachers' scores on the consumer issues questionnaire indicated **general** agreement with the consumer issues. Teachers with more academic preparation in consumer education agreed more strongly with the consumer issues than those with less preparation.

Course Content

"Budgeting and managing money" was included by most vocational and

general home economics teachers. "Using consumer credit wisely" was included by the next greatest number of teachers. More vocational teachers included eleven of the twelve subject areas than general teachers. Teachers who agreed with consumer issues included more of the subject areas than those who disagreed.

Instructional Materials

Teachers who agreed with consumer issues used a greater variety of materials while those who disagreed with the consumer issues used primarily one or two materials. Teachers who agreed with consumer issues used more of all materials except commercially produced filmstrips and films than those who disagreed. Curriculum guides were used the most by all respondents. This indicates a need to include more consumer education in curriculum guides. General home economics teacher used the remaining materials more than vocational teachers but curriculum guides were still relied on.

Teaching Methods

Home economics teachers used class discussion the most with lecture used next. The other methods listed in order of reported use were individual projects, field trips, written reports, oral reports, demonstrations, notebooks, skits and debates. Teachers who disagreed with the consumer issues used mostly class discussion. Teachers who agreed with the consumer issues used a larger variety of methods than those who disagreed. Vocational teachers used more of eight of ten methods than the general teachers.

Academic Preparation

Teachers felt they were best prepared academically in "buying goods". Other subjects that they felt they were prepared in were

"budgeting and managing money", "using leisure time, money and energy", and "general principles of consumer purchasing". The subject they were least academically prepared in was "purchasing and maintaining automotive products and services". Other course content areas in which teachers had little or no preparation were "savings and investments", "making use of insurance", and "consumer taxes".

Conclusions and Recommendations

After a careful study of the data the following conclusions were made:

1. Attitude toward consumer issues did affect the consumer lessons that were taught. Those with a positive attitude seemed to include more of the course content areas and use a larger variety of teaching methods and instructional materials than those with a negative attitude.
2. Academic preparation strongly affected the teacher's attitude toward consumer issues and the course content taught as well as the instructional materials and teaching methods used.
3. Differences between the consumer education units taught by vocational and general home economics teachers were slight. Vocational teachers used more of a variety of teaching methods than general teachers. General teachers used more of a variety of instructional materials than vocational teachers but both used curriculum guides a great deal.
4. Teachers taught primarily what they were the best prepared in, which limits the subject areas presented to students.

A study of the data led the researcher to make the following recommendations:

1. Since academic preparation was so influential in the attitude of the teacher, additional workshops, seminars, short courses and conferences should be made available to the teachers of Oklahoma.
2. Subjects other than "budgeting time and money" and "purchasing goods" such as taxes, insurance, major purchases, purchasing services, savings and investments and basic consumer legislation, need to be stressed at conferences, workshops, seminars and short courses.
3. A variety of teaching methods other than class discussion and lecture should be encouraged through revisions in curriculum guides, workshops and conferences.
4. Since curriculum guides were the material used most by vocational and general home economics teachers, careful evaluation of the consumer educational content should be done and expansion of existing consumer units should be considered in the Oklahoma core curriculum.
5. There is a need for further study in all facets of consumer education. There was less than half a dozen notable studies dealing with consumer education at the time of this study.

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APPENDIX A

CORRESPONDENCE

August 18, 1978


Dr. John Robert Burton, Ph.D.
c/o General Education Dept.
University of Connecticut
Storrs, Connecticut 06268

Dear Sir:

As a graduate student at Oklahoma State University, I am studying the relationship between home economics teachers' attitudes toward consumer issues and the methods, materials and time they spend on consumer education. I am writing to ask permission to use your consumer issues questionnaire in my research. I plan to circulate copies of it with an additional information sheet to a random sample of home economics teachers in Oklahoma.

Thank you for your cooperation.

Sincerely,



Sharolyn Sorrels
4709 So. 73rd. E. Ave., #6
Tulsa, OK 74145

FAMILY AND CONSUMER STUDIES
581-6521

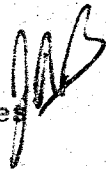
UNIVERSITY OF UTAH

INTEROFFICE COMMUNICATION

To: Sharolyn Sorrels

DATE: Sep 19, 1978

FROM: John R. Burton
Family and Consumer Studies
University of Utah
SLC, UT 84112



SUBJECT:

I am sorry that I have not responded previously to your letter of August 18. However, I have not been associated with the University of Connecticut for eight years and the letter took a while to find me.

Yes, you do have my permission to use the instrument that was developed for my study. Several other researchers have used it with modification for their research. Some of the items are definitely dated. Tom Garman at VPI, Blacksburg, Va. has done a considerable amount of research with a modified version.

If I can give you any further assistance, please contact me. I would appreciate a copy of your finding when you have completed your study. Good luck.

APPENDIX B

INSTRUMENT

CONSUMER EDUCATION QUESTIONNAIRE

DIRECTIONS: For the purpose of this study a consumer issue is defined as a matter in a state of controversy that directly pertains to the consumer (the final user of goods and services). Each of the statements in this questionnaire represents a consumer issue. To the left of each statement is a set of five possible choices. Please circle the pair of letters which corresponds to your frank and honest opinion about the statement.

Code: SA--Strongly Agree
 GA--Generally Agree
 UN--Undecided or Uncertain
 GD--Generally Disagree
 SD--Strongly Disagree

Example:

Agreement or
 Disagreement

SA GA UN GD SD

Consumer Issue

Advertising should be left free to regulate itself.

If you generally disagree with this statement, circle GD.

-
1. SA GA UN GD SD Advertising too often substitutes the image of a product for pertinent facts about it.
 2. SA GA UN GD SD Package size should be made more standardized to enable the consumer to make more efficient choices.
 3. SA GA UN GD SD Products should be made safer even if it increases the cost of the product to the consumer.
 4. SA GA UN GD SD Additional consumer legislation is unnecessary, we need only to enforce the laws already on the books.
 5. SA GA UN GD SD The consumer has the upper hand in dealing in today's marketplace.
 6. SA GA UN GD SD Life and health insurance policies should be more standardized to facilitate comparison shopping between companies.
 7. SA GA UN GD SD Advertising creates a condition of competition on the basis of promotion rather than product quality.
 8. SA GA UN GD SD Industry has done its best to insure that its products will last as long as possible.
 9. SA GA UN GD SD The public should be allowed to become involved in the setting of public utility rates and policies.
 10. SA GA UN GD SD Safety has been sacrificed for style in too many products.
 11. SA GA UN GD SD The federal government should appoint a consumer counsel to represent the consumer interest before the courts and to solicit consumer complaints and see that consumer laws are enforced.

Page 2

12. SA GA UN GD SD There should be a federal agency at the cabinet level to deal with the concerns of the consumer.
13. SA GA UN GD SD Industry rather than government should establish safety standards for consumer products.
14. SA GA UN GD SD The automobile insurance industry needs extensive investigation by the federal government.
15. SA GA UN GD SD The repair and warranty services in the nation need a thorough investigation by the federal government.
16. SA GA UN GD SD Labels indicating the quality grade (grade labels) should be attached to consumer products.
17. SA GA UN GD SD The government should be more involved in protecting the health and safety of the consumer
18. SA GA UN GD SD The medical societies and professions have done their best to insure adequate health protection for the individual.
19. SA GA UN GD SD Laws should be instituted to protect the consumer against frauds even if the laws interfere with the activities of legitimate business.
20. SA GA UN GD SD Too many of our marketing practices discriminate against the poor and/or uneducated.
21. SA GA UN GD SD Industry should be left free to regulate itself in areas of consumer interest.
22. SA GA UN GD SD Consumer organizations are meddling too much in the free enterprise system.
23. SA GA UN GD SD Credit bureaus (private agencies that maintain files on and report one's credit) should be more closely supervised by governmental agencies.
24. SA GA UN GD SD The consumer loan industry should be strictly regulated by state and federal governments.
25. SA GA UN GD SD Insurance companies should do significantly more to bring about a reduction of premium rates for the public.
26. SA GA UN GD SD The perpetrators of frauds on consumers should be dealt with more severely than they presently are.
27. SA GA UN GD SD Product test information that has been compiled by the government for its own buying purposes should be released to the public.
28. SA GA UN GD SD Advertisers should have less control over television programming,
29. SA GA UN GD SD State and federal governments should spend more money on the enforcement of consumer laws.

30. SA GA UN GD SD Prescription drugs should be prescribed under brand names rather than under generic names to insure greater safety for the consumer.
31. SA GA UN GD SD Fair trade laws (price maintenance, quality stabilization) should be retained as a part of retail practice.
32. SA GA UN GD SD A strong consumer movement is needed to balance the power of business in our society.
33. SA GA UN GD SD There should be stronger regulations concerning the use of chemicals and pesticides in order to prevent the misuse of them.
34. SA GA UN GD SD The federal government should leave the responsibility of food inspection to the states.
35. SA GA UN GD SD To place more information than is now present on labels would only tend to confuse the customer.
36. SA GA UN GD SD State agencies for the protection of the consumer are an unnecessary governmental expense.
37. SA GA UN GD SD The average American shopper is thoroughly capable of making wise choices in today's marketplace.
38. SA GA UN GD SD Industry should be held more responsible for the elimination of environmental pollution.
39. SA GA UN GD SD Education is no match for advertising in influencing the minds of children.
40. SA GA UN GD SD It should be the responsibility of drug manufacturers to prove their products are not only safe but also effective before marketing them.
41. SA GA UN GD SD The insurance industry should remain under state regulation rather than be put under federal regulation.
42. SA GA UN GD SD The use of advertising in our economy usually insures lower prices for consumer products.
43. SA GA UN GD SD Business has done its best to insure that consumer products meet or surpass safety standards.
44. SA GA UN GD SD Present federal regulatory agencies are sufficient to protect the consumer against frauds and other unethical practices.
45. SA GA UN GD SD Products should carry an "information tag" that would give information on performance, materials, care and characteristics.
46. SA GA UN GD SD The advice of professional consumer spokesmen, such as Ralph Nader and Vance Packard, should be disregarded.

PLEASE CHECK TO SEE THAT EACH STATEMENT HAS BEEN MARKED.

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Please check the amount of academic preparation you have had in the following course areas.

COURSE AREA	None 1	2	Some 3	4	Much 5
Using consumer credit wisely					
Budgeting and managing money					
Buying goods					
Making use of insurance					
General principles of consumer purchasing					
Savings and investments					
Buying services					
Consumer rights and responsibilities					
Renting and owning a home					
Consumer Taxes					
Using leisure time, money and energy					
Purchasing and maintaining automotive products and services					

Please check the amount you use the following methods when teaching consumer education.

METHODS	None 1	2	Some 3	4	Much 5
Class discussion					
Individual projects					
Debates					
Skits					
Lecture					
Written Reports					
Oral Reports					

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METHODS (cont.)	None 1	2	Some 3	4	Much 5
..... Notebooks					
..... Demonstrations					
..... Field Trips					
..... Other: _____					

Please check the amount you use the following materials when teaching consumer education.

MATERIALS	None 1	2	Some 3	4	Much 5
..... Slides (teacher made)					
..... Exhibits					
..... Displays					
..... Speakers					
..... Worksheets					
..... Curriculum Guides					
..... Textbooks					
..... Association Materials					
..... Bulletin Board Displays					
..... Films, Filmstrips (Commercially produced)					
..... Other commercially produced materials-- _____					
..... Other _____					

Please check the subject areas in which consumer education is a component of regular coursework in your school.

_____ Business Education	_____ Home Economics
_____ Health Education	_____ English
_____ Math	_____ Voc., Trade, Tech., Ind. Arts
_____ Science	_____ Soc. Studies
_____ Fine Arts	_____ Other _____ (please list)

Please check the appropriate description of how you teach consumer education in your classroom.

<p>A. <input type="checkbox"/> It is integrated in existing coursework</p> <p style="text-align: center;">IN</p> <p><input type="checkbox"/> One semester course</p> <p><input type="checkbox"/> Two semester course</p> <p><input type="checkbox"/> Mini course (less than 1 semester) No. of weeks <input type="checkbox"/></p> <p><input type="checkbox"/> Saturday and/or after school meetings</p> <p><input type="checkbox"/> Assembly programs</p> <p><input type="checkbox"/> Summer session workshops for students</p> <p><input type="checkbox"/> Field trips</p> <p><input type="checkbox"/> Extracurricular activities, including clubs.</p> <p><input type="checkbox"/> Other, <input type="checkbox"/></p>	<p>B. <input type="checkbox"/> It is treated as a separate subject area</p> <p style="text-align: center;">IN</p> <p><input type="checkbox"/> One semester course</p> <p><input type="checkbox"/> Two semester course</p> <p><input type="checkbox"/> Mini course (less than 1 semester) No. of weeks <input type="checkbox"/></p> <p><input type="checkbox"/> Saturday and/or after school meetings</p> <p><input type="checkbox"/> Assembly programs</p> <p><input type="checkbox"/> Summer session workshops for students</p> <p><input type="checkbox"/> Field trips</p> <p><input type="checkbox"/> Extracurricular activities, including clubs.</p> <p><input type="checkbox"/> Other <input type="checkbox"/></p>
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COURSE CONTENT

High school consumer education should include:

I include in my class:

Using consumer credit wisely	<input type="checkbox"/>
Budgeting and managing money	<input type="checkbox"/>
Buying goods	<input type="checkbox"/>
Making use of insurance	<input type="checkbox"/>
General principles of consumer purchasing	<input type="checkbox"/>
Savings and investments	<input type="checkbox"/>
Buying services	<input type="checkbox"/>
Consumer rights and responsibilities	<input type="checkbox"/>
Renting and owning a home	<input type="checkbox"/>
Consumer Taxes	<input type="checkbox"/>
Using leisure time, money and energy	<input type="checkbox"/>
Purchasing and maintaining automotive products and services	<input type="checkbox"/>

Please check whether you teach in a general home economics program or a vocational home economics program.

THANK YOU SO MUCH FOR YOUR COOPERATION. I HOPE I WILL BE ABLE TO RETURN THE FAVOR.

VITA

Sharolyn DeGeer Sorrels

Candidate for the Degree of

Master of Science

Thesis: TEACHER ATTITUDE TOWARD CONSUMER ISSUES AND THE AFFECT UPON
CONSUMER EDUCATION UNITS

Major Field: Home Economics Education

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Teachers Association (delegate), American Vocational
Association, Oklahoma Vocational Association, Tulsa Home
Economics Club, Tau Beta Sigma.