

THE PRE-ADOLESCENTS' AND THEIR PARENTS'  
INTERESTS IN THE FAMILY LIVING PROGRAM  
IN THE MIDDLE SCHOOL AT  
STILLWATER, OKLAHOMA

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## CHAPTER I

### INTRODUCTION

The concept of the middle school is rapidly emerging in American education. Schools across the country are changing the grouping of grades from junior high schools of 7th, 8th, and 9th grade to middle schools of 6th, 7th, and 8th grades or perhaps 5th, 6th, 7th, and 8th grades. The reasons for the change include the awareness that middle school students have similar physical, social, mental, and emotional growth characteristics. Traushke and Mooney (1974) support the statement above by stating:

A middle school takes full cognizance of the dynamic physical, social, and intellectual changes that are occurring in young people during the 10- to 14-year-old age span, and provides a program with the major purpose of creating a facilitative climate so that the transescent can understand himself and the changes that are occurring within and around him (p. 9).

Considering these factors, it seems boys and girls should have the option to take family living at the middle school level.

The establishment of the middle school as a unique part of the system, designed to meet the specific needs of a particular age group, has presented a new challenge to educators. Course offerings should help the student in his or her present state of development. The middle school is a system of education developed for the ten- to fourteen-year-old age group. Primary emphasis is directed neither toward the acquisition of skills as in the elementary school nor toward



the specialization of the high school. Rather, its emphasis is upon the support of the student in the learning situation as he ascertains his capabilities for learning and orientation to his environment in light of his developing physical, social, intellectual, and psychological attributes.

#### Family Living in the Middle School -

##### Stillwater, Oklahoma

Stillwater Middle School came into being during the 1972-73 school year. The home economics program was called family living. Two teachers were hired for the program. Sixth graders were required to take family living for nine weeks. Seventh graders enrolled in the family living program for a semester as an elective; and the eighth graders enrolled for a full year as an elective.

The choices of electives were: family living, art, crafts, band, orchestra, industrial arts, French, Spanish, speech and drama. Each year the students fill out enrollment forms in which they indicate their choices of electives in order of preference. During the school year 1973-74, the requests for family living and art were the highest of all the electives as indicated by the students on their enrollment forms. Therefore, a third teacher was hired in family living and art to handle the 25-40 student class loads.

During the school year 1974-75, one of the three family living teachers moved before school started and a replacement was not hired due to a cut back in funds. However, during five 55-minute periods per day, class sizes remained 25-40 students per class for both teachers. Without the third teacher and thus fewer class periods, over 100

students could not be scheduled into family living since the classes were full.

#### Significance of the Study

The basis for the problem of this project began during the school year 1975-76. The sixth grade students were taken out of the elective program with the exception of band, orchestra, vocal music and physical education. Seventh grade electives were cut from a semester program to a nine weeks program. The eighth grade family living program was cut from a year program to one semester. The results of the changes affecting family living are summarized here:

1. No sixth graders were in family living classes.
2. Even with 85 per cent of the seventh graders and 90 percent of the eighth graders requesting family living as a first or second choice on their enrollment forms according to the middle school principal, the class size of family living was cut from 25-40 students down to 12-20 students per class. The administration gave the reason for this decrease as a "scheduling problem." Those students requesting family living and not enrolled were simply channeled into other electives.
3. New scheduling meant going from eight 40-minute class periods to five 55-minute classes in a school day. Instead of having five seventh grade family living classes, the scheduling allowed for only three. Instead of five eighth grade family living classes, the scheduling allowed for only four. The extra periods in the day for the family living teachers

resulted in one of the family living teachers teaching one section of sixth grade science and the other teacher teaching two sections of eighth grade science.

4. Physical education (athletics) and vocal music were added to the list of electives, thus denying many students the opportunity to take other electives of interest to them. Many students gave physical education and vocal music as first choices and did not have a chance to explore the other electives. Students had room for two electives in a school day. Vocal music, band, orchestra and physical education were full year programs.

#### Statement of the Problem

A new middle school is being proposed. The curriculum in the present middle school as well as planning the curriculum for the new school is currently under consideration. This study was undertaken as a means of determining the interests of middle school students and parents about the current family living program as a basis for future planning.

#### Purpose of the Study

It was the purpose of this study to seek information which would support the need for the middle school family living program. The results of the study will serve to reflect the feelings of middle school students and their parents toward a middle school family living program in the Stillwater community. The study will also serve as a means to survey the interests of a selected group of students and

parents in the current program and provide a basis for future program planning.

### Objectives of the Study

The following objectives were formulated in order to deal with the purpose of this study:

1. Determine the interests of sixth, seventh, and eighth grade middle school students in the family living curriculum.
2. Determine the previous experiences and where they were gained in relation to what is currently being taught in the family living curriculum.
3. Determine the support of parents for the family living program in the middle school.
4. Provide data to support the family living program for sixth grade students.

### Limitations of the Study

The study will be limited to those students present in the sixth, seventh, and eighth grade at Stillwater Middle School during first and sixth period science classes on May 17, 1976. The study is also limited to the parents of the participating middle school students.

### Procedure of the Study

An interest survey instrument was developed and given to sixth, seventh, and eighth graders during first and sixth period science classes. This gave a sample of approximately 60 students from each grade for the study. Since class roll is done by computer and all

students have to take science, the interest survey was given to first and sixth hour science classes of one teacher in each grade on May 17, 1976. Parent surveys were given to the participating students to take home to their parents. The students were requested to bring the parent surveys back to their science teacher within the next three days.

#### Assumptions Basic to the Study

It is assumed that the selected students of Stillwater Middle School will represent the general attitudes of pre-adolescent students in the 11-14 age bracket in Stillwater, Oklahoma. The attitudes of pre-adolescents are discussed in the review of literature. It is also assumed that parent responses will reflect the general attitudes of middle school parents in Stillwater, Oklahoma.

#### Definition of Terms

Definitions were formulated and adapted from the educational literature that was reviewed as background information for conducting the study. For the purpose of this study, the following terms are defined:

Interest - A readiness to be concerned with or moved by a class; to induce or persuade to participate or engage in (Webster, 1965, p. 441).

Inventory - A list that the respondent is asked to mark or check in a particular way (Oppenheim, 1968, p. 94).

Middle School - Designates a school between elementary and high school; it covers at least three of the middle school years beginning with grades 5 and/or 6 and ages 10-14. These years are characterized

by rapid body changes and growth (Moss, 1969, p. 21).

Transescents - A transitional stage of development during which youngsters differ from younger children in the elementary school and from the high school's full-fledged adolescent. The youngsters generally are within the age range of 10-14 (Eichhorn, 1966, p. 52).

#### Summary

The study was intended to survey the interests of students and parents by using percentages of "yes" support for the middle school family living program in the Stillwater community. The student and parent interest surveys will not only provide information about the existing program, but also give direction in the future development of curriculum for the future middle school and in the existing middle school family living programs.

## CHAPTER II

### REVIEW OF LITERATURE

#### Introduction

Home economics offers something of value to people of all ages, both male and female. In the last decade, male enrollment in home economics classes has notably increased. According to a recent study (Dowell and Greenwood, 1975, p. 1), much of this increased interest has been on the middle school level. "In some states, home economics has attracted a number of very enthusiastic learners by way of middle school-aged boys."

Some people may ask what males can gain from a course in home economics. Most likely, no less than what a female gains from the course. Most adolescent males are participating family members. Most of them will be establishing homes of their own.

The growth of the middle school movement has also focused attention on what home economics can offer young men. The middle school curriculum typically provides an exploratory component of which home economics is usually a part (Dowell and Greenwood, 1975, p. 4).

Dowell and Greenwood also found that in many communities, home economics has been considered a class primarily for girls only and that it takes a lot of selling to change these general attitudes (Dowell and Greenwood, 1975, p. 6).

The needs and interests of the middle school student are of the utmost importance. The following author states,

The opportunity to teach home and family living concepts at the elementary and intermediate levels has existed, but only a few educators have developed home economics programs focused primarily toward the uniqueness of these students (Eichorn, 1966, p. 12).

Since more women are working, many men are helping by caring for children, shopping, preparing food and caring for the house. Men are no more likely to carry these responsibilities wisely without preparation than are women. The education system should help in this preparation as this author explains,

Provisions for education in child development, family relations, nutrition, food preparation, and consumer education is now an important consideration for young men as well as young women (Coon, 1965, pp. 30-31).

Hall and Paolucci (1970, p. 121) have stated that education is obligated to help the members of a society learn the ways of living within that society. Our changing society places ever-increasing stresses on family stability. Home economics can make many contributions to the lives of everyone. Attitudes, values, decision making, and vocational skills all can be influenced in the educational system. These authors agree that,

A democratic society depends upon intelligent decision making as the means for achieving answers to problems such as helping students learn to adapt to and cope with changes that affect family life, helping students find ways of raising levels of living in their family and developing skills and attitudes to make them employable (Hall and Paolucci, 1970, p. 126).

According to Dowell and Greenwood (1971), some of the existing barriers to boys in home economics at the present time are:

1. Community environment
2. Parental attitudes
3. Peer attitudes
4. Attitudes of school personnel
5. Home economics teacher attitudes (p. 5).



Education for family living should be as available to boys as it is to girls in public schools. Some significant advances have already been achieved in this regard as numerous schools across the country have conducted coeducational classes in family living.

The middle school can be defined in several ways as evidenced below.

Good's Dictionary of Education (1959) defines the middle school as

. . . the school administrative unit on the secondary level containing the grades that follow the elementary and precede the last unit in the school system; the term usually applied to the middle unit of the 14 grade program such as the 6-4-4 plan.

Alexander (1968) defines a middle school in a different way by stating that the middle school is

. . . a school providing a program planned for a range of older children, pre-adolescents, and early adolescents that builds upon the elementary school program for earlier childhood and in turn is built upon by the high school's program for adolescents (p. 8).

In research done by Gatewood (1975, p. 13), he stated that during its [middle school's] infancy in the early 1960's many of the middle school's early proponents touted its promise. Educators said, "It would be different from the junior high, not only in name and grade organization, but also in the quality of education provided for students."

Grooms (1967) interprets the definition of the middle school as

. . . the administrative unit following the elementary and preceding the secondary school. The middle school is a system of education developed for the ten to fourteen-year-old age group. Emphasis is directed primarily neither toward the acquisition of basic skills as in the elementary school nor toward the ultimate specialization of the high school. Rather, its emphasis is upon support of the student in the learning situation as he ascertains his capabilities for learning and for orientation to his environment in light

of his developing physical, social, intellectual, and psychological attributes.

#### Characteristics of the Middle School Students

Although no two individuals at any given age are alike, there are basic characteristics which are found to be typical within an age group. It is these characteristics and developmental tasks that are of paramount importance in considering a home economics curriculum which will best serve the age group.

Sexton (1975) describes the characteristics of the middle school student as:

Middle school youngsters are eager, enthusiastic, inquisitive, often boisterous. They are also, at times, moody, awkward, and insecure. They are experiencing the contradictory pleasures and pains of a period of intense physical and intellectual development. No longer children, not yet adults, they are explorers in a challenging new world. Our task as educators must be to design a program to meet the special needs of this age group--and to nourish their budding enthusiasms (p. 45).

The period of middle childhood, from about age nine to about age twelve, is characterized by three great outward pushes. According to Havinghurst (1961), they are:

the thrust of the child out of the home and into the peer group, the physical thrust of games and work using neuro-muscular skills, and the mental thrust into adult concept, logic, symbolism, and communication (p. 15).

Many people believe that young people are more mature now than their parents were at the same age since they have developed more rapidly mentally and biologically. According to Havinghurst (1968) they have developed mentally, because in the technological age they live in, they experience increased exposure to the world about them.

Biologically, due to a diet richer in vitamins and minerals, girls and boys mature earlier than they did at the turn of the century.

### History of the Middle School

In research done by Lamb (1972, p. 13), she states that the name given to the institution for the three years between elementary and high school was unfortunate, "junior" implies a scaled down version of a "senior" counterpart. The major fault of the junior high school is that it has become a mimic of the senior high school, complete with varsity athletic teams, pep rallies, marching bands, cheerleaders, class proms, and even graduation exercises. The concept of the junior high has changed since its original conception. Compton (1968) agrees that,

The purpose of the junior high school in the beginning was to provide (1) a bridge between the elementary school and its self-contained classroom and the specialized subject-field program of the high school, (2) exploratory experiences to aid youngsters in selecting a specific program in the high school, and (3) academic, vocational, and personal guidance. Had the junior high school fulfilled these purposes and the elementary school recognized the need for a program for its older students, there might have been no need to challenge the 6-3-3 plan as educators now are doing (Compton, 1968, p. 22).

Since the junior high school concept has changed, the need for other organization within the school developed and the middle school concept has been explored. The middle school is aimed at dealing with the pre-adolescent's wants and needs in a seemingly better age grouping than was previously found in the junior high school. Baldwin (1974, p. 7) says that what is needed for the child aged 11-14 is not a renamed administrative unit, but a middle school that will allow for his total development both intellectually and socially.

The middle school student's needs as well as any student's needs should be the main consideration in curriculum planning. The middle school concept was founded on the principle that the pre-adolescent has special needs. The middle school should be a bridge between the self-contained elementary school and the departmentalized high school. Ideas on how a middle school might be the bridge from elementary to senior high were listed in one research study (Educational Research, 1969). The study revealed the following distinguishing features of the middle school:

1. A span of at least three grades to allow for the gradual transition from elementary to high school instructional practices (must include grades 6 and 7, and no grades below 5 or above 8).
2. Emerging departmental structure in each higher grade to effect gradual transition from the self-contained elementary classroom to the departmentalized high school.
3. Flexible approaches to instruction: team teaching, flexible scheduling, individualization of instruction, independent study, tutorial programs--and other approaches aimed at stimulating children to learn how to learn.
4. Required special courses, taught in departmentalized form, such as industrial arts, home economics, foreign language, art, music, and typing. Frequently an interdisciplinary approach is used, e.g., 'unified arts,' 'humanities,' 'performing arts,' or 'urban living.'
5. Guidance program as a distinct entity to fill the special needs of this age group.
6. Faculty with both elementary and secondary certification or some teachers with each type (until special training and certification are available for this level).
7. Limited attention to interschool sports and social activities (p. 2).

Another author, Alexander (1968), sets forth four purposes of the education of the pre-adolescent in the middle school:

1. The middle school aims to help the pupil understand himself as a unique human individual with personal needs and shared social responsibilities.

2. Another purpose of the middle school is to assure every pupil a degree of success in understanding the underlying principles and the ways of knowing in the areas of organized learning.
3. Another major purpose of the middle school is to promote maximum individual growth in the basic learning skills.
4. The middle school also aims to permit wide exploration of personal interests (p. 84).

Other authors' opinions on the function of the middle school include, Alexander and Williams (1965, p. 217), who suggest that the curriculum plan for the middle school should include three phases: learning skill, the general studies, and personal development. Although they believe every student should be scheduled into each of the three phases each year he or she is in the middle school, the authors emphasize that the time requirements and the nature of the work in each phase should be suited to the individual needs of the student.

#### Home Economics in the Middle School Curriculum

Hansen and Hern (1971) say that the question is not, "Should the student take home economics in the middle school instead of at the senior high level?" but, "How can we offer a program that will stimulate further interest on the part of the student?" It is important that one build upon experience and that the needs of the age group are taken into consideration.

It is not feasible that any one suggested course could possibly be recommended for home economics education in a middle school. Even with a seemingly perfect combination in one classroom, schools, communities, and homes differ throughout the nation so what would fit the needs of students in one locality would not serve students in another locality.

Hansen and Hern (1971) found that some educators believe that exploratory experiences should begin at the sixth grade or earlier,

while others feel that the eighth grade is the logical place to begin due to learning readiness. In research done by Lamb (1972) it states:

In the middle school, each home economics teacher should be required to make plans that are compatible with the total program (p. 24).

At the fifth and sixth grade levels, such topics as buying goods, including labeling, and the use of money; preparation and care of simple foods; personal development including grooming, care of clothing, making simple garments, and other experiences that would contribute to family living, are listed. At the seventh and eighth grade levels, emphasis is on buying, social conduct, personal hygiene, simple home decoration, child care, some basics of home management, use of leisure time, and the development of other competencies for living in an urban center (p. 25).

Middle school curriculum guidelines for home economics programs have been suggested by Weis (1971). The suggested guidelines are as follows:

Middle school home economics programs:

1. Feature instruction in which the educative processes as well as the course content function to satisfy meaningful objectives.
2. Differentiate learning which is appropriate to group instruction from learning which requires the individual to perform alone.
3. Insure that each transescent can progress at his own rate and to the depth appropriate to his needs and abilities.
4. Include objectives appropriate to the physical, social, and emotional as well as to the intellectual needs and capabilities of transescent learners.
5. Promote understanding of the transescent's growth and development as well as the implications of this growth for emerging relationships with others.
6. Introduce transescent learners to all areas of home economics in ways which stimulate continued independent exploration.
7. Emphasize experiences which improve the effectiveness of the transescent in functioning and coping within his immediate environment.
8. Cultivate and encourage skills in self-directed learning.
9. Provide the learner with a basis for organizing and expanding his perceptions of individual and family life (p. 585).

## Boys and Coeducational Home Economics Education

It is only natural that boys be included in home economics since the subject matter is just as important for them as it is for girls. As long as home economics continues to be a family-oriented discipline, it is apparent that it is only doing half its job if it fails to include men in both its teaching and learning ranks. There will be no significant change in either public image or male interest until more boys are 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. Recent research (Baker, 1971, p. 49) has shown that coeducational classes in marriage and family relations are certainly not new, but changes in the early education of boys would significantly increase their number.

Schools should at least provide an option for boys to study elementary nutrition and basics of food preparation. To mention a few, courses like clothing selection and care, consumer education, home management, and family relations and child development should also be available to boys. An article, "Male Pupils vs. Sexist Educators" (1974, p. 319), states that the women's liberation movement, with its unisex philosophy, demands that all treatment be identical--no more all-girls home economics or all-male athletic activities. Baker (1971) reported:

What does seem to be occurring is a new understanding of what it means to be male or female, with major emphasis on what it means to be human. Home economics is in a unique position to promote this new trend by opening its doors to men as well as to women (p. 49).

Home economics certainly has a link with nearly all other subject areas, and all areas of living and self-development.

By exploring these links at the elementary level and by individualizing and opening the program for students at an early age, the subject matter takes on an exciting light which hopefully will spread into more advanced home economics study (Palmer, 1968, p. 212).

One researcher found the majority (86 percent) of secondary school administrators believed that home economics should be offered at the junior high school level (Benson, 1972, p. 65).

Our society needs men who are not limited to the so called tougher masculine characteristics of aggressiveness and dominance. It needs men who are capable of showing more feminine traits of warmth and sensitivity to the feelings of others. We need to revise our ideas about the proper sex role of our boys and girls and how best to train them for it (Yolles, 1971, p. 49).

Home economics offers something of value to people of all ages, both male and female. In the last decade, male enrollment in home economics classes has notably increased. Much of this increased interest has been on the middle school level.

In some state, home economics has attracted a number of very enthusiastic learners by way of middle school-aged boys. (p. 1) The growth of the middle school movement has also focused attention on what home economics can offer young men. The middle school curriculum typically provides an exploratory component of which home economics is usually a part (Dowell and Greenwood, 1975, p. 4).

In many communities, home economics has been considered a class primarily for girls. It takes a lot of selling to change these general attitudes. Parental influence usually has a great deal of influence on the courses selected by their sons and daughters. A parent's view of home economics is often limited and is passed on directly or indirectly to their child. A parent may not be aware of all the subject matter covered in a complete home economics curriculum. They might see the need for their sons and daughters to be educated in the areas of family life and consumer education, but they often do not



see home economics as the source for such knowledge, attitudes and skills (Dowell and Greenwood, 1975, p. 6).

Each year more and more boys are enrolling in home economics classes, both in special courses designed for boys and in co-educational family life and consumer education classes. Many of these courses contain training in relation to securing a job.

In an article, "Profile of a Home Economist" (1973, p. 31), it says, "Male home economists are a rare breed . . . but more and more men are finding rewarding professions through home economics."

#### Summary

The middle school is a promising innovation for providing variations in instructional patterns to meet the varying learning styles and rates of children between the ages of ten and fourteen. The middle school is more than just a school facility; it is a concept that a school can educate the pre-adolescent between the elementary and the high school years with a special kind of learning atmosphere specialized to meet the students' needs. The goal of the middle school should be to guide students to a mastery of the developmental tasks of their particular age group.

From the knowledge gathered concerning the pre-adolescent's physical, mental, social, and emotional growth, it is plausible to provide the pre-adolescent with a curriculum adapted to the middle school's students' particular needs. The middle school should be aimed at dealing with the pre-adolescent's wants and needs that will allow for the students' total development both intellectually and socially.

Coeducational home economics is the way of the future. The interests of the boys as well as of the girls should be given full consideration in the curriculum planning in the middle school. Home economics certainly can provide a link between all subject areas as well as all areas of living and self-development.

## CHAPTER III

### METHODOLOGY

#### Introduction

To meet the objectives of this thesis, it was necessary to identify students and parents who could represent the interest of the population groups. It was also necessary to develop instruments to be used in obtaining data and to obtain and analyze the data. The purpose of this chapter is to describe ways these procedures were accomplished. The chapter is divided into the following sections: selection of the population, development of the instrument, method employed in collecting data, and an analysis of the data.

#### Selection of the Population

Stillwater Middle School is composed of sixth, seventh, and eighth graders, all of whom take the following required subjects: science, mathematics, language arts and social studies. The data presented in this chapter was gathered from two science classes in each grade level, sixth seventh, and eighth grade in Stillwater Middle School.

The number of participants were as follows: eighth grade (44 boys, 31 girls); seventh grade (31 boys, 38 girls); and sixth grade (27 boys, 28 girls) for a total number of 199 student respondents.

There were 26 eighth grade parents, 28 seventh grade parents, and 32 sixth grade parents responding for a total of 86 parent respondents.

#### Description of the Subjects

The data presented in this chapter were gathered from sixth, seventh, and eighth graders at Stillwater Middle School present May 17, 1976. The family living interest survey was given to 75 eighth graders (44 boys, 31 girls), 69 seventh graders (31 boys, 38 girls), and 55 sixth graders (27 boys, 38 girls) for a total of 199 participants. There were 26 eighth grade parents, 28 seventh grade parents, and 32 sixth grade parents respondents for a total of 86 parents (43 per cent return).

#### Development of the Instrument

The writer tried to find other interest inventories done in home ec and several have been cited in this paper. However, the interest survey used was developed by the researcher. It was based primarily on the curriculum used in the past three years of the middle school family living program and information derived from the two primary textbooks used in the classes. The parent questionnaire was simply a student interest survey adapted for the parents. A separate survey and answer sheet were used for the students. Copies of the interest survey and the answer sheet can be found in the Appendix.

The first page of the interest survey listed thirty interest statements pertaining to family living with provision for a "yes" or "no" response. Each statement also provided a place to signify if study in a particular area had been previously received at school, home,

clubs, or none (have received no training).

The second page of the interest survey presented eleven statements for students and parents to react to. These were designed to provide percentages of "yes" and "no" interest of the students and parents in the middle school family living program.

Before the survey was submitted to the selected sampling, it was reviewed by the Stillwater Middle School Principal, Kenneth Muncy, the second middle school family living teacher, and the researcher's graduate committee. These persons were asked to edit, delete, and comment on any part of the interest survey that they believed was inappropriate or unnecessary.

The interest survey was pretested in a seventh grade family living class with ten students participating. The instrument was checked for clarity and understanding of directions, suitability of length and time involved to complete the instrument. Their responses and comments were used to finalize the interest survey.

#### Collection of Data

The writer administered the interest surveys in her two eighth grade science classes. Two other science teachers, one from sixth and one from seventh grade, were asked to help out by using part of their class time to administer the interest survey and assist in the collection of the parent interest survey. The interest survey was administered to those present on May 17, 1976, at Stillwater Middle School. The returns were as follows: eighth grade (44 boys, 31 girls), seventh grade (31 boys, 38 girls), and sixth grade (27 boys, 28 girls) for a total number of 199 student respondents. There were 26 eighth grade

parents, 28 seventh grade parents, and 32 sixth grade parents responding for a total of 86 parent respondents. The percentage of parents respondents compared to the total of student respondents was 43 per cent.

#### Analysis of Data

Upon return of all of the interest surveys, the responses were hand tabulated. Percentages were used to determine the "yes" or "no" interest to each particular statement. The percentages were rounded to the nearest tenth, therefore some of the totals do not add up to 100 per cent. Tables were then developed to compare percentage responses between boys and girls and among the three grades sampled. The percentages used were found by dividing the number of responses to each question by the number of respondents in each category.

The responses were considered the majority if the percentages were 51 per cent or above. Ninety per cent answers and above are considered "priority" responses when used in curriculum planning. Chapter Four will present the analysis.

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA

#### Introduction

In order to meet the objectives set forth in this thesis, student and parent interest surveys were administered to 199 middle school students and 86 parents. The objectives were:

1. Determine the interests of sixth, seventh, and eighth grade middle school students in the family living curriculum.
2. Determine the previous experiences and where they were gained in relation to what is currently being taught in the family living curriculum.
3. Determine the support of parents for the family living program in the middle school.
4. Provide data to support the family living program for sixth grade students.

#### Presentation of Tables

The interest survey had 30 statements pertaining to the following areas of family living: clothing and sewing, foods and nutrition, your family and you, grooming, consumer education, and a few general questions. The participating students and parents responded whether they were interested in studying or having their child study, in the

case of the parents, the statements on the survey. The response choice was either "yes" or "no".

Table I presents the ages of the participating students by per cent. Of the sixth grade boys, 55.5 per cent were 10 years old, compared to 64.3 per cent for the girls. There were no nine-year-old girls, while 7.4 per cent of the sixth grade boys were nine years old. The seventh grade boys had 48.0 per cent in the 12-year-old and 13-year-old group and the girls had 35.4 per cent in the 12-year-old group and 71.1 per cent in the 13-year-old group. Only one of the responding seventh grade boys was currently 11 years old. Over 51 per cent of the eighth grade students in the interest survey were 14 years old. The participating eighth grade had 56.8 per cent boys in the 14-year-old group and 61.2 per cent girls.

Table II presents responses of the participating students to general statements about the family living program. Sixth graders have a zero per cent for statement four. They did not have a family living course the previous year since they were 5th graders and not at the middle school. In the seventh grade, over 80 per cent of the respondents had family living as sixth graders. The eighth grade respondents who had family living in the seventh grade included 59.0 per cent of the boys and 64.5 per cent of the girls. In both seventh and eighth grades, over 51 per cent of the respondents had taken a family living class in the past.

Responses to statement six revealed that of the responding sixth grade girls, 89.3 per cent felt family living would help them in the future while 40.7 per cent of the boys responded "yes."



TABLE I  
 REPORTED AGES OF THE 199 STUDENTS BY PER CENT

Ages of Students	Boys	Girls
<u>Sixth Grade</u> (N=27 boys, 28 girls)		
9-year-olds	7.4	0.0
10-year-olds	55.5	64.3
11-year-olds	37.0	35.7
<u>Seventh Grade</u> (N=31 boys, 38 girls)		
11-year-olds	3.0	0.0
12-year-olds	48.0	35.4
13-year-olds	48.0	71.1
<u>Eighth Grade</u> (N=44 boys, 31 girls)		
13-year-olds	36.3	35.4
14-year-olds	56.8	61.2
15-year-olds	6.8	3.2

NOTE: The ages for the sixth grade boys appear inaccurate, but data presented was taken from the survey instrument.

TABLE II  
 PER CENT YES RESPONSES OF THE 199 STUDENTS  
 TO GENERAL STATEMENTS ABOUT  
 FAMILY LIVING PROGRAM

Statement**	Sixth Grade		Seventh Grade		Eighth Grade	
	Boys (N=27)	Girls (N=28)	Boys (N=31)	Girls (N=38)	Boys (N=44)	Girls (N=31)
4. I had a family living class at Stillwater Middle School last year.	0.0*	0.0	84.0	89.5	59.0	64.5
5. I am interested in taking a course in family living in the future.	63.0	85.7	58.0	71.1	29.5	67.7
6. I feel that the family living program can help me for the responsibilities I will have in my family life.	40.7	89.3	74.0	89.5	72.7	87.0
7. I like having a family living class with both boys and girls in them.	33.3	82.1	74.0	89.5	84.0	93.5
8. I think sixth graders should take a family living course.	77.8	78.6	84.0	89.5	81.8	100.0

\* Sixth graders were not at Stillwater Middle School the previous year.

\*\* There were no non-respondents to these statements.

The responding eighth grade boys were the only ones to respond with less than a 5 per cent "yes" that they would be interested in taking a course in family living in the future.

Over 70 percent of the respondents said "yes" in favor of having both boys and girls in the same family living class, with the exception of the respondent sixth grade boys who had a 33.3 per cent "yes."

In summary, the majority of the 7th and 8th grade respondents had family living last year. Eighth grade boys indicated they were not interested in taking a family living course in the future. One-third of the 6th grade boys do not like having coeducational family living classes.

Seventh-five per cent and above of the respondents in all three grades agreed that the sixth graders should take a family living class. One hundred per cent of the responding eighth grade girls indicated "yes."

Table III presents the responses of the participating students to suggested length of the family living classes by per cent. The sixth grade participants responded with a 66.8 per cent of the responding boys wanting a nine-weeks program in the sixth grade. Over 51 per cent of the boys and girls in the sixth grade wanted a semester program in the seventh grade.

Over 51 per cent of the seventh grade respondents agreed to a nine-weeks program in the sixth grade (boys, 84.0 per cent; girls, 71.1 per cent), a semester program in the seventh grade (boys, 71.4 per cent; girls, 58.0 per cent), but responses for the eighth grade program were split (boys, 35.4 per cent for a nine week and one semester program; girls, 52.6 per cent for a full year program).

TABLE III

PER CENT RESPONSES OF THE 199 STUDENTS  
TO LENGTH OF FAMILY LIVING CLASSES

Statement	Grade Level	Length	Sixth Grade		Seventh Grade		Eighth Grade	
			Boys (N=47)	Girls (N=28)	Boys (N=31)	Girls (N=38)	Boys (N=44)	Girls (N=31)
9. I think a family living class should last the following number of weeks for each grade level.	Sixth	Nine weeks	66.8	35.7	84.0	71.1	61.4	45.1
		One semester	18.5	53.6	16.0	18.4	25.0	32.2
		Full year	14.8	10.7	0.0	10.5	13.6	22.5
		(non-respondents)	0.0	0.0	0.0	0.0	0.0	1.2
	Seventh	Nine weeks	22.2	28.6	32.2	21.0	25.1	9.6
		One semester	55.5	71.4	58.0	63.2	54.5	70.9
		Full year	22.2	0.0	9.7	15.8	20.4	19.3
		(non-respondents)	1.1	0.0	1.1	0.0	0.0	0.2
	Eighth	Nine weeks	22.2	28.6	35.4	21.1	22.7	6.4
		One semester	37.0	46.4	35.4	26.3	31.8	38.7
		Full year	40.7	21.4	29.0	52.6	45.4	50.4
		(non-respondents)	0.1	3.6	0.2	0.0	0.1	5.5

Eighth grade respondents wanted a nine weeks program in the sixth grade (boys, 61.4 per cent; girls, 45.1 per cent), a one semester program in the seventh grade (boys, 54.5 per cent; girls, 70.9 per cent), and a full year program in the eighth grade (boys, 45.4 per cent; girls, 50.4 per cent).

In summary, the majority of students in all three grades, except 6th grade girls, wanted the 6th grade family living class to be 9 weeks long. The majority of all participants wanted the 7th grade family living class to be one semester long.

Table IV presents responses of the participating students to statements about clothing and sewing. The majority (above 51 per cent) of the respondents in all three grades wanted to learn how to choose their clothes. Only the responding eighth grade girls indicated a majority (54.8 per cent) wanted to learn about fibers and fabrics. With the exception of the 6th grade boys, above 65 per cent of the respondents in all three grades wanted to learn the correct way to launder. Above 51 per cent of the following participants: sixth grade boys and girls, seventh grade girls, and eighth grade boys and girls, wanted to learn to make something for their rooms. The sixth and the seventh grade boys were the only participating students that had below a 50 per cent response to learn how to sew on a button. Less than 50 per cent of the responding sixth and eighth grade boys wanted to learn how to repair rips.

The "priority" responses (90 per cent and above) were: sixth grade - the girls (100 per cent) wanted to learn to choose their

TABLE IV  
 PER CENT YES RESPONSES OF THE 199 STUDENTS TO  
 CLOTHING AND SEWING STATEMENTS

Statement	Sixth Grade		Seventh Grade		Eighth Grade	
	Boys (N=27)	Girls (N=28)	Boys (N=31)	Girls (N=38)	Boys (N=44)	Girls (N=31)
I WANT TO . . . .						
1. Know how to choose my clothes for the best buy and for the longest wear.	59.3	100.0	83.8	92.1	86.4	93.5
2. Know more about fibers and fabrics and how they can affect me.	44.4	35.7	41.9	44.7	38.6	54.8
3. Know the correct way to launder the many colors and fabrics in my wardrobe.	48.1	82.1	67.7	78.9	65.9	83.8
4. Make something to wear.	40.7	78.6	61.3	86.8	59.0	93.5
5. Make something for my room.	63.0	85.7	48.3	73.7	68.1	96.7
6. Learn how to sew on a button, hook and eye, and a snap.	40.7	89.3	35.5	71.1	40.9	73.1
7. Learn how to repair rips or holes in my clothing.	33.3	82.1	64.5	86.8		

clothes; seventh grade - the girls (92.1 per cent) wanted to learn to choose their clothes; eighth grade - the girls (93.5 per cent) wanted to learn to choose their clothes, (93.5 per cent) to make something to wear and (96.7 per cent) to make something for their room. The girls in all three grades showed more interest in clothing and sewing than did the boys.

Summarizing Table IV, approximately three-fourths of the participants had below 50 per cent "yes" response to learn about fibers and fabrics. About a third of the sixth and eighth grade boys responded "no" to learn about clothing repair.

Table V presents responses of the participating students to the food and nutrition statements. Over 51 per cent of the respondents in all three grades wanted to learn about the Basic Four Food Guide, learn how to prepare foods, learn proper table manners, and learn how to store foods correctly. Less than 50 per cent of the participating seventh grade boys (45.2 per cent) wanted to learn how to read and use a recipe. Less than 50 per cent of the boys in all three grades wanted to learn how to set a table correctly.

The "priority" responses (90 per cent and above) were: sixth grade - the girls (100 per cent) want to learn how to read and use a recipe, (100 per cent) how to prepare foods, and (96.4 per cent) how to store foods correctly; seventh grade - no "priority" responses; eighth grade - no "priority" responses.

In summary, the girls in all three grades showed more interest in food and nutrition than did the boys. The boys in all three grades showed less than 90 per cent interest in learning how to

TABLE V

PER CENT YES RESPONSES OF THE 199 STUDENTS  
TO FOOD AND NUTRITION STATEMENTS

Statement	Sixth Grade		Seventh Grade		Eighth Grade	
	Boys (N=27)	Girls (N=28)	Boys (N=31)	Girls (N=38)	Boys (N=44)	Girls (N=31)
I WANT TO . . .						
8. Learn about the Basic Four Food Guide or how to choose the proper foods to maintain my health.	77.8	78.6	51.6	78.9	68.1	74.1
9. Learn how to read and use a recipe.	59.3	100.0	45.2	78.9	59.0	67.7
10. Learn how to prepare foods and cleanup in a short time.	70.4	100.0	64.5	86.8	65.9	83.8
11. Learn how to set a table correctly.	40.7	82.1	29.0	76.3	38.6	58.0
12. Learn proper table manners so I won't be embarrassed when I am with friends or eating in public places.	63.0	85.7	51.6	84.2	63.6	80.6
13. Learn how to store foods correctly to prevent spoilage.	63.0	96.4	64.5	81.6	75.0	74.1



set a table. Eighth grade boy response was 0.9 per cent below the 8th grade girl response on learning how to store foods correctly to prevent spoilage.

Table VI presents the per cent responses of the participating students to statements about your family and you.

Over 51 per cent of the respondents in all three grades wanted to have the family living class cover the material asked for in the statements on the survey instrument, understanding parents, making friends, understanding myself and my brothers and sisters.

The "priority" responses (90 per cent and above) were: sixth grade - the girls (96.4 per cent) want to better understand their parents, (92.6 per cent) make better friendships, (92.6 per cent) better understand their brothers and sisters; seventh grade - no "priority" responses; eighth grade - the girls had "priority" responses on all four of the questions (90.3 per cent).

In summary, the girls in all three grades showed more interest in your family and you statements than did the boys. The boy "yes" responses ranged from 58.0 per cent to 88.6 per cent, and the girl "yes" responses ranged from 71.1 per cent to 96.4 per cent.

Table VII presents the per cent responses of the participating students to the grooming statements. Over 51 per cent of the respondents in all three grades wanted to learn how to care for their skin. The girls in the sixth (75.0 per cent) and seventh (68.4 per cent) grade and the students in the eighth grade (boys, 61.9 per cent; girls, 80.6 per cent) want to learn about posture. Less than 50 per cent of the responding sixth grade boys want to learn about taking care of their teeth. The responding seventh

TABLE VI

PER CENT YES RESPONSES OF THE 199 STUDENTS TO YOUR  
FAMILY AND YOU STATEMENTS

Statement	Sixth Grade		Seventh Grade		Eighth Grade	
	Boys (N=27)	Girls (N=28)	Boys (N=31)	Girls (N=38)	Boys (N=44)	Girls (N=31)
I WANT TO LEARN . . .						
14. How to better understand my parents.	70.4	96.4	64.5	78.9	88.6	90.3
15. How to make better friendships.	74.1	92.9	74.2	89.5	84.0	90.3
16. To have a better understanding of myself.	66.7	85.7	58.0	73.7	81.8	90.3
17. How to better understand my brothers and sisters.	66.7	92.9	67.7	71.1	68.1	90.3

TABLE VII

PER CENT YES RESPONSES OF THE 199 STUDENTS  
TO GROOMING STATEMENTS

Statement	Sixth Grade		Seventh Grade		Eighth Grade	
	Boys (N=27)	Girls (N=28)	Boys (N=31)	Girls (N=38)	Boys (N=44)	Girls (N=31)
I WANT TO LEARN . . .						
18. How to care for my skin and complexion.	51.9	100.0	67.7	89.5	81.8	93.5
19. The proper way to sit, stand, and walk.	48.1	75.0	38.7	68.4	61.3	80.6
20. Why it is important to take care of my teeth.	48.1	71.4	51.6	63.2	68.1	67.7
21. How to care for my hands and feet.	55.6	85.7	48.3	60.5	54.4	67.7
22. How my hair affects my appearance.	40.7	85.7	67.7	73.7	84.0	87.0

grade boys (51.6 per cent) answered "no" on wanting to learn how to care for their hands and feet. The responding sixth grade boys had a 40.7 per cent response on learning about hair care.

The "priority" responses (90 per cent and above) were: sixth grade - 100 per cent of the girls want to learn about skin care; seventh grade - no "priority" responses; eighth grade - the girls (93.5 per cent) want to learn about skin care.

In summary, the girls in all three grades showed more interest in grooming than did the boys. Sixth grade girls showed 100 per cent interest to learn about skin care. Approximately one-third of the 7th grade boys were not interested in learning about the proper way to sit, stand, and walk. The sixth grade boys particularly showed a below 50 per cent response in skin care and in how hair affects appearance compared to all of the other respondents.

Table VIII presents the per cent responses of the participating students to consumer education statements. Over 51 per cent of the respondents in the seventh and eighth grades and the sixth grade girls wanted to learn about consumer education. Only 44.4 per cent of the responding sixth grade boys want to learn to be a wise shopper and learn to evaluate advertisements.

The "priority" responses (90 per cent and above) were: sixth grade - the girls (92.9 per cent) want to learn how to be a wise shopper; seventh grade - the boys (93.5 per cent) want to learn about checking accounts and how to write a check; eighth grade - the girls (96.7 per cent) want to learn about being a wise shopper, (90.3 per cent) learn different ways to save money, and (90.3 per cent) learn about charging

TABLE VIII

PER CENT YES RESPONSES OF THE 199 STUDENTS  
TO CONSUMER EDUCATION STATEMENTS

Statement	Sixth Grade		Seventh Grade		Eighth Grade	
	Boys (N=27)	Girls (N=28)	Boys (N=31)	Girls (N=38)	Boys (N=44)	Girls (N=31)
I WANT TO LEARN . . .						
23. How to be a wise shopper.	44.4	92.9	67.7	73.7	77.2	96.7
24. How to read and evaluate advertisements.	40.7	85.7	58.0	65.8	75.0	67.7
25. About different ways to save money.	77.8	89.3	80.6	84.2	84.0	90.3
26. About checking accounts and how to write a check.	66.7	89.3	93.5	71.1	72.7	70.9
27. About charging items and other credit purchases.	59.3	75.0	74.2	76.3	81.8	90.3

items and other credit purchases.

In summary, the girls in all three grades showed more interest in consumer education than the boys with the exception of the seventh and eighth grade boys to learn about checking accounts and how to write a check. Sixth grade boys showed a below 51 per cent majority "yes" response to learn how to be a wise shopper and to evaluate advertisements.

Table IX presents the per cent responses of the participating students to the general statements about baby sitting, decorating and careers related to family living. Over 51 per cent of the girls responding in all three grades wanted to learn about baby sitting. The seventh grade boys (45.2 per cent) were the only respondents in which a majority did not want to learn about decorating and arranging their bedroom. The sixth grade girls (82.1 per cent) and the seventh grade girls (60.5 per cent) were the respondents that wanted to learn about careers related to family living.

The "priority" responses (90 per cent and above) were: sixth grade - the girls (92.3 per cent) wanted to learn about baby sitting; seventh grade - there were no "priority" responses; eighth grade - the girls (96.7 per cent) wanted to learn about arranging and decorating their bedrooms.

In summary, the girls in all three grades showed more interest in baby sitting, decorating and careers than did the boys. The boy respondents in all three grades showed a below majority "yes" response to learn about baby sitting. In further comparison, less than a 50% majority of the middle school boy respondents as well as the eighth

TABLE IX  
 PER CENT YES RESPONSES OF THE 199 STUDENTS  
 TO GENERAL STATEMENTS

Statement	Sixth Grade		Seventh Grade		Eighth Grade	
	Boys (N=27)	Girls (N=28)	Boys (N=31)	Girls (N=38)	Boys (N=44)	Girls (N=31)
I WANT TO LEARN . . .						
28. How to be a good baby sitter.	33.3	92.3	25.8	76.3	34.0	74.1
29. About decorating and arranging my bedroom.	59.3	89.3	45.2	84.2	52.2	96.7
30. About possible careers I could pursue that are in fields related to family living.	40.7	82.1	38.7	60.5	40.9	48.3

grade girls showed interest in career exploration as part of the family living class.

Tables X, XI, XII, and XIII present the data in relation to one of the objectives of this thesis: determine the previous experiences and where gained in relation to what is currently being taught in the family living curriculum. Table X presents the per cent responses of the participants having school experience to the statements in the family living interest survey.

The evaluation of the data for this table is by grades. Sixth grade - there were no responses above 50 per cent.

Seventh grade - the girls have had experience with fibers and fabrics (52.6 per cent) and have made something to wear (57.9 per cent). In the area of foods, over 51 per cent of the respondents in the seventh grade have had experience with the basic four and how to set a table correctly.

Eighth grade - the girls have had experience with making something to wear (74.2 per cent) and sewing on a button (58.0 per cent). Over 51 per cent of the respondents in the eighth grade have had experience with the basic four and how to use a recipe. The girls have had experience with preparing foods (54.8 per cent) and setting a table correctly (51.6 per cent). The boys have had experience with making better friendships (50.0 per cent), caring for their skin (52.2 per cent), caring for teeth (50.0 per cent), and evaluating advertisements (50.0 per cent).

In general, the girls of all three grades have had more school experience than the boys have had. Refer to the table for a complete look at the exceptions.



TABLE X

PER CENT YES RESPONSES OF THE 199 STUDENTS HAVING SCHOOL EXPERIANCE  
TO THE STATEMENTS IN THE FAMILY LIVING INTEREST SURVEY

Statement	Sixth Grade		Seventh Grade		Eighth Grade	
	Boys (N=27)	Girls (N=28)	Boys (N=31)	Girls (N=38)	Boys (N=44)	Girls (N=31)
<u>Clothing and Sewing</u>						
1. I want to know how to choose my clothes for the best buy and for the longest wear.	0.0	3.6	25.8	44.7	34.0	32.2
2. I want to know more about fabrics and how they affect me.	0.0	3.6	29.0	52.6	40.9	48.3
3. I want to know the correct way to launder the many colors and fabrics in my wardrobe.	3.7	0.0	6.5	13.2	31.8	9.7
4. I want to make something to wear.	0.0	7.1	45.2	57.9	43.1	74.2
5. I want to make something for my room.	7.4	21.4	38.7	36.8	36.3	48.3
6. I want to learn how to sew on a button, hook and eye, or a snap.	0.0	0.0	9.7	29.0	38.6	58.0
7. I want to learn how to repair rips or holes in my clothing.	0.0	3.6	19.3	18.4	31.8	22.6
<u>Foods and Nutrition</u>						
8. I want to learn about the Basic Four Food Guide or how to choose the proper foods to maintain my health.	22.2	42.9	61.3	65.8	77.2	74.2
9. I want to learn how to read and use a recipe.	3.7	7.1	35.4	47.4	68.1	51.6
10. I want to learn how to prepare foods and cleanup in a short time.	7.4	10.7	41.9	31.6	47.7	54.8

TABLE X (Continued)

Statement	Sixth Grade		Seventh Grade		Eighth Grade	
	Boys (N=27)	Girls (N=28)	Boys (N=31)	Girls (N=38)	Boys (N=44)	Girls (N=31)
11. I want to learn how to set a table correctly.	3.7	3.6	29.0	52.6	40.9	51.6
12. I want to learn proper table manners so I won't be embarrassed when I am with friends or eating in public places.	7.4	17.9	25.8	47.4	31.8	25.8
13. I want to learn how to store foods correctly to prevent spoilage.	3.7	10.7	12.9	21.1	27.2	22.6
<u>Your Family and You</u>						
14. I want to learn how to better understand my parents.	3.7	10.7	9.7	15.8	34.0	25.8
15. I want to learn how to make better friendships.	29.6	46.4	29.0	31.6	50.0	48.3
16. I want to learn to have a better understanding of myself.	17.1	25.0	9.7	15.8	36.3	25.8
17. I want to learn how to better understand my brothers and sisters.	0.0	21.4	16.1	19.0	38.6	9.7
<u>Grooming</u>						
18. I want to learn how to care for my skin and complexion.	3.7	0.0	6.5	26.3	52.2	45.2
19. I want to learn the proper way to sit, stand, and walk.	11.1	21.4	16.1	23.7	40.9	41.9
20. I want to learn why it is important to take care of my teeth.	11.1	39.3	45.2	34.2	50.0	41.9

TABLE X (Continued)

Statement	Sixth Grade		Seventh Grade		Eighth Grade	
	Boys (N=27)	Girls (N=28)	Boys (N=31)	Girls (N=38)	Boys (N=44)	Girls (N=31)
21. I want to learn how to care for my hands and feet.	7.4	10.7	9.7	13.2	34.0	16.1
22. I want to learn how my hair affects my appearance.	14.8	28.6	16.1	21.1	40.9	35.4
<u>Consumer Education</u>						
23. I want to learn how to be a wise shopper.	11.1	21.4	29.0	39.5	40.9	45.2
24. I want to learn how to read and evaluate advertisements.	3.7	21.4	19.3	26.3	50.0	41.9
25. I want to learn about different ways to save money.	11.1	32.1	16.1	18.4	34.0	35.4
26. I want to learn about checking accounts and how to write a check.	3.7	10.7	9.7	13.2	38.6	41.9
27. I want to learn about charging items and other credit purchases.	3.7	21.4	9.7	13.2	36.3	48.3
<u>General Statement</u>						
28. I want to learn how to be a good baby sitter.	3.7	21.4	0.0	2.6	15.9	12.9
29. I want to learn about decorating and arranging my bedroom.	11.1	10.7	6.5	15.8	15.9	16.1
30. I want to learn about possible careers I could pursue that are in fields related to family living.	7.4	32.1	29.0	26.3	15.9	16.1

The eighth grade boy respondents had higher "yes" per cents than eighth grade girls for having had school experience on all but two of the statements in the foods and nutrition section and on all of the statements in your family and you section.

Table XI presents the per cent of the participating students having home experience relative to the statements in the family living interest survey. The presentation of the data for this table is by grades.

Sixth grade - in the area of clothing, over 51 per cent of the responding girls have had home experience in all of the areas stated on the interest survey except for learning about fabrics (32.1 per cent). Some of the boy respondents have had experience preparing foods (70.4 per cent), table manners (70.4 per cent), storing foods correctly (70.4 per cent), ways to save money (55.6 per cent), and checking accounts (51.9 per cent). The girl respondents had one "priority" response (90 per cent or above) on having had experience using a recipe (92.9 per cent).

Seventh grade - both boys and girls that responded to the interest survey have had some home experience in choosing clothes, laundering, using recipes, preparing foods, setting tables, table manners, storing food, understanding parents, and learning about careers. The boys also have had some experience in making friends (54.8 per cent), and baby-sitting (51.6 per cent). The responding girls have had some experience in making clothes (68.4 per cent), making something for their rooms (52.6 per cent), sewing on buttons (60.5 per cent), and repairing rips (63.2 per cent).

TABLE XI

PER CENT YES RESPONSES OF THE 199 STUDENTS HAVING HOME EXPERIENCE  
TO THE STATEMENTS IN THE FAMILY LIVING INTEREST SURVEY

Statement	Sixth Grade		Seventh Grade		Eighth Grade	
	Boys (N=27)	Girls (N=28)	Boys (N=31)	Girls (N=38)	Boys (N=44)	Girls (N=31)
<u>Clothing and Sewing</u>						
1. I want to know how to choose my clothes for the best buy and for the longest wear.	37.0	85.7	51.6	63.2	61.3	41.9
2. I want to know more about fabrics and how they affect me.	7.4	32.1	19.3	18.4	20.4	22.5
3. I want to know the correct way to launder the many colors and fabrics in my wardrobe.	22.2	82.1	51.6	71.1	43.1	80.6
4. I want to make something to wear.	11.1	60.7	45.2	68.4	31.8	90.3
5. I want to make something for my room.	44.4	67.9	25.8	52.6	25.0	58.0
6. I want to learn how to sew on a button, hook and eye, or a snap.	25.9	64.3	25.8	60.5	20.4	77.4
7. I want to learn how to repair rips or holes in my clothing.	18.5	67.9	45.2	63.2	38.6	77.4
<u>Foods and Nutrition</u>						
8. I want to learn about the Basic Four Food Guide or how to choose the proper foods to maintain my health.	40.7	60.7	41.9	47.4	54.5	48.3
9. I want to learn how to read and use a recipe.	48.1	92.9	64.5	76.3	65.9	87.0
10. I want to learn how to prepare foods and cleanup in a short time.	70.4	78.6	51.6	71.1	54.5	93.5

TABLE XI (Continued)

Statement	Sixth Grade		Seventh Grade		Eighth Grade	
	Boys (N=27)	Girls (N=28)	Boys (N=31)	Girls (N=38)	Boys (N=44)	Girls (N=31)
11. I want to learn how to set a table correctly.	48.1	85.7	51.6	68.4	61.3	80.6
12. I want to learn proper table manners so I won't be embarrassed when I am with friends or eating in public places.	70.4	82.1	71.0	65.8	77.2	90.3
13. I want to learn how to store foods correctly to prevent spoilage.	70.4	64.3	51.6	60.5	70.4	70.9
<u>Your Family and You</u>						
14. I want to learn how to better understand my parents.	44.4	71.4	67.7	52.6	65.9	48.3
15. I want to learn how to make better friendships.	29.6	50.0	54.8	47.4	65.9	58.0
16. I want to learn to have a better understanding of myself.	33.3	57.1	29.0	42.1	61.3	45.1
17. I want to learn how to better understand my brothers and sisters.	37.0	57.1	35.4	42.1	56.8	67.7
<u>Grooming</u>						
18. I want to learn how to care for my skin and complexion.	33.3	78.6	25.8	26.3	75.0	61.2
19. I want to learn the proper way to sit, stand, and walk.	44.4	64.3	38.7	36.8	59.0	64.5
20. I want to learn why it is important to take care of my teeth.	44.4	71.4	22.6	31.6	70.4	74.1

TABLE XI (Continued)

Statement	Sixth Grade		Seventh Grade		Eighth Grade	
	Boys (N=27)	Girls (N=28)	Boys (N=31)	Girls (N=38)	Boys (N=44)	Girls (N=31)
21. I want to learn how to care for my hands and feet.	48.1	64.3	38.7	39.5	65.9	65.7
22. I want to learn how my hair affects my appearance.	33.3	75.0	35.4	29.0	68.1	77.4
<u>Consumer Education</u>						
23. I want to learn how to be a wise shopper.	40.7	71.4	32.2	23.7	70.4	70.9
24. I want to learn how to read and evaluate advertisements.	29.6	42.9	41.9	36.8	59.0	51.6
25. I want to learn about different ways to save money.	55.6	67.9	32.2	21.1	65.9	58.0
26. I want to learn about checking accounts and how to write a check.	51.9	60.7	35.4	39.5	68.1	64.5
27. I want to learn about charging items and other credit purchases.	44.4	50.0	45.2	31.6	59.0	64.5
<u>General Statement</u>						
28. I want to learn how to be a good baby sitter.	29.6	75.0	51.6	23.7	47.7	61.2
29. I want to learn about decorating and arranging my bedroom.	33.3	78.6	35.4	26.3	59.0	51.6
30. I want to learn about possible careers I could pursue that are in fields related to family living.	29.6	60.7	61.3	52.6	36.3	32.2

Eighth grade - the students responding to the family living interest survey had no home experience in learning about fabrics or careers. The boy respondents have had some experience in choosing clothes (61.3 per cent), learning about the basic four (54.5 per cent), understanding parents (65.9 per cent), and understanding themselves (61.3 per cent). The girl respondents have had some experience in laundering (80.6 per cent), making something to wear (90.3 per cent) and for their rooms (58.0 per cent), sewing on buttons (77.4 per cent) and repairing rips (77.4 per cent), babysitting (61.2 per cent), and decorating and arranging their rooms (51.6 per cent). On all of the other statements, both boy and girl respondents have had some home experience.

In general, the girls in all three grades have had more home experience than the boys have had. In the your family and you section, one-half of the responses were higher for the seventh grade boys compared to seventh grade girls, and three-fourths of eighth grade boy responses were higher than the eighth grade girls. Compared with the girl responses in their particular grade, seventh grade boys had higher home experience responses on all the general statements section and two-thirds of the eighth grade boy responses were higher. Refer to Table XI for further explanation.

Table XII presents the per cent responses of the participants having had some club experience in relation to the statements in the family living interest survey. The presentation of the data for this table is by grades.

Previous experiences in clubs were below 50 per cent for all the respondents, with the highlights from each grade following:



TABLE XII

PER CENT YES RESPONSES OF THE 199 STUDENTS HAVING CLUB EXPERIENCE  
TO THE STATEMENTS IN THE FAMILY LIVING INTEREST SURVEY

Statement	Sixth Grade		Seventh Grade		Eighth Grade	
	Boys (N=27)	Girls (N=28)	Boys (N=31)	Girls (N=38)	Boys (N=44)	Girls (N=31)
<u>Clothing and Sewing</u>						
1. I want to know how to choose my clothes for the best buy and for the longest wear.	0.0	7.1	6.5	13.2	0.0	19.3
2. I want to know more about fabrics and how they affect me.	0.0	0.0	0.0	5.3	0.0	6.5
3. I want to know the correct way to launder the many colors and fabrics in my wardrobe.	0.0	0.0	3.2	2.6	2.3	3.2
4. I want to make something to wear.	0.0	7.1	0.0	10.5	2.3	16.1
5. I want to make something for my room.	0.0	25.0	0.0	5.3	4.5	22.6
6. I want to learn how to sew on a button, hook and eye, or a snap.	0.0	14.3	0.0	7.9	4.5	9.7
7. I want to learn how to repair rips or holes in my clothing.	0.0	7.1	3.2	2.6	0.0	12.9
<u>Foods and Nutrition</u>						
8. I want to learn about the Basic Four Food Guide or how to choose the proper foods to maintain my health.	0.0	14.3	9.7	7.9	4.5	19.3
9. I want to learn how to read and use a recipe.	0.0	14.3	9.7	13.2	4.5	16.1
10. I want to learn how to prepare foods and cleanup in a short time.	3.7	25.0	6.5	10.5	9.1	9.7

TABLE XII (Continued)

Statement	Sixth Grade		Seventh Grade		Eighth Grade	
	Boys (N=27)	Girls (N=28)	Boys (N=31)	Girls (N=38)	Boys (N=44)	Girls (N=31)
11. I want to learn how to set a table correctly.	0.0	14.3	3.2	10.5	2.3	12.9
12. I want to learn proper table manners so I won't be embarrassed when I am with friends or eating in public places.	3.7	14.3	3.2	2.6	6.8	12.9
13. I want to learn how to store foods correctly to prevent spoilage.	3.7	7.1	0.0	5.3	2.3	19.3
<u>Your Family and You</u>						
14. I want to learn how to better understand my parents.	0.0	7.1	3.2	7.9	6.8	9.7
15. I want to learn how to make better friendships.	11.1	35.7	12.9	15.8	25.0	25.8
16. I want to learn to have a better understanding of myself.	0.0	28.6	54.8	47.4	11.4	19.3
17. I want to learn how to better understand my brothers and sisters.	0.0	10.7	54.8	52.6	2.3	16.1
<u>Grooming</u>						
18. I want to learn how to care for my skin and complexion.	0.0	3.6	74.2	65.8	2.3	19.3
19. I want to learn the proper way to sit, stand, and walk.	7.4	25.0	51.6	52.6	0.0	29.0
20. I want to learn why it is important to take care of my teeth.	0.0	28.6	67.7	60.5	6.8	12.9

TABLE XII (Continued)

Statement	Sixth Grade		Seventh Grade		Eighth Grade	
	Boys (N=27)	Girls (N=28)	Boys (N=31)	Girls (N=38)	Boys (N=44)	Girls (N=31)
21. I want to learn how to care for my hands and feet.	0.0	0.0	58.0	55.3	4.5	6.5
22. I want to learn how my hair affects my appearance.	3.7	14.3	67.7	68.4	2.3	25.8
<u>Consumer Education</u>						
23. I want to learn how to be a wise shopper.	7.4	14.3	54.8	71.1	9.1	19.3
24. I want to learn how to read and evaluate advertisements.	3.7	7.1	45.2	50.0	0.0	6.5
25. I want to learn about different ways to save money.	3.7	22.1	67.7	73.7	2.3	12.9
26. I want to learn about checking accounts and how to write a check.	0.0	14.3	61.3	57.9	6.8	0.0
27. I want to learn about charging items and other credit purchases.	0.0	14.3	48.3	65.8	4.5	3.2
<u>General Statement</u>						
28. I want to learn how to be a good baby sitter.	0.0	32.1	38.7	71.1	4.5	16.1
29. I want to learn about decorating and arranging my bedroom.	3.7	10.7	58.0	65.8	0.0	22.6
30. I want to learn about possible careers I could pursue that are in fields related to family living.	3.7	17.9	2.3	12.9	29.0	29.0

Sixth grade - the highest per cent "yes" response was for the girl respondents (22.1 per cent) to learn how to save money and (32.1 per cent) to learn how to be a good baby sitter.

Seventh grade - no responses were above 20 per cent.

Eighth grade - the highest per cent "yes" response was for the girl respondents with a 29.0 per cent to learn about posture.

In general, the students had fewer experiences in clubs when compared to the percentages of home and school experiences. Again, the girls in all three grades have had more club experience when compared with the boys. Refer to the table for the exceptions.

Table XIII presents the per cent responses of the participating students having had no experience in relation to the statements in the family living interest survey. The presentation of the data for this table is by grade.

Sixth grade - over 51 per cent of the boys respondents have had no experience in the area of clothing except to make something for their rooms (48.1 per cent), over 51 per cent no experience in family relation except in making friends (40.7 per cent), over 51 per cent no experience in grooming except care of teeth (44.4 per cent), and feet and hands (48.1 per cent). Some of the boy respondents also had over 51 per cent in consumer education except in saving money (40.7 per cent) and over 51 per cent no experience in decorating and arranging their rooms (48.1 per cent). Some of the girl respondents had over 51 per cent no experience in fabrics (64.3 per cent).

Seventh grade - over 51 per cent no experience for the boys respondents in knowing about fabrics (51.6 per cent) and sewing on a button (58.0 per cent).

TABLE XIII

PER CENT YES RESPONSES OF THE 199 STUDENTS HAVING NO EXPERIENCE  
TO THE STATEMENTS IN THE FAMILY LIVING INTEREST SURVEY

Statement	Sixth Grade		Seventh Grade		Eighth Grade	
	Boys (N=27)	Girls (N=28)	Boys (N=31)	Girls (N=38)	Boys (N=44)	Girls (N=31)
<u>Clothing and Sewing</u>						
1. I want to know how to choose my clothes for the best buy and for the longest wear.	66.7	14.3	29.0	21.1	20.4	22.6
2. I want to know more about fabrics and how they affect me.	85.2	64.3	51.6	29.0	45.4	38.7
3. I want to know the correct way to launder the many colors and fabrics in my wardrobe.	70.4	17.9	45.2	18.4	34.0	19.3
4. I want to make something to wear.	85.2	35.7	32.2	18.4	36.4	6.5
5. I want to make something for my room.	48.1	25.0	48.3	31.6	43.2	19.3
6. I want to learn how to sew on a button, hook and eye, or a snap.	70.4	39.3	58.0	29.0	45.4	12.9
7. I want to learn how to repair rips or holes in my clothing.	74.1	28.6	45.2	31.6	45.4	19.3
<u>Foods and Nutrition</u>						
8. I want to learn about the Basic Four Food Guide or how to choose the proper foods to maintain my health.	37.0	21.4	19.3	21.1	11.4	12.9
9. I want to learn how to read and use a recipe.	40.7	7.1	19.3	13.2	11.4	6.5
10. I want to learn how to prepare foods and cleanup in a short time.	33.3	7.1	25.8	13.2	18.1	6.5

TABLE XIII (Continued)

Statement	Sixth Grade		Seventh Grade		Eighth Grade	
	Boys (N=27)	Girls (N=28)	Boys (N=31)	Girls (N=38)	Boys (N=44)	Girls (N=31)
11. I want to learn how to set a table correctly.	48.1	14.3	32.2	10.5	15.9	12.9
12. I want to learn proper table manners so I won't be embarrassed when I am with friends or eating in public places.	44.4	7.1	19.3	18.4	13.6	6.5
13. I want to learn how to store foods correctly to prevent spoilage.	44.4	32.1	41.9	26.3	18.1	38.7
<u>Your Family and You</u>						
14. I want to learn how to better understand my parents.	55.6	17.9	25.8	31.6	20.4	29.0
15. I want to learn how to make better friendships.	40.7	21.4	29.0	26.3	18.1	29.0
16. I want to learn to have a better understanding of myself.	51.9	32.1	12.9	10.5	25.0	35.4
17. I want to learn how to better understand my brothers and sisters.	55.6	35.7	6.5	0.0	31.8	29.0
<u>Grooming</u>						
18. I want to learn how to care for my skin and complexion.	63.0	17.9	0.0	10.5	11.4	19.3
19. I want to learn the proper way to sit, stand, and walk.	51.9	25.0	6.5	21.1	20.4	19.3
20. I want to learn why it is important to take care of my teeth.	44.4	14.3	6.5	13.2	15.9	25.8

TABLE XIII (Continued)

Statement	Sixth Grade		Seventh Grade		Eighth Grade	
	Boys (N=27)	Girls (N=28)	Boys (N=31)	Girls (N=38)	Boys (N=44)	Girls (N=31)
21. I want to learn how to care for my hands and feet.	48.1	25.0	0.0	7.9	18.1	25.8
22. I want to learn how my hair affects my appearance.	66.7	21.4	0.0	10.5	18.1	9.7
<u>Consumer Education</u>						
23. I want to learn how to be a wise shopper.	63.0	25.0	0.0	15.8	20.4	22.6
24. I want to learn how to read and evaluate advertisements.	66.7	39.3	0.0	2.6	22.7	41.9
25. I want to learn about different ways to save money.	40.7	17.9	12.9	10.5	20.4	32.2
26. I want to learn about checking accounts and how to write a check.	51.9	35.7	3.2	2.6	18.2	25.8
27. I want to learn about charging items and other credit purchases.	51.9	50.0	3.2	5.3	22.7	32.2
<u>General Statement</u>						
28. I want to learn how to be a good baby sitter.	63.0	17.9	0.0	13.2	38.6	19.3
29. I want to learn about decorating and arranging my bedroom.	48.1	25.0	3.2	10.5	30.0	38.7
30. I want to learn about possible careers I could pursue that are in fields related to family living.	70.4	35.7	0.0	2.6	34.0	54.8

Eighth grade - over 51 per cent of the girl respondents have had no experience in learning about possible careers related to family living (54.8 per cent).

In general, the boys in all three grades have had a higher percentage of no experience in relation to the statements in the interest survey compared to the girls. The sixth grade boys had a higher per cent of responses to having had no experience compared to sixth grade girls. Compared to the seventh grade boys, the seventh grade girls have had less experience in all but one of the grooming statements, three-fifths of the consumer education statements, and all of the general statements. Compared to eighth grade boys, the eighth grade girls have had less experience in three-fourths of the your family and you section, one-half of the grooming statements, all of the consumer education statements, and two-thirds of the general statements.

#### Parent Summary

The total parent response to the family living interest survey was 86 parents, which is 43 per cent return. Their responses are shown in the tables. The 86 parents represent a total of 119 students who have had the family living elective at Stillwater Middle School, Stillwater, Oklahoma. The parents had fifteen boys and seventeen girls in the sixth grade for a total of 32 students; 11 boys and 17 girls in the seventh grade for a total of 28 students; and 9 boys and 17 girls in the eighth grade for a total of 26 students.

A majority of participating parents (86.5 per cent) agreed that the boys in all three grades should take a family living course. The parents were also interested in seeing their children take another



TABLE XIV

PER CENT RESPONSES OF THE 86 PARENTS TO GENERAL  
STATEMENTS IN THE PARENT INTEREST SURVEY

Statement	Per Cent Responses
1. I have a ___ boy, ___ girl in the ___ 6th, ___ 7th, or ___ 8th grade.	6th grade N=32 (15 boys, 17 girls) 7th grade N=28 (11 boys, 17 girls) 8th grade N=26 ( 9 boys, 17 girls)
2. How many children have you had take family living at Stillwater Middle School?	6th grade N=39 (21 boys, 18 girls) 7th grade N=31 (11 boys, 20 girls) 8th grade N=38 (14 boys, 24 girls)
7. How long do you think a family living class should be for each grade level?	9 weeks 84.0; 1 semester 91.0; full year 89.7
39. Please list any other subject areas you would like to see covered in family living classes at Stillwater Middle School.	dating, phone manners, time management, and study habits

TABLE XV

PER CENT YES RESPONSES OF THE 86 PARENTS  
TO THE PARENT INTEREST SURVEY

Statement	Per Cent Yes Responses
3. Do you believe boys should take a family living course?	86.5
4. Are you interested in your child taking a course in family living in the future?	96.0
5. I feel the family living program can help prepare my child for responsibilities he or she will have in family life.	96.0
6. Do you think 6th graders should take a family living course?	98.3
9. I want my child to know how to choose his or her clothes for the best buy and for the longest wear.	100.0
10. I want my child to know more about fibers that are used to make fabrics and how they can affect us.	100.0
11. I want my child to know the correct way to launder the many colors and fabrics in his or her wardrobe.	100.0
12. I want my child to make something to wear.	100.0
13. I want my child to make an accessory for his or her room.	100.0
14. I want my child to learn how to sew on a button, hook and eye, or a snap.	100.0

TABLE XV (Continued)

Statement	Per Cent Yes Responses
15. I want my child to learn how to repair rips or holes in his or her clothing.	100.0
16. I want my child to learn about the Basic Four Food Guide or how to choose the proper food to maintain life.	100.0
17. I want my child to learn how to read and use a recipe.	100.0
18. I want my child to learn how to prepare foods and cleanup in a short time.	100.0
19. I want my child to learn how to set a table correctly.	100.0
20. I want my child to learn proper table manners so I won't be embarrassed when my child is with his or her friends or eating in public places.	100.0
21. I want my child to learn how to store foods correctly to prevent spoilage.	100.0
22. I want my child to learn how to better understand his or her parents.	100.0
23. I want my child to learn how to make better friendships.	100.0
24. I want my child to learn to have a better understanding of himself or herself.	100.0
25. I want my child to learn how to better understand his or her brothers and sisters.	100.0

TABLE XV (Continued)

Statement	Per Cent Yes Responses
26. I want my child to learn how to care for his or her skin and complexion.	100.0
27. I want my child to learn the proper way to sit, stand, and walk.	100.0
28. I want my child to learn why it is important to take care of his or her teeth.	100.0
29. I want my child to learn how to care for his or her hands and feet.	100.0
30. I want my child to learn how hair affects his or her appearance.	100.0
31. I want my child to learn how to be a wise shopper.	100.0
32. I want my child to learn how to read and evaluate advertisements.	100.0
33. I want my child to learn about different ways to save money.	100.0
34. I want my child to learn about checking accounts and how to write a check.	100.0
35. I want my child to learn about charging items and other credit purchases.	100.0
36. I want my child to learn how to be a good baby sitter.	100.0
37. I want my child to learn about decorating and arranging his or her bedroom.	100.0
38. I want my child to learn about possible careers he or she could pursue that are in fields related to family living.	100.0

family living class in the future (96.0 per cent), since they agreed that family living could help their child for responsibilities in future life. It was strongly felt that sixth graders should take family living (98.3 per cent). The majority of responding parents indicated a progression of the family living class through the middle school as nine weeks for sixth graders (84.0 per cent), one semester for the seventh graders (91.0 per cent) and a full year for the eighth graders (89.7 per cent). The organizations that the parents put down in which their children were involved were: scouts (15.6 per cent), 4-H (9.3 per cent), church groups (21.0 per cent), and a few school clubs (64.4 per cent).

Statements 9 thru 38 had an overwhelming 100 per cent "yes" for each statement. This may have a tendency to be somewhat misleading since what parent would say "no" to such generalized statements?

#### Family Living as an Elective Choice

The per cent responses in statement 10 of the student interest survey showed 86.0 per cent of the sixth graders, 91.3 per cent of the seventh graders, and 82.3 per cent of the eighth graders chose family living as a first elective choice on the previous year's enrollment, 1975-76. In addition, 76.8 per cent of the sixth graders, 85.9 per cent of the seventh graders, and 82.3 per cent of the eighth graders had parents who wanted their children to take family living. Only 3.5 per cent of the responding seventh graders and 1.3 per cent of the responding eighth graders were put into family living due to the counselor recommendation. There was no problem with the other electives being full and thus having to be put into family living. Also, no respondent in

all three grades indicated that there was no other elective left for them to take so they ended up in family living.

#### Summary

The data provides a survey of interests of the family living program for the previous three years and provides a basis for improving and expanding the program in the future. Data gathered indicate that the majority of responding students and parents strongly support the family living program in Stillwater Middle School.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

The purpose of this study was to seek information which will support the need for the middle school family living program. The study also served as a means to survey the current program and to plan the curriculum for the future.

To accomplish this purpose, the following objectives were formulated:

1. Determine the interests of sixth, seventh, and eighth grade middle school students towards the family living curriculum.
2. Determine the previous experiences and where they were gained in relation to what is currently being taught in the family living curriculum.
3. Determine the support of parents for the family living program in the middle school.
4. Provide information to support the family living program for sixth grade students.

A total of 199 middle school students and 86 parents filled out the interest survey. The instrument used was constructed in two parts. The first part of the survey consisted of thirty statements pertaining to the areas of clothing and sewing, foods and nutrition, grooming,

family relationships, consumer education, and three general statements. The students circled "yes" or "no" answers as to their interest on each statement. In the second part of the interest survey, the students circled their level of experience for each statement in the areas of school, home, clubs, or none. Upon return of the interest surveys, the responses were hand tabulated. Percentages were used to determine the extent of interest or experience for each statement. Data items were tabulated and percentages were used in presenting the descriptive data.

### Findings

Based on the data gathered in this study, it was determined that over 51 per cent of the seventh and eighth graders responding have had family living at Stillwater Middle School. All of these respondents except the eighth grade boys were interested in taking a family living course in the future. The responding sixth grade boys were the only ones that felt a family living class would not benefit them in the future and they would not like a family living class with both boys and girls in it. All of the respondents felt sixth graders should take a family living course. This supports one of the main objectives of this thesis, namely, to provide information to support the family living program for sixth grade students.

#### Family Living as an Elective Choice

The majority of students (over 51 per cent) in all three grades chose family living as a first choice on last year's enrollment. In addition, 76.8 per cent of the sixth graders, 85.9 per cent of the seventh graders, and 82.3 per cent of the eighth graders had parents



that wanted their children to take family living. Only 3.5 per cent of the seventh graders and 1.3 per cent of the eighth graders were put into family living due to the counselor recommendation. There was no problem with the other electives being full and thus having to be put into family living. Also, no student in any of the three grades indicated that there was nothing else left for them to take so they ended up in family living.

#### Length of the Family Living Classes

The majority of the responding sixth grade boys felt that family living should be a nine weeks course in all three grades. The responding sixth grade girls felt that the class length should all be nine weeks except for sixth grade which should be one semester. The responding seventh graders were unanimous that family living classes should be one semester for all three grades. The responding eighth graders felt the classes should be a full year with the exception of the girls who felt the sixth grade class should be only one semester.

#### Family Living Curriculum

Using a majority response of 51 per cent and above, results of the interest survey indicate that the curriculum could include the following:

##### Sixth Grade

###### Clothing:

1. Learn how to choose their own clothes.\*
2. Learn the correct way to do the laundry.\*\*
3. Learn to make something to wear.\*\*
4. Learn to make something for their room.
5. Learn how to sew on a button.\*\*
6. Learn how to repair rips.\*\*

Foods and Nutrition:

7. Learn about the Basic Four Food Guide.
8. Learn how to prepare foods.\*
9. Learn proper table manners.
10. Learn how to store foods.\*
11. Learn how to set a table.\*\*
12. Learn how to read and use a recipe.\*

Family Relations:

13. Learn to better understand their parents.\*
14. Make better friendships.\*
15. Better understand their brothers and sisters.\*

Grooming:

16. Learn how to care for their skin.
17. Learn about posture.\*\*
18. Learn to care for teeth.\*\*
19. Learn to care for their hands and feet.
20. Learn about hair care.\*\*

Consumer Education:

21. Learn to be a wise shopper.\*,\*\*
22. Learn how to read and evaluate advertisements.\*\*

General Statements:

23. Learn about baby sitting.\*,\*\*
24. Learn about decorating and arranging their room.
25. Learn about careers.\*\*

Seventh Grade

Clothing:

1. Learn how to choose their clothes.\*
2. Learn the correct way to launder.
3. Learn to make something to wear.
4. Learn to make something for their room.
5. Learn to sew on a button.\*\*
6. Learn how to repair rips.

Foods and Nutrition:

7. Learn about the Basic Four Food Guide.
8. Learn how to prepare foods.
9. Learn proper table manners.
10. Learn how to store foods correctly.
11. Learn how to use a recipe.\*\*
12. Learn how to set a table correctly.\*\*

Family Relations:

13. Learn to better understand their parents.
14. Make better friendships.
15. Better understand their brothers and sisters.

## Grooming:

16. Learn about skin care.
17. Learn about posture.\*\*
18. Learn to take care of teeth.
19. Learn how to care for hands and feet.\*\*
20. Learn about hair care.

## Consumer Education:

21. Learn to be a wise shopper.
22. Learn how to read and evaluate advertisements.
23. Learn about checking accounts and how to write a check.\*\*\*

## General Statements:

24. Learn about baby sitting.\*\*
25. Learn about decorating and arranging their room.\*\*
26. Learn about careers.\*\*

Eighth Grade

## Clothing:

1. Learn how to choose their clothes.\*
2. Learn about fibers and fabrics.\*\*
3. Learn the correct way to launder.
4. Learn to make something to wear.\*
5. Learn to make something for their room.\*
6. Learn to sew on a button.
7. Learn how to repair rips.\*\*

## Foods and Nutrition:

8. Learn about the Basic Four Food Guide.
9. Learn how to prepare foods.
10. Learn proper table manners.
11. Learn how to store foods correctly.
12. Learn how to read and use a recipe.
13. Learn to set a table correctly.\*\*

## Family Relations:

14. Learn to better understand their parents.
15. Learn to make better friendships.
16. Learn to better understand their brothers and sisters.

## Grooming:

17. Learn about skin care.\*
18. Learn about posture.
19. Learn about teeth care.
20. Learn about feet and hand care.
21. Learn about hair care.

## Consumer Education:

22. Learn to be a wise shopper.\*
23. Learn how to read and evaluate advertisements.
24. Learn different ways to save money.\*

25. Learn about checking accounts.
26. Learn about credit purchases.\*

NOTE: \* Indicates a 90 per cent or above response by the girls.  
\*\* Indicates a 50 per cent or below response by the boys.  
\*\*\* Indicates a 90 per cent or above response by the boys.

### Previous Experience

There was more previous experience from the home than there was from school or clubs for the participants in the three grades. The majority of participating students in the three grades have had no experience regarding family living subject areas, or if they have had, the experience has been very little.

### Parent Support

The parents of the students participating in the interest survey in all three grades gave a ninety per cent and above "yes" support for the family living program at Stillwater Middle School. The responding parents were in agreement that the family living program should be nine weeks in the sixth grade, one semester in the seventh grade, and a full year in the eighth grade. Participating parents also felt that the sixth grade should definitely be included in the elective program. They also were in agreement that the family living classes should have both boys and girls in them.

### Conclusions and Implications

The responses of the majority of students and parents participating in this study seem to indicate that over 51 per cent of the middle school students and parents strongly support the middle school family

living program. The "yes" responses from the girls of all three grades were consistently higher than the boys' "yes" responses on the interest survey.

According to the search of literature in Chapter Two, the middle school is considered by many educators to be the exploratory years. The sixth and seventh grade girls were the only respondents with above 51 per cent responding to studying career exploration.

The data indicates more of an interest in choosing and taking care of clothing than in learning how to sew. The responding sixth grade girls had 100 per cent "yes" responses to learn how to choose clothes, about using recipes and preparing food, and skin care.

The previous experiences and where gained in relation to what is currently being taught in the family living curriculum had the highest per cent responses in the following descending order: home, no experience, school, and clubs. The data from the middle school parents showed an overwhelming support with 100 per cent "yes" responses for the thirty statements in the interest survey.

During the existence of Stillwater Middle School, over 51 per cent of the enrolling students have chosen family living from the elective choices. The data from this study supports the inclusion of the sixth grade family living program in the middle school.

Priority "yes" responses were 90 per cent and above. The responding girls had 23 priority responses (sixth grade=10, seventh grade=1, eighth grade=12) and the responding boys had one (sixth grade=0, seventh grade=1, eighth grade=0). The boys' one "yes" response was to learn about checking accounts.

The girls' interest in family living is already fairly strong after looking at the percentages of their "yes" responses. However, to increase the boys' interest perhaps some innovations and creative teaching techniques need to be explored.

The data from this study indicates that the current curriculum is satisfactory to over 51 per cent of the middle school respondents. Each section of the interest survey should be reviewed when planning for future classes. The responses from both boys and girls should be taken into consideration when doing curriculum planning. The students and parents have been a good source of information. This study has shown that interest surveys can give documentation for program review.

#### Recommendations

Findings of this study seem to indicate that certain changes need to be made and considered in regards to the family living program at Stillwater Middle School. Therefore, the researcher wishes to offer the following recommendations for consideration by those who are responsible for providing scheduling and curriculum changes in the Stillwater Public School system.

1. Provide means for evaluation as a basis for revision of curriculum on a three- to five-year basis or when determined necessary.
2. Continue to involve teachers, students, and parents in the planning and writing of the family living curriculum.
3. In view of the data collected in this thesis, include the sixth grade in the elective system at Stillwater Middle School.

4. Consider student and parent input when planning the family living curriculum in the new middle school.
5. Future research could look at the different aspects of home experiences; such as, students who have working mothers vs. non-working mothers, comparison of experience with the student ages, study extent of previous home experiences, why a greater show of interest response among those with home experiences, etc.
6. Additional research be initiated to survey the present middle school students for recommendations for revision of the specific subject areas of family living instruction.
7. An interest survey is only one means of curriculum revision and planning. Further research could incorporate a different means.

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APPENDIX A

STUDENT INTEREST SURVEY

## STUDENT INTEREST SURVEY

Clothing and Sewing

1. I want to know how to choose my clothes for the best buy and for the longest wear.
2. I want to know more about fabrics and how they affect me.
3. I want to know the correct way to launder the many colors and fabrics in my wardrobe.
4. I want to make something to wear.
5. I want to make something for my room.
6. I want to learn how to sew on a button, hook and eye, or a snap.
7. I want to learn how to repair rips or holes in my clothing.

Foods and Nutrition

8. I want to learn about the Basic Four Food Guide or how to choose the proper foods to maintain my health.
9. I want to learn how to read and use a recipe.
10. I want to learn how to prepare foods and cleanup in a short time.
11. I want to learn how to set a table correctly.
12. I want to learn proper table manners so I won't be embarrassed when I am with friends or eating in public places.
13. I want to learn how to store foods correctly to prevent spoilage.

Your Family and You

14. I want to learn how to better understand my parents.
15. I want to learn how to make better friendships.
16. I want to learn to have a better understanding of myself.
17. I want to learn how to better understand my brothers and sisters.

Grooming

18. I want to learn how to care for my skin and complexion.
19. I want to learn the proper way to sit, stand, and walk.
20. I want to learn why it is important to take care of my teeth.
21. I want to learn how to care for my hands and feet.
22. I want to learn how my hair affects my appearance.

Consumer Education

23. I want to learn how to be a wise shopper.
24. I want to learn how to read and evaluate advertisements.
25. I want to learn about different ways to save money.
26. I want to learn about checking accounts and how to write a check.
27. I want to learn about charging items and other credit purchases.

General Statement

28. I want to learn how to be a good baby sitter.
29. I want to learn about decorating and arranging my bedroom.
30. I want to learn about possible careers I could pursue that are in the fields related to family living.

APPENDIX B

STUDENT INTEREST SURVEY ANSWER SHEET

## STUDENT INTEREST SURVEY ANSWER SHEET

- I. DIRECTIONS: Reach each item very carefully on the interest survey and then select your answer from the possible answers given. Draw a circle around your choices.

Circle YES if you would like to do this particular thing.

Circle NO if you are not interested and would dislike doing this particular thing.

- II. Then circle the following answer according to previous training in school, home, clubs, or none.

Circle SCHOOL if you have had the previous homemaking training in school.

Circle HOME if you had previous homemaking training at home.

Circle CLUBS if you have had homemaking training in 4-H clubs, other clubs or organized groups.

Circle NONE if you have had no training in this particular thing.

		EXPERIENCE				
	YES	NO	SCHOOL	HOME	CLUBS	NONE
1.	YES	NO	SCHOOL	HOME	CLUBS	NONE
2.	YES	NO	SCHOOL	HOME	CLUBS	NONE
3.	YES	NO	SCHOOL	HOME	CLUBS	NONE
4.	YES	NO	SCHOOL	HOME	CLUBS	NONE
5.	YES	NO	SCHOOL	HOME	CLUBS	NONE
6.	YES	NO	SCHOOL	HOME	CLUBS	NONE
7.	YES	NO	SCHOOL	HOME	CLUBS	NONE
8.	YES	NO	SCHOOL	HOME	CLUBS	NONE
9.	YES	NO	SCHOOL	HOME	CLUBS	NONE
10.	YES	NO	SCHOOL	HOME	CLUBS	NONE
11.	YES	NO	SCHOOL	HOME	CLUBS	NONE
12.	YES	NO	SCHOOL	HOME	CLUBS	NONE
13.	YES	NO	SCHOOL	HOME	CLUBS	NONE
14.	YES	NO	SCHOOL	HOME	CLUBS	NONE
15.	YES	NO	SCHOOL	HOME	CLUBS	NONE
16.	YES	NO	SCHOOL	HOME	CLUBS	NONE
17.	YES	NO	SCHOOL	HOME	CLUBS	NONE
18.	YES	NO	SCHOOL	HOME	CLUBS	NONE
19.	YES	NO	SCHOOL	HOME	CLUBS	NONE
20.	YES	NO	SCHOOL	HOME	CLUBS	NONE
21.	YES	NO	SCHOOL	HOME	CLUBS	NONE
22.	YES	NO	SCHOOL	HOME	CLUBS	NONE
23.	YES	NO	SCHOOL	HOME	CLUBS	NONE
24.	YES	NO	SCHOOL	HOME	CLUBS	NONE
25.	YES	NO	SCHOOL	HOME	CLUBS	NONE
26.	YES	NO	SCHOOL	HOME	CLUBS	NONE
27.	YES	NO	SCHOOL	HOME	CLUBS	NONE

		EXPERIENCE				
28.	YES NO	SCHOOL	HOME	CLUBS	NONE	
29.	YES NO	SCHOOL	HOME	CLUBS	NONE	
30.	YES NO	SCHOOL	HOME	CLUBS	NONE	

Please check the appropriate answer:

1.  boy  girl
2.  6th grade,  7th grade,  8th grade
3. I am  10,  11,  12,  13,  14 years old.
4. I had family living class at Stillwater Middle School last year.  YES  NO
5. I am interested in taking a course in family living in the future.  YES  NO
6. I feel that the family living program can help prepare me for responsibilities I will have in my family life.  YES  NO
7. I like having a family living class with both boys and girls in them.  YES  NO
8. I think 6th graders should take a family living course.  
 YES  NO
9. I think a family living class should last the following number of weeks for each grade level:

	9 weeks	one semester	full year
6th grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7th grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8th grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Please answer this question if you have already taken a family living class. I took family living for the following reason: (check your answer)
  - Family living was my first choice.
  - Family living was one of the electives I signed up to take.
  - My parents wanted me to take it.
  - The counselor recommended it to me.
  - The other electives were full.
  - There was nothing else left for me to take.
  - Other reasons. (please list)

---
11. Please list any other subject areas you would like to cover in a family living class on the back of this paper.

APPENDIX C

PARENT INTEREST SURVEY

## PARENT INTEREST SURVEY

It is the job of teachers to find ways to make school life more interesting and worthwhile for all students in the classroom. This form is your chance to give the family living teachers of Stillwater Middle School confidential information that will help the teachers make family living classes more interesting and of value to each student. We need your help!

PLEASE CHECK THE APPROPRIATE ANSWER:

1. I have a \_\_\_ boy, \_\_\_ girl in the \_\_\_ 6th, \_\_\_ 7th, or \_\_\_ 8th grade.
2. How many children have you had take family living at Stillwater Middle School? \_\_\_ boys \_\_\_ girls
3. Do you believe boys should take a family living course?  
\_\_\_ YES \_\_\_ NO
4. Are you interested in your child taking a course in family living in the future? \_\_\_ YES \_\_\_ NO
5. I feel the family living program can help prepare my child for responsibilities he or she will have in family life.  
\_\_\_ YES \_\_\_ NO
6. Do you think 6th graders should take a family living course?  
\_\_\_ YES \_\_\_ NO
7. How long do you think a family living class should be for each grade level? Please check your choices.
 

6th grade	nine weeks ___	One semester ___	full year ___
7th grade	nine weeks ___	One semester ___	full year ___
8th grade	nine weeks ___	One semester ___	full year ___
8. What organizations have your children been in which give them family living training?  
Please list: \_\_\_\_\_  
\_\_\_\_\_
9. I want my child to know how to choose his or her clothes for the best buy and for the longest wear. \_\_\_ YES \_\_\_ NO
10. I want my child to know more about fibers that are used to make fabrics and how they can affect us. \_\_\_ YES \_\_\_ NO



11. I want my child to know the correct way to launder the many colors and fabrics in his or her wardrobe.     YES     NO
12. I want my child to make something to wear.     YES     NO
13. I want my child to make an accessory for his or her room.  
      YES     NO
14. I want my child to learn how to sew on a button, hook and eye, or a snap.     YES     NO
15. I want my child to learn how to repair rips or holes in his or her clothing.     YES     NO
16. I want my child to learn about the Basic Four Food Guide or how to choose the proper food to maintain life.     YES     NO
17. I want my child to learn how to read and use a recipe.  
      YES     NO
18. I want my child to learn how to prepare foods and cleanup in a short time.     YES     NO
19. I want my child to learn how to set a table correctly.  
      YES     NO
20. I want my child to learn proper table manners so I won't be embarrassed when my child is with his or her friends or eating in public places.     YES     NO
21. I want my child to learn how to store foods correctly to prevent spoilage.     YES     NO
22. I want my child to learn how to better understand his or her parents.     YES     NO
23. I want my child to learn how to make better friendships.  
      YES     NO
24. I want my child to learn to have a better understanding of himself or herself.     YES     NO
25. I want my child to learn how to better understand his or her brothers and sisters.     YES     NO
26. I want my child to learn how to care for his or her skin and complexion.     YES     NO
27. I want my child to learn the proper way to sit, stand, and walk.  
      YES     NO

28. I want my child to learn why it is important to take care of his or her teeth.     YES     NO
29. I want my child to learn how to care for his or her hands and feet.     YES     NO
30. I want my child to learn how hair affects his or her appearance.     YES     NO
31. I want my child to learn how to be a wise shopper.     YES     NO
32. I want my child to learn how to read and evaluate advertisements.     YES     NO
33. I want my child to learn about different ways to save money.     YES     NO
34. I want my child to learn about checking accounts and how to write a check.     YES     NO
35. I want my child to learn about charging items and other credit purchases.     YES     NO
36. I want my child to learn how to be a good baby sitter.     YES     NO
37. I want my child to learn about decorating and arranging his or her bedroom.     YES     NO
38. I want my child to learn about possible careers he or she could pursue that are in fields related to family living.     YES     NO
39. Please list any other subject areas you would like to see covered in family living classes at Stillwater Middle School.
- 
- 
- 
-

VITA

Janet Crawford Shideler

Candidate for the Degree of

Master of Science

Thesis: THE PRE-ADOLESCENTS' AND THEIR PARENTS' INTERESTS IN THE FAMILY LIVING PROGRAM IN THE MIDDLE SCHOOL AT STILLWATER, OKLAHOMA

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