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PERCEIVED NEEDS OF SENIOR HIGH SCHOOL STUDENTS CONCERNING
ADULT ROLES AND RESPONSIBILITIES IN CHARLOTTE-MECKLENBURG
SCHOOLS: CHARLOTTE, NORTH CAROLINA

The University of North Carolina at Greensboro

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PERCEIVED NEEDS OF SENIOR HIGH SCHOOL STUDENTS
CONCERNING ADULT ROLES AND RESPONSIBILITIES IN
CHARLOTTE-MECKLENBURG SCHOOLS:
CHARLOTTE, NORTH CAROLINA

by

Gwendola Williams Willis

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the Faculty of the Graduate School at
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Doctor of Philosophy

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1985

Approved by


Dissertation Adviser

APPROVAL PAGE

This dissertation has been approved by the following committee of the Faculty of the Graduate School at The University of North Carolina at Greensboro.

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March 25, 1985
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March 25, 1985
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WILLIS, GWENDOLA WILLIAMS Ph.D. Perceived Needs of Senior High School Students Concerning Adult Roles and Responsibilities in Charlotte-Mecklenburg Schools: Charlotte, North Carolina. (1985) Directed by Dr. Mildred B. Johnson. 187 pp.

The purpose of this study was to determine the perceived needs of high school students concerning adult roles and responsibilities as a basis for curriculum planning. A stratified cluster sample consisting of students from grades 10, 11, and 12, and from three ability levels of instruction were chosen from each of the 10 senior high schools. A questionnaire was given to each student in the classes selected for the study. Of the 731 questionnaires returned, data from 671 were used for analyses.

A clustering process was used to group the 52 item questionnaire. Seven clusters--Adult problem solving, Child care skills, Adult responsibilities, Family responsibilities, Occupational responsibilities, Social responsibilities, and Coping with family problems--were identified and used in the analysis of the independent variable. Coefficient studies were performed to obtain coefficients of reliability. Multiple analysis of variance was used to test the hypotheses. There were significant differences in five of the clusters between perceived needs of students and their ability level. Basic-level students expressed greater need for adult roles and responsibilities information than did regular and advanced students. There was a significant difference in two clusters between perceived needs and sex. Females indicated a greater need for information than did males. There were no significant differences in perceived needs between grade level, school attended, ethnic origin, student employed or not employed, mother employed and father employed.

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CHAPTER I
INTRODUCTION

The American family is in a state of transition. There are many problems such as rising divorce rates, work-related stress, and latch-key children that are affecting today's families (Bronfenbrenner, 1983). The dual career life style that couples have adopted presents problems as well as challenges and rewards. More than half of all American women are working outside the home; this means there are 13 million children under the age of 14 who have both parents working full time (O'Brien, 1983; Riley, 1983). The working woman is feeling the pressure and suffering the stress of trying to be "super woman." At the same time, however, women are enjoying self-confidence, extra money, and ambitions fulfilled through work.

Some couples share household tasks, but, according to a study by Hester and Dickerson (1983), the wife still feels and assumes the responsibility for home and child care. A major problem seems to be that young couples lack the skills to assume adult roles and responsibilities that face them. Many of these couples are themselves the product of single-parent families and, therefore, lack appropriate role models (Miller, 1983). Many lack

communication and decision-making skills. They are not able to peaceably resolve conflicts that arise (Brown, 1982).

It is necessary that all persons who rear children in our society have adequate resources and emotional support. Bilge and Kaufman (1983) believed that the method of socialization has an impact on children and affects them more than family form. Traditionally, family-life education has been a shared responsibility of the home, church, community, and school; however, with complex changes in the American family structure, there is a strong urgency for the schools to initiate programs that can reinforce the family, support parents in open communication with their children, and determine role responsibility. There is a need for instruction in conflict resolution, coping skills, decision-making, marriage enrichment, parenting, and other areas essential for the wholesome development of the individual (Stevens & Burcat, 1981; White House Conference, 1980).

Students should be prepared for family life, realizing that family life styles may vary several times over a lifetime (Harriman, 1982). It is vital that individuals and families understand, accept, and feel comfortable with their life roles and be able to aid in the development of their children. Role images, which serve as guidelines for behavior throughout life, are developed at the preschool age. Individual adjustment, happiness, and effectiveness as a family member are either

enhanced or diminished by success or failure in understanding one's role in life (Stevens & Burcat, 1981).

Practically all the children from broken homes will become stepchildren before they reach adulthood, as 80% of all divorced persons remarry. Divorce rates are higher for remarriages than for first marriages; so some of these children will have multiple step-parents. Twenty-seven states have joint custody laws complicating even more the child's right to a secure family situation (Press & Clausen, 1983). Young adults need to understand some of the hazards of growing up. Skills must be developed in order to cope with situations that may arise during a lifetime.

The Home Economics Research Institute at Iowa State University partially funded a study, Parent Education Needs of Secondary Students. The study was used "to determine the parent education needs of secondary students as a basis for providing useful information for the development of parent education programs" (Mensah, Shultz, & Hughes, 1983, p. 181). This study indicated that secondary students from eleven randomly selected school districts in Iowa expressed strongest needs in the areas of planning and decision-making, parenting and child care, and adolescent social development. Significant differences were found in parent-education needs perceived by males and females, junior-and senior-high-school students, and students from school districts of different sizes.

Statement of the problem

In 1981 there were more divorces than marriages in Mecklenburg County, North Carolina. The number of marriages which end in divorce and the number of children affected by inadequate parenting skills are increasing annually. Children involved in broken homes often develop marked behavioral, academic, emotional, and social maladjustments which in turn affect the school and community environment. The parent suffers emotional pain and financial loss. The actual costs to society are staggering. During his practice as a district court judge in Mecklenburg County, North Carolina observed first-hand these problems of society moving through the court system. In a meeting with the Superintendent and other administrative staff members of the Charlotte-Mecklenburg Public School System, this judge expressed concern about these problems. Many divorces and bitter child custody cases could be eliminated or at least alleviated if the parties involved had better communication skills, better parenting skills, and the ability to resolve conflicts. Since the home, community, and church are not adequately meeting the needs of these people, many of them young parents, the Superintendent was asked to seriously consider adding a course for high school students that would address these concerns (Appendix A).

The major purpose of this study was to determine the perceived needs of high-school students in relation to roles and responsibilities facing young adults. This information would provide the basis for developing a course to be offered in each of the ten high schools in the Charlotte-Mecklenburg School System. The following specific objectives were identified:

1. To identify curriculum concepts for a proposed course on adult roles and responsibilities.

2. To determine the perceived needs in the area of adult roles and responsibilities of 10th, 11th, and 12th-grade school students in Mecklenburg County, North Carolina.

3. To analyze the perceived needs in adult roles and responsibilities of 10th, 11th, and 12th grade students by sex, grade level, ethnic origin, and ability level of student.

4. To analyze by their school attendance areas the perceived needs of students surveyed.

5. To analyze perceived needs in adult roles and responsibilities of students by employment status of mother, father, and self.

Hypotheses

Based upon the problem statement, the following hypotheses were formulated:

H₁ There is no significant relationship between the perceived needs of high-school students as related to adult roles and responsibilities and their

- . grade level
- . sex
- . ethnic origin
- . attendance area
- . ability level

H₂ There is no significant difference between the perceived needs in adult roles and responsibilities of high-school students who work and those who do not work.

H₃ There is no significant difference between the perceived needs in adult roles and responsibilities of high-school students whose mothers are employed or are not employed.

H₄ There is no significant difference between the perceived needs in adult roles and responsibilities of high-school students whose fathers are employed or are not employed.

Assumptions

Major assumptions of this study were the following:

1. If a course were provided that focused on adult roles and responsibilities, it would help students become better citizens.
2. High school students are able to identify essential skills needed for adult roles and responsibilities.

3. Conducting a needs assessment would contribute needed information for curriculum development.

Definition of terms

The following definitions are provided to assure understanding of certain terms used throughout the study:

Needs assessment - refers to a systematic process for collecting and analyzing information about the needs of individuals. It is a method of securing the necessary information for determining an appropriate course of action.

Parent education - the training for assuming responsibilities of becoming a parent. It is based on the belief that young adults can learn appropriate and effective methods for responding to children.

Blended family - couples with children who are divorced and have remarried. One or both have brought children to the new marriage.

Single-parent families - refers to one parent, usually the mother, and one or more children.

Adult roles and responsibilities - refers to an understanding of the emotional, social, mental, physical, economic, and psychological aspects of interpersonal relationships and the opportunity to acquire knowledge which will support the development of responsible personal behavior.

School attendance area - refers to the area surrounding the senior high schools and the satellite population assigned to that school for grades 10, 11, and 12. Students are bussed to achieve ethnic balance.

Dual-career families and two-career families - family situations where both husband and wife pursue careers and are employed outside the home.

Limitations

This study was limited to students enrolled in the 10th, 11th, and 12th grades in the Charlotte-Mecklenburg School System in Charlotte, North Carolina during the 1983-84 school year. Information gained from this study may be generalized to the entire Charlotte-Mecklenburg School System but may or may not be representative of the state or nation as a whole.

CHAPTER II

REVIEW OF RELATED LITERATURE

The review of related literature was divided into four sections in order to highlight the major topics of interest for this study. The first section focused on adult roles and responsibilities as related to the roles of the mother and father, factors affecting the family, skills needed to maintain quality family life, parenting, and finally some of the problems and concerns of the family. The second section discussed the families of the 80's and dual-career families. A look at the curriculum development in other states was reviewed in the third section. The last section described the needs-assessment process.

Roles and responsibilities

Typical roles for men and women are becoming blurred. Couples are sharing household tasks, care and nurturing of children, and dual paychecks. Many families, however, are experiencing problems because they lack essential skills for maintaining day-to-day relationships. Green (1979) believed the family should provide education to its members. Basically, from the family an individual learns "self-identity and self-worth; power structure; roles;

management of resources; coping skills, including how to meet conflict, and even how to fight; the value of work; a basic sense of integrity, honesty; and a basic sensitivity to the merit and dignity of other human beings (p. 20). Bronfenbrenner (1970) stated that the family is the institution which stands at the core of the socialization process in America. Who is to provide the education necessary to insure that young adults and others learn family roles, interpersonal relationships, resource management, and decision-making within a family context?

The General Mills American Family Report 1976-77 indicated that 90% of all parents surveyed reported that they still would choose to have children if given a second chance; however, they would like to have help with some of the major problems. Hampdorf (1979) believed parents who develop communication skills and learn guidance techniques will have few parent-child problems. Levant and Doyle (1983) focused on communication skills in a study with married Caucasian fathers with at least one child between the ages of six and twelve. The results indicated an improvement in father's communication skills and an increase in general sensitivity. More studies need to be done, but this process shows promise.

Elliot (1982) conducted a study on communication and empathy in marital adjustment and stated that the results of this study supported the findings of other research studies. A highly

significant relationship between marital-adjustment-inventory and communication-inventory scores was indicated by the study. The findings showed no significant relationship between empathy and marital adjustment. Elliot found that maritally adjusted couples appeared to possess better communication skills. "Courses and programs offered both as an opportunity and an educational requirement at both the primary and secondary level would serve to better inform the individual regarding the use of communication techniques" (p. 87).

Researchers Beavers and Lewis (1983), two Texas family therapists, listed nine characteristics for emotionally healthy families. The ability to communicate openly and clearly was listed as number four, following "spend time together by choice," "develop sound marital relationships," and "allow every family member to be heard while both parents retain ultimate authority." The last five characteristics stated that families should work together to solve problems, adapt to change, help their members view the world positively, and encourage a balance between individuality and cohesion.

Readiness for fatherhood, an emphasis the present American culture is placing on fathers, may heighten a man's difficulties about the pregnancy of his wife. Encouragement from both health professionals and friends for him to take an active role in early parenting may only make the situation worse. Men generally do not have ties with other males that allow for general discussions

concerning impending fatherhood. Researcher May (1983), of the University of California at San Francisco, explored the question of what it takes to make a man ready for fatherhood. May stated that, if the following four circumstances have been satisfied, fatherhood is usually an easy adjustment. The first characteristic that contributes to his readiness is whether or not he intended to become a father. Some men do not want children.

The second element is the stability of the relationship with his partner. He and she should have a commitment of helping and supporting as well as loving and caring for each other.

A man wishes to feel financially stable before becoming a father. Others may not view him as unprepared, but if he feels his situation is shaky or insecure, he may be unaccepting of a new baby.

The last characteristic that determines readiness is whether he has a sense of having completed his childhood. Are there adventures unfulfilled that a baby would cause him to give up? If so, he may resent the child.

Eversoll, Voss, and Knaub (1983) studied the attitudes of college males toward parenthood timing. Item two stated that the best time to have children was during the first two years of marriage. Of those responding, 84.1% disagreed. The males indicated that whether or not to have children was a choice. This study supported, to some extent, the finding of May (1983).

With more mothers entering the labor force, fathers are finding it necessary to become more involved with the family. Wingert (1978) stated that there is a need to understand the role of the father in the family. The father is considered to be the economic provider, decision-maker, companion, and teacher for the family. A discussion of the roles that fathers have should be an integral part of family-relation classes.

Zeutschel (1978), instructor at the University of Wisconsin-Stout, stated that the mere presence of the father certainly does not insure that there is adequate parenting. In the past there has been much emphasis on the mother-child relationship and little emphasis on the fathering role. The development of a child can be enhanced when the parenting team, mother and father, jointly care for and nurture it.

The greatest influence on children's cognitive and affective development is the home. The three major dimensions of the home that affect student achievement are verbal characteristics, activities related to expectations and demand of school, and general cultural level. This was reported by Lane (1981) in a study on community influence on schools and student learning. It was stated that a Chicago program showed that intensive parent involvement led to more than a one-grade equivalent in student reading achievement over a year. This provided impetus for more and better programs to train young adults in effective parenting skills.

According to Acock, Barker, and Bengston (1982), the role of the mother is changing, but her influence remains substantial. Mothers who work still have a greater influence on the family than the father has. The researchers stated this was true regardless of whether the mother worked in a high-or low-status job. Families with mothers who work in high-status positions produce the most liberal offsprings.

Times are difficult for both parents and children. Middle-class values are changing; more women are working, and there are more divorces, more single families, more blended families, and more unemployment than the American culture has seen since World War II.

Pressure and stress experienced by parents are often transferred to the children. Elkind (1983), a child psychologist and chairman of the Eliot-Pearson School of Child Development at Tufts University, stated that the "four-year-old headache" (p. 8) was common and more than 50% of four-to-seven-years-olds were biting their nails. Parents must face problems honestly and matter-of-factly. Children can learn to cope with difficult times if there is consistency and parents exercise parental authority with warmth and love.

The White House Conference on Families in 1980 was called by the President to identify ways to strengthen and support American families. The process involved state conferences and surveys to

help determine how the government and major institutions help, hurt, or neglect families.

Families of the 80's and beyond

Individuals and families face pressures that were unknown 30 years ago. Many of the established middle-class patterns and values are undergoing rapid change. There are more women working full or part time than at any other time since the 1940's. During the past 20 years, the divorce rate has almost tripled. Unemployment remains high, forcing many families to depend on welfare. This leads to stress which may result in the deterioration of the family unit (Elkind, 1983).

Economic factors leading to marital stress can adversely affect parent-child relationships. This is further strained if the economic situation leads to mental illness (Light & Siegfried, 1983).

Bronfenbrenner (1983), an authority on the family and a professor of human development and family studies at Cornell University, agreed that the economy was an important consideration in the breakup of the family. There tends to be an increase in stress during periods of economic decline and, therefore, an increase in divorce. This is especially true in families where the father is out of work. There may be another factor, namely, that the husband and wife just can not get along together. Full

employment, however, is one of the most important factors that assure stability in family life.

Studies have been done that indicate children suffer less damage in a divorced, single-family situation than in a household with two parents where marital stress exists. Recent research by Bronfenbrenner (1983) indicated that the degree of stress and frustration reported by an average group of married mothers was higher than that for a matched sample of mothers who had been divorced for a number of years.

Divorce has been rated as one of the most stressful experiences a person can undergo. Children affected by divorce also experience stress, much of it caused by unknown factors surrounding them during this time. No-fault divorce laws have been approved in 48 of 50 states, making leaving a spouse nearly as easy as getting a marriage license (Press & Clausen, 1983).

As a way to remove some of the stress and acrimony associated with divorce, some areas of the country are using mediators as a way to resolve conflicts. Many forms of conflict resolution work, but mediation is not always the answer. It is a peaceful technique that promotes a sharing of power and changing of relationships and has the potential for resolving disputes at many levels (Vroom, Fassett, & Wakefield, 1982).

Sources of stress and adaptation among corporate executive families was a topic studied by Ammons, Nelson, and Wodarski (1980).

Corporate moves were viewed, by the families studied, as creating a stressful situation. Women were more likely than men to experience boredom, loss, depression, and loneliness. Men were generally enthusiastic, largely because of the challenge of a new assignment and promotion.

In the early 1970's one of every five Americans moved each year. One half of the moves were job related, but few were related to the promotion of women. Moves deprive wives and children of a fundamental human requirement, that of social continuity and personal stability. Moves often lead to the breakup of the family, stated Packard (1972) in his book A Nation of Strangers. A better situation exists when the move can be a joint decision by the family.

Two national surveys on dual-career families and the corporations that employ them were conducted by the Catalyst Career and Family Center. These surveys were sponsored by EXXON. Questionnaires were sent to 1300 employees and the Fortune 500 companies of employees. The purpose was to determine corporate practices with the two-career couples and to gather information related to new policy planning. The study had 374 companies participating.

The corporations were asked about future plans, recruitment practices, and the anticipated affect on productivity and profits. Corporations were found to be concerned about the issues of relocation and reported that more employees were turning down

promotions and resisting moves. Eighty-eight percent of the companies believed that two-career families would increase. The companies also stated that more men were accepting responsibility for child care and discipline. Time off was provided by 29% of the companies for either parent to care for sick children. Only one percent reported on site day-care centers, but 20% of the companies favored the practice.

The couples were more highly educated, younger, and higher salaried than the average population. Most reported choosing the work location because of the husband's job, but would move for financial gain. Couples believed corporations should help the spouse find a job if the other was moved. Household tasks were divided along traditional lines, but child care and discipline were almost equally shared. One of the biggest problems for wives was combining marriage with work and having enough time to get everything done. If couples could share household responsibilities equally, they would have more time together.

Another point made by this Catalyst report concerned communication skills which were essential for couples to improve relationships. Bargaining and negotiating, used at work, are important tools that can be used to improve home life. The study verified that business was concerned and that companies were ready for a change.

Disney (1984), a noted marriage counselor, stated that during the past 30 years of dealing with marital problems, the one that

"transcends the years, the single greatest pitfall of all times, is the inability of married partners to communicate with each other" (p. 140).

Many older women with careers report pressure from friends and family to have children. A study on older mothers who delayed marriage and motherhood in order to begin a career was presented at the conference of the National Association of Social Workers. The second normal curve, for older mothers, was compared to the traditional majority of child births in the 20's age group. For the first time in history, large numbers of women are choosing to have children after age 35. In 1981, 53% of all births to white women in the Washington, D. C. area were to women over 30. Having a baby at 35 or 42 is a different experience from having one at age 22. The study stated that, though women had far less physical energy at age 40, it was compensated for by more psychological energy. Involved in the study were 75 older mothers in the Washington, D. C. Metropolitan area who ranged in age from 38 to 49. Amniocentesis, an advanced medical procedure, was available to help women make a decision (Gamarekian, 1983).

Gamarekian also reported that in 1970, 42,404 women ages 30-34 had first babies. In 1980 this figure had grown to 112,964 babies born to women 30-34 years of age. Improved health care and the better physical condition of these women allow more latitude in selecting the time for parenthood.

Dual-role families continue to grow in number. To determine the attitudes of middle-school children toward mothers and fathers who both work, Burge (1983) used a seven-statement semantic differential instrument. Students were asked to assess attitudes toward women working outside the home for pay, both parents working full time, married couples sharing household tasks, parents spending equal amounts of time with the children, parents deciding together how to spend income, parents arranging for child care, and parents deciding together on family activities. Positive attitudes were generally held by 787 middle-school students from North Carolina, Texas, and New Hampshire. The most highly ranked item was both parents spending equal amounts of time with the children. The lowest concept was concerned with arranged child care. Students who had mothers employed full time were more positive than those with mothers not employed. The study suggested that young people in the future will be more accepting of dual-role families as they have more exposure to them. There was no significant difference in attitudes of students of different schools, races, or father's occupation. This trend would indicate a need for family life, role responsibility, and work-force information.

Identifying and agreeing on role responsibilities in the home helps to ensure marital satisfaction. Hester and Dickerson (1983) reported that sharing the workload at home continued to be a problem for couples. While the husband occasionally helps, responsibility is not assumed; so he becomes just a helpful

husband. Couples need to develop realistic standards and expectations. Young men and women need to learn the value of personal time and energy and how to use these productively in fulfilling family and work roles.

Single parenting is growing as the number of divorces in America continues to rise. All races are affected. The breakdown of the black family is of concern to black leadership. Raspberry (1984) stated that the NAACP and the Urban League have been studying the problem and will soon announce a joint program to do something about it. During the decade of the 1970's, out of wedlock births among blacks rose from 38% to 55%. By 1979 the figure had risen again and two of every three babies born to black women were delivered out of wedlock (Rich, 1982).

Female-headed households are the biggest single category of poor people in America. One area of focus by the black leaders will be to stress parenting skills for adolescent parents or prospective parents. Black women have relied on a stable bond with a large network of kin, stated Cherlin and Furstenberg (1983). This has aided in rearing the children, but has hampered any progress toward overcoming poverty.

If current trends continue, mothers and their children will make up almost 100% of America's poverty population by the year 2000. This will be true because, in 75% of single-parent families, there has been no support from the father. Harriman (1982) further stated that 95% of the single families were headed by

women. Families headed by women have less income than those headed by men, yet their expenses are not less. One study indicated that a year after divorce women have less than half the income they had in marriage, while men live at 97% of their former income (Amor, 1984). Learning how to manage on a low income becomes a problem for these women. "Students should be prepared for family life realizing that family styles may vary several times over a lifetime" (Harriman, 1982, p. 31).

Hungerford and Paolucci (1977), in an earlier study of the employed female single parent, reported that this group faced discrimination in getting loans, was socially ostracized, and lost family prestige and power. The single female head of a family was most likely to be poor, young, in the labor force, isolated, and harried because of working long hours and sacrificing sleep, leisure, and personal time. This represents a changing subgroup in America's culture.

The one-parent family is not inherently inferior or abnormal. Condemning it is a "coverup for the economic inequalities of our society" stated Bilge and Kaufman (1983, p. 68). One-parent families are found in many societies. Children should have emotional needs met. It is necessary that all who rear children have adequate resources and emotional support.

Males should understand that, once they leave school and begin working, they are legally responsible for helping to support the child. In a 1979 U. S. Bureau of the Census survey, 43% of all

divorced and separated women with children reported receiving child-support payments during the previous year. The amounts averaged only 1900 dollars. Children suffer from not only the lack of a male parent but also the lack of income (Cherlin & Furstenberg, 1983).

Concern for youth is extending beyond the schools. With teenage suicide rates tripling over the past 20 years and substance abuse increasing, many mayors and communities are becoming involved. Young people need to know how to make good decisions, how to assert themselves, and how to form close relationships that will allow them to relate constructively to their feelings and needs. "The hard lesson is that even in the age of splintered families and working mothers, of harried lifestyles, of television obsession, there is no substitute for full, human parenting. Public health, public safety, effective schools, national security--all ultimately depend on that base" (Pierce, 1982).

There are contradictory rules and regulations of policies affecting children and families. Miller (1983), a congressman, was appointed chairman of the Select Committee on Youth, Children and Families. This committee studied the issues of prevention strategies, crisis intervention, and economic security, which have an impact on families, children, and youth.

Walters (1983) stated that family-law matters accounted for 50% of all civil law findings in this country, yet the professionals within the legal system have little to base their

decisions on except their own experiences. There is a growing concern by jurists for correcting this, evidenced by the development of a new publication, The Family Advocate, a publication of the family-law section of the American Bar Association. Press and Clausen (1983) reported similar findings.

Family-law topics such as marriage laws, paternity actions, divorce, and juvenile court procedures should be studied. Cherlin and Furstenburg (1983) stated that family obligations become blurred with remarriage. It is likely that there will be substantial pressure for changes in family law and in income security systems to provide more to the ex-wife and natural children. There is a similar lack of clarity about who should support an elderly person who has not kept in contact with children by a former marriage.

In an article, "Megatrends for Women," John Naisbitt (1984) stated that today the average American works 35 hours each week but by the year 2000 the work week will average only 30 hours. The number of women working will increase from the 50% of today to 85% of all women in America.

Greater success for women will continue to have an impact on the family structure. Marriage and childbearing will be delayed while women start their careers. Women will enter marriage and motherhood more mature and as more equal partners in the marriage. With clear communications and a balance of power from the beginning, there should be less confusion about marital expectations.

Naisbitt further stated that dual careers will help break down traditional sex roles. The era when women tried to do everything is vanishing. There will be more sharing of responsibilities, and it is anticipated that the family will become the center of many people's lives. Families and individuals will continue to search for an improved quality of life. That is one reason for the growing shift in population in the United States from the North to the sunny and leisurely-paced South.

Cherlin and Furstenberg (1983) predicted that by the year 2000 three types of families will dominate--families of first marriages, single-parent families, and families of remarriages. Cherlin and Furstenberg estimated that half of the young children alive today will spend some time in a single-parent family before they become eighteen.

"Diversity is the word for the future of the American family. There will be more divorces, single-parent families, and mixed families from remarriages, but the ideal of marrying and having children is still very much a part of the American experience" (Cherlin & Furstenberg, 1983, p. 7).

Related curriculum studies

Defining family-life education is a task that the National Academy for Families and the American Home Economics Association's Center for the Family have undertaken. Guidelines from 40 states and territories are being surveyed. On-site visits to 31

outstanding programs have been made. "This study will help raise the public consciousness to the needs of family life education" stated Dr. William Sheek, Academy director. "This publication will profile programs and policies and address future implications for curriculum, computer technology, and values education." This publication should be available next year (1983).

In 1978 West Virginia proposed that a newly-developed course, Adult Roles and Functions, be required of all students before graduation. Although it was not mandated, the proposal caused hearings and discussions to be held throughout the state; and the resulting action was that virtually all 55 counties offered it and that many local boards of education made it a required subject (Ferguson & Dean, 1980). Another program designed for ninth and tenth graders, referred to as the New Steps Curriculum (Surviving Today's Experiences and Problems Successfully), was piloted by West Virginia in 64 schools during 1982-83 and then expanded to 115 schools during 1983-84. With the help of a psychologist, some interesting concepts were established. These were responsibility, relationships, appreciation, self-image, coping, world influences, recycling, energy concerns, leadership qualities, and career awareness. This program helps students develop a sense of responsibility and a feeling that they can control their own destiny (Blankenship & Ferguson, 1984).

New Jersey has required family life education of all students since September, 1983. The code mandating family life education in

New Jersey was first proposed in February, 1980. After several revisions it was finally adopted six months later. Public hearings were held throughout the state, creating controversy between proponents and opponents of the family-life-education proposal. The board members held to their original position, that the mandate was necessary because of high rates of teen pregnancies, sexually related disease, and abortion. It was also believed that there was a lack of positive sex education in the home. The New Jersey Family Planning Public Affairs accounted for nearly 32,000 pregnancies in that state during 1978. The New Jersey Department of Health estimated 17,500 females in that age group had abortions (Hendrixson, 1981).

The New Jersey controversy began in 1967 when the state board of education recommended that local school boards provide family-life education. Pressure groups forced a moratorium on the development of this program. In 1979 Ricci, president of the New Jersey State Board of Education, appointed the five-member committee that eventually led to the program's adoption (Stevens & Burcat, 1981).

The New Jersey program has several distinctive features. The parents or guardians receive a copy of the curriculum outline that has been developed to meet the needs of that particular community. The program must be sequential and have the endorsement of the teachers involved, the local administrators, the parents, and the community as a whole. Students may be excused by written request

from parents. The curriculum materials must be made available to parents for review. The teacher-selection criteria is a vital part of the success of this program. "No other discipline offers the same opportunity for a teacher to make a comparable contribution to the personal development of young people" (Stevens & Burcat, 1981, p. 2).

Providing appropriate parent education is seen as a "potentially powerful primary and secondary preventive agent for a variety of societal problems that are rooted in the family such as teenage pregnancy, child abuse, and other teen related problems" (Light & Siegfried, 1983, p. 16). The success of a curriculum that teaches adult roles and responsibilities depends on the way the material is presented. A good teacher is vital; and so is the support of the school board, administration, and the community (Stevens & Burcat, 1981),

The White House Conference on Families in 1980 identified areas of knowledge that adults should have to lead successful lives. American families are having to cope with a range of severe problems that are a part of contemporary society. Heading the list was communication and relationship skills, followed by nutrition, child development, family economics, and parenting education. Home economics is still the primary sponsor, but during the past ten years the scope has broadened, under a heading Education for Family Living, to include sociology, psychology, health, and economics. The conference identified these factors necessary for

quality programs—good teachers, administrative support, community perspective, parental input, and adequate funding. This list is almost identical to the one reported by Burcat and Stevens.

Preventive programs can help break the cycle of poverty, stated Congressman Miller (1983). Schools are a vital resource to children and families. Educators can advocate and implement programs and services for families.

Coward and Kerckhoff (1978) reported that formal programs for parenthood have been traced as far back as 1815. However, there exist nationwide few programs that train young people to become better parents, and this is one of the most difficult roles that they will ever assume. Parenting goes beyond a knowledge of the child's growth and development and gets into guiding behavior, communication, the effects of children on marriage, identifying personal value systems, and appreciating the commitment to be a parent.

Better-trained teachers and appropriate teaching materials are essential for delivering quality programs. It was also reported that supporters of family life education believe that it is a social responsibility of the schools to teach family living, while opponents argued that it was an illegitimate extension of the school's function. It was found that students who participated in these classes gained a sense of maturity and responsibility.

A study in Iowa was conducted to determine the parent education needs of secondary students as a basis for curriculum

development. A parent information inventory was administered to 265 secondary students from 11 randomly selected school districts in Iowa. The parent education needs of students were compared by grade level, sex, and size of school district.

Responses to the 50 - item inventory were factor analyzed; and the factors indicating greatest needs by students were found to be planning and decision-making, parenting and child care, and teenage pregnancy. The single item receiving the highest score was adolescent social development. This information strengthens the concept that a comprehensive approach to parent education at the secondary level should reflect the perceived needs of the students to be served (Mensah, Schultz, & Hughes, 1983).

The public schools of Lincoln, Nebraska, made the decision in 1979 that all students would be required to study human behavior before graduation. The four major units were developing the individual, decision-making, relationships with others, and stress and crisis. The students were given three options for meeting this requirement. Human Behavior may be taken in home economics, in psychology or sociology, or in social studies. Being able to complete graduation requirements three different ways allowed students a choice of courses as well as a choice among teaching and learning styles. These options have increased the acceptance level for students and parents who hold specific views about how human behavior should be taught (Irvine & Ley, 1983).

Havlicek and Herbster (1983), two home economics teachers in Lincoln, Nebraska, developed a course focused on basic management, decision-making, and consumer skills. This course, Independent Living: Today's Decisions - Tomorrow's Choices, is a semester in length and designed to complement the Human Behavior course.

The South Carolina State Department of Education issued a Guide for Planning Performance Based Family Education (1980). Six major competencies relating to establishing and maintaining interpersonal relationships, understanding the family as a basic unit of society, handling crisis, managing resources, and making decisions were identified.

Current changes in family structure that have implications for curriculum development are the following:

- . Couples do not feel compelled to have children. Families are smaller, usually one to three children. Many adults have asked for sterilization in recent years. Less time is spent on having and rearing children.

- . Work roles are changing; women are working for income and self-fulfillment.

- . New values are emerging, since men now do not have the full responsibility for supporting the family. They are reassessing their role and finding more time for leisure, the family, and equal opportunity.

- . Late births will result in 50 to 60 year old parents of teenagers.

. Men may feel some challenge from the increasing numbers of educated and sexually sophisticated young women (Spitze, 1980).

Sheek (1983) stated that teachers must do more than teach methodology about the family. Training for skills in maintaining satisfactory family life must be taught. Important issues to be considered in the very near future are "a crisis curriculum for students in transitional families, the impact of computer technology on family life education, and the increasing role of values in public education" (p. 47). A final issue that affects all those listed above is how to increase parental and community involvement and acceptance.

Green (1979) stated that the family should be involved in the education of the young. The environment must be strengthened so the family can do well what it already knows how to do. Additionally, the family unit must have "full employment, integrated housing, and family life education" (p. 23). Employment increases self-concept and provides resources to live independently. Integrated housing, which would abolish separation by age, socioeconomic, and cultural differences, would allow people to know one another. Family-life education is essential to help people learn family roles, interpersonal relationships, resource management and decision-making within the family context. In 1982 Green stated that provision for the needs of the family from a developmental, preventive, educational approach, as opposed to crisis intervention and therapeutic approaches, is more cost

effective. Hawthorne (1983) stated that society has a responsibility to bring to all students knowledge and skills that will enable them to solve everyday problems concerning relationships, personal development, and consumer issues.

Through practice and feedback, students can learn interpersonal skills that will help to improve relationships with others. Researchers Sollie and Scott (1983) reported that teaching communication skills by using videotape feedback methods was effective. Students hear and see the verbal response and see the nonverbal body language that is expressed.

Helping students understand and manage stress is one of the most important contributions a teacher can make to the future health of those individuals. Stress can be measured; it is a real physiological condition that can be identified. It is a topic that should be included in all family living classes. Countermeasures for combating the effects of stress are well known and can be taught.

Couples who do not express their expectations to each other often go through marriage disappointed with their partners and sometimes even angry at them without knowing why. During transitional times, such as unemployment, the family may suffer stress. Effective coping strategies help families and individuals manage successfully when there is a stress pile up (Nelson & Nelson, 1981).

The American legal system and laws are dynamic and responsive to public opinion, stated Skinner (1979), and should be integrated into a family life or child development curriculum. Specific topics suggested were laws affecting birth control, marriage, paternity action, divorce, and juvenile court procedures. Young people are being affected by society's laws and the legal system. Knowing and understanding the laws will ensure that rights are protected and will reduce some of the fright and stress associated with the legal system.

Leviton (1977) stated that death education dealing with such topics as grief, mourning, separation and loss, interacting with the dying, and facing one's own death can help students allay fears. Educators teaching this topic should have developed a personal philosophy of life and death.

If children are our most valued resource, why do we neglect the aspect of preparation for parenthood? The myth seems to be that it is something that is done naturally. There is almost complete failure of the high schools and colleges to include this subject in the curriculum. Most young adults in our society have grown up in small families and have not had to care for younger siblings. Recently educators have begun to recognize the importance of parenting. "If educators listen to young people, they will find these adolescents believe this is a needed area of study" (Eversoll, Knaub, & Voss, 1983, p. 44).

Many researchers have indicated that it is parenthood that presents the greatest challenge to individuals, not marriage. Studies in life span indicate that timing is an important consideration that educators need to help young people analyze (Eversoll, Knaub, & Voss, 1983). DeSpelder and Prettyman (1980) stated that students learn more effectively and efficiently when they can apply the information being taught to their own lives. It is the task of the teacher to provide learning experiences that can increase the student's ability to adapt to change.

The ultimate goal is to do a good job in planning and teaching family life education to this generation of children so that perhaps the need for such learning and teaching will disappear in the future. Bertrand Russell (1930) summed it up rather well with these comments: "The adult who wishes to have a happy relation with his own children or to provide a happy life for them must reflect deeply upon parenthood, and having reflected, must act wisely" (p. 187).

The needs assessment process

Sound curriculum planning and development depend on accurate identification of educational needs (Appleby, 1981). Systematically identifying needs provides a basis for recommending change. It gives administrators a base from which to operate and helps them avoid making decisions in haste. Kaufman and English (1979) stated that "Needs assessments are tools for constructive

and positive change - not change solely driven by controversy and situational crisis, but rational, logical, functional change which meets the needs of citizens, educators, and learners" (p. 8). It is a way to secure information in order to determine the appropriate course of action. It is a tool for problem identification and justification.

Needs assessments can be an effective management tool. They can be used to revise and update existing programs and provide a basis for implementing new programs. Funding requirements for new programs can be determined from the data gathered. "They help us avoid blind alleys - and using money for things that just will not work" (Kaufman & English, 1979, p. 31).

The accountability issue of the late 1960's brought into focus the issue of the taxpayer's dollars for education. Generally these questions reflected a desire to ensure that the money was spent wisely. In order to answer these questions, there was a desire for evidence to prove that these dollars were being used to meet the educational needs of students. State legislators, state departments of public education, and local school districts throughout the nation have implemented systems to measure learner performance and the effectiveness of the schools. These activities led to the label of needs assessment (Educational Systems Associates, 1974). Today the term is widely used.

The needs assessment process is a critical component in program planning and development. Hall (1983) defined a needs assessment as any systematic process for collecting and analyzing information about the needs of individuals. Kaufman and English (1979) described a needs assessment as a method that allows the decision-makers to set forth the "major assumptions regarding curriculum to become the bridge between inputs, associated outputs and eventually valued products and outcomes" (p. 138). In this process one would identify the learner needs as well as the needs of educators and the community. The disagreements and agreements between the groups would be identified and resolved. The needs would be prioritized, and the requirements for change would be determined. The method for implementing and evaluating the effectiveness would be established.

Appleby (1981) stated that a needs assessment refers to the process of establishing what should be, determining what is, then measuring the difference between the two, and reporting the resulting needs in order of priority. The author tended to simplify the process with this discrepancy model; however, it could be a very useful tool for classroom teachers to use to update existing curricula in specific courses. Teachers often think that new equipment, new textbooks, more space, and smaller classes will solve all problems. That is being solution oriented rather than problem-solving oriented.

Needs assessment is the process by which problems are identified and, when it is properly conducted, can provide information required to establish realistic curriculum goals (Appleby, 1981). In a large school system this process takes on an added importance because of the investment that would be required to select, train, and pay teachers to implement a new program. Instructional costs for books, media, and equipment could be enormous.

There is a general agreement that to be effective the needs assessment should be a continuous process and must involve people with varied expertise. It must also have the representative participation of all groups affected by proposed curriculum changes (Appleby, 1981; Hall, 1982; Hunt, 1982; Kaufman & English, 1979).

Hunt (1982) compared a needs assessment to a camera. Information is collected and recorded, then "analyzed and synthesized to provide a data-based snapshot of what is being investigated" (p. 7). This reflection is then compared to an ideal program. If differences are found between the two, decisions can be made to correct the situation.

When one is collecting data, it is important to focus on present conditions, not on why things are the way they are or how they could be better. Sometimes needs assessments get confused with cause assessments, which identify points of weakness for the present condition. Stating wishes or desires is out of place in a needs assessment. A wish assessment can be useful, but it will

differ from a needs assessment, since it deals with the future, not with the present. Wish assessments are often unrealistic in scope with goals that are nearly impossible to reach (Hunt, 1982).

Hays and Linn (1977) described a needs assessment as a process of critical importance to educational organizations to help clarify their intent, determine current status, and identify areas of strength and weakness. Bell (1974) stated that "Since we have so many problems and since our resources are limited, it is essential that we look at the performance of our educational institutions and establish a hierarchy of priorities" (p. 32).

Use of needs assessment for program improvement

Many counselors believe that the activities of a needs assessment are overly time-consuming and prevent them from doing their job. Hays and Linn (1977) proposed that counselors use comprehensive needs assessment to provide a solid foundation for defining their task, identifying discrepancies and focusing on reducing those discrepancies. This was reported as the only way to ensure that the needs of students, staff, and community are being met. This is a unique position because ordinarily counselors have not been directly involved with the needs assessment process.

The assessment of human and occupational needs provides data needed for identification of vocational programs goals. Vocational education uses this data base to justify curriculum changes, implementation of innovative programs, and evaluation of program

outcomes. Needs-assessment data are gathered by local, state, and national agencies.

Vocational needs assessment contributes to the curriculum development process by providing information required to establish curriculum goals. It includes an analysis of the labor needs of business and industry and an analysis of students needs and interests. With the ever-changing labor market, the needs assessment should be a continuous process, and to be effective it must involve people from different occupations (Appleby, 1981).

Needs assessments may be used by all program areas as well as by the schools' administrative staff to deal with budgets, policies, and controversial subjects such as school closings and student reassignments. It is one way to allow voices to be heard and information to be collected in a systematic and responsible way. One of the most frequent reasons for using a needs assessment is to improve the quality of education (Hunt, 1982).

Planning the needs assessment

To ensure success and avoid pitfalls, it is important that the needs assessment be carefully planned. Hunt (1982) outlined a process that could be used. First of all, there should be formulated a goal statement that will summarize the purpose for conducting the needs assessment, help focus the study, and provide a structure for the assessment activities. The scope of the study must be determined. The size, length of time to be involved,

method for collecting data, and place of study would all be a part of this section. Once the scope is determined, a more detailed picture of the investigation will become evident. When these steps are in place, the next move is to implement the plan. This involves selecting the sample, collecting the data, and then analyzing, reporting, and prioritizing the findings so that a base from which to make decisions can be established.

A more detailed plan was outlined by Barbulesco (1980). The plan sets up 16 areas in the operation of a needs assessment. It begins with the decision to conduct a needs assessment and moves into arranging for the coordination of the assessment, specifying the purpose, defining the scope, assessing restraints, informing the community, and identifying appropriate instruments. It then sets the criteria for measuring, collecting the data, summarizing, interpreting, ranking the identified needs, evaluating the study, and reporting the findings. Having a detailed plan requires more work before implementation but ensures that the data collected will be valuable and usable.

The instrumentation commonly used for needs assessment was described by both Barbulesco (1980) and Hunt (1982). Techniques for collecting data were described as follows:

1. Interviewing is used along with an agenda, rating scheme, or questionnaire. The major strength lies in the use of trained interviewers to collect and interpret data. It also provides flexibility and the opportunity to probe. The weakness lies in

the possible distortion of intent, the intervention of a second party, the time involved, and the difficulty in analyzing data. This method is widely used because of its emphasis on timeliness and its ability to publicly bring out differences and perceptions of groups.

2. Surveying is done by using a printed checklist or a short-answer questionnaire. It has the versatility to address diverse populations at the same time. The instrument may be mailed or it can be handed out to individuals or groups. Its strength lies in its ease in answering; it can include input from large groups of people and can include representation of all subgroups. Its weakness is that it is less flexible in types of information collected, it may have complex instructions, and the length may be taxing. Follow up on mailed surveys may be required. This technique is widely favored for its standardization. It is relatively inexpensive and is by far the most widely used technique of those recommended.

3. The Delphi technique is used when a large sample is asked for input to determine the issues of concern. The high priority items are determined, the lesser items are dropped or combined, and the sample is asked to respond a second time. This method makes use of narrative questions and is often used by groups and organizations to determine direction. The nominal group technique achieves similar information.

4. Testing, using a test book and answer sheet, is a method employed for systematic evaluation of students. Usually this is done by grade levels.

Conclusion

Needs assessment is a costly and time-consuming process. Comparable time and effort will need to be expended on the data that result. The needs assessment process is related to curriculum development. Planning programs should be the result of a careful and continual analysis of the needs of the clientele served.

CHAPTER III

DESIGN OF THE STUDY

The purpose of this study was to determine the need for a high school course on adult roles and responsibilities. A needs assessment instrument, "Life After High School--Needs Information," was developed to collect information (Appendix B).

The Superintendent and other administrative staff members of the Charlotte-Mecklenburg School System met and appointed a committee for the expressed purpose of determining the need for such a course. The committee consisted of the curriculum specialists for social studies, health, bilingual education, guidance and counseling; the resource teacher from home economics; a representative from teacher assistance; and several community representatives who had an interest or expertise in the subject. This group met numerous times, discussed the problems, did some investigations, and decided that a needs assessment was necessary to determine the feasibility of such a course. An assessment of content and structure was essential for course development. This assessment needed to be representative of the total school system in order to generalize about students in all ten high schools.

Selection of subjects

The Charlotte-Mecklenburg School System in Charlotte, North Carolina, is a large consolidated metropolitan system with some variations in program. There are ten senior high schools with a population of 17,000. There are schools with an inner-city atmosphere and schools that are more than ten miles from the city with the look and feel of rural America. One school is near a prestigious college and is influenced by students from faculty at that college. Other factors such as the economic level and the influx in recent years of northeasterners, foreign students, and others have all affected the school system's makeup.

Since 1970 the schools have been fully desegregated, and students are assigned to maintain an acceptable ethnic balance. All schools offer the academic track for the college bound, with several schools having introductory college courses on their campuses. Vocational courses are available at each school, with some variation in specific programs.

The population for this study was the students from the ten Charlotte-Mecklenburg Senior High Schools in Charlotte, North Carolina. A stratified cluster sampling technique was used. This insured a representative sample of students from the three ability groupings used by the school system as well as grades 10, 11, and 12. Classes in each school that met the following criteria were identified: the class reflected the approximate ratio of males

to females enrolled in the school; the class reflected the ethnic origin of students in the school; grades 10, 11, and 12 were represented; and the class had a minimum of 15 enrolled. A random sample of three classes from each school was selected from those classes identified as meeting the criteria listed above. One class from each of the following strata was selected: an advanced-level class, a regular-abilities class, and a skills class.

Students are grouped by ability level for some class assignments. When this is done for required classes, the end result is that most other classes are also grouped. Some grouping occurs by choice of the student. Only the high ability student is likely to select an elective in calculus, advanced foreign language, advanced biology, and other such courses. This too, has the effect of further grouping students. Therefore, the schools have classes that are referred to as advanced, regular, and skills.

Three different colors of paper were used for printing the questionnaire. A green form was used for the advanced-level class, a white form was used for the regular-abilities class, and a yellow form was used for the skills-level classes. This allowed for easy separation by ability levels. The color of the form was coded on the cards for computer entry. Information gained, if applicable, could be used for specific lesson planning.

It was important that the needs assessment be carried out in each of the senior high schools in order to be able to generalize

about the entire Charlotte-Mecklenburg School System. A reality of this needs assessment was the size of the system plus the fact that answers were needed before a massive implementation of a new course could successfully take place.

Two senior high schools have ninth-grade students enrolled. This grade level was not included as a part of this study, as there were no plans to sample ninth-grade students in the 17 junior high schools that had the other ninth-grade classes. Also, this proposed course was perceived to be for 12th grade students, so information was needed from those students who would be immediately affected.

Instrumentation

Group interviews were conducted by the researcher in two senior high schools, selected for their differences in student ability and economic resources in order to obtain a better understanding for phraseology, interest, and ability for the proposed course (Appendix C.). An interview questionnaire was used to elicit similar information from each of these two schools. Three representative classes, each reflecting the school population in males, females, and ethnic origin, were interviewed at each school.

Each class within the two schools varied in ability. An advanced class, a regular class, and a basic class were interviewed to obtain information that would be representative of the three

ability levels. One of the schools was located in a high income area just outside the city. The other school was nearer the inner city and was located in a low income area. The information gathered from these interviews (Appendix D & E) provided a basis for the needs assessment instrument.

The needs assessment instrument

The instrument "Life After High School--Needs Information," a 52-item Likert-type scale, was developed to collect data on the needs of students related to adult roles and responsibilities of 10th, 11th, and 12th grade students in the Charlotte-Mecklenburg School System (Appendix B). The major content areas were derived from an inspection of the Iowa "Parenting Information Inventory" (Mensha, Schultz, & Hughes, 1983), content identified by the superintendent's planning committee, and input from the students during oral interviews at the two schools sampled, and from local home economics teachers enrolled in a University of North Carolina-Greensboro home economics curriculum class. The following seven categories were selected for the needs-assessment instrument: (1) Decision-making, (2) Stress management, (3) Communication skills, (4) Health and nutrition, (5) Child care and parenting, (6) Marriage and family life, and (7) Resource management.

The magnitude of importance was indicated as Extremely Important, Moderately Important, Somewhat Important, Not Important, and undecided. The higher scores for extremely important (4) and

moderately important (3) indicated that the student perceived that statement to reflect knowledge important to his or her life after graduation from high school. Any score of 2 (moderately important) indicated that it was a valuable objective but of lesser importance to the student. Items receiving a not important (1) score were those statements that the student did not see as important to future life. Items that received an undecided (0) rating probably indicated some confusion on the part of the student as to the value of that information.

The format for the questionnaire was developed after a careful study of several models. Materials prepared by Educational Systems Associates (1974), Appleby's (1981) materials on vocational needs assessment, and Hunt's (1982) Conducting a Student Needs Assessment were all reviewed for content and format.

The questionnaire was designed to survey a large, representative group of students. It had the versatility to address diverse populations simultaneously. One of the major strengths was the ease of response and a major weakness the complex analyses needed to interpret the data.

Content validity, an essential element in a needs assessment questionnaire, was evaluated by a variety of experts in the field of adolescent development. A thorough examination of the questionnaire items was conducted by the following: the graduate committee and advisor; the Assistant Superintendent for Curriculum,

Charlotte-Mecklenburg Schools; Director, Systems and Evaluation for Charlotte-Mecklenburg Schools; Director, Inservice Education, Charlotte-Mecklenburg Schools; the Superintendent's Study Committee for the proposed course; Specialist, Health Education, Charlotte-Mecklenburg Schools; and a graduate home economics education curriculum class. This panel concluded that the instrument was designed to measure the identified curriculum content.

The instrument was pilot tested by 42 students in two classes to assess its readability, clarity of purpose, and accuracy of interest. The reliability of the pilot test was estimated through the use of a correlation study with the two classes. Pearson product-moment correlation was used and an "r" coefficient of .91 was obtained.

Following the pilot test, the students were asked to respond to questions concerning the instrument. Several words and phrases were edited to clarify the meaning. Three items were repetitive and were eliminated leaving a total of 52 edited items.

The graduate committee made several suggestions about the placement of items. The major suggestion was to place high interest items at the beginning of the questionnaire. It was believed that this would gain students' attention and interest.

The format was changed from a three-page questionnaire to a leaflet form. The purpose and directions were given on the front

cover, the items on the inside pages, and all demographic data requested on the back page.

Format for mechanics of data collection

Collecting data in the Charlotte-Mecklenburg School System required approval from the following: Director of Charlotte-Mecklenburg Schools Systems and Evaluation Division, the five area superintendents, and the ten high school principals. The school system was concerned that the research conducted be scientific and accurate. An appointment was made with each principal and curriculum coordinator (assistant principal for instruction) to discuss the research and the guidelines needed to insure that reliable information was obtained.

Data collection

The data collection procedures were implemented during April and May, 1984. The 52-item questionnaire was printed for administration to approximately 700 students. In addition to the 52 questions, each student was asked to respond to eight demographic items and to indicate a preference for a course name.

After the sample was identified in each senior high school, permission was obtained to administer the instrument. The students were not identified by name; however, each school's questionnaire was coded by state school number for use in curriculum planning. Levels of ability were color coded for comparison purposes.

Teachers administered the questionnaire in the classes that were selected to all students who were present. There was no attempt to follow up on absentees.

Data analysis

The data obtained from the questionnaires were keypunched and data analyses were done with the help of a computer. The ten schools returned a total of 731 questionnaires. Sixty were incomplete and were not usable, leaving a total of 671 for the analyses.

Cluster analysis was used to group the 52 items into seven clusters. These seven clusters were tested for reliability using Chronbach's Aopha. Descriptive statistics were used to summarize the data. Multiple analyses of variance were used to test the hypotheses to determine the relationships between the seven clusters to the following independent variables: (1) grade level, (2) ethnic origin, (3) sex of the respondent, (4) ability level of respondent, (5) school attended, and (6) employment status of the student, of the mother, and of the father (Tables 12-18). Correlation coefficients were computed to determine the strength of significant relationships (Table 19). A .05 level of significance was used throughout this study.

The independent variable, ethnic origin, had the following categories on the questionnaire: white, black, Indian, Hispanic, Oriental, and other. Only 20 students indicated an ethnic origin other than black or white; therefore, for purposes of this study all categories other than black or white will be referred to as "other."

CHAPTER IV

ANALYSIS OF DATA

The major purpose of this study was to determine the perceived needs of high school students in relation to roles and responsibilities facing young adults. A 52-item Likert-type scale was administered to three classes in each of Charlotte-Mecklenburg Schools' ten senior high schools. Information obtained will be used as a basis for planning the curriculum.

A stratified cluster sampling technique was used in order to obtain responses from students classified as advanced, regular, or basic. The sample consisted of three classes at each of the ten high schools for a total of 30 classes. Questionnaires were returned from 731 students. Of this total, 60 questionnaires were either incomplete or contained questionable data and were not usable. From this data base of 671 respondents, the following analyses were made.

Description of respondents by demographic variables

The Charlotte-Mecklenburg School System was the population for this study. Students from all 10 senior high schools participated. A stratified cluster sample consisting of students from three grade levels and three ability levels was chosen from each school. Specifically, the sample contained 301 males with 96 black, 201 white, and four other nationalities. There were 390 females with 132 black, 242 white, and 16 other nationalities. This comprised the total

sample and was representative of the school system which has a total enrollment of 66% white, 34% black (Appendix F).

The percentage of enrollment by ethnic origin varied in the ability groupings of students. In the advanced classes, 81.4% of the students were white or other, and 18.6% were black. The regular ability classes had 67.6% white or other, and 32.4% black. In the basic ability classes, only 48.2% were white and 51.8% were black. The sample taken represents the systemwide average for black-white enrollment (Table 1).

The sample size in each school ranged from 49 to 87. Systemwide, the size of the high schools ranges from 1200 to 2400. The characteristics of the school's neighborhood also varied.

The student's place of residence yielded a wide variety of responses. Living with mother, father, and siblings accounted for 62% of the responses. When the category that included parents, siblings, and relatives was added, the total increased to 65%. Perhaps the most disturbing percentage was the number of students living in single parent homes with mothers (19%) or fathers (2%). A total of nine percent lived in step-parent situations. The other five percent resided with grandparents, other relatives, foster parents, or friends (Appendix G).

When the percentages were compared by ability level of students to place of residence, the advanced ability student was more likely to be residing with natural parents (73.8%) than was the regular ability student (60.8%) or the basic ability student (52.7%). The percentages are shown in Table 2 for the ten schools.

Table 1

Percentages of Students by Ethnic Origin in Advanced, Regular, or
Basic Classes

School No.	<u>% Advanced</u>		<u>% Regular</u>		<u>% Basic</u>	
	Black	White	Black	White	Black	White
01	8	92	27	73	56	44
02	19	81	38	62	84	16
03	36	64	36	64	66	34
04	7	93	7	93	45	55
05	26	74	48	52	42	58
06	11	89	20	80	53	47
07	42	58	47	53	61	39
08	0	100	30	70	24	76
09	11	89	38	62	67	33
10	26	74	33	67	20	80
Mean % =	18.6	81.4	32.4	67.6	51.8	48.2

Table 2

Percentages by Ability Levels of Students Living with Parents

School No.	% Advanced	% Regular	% Basic
01	84	73	56
02	75	52	32
03	61	58	58
04	65	59	45
05	67	51	46
06	83	72	66
07	76	54	61
08	76	50	81
09	77	62	59
10	74	77	68
Mean %	73.8	60.8	52.7

In response to the estimate of family income, 39% of the students indicated incomes of \$25,000 and above. This upper limit should have been higher on the questionnaire to allow for more variability. More than one-third of the students (37%) did not know the family income range. In the other categories, 16% were in the \$15,000 - 24,999 range, seven percent in the \$5000 - 14,999 range, and two percent estimated at \$500 - 4999 (Appendix H).

The total percentage of students who were employed was 58%. The number varied by school with a range of 41% to 69%. The highest percentage was from a suburban school located in a rapidly growing area where entry level jobs were readily available. The lowest percentage represented a senior high school in a black neighborhood with fewer work opportunities available.

Student responses indicated that 72% of mothers and 86% of fathers were working. This percentage was somewhat low for fathers since 10% of respondents indicated this item did not apply. As with the other demographic data, the percentages varied from school to school. For mothers working, there was a range from 64% to 77%. The range for fathers working was 78% to 93% (Appendix I).

When a new course is to be implemented, there is usually concern that a proper course title be selected. Students were given six titles to consider. The responses were tabulated for males and for females to determine if differences in choice would occur. Both groups had the same first choice, Life After High School. The second choice was different. Males selected Preparation for Life, and females selected Adult Roles and Responsibilities. The only other

agreement was in the third choice where both groups selected Decisions for Life as the course title. The percentages for all course titles were relatively even (Appendix J).

Reliability study of the instrument

The means of the 52 items were computed. Using the computer, a clustering process was used that grouped the 52 items into seven clusters each having closely related means. These clusters were slightly different from the original seven categories that had been tentatively identified. Since the zeros on the questionnaire did not fit the continuum, they were deleted for purposes of computing reliability scores. The seven clusters are listed in Table 3.

Correlation coefficients were obtained for each of the clusters to determine the measure of internal consistency. These estimates were indices of the homogeneity of the items in the questionnaire. The indices indicated the degree to which the item correlated with the total questionnaire. Chronbach's Alpha was performed to obtain the correlation coefficients on reliability. The results are shown in Table 3.

Table 3

Chronbach's Alpha Reliability Coefficients for the Seven Clusters

Clusters	α
1. Adult Problem Solving	.7529
2. Child Care Skills	.8304
3. Adult Responsibilities	.8002
4. Family Responsibilities	.8046
5. Occupational Responsibilities	.7605
6. Social Responsibilities	.7389
7. Coping with Family Responsibilities	.7643

Cluster 2, Child care skills, was the most reliable cluster with a coefficient alpha of .8304. The remaining cluster coefficients ranged from .7389 to .8046.

Some of the variability can be explained due to population differences. A random sampling of the total school population would have provided a more homogeneous grouping; however, it was determined for the purpose of this study that a stratified cluster sampling was needed to insure adequate input from three grade levels and three ability levels.

Comparison of variables by the means

Mean scores for the seven clusters were examined by selected variables using a SAS General Linear Models Procedure. Significant differences were evident in Cluster 2 (Child care skills), 3 (Adult responsibilities), 4 (Family responsibilities), 5 (Occupational

responsibilities), and 7 (Coping with family problems) as compared to the ability level of the student (Table 4). The basic-level students had significantly higher mean scores than either regular or advanced students. A significant difference was indicated in Cluster 1 and 3 for sex of the student (Table 5). Female students had significantly higher mean scores than did males.. Other variables-- school, race, grade in school, student works, mother works, or father works--indicated no significant differences when means were compared.

Student selection of five most important items

The questionnaire listed 52 items which were ranked on a Likert-type scale. In addition, students were asked to select the five items of greatest importance and write those numbers in the five blanks on the back of the questionnaire (Appendix B). A comparison of those choices showed an agreement of students by ability levels (Table 6). The systemwide mean for students by ability level was computed for each item (Appendix K).

Table 4

Cluster Means for Ability-Level Grouping of Students

Ability level	N	Means						
		Cluster 1	Cluster 2*	Cluster 3*	Cluster 4*	Cluster 5*	Cluster 6	Cluster 7*
Advanced	144	12.24	13.15	20.87	19.92	18.15	20.38	15.65
Regular	147	12.26	14.20	21.67	20.51	18.76	20.92	16.35
Basic	109	12.14	15.02	22.28	21.37	19.09	20.94	16.83

* $p < .005$

Table 5

Cluster of Means for Sex of Students

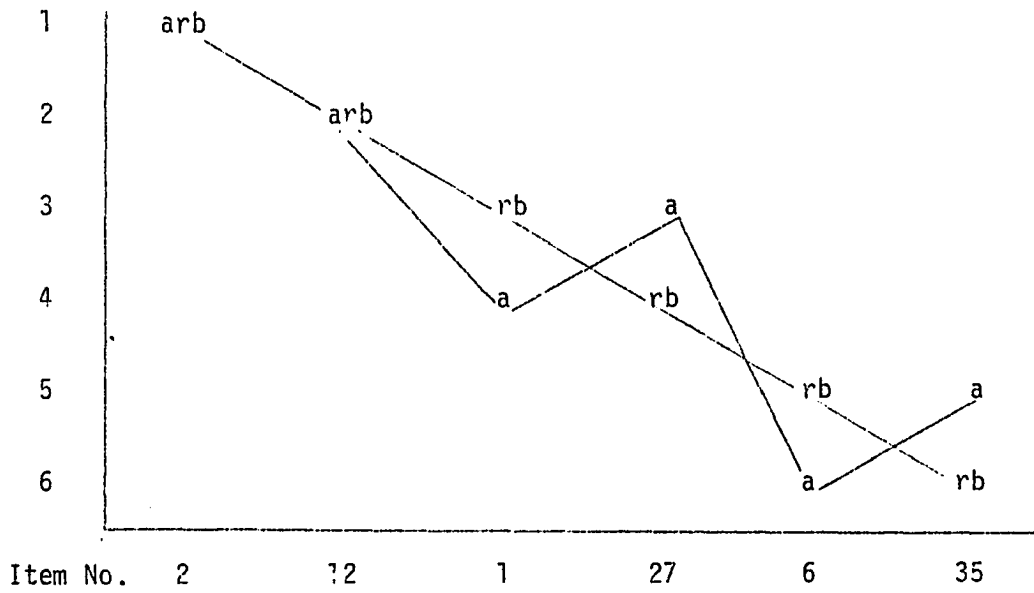
Sex	N	Means						
		Cluster 1*	Cluster 2	Cluster 3*	Cluster 4	Cluster 5	Cluster 6	Cluster 7
F	234	12.59	14.20	21.91	18.84	20.97	16.43	20.76
M	166	11.69	13.83	21.02	18.32	20.39	15.94	20.20

* $p < .005$

Table 6

A Comparison of the Six Items Ranked by Ability Level.

Rank



a = advanced class

r = regular class

b = basic class

The following six items, listed in rank order, were selected most frequently as having the greatest importance:

Item No. 2. Plan for a career after high school or college

Item No. 12. Manage money for present and future needs.

Item No. 1. Develop employability skills.

Item No. 27. Plan for future needs: education, housing, etc.

Item No. 6. Select a suitable marriage partner.

Item No. 35. Set goals and achieve them.

The six items, with the exception of number 6, indicated an interest in careers, employability skills, future needs, and goal setting. These were pragmatic choices showing concern for the near future. Eleventh grade students in both basic and regular level classes ranked item number 6 as second in importance while the advanced-level 11th grade students selected item number 1 on employability skills as second and ranked item number 6 as eleventh.

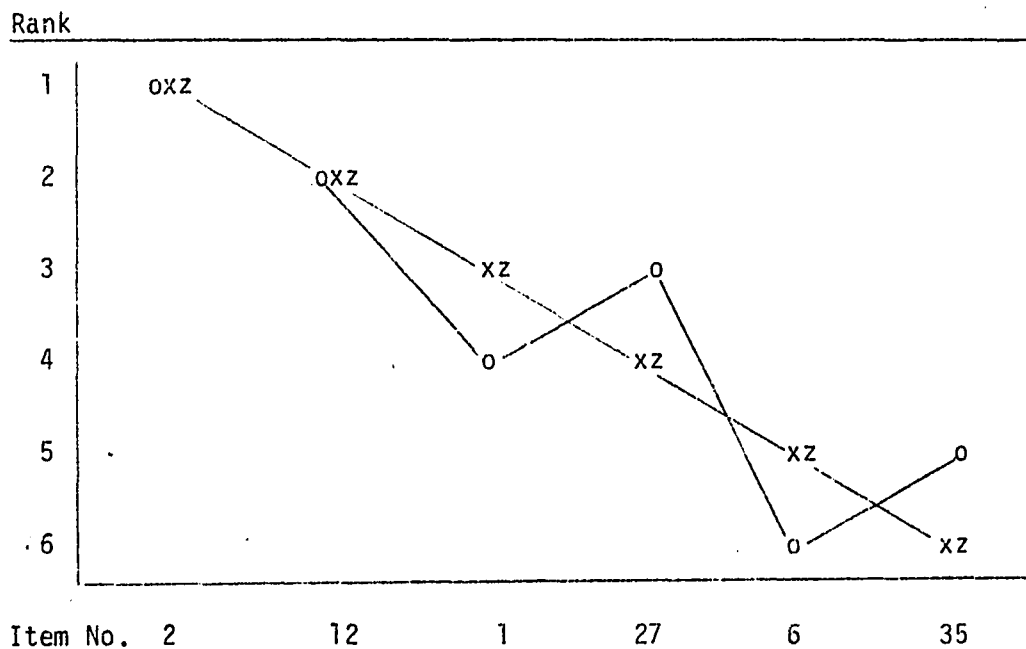
When items were totaled for students by grade level, the 11th and 12th grade students selected the same six items, in the same rank order. Tenth grade students selected the same six items, but after the second choice, the rank for the remaining four items was different (Table 7).

Examining scores by ability levels yielded the same six items as most important. In this case, the basic and regular students ranked the items in the same order. The advanced students had the same rank order as the tenth grade students.

Table 8 shows a comparison of the most important items as ranked by ability levels and grade within that level. Item number 2 remained

Table 7

A Comparison of the top Six Items Ranked by Grade Level.



o = 10th grade

x = 11th grade

z = 12th grade

Table 8

Percentage Comparison of the Top Ten Items as Ranked by Grade Level

Rank	10th grade		11th grade		12th grade	
	Item No.	%	Item No.	%	Item No.	%
1	2	52	2	53	2	48
2	12	34	12	31	12	34
3	27	32	1	30	1	32
4	1	31	27	28	27	31
5	35	27	6	27	6	25
6	6	26	35	25	35	22
7	37	17	5	18	5	18
8	47	16	37	18	10	17
9	22	15	22	17	22	17
10	25	14	3	15	37	16

the first choice for all groups. The other five items show some variation in rank from the combined scores. Additionally, within individual grade levels, four additional items appear; items number 5 (family responsibilities), 22 (communications), 37 (legal aspects), and 47 (how to buy insurance). Number 5 (get along with others) appears twice. Number 37 (manage legal aspects) is fifth for regular level juniors, and sixth for advanced level tenth grade students.

Plan a career after high school or college (item number 2), was selected by over one-half of all students responding to the questionnaire (51%). The next highest ranked item, number 12 (manage money) was selected by one-third of the respondents (33%) and, items 1 (employability skills) and 27 (plan for future needs) were selected 31% of the time.

The top four choices (Items numbered 2, 12, 1, and 27) were in Cluster 5, Occupational responsibilities. The total percentage mean for this cluster is 27 making it the highest ranked cluster by 18.2 percentage points over Cluster 1 on Adult problem solving with a mean of 8.8%. The bar graph, Table 9, illustrates the percentage average for the seven clusters.

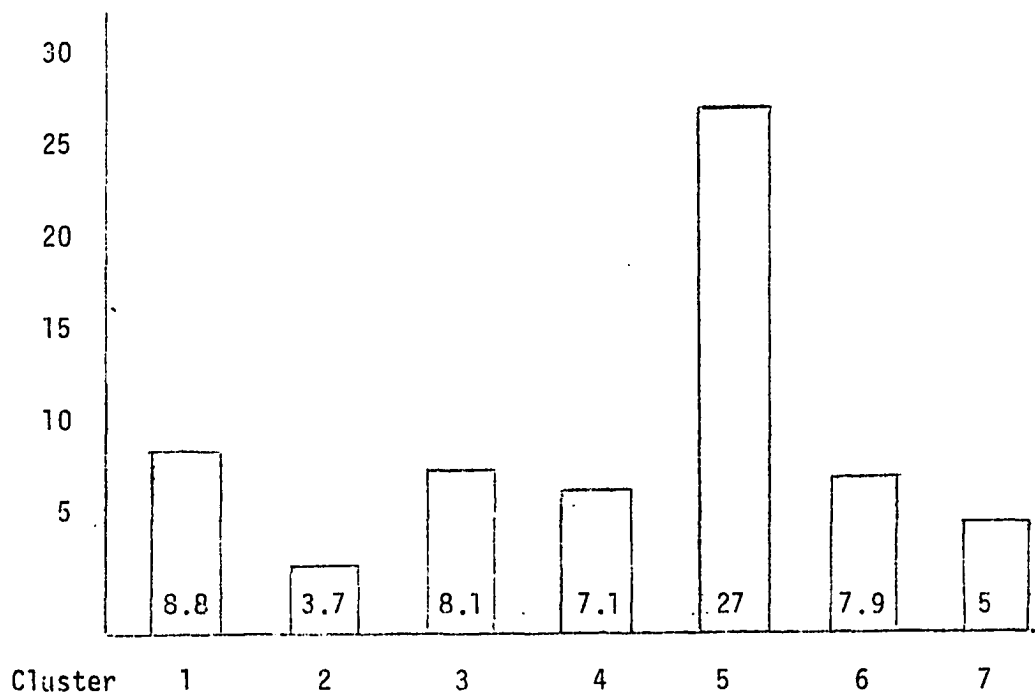
Cluster analysis of five most important items

Analysis of data for the question concerning student selection of the five most important items from the questionnaire was done by computer using a horizontal and vertical sort. Student data were sorted by the total 52-item questionnaire to determine if there were students with the same selection of items that were considered "most

Table 9

Mean Percentage for Items Within Each Cluster as Determined by Student
Selection of Five Most Important Items

Percentage



important." From visual inspection of the printout, it was determined that there were 11 instances involving two or more sets of choices that had identical selections for the five most important items.

Additionally, there were 15 instances showing four identical choices. Further study revealed that these 26 students had all selected items from the same cluster-- Cluster 5 (Appendix K).

Since Cluster 5, Occupational responsibilities, seemed to be creating the greatest interest, a cluster analysis sort was performed. This too was a horizontal and vertical sort using the clusters as a basis for determining how many students had selected all 5 items from the same cluster grouping. The following results, shown in Table 10, were obtained through this process of 694 responses.

Table 10

A Summary of Choices by Clusters of the Five Most Important Items

No. of students	No. of items alike	No. of primary clusters	Other clusters chosen
8	5	5	0
14	4	5	7
12	4	5	1
7	4	5	3
1	4	5	2
5	4	5	4
4	4	2	5, 6, 7
2	4	1	5
3	4	4	5, 6
7	4	3	4, 5, 6, 7
10	3	5	1

A Summary of Choices by Clusters Indicating Five Most Important Items
(continued)

5	3	5	1, 2
15	3	5	1, 3
9	3	5	1, 4
16	3	5	1, 6
2	3	5	2
2	3	5	2, 3
3	3	5	2, 7
10	3	5	3
15	3	5	3, 4
28	3	5	3, 6
4	3	5	4
20	3	5	4, 6, 7
9	3	5	4
4	3	5	7

An examination of the percentages by clusters illustrates the relative strength of individual items within that cluster. In Cluster 5, all items are relatively strong and items in Cluster 2 are relatively weak. All other clusters have items with 14% or higher importance ranking (Appendix K).

In Cluster 3, item number 35, (Set goals and achieve them) was considered important by 25% of the students. In Cluster 4, item number 6 (Select suitable marriage partner) received a 26% importance ranking. These were the two highest rankings outside Cluster 5.

A comparison of the percentages by ability level indicates a difference in opinion on several items. Advanced students considered the following items to be of greater importance than did the basic or regular students (Appendix K):

Item No. 22. Communicate openly and clearly

Item No. 35. Set goals and achieve them

Item No. 11. Manage time effectively

Item No. 23. Manage crisis and solve problems

Item No. 25. Develop and maintain friendships

Regular students ranked the following items higher than either basic or advanced students:

Item No. 1. Develop employability skills

Item No. 6. Select a marriage partner

Item No. 30. Accept responsibility for decisions

Item No. 48. Handle finances of family

Basic students ranked these items higher than did regular or advanced students:

Item No. 33. Care for children's physical needs

Item No. 31. Plan for marriage enrichment

Item No. 47. Buy insurance

Item No. 15. Share responsibility

The advanced-level students were more future oriented in their selection of most important items. The regular-level students were interested in the near future. Basic-level students seemed to be more family oriented.

A study of the rank of the most important items by grade level is interesting also. Grade 10 ranked, by several percentage points, the following items higher than did the 11th or 12th grade classes:

Item No. 39. Determine cost of raising children

Item No. 35. Set goals and achieve them

Item No. 47. Buying insurance

Item No. 25. Develop and maintain friendships

Item number 2, Plan for a career, was ranked four percentage points higher by the 10th and 11th grade students than by the seniors.

Students in grade 11 ranked the following items higher than did students in grade 10 or 12:

Item No. 26. Solve conflicts with acceptable methods

Item No. 36. Distinguish between wants and needs

Grade 12 ranked these items higher than grades 10 or 11:

Item No. 23. Manage crisis and solve problems

Item No. 1. Develop employability skills

Item No. 10. Cope with transition

Student selection of least important

The comparison of student rankings of Most Important Items on the questionnaire showed an agreement in those items chosen most often as well as those selected least often. It was interesting to note that item number 46, ranked lowest by both regular and advanced students and third from lowest by the basic students was concerned with knowing how to locate and use community agencies that help families, yet 26 percent of the students reside with single parents or relatives.

Analyze issues related to future family responsibilities, item number 28, was ranked next to lowest by basic students, third from lowest by regular students, and sixth from lowest by advanced students. The other lowest ranked item by all three groups of students was item number 8 which stated that students should know how to select nutritious foods when eating out (Table 11).

The other lowest ranking items referred to future needs and responsibilities such as coping with infertility, planning for adoption, and helping children learn to dress themselves. Interest and concern was shown for items that would impact on their lives in the near future such as jobs and career interests, employability seeking skills, and managing money.

Table 11

The seven least chosen items by ability level.

Rank	Basic	Regular	Advanced
52	21	46	46
51	28	42	15
50	46	28	16
49	8	38	38
48	29	8	8
47	42	16	28
46	18	32	29

Note: Items listed in ascending rank order

Tests of hypotheses

Each hypothesis is presented with the data enumerated and examined in this section. Statistical procedures used are discussed and the results reported. The data were analyzed by clusters using multiple analysis of variance. This technique allows generalizing from samples involved in the study to the population from which the samples were selected. An alpha level of 0.05 with a confidence level of 0.95 was used throughout.

Hypothesis 1: There is no significant relationship between the perceived needs of high school students as related to adult roles and responsibilities and their

.grade level

.sex

.ethnic origin

.attendance area

.ability level

A cluster comparison of the means was performed for grade level, sex, ethnic origin, school attended, and ability level of the student. There were not significant differences for school, grade, or ethnic origin. Significant differences occurred between Cluster 1 (Adult problem solving) and Cluster 3 (Adult responsibilities) by sex of the student. In each case the mean score was higher for females as was shown in Table 5.

When mean scores were compared by ability level, five clusters showed significant differences. Basic students had significantly higher mean scores for Cluster 2 (Child care skills), Cluster 3 (Adult responsibilities), Cluster 4 (Family responsibilities), Cluster 5

(Occupational responsibilities), and Cluster 7 (Coping with family problems). The advanced-ability students had the lowest mean scores for these clusters as was illustrated in Table 4.

A multiple analysis of variance was computed for each cluster by grade, sex, ethnic origin, school attended, and ability level (Table Tables 13-19). Significant differences were noted in Cluster 1 (Adult problem solving) and 3 (Adult responsibility) by sex of the student. Females recorded a higher mean score than did males. An F-value of 19.06 with a $p < .001$ was determined for Cluster 1. In Cluster 3, the F-value was 5.22 and had a $p < .03$. These findings were consistent with the comparison of means as was shown in Table 4.

When the analysis was performed with ability and the seven clusters, significant differences occurred with Clusters 2, 3, 4, 5, and 7. These clusters had significant differences when the means were compared as was shown in Table 5. Basic-level students had higher mean scores on these five clusters than did regular or advanced-level students.

A Scheffé test for all possible comparisons was computed to test each of the variables with each of the seven clusters to determine significance. The results were considered significant of the 0.05 level with a 0.95 confidence level. In Cluster 1 when the Scheffé test was performed for ability level it was not significant. Although the mean score was slightly greater for females, there was not a significant difference.

There were three significant comparisons in Cluster 2 (Child care skills). When ability levels of students were compared in this cluster, basic students had higher mean scores than regular or advanced students.

Regular students had significantly higher mean scores than advanced students. The examination of this cluster by sex of student did not result in significant differences.

The Scheffé test for Cluster 3 (Adult responsibilities) indicated a significant difference between basic and advanced students when compared by ability level. It was found that basic students had a higher mean score than did advanced level students. When compared by sex of student, the means were not significantly different; however, females had a higher mean score than did males.

Cluster 4 (Family responsibilities) resulted in a significant difference between basic and advanced ability level. Basic-level students had higher mean scores than advanced-level students. No significant differences occurred in this cluster by sex of student. Cluster 5 (Occupational responsibilities) also indicated a significant difference between basic and advanced-level students as well as regular and advanced-level students. Basic-level students scored significantly higher means than either regular or advanced students. Regular-level students had significantly higher means than did advanced-level students. Comparisons for sex of student with the clusters were not significant.

In Clusters 6 (Social responsibilities) and 7 (Coping with family problems) the comparison by sex of student was not significant. Basic-level students had higher mean scores than did either regular or advanced-level students for both Cluster 7 and 8.

The Hotelling-Lawley Trace, Pillai's Trace, Wilk's Criterion, and Roy's Maximum Root Criterion tests were performed to determine if there were overall school effects. None of the results were significant.

The Hotelling-Lawley Trace was also performed as a MANOVA test criteria for the hypothesis of no overall ability effect. It was significant with an $F = 2.65$ and $\text{PROB} > F = 0.0009$. The same test was performed to test for no overall effect of sex on the clusters. It too indicated a significance with $F = 3.12$ and $\text{PROB} > F = 0.0034$. Grade and ethnic origin were not significant.

Hypothesis 1 was only partially rejected. There were significant differences noted in five clusters between the perceived needs of high school students and their ability level. The basic-level students had higher mean scores than did regular or advanced-level students. Two clusters indicated significant differences by sex of the student. Females had higher mean scores than did males.

Hypothesis 2: There is no significant difference between the perceived needs in adult roles and responsibilities of high school students who work and those who do not work.

To test this hypothesis, the Hotelling-Lawley Trace and Wilk's Criterion were computed. Each had an $F = 0.96$, $\text{PROB} > F = 0.4595$ indicating that whether or not the student worked had no significance on the way they perceived needs in adult roles and responsibilities. This hypothesis was not rejected.

Hypothesis 3: There is no significant difference between the perceived needs in adult roles and responsibilities of high school students whose mothers were employed or were not employed.

Two tests, Hotelling-Lawley Trace and Wilk's Criterion, were performed to determine if the mother's working made a significant difference. With an $F = 1.07$, $PROB > F = 0.3799$, there were no significant differences between the perceived needs of high school students whose mothers were employed or were not employed. This hypothesis was not rejected.

Hypothesis 4: There is no significant difference between the perceived needs in adult roles and responsibilities of high school students whose fathers were employed or were not employed.

The Hotelling-Lawley Trace and Wilk's Criterion were used to test this hypothesis. An $F = 1.12$ and $PROB > F = 0.3373$ indicated no significant difference. This hypothesis was not rejected.

In an effort to determine if there were interactions between clusters, ability and grade or between clusters, sex and grade, four tests were performed. Hotelling-Lawley Trace, Pillai's Trace, Wilk's Criterion, and Roy's Maximum Root Criterion were computed with results that were not significant.

Intercorrelation between clusters indicated significant interaction with Cluster 2 (Child care) and Cluster 7 (Coping with family problems). Interaction between clusters is illustrated in Table 20.

In summary, Hypothesis 1 was partially rejected because significant differences were found to exist among the perceived needs, ability levels, and sex of students. Basic ability level students had higher mean scores. Hypotheses 2, 3, and 4 were not rejected since no significant differences were found.

Table 12

Multiple Analysis of Variance for Cluster 1 and Ability Level, Sex,
 School, Grade, Race, Student Works, Mother Works, Father Works

Dependent variable: Cluster 1			
Variables	DF	F-Value	PR > F
Ability level	2	0.16	0.8506
Sex	1	19.06	0.0001*
School	1	0.10	0.7525
Grade	2	0.65	0.5204
Race	5	1.08	0.3693
Student works	1	0.14	0.7037
Mother works	2	0.08	0.9226
Father works	2	1.13	0.3227
Ability and grade	4	1.57	0.1806
Sex and grade	2	0.02	0.9787

* $p < .001$

Total: F-value = 1.68

R-square = 0.089401

Mean = 12.2200

Table 13

Multiple Analysis of Variance for Cluster 2 and Ability Level,
Sex, School, Grade, Race, Student Works, Mother Works, Father Works

Dependent variable: Cluster 2

Variables	DF	F-Value	PR > F
Ability level	2	9.97	0.0001*
Sex	1	0.59	0.4443
School	1	0.09	0.7707
Grade	2	0.94	0.3913
Race	5	1.26	0.2780
Student works	1	0.08	0.7840
Mother works	2	0.14	0.8664
Father works	2	0.35	0.7054
Ability and grade	4	1.30	0.2688
Sex and grade	2	0.11	0.8967

* $p < .05$

Total: F-value = 2.31

R-square = 0.118775

Mean = 14.0475

Table 14

Multiple Analysis of Variance for Cluster 3 and Ability Level,
Sex, School, Grade, Race, Student Works, Mother Works, Father Works

Dependent variable: Cluster 3

Variables	DF	F-Value	PR > F
Ability level	2	3.32	0.0372*
Sex	1	5.22	0.0229*
School	1	0.29	0.5889
Grade	2	0.32	0.7278
Race	5	0.65	0.6613
Student works	1	0.74	0.3909
Mother works	2	0.57	0.5673
Father works	2	3.28	0.0386
Ability and grade	4	2.19	0.0698
Sex and grade	2	0.12	0.8878

* $p < .05$

Total: F-value = 2.00

R-square = 0.104526

Mean = 21.5500

Table 15

Multiple Analysis of Variance for Cluster 4 and Ability Level,
Sex, School, Grade, Race, Student Works, Mother Works, Father Works

Dependent variable: Cluster 4

Variables	DF	F-Value	PR > F
Ability level	2	3.33	0.0370*
Sex	1	1.95	0.1638
School	1	0.20	0.6587
Grade	2	0.64	0.5300
Race	5	0.32	0.9020
Student works	1	0.26	0.6120
Mother works	2	1.62	0.1983
Father works	2	1.68	0.1875
Ability and grade	4	1.94	0.1031
Sex and grade	2	0.26	0.7696

* $p < .05$

Total: F-value = 1.54

R-square = 0.082375

Mean = 20.5325

Table 16

Multiple Analysis of Variance for Cluster 5 and Ability Level,
Sex, School, Grade, Race, Student Works, Mother Works, Father Works

Dependent variable: Cluster 5

Variable	DF	F-Value	PR > F
Ability level	2	3.65	0.0269*
Sex	1	3.75	0.0534
School	1	0.01	0.9297
Grade	2	0.05	0.9474
Race	5	0.83	0.5336
Student works	1	0.34	0.5601
Mother works	2	0.56	0.5721
Father works	2	1.57	0.2087
Ability and grade	4	1.41	0.2296
Sex and grade	2	1.92	0.1481

* $p < .05$

Total: F-value = 1.83

R-square = 0.096418

Mean = 18.6275

Table 17

Multiple Analysis of Variance for Cluster 6 and Ability Level,
Sex, School, Grade, Race, Student Works, Mother Works, Father Works

Dependent variable: Cluster 6

Variables	DF	F-Value	PR > F
Ability level	2	0.61	0.5452
Sex	1	2.29	0.1314
School	1	0.17	0.6814
Grade	2	1.28	0.2787
Race	5	0.47	0.8037
Student works	1	0.40	0.5272
Mother works	2	0.27	0.7605
Father works	2	1.17	0.3129
Ability and grade	4	1.27	0.2802
Sex and grade	2	0.49	0.6100

No significant differences

Total: F-value = 1.00

R-square = 0.055067

Mean = 20.7350

Table 18

Multiple Analysis of Variance for Cluster 7 and Ability Level,
Sex, School, Grade, Race, Student Works, Mother Works, Father Works

Dependent variable: Cluster 7

Variable	DF	F-Value	PR > F
Ability level	2	4.31	0.0141*
Sex	1	2.74	0.0984
School	1	0.56	0.4539
Grade	2	0.88	0.4141
Race	5	0.77	0.5768
Student works	1	0.12	0.7256
Mother works	2	0.76	0.4680
Father works	2	0.63	0.5351
Ability and grade	4	1.88	0.1125
Sex and grade	2	1.07	0.3433

* $p < .05$

Total: F-value = 1.64

R-square = 0.087425

Mean = 16.2300

Table 19

Intercorrelation Among Clusters

	Cluster 1	Cluster 2	Cluster 3	Cluster 4	Cluster 5	Cluster 6	Cluster 7
Cluster 1	1.00000 638	0.35651 576	0.58372 562	0.48567 546	0.52660 602	0.61643 572	0.44689 525
Cluster 2	0.35651 576	1.00000 600	0.52879 536	0.66815 527	0.46443 569	0.48146 544	0.70428* 418
Cluster 3	0.58372 562	0.52879 536	1.00000 586	0.55098 510	0.59846 556	0.61703 531	0.64188 496
Cluster 4	0.48567 546	0.66815 527	0.55098 510	1.00000 564	0.46742 542	0.66674 528	0.62621 493
Cluster 5	0.52660 602	0.46443 569	0.59846 556	0.46742 542	1.00000 627	0.46227 565	0.52900 523
Cluster 6	0.61643 572	0.48146 544	0.61703 531	0.66674 528	0.46227 565	1.00000 595	0.52369 500
Cluster 7	0.44689 525	0.70428* 418	0.64188 496	0.62621 493	0.52900 523	0.52369 500	1.00000 543

* Significant correlation between Cluster 2 and 7

Note: Numbers under coefficient indicate number of cases included.

Summary

A related study in Iowa, Parent Education Needs of Secondary Students (Mensah, Schultz, & Hughes, 1983) determined that secondary students expressed strongest needs in the area of planning for career, goal setting, job skills, planning for needs, and decision-making. This cluster in Iowa had a reliability coefficient of .92. Similar results were obtained in this study. Cluster 5 (Occupational responsibility) contains similar items (see Appendix K), and was ranked as the number one cluster by all students in the Charlotte study. The Iowa questionnaire was administered to 265 secondary students in 11 randomly selected school districts. A majority of items in the Iowa study pertained to sex education, teenage pregnancy, marriage and social development.

Since this research was unique to the Charlotte-Mecklenburg School System's population, other similar studies were not found. There were many research studies, as outlined in Chapter II, that addressed the need for courses of this type to meet the needs of secondary students preparing to graduate. Data obtained will be valuable in planning course outlines and specific curriculum materials.

It was anticipated that the school attended would have a significant impact on curriculum development; however, the school attended by students in this study was not a significant factor. One reason for this could be the Charlotte-Mecklenburg student assignment plan and a system of busing that integrates students in all schools.

When planning curriculum, consideration should be given to meet the needs of students at all ability levels. Data indicated that basic-level students had greater needs for information relating to immediate adult roles and responsibilities than did regular or advanced-level students. Regular-level students were more pragmatic in their choices, indicating a need for information relating to employment, decision-making, and financial management. The advanced-level students were more future oriented in their choices of greatest need, focusing on goal setting, time management, and problem-solving.

Although students perceived their greatest needs differently from the judge in Mecklenburg County as well as different from the reported literature, there is nevertheless a close relationship between all the groups. The students selected the cluster on occupational responsibilities as their first choice, yet information relating to the other six clusters could be taught in relation to this cluster. Communications, an important component in each of the seven clusters, is a skill that should be taught in all subject areas.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

The purpose of this study was to determine the perceived needs of high school students in relation to roles and responsibilities that would face them as young adults. This information was needed to provide the bases for developing a course to be offered in the high schools.

A stratified cluster sampling procedure was used to select three classes from each senior high school. These classes represented three ability levels, advanced, regular, and basic as well as three grade levels. A total of 731 student responses were returned. Sixty responses were incomplete and could not be used. Responses from 691 students enrolled in the Charlotte-Mecklenburg School System during 1983-84 school year comprised the sample. Each student selected was given a questionnaire designed to obtain data on perceived needs for information needed to assume roles in society after leaving the public high schools. Additionally, each student was asked to select five items from the questionnaire considered most important.

The demographic information requested included school attended, grade level, sex, ethnic origin, estimate of annual family income, residence of the student, work status of the student, work status of the mother, and work status of the father. Students were asked to select a preferred name for the course.

The analysis of data involved both descriptive and inferential statistics. Data were obtained from the responses to the questionnaire which contained 52 items on a Likert-type scale, demographic information, and a section for selecting the five most important items from the questionnaire.

Correlation studies were performed by the computer to obtain coefficients of reliability for the questionnaire. A clustering process, by the computer, was used to group items with similar means. This process gave the seven clusters that were used in the analysis of the independent variables. Multiple analysis of variance was used to test the hypotheses. The means of each cluster were analyzed to assess the value of each group of items to the students' perceived needs. Occupational responsibility (Cluster 5) was the highest ranking cluster when students were asked to select the five most important items.

Some of the findings of the demographic data were that a majority of the students had jobs and lived with their parents. Nineteen percent of the students lived in a single family setting with their mothers, and two percent lived with their fathers. Most families had an income of \$15,000 or above; however, 37% of the students responding did not know the family income.

More basic-level students than advanced-level or regular-level students were from broken homes. A majority of the advanced students (73.8%) resided with parents while almost half (47.3%) of the basic students were living in broken homes. A majority of the advanced-

level students were white, and a majority of the basic level students were black.

Hypotheses tested

The following four hypotheses were tested:

Hypothesis 1: There is no significant relationship between the perceived needs of high school students as related to adult roles and responsibilities and their grade level, sex, ethnic origin, attendance area, or ability level.

There were significant differences in five of the seven clusters between the perceived needs of high school students as related to adult roles and responsibilities and their ability level. The five clusters having significant differences were Clusters 2 (Child care skills), 3 (Adult responsibilities), 4 (Family responsibilities), 5 (Occupational responsibilities), and 7 (Coping with family problems). Basic and regular students had significantly higher mean scores than did the advanced students thus indicating a greater need. There were also significant differences in two of the seven clusters between the perceived needs of students and the sex of students. Females had higher mean scores than did males. There was no significant difference between the student's perceived needs and grade level, attendance area, or ethnic origin. Therefore, Hypothesis 1 was not fully rejected.

Hypothesis 2: There is no significant differences between the perceived needs in adult roles and responsibilities of high school students who work and those who do not work.

There were no significant differences between students who worked and students who did not work; however, it found that 58% of the students work. Hypothesis 2 was not rejected.

Hypothesis 3: There is no significant difference between the perceived needs in adult roles and responsibilities of high school students whose mothers were employed or were not employed.

There were no significant differences between students whose mothers were employed or were not employed. Systemwide 72% of the mothers were employed. This is considerably higher than the nationally reported 51% rate of employment for women. Hypothesis 3 was not rejected.

Hypothesis 4: There is no significant difference between the perceived needs in adult roles and responsibilities of high school students whose fathers were employed or were not employed.

There were no significant differences between students whose fathers were employed or were not employed. Hypothesis 4 was not rejected.

Implications

The results of this study, based on the hypotheses and findings on determining the perceived needs of high school students as related to information needed in the area of adult roles and responsibilities, have implications for curriculum development.

1. Since there was a significant difference by ability level in five of the seven clusters, further study of the data could be undertaken before specific curriculum is developed. Specific needs of each ability level should be considered. Basic and regular students had higher mean scores than advanced-level students indicating a more immediate perceived need for information. Few of these students will enter college; therefore, it is imperative that they receive instruction in high school.

2. Students indicated through the questionnaire that there was a strong need for information on adult roles and responsibilities. Tests and analyses of the data support this. Some clusters were considered more important than others. Cluster 5 (Occupational responsibilities) recorded the highest mean scores, followed by Cluster 1 (adult problem-solving), and Cluster 3 (Adult responsibilities). In Cluster 1 and Cluster 3 the mean score for females was higher than for males.

3. There was no significant difference in student's perceived needs by school attended. This has implications for curriculum development. It assures that a systemwide standard curriculum would be appropriate. Adjustments will be needed to accommodate varying ability levels and sex of student.

4. A course on adult roles and responsibilities could help students develop needed skills. This study revealed several factors that have implications for curriculum planning such as the majority of mothers working (72%), the number of students living in single

parent homes (21%), a lack of knowledge concerning family income (37% did not know income level of family), the percentage of basic students from broken homes (47.3%), and the significant number of basic students indicating a need for information relative to their roles and responsibilities as adults.

5. The percentage of students who did not know the family income level (37%) could indicate a lack of communication among family members. Emphasis on effective communication among family members on the use and management of resources should be considered when planning the proposed course.

Recommendations for further research

Based on the results of this study the following recommendations are made:

1. It is recommended that the findings from this study be used to develop a course outline and content that will meet the needs of high school students in Charlotte-Mecklenburg High Schools.
2. It is recommended that a study be conducted to compare students' perceived needs with young adults who have recently entered the job market.
3. It is recommended that a study be conducted to compare parents' perceived needs for their high-school-aged children in the area of adult roles and responsibilities with the perceived needs of high school students.
4. It is recommended that the instrument be revised to delete items with low reliability coefficients.

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APPENDIX A

JUDGE L. STANLEY BROWN'S CURRICULUM PROPOSAL



General Court of Justice
26th Judicial District

MECKLENBURG COUNTY
 CHARLOTTE, NORTH CAROLINA 28202-2896

FRANK W. SNEPP, JR.
 SENIOR RESIDENT SUPERIOR COURT JUDGE
 WILLIAM T. GRIST
 RESIDENT SUPERIOR COURT JUDGE
 KENNETH A. GRIFFIN
 RESIDENT SUPERIOR COURT JUDGE
 CLIFTON E. JOHNSON
 RESIDENT SUPERIOR COURT JUDGE
 ROBERT M. BURROUGHS
 RESIDENT SUPERIOR COURT JUDGE

DISTRICT COURT JUDGES
 CHASE B. SAUNDERS, CHIEF
 WALTER M. BENNETT, JR.
 L. STANLEY BROWN
 DAPHNE L. CANTRELL
 REBA L. HARRIS
 WILLIAM C. JONES
 JAMES E. LANNING
 T. PATRICK MATUS, II
 T. MICHAEL TODD
 WILLIAM H. SCARBOROUGH

Curriculum Proposal

To: Charlotte Mecklenburg Board of Education

From: Judge L. Stanley Brown

Date: August, 1982

Re: Elective Course for Jr. and Sr. High levels in Parenting and Marriage Skills

REASONS FOR PROPOSAL:

The number of marriages which end in divorces and the number of children whose rearing reveals inadequate parenting skill by the parents, are increasing annually.

The costs of both these areas of inadequate coping skills is high both to the individuals involved, including the children, and to society.

The individual undergoes extreme emotional pain and financial, social and career disruption. Children whose home environment involves a divorce or poor parenting often develop marked behavioral, academic, emotional and social maladjustments. These affects both the school environment and all facets of the child's life, often in ways continuing throughout adult life.

The actual costs, both financially and to the social fabric, are staggering. These defects are often transmitted in families to the next generation.

Many of the traits or skills necessary to sustain a marriage relationship and to rear children are learned skills. Society provides no uniform medium in which to transmit these skills to children except through the family itself.

Page Two
Judge L. Stanley Brown
August, 1982

By definition parents who do not have these skills cannot transmit them to their children. Usually the opposite occurs.

The only other possible source from which these learned skills may be obtained is the public school. The benefits to be reaped, both by the school system itself, by society, and by the individuals who take the course, would be well worth the modest investment in resources required of the schools.

PROPOSAL:

THAT THE CHARLOTTE MECKLENBURG BOARD OF EDUCATION APPROVE AND ESTABLISH, ON THE RECOMMENDATION OF THE SUPERINTENDENT, AN ELECTIVE COURSE FOR JUNIOR HIGH AND/OR SENIOR HIGH CURRICULUMS, THE SUBJECT MATTER BEING THE ACQUISITION OF LEARNED SKILLS NEEDED FOR PARENTING AND FOR THE SUCCESSFUL MAINTENANCE OF THE MARRIAGE RELATIONSHIP.

IN THE ALTERNATIVE, THAT THE EXISTING RELATED ELECTIVE COURSE OFFERINGS BE MODIFIED, EXPANDED, AND/OR COMBINED, IN A MANNER TO BE DETERMINED BY THE SUPERINTENDENT, SO AS TO CONSTITUTE A COURSE AS PROPOSED ABOVE.

APPENDIX B

QUESTIONNAIRE:

LIFE AFTER HIGH SCHOOL: NEEDS INFORMATION

LIFE AFTER HIGH SCHOOL: NEEDS INFORMATION

PURPOSE: It has been proposed, and approved by the Charlotte-Mecklenburg Board of Education, that a course be developed for students who are nearing the end of their high school program. This course is one that would help with your life after high school, whatever that might be - work, college, technical school, marriage, etc. The statements in this questionnaire identify some of the needs that young adults may consider important. Consider each item carefully. The answers you give will help determine the content of this course.



CHARLOTTE-MECKLENBURG SCHOOLS
Education Center, P. O. Box 30035
Charlotte, N. C. 28230

Superintendent of Schools:	Dr. Jay Robinson
Deputy Superintendent:	Dr. Robert Hanes
Assistant Superintendent of Curriculum and Instruction:	Deane Crowell
Questionnaire developer:	Gwen W. Willis

NOTE: DO NOT WRITE YOUR NAME ON ANY PORTION OF THIS QUESTIONNAIRE

DIRECTIONS:

Please respond to each item by drawing a circle around the number that best describes the **IMPORTANCE** of each item to you.

Young adults need to know how to:

	extremely important	moderately important	somewhat important	not important	undecided
1. Develop employability skills (how to interview, how to get and keep a job, etc.)	4	3	2	1	0
2. Plan for career (job) after high school or college.	4	3	2	1	0
3. Make plans that can be achieved	4	3	2	1	0
4. Analyze issues related to future family responsibilities.	4	3	2	1	0
5. Get along with people of other races and cultures	4	3	2	1	0
6. Select a suitable marriage partner.	4	3	2	1	0
7. Identify the responsibilities of parenting.	4	3	2	1	0
8. Select nutritious foods when eating out	4	3	2	1	0
9. Establish eating habits that will contribute to present and future good health.	4	3	2	1	0
10. Cope with transitions that occur in adult life (such as moving, job changes, marital changes)	4	3	2	1	0
11. Manage time in order to accomplish goals.	4	3	2	1	0
12. Manage money for present and future needs	4	3	2	1	0
13. Plan personal health care for a healthy future.	4	3	2	1	0
14. Make decisions as a family group.	4	3	2	1	0
15. Share responsibility for task with others	4	3	2	1	0
16. Understand the problems of latch-key children (children of working parents who let themselves in at home)	4	3	2	1	0
17. Manage peer pressure.	4	3	2	1	0
18. Manage stress in healthful and acceptable ways.	4	3	2	1	0
19. Plan leisure time activities.	4	3	2	1	0
20. Peacefully settle problems with family members.	4	3	2	1	0
21. Take risks and benefit from the experience.	4	3	2	1	0
22. Communicate openly and clearly.	4	3	2	1	0
23. Manage crisis and solve problems.	4	3	2	1	0
24. Share responsibility in caring for the home	4	3	2	1	0
25. Develop and maintain friendships with a variety of people (young, old, employers, neighbors, etc.)	4	3	2	1	0
26. Solve conflicts with acceptable methods	4	3	2	1	0

PLEASE CONTINUE ON NEXT PAGE →

Young adults need to know how to -

	extremely important	moderately important	somewhat important	not important	undecided
27. Plan for future needs - education, housing, etc.	4	3	2	1	0
28. Analyze issues related to future family responsibilities	4	3	2	1	0
29. Cope with infertility and consider options for children such as adoption.	4	3	2	1	0
30. Accept responsibility for decisions	4	3	2	1	0
31. Plan for marriage enrichment to assure a better life together.	4	3	2	1	0
32. Plan meals for someone who is pregnant.	4	3	2	1	0
33. Care for children's physical needs.	4	3	2	1	0
34. Accept responsibility and positively contribute to a child's emotional growth.	4	3	2	1	0
35. Set goals and achieve them.	4	3	2	1	0
36. Distinguish between needs and wants	4	3	2	1	0
37. Manage legal aspects of adulthood (such as filing income tax return, signing leases, purchasing contracts)	4	3	2	1	0
38. Help children learn to dress and feed themselves.	4	3	2	1	0
39. Determine the cost of raising children.	4	3	2	1	0
40. Recognize child abuse and learn ways to overcome its effects	4	3	2	1	0
41. Identify the responsibilities of single parenting	4	3	2	1	0
42. Adjust to living in a step-family situation	4	3	2	1	0
43. Manage consumer rights and responsibilities	4	3	2	1	0
44. Get along with the elderly and appreciate them.	4	3	2	1	0
45. Avoid divorce and recognize its effect on the family.	4	3	2	1	0
46. Locate and use community agencies that help families.	4	3	2	1	0
47. Buy insurance (car, home, life, medical, other)	4	3	2	1	0
48. Handle the financial responsibilities of a family	4	3	2	1	0
49. Accept death and dying of loved ones.	4	3	2	1	0
50. Appreciate their own heritage	4	3	2	1	0
51. Develop a philosophy for living	4	3	2	1	0
52. Recognize how your own philosophy affects all decisions	4	3	2	1	0

PLEASE CONTINUE ON NEXT PAGE →

After completing the questionnaire, please answer this question:

WHICH 5 ITEMS DO YOU THINK WOULD BE MOST IMPORTANT TO YOU IN YOUR LIFE AFTER HIGH SCHOOL?

Write the number of the statement in the blanks:

Your school code number: _____

DIRECTIONS: Please mark (X) the correct answer for you.

1. Grade level
 10 11 12
2. Sex
 Male Female
3. Ethnic Origin
 White Black Indian Hispanic
 Oriental Other
4. Estimate annual income level for your family (or household).
 \$ 500 - \$ 4,900 \$ 5,000 - \$14,900
 \$15,000 - \$25,000 \$25,000 and above
 Don't know
5. Check all answers that apply:
 I live with my -
 Mother Stepmother Foster parents
 Father Stepfather Own apartment
 Brothers Grandparents Friends
 Sisters Other relatives Other (married/spouse)
6. Do you work in a paid job? (After school, weekends, or summer)
 Yes No
7. Does your mother/guardian work in a paid job?
 Yes No Does not apply
8. Does your father/guardian work in a paid job?
 Yes No Does not apply
9. Which name would you select for this course?
 Adult Roles and Responsibilities Life After High School
 Decisions for Life Living in Today's World
 Succeeding in Today's Society Preparation for Life
 Your choice: List _____

APPENDIX C

QUESTIONNAIRE USED FOR GROUP INTERVIEWS

Questionnaire Used for Group Interviews

Introduction: Explain the purpose of the interview and give a brief background on the development of the proposed course.

Questions:

1. We are seeing marriage/parenting as a problem area. What kinds of things would be interesting to you?
2. What would help you if you were raising children?
3. The content has not been finalized; we want to know what you would put in such a course.
4. Are there similar classes already being offered?
5. The roles of women are changing; how do you feel about this?
6. What about the single parent and meeting the needs of the children?
7. Is it realistic to use a class setting to study some of these problems?
8. What length should this class be -- a semester or a year?
9. How would you feel about having this class taught by a team? (only one teacher at a time, i.e., each one has one semester or one quarter of time, then students switch).
10. What would you call this course?

APPENDIX D

SUMMARY REPORT OF ORAL INTERVIEWS AT HARDING HIGH SCHOOL

Summary Report of Interviews at Harding High School, January 26, 1983

Introduction: Our purpose in coming here is to get your ideas on a proposed class. We're part of a committee. Suggestions have been made from outside the school system, courts, etc., are saying, "Can't the schools do something about some of the problems we are seeing?" A statistic of interest...last year there were more divorces than marriages in Mecklenburg County. This makes us think about the problem of divorces and how families are affected. It makes us realize that there probably is not the commitment to marriage that there was 30 years ago. Perhaps there are some things that schools can do. So we are a part of the committee that is talking with students. We want your input. From this we will develop a questionnaire that will randomly sample students from all ten high schools. Our purpose today is to discuss and get your opinion concerning such a course.

Procedure: Three classes were sampled. An advanced class, a regular class, and a skills class in World History were used. Each class had a balance of males, females, blacks and whites. Additionally, the classes were a mix of tenth, eleventh, and twelfth graders. Other nationalities of students were not noticed.

<u>Interviewer's Questions</u>	<u>Responses: Advanced Class</u>	<u>Responses: Regular Class</u>	<u>Responses: Skills Class</u>
We are seeing marriage/parenting as a problem area. What kinds of things would be interesting to you? What would help you if you were raising children?			
If you think a class like this would help you, would you raise your hands. The content has not been finalized. We want to know what you think.	(Most students raised hands.)	-What other areas would be covered? (Most students raised hands.)	(No response)
Would it be a good idea to have a class in high school like this, perhaps during your senior year?	(Majority agreed)	(Majority agreed)	(No agreement)
Are there classes already offered that get into this type of subject matter?	-Sociology -Family Living -Communications -Personal Issues -We have a Psychology class that gets us up to the point of marriage.	-Family Life -Personal Issues -Sociology, in this class we got into marriage and divorce, but not much on financial planning -Home Economics teaches you how to plan and cook meals.	-English -Math

<u>Interviewer's Questions</u>	<u>Responses: Advanced Class</u>	<u>Responses: Regular Class</u>	<u>Responses: Skills Class</u>
What should we call this class?	-Family Life -Planning for the Future -Life After High School (not much agreement on a name)	-Family Life -Facing Today's Society -Future Life -The Way It Is	-Plan for the Future -Survival Skills -Life Skills
Do any of you have children? Did it make a difference in your life?	-It changes your way of doing things. -More responsibility.	(Not discussed)	(Not discussed)
Would the rest of you benefit from discussing topics like this?	-Yes (General agreement)		
How would you like it if a team of teachers taught the class and you rotated each quarter or semester?	(Much agreement on this idea.) -I would like to have a divorced person, a happily married person, and one with children, etc. This would help you get pointers that would help you.	(Much agreement on this idea.)	(No response)
Would you like having other adults coming in?	-Yes, get different opinions.	Yes	
What about classes that help you with finances, do you have any?	-Some business classes help. -We need help to learn to budget.	-Need to know something about insurance, licenses, legal things. -I'd like to know how algebra is going to help us know how to take care of bills, manage our money. -Information on buying things, financing, renting, furnishing apartments, houses.	
What about consumerism, buying cars, houses, food, etc.?	-Cooperative Office Occupations classes help, but not everyone has these classes.		
With this type class, students could share information from other classes couldn't they?	-Would give us a chance to talk about how families differ. -Seems "far away" but really isn't.	-Parents have different problems so some students know very little about divorce.	

<u>Interviewer's Questions</u>	<u>Responses: Advanced Class</u>	<u>Responses: Regular Class</u>	<u>Responses: Skills Class</u>
The roles of women are changing. What about the single parent and meeting the needs of the children? Thumbs up if this class would be valuable?	(Almost all...thumbs up.)	(Class agreed - would be valuable.)	-Some guys don't pay support when the mother gets "stuck" with the kids. Sometimes when fathers lose visiting rights they just walk off..."that's one less thing I have to pay for."
Would you like to see the class required?	-If it isn't required, parents could keep their kids out. -Perhaps have course required but have an alternative for those whose parents object.	-When required, some students may not care, and just disturb others. -Seems like it should be required in order to cover everyone.	-If not required, it would look like only those with problems are in the class. -Better required, then everyone would be in it and could learn.
If there were a course, what do you see as being valuable?	-Visit courtroom, see cases discussed. -See real situations. -Make class discussions reality, real stuff. -See why people are divorcing. -Most young people do not realize the responsibilities involved in marriage. -Most don't share the responsibility. -TV is misleading, people don't have an accurate picture of what marriage is all about.	-It would be easier to discuss problems with classmates. -Emotional problems come up, also legal problems. What are the rights of each parent. -This course would be difficult... things change, many personal things happen, divorces, finding jobs, etc.	-Budgeting, how to make money cover all the bills. -Insurance, taxes -(Teacher) Legal matters, child rearing. -Guys get off easy, the girl has most of the responsibility in raising children. -Using money. -Discussing problems, but maybe not your own. -I wouldn't want someone knowing my business. -Information on how to raise kids. -Understanding parent's rules.
Is it realistic to use a class setting to study some of these problems?	(Yes, almost all responding.)	(Question not asked.)	Yes.
What are some of the things parents argue about? Could you discuss this in class? Would your parents object to such a class?	(Yes, all thumbs up.) (No one said their parents would object to such a class) -What would happen if parents did disagree?	(Several raised hands to say that their parents would object.)	(No response.)

Interviewer's Questions
Where would you put this class?

What kind of teacher would you want? Characteristics?

Could you do this for a semester?
a year?

Responses: Advanced Class
(Question not asked.)

- One that can express his/her opinion and allow us to combine this information with our own judgment.
- Have input from teacher, not that something is right or wrong.
- Teacher shouldn't tell you how to do your own life.
- One that wouldn't place judgment.
- Need to see two sides of a problem and then make up our own minds.
- Class should be all discussions, a chance for students to think, to make decisions.
- Concerned teacher, one that has respect for students.
- Someone married, that has children.
- Someone with experience.
- Even a divorced person could be understanding.
- A single, never married person couldn't understand.

- Yes, a year would allow time to really discuss problems.
- You would have trouble with a year if this class is known as a "crip course".

Responses: Regular Class
(Question not asked.)

- Have someone who has experienced these problems share. This would be better than having a teacher tell you what to do.
- Someone who can relate to teenagers.
- Someone who has a financial background.
- Someone that is open, honest and can tell or share personal experiences.
- Help us make decisions.
- Won't tell us what to do.

- (Three-fourths of class voted for a year.)
- This may present a problem if everything else is still required.
- Perhaps some of the stuff we have to take, like gym, could be dropped.
- This could be one of our electives. Now we have three...just have two electives and require this class.
- I hear graduation requirements are going up, just make this one of the requirements.
- A semester would crowd you, have a year or don't have it.
- Many students are working now and need help with problems they are facing.

Responses: Skills Class
-In the Occupational Department.
-With a child development teacher.
-With the personal issues teacher.

-Someone who has been through a lot of these experiences.

(Question not asked.)

Interviewer's Questions

Do we need to focus on the "after school years" in this class?

At which grade level should such a course be offered?

You seem pretty positive and seem to like the idea of this class. Is this what you're saying? You're faced with a value judgment. Is it the school's role? What if you're going to college?

Responses: Advanced Class

-Yes, students need to think about problems of the future. Help us see it, what it really is, not the illusion.

-The 10th grade is already loaded, and there are many problems adjusting to senior high.
-I think students should be able to choose, depending on where they are in their development.
-If a student is serious about it, it would work out ok for them to be in the class.

(Students and the classroom teacher agreed.)

TEACHER COMMENTS:

-I didn't like being left out in the student's thinking because I am a single.
-I really like the idea of a team approach and I think most students would like the change.

Responses: Regular Class

-10th grade, too much going on to add another class.
-Would be hard for a 10th grader to deal with something this serious.
-Perhaps special cases for a 10th grader.
-I say 12th graders only.
-Well, 10th graders if parents give permission, and the person is serious.
-Make it a graduation requirement but elective the year of your choice.
-Plan what's best for the majority.

-If you're going to college you will need it more than ever.
-Better to find out now, so you can avoid mistakes later.
-Some parents don't know how to talk with their children or how to help them.

Responses: Skills Class

-12th grade when it's just before you're going to be getting out. (7 students agreed to this.)
-11th grade, cause that's when you're getting a job, a car, and need to know. (3 students thought this best.)
-10th grade (2 students said this, but gave no reason.)

TEACHER COMMENTS:

-This is a great idea, and something that students need. I am only about 10 years older than most of my students and I am seeing many of these problems among my friends... some are divorcing, etc. This class has a difficult time expressing ideas.

APPENDIX E

SUMMARY REPORT OF ORAL INTERVIEWS AT SOUTH
MECKLENBURG HIGH SCHOOL

Summary Report of Oral Interviews at South Mecklenburg Senior High School, February 8, 1983

Introduction: Our purpose in coming here is to get your ideas on a proposed class. We're part of a committee. Suggestions have been made from outside the school system, courts, etc., are saying, "Can't the schools do something about some of the problems we are seeing?" A statistic of interest...last year there were more divorces than marriages in Mecklenburg County. This makes us think about the problem of divorces and how families are affected. It makes us realize that there probably is not the commitment to marriage that there was 30 years ago. Perhaps there are some things that schools can do. So we are a part of the committee that is talking with students. We want your input. From this we will develop a questionnaire that will randomly sample students from all ten high schools. Our purpose today is to discuss and get your opinion concerning such a course.

Procedure: Three classes were sampled. An advanced science class, a regular English class, and a skills social studies class were used. Each class had a balance of males, females, blacks and whites. Additionally, the classes were a mix of tenth, eleventh, and twelfth graders. Other nationalities of students were not noticed.

<u>Interviewer's Questions</u>	<u>Responses: Advanced Class</u>	<u>Responses: Regular Class</u>	<u>Responses: Skills Class</u>
Would it be a good idea to have a class like this in high school?	(after hearing suggested topics) -Cut out Heredity, we have 9 weeks of that already -If community is concerned, why don't they offer courses at the Y, Red Cross, or other community places?	(No specific replies)	(most agreed a class would help)
Are there classes already offered that get into the same subject matter?	-Child Psychology -Bachelor Living -Family Living -If you're in child psychology class you already have studied about caring for children. -It's elective so not everyone is in that class.	Family Living	-Family Living where you have problems in budgets, financing -Math II..deals with financing, home, rent, job application, social security -Bachelor Living taught here is similar
The roles of women are changing. What about the single parent and meeting the needs of the children? Thumbs up if this course would be valuable.	(class agreed it would be valuable)	-Mother has more responsibility for care of child, father has some -Should be equal since the father has to help support	-more women are working today

Interviewer's Questions

What should we call this class?

If there were a course, what do you see as being valuable?

Responses: Advanced Class

- Be careful with labels, if you call it homemaking, the guys won't take it.
- Family economics, teach us how to manage money.
- Should learn how to live as a couple without children.
- Be able to cope with family, learn to talk about it and work out problems.
- Teachers should use realistic situations.
- Use discussion methods to teach.
- Use role-playing to teach
- Should have discussion as well as reference material.
- Deal with both now and later

TEACHER SUGGESTIONS:

The course is an excellent idea. I would like to suggest that you add the following:

- Areas of conflict in Marriage
- Dating, courtship

I agree money management is a very important area, so is decision-making and learning to accept the consequences.

Responses: Regular Class

- (no agreement on name)
- The Ideal Parent
- Knowledge of the Law

- Have discussions, not just book work.
- A textbook approach wouldn't work with this type class.
- An exchange of viewpoints would be helpful.
- Help students learn terms that a person needs to know.
- Discuss situations that are real.
- Teach things that would help you deal with problems.
- Would be helpful to discuss things. If you are living just with your mother and visit a friend who has a happy family you may not want to invite the friend to your house but being able to discuss and find others in similar situations would help.
- You could share ways that your family handles problems.
- We need to know how to change our behavior. All of us have things that we don't like about our parents, but did you ever babysit and do some of the same things to the kids your parents did to you that you didn't like? That's scary...I quit babysitting.

(class agreed guest persons coming to this type class would help the class)

(many indicated that they had a good idea of the needs of a child. Most in the class had younger ones in the family and/or they baby sat for friends.)

Responses: Skills Class

(no suggestions for a name)

- Have films.
- Something everyone can get involved in.
- Get community involved.
- Use health center, downtown field trips.
- Catholic High had a course like this.
- Class should deal with personal problems, things that could help you.
- Bring persons into class to discuss specific topics.
- One who has knowledge of laws and legal things could visit.
- A grade of A, B, or C would help students take class more seriously.
- I disagree, it will be an interesting course so the students will take it seriously.
- If you are going to college, you wouldn't use the "marriage" part, but the other parts of the course would be useful.
- This course could help prepare you to handle problems.
- (majority agreed conflict management would be useful)

Interviewer's Questions

What kind of teacher would you want? Characteristics?

Would your parents object to such a class?

Responses: Advanced Class

- Someone who has children.
- Someone from a family setting.
- Is understanding.
- Psychology type, understands people
- Have teachers inserviced before they try to teach it.
- Don't give us a coach.
- Should be someone who can handle own problems and help others.
- Teacher should have some real knowledge on the subject

(No specific comments on this.)

Responses: Regular Class

- Psychologist type, an English teacher wouldn't know.
- Need to know what they are talking about.
- Candid with students - open, honest.
- Someone you can feel comfortable with.
- One that won't condemn us.
- Likes students.
- Open-minded person to self and to the students.
- Younger person, so you don't have the generation gap.
- Doesn't depend on age, but on the person.
(Interesting sideline...several students said they wanted a younger teacher since they would be easier to talk to, but then another student pointed out that they had all been talking freely with the interviewers who were middle aged. (Class agreed.)

(Several said their parents would probably object or feel threatened by the schools teaching such a class yet others said that being able to discuss things at schools would make family life at home easier.)
-Some parents put on an act, they don't want anyone to know what's really going on at their home.

Responses: Skills Class

- Very personable, willing to share.
- Person easy going, easy to talk with.
- Younger person would be more open-minded.
- Need to interview teacher for this job...needs to be a special person.
- Guys would open up more to a man.
- I disagree (another male student).
- I think it doesn't have to do with male/female or age, it is the teacher...they have to know what they're talking about. The teachers must really know the subject and be able to reach the students.
(Majority agreed that the teacher would need to be able to accept different viewpoints.)
- Should have someone who has experience in these areas.
- Someone who knows something about it.
- If required for a year, if would be good to have a team.
- Rotating would give variety.
- Would be a good change.
- Changing teachers would give you more ideas and outlooks.
- Have men and women teaching this course.

(No one thought their parents would object, however, some students were not responding at all.)
-Parents might object if teachers told you what to do about something like abortion.

Interviewer's Questions

Are you interested in studying and looking at things beyond marriage? Thumbs up if you are. Would you like to see the class required? Could you do this for a semester? a year?

Responses: Advanced Class

- Majority agreed, class a good idea.
- Guys probably wouldn't like a class like this.
- Everybody should have a required part, perhaps a quarter, then rest elective.
- Elective for those who want it, we have plenty of required courses.
- Sometimes a quarter or semester course is just a crap...let's make it a really good class.
- Make it elective, give it a good name.
- Make it a popular course.
- Require it, people will be glad later that the course was there. Even if it isn't a hard course we can really learn. We don't know half the things about marriage that we think we do. We need to learn sometime.
- Replace Personal Issues with this class.
- Require. I wanted to take Child Psychology, but my Mom wouldn't let me. If required I would have been in it.
- If elective, college bound probably will not take it.

Responses: Regular Class

- It is hard to know what might happen in the future.
- (Most agreed a class in Marriage/ Family Living type skills would be helpful.
- Some people aren't saying anything now, but in two weeks they would all be talking.

Responses: Skills Class

(Required or elective?... divided but perhaps more for elective.)

APPENDIX F

NUMBER AND PERCENTAGE OF RESPONDENTS BY SEX AND
ETHNIC ORIGIN FOR EACH SCHOOL

School System Summary

Number and Percentage of Respondents' by Sex and Ethnic Origin for each School

Sex/Ethnic Origin	Schools																				N	%
	01		02		03		04		05		06		07		08		09		10			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Male: Black	4	7	14	21	10	20	7	10	12	14	9	13	16	21	3	4	15	24	6	7	96	14
White	13	24	19	28	13	27	29	40	19	22	28	41	15	20	28	39	16	25	21	24	201	29
Other	1	2	0	0	1	2	1	1	0	0	0	0	1	1	0	0	0	0	0	0	4	1
																					301	
Female: Black	11	20	17	25	13	27	6	8	21	25	7	10	20	27	9	13	11	17	17	20	132	19
White	24	44	16	24	12	24	30	41	29	36	24	35	20	27	30	42	17	27	40	46	242	35
Other	1	2	1	1	0	0	0	0	3	3	0	0	3	4	1	1	4	6	3	3	16	2
<u>N</u> =	54		67		49		73		84		68		75		71		63		87		390	

School Number 01

Number and Percentages of Respondents by Grade Level and by Ability Level

Sex/Ethnic Origin	Grade 10		Grade 11		Grade 12		Total		Advanced		Regular		Basic		Total	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Male: Black	0	0	3	12	1	10	4	7	1	4	2	18	1	6	4	7
White	3	16	7	28	3	30	13	24	12	48	1	9	0	0	13	24
Other	0	0	1	4	0	0	1	2	0	0	1	9	0	0	1	2
Female: Black	5	26	3	12	3	30	11	20	1	4	1	9	9	50	11	20
White	10	53	11	44	3	30	24	44	11	44	6	55	7	39	24	44
Other	1	5	0	0	0	0	1	2	0	0	0	0	1	6	1	2
<u>N</u> =	19		25		10		54		25		11		18		54	

School Number 02

Number and Percentages of Respondents by Grade Level and by Ability Level

Sex/Ethnic Origin	Grade 10		Grade 11		Grade 12		Total		Advanced		Regular		Basic		Total	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Male: Black	5	20	6	19	3	30	14	21	2	13	5	16	7	37	14	21
White	8	32	9	28	2	20	19	28	4	25	12	38	3	16	19	28
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Female: Black	4	16	8	25	5	50	17	25	1	6	7	22	9	47	17	25
White	8	32	8	25	0	0	16	24	8	50	8	25	0	0	16	24
Other	0	0	1	3	0	0	1	1	1	6	0	0	0	0	1	1
<u>N</u> =	25		32		10		67		16		32		19		67	

School Number 03

Number and Percentages of Respondents by Grade Level and by Ability Level

Sex/Ethnic Origin	Grade 10		Grade 11		Grade 12		Total		Advanced		Regular		Basic		Total	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Male: Black	6	20	0	0	4	21	10	20	4	24	0	0	6	33	10	20
White	8	27	0	0	5	26	13	27	6	35	2	14	5	28	13	27
Other	0	0	0	0	1	5	1	2	0	0	1	7	0	0	1	2
Female: Black	11	37	0	0	2	11	13	27	2	12	5	36	6	33	13	27
White	5	17	0	0	7	37	12	24	5	29	6	43	1	6	12	24
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<u>N</u> =	30		0		19		49		17		14		18		49	

School Number 04

Number and Percentages of Respondents by Grade Level and by Ability Level

Sex/Ethnic Origin	Grade 10		Grade 11		Grade 12		Total		Advanced		Regular		Basic		Total	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Male: Black	4	9	2	10	1	11	7	10	2	5	0	0	5	28	7	10
White	14	32	11	52	4	44	29	40	9	35	12	41	8	44	29	40
Other	1	2	0	0	0	0	1	2	1	2	0	0	0	0	1	2
Female: Black	5	12	1	4	0	0	6	8	1	2	2	7	3	17	6	8
White	19	44	7	33	4	44	30	41	13	50	15	52	2	11	30	41
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<u>N</u> =	43		21		9		73		26		29		18		73	

School Number 05

Number and Percentages of Respondents by Grade Level and by Ability Level

Sex/Ethnic Origin	Grade 10		Grade 11		Grade 12		Total		Advanced		Regular		Basic		Total	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Male: Black	2	7	5	20	5	16	12	14	2	7	5	16	5	19	12	14
White	5	19	6	24	8	25	19	23	5	19	7	23	7	27	19	23
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Female: Black	5	19	6	24	10	31	21	25	5	19	10	32	6	23	21	25
White	15	56	6	24	8	25	29	35	15	56	8	26	6	23	29	35
Other	0	0	2	8	1	3	3	3	0	0	1	3	2	8	3	3
<u>N</u> =	27		25		32		84		27		31		26		84	

School Number 06

Number and Percentages of Respondents by Grade Level and by Ability Level

Sex/Ethnic Origin	Grade 10		Grade 11		Grade 12		Total		Advanced		Regular		Basic		Total	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Male: Black	5	22	2	9	2	9	9	13	2	7	2	8	5	33	9	13
White	10	43	10	45	8	35	28	41	15	54	8	32	5	33	28	41
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Female: Black	3	13	3	14	1	4	7	10	1	4	3	12	3	20	7	10
White	5	22	7	32	12	52	24	35	10	36	12	48	2	13	24	35
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<u>N</u> =	23		22		23		68		28		25		15		68	

School Number 07

Number and Percentages of Respondents by Grade Level and by Ability Level

Sex/Ethnic Origin	Grade 10		Grade 11		Grade 12		Total		Advanced		Regular		Basic		Total	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Male: Black	8	36	2	11	6	18	16	21	4	14	5	18	7	39	16	21
White	5	23	1	5	9	26	15	20	9	31	2	7	4	22	15	50
Other	0	0	1	5	0	0	1	1	1	3	0	0	0	0	1	1
Female: Black	5	23	8	42	7	21	20	27	8	28	8	29	4	22	20	27
White	3	14	6	32	11	32	20	27	6	21	11	39	3	17	20	27
Other	1	5	1	5	1	3	3	4	1	3	2	7	0	0	3	4
<u>N</u> =	22		19		34		75		29		28		18		75	

School Number 08

Number and Percentages of Respondents by Grade Level and by Ability Level

Sex/Ethnic Origin	Grade 10		Grade 11		Grade 12		Total		Advanced		Regular		Basic		Total	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Male: Black	1	11	1	2	1	5	3	4	0	0	3	13	0	0	3	4
White	4	44	14	34	10	48	28	39	8	31	10	42	10	48	28	39
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Female: Black	2	22	5	12	2	10	9	13	0	0	4	17	5	24	9	13
White	2	22	20	49	8	38	30	42	17	65	7	29	6	28	30	42
Other	0	0	1	2	0	0	1	1	1	4	0	0	0	0	1	1
<u>N</u> =	9		41		21		71		26		24		21		71	

School Number 09

Number and Percentages of Respondents by Grade Level and by Ability Level

Sex/Ethnic Origin	Grade 10		Grade 11		Grade 12		Total		Advanced		Regular		Basic		Total	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Male: Black	10	24	3	27	2	18	15	24	2	11	4	19	9	38	15	24
White	10	24	4	36	2	18	16	25	6	33	6	29	4	17	16	25
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Female: Black	7	17	1	9	3	27	11	17	0	0	4	19	7	29	11	17
White	11	27	3	27	3	27	17	27	8	44	5	24	4	17	17	27
Other	3	7	0	0	1	9	4	6	2	11	2	10	0	0	4	6
<u>N</u> =	41		11		11		63		18		21		24		63	

School Number 10

Number and Percentages of Respondents by Grade Level and by Ability Level

Sex/Ethnic Origin	Grade 10		Grade 11		Grade 12		Total		Advanced		Regular		Basic		Total	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Male: Black	2	18	1	7	3	5	6	7	1	3	3	10	2	8	6	7
White	2	18	3	21	16	26	21	24	11	35	8	26	2	8	21	24
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Female: Black	0	0	3	21	14	23	17	20	7	23	7	23	3	12	17	20
White	7	64	6	43	27	44	40	46	12	39	12	39	16	64	40	46
Other	0	0	1	7	2	3	3	3	0	0	1	3	2	8	3	3
<u>N</u> =	11		14		62		87		31		31		25		87	

APPENDIX G

NUMBER AND PERCENTAGE OF RESPONDENT'S PLACE OF
RESIDENCE BY GRADE LEVEL AND ABILITY LEVEL

School System Summary

Number and Percentage of Respondents' Place of Residence by School Attended

Resides with -	Schools																				Total	
	01		02		03		04		05		06		07		08		09		10		N	%
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%				
Mother - father	13	24	14	21	6	12	12	16	12	14	6	9	15	20	6	8	10	16	16	18	110	16
Mother - father siblings	26	48	19	28	23	47	30	41	33	39	44	65	28	37	40	56	30	48	47	54	320	46
Mother - father siblings - relatives	1	2	4	6	0	0	1	1	1	1	1	1	5	6	3	4	1	2	1	1	18	3
Mother - stepfather	1	2	8	12	3	6	8	11	9	11	4	6	7	9	5	7	4	6	2	2	51	7
Father - stepmother	0	0	1	1	2	4	1	1	1	1	2	3	0	0	1	1	2	3	0	0	10	2
Mother - siblings	8	15	17	25	10	20	17	22	17	20	9	13	15	20	9	13	13	20	19	22	134	19
Father - siblings	3	6	0	0	1	2	0	0	0	0	0	0	2	3	4	6	0	0	0	0	10	2
Other relatives (grandparents)	0	0	3	5	3	6	2	2	9	11	0	0	1	1	3	4	1	2	1	1	23	3
Foster parents - friend - spouse	2	4	1	1	1	2	2	2	2	2	2	3	2	2	0	0	2	3	1	1	15	2
<u>N</u> =	54		67		49		73		84		68		75		71		63		87		691	

School Number 01

Number and Percentage of Respondents' Place of Residence by Grade Level and by Ability Level

Resides with -	Grade 10		Grade 11		Grade 12		Total		Advanced		Regular		Basic		Total	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Mother - father	5	25	6	25	2	20	13	24	6	24	2	18	5	28	13	24
Mother - father - siblings	9	45	12	50	5	50	26	48	15	60	6	55	5	28	26	48
Mother - father - siblings - relative	1	5	0	0	0	0	1	2	0	0	0	0	1	6	1	2
Mother - stepfather	0	0	0	0	1	10	1	2	0	0	0	0	1	6	1	2
Father - stepmother																
Mother - siblings	3	15	4	17	1	10	8	15	2	8	2	18	4	22	8	15
Father - siblings	0	0	2	8	1	10	3	6	2	8	0	0	1	6	3	6
Other relatives (grandparents)																
Foster parents - friend - spouse	2	10	0	0	0	0	2	4	0	0	1	9	1	6	2	4
<u>N</u> =	20		24		10		54		25		11		18		54	

School Number 02

Number and Percentage of Respondents' Place of Residence by Grade Level and by Ability Level

Resides with -	Grade 10		Grade 11		Grade 12		Total		Advanced		Regular		Basic		Total	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Mother - father	5	20	6	19	3	30	14	21	5	31	4	12	5	26	14	21
Mother - father - siblings	7	28	11	34	1	10	19	28	6	38	10	31	3	16	19	28
Mother - father - siblings - relative	4	16	0	0	0	0	4	6	1	6	3	9	0	0	4	6
Mother - stepfather	3	12	4	13	1	10	8	12	2	13	4	13	2	11	8	12
Father - stepmother	1	4	0	0	0	0	1	1	0	0	1	3	0	0	1	1
Mother - siblings	4	16	8	25	5	50	17	26	2	13	8	25	7	37	17	26
Father - siblings																
Other relatives (grandparents)	1	4	2	6	0	0	3	4	0	0	2	6	1	5	3	4
Foster parents - friend - spouse	0	0	1	3	0	0	1	1	0	0	0	0	1	5	1	1
<u>N</u> =	25		32		10		67		16		32		19		67	

School Number 03

Number and Percentage of Respondents' Place of Residence by Grade Level and by Ability Level

Resides with -	Grade 10		Grade 11		Grade 12		Total		Advanced		Regular		Basic		Total	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Mother - father	5	16	0	0	1	5	6	12	3	17	0	0	3	16	6	12
Mother - father - siblings	13	42	0	0	10	56	23	47	8	44	7	58	8	42	23	47
Mother - father - siblings - relative																
Mother - stepfather	2	6	0	0	1	5	3	6	1	5	0	0	2	11	3	6
Father - stepmother	2	6	0	0	0	0	2	4	1	5	1	8	0	0	2	4
Mother - siblings	5	16	0	0	5	28	10	20	3	17	2	17	5	26	10	20
Father - siblings	0	0	0	0	1	5	1	2	0	0	1	8	0	0	1	2
Other relatives (grandparents)	3	9	0	0	0	0	3	6	1	5	1	8	1	5	3	6
Foster parents - friend - spouse	1	3	0	0	0	0	1	2	1	5	0	0	0	0	1	2
<u>N</u> =	31		0		18		49		18		12		19		49	

School Number 04

Number and Percentage of Respondents' Place of Residence by Grade Level and by Ability Level

Resides with -	Grade 10		Grade 11		Grade 12		Total		Advanced		Regular		Basic		Total	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Mother - father	7	16	5	24	0	0	12	16	4	15	3	10	5	28	12	16
Mother - father - siblings	18	42	9	43	3	33	30	41	13	50	14	49	3	17	30	41
Mother - father - siblings - relative	1	2	0	0	0	0	1	1	0	0	1	3	0	0	1	1
Mother - stepfather	4	8	2	10	2	22	8	11	2	8	5	13	1	6	8	11
Father - stepmother	1	2	0	0	0	0	1	1	1	4	0	0	0	0	1	1
Mother - siblings	10	23	4	19	3	33	17	22	5	20	5	16	7	40	17	22
Father - siblings																
Other relatives (grandparents)	2	4	0	0	0	0	2	2	1	4	0	0	1	6	2	2
Foster parents - friend - spouse	0	0	1	5	1	11	2	2	0	0	1	3	1	6	2	2
<u>N</u> =	43		21		9		73		26		29		18		73	

School Number 05

Number and Percentage of Respondents' Place of Residence by Grade Level and by Ability Level

Resides with -	Grade 10		Grade 11		Grade 12		Total		Advanced		Regular		Basic		Total	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Mother - father	5	19	2	8	5	16	12	14	5	19	4	13	3	12	12	14
Mother - father - siblings	13	48	9	36	11	34	33	39	13	48	11	35	9	33	33	39
Mother - father - siblings - relative	0	0	0	0	1	3	1	1	0	0	1	3	0	0	1	1
Mother - stepfather	2	7	2	8	5	16	9	11	2	7	5	16	2	8	9	11
Father - stepmother	0	0	1	4	0	0	1	1	0	0	0	0	1	4	1	1
Mother - siblings	3	11	6	24	8	25	17	20	3	11	8	26	6	23	17	20
Father - siblings																
Other relatives (grandparents)	3	11	4	16	2	6	9	11	3	11	2	6	4	16	9	11
Foster parents - friend - spouse	1	4	1	4	0	0	2	2	1	4	0	0	1	4	2	2
<u>N</u> =	27		25		32		84		26		31		26		84	

School Number 06

Number and Percentage of Respondents' Place of Residence by Grade Level and by Ability Level

Resides with -	Grade 10		Grade 11		Grade 12		Total		Advanced		Regular		Basic		Total	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Mother - father	0	0	3	14	3	13	6	9	3	11	3	12	0	0	6	9
Mother - father - siblings	18	78	12	55	14	61	44	65	19	68	15	60	10	66	44	65
Mother - father - siblings - relative	0	0	0	0	1	4	1	1	1	4	0	0	0	0	1	1
Mother - stepfather	2	9	1	4	1	4	4	6	2	7	1	4	1	7	4	6
Father - stepmother	0	0	1	4	1	4	2	3	2	7	0	0	0	0	2	3
Mother - siblings	3	13	3	14	3	13	9	13	1	4	6	24	2	13	9	13
Father - siblings																
Other relatives (grandparents)																
Foster parents - friend - spouse	0	0	2	9	0	0	2	3	0	0	0	0	2	13	2	3
<u>N</u> =	23		22		23		68		28		25		15		68	

School Number 07

Number and Percentage of Respondents' Place of Residence by Grade Level and by Ability Level

Resides with -	Grade 10		Grade 11		Grade 12		Total		Advanced		Regular		Basic		Total	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Mother - father	6	27	2	11	7	21	15	20	4	14	5	18	6	33	15	20
Mother - father - siblings	3	14	7	37	18	53	28	37	16	55	9	32	3	17	28	37
Mother - father - siblings - relative	3	14	1	5	1	3	5	6	2	7	1	4	2	11	5	6
Mother - stepfather	3	14	2	11	2	6	7	9	2	7	3	11	2	11	7	9
Father - stepmother																
Mother - siblings	6	27	5	26	4	12	15	20	3	10	8	28	4	22	15	20
Father - siblings	1	5	0	0	1	3	2	3	0	0	1	4	1	6	2	3
Other relatives (grandparents)	0	0	2	10	0	0	2	2	2	6	0	0	0	0	2	2
Foster parents - friend - spouse	0	0	0	0	1	3	1	1	0	0	1	4	0	0	1	1
<u>N</u> =	22		19		34		75		29		28		18		75	

School Number 08

Number and Percentage of Respondents' Place of Residence by Grade Level and by Ability Level

Resides with -	Grade 10		Grade 11		Grade 12		Total		Advanced		Regular		Basic		Total	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Mother - father	0	0	4	10	2	9	6	8	3	11	1	4	2	9	6	8
Mother - father - siblings	4	4	26	63	10	48	40	56	17	65	10	42	13	62	40	56
Mother - father - siblings - relative	0	0	2	4	1	5	3	4	0	0	1	4	2	10	3	4
Mother - stepfather	2	22	1	2	2	9	5	7	1	4	3	13	1	5	5	7
Father - stepmother	1	11	0	0	0	0	1	1	0	0	1	4	0	0	1	1
Mother - siblings	2	22	4	10	3	14	9	13	3	11	4	17	2	9	9	13
Father - siblings	0	0	3	7	1	5	4	6	1	4	2	8	1	5	4	6
Other relatives (grandparents)	0	0	1	2	2	9	3	4	1	4	2	8	0	0	3	4
Foster parents - friend - spouse																
<u>N</u> =	9		41		21		71		26		24		21		71	

School Number 09

Number and Percentage of Respondents' Place of Residence by Grade Level and by Ability Level

Resides with -	Grade 10		Grade 11		Grade 12		Total		Advanced		Regular		Basic		Total	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Mother - father	3	7	2	18	5	45	10	16	0	0	5	24	5	21	10	16
Mother - father - siblings	21	51	6	55	3	27	30	48	13	72	8	38	9	38	30	48
Mother - father - siblings - relative	1	2	0	0	0	0	1	2	1	5	0	0	0	0	1	2
Mother - stepfather	3	7	1	9	0	0	4	6	1	5	2	9	1	4	4	6
Father - stepmother	2	5	0	0	0	0	2	3	1	5	0	0	1	4	2	3
Mother - siblings	9	22	2	0	2	18	13	20	1	5	5	24	7	29	13	20
Father - siblings																
Other relatives (grandparents)	1	2	0	0	0	0	1	2	1	5	0	0	0	0	1	2
Foster parents - friend - spouse	1	2	0	0	1	9	2	3	0	0	1	5	1	4	2	3
<u>N</u> =	41		11		11		63		18		21		24		63	

School Number 10

Number and Percentage of Respondents' Place of Residence by Grade Level and by Ability Level

Resides with -	Grade 10		Grade 11		Grade 12		Total		Advanced		Regular		Basic		Total	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Mother - father	1	9	1	7	14	22	16	18	8	26	5	16	3	12	16	18
Mother - father - siblings	6	55	11	79	30	48	47	54	15	48	18	58	14	56	47	54
Mother - father - siblings - relative	0	0	0	0	1	2	1	1	0	0	1	3	0	0	1	1
Mother - stepfather	0	0	1	7	1	2	2	2	2	6	0	0	0	0	2	2
Father - stepmother																
Mother - siblings	4	36	1	7	14	22	19	22	6	19	6	19	7	28	19	22
Father - siblings																
Other relatives (grandparents)	0	0	0	0	1	2	1	1	0	0	1	3	0	0	1	1
Foster parents - friend - spouse	0	0	0	0	1	2	1	1	0	0	0	0	1	4	1	1
<u>N</u> =	11		14		62		87		31		31		25		87	

APPENDIX H

NUMBER AND PERCENTAGE OF RESPONDENT'S ESTIMATE
OF FAMILY'S YEARLY INCOME BY SCHOOL ATTENDED

School System Summary

Number and Percentage of Respondents' Estimate of Family's Yearly Income by School Attended

Estimate of Family Income Per Year	Schools																		Total			
	01		02		03		04		05		06		07		08		09		10		N	%
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%				
\$ 500 - \$ 4999	0	0	2	3	1	2	1	2	2	2	2	3	2	3	1	1	0	0	1	1	12	2
\$ 5000 - \$14999	4	7	6	9	7	15	4	5	5	6	4	6	5	7	2	3	2	3	6	7	45	7
\$15000 - \$24999	6	11	14	21	11	22	10	14	10	12	14	21	14	19	6	8	7	11	19	22	111	16
\$25000 and above	24	44	21	31	8	16	28	38	35	42	29	43	26	35	43	61	22	35	31	36	267	39
Not Known	20	37	24	36	22	45	30	41	31	37	19	28	28	37	19	27	32	51	30	34	255	37
<u>N</u> =	54		67		49		73		83		68		75		71		63		87		690	

School Number 01

Number and Percentage of Respondents' Estimate of Family Income by Grade Level and by Ability Level

Estimate of Family Income per Year	Grade 10		Grade 11		Grade 12		Total		Advanced		Regular		Basic		Total	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
\$ 500 - \$ 4999	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
\$ 5000 - \$14999	1	5	1	4	2	20	4	7	1	4	1	9	2	11	4	7
\$15000 - \$24999	3	16	2	8	1	10	6	11	3	12	1	9	2	11	6	11
\$25000 and above	8	42	10	40	6	60	24	44	17	68	3	27	4	22	24	44
Not Known	7	37	12	48	1	10	20	37	4	16	6	55	10	56	20	37
<u>N</u> =	19		25		10		54		25		11		18		54	

School Number 02

Number and Percentage of Respondents' Estimate of Family Income by Grade Level and by Ability Level

Estimate of Family Income per Year	Grade 10		Grade 11		Grade 12		Total		Advanced		Regular		Basic		Total	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
\$ 500 - \$ 4999	0	0	1	3	1	10	2	3	0	0	1	3	1	5	2	3
\$ 5000 - \$14999	2	8	4	12	0	0	6	9	1	6	2	6	3	16	6	9
\$15000 - \$24999	3	12	9	28	2	20	14	21	4	25	6	19	4	21	14	21
\$25000 and above	10	40	8	25	3	30	21	31	8	50	10	31	3	16	21	31
Not Known	10	40	10	31	4	40	24	36	3	19	13	41	8	42	24	36
<u>N</u> =	25		32		10		67		16		32		19		67	

School Number 03

Number and Percentage of Respondents' Estimate of Family Income by Grade Level and by Ability Level

Estimate of Family Income per Year	Grade 10		Grade 11		Grade 12		Total		Advanced		Regular		Basic		Total	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
\$ 500 - \$ 4999	0	0	0	0	1	5	1	2	0	0	0	0	1	6	1	2
\$ 5000 - \$14999	3	10	0	0	4	21	7	15	5	29	1	7	1	6	7	15
\$15000 - \$24999	6	20	0	0	5	26	11	22	3	18	5	36	3	17	11	22
\$25000 and above	3	10	0	0	5	26	8	16	4	24	2	14	2	11	8	16
Not Known	18	60	0	0	4	21	22	45	5	29	6	43	11	61	22	45
<u>N</u> =	30		0		19		49		17		14		18		49	

School Number 04

Number and Percentage of Respondents' Estimate of Family Income by Grade Level and by Ability Level

Estimate of Family Income per Year	Grade 10		Grade 11		Grade 12		Total		Advanced		Regular		Basic		Total	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
\$ 500 - \$ 4999	0	0	0	0	1	11	1	2	0	0	0	0	1	5	1	2
\$ 5000 - \$14999	2	5	1	4	1	11	4	5	1	2	2	7	1	5	4	5
\$15000 - \$24999	5	12	4	19	1	11	10	14	3	12	6	21	1	5	10	14
\$25000 and above	16	37	9	43	3	33	28	38	13	50	9	31	6	33	28	38
Not Known	20	47	7	33	3	33	30	41	9	35	12	41	9	50	30	41
<u>N</u> =	43		21		9		73		26		29		18		73	

School Number 05

Number and Percentage of Respondents' Estimate of Family Income by Grade Level and by Ability Level

Estimate of Family Income per Year	Grade 10		Grade 11		Grade 12		Total		Advanced		Regular		Basic		Total	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
\$ 500 - \$ 4999	0	0	2	8	0	0	2	2	0	0	0	0	2	8	2	2
\$ 5000 - \$14999	0	0	1	4	4	13	5	6	0	0	4	13	1	4	5	6
\$15000 - \$24999	3	11	5	20	2	6	10	12	3	11	2	6	5	20	10	12
\$25000 and above	15	56	8	32	12	39	35	42	15	56	12	39	8	32	35	42
Not Known	9	33	9	36	13	42	31	37	9	33	13	42	9	36	31	37
<u>N</u> =	27		25		31		83		27		31		25		83	

School Number 06

Number and Percentage of Respondents' Estimate of Family Income by Grade Level and by Ability Level

Estimate of Family Income per Year	Grade 10		Grade 11		Grade 12		Total		Advanced		Regular		Basic		Total	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
\$ 500 - \$ 4999	1	4	0	0	1	4	2	3	0	0	2	8	0	0	2	3
\$ 5000 - \$14999	2	9	1	5	1	4	4	6	0	0	2	8	2	13	4	6
\$15000 - \$24999	7	30	4	18	3	13	14	21	3	11	6	24	5	33	14	21
\$25000 and above	6	26	11	50	12	52	29	43	18	64	10	40	1	7	29	43
Not Known	7	30	6	27	6	26	19	28	7	25	5	20	7	47	19	28
<u>N</u> =	23		22		23		68		28		25		15		68	

School Number 07

Number and Percentage of Respondents' Estimate of Family Income by Grade Level and by Ability Level

Estimate of Family Income per Year	Grade 10		Grade 11		Grade 12		Total		Advanced		Regular		Basic		Total	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
\$ 500 - \$ 4999	0	0	0	0	2	6	2	3	1	3	1	4	0	0	2	3
\$ 5000 - \$14999	1	5	2	11	2	6	5	7	1	3	3	11	1	5	5	7
\$15000 - \$24999	3	14	5	26	6	18	14	19	5	17	6	21	3	17	14	19
\$25000 and above	4	18	5	26	17	50	26	35	17	59	6	21	3	17	26	35
Not Known	14	64	7	37	7	21	28	37	5	17	12	43	11	61	28	37
<u>N</u> =	22		19		34		75		29		28		18		75	

School Number 08

Number and Percentage of Respondents' Estimate of Family Income by Grade Level and by Ability Level

Estimate of Family Income per Year	Grade 10		Grade 11		Grade 12		Total		Advanced		Regular		Basic		Total	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
\$ 500 - \$ 4999	0	0	1	2	0	0	1	1	1	4	0	0	0	0	1	1
\$ 5000 - \$14999	0	0	1	2	1	4	2	3	0	0	1	4	1	4	2	3
\$15000 - \$24999	0	0	4	10	2	10	6	8	1	4	2	8	3	14	6	8
\$25000 and above	6	67	24	59	13	62	43	61	20	77	12	50	11	52	43	61
Not Known	3	33	11	27	5	24	19	27	4	15	9	38	6	29	19	27
<u>N</u> =	9		41		21		71		26		24		21		71	

School Number 09

Number and Percentage of Respondents' Estimate of Family Income by Grade Level and by Ability Level

Estimate of Family Income per Year	Grade 10		Grade 11		Grade 12		Total		Advanced		Regular		Basic		Total	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
\$ 500 - \$ 4999	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
\$ 5000 - \$14999	1	2	0	0	1	9	2	3	0	0	1	4	1	4	2	3
\$15000 - \$24999	2	5	2	18	3	27	7	11	1	6	4	19	2	8	7	11
\$25000 and above	12	29	7	64	3	27	22	35	10	56	8	38	4	16	22	35
Not Known	26	63	2	18	4	36	32	51	7	39	8	38	17	71	32	51
<u>N</u> =	41		11		11		63		18		21		24		63	

School Number 10

Number and Percentage of Respondents' Estimate of Family Income by Grade Level and by Ability Level

Estimate of Family Income per Year	Grade 10		Grade 11		Grade 12		Total		Advanced		Regular		Basic		Total		
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	
\$ 500 - \$ 4999	0	0	0	0	1	2	1	1	0	0	1	3	0	0	1	1	
\$ 5000 - \$14999	0	0	4	29	2	3	6	7	3	10	2	6	1	4	6	7	
\$15000 - \$24999	0	0	4	29	15	24	19	22	5	16	9	28	5	20	19	22	
\$25000 and above	4	36	1	7	26	42	31	36	13	42	12	39	6	24	31	36	
Not Known	7	64	5	36	18	29	30	34	10	32	7	23	13	52	30	34	
	<u>N</u> =		11		14		62		87		31		31		25		87

APPENDIX I

NUMBER AND PERCENTAGE OF STUDENTS, MOTHERS, AND
FATHERS WHO WORK OR DO NOT WORK

School System Summary

Number and Percentage of Students, Mothers, and Fathers Who Work or Do Not Work

Employment Status	Schools																				Total	
	01		02		03		04		05		06		07		08		09		10		N	%
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%				
Student works	22	59	39	58	24	49	44	60	52	62	43	63	49	65	49	69	26	41	53	61	402	58
Student does not work	32	41	28	42	25	51	29	40	32	38	25	37	26	35	22	31	37	59	34	39	289	42
Mother works	36	66	51	76	37	76	56	77	58	69	51	75	55	73	50	70	46	73	56	64	496	72
Mother does not work	14	26	16	24	11	22	16	22	23	27	15	22	16	21	20	28	17	27	29	33	177	26
Does not apply	4	7	0	0	1	2	1	1	3	4	2	3	4	5	1	2	0	0	2	3	18	2
Father works	50	93	52	78	39	80	61	84	69	82	63	93	64	85	64	90	56	89	76	87	594	86
Father does not work	0	0	4	6	2	4	4	5	3	4	2	3	5	7	2	3	1	2	2	3	25	4
Does not apply	4	7	11	16	8	16	8	11	12	14	3	4	6	8	5	7	6	9	9	10	72	10
<u>N</u> =	54		67		49		73		84		68		75		71		63		87		691	

School Number 01

Number and Percentage of Students, Mothers, and Fathers Who Work or Do Not Work, by Grade and Ability Level of the Student

Employment Status	Grade 10		Grade 11		Grade 12		Total		Advanced		Regular		Basic		Total	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Student works	6	32	12	48	4	40	22	59	14	56	3	27	5	28	22	59
Student does not work	13	69	13	52	6	60	32	41	11	44	8	73	13	72	32	41
Mother works	15	79	16	64	5	50	36	66	19	76	4	36	13	72	36	66
Mother does not work	3	16	7	28	4	40	14	26	5	20	7	63	2	11	14	26
Does not apply	1	5	2	8	1	10	4	7	1	4	0	0	3	17	4	7
Father works	17	89	24	96	9	9	50	93	25	100	10	91	16	89	50	93
Father does not work	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Does not apply	2	11	1	4	1	10	4	7	0	0	1	9	2	11	4	7
<u>N</u> =	19		25		10		54		25		11		18		54	

School Number 02

Number and Percentage of Students, Mothers, and Fathers Who Work or Do Not Work, by Grade and Ability Level of the Student

Employment Status	Grade 10		Grade 11		Grade 12		Total		Advanced		Regular		Basic		Total	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Student works	10	40	23	72	6	60	39	58	11	69	13	41	15	79	39	58
Student does not work	15	60	9	28	4	40	28	42	5	31	19	59	4	21	28	42
Mother works	19	76	28	88	4	40	51	76	11	69	26	81	14	74	51	76
Mother does not work	6	24	4	12	6	60	16	24	5	31	6	19	5	26	16	24
Does not apply	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Father works	20	80	25	78	7	70	52	78	15	94	23	72	14	74	52	78
Father does not work	2	8	2	6	0	0	4	6	0	0	4	12	0	0	4	6
Does not apply	3	12	5	16	3	30	11	16	1	6	5	16	5	26	11	16
<u>N</u> =	25		32		10		67		16		32		19		67	

School Number 03

Number and Percentage of Students, Mothers, and Fathers Who Work or Do Not Work, by Grade and Ability Level of the Student

Employment Status	Grade 10		Grade 11		Grade 12		Total		Advanced		Regular		Basic		Total	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Student works	12	40	0	0	12	63	24	49	10	59	6	43	8	44	24	49
Student does not work	18	60	0	0	7	37	25	51	7	41	8	57	10	56	25	51
Mother works	22	73	0	0	15	79	37	76	14	82	8	57	15	83	37	76
Mother does not work	7	23	0	0	4	21	11	22	2	12	6	43	3	17	11	22
Does not apply	1	4	0	0	0	0	1	2	1	6	0	0	0	0	1	2
Father works	24	80	0	0	15	79	39	80	15	88	12	86	12	67	39	80
Father does not work	1	4	0	0	1	5	2	4	0	0	0	0	2	11	2	4
Does not apply	5	16	0	0	3	16	8	16	2	12	2	14	4	22	8	16
<u>N</u> =	30		0		19		49		17		14		18		49	

School Number 04

Number and Percentage of Students, Mothers, and Fathers Who Work or Do Not Work, by Grade and Ability Level of the Student

Employment Status	Grade 10		Grade 11		Grade 12		Total		Advanced		Regular		Basic		Total	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Student works	19	44	16	76	9	100	44	60	12	46	23	79	9	50	44	60
Student does not work	24	56	5	24	0	0	29	40	14	54	6	21	9	50	29	40
Mother works	31	72	19	90	6	67	56	77	21	81	21	72	14	78	56	77
Mother does not work	11	26	2	10	3	33	16	22	5	19	8	28	3	17	16	22
Does not apply	1	2	0	0	0	0	1	1	0	0	0	0	1	5	1	1
Father works	36	84	18	86	7	78	61	84	22	85	26	90	13	72	61	84
Father does not work	1	2	2	10	1	11	4	5	1	4	1	3	2	11	4	5
Does not apply	6	14	1	4	1	11	8	11	3	11	2	7	3	17	8	11
<u>N</u> =	43		21		9		73		26		29		18		73	

School Number 05

Number and Percentage of Students, Mothers, and Fathers Who Work or Do Not Work, by Grade and Ability Level of the Student

Employment Status	Grade 10		Grade 11		Grade 12		Total		Advanced		Regular		Basic		Total	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Student works	7	26	20	80	25	78	52	62	7	26	24	77	21	81	52	62
Student does not work	20	74	5	15	7	22	32	38	20	74	7	23	5	19	32	38
Mother works	20	74	17	68	21	66	58	69	20	74	21	68	17	65	58	69
Mother does not work	7	26	7	28	9	28	23	27	7	26	8	26	8	31	23	27
Does not apply	0	0	1	4	2	6	3	4	0	0	2	6	1	4	3	4
Father works	27	100	18	72	24	75	69	82	27	100	24	77	18	69	69	82
Father does not work	0	0	0	0	3	9	3	4	0	0	2	6	1	4	3	4
Does not apply	0	0	7	28	5	16	12	14	0	0	5	17	7	27	12	14
<u>N</u> =	27		25		32		84		27		31		26		84	

School Number 06

Number and Percentage of Students, Mothers, and Fathers Who Work or Do Not Work, by Grade and Ability Level of the Student

Employment Status	Grade 10		Grade 11		Grade 12		Total		Advanced		Regular		Basic		Total	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Student works	11	48	17	77	15	65	43	63	21	75	13	52	9	60	43	63
Student does not work	12	52	5	23	8	35	25	37	7	25	12	48	6	40	25	37
Mother works	15	65	19	86	17	74	51	75	23	82	17	68	11	73	51	75
Mother does not work	7	30	2	9	6	26	15	22	5	18	7	28	3	20	15	22
Does not apply	1	4	1	5	0	0	2	3	0	0	1	4	1	7	2	3
Father works	21	91	21	95	21	91	63	93	28	100	23	92	12	80	63	93
Father does not work	2	9	0	0	0	0	2	3	0	0	0	0	2	13	2	3
Does not apply	0	0	1	5	2	9	3	4	0	0	2	8	1	7	3	4
<u>N</u> =	23		22		23		68		28		25		15		68	

School Number 07

Number and Percentage of Students, Mothers, and Fathers Who Work or Do Not Work, by Grade and Ability Level of the Student

Employment Status	Grade 10		Grade 11		Grade 12		Total		Advanced		Regular		Basic		Total	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Student works	11	50	12	63	26	76	49	65	22	76	17	61	10	56	49	65
Student does not work	11	50	7	37	8	24	26	35	7	24	11	39	8	44	26	35
Mother works	11	50	15	79	29	85	55	73	26	90	19	68	10	56	55	73
Mother does not work	9	41	4	21	3	9	16	21	3	10	7	25	6	33	16	21
Does not apply	2	9	0	0	2	6	4	5	0	0	2	7	2	11	4	5
Father works	19	86	16	84	29	85	64	85	25	86	23	82	16	90	64	85
Father does not work	1	5	1	5	3	9	5	7	1	4	3	11	1	5	5	7
Does not apply	2	9	2	11	2	6	6	8	3	10	2	7	1	5	6	8
<u>N</u> =	22		19		34		75		29		28		18		75	

School Number 09

Number and Percentage of Students, Mothers, and Fathers Who Work or Do Not Work, by Grade and Ability Level of the Student

Employment Status	Grade 10		Grade 11		Grade 12		Total		Advanced		Regular		Basic		Total	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Student works	3	33	30	73	16	76	49	69	20	77	15	63	14	67	49	69
Student does not work	6	67	11	27	5	24	22	31	6	23	9	37	7	33	22	31
Mother works	6	67	28	68	16	76	50	70	17	65	19	79	14	67	50	70
Mother does not work	3	33	12	29	5	24	20	28	8	31	5	21	7	33	20	28
Does not apply	0	0	1	3	0	0	1	2	1	4	0	0	0	0	1	2
Father works	8	89	36	88	20	96	64	90	23	88	22	92	19	90	64	90
Father does not work	0	0	2	5	0	0	2	3	1	4	0	0	1	4	2	3
Does not apply	1	11	3	7	1	4	5	7	2	8	2	8	1	4	5	7
<u>N</u> =	9		41		21		71		26		24		21		71	

School Number 09

Number and Percentage of Students, Mothers, and Fathers Who Work or Do Not Work, by Grade and Ability Level of the Student

Employment Status	Grade 10		Grade 11		Grade 12		Total		Advanced		Regular		Basic		Total	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Student works	13	32	7	63	6	55	26	41	8	44	8	38	10	42	26	41
Student does not work	28	68	4	36	5	45	37	59	10	56	13	62	14	58	37	59
Mother works	32	78	8	73	6	55	46	73	10	56	17	80	19	79	46	73
Mother does not work	9	22	3	27	5	45	17	27	8	44	4	20	5	21	17	27
Does not apply	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Father works	38	93	9	82	9	82	56	89	18	100	19	90	19	79	56	89
Father does not work	0	0	0	0	1	9	1	2	0	0	1	4	0	0	1	2
Does not apply	3	7	2	18	1	9	6	9	0	0	1	4	5	21	6	9
<u>N</u> =	41		11		11		63		18		21		24		63	

School Number 10

Number and Percentage of Students, Mothers, and Fathers Who Work or Do Not Work, by Grade and Ability Level of the Student

Employment Status	Grade 10		Grade 11		Grade 12		Total		Advanced		Regular		Basic		Total	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Student works	3	27	9	64	41	66	53	61	21	68	20	65	12	48	53	61
Student does not work	8	73	5	36	21	34	34	39	10	32	11	35	13	52	34	39
Mother works	6	55	7	50	43	69	56	64	21	68	19	61	16	64	56	64
Mother does not work	5	45	7	50	17	27	29	33	10	32	11	35	8	32	29	33
Does not apply	0	0	0	0	2	3	2	3	0	0	1	3	1	4	2	3
Father works	9	82	14	100	53	85	76	87	29	94	28	90	19	76	76	87
Father does not work	0	0	0	0	2	3	2	3	0	0	1	3	1	4	2	3
Does not apply	2	18	0	0	7	12	9	10	2	6	2	6	5	20	9	10
<u>N</u> =	11		14		62		87		31		31		25		87	

APPENDIX J

NUMBER AND PERCENTAGE OF STUDENT'S PREFERENCE FOR
COURSE TITLE BY SEX OF STUDENT

School System Summary

Number and Percentage of Students' Preference for Course Title by Sex of Student

Course Titles	School No. 1				School No. 2				School No. 3				School No. 4				School No. 5			
	Total		Total		Total		Total		Total		Total		Total		Total		Total			
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%		
Adult Roles and Responsibilities	4	22	4	11	6	18	3	9	2	8	1	4	4	11	1	3	5	16	5	9
Decision for Life	2	11	3	8	2	6	3	9	2	8	3	12	6	16	3	8	6	19	11	21
Succeeding in Today's Society	2	11	6	17	7	21	4	12	0	0	4	16	5	14	9	25	2	6	10	19
Life After High School	4	22	8	22	7	21	6	18	13	54	13	52	7	19	12	33	6	19	10	19
Living in Today's World	1	6	4	11	3	9	3	9	3	13	0	0	8	22	6	17	5	16	8	15
Preparation for Life	5	28	6	17	5	15	10	29	3	13	2	8	7	19	4	11	5	16	8	15
(Student Suggestions)	0	0	5	14	3	9	5	15	1	4	2	8	0	0	1	3	2	6	1	2
<u>N</u> =	18		36		33		34		24		25		37		36		31		53	

School System Summary (Continued)

Number and Percentage of Students' Preference for Course Title by Sex of Student

Course Titles	School No. 6				School No. 7				School No. 8				School No. 9				School No. 10				System			
	Total		Total		Total		Total		Total		Total		Total		Total		Total		Total					
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female				
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%		
Adult Roles and Responsibilities	5	14	10	32	5	16	13	30	1	3	10	23	1	3	8	25	2	7	11	18	35	12	66	17
Decisions for Life	5	14	6	19	2	6	8	19	2	7	5	12	6	19	8	25	5	18	9	15	38	13	59	15
Succeeding Today's Society	5	14	2	6	4	13	8	19	4	14	4	9	3	10	1	3	5	18	9	15	37	12	57	14
Life After High School	7	19	4	13	9	28	7	16	11	39	9	21	12	39	7	22	5	18	7	12	81	27	83	21
Living in Today's World	3	8	6	19	2	6	2	4	2	7	9	21	5	16	2	6	5	18	10	17	37	12	50	13
Preparation for Life	5	14	3	10	8	25	5	12	3	11	3	7	4	13	4	13	4	15	12	20	49	17	57	14
(Student Suggestions)	7	19	0	0	2	6	0	0	5	19	3	7	0	0	2	6	1	4	2	3	21	7	21	5
	<u>N</u> =	37		31		32		43		28		43		31		32		27		60		298		383

School Number 01

Number and Percentage of Students' Preference for Course Title by Grade Level and by Ability Level and Sex of Student

Course Titles	Summary by Grade Level								Summary by Ability Level and Sex of Student															
	Grade 10		Grade 11		Grade 12		Total		Advanced				Regular				Basic				Total			
	N	%	N	%	N	%	N	%	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female				
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%		
Adult Roles and Responsibilities	3	16	4	16	1	10	8	15	4	31	3	25	0	0	1	14	0	0	0	0	4	22	4	11
Decisions for Life	0	0	4	16	1	10	5	9	0	0	0	0	2	50	2	29	0	0	1	6	2	11	3	8
Succeeding in Today's Society	3	16	4	16	1	10	8	15	1	8	4	33	0	0	1	14	1	100	1	6	2	11	6	17
Life After High School	6	32	3	12	3	30	12	22	3	23	0	0	1	25	0	0	0	0	8	47	4	22	8	22
Living in Today's World	4	21	1	4	0	0	5	9	0	0	1	8	1	26	1	14	0	0	2	12	1	6	4	11
Preparation for Life	1	5	8	32	2	20	11	20	5	38	3	25	0	0	2	29	0	0	1	6	5	28	6	17
(Student Suggestions)	2	10	1	4	2	20	5	9	0	0	1	8	0	0	0	0	0	0	4	24	0	0	5	14
<u>N</u> =	19		25		10		54		13		12		4		7		1		17		18		36	

School Number 02

Number and Percentage of Students' Preference for Course Title by Grade Level and by Ability Level and Sex of Student

Course Titles	Summary by Grade Level								Summary by Ability Level and Sex of Student															
	Grade 10		Grade 11		Grade 12		Total		Advanced				Regular				Basic				Total			
	N	%	N	%	N	%	N	%	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female				
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%		
Adult Roles and Responsibilities	3	12	3	9	3	30	9	13	3	50	1	10	0	0	2	13	3	30	0	0	6	18	3	9
Decisions for Life	2	8	2	8	1	10	5	7	0	0	1	10	2	12	1	7	0	0	1	11	2	6	3	9
Succeeding in Today's Society	5	20	4	16	2	20	11	16	1	17	1	10	4	24	3	20	2	20	0	0	7	21	4	12
Life After High School	4	16	8	32	1	10	13	19	1	17	3	30	4	24	1	7	2	20	2	22	7	21	6	18
Living in Today's World	1	4	3	9	2	20	6	9	1	17	0	0	1	6	1	7	1	10	2	22	3	9	3	0
Preparation for Life	5	20	9	28	1	10	15	22	0	0	2	20	5	29	4	26	0	0	4	44	5	15	10	29
(Student Suggestions)	5	20	3	9	0	0	8	12	0	0	2	20	1	6	3	20	2	20	0	0	3	9	5	15
<u>N</u> =	25		32		10		67		6	10		17		15		10		9		33		34		

School Number 03

Number and Percentage of Students' Preference for Course Title by Grade Level and by Ability Level and Sex of Student

Course Titles	Summary by Grade Level								Summary by Ability Level and Sex of Student															
	Grade 10		Grade 11		Grade 12		Total		Advanced				Regular				Basic				Total			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Adult Roles and Responsibilities	3	10	0	0	0	0	3	6	1	9	0	0	0	0	1	9	1	9	0	0	2	8	1	4
Decisions for Life	3	10	0	0	2	11	5	10	2	18	0	0	1	33	2	18	0	0	1	14	2	8	3	12
Succeeding in Today's Society	1	3	0	0	3	16	4	8	0	0	2	29	0	0	1	9	0	0	1	14	0	0	4	16
Life After High School	16	53	0	0	10	53	26	53	6	55	4	57	1	33	6	55	6	55	3	27	13	54	13	52
Living in Today's World	0	0	0	0	3	16	3	6	2	18	0	0	1	33	0	0	0	0	0	0	3	13	0	0
Preparation for Life	4	13	0	0	1	5	5	10	0	0	1	14	0	0	0	0	3	27	1	14	3	13	2	8
(Student Suggestions)	3	10	0	0	0	0	3	6	0	0	0	0	0	0	1	9	1	9	1	14	1	4	2	8
N =	30		0		19		49		11		7		3		11		11		7		24		25	

School Number 04

Number and Percentage of Students' Preference for Course Title by Grade Level and by Ability Level and Sex of Student

Course Titles	Summary by Grade Level								Summary by Ability Level and Sex of Student															
	Grade 10		Grade 11		Grade 12		Total		Advanced				Regular				Basic				Total			
	N	%	N	%	N	%	N	%	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female				
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%		
Adult Roles and Responsibilities	3	7	1	5	1	11	5	7	3	25	0	0	1	8	0	0	0	0	1	20	4	11	1	3
Decisions for Life	7	16	1	5	1	11	9	12	2	17	1	7	2	17	2	12	2	15	0	0	6	16	3	8
Succeeding in Today's Society	10	23	3	14	1	11	14	19	1	8	6	43	2	17	2	12	2	15	1	20	5	14	9	25
Life After High School	9	21	8	38	2	22	19	26	1	8	3	21	2	17	7	41	4	31	2	40	7	19	12	33
Living in Today's World	9	21	3	14	2	22	14	19	3	25	1	7	2	17	4	24	3	23	1	20	8	22	6	17
Preparation for Life	4	9	5	24	2	22	11	15	2	17	2	14	3	25	2	12	2	15	0	0	7	19	4	11
(Student Suggestions)	1	2	0	0	0	0	1	1	0	0	1	7	0	0	0	0	0	0	0	0	0	0	1	3
<u>N</u> =	43		21		9		73		12		14		12		17		13		5		37		36	

School Number 05

Number and Percentage of Students' Preference for Course Title by Grade Level and by Ability Level and Sex of Student

Course Titles	Summary by Grade Level								Summary by Ability Level and Sex of Student															
	Grade 10		Grade 11		Grade 12		Total		Advanced				Regular				Basic				Total			
	N	%	N	%	N	%	N	%	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female				
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%		
Adult Roles and Responsibilities	2	7	3	12	5	16	10	12	1	14	1	5	3	25	2	11	1	8	2	14	5	16	5	9
Decisions for Life	7	26	3	12	7	22	17	20	1	14	6	30	2	17	4	21	3	25	1	7	6	19	11	21
Succeeding in Today's Society	3	11	5	20	4	13	12	14	0	0	3	15	1	8	3	16	1	8	4	29	2	6	10	19
Life After High School	5	19	4	16	7	22	16	19	1	14	4	20	3	25	4	21	2	17	2	14	6	19	10	19
Living in Today's World	3	11	4	16	6	19	13	15	1	14	2	10	2	17	4	21	2	17	2	14	5	16	8	15
Preparation for Life	6	22	4	16	3	9	13	15	3	43	3	15	1	8	2	11	1	8	3	21	5	16	8	15
(Student Suggestions)	1	4	2	8	0	0	3	4	0	0	1	5	0	0	0	0	2	17	0	0	2	6	1	2
<u>N</u> =	27		25		32		84		7	20		12	10		12	14		31		53				

School Number 06

Number and Percentage of Students' Preference for Course Title by Grade Level and by Ability Level and Sex of Student

Course Titles	Summary by Grade Level								Summary by Ability Level and Sex of Student															
	Grade 10		Grade 11		Grade 12		Total		Advanced				Regular				Basic				Total			
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%		
Adult Roles and Responsibilities	3	13	4	18	8	35	15	22	2	12	2	18	3	30	8	53	0	0	0	0	5	14	10	32
Decisions for Life	4	17	5	23	2	9	11	16	2	12	2	18	1	10	1	6	2	20	3	60	5	14	6	19
Succeeding in Today's Society	2	9	3	14	2	9	7	10	4	24	1	9	0	0	1	6	1	10	0	0	5	14	2	6
Life After High School	2	9	7	32	2	9	11	16	2	12	3	27	3	30	0	0	2	20	1	20	7	19	4	13
Living in Today's World	4	17	1	5	4	17	9	13	1	6	3	27	1	10	3	20	1	10	0	0	3	8	6	19
Preparation for Life	4	17	1	5	3	13	8	12	3	18	0	0	0	0	2	13	2	20	1	20	5	14	3	10
(Student Suggestions)	4	17	1	5	2	9	7	10	3	18	0	0	2	20	0	0	2	20	0	0	7	19	0	0
<u>N</u> =	23		22		23		68		17		11		10		15		10		5		37		31	

School Number 07

Number and Percentage of Students' Preference for Course Title by Grade Level and by Ability Level and Sex of Student

Course Titles	Summary by Grade Level								Summary by Ability Level and Sex of Student																
	Grade 10		Grade 11		Grade 12		Total		Advanced				Regular				Basic				Total				
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Adult Roles and Responsibilities	1	5	7	37	10	29	18	24	2	14	7	47	2	29	6	29	1	9	0	0	5	16	13	30	
Decisions for Life	4	18	1	5	5	15	10	13	1	7	4	27	1	14	1	5	0	0	3	43	2	6	8	19	
Succeeding in Today's Society	3	14	4	21	5	15	12	16	1	7	3	20	1	14	5	24	2	18	0	0	4	13	8	19	
Life After High School	9	41	3	16	4	12	16	21	3	21	0	0	0	0	4	19	6	55	3	43	9	28	7	16	
Living in Today's World	1	5	1	5	2	6	4	5	0	0	0	0	1	14	2	9	1	9	0	0	2	6	2	4	
Preparation for Life	4	18	2	11	7	21	13	17	6	43	1	7	1	14	3	14	1	9	1	14	8	25	5	12	
(Student Suggestions)	0	0	1	5	1	3	2	3	1	7	0	0	1	14	0	0	0	0	0	0	2	6	0	0	
<u>N</u> =	22		19		34		75		14	15		7	21	11		7		32		43					

School Number 08

Number and Percentage of Students' Preference for Course Title by Grade Level and by Ability Level and Sex of Student

Course Titles	Summary by Grade Level								Summary by Ability Level and Sex of Student															
	Grade 10		Grade 11		Grade 12		Total		Advanced				Regular				Basic				Total			
	N	%	N	%	N	%	N	%	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Adult Roles and Responsibilities	2	22	6	15	3	14	11	16	0	0	3	17	1	10	4	29	0	0	3	27	1	3	10	23
Decisions for Life	0	0	5	12	2	10	7	10	0	0	1	5	1	10	1	7	1	10	3	27	2	7	5	12
Succeeding in Today's Society	1	11	6	15	1	5	8	11	1	12	3	17	0	0	1	7	3	30	0	0	4	14	4	9
Life After High School	2	22	12	29	6	28	20	28	4	50	4	22	4	40	4	29	3	30	1	9	11	39	9	21
Living in Today's World	3	33	5	12	3	14	11	16	1	12	3	17	0	0	4	29	1	10	2	18	2	7	9	21
Preparation for Life	0	0	4	10	2	10	6	8	0	0	2	11	2	20	0	0	1	10	1	9	3	11	3	7
(Student Suggestions)	1	11	3	7	4	19	8	11	2	25	2	11	2	20	0	0	1	10	1	9	5	19	3	7
<u>N</u> =	9		41		21		71		8		18		10		14		10		11		28		43	

School Number 09

Number and Percentage of Students' Preference for Course Title by Grade Level and by Ability Level and Sex of Student

Course Titles	Summary by Grade Level								Summary by Ability Level and Sex of Student															
	Grade 10		Grade 11		Grade 12		Total		Advanced				Regular				Basic				Total			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Adult Roles and Responsibilities	5	12	1	9	3	27	9	14	0	0	2	20	0	0	3	27	1	8	3	27	1	3	8	25
Decisions for Life	11	27	2	18	1	9	14	22	1	12	2	20	3	30	4	36	2	15	2	18	6	19	8	25
Succeeding in Today's Society	1	2	3	27	0	0	4	6	1	12	1	10	1	10	0	0	1	8	0	0	3	10	1	3
Life After High School	12	29	3	27	4	36	19	30	4	50	3	30	4	40	1	9	4	31	3	27	12	39	7	22
Living in Today's World	5	12	1	9	1	9	7	11	0	0	0	0	1	10	2	18	4	31	0	0	5	16	2	6
Preparation for Life	6	15	1	9	1	9	8	13	2	25	1	10	1	10	1	9	1	8	2	18	4	13	4	13
(Student Suggestions)	1	2	0	0	1	9	2	3	0	0	1	10	0	0	0	0	0	0	1	9	0	0	2	6
N =	41		11		11		63		8		10		10		11		13		11		31		32	

School Number 10

Number and Percentage of Students' Preference for Course Title by Grade Level and by Ability Level and Sex of Student

Course Titles	Summary by Grade Level								Summary by Ability Level and Sex of Student															
	Grade 10		Grade 11		Grade 12		Total		Advanced				Regular				Basic				Total			
	N	%	N	%	N	%	N	%	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female				
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%		
Adult Roles and Responsibilities	1	9	2	14	10	16	13	15	2	17	2	11	0	0	3	15	0	0	6	28	2	7	11	18
Decisions for Life	1	9	0	0	13	21	14	16	2	17	3	16	2	18	4	20	1	25	2	10	5	18	9	15
Succeeding in Today's Society	0	0	4	29	10	16	14	16	4	33	4	21	1	9	4	20	0	0	1	5	5	18	9	15
Life After High School	1	9	4	29	7	11	12	14	1	8	3	16	4	36	2	10	0	0	2	10	5	18	7	12
Living in Today's World	2	18	1	7	12	19	15	17	2	17	2	11	2	18	4	20	1	25	4	19	5	18	10	17
Preparation for Life	4	36	3	21	9	15	16	18	1	8	5	26	2	18	2	10	1	25	5	24	4	15	12	20
(Student Suggestions)	2	18	0	0	1	2	3	3	0	0	0	0	0	0	1	5	1	25	1	5	1	4	2	3
<u>N</u> =	11		14		62		87		12		19		11		20		4		21		27		60	

APPENDIX K

**A COMPARISON OF CLUSTERS SHOWING NUMBER AND PERCENTAGE
OF ITEMS CONSIDERED MOST IMPORTANT FOR LIFE AFTER HIGH
SCHOOL COURSE AS DETERMINED BY ABILITY AND GRADE LEVEL**

A Comparison of Clusters Showing Number and Percentage of Items Considered Most Important for Life After High School Course as Determined by Ability and Grade Level of Student

Cluster, item number, and description	Basic Class		Regular Class		Advanced Class		Grade 10		Grade 11		Grade 12		Total	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
CLUSTER ONE: ADULT PROBLEM SOLVING														
17. Manage peer pressure	10	5	19	8	25	10	15	6	22	10	17	7	54	8
18. Manage stress in healthful ways	5	2	16	7	17	7	12	5	9	4	17	7	38	5
22. Communicate openly and clearly	26	13	37	14	48	20	37	15	35	17	39	17	111	16
23. Manage crisis and solve problems	14	7	22	9	34	14	26	10	16	8	28	12	70	10
26. Solve conflicts with acceptable methods	9	4	9	4	16	7	12	5	16	8	10	4	38	5
CLUSTER TWO: CHILD CARE SKILLS														
32. Plan meals for pregnant	6	3	4	2	5	2	8	3	4	2	3	1	15	2
33. Care for children's physical needs	18	9	10	4	11	5	15	6	8	4	16	7	39	6
34. Accept responsibility child's emotional growth	7	3	13	5	7	3	11	4	7	3	9	4	26	4
38. Help children learn to dress and feed themselves	10	5	2	1	2	1	6	2	6	3	2	1	14	2
39. Determine cost of raising children	11	5	6	2	5	2	13	5	4	2	5	2	22	3
40. Recognize child abuse	13	6	11	4	12	5	20	8	10	5	6	2	36	5

A Comparison of Clusters Showing Number and Percentage of Items Considered Most Important for Life After High School Course as Determined by Ability and Grade Level of Student (continued)

Cluster, item number, and description	Basic Class		Regular Class		Advanced Class		Grade 10		Grade 11		Grade 12		Total	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
CLUSTER THREE: ADULT RESPONSIBILITIES														
3. Make plans that can be achieved	26	13	31	13	31	13	24	10	31	15	33	14	88	13
24. Share responsibility for home	14	7	10	4	6	2	11	4	7	3	12	5	30	4
35. Set goals and achieve them	49	24	51	21	72	30	67	27	53	25	52	22	172	25
36. Distinguish between needs and wants	15	7	19	8	24	10	16	6	25	12	17	7	58	8
43. Manage consumer rights/responsibilities	6	3	16	7	4	2	10	4	5	2	11	5	26	4
44. Get along with elderly	21	10	5	2	6	2	12	5	15	7	5	2	32	5
50. Appreciate heritage	6	3	7	3	6	2	10	4	0	0	9	3	19	3
51. Develop philosophy for living	13	6	18	7	22	9	13	5	22	10	18	8	53	8
52. Recognize how philosophy affects decisions	9	4	8	3	7	3	7	3	9	4	8	3	24	3
CLUSTER FOUR: FAMILY RESPONSIBILITIES														
4. Analyze issues related to future family	18	9	20	8	12	5	17	7	18	9	15	6	50	7
6. Select marriage partner	52	26	76	31	53	22	66	26	57	27	58	25	181	26
7. Identifying responsibilities of parenting	21	10	21	9	17	7	20	8	19	9	20	9	59	9

A Comparison of Clusters Showing Number and Percentage of Items Considered Most Important for Life After High School Course as Determined by Ability and Grade Level of Student (continued)

Cluster, item number, and description	Basic Class		Regular Class		Advanced Class		Grade 10		Grade 11		Grade 12		Total	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
8. Select nutritious foods	3	1	3	1	3	1	4	1	0	0	5	2	9	1
13. Plan personal health care	10	5	5	2	9	4	8	3	8	4	8	3	24	3
16. Understand problems of latchkey children	7	3	4	2	2	1	8	3	4	2	1	0	13	2
20. Peacefully settle problems with family	13	6	12	5	17	7	14	6	14	7	14	6	42	6
28. Analyze issues: future family responsibilities	1	0	2	1	3	1	0	0	0	0	6	2	6	1
31. Plan for marriage enrichment	25	12	24	10	13	5	18	7	20	9	24	10	62	9
CLUSTER FIVE: OCCUPATIONAL RESPONSIBILITIES														
1. Develop employability skills	63	31	81	33	72	30	79	31	62	30	75	32	216	31
2. Plan for career	110	54	125	51	119	49	130	52	112	53	112	48	354	51
12. Manage money now and in future	66	33	83	34	82	34	85	34	66	31	80	34	231	33
27. Plan for future needs - education, housing	58	29	77	31	77	32	81	32	59	28	72	31	212	31
30. Accept responsibility for decisions	14	7	38	15	32	13	29	12	23	10	32	14	84	12
37. Manage legal aspects of adulthood	26	13	46	19	46	19	42	17	38	18	38	16	118	17
47. Buy insurance	35	17	34	14	27	11	39	16	25	12	32	14	96	14

A Comparison of Clusters Showing Number and Percentage of Items Considered Most Important for Life After High School Course as Determined by Ability and Grade Level of Student (continued)

Cluster, item number, and description	Basic Class		Regular Class		Advanced Class		Grade 10		Grade 11		Grade 12		Total	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
CLUSTER SIX: SOCIAL RESPONSIBILITIES														
5. Get along with other races	32	16	42	17	37	15	32	13	37	18	42	18	111	16
9. Establish habits that contribute to health	7	3	8	3	9	4	7	3	9	4	8	3	24	3
10. Cope with transitions	27	13	31	13	35	14	35	14	19	9	39	17	93	13
11. Manage time	20	10	23	9	34	14	23	9	25	12	29	13	77	11
14. Make decisions as a family group	10	5	13	5	4	2	9	4	10	5	8	3	27	4
15. Share responsibility	13	6	6	2	2	1	8	3	5	2	8	3	21	3
19. Plan leisure time	10	5	14	6	16	7	17	7	15	7	8	3	40	6
21. Take risk	1	0	10	4	17	7	11	4	9	4	8	3	28	4
25. Develop and maintain friendships	17	8	26	11	35	14	35	14	23	10	20	9	78	11
CLUSTER SEVEN: COPING WITH FAMILY PROBLEMS														
29. Cope with infertility	4	2	6	2	3	1	8	3	2	1	3	1	13	2
41. Identify responsibilities of single parenting	9	4	7	3	6	2	5	2	6	3	11	5	22	3
42. Adjust to living in step family	4	2	1	0	3	1	6	2	0	0	3	1	9	1

A Comparison of Clusters Showing Number and Percentage of Items Considered Most Important for Life After High School Course as Determined by Ability and Grade Level of Student (continued)

Cluster, item number, and description	Basic Class		Regular Class		Advanced Class		Grade 10		Grade 11		Grade 12		Total	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
45. Avoid divorce/recognize its effects	9	4	17	7	20	8	18	7	16	8	12	5	46	7
46. Locate and use community agencies	2	1	0	0	0	0	1	0	1	0	0	0	2	0
48. Handle finance of family	17	8	45	18	35	14	28	11	31	15	38	16	97	14
49. Accept death and dying	19	9	16	7	18	7	26	10	11	5	16	7	53	8
	<u>N</u> =													
		202		246		243		250		211		230		691

Note: Percentages in each column do not total 100% because of multiple responses (5 responses by each student)