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THE SIGNIFICANCE OF MALE PARTICIPATION IN
HOME ECONOMICS PROGRAMS IN
PUBLIC SCHOOLS

THESIS

Presented to the Graduate Council of the
North Texas State University in Partial
Fulfillment of the Requirements

For the Degree of

MASTER OF SCIENCE

By

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Denton, Texas

May, 1979

Tijani, Rosaline S., The Significance of Male Participation in Home Economics Programs in Public Schools. Master of Science (Home Economics), May, 1979, 41 pp., 9 tables, bibliography, 10 titles.

This investigation is to determine the extent of male participation in home economics courses in public schools.

Related questionnaires were completed by participants and results tabulated. It was determined that the student's own interest, and their perception of how homemaking will help later are influencing factors for enrollment in homemaking classes. Food preparation, getting along with others, grooming, clothing selection and construction and using new equipment properly are areas of interest to male students.

The belief that homemaking is for girls, and the lack of interest in the content and activities of homemaking classes account for the low male participation. Community understanding, friendly attitudes of counselors, a well equipped department, and practical homemaking courses could attract more male participation.

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CHAPTER I

INTRODUCTION

The number of men involved in home economics course work has increased rapidly in recent years. This is a radical change for a discipline that in the past has been almost exclusively staffed and studied by females. Today males are students in home economics classes at all levels and sometime are teaching subjects in home economics. Although increasing number of boys at the senior high school level are enrolling in comprehensive homemaking courses, the majority are in specialized courses such as consumer education, child development, and home and family living. In addition, the wage-earning programs, particularly in food service, have attracted many males to the field. (1).

One of the contemporary resolutions facing our society involves significant changes in sex roles. In particular, changes are noted in the process by which decisions are made in all areas of family living. More and more women are now seeking jobs outside the home, and men are being challenged with such vital concerns and activities of the family as feeding, clothing, and housing the individual and the family, the management of resources, the development and care of the children, the protection of health, the care of the sick, and

the everyday social relationships of people. With the increasing interdependence of individuals and families, the social, political and economic conditions which affect a person's life have become of increasing importance in home economics. It is important to remember that the American culture is currently in a transitional period, and frequently the roles of males and females have not been clearly redefined (1, p. 235).

Statement of the Problem

The problem of this study was to determine the extent of male participation in home economics courses in grades seven through twelve.

Limitations

There were several limiting factors while researching this problem:

1. Two senior and three junior high schools of two North Central Texas school districts were utilized in the study.
2. The grade levels included were seven through twelve.
3. A week was allowed for the completion of the survey forms.
4. The data were available through responses to survey instrument used and documenting and library research.
5. The survey was limited to home economics teachers and students.

Purposes of the Study

The purposes of this study were the following:

1. To compile a list of factors that influence males and females to participate in home economics classes.
2. To list what males and females want to learn in the field of home economics.
3. To list the reasons for the low participation of males in home economics classes.
4. To list ways home economics can help those males who do enroll in home economics classes.
5. To list possible ways that home economics programs could be strengthened to obtain more male participation in home economics.

Questions To Be Answered

To carry out the purposes of this study, data related to the questions listed below were collected and tabulated:

1. What are the causes of male participation or non-participation in home economics programs?
2. How may males be encouraged to participate in home economics programs?

Definition of Terms

For the purposes of this study restricted definitions were used for some terms. Such restricted definitions are listed below.

Home Economics (Homemaking). The term used to identify

all phases of home and family life. Contents include (1) home and family living, (2) clothing and textiles, (3) housing and home management, (4) foods and nutrition, (5) child development, and (6) consumer education.

Participant. Any student in grades seven through twelve who is enrolled in a home economics class.

Summary

In the past home economics has been stereotyped as the field for females. Changes occurring in recent years have caused a re-examination of this concept, and an awareness of this field as being "the" field for all mankind is emerging. More and more women are now seeking jobs outside the home. Men are being challenged with the vital activities of family living, such as the feeding, clothing, and housing of the individual and the family; the management of resources; the development and care of children; the care of the sick; and the everyday social relationships. It is important to remember that individuals living in the current transitional period frequently need assistance in redefining the roles of males and females.

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CHAPTER II

REVIEW OF LITERATURE

A recent court decision in Illinois that prohibited sex discrimination in the assigning of students to home economics classes, indicates that more and more males may be taking home economics in the future (3, p. 235). Education for home living and homemaking has become extremely important in a democratic society (2). Life's greatest satisfactions and dissatisfactions for most people are intimately tied up with life within the home. Whatever happens there influences all other relationships. Learning the ways of democracy begins in family living. A desire that life be rich and full for each and everyone, that people living together be concerned for group well-being, demands fine and wholesome family life. Much of the cultural heritage is passed on through the family. Ideals and standards of value and ways of meeting one's daily needs are learned in the home (3).

Learning to live in the world begins early and is concerned with such elementary things as food, clothing, social habits and customs, and ways of living with other people. Because each person must be concerned with these basic elements in order to live, many people take it for granted that the

necessary learning will be accomplished as needed. It does not take a keen observer, however, to see that many people have problems connected with these basic needs. Also, it is to be expected that new problems will arise and new learning will be needed. Life changes for the individual, their world widens, social changes produce different conditions of living and call for new ways of meeting situations. This broadening and changing of the environment would call for new learning regardless of how effective the early learning had been.

Home economics is concerned with all aspects of personal and family living. It is concerned with food, clothing, and housing; with the rearing of children; with the management of resources; with the protection of health and care of the sick; and with personal and family relationships. The problems with which home economics concern itself are largely those of all individuals. There was a time when the man of the family ate what was put before him. He wore the clothes his wife or mother made for him from the cloth she had woven. He lived in a house he had built. His resources were all around him. If he wanted more clothes, he raised more sheep. If he wanted more living space, he built another room. With few exceptions, people lived in family groups throughout life (9).

The individual today is not fed or clothed or housed in such a manner. He selects his food from many sources grown and prepared under many conditions. How well he is

fed often depends upon what he himself knows about nutritive values, ways of preparing food in relation to nutrition, and food value in terms of cost. His clothes satisfy him, wear well, meet his needs or fail to do any of these things largely because of what he knows about buying and caring for clothing. The meeting of his needs and his desire demands a constant adjustment of all his resources. The kind of place he lives in and his general well-being are dependent just as much upon what he knows as upon what he earns. In the midst of change, home economics has a vital contribution to make in providing education for personal living for all persons (9).

The home has changed in many of its outward aspects. It is no longer a production center. Many of its material needs are met by commercial agencies. The home as a social institution, however, goes on and on even though signs point to its discontinuance. The job of homemaking has undergone many changes and will no doubt continue to change. Its success is being recognized as dependent upon joint endeavors. The newer planning in education for homemaking no longer limits itself to an education for females (9). Home economics has also contributed to preparing males for gainful employment.

As housewives became gainfully employed and left the home, many new vocational fields were opened and males as well as females found vocational interest within these fields. The need for vocational guidance for males in related home

economics occupation should not be overlooked. Both males and females should have access to all the resources of the school, including home economics, in assisting persons to discover special talents and in following up their special interests. Home economics can contribute to the general employability of males as well as females and to their satisfactions on the job (9, p. 4).

Males have selected home economics courses in many schools for a period of years. The early courses were offered to males with special emphasis on nutrition and foods, clothing selection, social conduct and manners, and personal financing (9, p. 4). More recent units have been added within areas concerned with personal and family relationships, marriage, and the rearing of children. Today, opportunities for education in home and family life are available to males within the schools. The first opportunity of home and family life education may be offered as a part of the integrated program of general education for all males and females. The second opportunity is in special home economics classes, these are usually elective and sometimes are offered to males only. The third opportunity is in non-home economics courses where a unit is taught that combines some area usually associated with economics (8). Some schools have enrolled males in a well-rounded home economics course with females and males participating in most of the activities. Males in

high school have lived in practice cottages (6) and young males in college in the home-management house (4).

Special home economics courses have long been offered for males and females together and for males along at both the junior and senior high school levels. As early as 1920, a practical arts course for seventh grade males and females was planned as a part of the curriculum offerings in one state (7). Earlier, it seems that home economics began as a skill subject to teach females to cook and sew and care for the house. To many people, homemaking was housekeeping and housekeeping was a woman's job. Many changes in both practices and ways of thinking have taken place since that time. Homemaking is increasingly being recognized as a joint enterprise for males and females.

Recently there has been a rapid increase in the number of males involved in home economics course work. A review of the literature reveals that male participation in home economics administration and instruction is greatest in higher education, but to a lesser degree, males are involved in home economics at the secondary level (3, p. 236).

The program for teaching males and females home economics includes many facets. Examples of areas of concern in home economics are: (1) getting along with one's family and friends, (2) improving one's self as an individual, (3) understanding one's self in growing to adulthood, (4) maintaining personal

and family health, (5) managing time, energy and money wisely, (6) providing food and clothing for the members of the family, (7) making home livable and attractive, (8) planning for successful marriage and successful family living, and (9) understanding and guiding children (2).

In light of the importance of the family and the changes which are occurring in it, education for home and family living is increasingly important. Recognizing this need, administrators are adopting school programs to meet changing social conditions (5, p. 7). Home economics helps the student understand himself and his family and thus puts into his hands the key to the solution of many problems. As a part of the educational program which equips students for sound family membership, home economics courses deal with techniques of living. From this a better understanding of themselves and their immediate social environment helps them adapt to democratic community life (5, p. 7).

Males, as well as females, are finding in home economics the answers to questions of how to live (5, p. 8). Family memberships, personal adjustments, and community living are areas of special significance to them. Some go even further and use technical information and skills adaptable to trades not only as techniques in how to live but also in earning a living. Some firms dealing with food services or clothing and textiles find that the home economics-trained male has a useful fund of knowledge and good standards

directly applicable to his job. Certainly as a home member he has had better preparation for his role (5, p. 8).

Whether home economics courses educate males and females together or in separate classes, each course is planned to prepare persons for home living as well as career making. Today a home is the joint responsibility of a man and a woman (5, p. 8). The rationale for male involvement in home economics is manifold. For example, an increasing number of young males who pursue higher education or vocational training beyond high school find themselves living in dormitories, boarding houses, or apartments. Young males who are employed and single often establish and maintain their own residences. Many, for the first time in their lives, will be faced with selecting their own food, preparing meals, caring for clothing, selecting and maintaining furnishings, and living within a budget. It is apparent that some knowledge of food and nutrition, management, consumer education, and personal and social development would be helpful to them (3, p. 236).

Compared to previous generations, today's teenage males and females are more independent and affluent. They eat more meals away from home, they buy more of their own clothing, they own more motorcycles and cars, they earn and spend more money, and they travel more frequently and farther than their counterparts used to. In order to make the kind of decisions young males and females are confronted

with, values need to be clarified and facts have to be presented (3, p. 236). In addition, home economics exists as a family oriented discipline. Therefore, it is not enough to involve females only, or primarily, in instruction. Because families include males as well as females, both need to study home economics.

Summary

Home economics is concerned with all aspects of personal and family living. Its problems are largely those of all individuals. The job of homemaking has undergone many changes and will no doubt continue to change. Its success is being recognized as dependent upon joint endeavors. The newer planning in education for homemaking no longer limits itself to an education for females.

In light of the importance of the family and the changes which are occurring in it, education for home and family living is increasingly important. Recognizing this need, administrators are adopting school programs to meet changing social conditions. Home economics helps the student understand himself and his family and thus puts into his hands the key to the solution of many problems. Home economics courses for both males and females deal with techniques of living. Males as well as females are finding in home economics the answers to questions of how to live. Today a home is the joint responsibility of a man and a woman.

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CHAPTER III

PROCEDURES FOR CONDUCTING THE STUDY

This study investigated the reasons for male and female participation or lack of participation in public school homemaking programs. It also attempted to determine those areas of homemaking which were of interest to males and females. Ways by which public school homemaking programs could attract more male participation were explored.

The Population

One hundred male and six hundred and twenty one female homemaking students and twelve homemaking teachers from the two senior and three junior high schools of two North Central Texas school districts were utilized in the study. The school grade levels included were seven through twelve with students ages ranging from ten through twenty.

Selection of the Sample

Using a table of random numbers, one hundred female students were selected from the total of six hundred and twenty one female students who completed the survey instrument. (See Appendix D.) All the male homemaking students that completed the survey instrument were included in the study as well as all the homemaking teachers that responded.

The reason for this action was that only one hundred male participants returned the survey instrument and this was the number previously determined to be needed. In the same context, fifteen teachers were anticipated for the study but only twelve participated, therefore they were all included and this was determined to be an adequate number for the study.

Instrument

A seventy-question survey instrument which was divided into seven categories was used. (See Appendix C.) The categories included (1) criteria for course, (2) influences for course selection, (3) what pupils want to learn, (4) reasons for non-enrollment, (5) scope of program, how it helps students, (6) how program could be strengthened, (7) other influences which determine male choice of homemaking courses. The survey instrument was adapted from instruments reported in professional literature (1). The survey forms were tested for clarity and appropriateness of the survey questions using fifteen students from the School of Home Economics at North Texas State University.

Procedures for Collection of Data

Each public school selected for this study was asked to submit a list of names of all its home economics

students in the seventh through the twelfth grades. Since this was not feasible, every home economics student in the seventh through the twelfth grades participated in the study. The survey instrument was administered to the home economics teachers and students during the month of November, 1978. Twelve teachers, one hundred female students, and one hundred male students were included in the study. The home economics teachers and students from each school were requested to answer the survey form. The survey instrument was hand delivered to the heads of the home economics departments and they were supervised by the individual class room teachers. A week was allowed for the completion of the survey forms. The survey forms were collected from each school as they were completed. A total of six hundred and twenty-one female students, one hundred male students, and twelve teachers participated by completing the survey forms.

Research Design

This study was designed to identify several needs:

1. Possible causes of participation or non-participation of males in home economics programs.
2. Ways of encouraging more male participation in home economics programs.

Each of the seventy items on the survey form were analyzed comparing male participation with female participation in home economics instruction in the public schools.

Procedure for Analysis of Data

As the survey forms were returned, the data for each question and respondent were entered into tables for ease of reporting and interpretation.

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CHAPTER IV

REPORTING AND ANALYZING THE DATA

The data collected in this study were analyzed to determine the factors that influence males and females to participate in home economics programs; what males and females want to learn in the field of home economics; the reasons for the low participation of males in home economics programs; ways home economics can help those males who do enroll in home economics classes; possible ways that home economics programs could be strengthened for more male participation. The findings of these analyses and the discussion of these data are presented in this chapter.

The chapter is organized according to the sections of the questionnaire and presents an analysis of the data related to the following:

1. What influences students to enroll in homemaking classes,
2. The reason(s) more males do not choose to enroll in homemaking classes,
3. What students want to learn,
4. Scope of homemaking program instruction now and in the future,
5. How the program could be strengthened to obtain more male participation, and

6. Other influences which determine male choice of homemaking classes.

The population selected for study consisted of one hundred forty four high school students, ninety males and fifty four females. Fifty four junior high school students, ten males and forty six females and twelve female home economics teachers participated in the study. Data reflecting the number of male and female participants are presented in Table I.

TABLE I
DISTRIBUTION OF PARTICIPANTS BY
SEX AND CLASSIFICATION

Participants Classification	Male	Female
High school students	90	54
Jr high school students	10	46
Total =	100	100
Teachers	0	12

The participants were asked to indicate their age by selecting one of nine intervals. These data are presented in Table II.

TABLE II
DISTRIBUTION OF PARTICIPANTS BY AGE

Participants	Under 10	YEARS OF AGE							Over 45
		10-15	16-20	21-25	26-30	31-35	36-40	41-45	
High School female students	0	20	34	0	0	0	0	0	0
Jr high School female students		46	0	0	0	0	0	0	0
High School male students		4	86	0	0	0	0	0	0
Jr high School male students		10	0	0	0	0	0	0	0
Total =		80	120	0	0	0	0	0	0
Teachers		0	0	0	5	2	3	0	1

The information from Table II reveals that no participant was under age ten and only one participant over age 45 years. 40 percent of the participants were between the ages of 10 and 15 whereas 60 percent of the participants were between the ages of 16 and 20. 68 percent of the participating teachers were between the ages of 21 and 25. The teachers varied greatly in their ages as shown above.

From a list of twelve possibilities the participants were asked to indicate what influenced them to enroll in homemaking classes. Table III presents these data.

TABLE III
ANALYSIS OF INFLUENCES ON STUDENT ENROLLMENT
IN HOMEMAKING CLASSES

Participants	Boyfriend	Girlfriend	Counselor	Homemaking Teacher	Mother	Father	Sister	Brother	Principal	Own Interest	Work experience	Other
High School female students	2	2	6	10	13	2	3	0	0	42	12	3
Jr high School female students	2	6	0	6	17	2	9	1	1	31	7	1
High School male students	2	11	19	11	6	4	2	3	5	38	27	12
Jr high School male students	1	1	4	1	4	3	2	0	1	8	6	0
Total =	7	24	29	28	40	11	16	4	7	119	52	16
Teachers	6	8	7	9	10	5	5	1	1	8	6	2

An examination of Table III indicates that the student's "own interest" played a major role in influencing them to enroll in homemaking classes. None of the high school females chose either "brother" or "principal" as having any influence on their enrollment in homemaking classes. Also, none of the junior high school males chose "brother" as having any influence on their choice of homemaking classes.

An examination of reason(s) more males do not choose to enroll in homemaking classes is presented in Table IV. Twelve items were available as choices.

TABLE IV
ANALYSIS OF REASON(S) WHY MORE MALES DO NOT CHOOSE TO ENROLL IN HOMEMAKING CLASSES

Participants	Don't know what it contains	Don't like teacher	Don't want more after Jr high School	Friends don't recommend it	Homemaking too easy	Learn in clubs	Learn at home	Not interested	Think is only for girls	Program is full	Courses don't reflect cultural interest	Homemaking too hard	Other
High School female students	23	0	3	17	0	0	4	35	46	0	9	0	5
Jr high School female students	5	4	3	8	0	1	2	22	39	0	6	1	7
High School male students	53	5	6	21	0	4	5	37	57	4	3	2	3
Jr High School male students	5	0	0	3	0	0	2	7	8	0	2	1	0
Total =	96	9	12	49	0	5	13	101	150	4	20	4	16
Teachers	10	0	2	8	0	0	1	8	12	0	0	0	0

A study of Table IV reveals that the leading reason more males do not enroll in homemaking classes is the belief that homemaking is only for girls. The second leading reason is that males are not interested in the content and activities in homemaking classes. The third most common reason given was that they did not fully understand what home economics contains.

An examination of data in Table V reveals the influences that determine male selection of homemaking courses. It is apparent that most males choose homemaking because they expect it to help them later or to help develop an insight into careers related to homemaking. They also elected to take home economics because of interest in content and activity as well as the opportunity to belong to a professional organization.

TABLE V
ANALYSIS OF OTHER INFLUENCES DETERMINING MALE
SELECTION OF HOMEMAKING COURSES

Participants	Areas included in home economics	Careers related to home economics	Correlating home-economics with other subjects	Course content	Goals or objectives of home economics	How home economics helps later	Future membership to a professional organization	Other
High School female students	14	20	7	13	11	27	17	0
Jr high School female students	12	19	6	13	8	22	7	1
High School male students	31	37	17	34	24	56	21	5
Jr high School male students	4	6	3	2	3	10	4	1
Total =	61	82	33	62	46	125	49	7
Teachers	9	7	4	6	5	6	2	1

The data in Table VI show that getting along with others is one of the areas in homemaking that is of interest to most of the students. The appreciation of family and improving appearance were of importance as well.

TABLE VI
ANALYSIS OF SCOPE OF HOMEMAKING PROGRAM
INSTRUCTION--NOW INCLUDED IN PROGRAM

Participants	Appreciate Family	Cook or Sew Better	Get along with others	Improve Appearance	Improve Manners	Manage time and money	Overcome Self-consciousness	Prepare for Marriage	Understand Opposite Sex	Use new equipment properly	Parenting Skills	Home Safety Skills	Other
High School female students	31	28	33	31	24	27	19	29	24	15	21	30	1
Jr high School female students	38	40	38	37	41	38	38	19	27	38	22	38	0
High School male students	59	21	65	40	41	38	42	41	47	0	28	26	0
Jr high School male students	10	9	10	10	10	10	10	6	8	7	7	10	0
Total =	138	98	146	118	116	113	109	90	106	60	78	104	1
Teachers	8	10	10	10	10	10	10	8	8	10	9	9	0

An examination of the data in Table VII shows that future program planning in home economics should provide adequate instruction in cooking, sewing, improving manners, using new equipment properly, improving appearance, managing time and money and parenting skills.

TABLE VII

ANALYSIS OF SCOPE OF HOMEMAKING PROGRAM
INSTRUCTION--TO BE INCLUDED IN PROGRAM

Participants	Appreciate Family	Cook or Sew Better	Get along with others	Improve Appearance	Improve Manners	Manage time and money	Overcome Self-consciousness	Prepare for Marriage	Understand Opposite Sex	Use new equipment properly	Parenting Skills	Home Safety Skills	Other
High School female students	4	13	6	9	11	8	8	11	6	11	9	0	0
Jr high School female students	1	0	1	1	1	0	0	0	0	0	0	0	0
High School male students	6	16	5	15	17	6	6	6	9	18	14	18	0
Jr high School male students	1	0	0	1	0	1	0	1	1	0	2	0	1
Total =	12	29	12	26	29	25	14	18	16	29	25	18	1
Teachers	1	2	1	1	2	2	1	1	2	2	1	3	0

A summation of the opinions of the participants concerning ways the homemaking program could attract more male participation is revealed in data in Table VIII. More male participation in homemaking appears to depend on such factors as availability, community understanding, attitudes of counselors, and practicality of the home economics courses.

TABLE VIII
ANALYSIS OF WAYS THE HOMEMAKING PROGRAM COULD
ATTRACT MORE MALE PARTICIPATION

Participants	Friendly attitudes of Counselors	Courses more practical	Less difficulties of scheduling	Adequate budget	Adequate in-service training	Adequate Supervision	Community understanding	Rapid turnover of teachers	Well equipped department	No teacher shortage	Optional university requirements	Homemaking equally for boys and girls	Other
High School female students	15	19	3	1	7	3	23	3	7	3	4	32	2
Jr high school female students	6	5	4	1	5	1	12	3	5	1	4	34	5
High School male students	15	22	20	16	12	8	18	7	18	9	9	44	2
Jr high School male students	2	0	1	2	1	1	3	0	2	0	1	10	0
Total =	38	38	28	20	25	13	56	13	32	13	18	120	9
Teachers	8	2	7	0	1	0	10	0	4	1	2	8	4

The participants were asked to indicate what they felt students would want to learn in homemaking classes. These data are presented in Table IX and reveal that "cooking" is the major subject of interest to most homemaking students. The second leading reason is boy-girl relationships, marriage preparation. Next was saving time, energy and money.

TABLE IX
ANALYSIS OF AREAS HOMEMAKING STUDENTS WANT
TO STUDY IN HOMEMAKING CLASSES

Participants	Boy-girl relationships Marriage preparation	Caring for sick at home	Caring for children	Cooking	Dressing properly	Entertaining easily	Everything for family living	Furnishing a home	Getting along with others	Saving time, energy and money	Sewing	Other
High School female students	34	13	32	40	31	18	24	26	27	26	25	0
Jr high School female students	16	12	20	32	11	0	14	0	11	14	26	1
High School male students	45	18	29	48	25	22	37	28	41	41	10	2
Jr high School male students	4	3	2	8	3	0	5	3	7	4	4	2
Total =	99	47	83	128	70	40	80	57	86	85	65	5
Teachers	9	4	0	12	9	5	6	6	8	7	9	1

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

From the information gathered throughout the study and from the literature, survey and questionnaire, it was determined that the student's own interest played a major factor in his or her enrollment in homemaking classes. It was also determined that the reason more males do not choose to enroll in homemaking classes is the idea that homemaking is only for girls. Food preparation, getting along with others, grooming, clothing selection and construction, and the use of new equipment appeared to be the major areas of interest to male homemaking students. It was also revealed that if homemaking classes are considered as equal for both males and females, the male enrollment in homemaking classes could be expected to show a remarkable increase. Finally, it was determined that the student's perception of how homemaking will help later is also a major influence which determines male choice of homemaking classes. The students' work experience was noted to have some influence on their choice of homemaking classes as well as the student's mother, the counselor, the homemaking teacher, and the girlfriend, respectively.

The chief reason more males did not choose to enroll in homemaking was the belief that homemaking is only for girls. Secondly, males were not interested in homemaking classes because they did not know what home economics contained. However, it is anticipated that if homemaking is made equally available to boys and girls, it could promote more male involvement in homemaking classes. More male involvement could be promoted with increased community understanding, friendly attitudes of counselors, and more practical courses. Finally, a well equipped department could attract more male participation in homemaking classes. These findings were consistent with Rosenbaum (1). Her study on sophomore boys in home economics revealed also that boy-girl relations, budgeting time and money, and cooking were the major interesting areas for the male students.

The following recommendations are made on the basis of data discussed in the study:

1. Homemaking teachers should work consistently with school counselors, parents, community members and administrators to educate male students about the scope of home economics programs.

2. Homemaking teachers should use up-to-date, nonsexist curricula incorporating activities for both males and females.

3. Homemaking teachers should work with curriculum committees to articulate junior high and senior high school programs.

4. Homemaking teachers should avoid drawing too much attention to the fact that there are males in the class.

CHAPTER BIBLIOGRAPHY

1. Rosenbaum, Connie T., "Determining the Interests of Sophomore Boys Which are Relevant to the Teaching of Homemaking," unpublished master's problem in lieu of thesis, North Texas State University, Denton, Texas, 1978.

APPENDIX A

LETTER TO THE PRINCIPAL

Date _____

Name _____

Address _____

City _____

Dear _____ :

I am writing a master's thesis at North Texas State University entitled "The Significance of Male Participation in Home Economics Programs in Public Schools." In researching this area, I find there is a definite need for further study.

I would appreciate the opportunity to include your school in this study. The attached copy of the survey form should take about ten minutes to complete. After the material is gathered and analyzed statistically, one could formulate what home economics does for males in our society.

It would expedite matters if I could receive a list of the names and addresses of all the home economics teachers and also all home economics students in your school. When the study is completed, you will receive a copy.

Thank you for your consideration and assistance.

Yours truly,

APPENDIX B

LETTER TO THE TEACHERS AND STUDENTS

Name _____
Address _____
City _____

Date _____

Dear _____:

_____, your principal has agreed to have your school's participation in a survey entitled "The Significance of Male Participation in Home Economics Programs in Public Schools."

This survey is an attempt to formulate concerns concluding what home economics does for males in our society. Your input will have a direct impact on the development of a program that will help males in becoming better family members of today's society.

Attached you will find a copy of the survey. Please take some time from your busy day to complete this form. It should not take more than ten minutes.

I would appreciate your returning this survey form to me by _____. Thank you.

Yours truly,

APPENDIX C

SURVEY

Place a check in the blank spaces which best answer the questions listed below.

Check one:

Sex: Male
 Female

Age--Years: under 10
 10-15
 16-20
 21-25
 26-30
 31-35
 36-40
 over 45

Position: Teacher
 Student

Classification: Junior High School
 Senior High School

Check the blank that illustrates if your homemaking class is optional or a required course. Optional Required

Place a check in the appropriate blank.

A. Check what influences students to enroll in homemaking classes.

<input type="checkbox"/>	1. boyfriend	<input type="checkbox"/>	7. sister
<input type="checkbox"/>	2. girlfriend	<input type="checkbox"/>	8. brother
<input type="checkbox"/>	3. counselor	<input type="checkbox"/>	9. principal or department head
<input type="checkbox"/>	4. homemaking teacher	<input type="checkbox"/>	10. own interest
<input type="checkbox"/>	5. mother	<input type="checkbox"/>	11. work experience
<input type="checkbox"/>	6. father	<input type="checkbox"/>	12. other. Specify _____

B. Check your opinion for the reason(s) more males do not choose to enroll in homemaking classes.

1. Don't know what it contains
 2. Don't like teacher
 3. Don't want home economics after junior high school

- _____ 4. Friends don't recommend it
- _____ 5. Homemaking too easy
- _____ 6. Learn in clubs
- _____ 7. Learn at home
- _____ 8. Not interested
- _____ 9. Think is only for girls
- _____ 10. Program is full
- _____ 11. Course doesn't reflect cultural interests
- _____ 12. Homemaking too hard
- _____ 13. Other. Specify _____

C. Check what students want to learn.

- _____ 1. boy-girl relationships, marriage preparation
- _____ 2. caring for sick at home
- _____ 3. caring for children
- _____ 4. cooking
- _____ 5. dressing properly
- _____ 6. entertaining easily
- _____ 7. everything for family living
- _____ 8. furnishing a home
- _____ 9. getting along with others
- _____ 10. saving time, energy, and money
- _____ 11. sewing
- _____ 12. other. Specify _____

D. Scope of Homemaking Program Instruction

Now Included
in Program

Plan to Include
in Program

- | | | |
|-------|--------------------------------|-------|
| _____ | 1. Appreciate family | _____ |
| _____ | 2. Cook or sew better | _____ |
| _____ | 3. Get along with others | _____ |
| _____ | 4. Improve appearance | _____ |
| _____ | 5. Improve manners | _____ |
| _____ | 6. Manage time and money | _____ |
| _____ | 7. Overcome self-consciousness | _____ |
| _____ | 8. Prepare for marriage | _____ |
| _____ | 9. Understand opposite sex | _____ |
| _____ | 10. Use new equipment properly | _____ |
| _____ | 11. Parenting skills | _____ |
| _____ | 12. Home safety skills | _____ |
| _____ | 13. Other. Specify _____ | _____ |

E. Check how the program could be strengthened to obtain more male participation.

- 1. friendly attitudes of counselor
- 2. courses more practical
- 3. less difficulties of scheduling
- 4. adequate budget
- 5. adequate in-service training
- 6. adequate supervision
- 7. community understanding
- 8. rapid turnover of teachers
- 9. well equipped department
- 10. no teacher shortage
- 11. optional university requirements
- 12. homemaking equally for boys and girls
- 13. other. Specify _____

F. Check other influences which determine male choice of homemaking courses.

- 1. Areas included in homemaking
- 2. Careers related to homemaking
- 3. Correlating homemaking with other subjects
- 4. Course content
- 5. Goals or objectives of homemaking
- 6. How homemaking helps later
- 7. Future membership to a professional organization
- 8. Other. Specify _____

Table 1 A Table of Random Numbers*

Row	Column number																																Row	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32		
1	2	7	8	9	4	0	7	2	3	2	5	4	2	6	7	1	6	8	5	9	1	3	5	4	0	3	6	6	7	6	5	1	1	1
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