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A COMPARATIVE ANALYSIS OF NEEDS AND ATTITUDES OF HOME
ECONOMICS TEACHERS IN NORTH CAROLINA WHO DID AND WHO DID
NOT ATTEND THE 1983 VOCATIONAL SUMMER WORKSHOP IN RELATION
TO INSERVICE EDUCATION

The University of North Carolina at Greensboro

Ph.D. 1984

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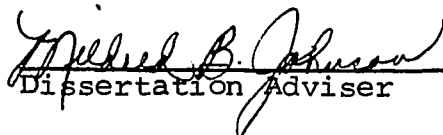
by

Frances R. Tharpe

A Dissertation Submitted to
the Faculty of the Graduate School at
The University of North Carolina at Greensboro
in Partial Fulfillment
of the Requirements for the Degree
Doctor of Philosophy

Greensboro
1984

Approved by


Dissertation Adviser

APPROVAL PAGE

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DEDICATION

This dissertation is dedicated to my
husband, Oliver G. Tharpe.

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THARPE, FRANCES R., Ph.D. A Comparative Analysis of Needs and Attitudes of Home Economics Teachers in North Carolina Who Did and Who Did Not Attend the 1983 Vocational Summer Workshop in Relation to Inservice Education. (1984)
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The purpose of this study was to compare the needs and attitudes of home economics teachers in relation to inservice education. Two groups of teachers were randomly selected to participate in the study: (a) teachers who attended the 1983 Vocational Summer Workshop and (b) teachers who did not attend the 1983 Vocational Summer Workshop. Subjects from each of the two groups included home economics teachers from each of the eight educational regions of the public schools in North Carolina. A questionnaire was mailed to the 184 teachers selected for each group. Data for the study were obtained from 120 teachers who attended the workshop and 78 teachers who did not attend the workshop.

There were significant differences between the two groups and their attitudes about inservice education. Home economics teachers who attended the vocational workshop tended to be more positive in their attitudes concerning the benefits of inservice education programs and participation in inservice programs.

In responses to needs for inservice programs, teachers who attended were more willing to participate in on-campus college or university classes or programs for inservice education than were teachers who did not attend. Teachers who did not attend the workshop were less willing to

participate in inservice programs during summer time periods than were those teachers who attended the workshop. No significant differences were found between the two groups of teachers and their preference for topics to be included in inservice programs.

For teachers who attended the workshop, significant relationships were shown between preference for types of inservice opportunities and number of vocational workshops attended, and between preference for academic credit inservice programs and number of years teaching experience. There were significant relationships between preferences for academic credit inservice programs and marital/parental status, and between preference for nonacademic credit programs and number of vocational workshops attended among teachers who did not attend the 1983 Vocational Summer Workshop.

CHAPTER I

INTRODUCTION

Today, inservice education programs are more important than ever before (Byrne, 1983). In this era of rapidly developing technology and prolific accumulation of knowledge there have been ever increasing changes which have stimulated a greater need for continued teacher education (Romano, 1977).

Recent research supports the idea that teachers should be actively involved in development and direction of inservice programs (Christensen & Burke, 1982; Williamson & Elfman, 1982). Involvement of the teacher is important for making inservice programs work effectively in meeting individual teacher needs and meeting objectives of the school system (Byrne, 1983).

Much has been written about the necessity of inservice education programs to be based on the needs that teachers themselves perceive (Baden, 1980; Burrello & Orbaugh, 1982; Crabtree & Hughes, 1969; Edelfelt, 1974; Hughes & Dougherty, 1977; Johnson, 1967; Marshall, Maschek, & Caldwell, 1982; Rynor, Shanker, & Sandefur, 1970). A study of needs assessment of K-12 teachers from a suburban Missouri school district showed that the perceived needs of individual teachers changed from year to year, but that the overall pattern of

needs for large groups of teachers was relatively stable (Marshall et al., 1982). Although the general inservice training priorities of 722 teachers remained constant over a 15-month period, individual teachers' perceived needs showed considerable variation. Based on these findings, Marshall et al. (1982) suggested that assessment of teachers' inservice training needs in general areas such as discipline techniques and planning for basic skills instruction were stable enough to allow long term planning of inservice training programs without repeating the assessment each year. It was recommended, however, that needs assessment be repeated at least once a year for inservice programs designed for specific groups of teachers.

Hughes and Dougherty (1975) stated that inservice programs for home economics teachers should be designed to keep teachers abreast of knowledge and procedures that would increase their personal growth and competence for the improvement of instruction. Inservice education programs for home economics teachers should meet needs as expressed by teachers.

A search of literature indicated that there have been no comprehensive studies done in North Carolina to determine the needs of home economics teachers in relation to inservice education. Specific information about the needs and attitudes of home economics teachers could be invaluable for those responsible for planning effective inservice education programs in North Carolina.

The North Carolina State Department of Public Instruction requires that teaching certificates be renewed every five years. In order to meet this requirement, teachers may obtain credits by participating in various types of inservice education programs and activities. Teachers may attend classes, workshops, seminars, and conferences sponsored by colleges and universities, the State Department of Public Instruction, the local educational agency, or professional organizations. Teachers may also attend professional meetings or participate in approved educational travel. With the availability of these inservice opportunities, it seems, therefore, that a need exists for development and use of instrumentation to determine individual needs and attitudes of specific groups of teachers in North Carolina.

Statement of the Problem

The major purpose of this study was to compare the perceived educational needs and the attitudes of home economics teachers who did and who did not attend the 1983 Annual Vocational Summer Workshop in relation to inservice education. The specific objectives were to

1. Determine the perceived educational needs of home economics teachers in relation to inservice education based upon the following:
 - (a) types of inservice education programs preferred by home economics teachers;

- (b) the time preference of home economics teachers for inservice education programs;
 - (c) the preferred topics designated by home economics teachers for inservice education.
2. Determine the perceived adequacy of inservice education programs in which home economics teachers have previously participated.
 3. Compare the attitudes and needs of home economics teachers in relation to educational background, teaching experience, and selected personal characteristics.
 4. Compare and analyze the data by state and regional areas.
 5. Make recommendations based on the findings of the study.

Hypotheses

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

- H₁ There is no significant difference between teachers who did and who did not attend the 1983 Vocational Summer Workshop and their
- (a) attitudes about inservice education
 - (b) preference of types of inservice education opportunities
 - (c) time preference for academic inservice education programs
 - (d) time preference for nonacademic inservice education programs
 - (e) preference of topics for inservice education programs

- H₂ There is no significant relationship between the perceived needs of teachers who attended or who did not attend the 1983 Vocational Summer Workshop and their
- (a) number of years teaching experience
 - (b) educational level
 - (c) marital status
 - (d) parental status
 - (e) plans to pursue graduate study
 - (f) school responsibilities other than teaching
 - (g) number of vocational workshops attended
- H₃ There is no significant relationship between attitudes about inservice education of teachers who attended or who did not attend the 1983 Vocational Summer Workshop and their
- (a) number of years teaching experience
 - (b) educational level
 - (c) marital status
 - (d) parental status
 - (e) plans to pursue graduate study
 - (f) school responsibilities other than teaching
 - (g) number of vocational workshops attended

Assumptions

The major assumptions of this study were that a need exists for inservice education programs, and that teachers can improve professional competence through inservice education programs and activities. It was further assumed that

teachers differed in their needs and attitudes and that teachers were willing to indicate their needs and attitudes toward inservice education.

Limitations

This study was limited to home economics teachers who were listed as employed in the public school system in the state of North Carolina during 1982-83. Because of differentiated types of inservice education programs and activities that may be implemented in other states, the findings from the study could be generalizable only to inservice education of home economics teachers in the state of North Carolina.

Definition of Terms

The following terms were defined for the purpose of maintaining clarity and consistency within the study:

Inservice education--a procedure for the improvement of instruction and for increasing competence and professional growth of employed personnel.

Region--a geographical area responsible for assisting teachers in public schools which is governed by the State Department of Public Instruction.

North Carolina State Department of Public Instruction--the state agency assigned the responsibility for the K-12 educational system.

Home economics teacher--an individual who is employed to teach Consumer and Homemaking or Occupational Home Economics courses in the public school system.

Consumer and homemaking courses--courses designed to meet current socioeconomic concerns of families and individuals in preparation for the dual role of homemaker/wage earner.

Occupational home economics courses--courses built upon the basic concept of a career ladder within a home economics related cluster of occupations.

Vocational summer workshop--a 4-day workshop held annually by the Home Economics Section, Division of Vocational Education of the North Carolina State Department of Public Instruction as an inservice education opportunity for home economics teachers. One credit is awarded toward certificate renewal for teachers who attend 80% of the sessions if requested.

Attitudes--opinions of home economics teachers representative of their thoughts or convictions in relation to inservice education.

Needs--desires of home economics teachers for certain time periods, types of activities, and topics for inservice education programs which they perceive as useful or as a necessity for improving instruction and increasing competence.

CHAPTER II

REVIEW OF RELATED LITERATURE

The major purpose of this study was to compare the needs and attitudes of home economics teachers in relation to inservice education. Much has been written about inservice education. Orlich (1983) reported that an Educational Resources Information Clearinghouse (ERIC) computer search conducted in May 1980 resulted in the identification of 9,183 published and unpublished papers, studies, and articles having the terms "inservice teacher education," "staff development," or "staff improvement" in their titles or descriptors. Between 1976 and September 1981, there were 6,151 articles alone that appeared in the literature about those related topics. Orlich (1983) stated that much of the material was nonempirical and nongeneralizable. Brimm and Tollett (1974) reported that the literature revealed few research efforts that had been undertaken to determine the types of inservice programs which would be most beneficial to teachers as they carry out their classroom duties.

Smoak (1981) described a needs assessment that was conducted in South Carolina to determine training and professional development needs of vocational teachers. All vocational teachers were surveyed (except trade and industrial teachers who were surveyed earlier) utilizing a rating sheet listing

72 skills in the areas of instruction, testing and evaluation, classroom management, cooperative education, special needs services, student placement, and administrative needs. It was stated that the findings from the study would be used by the South Carolina Office of Vocational Education to plan future inservice programs for vocational education teachers.

Two research studies conducted specifically with home economics teachers to determine their needs for and attitudes toward inservice education were identified in an ERIC computer search conducted in June 1983. Results of one of these studies conducted with teachers in Missouri were reported by Crabtree and Hughes (1969), and the other study conducted with teachers in Wisconsin was reported by Hughes and Dougherty (1975, 1977).

The review of literature for this study will be presented in four parts. These include (a) inservice education and the needs of teachers, (b) attitudes toward inservice education, (c) types of inservice activities, and (d) topics for inservice education.

Inservice Education and the Needs of Teachers

The need for effective inservice education programs has never been greater (Byrne, 1983; Rottier, 1983). A need is generated for inservice education because teacher education is in a constant state of change with old ideas being discarded and replaced in addition to the expanding and building upon current ideas with new information (Roth, 1975).

Harris (1980) stated that inservice education was to the operation of the school as good eating habits and a balanced diet were to human growth and vitality.

Wood and Thompson (1980) said that most inservice programs have been irrelevant, ineffective, and a waste of time and money. Inservice programs have been poorly implemented because of inadequate needs assessment and unclear objectives (Wood & Thompson, 1980).

Baden (1980) identified five perceptions of present inservice programs. The perceptions were that inservice programs have been (a) planned in a disjointed fashion with little or no continuity from one program to another, (b) planned by either administrators or an administratively selected teacher committee with little input from all potential participants, (c) implemented without the setting of specific objectives and with topics which lend themselves to only shallow discussion of current topics in education, (d) conducted with too little or no follow-up provided to support any of the new ideas generated by the inservice programs, and (e) seen rarely by participants as resulting in changing their classroom instruction and procedures.

Edelfelt (1977) stressed that inservice education should be directly related to curriculum development and instructional improvement. Thus, programs should be based on the needs of teachers and their students (Burrelo & Orbaugh, 1982; Byrne, 1983; Crabtree & Hughes, 1969; Edelfelt, 1977; Hughes & Dougherty, 1975; Johnson, 1967; Tyler, 1971).

Rottier (1983) stated that often all teachers are subjected to the same inservice programs regardless of age, experience, and whether they need or do not need the inservice. Teachers from a given school or district come from a variety of educational institutions which have provided teachers with a unique set of experiences. When this background of experiences is combined with experience gained from teaching, whether in the same school district or in another district, it is easy to see why teachers do not have the same inservice needs (Rottier, 1983). Although beginning teachers need inservice programs and activities (Rader, 1961), the needs of beginning teachers are significantly different from experienced teachers (Rottier, 1983).

Teachers are trained to identify individual differences in student needs but this same educational principle is ignored when inservice activities are planned for teachers (Meers, 1981). Rottier (1983) advocated that inservice programs need to be as individualized as the instructional programs that are suggested to be given to elementary and secondary students. Individualizing inservice education means that the needs of each teacher are assessed and a personal program of professional development is designed cooperatively by the teacher and the administrator of the inservice activity (Rottier, 1983). Too often, however, managers of inservice programs make decisions without systematic assessment of needs or preferences of the teachers in such programs

(Auton, Deck, & Edgemon, 1982). Hanson (1980) expressed that if the teacher has identified a goal for an inservice program, the price and sacrifice that must be made to implement the program is never too great.

Crabtree and Hughes (1969) reported a study conducted with home economics teachers in Missouri in which teachers expressed their needs in relation to inservice education. A questionnaire was sent to the total population of 838 home economics teachers in the state. Seven hundred fifty teachers responded to the questionnaire which gave information on personal background, beliefs about inservice education, preferred types of programs, desired time periods and length of programs, desired topics, sources used for instructional content, and evidence of possible participation in inservice programs. Results of the study showed that Missouri home economics teachers believed that inservice programs were not meeting their needs. The most highly desired types of programs were workshops for home economics teachers and off-campus college courses for graduate credit. Teachers indicated 1 day, 2 to 6 days, and 1 week as the most desired length for programs. Subject-matter areas, trends, and new methods and techniques were the most desired topics.

A similar study was conducted to determine needs of home economics teachers in Wisconsin (Hughes & Dougherty,

1977). A Likert-type 10-point instrument was constructed to measure the variables which included attitudes about inservice education, types of inservice opportunities, possible time periods, and topics to be included in inservice programs (Hughes & Dougherty, 1977). The instrument was mailed to the entire population which consisted of 1278 Wisconsin secondary home economics teachers. Also included in the study were an estimated 1430 Vocational, Technical, and Adult Education postsecondary teachers of home economics related areas in Wisconsin. Responses were received from 86% of the public school population and from approximately 55% of the Vocational, Technical, and Adult Education teachers (Hughes & Dougherty, 1975).

The data were classified according to frequency of responses using percentages and means. The statements which received the highest mean values in relation to attitudes about inservice education were that teachers thought they should be responsible for updating subject matter knowledge and for sharing information or materials with colleagues (Hughes & Dougherty, 1977).

Teachers indicated that their highest desire for types of activities were workshops dealing with common concerns of home economics faculty within a district, observation of other school systems and educational programs, workshops for academic credit, regional workshops for teachers of home economics subjects, and use of mobile information centers.

Short time periods were preferred for the inservice activities (Hughes & Dougherty, 1977).

The most preferred topics for inservice in curriculum areas were consumer education, clothing and textiles, and related art. Student motivation, innovative methods, use of audio-visual aids, and curriculum development were the preferred topics in regard to teacher activities. Of the topics relating to professional concerns teachers indicated a preference for recent trends in home economics, legislation affecting home economics, and leadership development (Hughes & Dougherty, 1977).

Teachers should be actively involved in determining their own inservice needs from the very beginning (Williamson & Elfman, 1982). Marshall et al. (1982) recommended that specific groups of teachers be given an opportunity to express their needs for inservice education programs at least once a year. Inservice programs based on identified needs are adaptable to change in curriculum, personnel, and both internal and external conditions (Burrello & Orbaugh, 1982). In an interview with 102 teachers from Grades K-12 and from urban, rural, and suburban Michigan school districts, Holly (1982) found that the single most important factor that determined the value teachers placed on inservice education was its personal relevance.

Spillane (1982) stated that during the next 10 or 20 years, inservice education would be much more significant

than the education of new teachers. Because of declining enrollments and shrinking resources (Miller, 1977), the opportunities to add new positions and new teachers have virtually disappeared (Byrne, 1983). With fewer beginning teachers and less mobility among teachers, there is less staff diversity and new ideas because of lack of changeover (Byrne, 1982; Jensen, Betz, & Zigarmi, 1978). Jensen et al. (1978) stated that teaching in the future would be more dependent on inservice education programs.

In order to be effective in meeting needs of teachers, inservice programs should be continuous and should be subjected to continuous evaluation and follow-up (Jensen et al., 1978). The recipient should be involved in the evaluation (Edelfelt, 1977). Evaluation of inservice programs is important for providing feedback that can be used to determine needs, plan programs, revise activities, and judge impact (Orlich, 1983). Evaluation should be both formative and summative and should examine the immediate effect on the participants, the extent of transfer to the work setting, and the effect on achieving institutional goals (Dillon-Peterson, 1981; Smith & Woeste, 1983).

Attitudes Toward Inservice Education

A study was conducted with teachers from each of the 147 school districts in Tennessee to identify types of inservice education in use and to ascertain teacher attitude

toward inservice education programs. A stratified proportional sampling procedure was used which included 2% of the teachers from each district (Brimm & Tollett, 1974).

Six hundred forty-six teachers or 65% of the sample responded to the instrument, "Teacher Attitude Toward Inservice Education Inventory." The inventory included a series of 34 statements about inservice education programs. Respondents reacted to each statement using a Likert-type scale with response categories from strongly agree to strongly disagree. Eighty-nine percent of the teachers participating in the study agreed or strongly agreed in their response to the item, "The teacher should have the opportunity to select the kind of inservice activities which he/she feels will strengthen his professional competence." This suggested that most teachers preferred individualized inservice education programs. A further endorsement for individualization of inservice education was the fact that 96% of the teachers agreed with the statement, "Inservice programs must include activities which allow for the different interests which exist among individual teachers" (Brimm & Tollett, 1974).

Seventy-six percent of the teachers agreed that attendance at system-wide inservice activities was desirable and should be required of all teachers. This finding suggested that teachers still wanted some group inservice programs. Fifty-five percent of the respondents preferred that most inservice group activities be conducted in their own school

setting. Eighty-six percent of the teachers thought that they should be given release time for inservice education activities (Brimm & Tollett, 1974).

Ninety percent of the teachers strongly agreed that one of the primary purposes of inservice education should be to help the teacher improve classroom performance. Eighty-seven percent of the teachers agreed that inservice activities should provide the opportunity to become acquainted with new teaching techniques and innovative programs (Brimm & Tollett, 1974).

Seventy-three percent of the respondents said that inservice activities too often did not appear relevant to any perceived needs of the teacher. Forty-four percent of the teachers thought that inservice programs were not well planned. Only 34% believed that inservice programs were planned based on an assessment of needs and problems of teachers, and only 27% thought that the objectives of inservice programs in their local system were specific. Therefore, it was not surprising that a majority of the teachers agreed that most inservice programs were virtually useless, and 63% agreed that most teachers did not like to attend inservice activities (Brimm & Tollett, 1974).

Teachers in this study did not think that inservice programs were weak because of lack of financial support. Only 29% agreed that inservice programs suffered from lack of financial support needed to implement them (Brimm & Tollett, 1974).

Ninety-three percent of the teachers surveyed thought that teachers should be involved in the development of purpose, activities, and evaluation of inservice education programs. Only 13% of the teachers agreed that there was adequate follow-up of inservice activities to determine the effectiveness and whether objectives had been met. More than 75% of the respondents agreed that involvement of teachers in planning and evaluating inservice programs would foster greater commitment on the part of their colleagues for inservice education programs (Brimm & Tollelt, 1974).

Jensen et al. (1978) reported that in a study of South Dakota teachers' attitudes toward inservice education 97% of the respondents indicated that teachers should have a major voice in program planning. Only 39% of the teachers thought that inservice education programs planned by administrators were useful or very useful, but 56% thought that inservice programs planned by teachers were useful or very useful. Fifty-nine percent of the teachers who participated in the study agreed that inservice activities planned together by teachers and administrators were useful or very useful.

Eighty-five percent of the teachers included in the study indicated that efforts to gain financial support for inservice activities should be given a high priority. However, 90% of the respondents thought that lack of money and time were important obstacles to the success of inservice education programs (Jensen et al., 1978).

Sharma (1982) stated that those in charge of inservice programs (a) made decisions for teachers, (b) decided when to bring teachers together, (c) assumed that injections of information they selected would be helpful to all teachers regardless of the individuals' needs, (d) assumed that teachers had too narrow a perspective, (e) assumed teachers' opinions were not valid, and (f) assumed that a direct and measurable outcome must result from inservice training. Sharma's attitude toward inservice education indicated that teachers should be in charge of their own training and that they should not be mechanically or forcibly inserviced. It was further stated that teachers should be the professionals that they thought they had become when they received their degree. Teachers should be allowed to set their own goals and decide when, how, and with whom they would work toward these goals. Teachers should control their own learning (Sharma, 1982).

Despite the shortcomings of inservice education programs and the negative comments that teachers have made concerning their inservice experiences, teachers still desire to take part in professional development (Edelfelt, 1974; Holly, 1982). Holly (1982) further stated that those in charge of designing effective inservice programs that teachers will use must involve teachers in planning, implementing, and evaluating the programs and should foster collegial sharing of information and ideas among teachers.

Types of Inservice Activities

A variety of types of inservice activities should be provided for teachers (Jensen et al., 1978). In a study with South Dakota teachers regarding their preference for types of inservice activities, findings showed that teachers preferred assistance from other teachers, workshops on a college campus, and observation of other teachers (Jensen et al., 1978).

In an interview with 102 teachers in Michigan, Holly (1982) found that the teachers preferred activities that allowed them to work with other teachers. Auton et al. (1982) said that teachers working together on carefully designed and organized inservice activities could unlock hidden or underdeveloped talents. When teachers interviewed by Holly (1982) were asked how they would spend their time if given 10 free hours a week for personal development, they indicated that they would divide the time among professional reading, planning and evaluating curriculum, and observing other teachers' classrooms.

Rogus (1983) said that the most effective activities with adults were those that allowed for learning by doing, particularly when provision was made for participants to (a) select the conditions for learning, (b) address immediate practical problems, (c) develop their own principles, and (d) try out their principles in the work setting. Rogus (1983) also suggested that since adults learned best where

social interactions took place that inservice programs could best take place in the normal work setting.

Mazzarella (1982) and Burrello and Orbaugh (1983) also stated that inservice activities should occur at the school site. Teachers in the field tend to be more influenced by school-oriented inservice programs than by college or university courses (Orlich, 1983). Hall, Benninga, and Clark (1983) said that the on-site location encouraged attendance by teachers and reduced the anxiety of returning to their own learning environment.

Inservice activities should be designed so that they are an integral part of the total school program and should be supported by both district and local administrators (Burrello & Orbaugh, 1983). Luke (1980) stressed the importance of administrators and teachers working together to plan inservice programs. The building principal should be involved in the inservice program if it is to be successful, but he should not take full responsibility (Mazzarella, 1982).

Andrew (1983) reported that middle-grade teachers at Lincoln Elementary School in Evansville, Indiana, expressed an interest in a teacher-directed inservice education program. After a preliminary needs assessment, two professors of teacher education were hired as consultants. The principal met with the participating teachers and the university consultants to report that the consultants were available during school hours to assist the teachers in whatever inservice

projects they jointly agreed upon. The principal then gave control to the teachers and consultants to generate ideas for inservice activities. The principal's willingness to assume a minimal role, to allow the teachers to take charge, and to give the consultants free access to the teachers during school hours were essential elements to the success of the inservice program (Andrew, 1983).

The consultants and teachers became involved in a variety of activities during the school year. The consultants helped organize field trips, developed scope and sequence charts, observed instruction, demonstrated techniques, served as instructional models, tested individual students, and conferred informally with the teachers. This format of an inservice program allowed continuous change and growth which met the needs of particular teachers in particular settings. Opportunities for demonstrating or modeling concrete skills were available since the inservice activities were conducted in the school setting, during school hours, and while classes were in session. Ongoing inservice activities were possible because the consultants were given a renewed contract (Andrews, 1983).

Jensen et al. (1978) stressed that a variety of resource persons should be utilized in inservice education activities. Resources could include local persons, fellow teachers, college and university personnel, professional consultants, professional journal authors, state agency personnel, teacher

organization representatives, and school administrators. King, Hayes, and Newman (1977) indicated that suggestions from resource persons for effective inservice activities were helpful, but that the most successful programs emphasized suggestions from the inservice recipients.

Auton et al. (1982) said that the workshop as an inservice approach enabled the administrator to utilize a set of resources often overlooked--the teachers themselves. According to Myers (Moffitt, 1963), the first organized workshop was conducted at Ohio State University in 1936. By 1951 the workshop as a device for inservice education had extended throughout the United States (Moffitt, 1963).

Parker (1972) reported a research study which could be of interest to those concerned with inservice teacher education, and the utilization of teachers in inservice programs. The research investigated the feasibility of using opinion leaders to introduce new ideas in vocational homemaking.

The study was conducted with three vocational homemaking regional groups in Ohio, and consisted of 124 vocational homemaking teachers and three regional supervisors. Data were collected by group interviews from all members who attended the vocational homemaking regional conferences and by mail from those who did not attend the conferences. Information about personal, social, and professional characteristics of vocational home economics were identified through administration of a five-part questionnaire (Parker, 1972).

Teachers identified opinion leaders by the sociometric technique. Sociometric scores were determined by the number of times an individual teacher was identified by the home-making teachers surveyed as a source of information about a program in consumer education, programs for youth with special needs, or the use of media and innovations. Supervisors identified opinion leaders by utilizing the key informant technique. The technique involved the assessment and ranking of each teacher according to the degree of influence the teacher had over other teachers in the region in areas of consumer education, youth with special needs, and use of media and innovations. Relationships were measured using Spearman rank correlations. The Kolmogorov-Smirnov and Chi-Square statistics tested significance at the .05 level (Parker, 1972).

The research findings indicated that vocational home-making teacher opinion leaders could be identified by both the key informant and the sociometric technique. The correlation coefficient .9166 was significant at the .05 level. Those teachers who were identified as opinion leaders were found to have more experience, education, leadership qualities, and participation in organizations (Parker, 1972).

Regardless of the type of inservice activity, the experience must have been meaningful, successful, and significant, if it were of value to the teacher (Hall et al., 1983). The activity must have dealt with issues, skills, or situations

that were meaningful; it must have been planned for in such a way that the teacher had a successful experience; and it must have facilitated an attitude shift toward acceptance of a full spectrum of abilities in students if the activity were significant (Hall et al., 1983).

Incentives should be provided to encourage teachers to participate in inservice activities (Jensen et al., 1978). Ten incentives suggested by Orlich (1983) were (a) giving released time during the school day, (b) giving options for team teaching in a specific project, (c) providing travel funds to attend professionally related conferences, (d) giving recognition such as awarding a certificate at a school board meeting, (e) giving recognition in the local news media, (f) increasing responsibility in the school's program, (g) establishing a promotion policy to recognize leadership in special projects, (h) providing stipends to attend special or relevant summer session workshops or classes, (i) arranging for presentation of a paper at a professional meeting, and (j) providing credit for advanced degrees.

Topics for Inservice Education

In 1977, vocational home economics state staff members in Ohio participated with the Ohio Department of Welfare in a special project to test curriculum modules which dealt with reporting, referral, treatment, and prevention of child abuse and neglect as required by Ohio law. The vocational state staff selected a minimum of one home economics teacher in

each of the 21 counties to participate in 5-day sessions which also involved teams from other disciplines including social work, law enforcement, medical, and mental health (Price, 1978).

The first sequence of training sessions included identification of all types of abused and neglected children; community agency responsibilities for reporting, investigating, case planning and referrals; and the role of the courts. The second sequence centered on specialized training for each of the five disciplines. Educator participants were asked to make recommendations to enforce the law which could be submitted to the Superintendent of Public Instruction requesting his support and leadership to the local school districts. All participants worked toward planning a local, coordinated response system for child abuse and neglect cases (Price, 1978).

After completion of the special project, vocational home economics teachers and state staff members conducted inservice training sessions for vocational home economics teachers in 19 regions to extend the information about child abuse and neglect. Teachers who attended the inservice training programs had an opportunity through work sessions to become acquainted with child abuse and neglect supplements that were written to accompany secondary curriculum guides for consumer homemaking and job training and obtained a variety of materials to supplement classroom instruction (Price, 1978).

A group of home economics teachers in Georgia participated in an inservice training program focused on helping teenage parents. The program was developed by the Georgia State Departments of Education and Human Resources. After participation in the training, teachers taught physiology, parenthood, nutrition, and consumer education to pregnant teenagers and school-age parents (Register & King, 1978).

Clothing services workshops were conducted for 40 home economics teachers in Pennsylvania. The major purpose of the workshops was to help teachers update their knowledge and skills in clothing related services. Four specific objectives were to (a) provide hands-on training in equipment use and care; (b) improve home economics personnel in the knowledge needed to initiate and conduct clothing services programs; (c) provide guidelines for using teaching methods, materials, and resources; and (d) to provide guidelines for accommodating disadvantaged and handicapped student program needs. Teachers participating in the workshop learned to operate, maintain, and safely use machines. They also attended classroom discussions which included the history of power sewing and job possibilities, and participated in field trips to sites that exposed them to career opportunities in the sewing industry. Evaluation of the workshops revealed that teachers felt that objectives were attained (University of Pittsburgh, 1978).

In a Nutrition and Education Training Program the Baltimore, Maryland, Public Schools integrated objectives and

learning activities into elementary and secondary education health, home economics, and science curriculum guides.

Home economics, health, and science teachers were involved in curriculum-implementation workshops. An inservice course as an interdisciplinary approach to teaching nutrition to elementary and secondary school students was also implemented for teachers and cafeteria managers. Selected teachers in the areas of home economics, health, and science who had received inservice training were asked to field test the curriculum guides. Teachers from all three areas reported that the guides were helpful, and that they would use the guides again. The majority of the teachers felt that the guides had no shortcomings. Some home economics teachers felt that the readings were too complex and should be rewritten on a lower level for their students. Health teachers desired more information on topics such as fads, fast foods, and labeling (Baltimore City Public Schools, 1982).

Home economics teachers employed in eight public school early childhood home economics and/or parent education programs in Minneapolis, Minnesota, participated in an inservice activity in which the SPEAC (Student Parent Educator Administrator Children) for Nutrition Program was described. These eight public schools were selected as field test sites for implementing the SPEAC for Nutrition Program. The four purposes of the program were to (a) improve the preschooler's dietary habits; (b) increase awareness of nutritional needs

among parents, teachers, and others; (c) increase participation in child nutrition programs; and (d) integrate nutrition education into existing preschool curricula. The results indicated that the program was effective in increasing participation in and understanding of nutrition education activities (Hinze, 1980).

A survey was conducted in 12 Florida counties to assess employment opportunities which utilized knowledge and skills in home economics areas. Home economics teachers in the 12 counties conducted interviews. The 483 businesses surveyed were determined by systematic sampling. Findings from the survey indicated that the opportunity for employment which utilized skills and knowledge from the field of home economics was great; however, teachers capable of conducting classes in gainful employment would have to be located (Ridley, 1968).

In order to educate employed teachers for conducting classes in gainful employment an intensive inservice education seminar was conducted at Florida State University. Fifty-nine teachers participated in the 3-week seminar (Ridley, 1968).

Questionnaires designed to compare 90 responses about knowledge, understanding, and attitudes toward gainful employment were implemented both before and after the instruction in the seminar. Answers were recorded on a Likert-type scale with responses ranging from strongly agree to strongly

disagree. Data on the questionnaires were analyzed by means of the paired t test. Responses on the pretest were compared to responses on the posttest (Ridley, 1968). Four forms of evaluation of the inservice program included (a) a weekly summary with 10 questions which allowed each participant to express her opinion of the weekly activities and learnings; (b) a daily evaluation consisting of 2 questions about the morning and afternoon sessions regarding content and methods of presentation; (c) a daily sheet containing 3 open-end questions which allowed each participant to express her opinion of each session within structural limitations; and (d) a final evaluation of 26 questions which measured opinions of the participants and the total effectiveness of the seminar in knowledge and skills, presentations, organization, emphasis, and proportions of time (Ridley, 1968).

Following the seminar, off-campus classes on gainful employment were conducted in four different locations in Florida. Class activities resulted in the completion of five state curriculum guides. Teachers who participated in the classes planned objectives, student activities, teaching aids, references, and evaluation devices to include in the guides. All county supervisors of home economics and all vocational directors assisted teachers in the various classes. The subject areas of the curriculum guides included child care services, clothing and textiles services, institutional food services, homemaker services, and orientation to the world of work (Ridley, 1969).

Farris (1978) designed, implemented, and evaluated a field-based course for providing relevant and accessible inservice training for home economics teachers in the state of New York during the 1975-76 and 1976-77 school years. Eighty-two junior high and senior high school teachers representing both rural and urban areas participated in the program. An additional component of the course was the provision for self-evaluation which could aid teachers in planning more effective learning experiences. The content included instruction in needs analysis, establishing set, questioning, reinforcement, values clarification, and operationalizing personal teaching values. Individualized learning packages which combined visual aids and reading materials, and instructions for using the newly published New York State home economics curriculum guide were provided for each participant. The teachers used videotaping to record their teaching performances. Tapes were returned to the course instructors for feedback and evaluation. Logs and summative evaluations were kept by the participants. Eighty-seven percent of the teachers stated that the course was as valuable as any previous inservice program in which they had participated. Negative comments which teachers reported about the course included problems with audio-visual equipment, delays in receiving materials, and lack of opportunity to interact with other participants (Farris, 1978).

Significant changes in the classroom behavior of teachers who participated in the course were computed by use of Flanders' Interaction Analysis. Changes in verbal behaviors were computed using the dependent t test. A two-tailed probability ($p > .002$ for 1975-76 and $p > .05$ for 1976-77) indicated significant increases in the use of praise and encouragement. A decrease ($p > .01$) for the use of lecturing was found for both years. There was a significant increase in the amount of student talk in relation to that of the teacher for both years. An increase was also shown in the teachers' acceptance of and clarification of students' feelings. This change, however, was not significant (Farris, 1978).

Nelson (1979) reported a 1979 study by Meszaros and Biard in which the researchers investigated the effectiveness of competency-based inservice workshops on knowledge of and attitude toward competency-based education, teaching behavior, and student perception of teacher concern for them as individuals. A quasi-experimental design was utilized in which three groups of home economics teachers in inservice competency-based workshops were studied. One group consisting of 16 teachers attended a 1-week workshop on individualizing instruction taught by a competency-based approach; a second group of 15 teachers participated in a 3-week workshop in which the same subject and teaching technique were implemented as for the group of 16 teachers. A control group with

15 teacher participants attended a 2-week workshop on teaching family relations with no emphasis on either competency-based education or individualized instruction. Teachers in the competency-based groups progressed toward achieving the specified competencies. Each sampling unit of students was one intact home economics class taught by an individualized, competency-based approach by 31 teachers who participated in the two groups of teachers who were involved in the workshops which emphasized the individualized, competency-based approach. The total number of students for these two groups of teachers was 485. For the control group of teachers, one intact class being taught family relations gave a total of 354 students for the sampling unit. For data collection, the researchers developed and utilized two forms of the "Competency-Based Education Test" with reliabilities of .85 and .80 and two forms of the "Competency-Based Education Attitude Scale" with reliabilities of .87 and .85. They also developed and utilized a follow-up form and a workshop survey form. Data were also collected utilizing Ray's Student Estimate of Teacher Concern and Loftis' Measure of Professional Commitment. Statistics were computed by one-way analysis of variance and analysis of covariance to test significance of differences at the .05 level.

Results of the study indicated that the effectiveness of the competency-based inservice workshop was supported for the teachers sampled. Findings indicated that teachers in

the competency-based workshop spent more time individualizing instruction and were perceived by their students as more concerned for them as individuals than teachers in the control group (Nelson, 1979).

A pilot workshop was conducted for Minnesota home economics teachers in which ways of improving teacher effectiveness in situations where special needs students were enrolled in regular home economics classes were explored. Specific objectives of the workshop were that each participant should (a) become aware of her personal teaching styles and alternative teaching styles, (b) learn to match teaching styles with student learning styles, (c) become familiar with a variety of teaching models/techniques to promote learning for students with various types of special needs, (d) be able to use suggested criteria for evaluation of materials, (e) develop or adapt instructional materials, and (f) evaluate the content and presentation of the workshop series (Whiteford, 1977).

A brochure was sent to prospective participants to provide information concerning the workshop plans. Thirteen teachers from the Saint Paul Public Schools and from school systems within commuting distance from the metropolitan area volunteered to participate (Whiteford, 1977).

The workshop was organized into five sessions of 2 hours each. Topics for the workshop were chosen based on a previous survey in which specific needs were expressed by home economics teachers who were working with special needs

students. In the first session teachers were helped to become aware of their individual teaching styles and the range of flexibility of styles which they implemented with their students. Attention was given to varied learning styles and to expressed preferences of students for learning styles. The next session was organized into two parts. In an independent study activity each participant identified resource materials appropriate for an ongoing teaching unit and then worked in five learning centers which focused on techniques, ideas, and resources for each of five learning styles. The second part of the session included three small-group lecture-discussion presentations with topics including positive self-concept, teaching techniques, and task analysis. The third workshop session consisted of selection of instructional materials for meeting student and teacher needs. Teachers matched different learning styles to different types of materials. The fourth workshop session focused on alternative learning methods which could be used in increasing individualization and adaptation of instruction. Teachers viewed a film which interpreted an individualized classroom situation, reviewed an instructional delivery system including alternative learning formats, and adapted materials illustrating a selected learning format. The final session was directed toward ways in which individualized instruction could be achieved. In this session, teachers reviewed topics relating to alternative instructional delivery systems; the

project assistant described steps to follow in adapting instruction to meet needs of students; and teachers identified possible solutions to problems involved in multiple activity learning environments such as increased costs, demands upon teacher time, and lack of student self-directedness (Whiteford, 1977)

Teachers judged the workshop experiences to be valuable in helping them to be more effective in the regular home economics classroom with special needs students. Recommendations were that increased opportunities should be provided for teachers to enroll in workshops of this type, and the workshops should be credit-bearing to encourage enrollment and to justify the time and effort required for active participation (Whiteford, 1977).

Forty-five home economics teachers in Nebraska participated in an inservice training session on peer tutoring during the state vocational teachers' conference. The content for the peer-tutoring program included these three topics: (a) procedures for establishing a peer-tutoring program, (b) specific tutoring skills, and (c) activities for training peer tutors. A slide presentation and inservice packet were presented to the home economics teachers (Asselin, 1983).

A research study was conducted to investigate the effects of the peer-tutoring inservice program on home economics teachers' knowledge of procedures for using peer

tutors, attitudes of home economics teachers toward integrating the handicapped student in the regular classroom, and the effect of education and experience on the teachers' knowledge and attitudes concerning peer tutoring. The forty-five home economics teachers involved in the study registered and participated in one of the two peer-tutoring sessions which were offered on two consecutive afternoons. Each session was 3 hours in length. The inservice sessions were presented by the same individual and the program formats were identical. Forty-two teachers provided usable data for the study (Asselin, 1983).

The study utilized a quasi-experimental design in which two separate groups received the same treatment and were administered identical instruments. Twenty-eight teachers who registered for the first session were designated as the control group and 14 teachers who registered for the second session were designated as the experimental group. Teachers were unaware of the control group and experimental group designations, and each teacher had registered for the session of her choice upon enrollment in the conference. The control group was administered a 14-item teacher information survey, a 30-item multiple-choice knowledge test, and a 40-item attitude survey prior to the inservice session. The experimental group was administered the identical instruments immediately following the inservice session (Asselin, 1983).

Data were examined utilizing an analysis of variance at the .05 level of significance. Results of the study

indicated that the peer tutoring inservice program was effective in increasing home economics teachers' knowledge of procedures for using peer tutors. Participation in the program did not indicate a change in attitudes of the teachers toward integrating the handicapped student into the regular classroom. Factors which could have contributed to the fact that there was not a change in attitudes were that the attitude survey means showed that both groups had equally positive attitudes toward handicapped students, and the majority of home economics teachers indicated that they had taught handicapped students. The variables of experience and education failed to interact with gains in knowledge. The impact of experience on the knowledge means test suggested that home economics teachers had a limited knowledge of the procedures for effective use of peer tutors regardless of their experience.

The researcher recommended that information concerning the utilization of peer tutors should be included in additional inservice education programs. An increase in the knowledge and skills in utilizing peer tutors could better prepare home economics teachers to serve handicapped students (Asselin, 1983).

Summary

The review of literature was presented in four parts. These included (a) inservice education and the needs of

teachers, (b) attitudes toward inservice education, (c) types of inservice activities, and (d) topics for inservice education.

Many articles have been written pertaining to inservice education. In a review of related literature published between 1963 and 1983, it was found that authors continuously stated that teachers should be involved in the planning of inservice programs and that the programs should meet the needs that teachers themselves perceive.

There have been few published research studies indicating teachers' needs and attitudes in relation to inservice education. Recent literature findings have supported the need for this type of research. In order to help meet this need, the following study was conducted.

CHAPTER III

DESIGN OF THE STUDY

The purpose of this study was to compare the needs and attitudes of home economics teachers in North Carolina in relation to inservice education. A descriptive study utilizing a mail survey approach was considered to be most appropriate for the problem.

Selection of Subjects

The target population was defined as home economics teachers and the accessible population was those teachers employed in a home economics position in the public schools within the state of North Carolina during 1982-83. The accessible population was thus defined by the researcher in order to obtain an accurate frame from which to draw the sample.

A list of home economics teachers employed during 1982-83 within the state was obtained from the Division of Vocational Education, Home Economics Section, North Carolina Department of Public Instruction. The listing included 1049 teachers with their school addresses. Names were categorized by the region in which teachers were employed and a check mark had been placed by each teacher's name who had attended the 1983 Vocational Summer Workshop.

The names of teachers from the listing were separated in each of the eight educational regions into two strata: (a) teachers who did attend the 1983 Vocational Summer Workshop, and (b) teachers who did not attend the 1983 Vocational Summer Workshop. There was, therefore, a total of 16 non-overlapping groups or strata. An equal number was selected from each stratum to give a balanced design. There were only 23 teachers who had attended the workshop from Region 1. Therefore, this number provided the basis for the number selected from each stratum. In the remaining strata, each teacher was assigned a number. A table of random numbers was consulted and a simple random sample from each stratum was selected until the required sample size was reached. A total of 368 home economics teachers, 23 from each stratum, provided the sample for the data collection procedures used in this study.

Instrumentation

The instrument for this study, Inservice Survey of Teachers of Home Economics Areas (see Appendix A), was modified from an instrument used by Hughes and Dougherty (1975) for collection of data on inservice education with teachers in Wisconsin. Permission was granted to modify the instrument for use with home economics teachers in North Carolina. Input for modification was utilized from home economics personnel from The University of North Carolina at Greensboro and the

North Carolina State Department of Public Instruction. Input was also utilized from the statistical consulting services of The University of North Carolina at Greensboro.

The beginning section of the instrument consisted of demographic types of questions which provided background information relating to teaching programs and grade levels, number of years taught, marital status, attained educational level, educational region in which respondent is employed, responsibilities other than teaching, and attendance at vocational summer workshops. Four categories of items were included in which the responses were represented on a 7-point scale. The first category of items pertained to attitudes about inservice education with possible responses ranging from "strongly disagree" to "strongly agree." The second category of items pertained to types of inservice opportunities. The third category included possible time periods for academic and nonacademic credit inservice education programs. Both of these categories had possible responses ranging from "highly unwilling" to "highly willing." The fourth section consisted of categories of topics to be included in inservice education programs in the areas of curriculum content, teacher activities, and professional concerns. Possible responses for this section ranged from "highly undesirable" to "highly desirable." The final section gave the respondents an opportunity to list inservice programs in which they had previously participated. The respondent

was instructed to mark "1" if the inservice program was adequate in improving teacher performance and to mark "2" if the inservice program was considered to have been inadequate in improving teacher performance.

Before implementation of the instrument for their study, Hughes and Dougherty pretested the instrument three times using a stratified sample of 30 teachers of which 7 were junior high school teachers, 7 were high school teachers, 3 were high school occupational teachers, 6 were vocational-technical teachers, and 7 were adult education teachers. Responses from the 30 teachers were used to evaluate the instrument for efficiency of data classification, wording of questions, clarity of directions, time required for completion, and ease of tabulating results. After evaluation by home economics educators within the state of Wisconsin, the instrument was further refined into final form.

The modified instrument used for this study was pretested with 18 teachers selected from a home economics graduate class and from the Region 7 educational area. Teachers who participated in pretesting the instrument were selected after the sample had been drawn for the study, and therefore were not included in the sample selected for the data collection. Responses from those who pretested the instrument were used to evaluate the length of the questionnaire, format, content, wording, and clarity of directions. After pretesting, the instrument was refined into final form.

Data Collection

The data collection procedures for this study were implemented during January 1984. A mail survey was sent to the teachers selected for the sample which included a cover letter, the questionnaire as described previously, and a return envelope stamped and addressed to the researcher. The cover letter included a statement of the problem that prompted the study, an explanation of the study, an appeal for participation, a promise of confidentiality, and a statement of appreciation to the respondent for participation in the study (see Appendix B).

The questionnaires were number coded to aid in follow-up procedures. This was explained in the cover letter. Vocational coordinators in each of the eight educational regions were asked to sign a follow-up letter that was mailed 2 weeks after the original mailing to those teachers in their region who had not returned the questionnaire (see Appendix C). Vocational coordinators in Regions 1, 2, 4, 5, 6, and 7 participated in this request. Teachers in Regions 3 and 8 who had not returned the questionnaire were mailed a follow-up letter signed by the researcher and her adviser (see Appendix D). The message reminded the teacher of the purpose of the study, the importance of the individual's response, and an appeal for the return of the completed questionnaire. A total of 254 surveys were returned which gave a response rate of 69%. Because of a discrepancy between the list

received from the State Department of Public Instruction and the responses from teachers indicating attendance at the 1983 Vocational Summer Workshop, 38 questionnaires were not included in the data analysis. Three questionnaires were not completed because teachers had either retired or changed positions, and 15 lacked sufficient data. Therefore, there were 198 questionnaires included in the data analysis. The data collection procedures were concluded on January 31, 1984.

Data Analysis

The data obtained from the questionnaires were keypunched, and the data analysis was done with the help of the computer. Statistical analyses were used to determine differences in the following:

1. Teacher attitudes and needs,
2. Demographic variables and attitudes toward inservice education,
3. Demographic variables and needs for inservice education.

Descriptive statistics were used to summarize the data, and correlation and analysis of variance techniques were used to test for relationships. A .05 level of significance was used throughout the study.

CHAPTER IV

ANALYSIS OF DATA

The purpose of this study was to compare the needs and attitudes of home economics teachers in relation to inservice education. The two groups of teachers surveyed included (a) teachers who did attend the 1983 Vocational Summer Workshop and (b) teachers who did not attend the 1983 Vocational Summer Workshop. Home economics teachers from the public schools in each of the eight educational regions in North Carolina were selected to participate in the study. The 23 teachers who attended the workshop from Region 1 provided the number basis for drawing a stratified random sample of 23 teachers from each of the two groups of teachers in the eight educational regions. A total of 368 home economics teachers, 184 from each group, who were employed in the North Carolina public schools during 1982-1983 were included in the research survey. Each teacher selected was sent a questionnaire to obtain data for the study. A total of 254 questionnaires were returned. Of that total, 18 were incomplete. Because of a discrepancy in the information obtained from the State Department of Public Instruction concerning teachers' attendance at the 1983 Vocational Summer Workshop and the responses from the teachers, 38 of the completed questionnaires could not be used. Therefore, 198 questionnaires,

120 from teachers who did attend the workshop and 78 from teachers who did not attend the workshop, were included in the data analysis. Because some of the questionnaires could not be used, there was insufficient data available in individual educational regions for an analysis of data by region. Therefore, the data were analyzed by utilizing the overall responses from the two groups: (a) teachers who did attend the 1983 Vocational Summer Workshop and (b) teachers who did not attend the 1983 Vocational Summer Workshop.

In order to facilitate the presentation of the results, data were analyzed and presented as follows:

1. A description of the respondents according to
 - (a) teaching program, (b) time period of employment, (c) grade level of school in which employed, (d) region in which employed, (e) years of teaching experience, (f) marital/parental status, (g) educational level, (h) reason(s) for not pursuing graduate credit, (i) school responsibilities other than teaching, (j) number of vocational summer workshops attended during the past 5 years, and (k) titles of courses taught.
2. Test of hypotheses.
3. A description of the respondents according to expressed adequacy of inservice programs in which they had participated.

A Description of Respondents by
Demographic Variables

A description of the respondents by demographic variables is presented in Table 1. In the explanations that follow, groups will refer to teachers who attended and teachers who did not attend the Vocational Summer Workshop. There were 85 teachers who attended the 1983 Vocational Summer Workshop and 59 teachers who did not attend that taught Consumer and Homemaking courses. Relatively few teachers, 7 teachers who attended and 5 teachers who did not attend, taught only the Occupational Home Economics courses.

The majority of the teachers who responded were employed full-time. Only 2% of the 196 respondents were employed on a part-time basis.

More than one-half of the teachers taught in high schools, Grades 9-12. Only one respondent taught at a vocational/career center.

Of the 23 teachers selected for each group from each educational region, more teachers who attended the Vocational Summer Workshop responded to the questionnaire than did those who did not attend. There were a total of 120 teachers who attended and 78 who did not attend who responded.

More than 90% of the respondents in each of the groups had taught 5 to 20 or more years. Six (5%) respondents who attended the workshop and 13 (7%) of the respondents who

Table 1

Description of Teachers Who Attended and Who Did
Not Attend Vocational Summer Workshop by
Demographic Variables

Variable	<u>Attended</u>		<u>Did Not Attend</u>		<u>Total Teachers</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Teaching Program						
Consumer and Homemaking	85	71	59	76	144	73
Occupational	7	6	5	6	12	6
Both	28	23	14	18	42	21
Employment						
Full-time	117	99	76	97	193	99
Part-time	1	1	2	3	3	2
Grade Level						
Elementary	0	0	0	0	0	0
Middle School/Junior High	11	10	16	21	27	14
High School Grades 9-12	65	57	37	49	102	54
Senior High Grades 10-12	38	33	21	28	59	31
Vocational/Career Center	0	0	1	1	1	1
Region						
1	13	11	8	10	21	11
2	13	11	9	12	22	11
3	20	17	9	12	29	15
4	15	13	10	13	25	13
5	12	10	13	17	25	13
6	16	13	6	8	22	11
7	19	16	11	14	30	15
8	12	10	12	15	24	12
Years Taught						
0-4	6	5	7	9	13	7
5-9	27	23	20	26	47	24
10-14	21	18	18	23	39	20
15-19	21	18	13	17	34	17
20 or more	45	38	19	25	64	32

Table 1 (continued)

Variable	<u>Attended</u>		<u>Did Not Attend</u>		<u>Total Teachers</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Marital Status						
Single	12	10	13	17	25	13
Married without children	16	13	8	10	24	12
Married with children	81	69	46	59	127	64
Widowed, separated or divorced without children	3	3	2	3	5	3
Widowed, separated or divorced with children	8	7	9	12	17	9
Education						
Bachelor's	44	37	35	45	79	40
Bachelor's plus 15 semester hours	46	39	28	36	74	38
Master's	18	15	9	12	27	14
Master's plus 15 semester hours	9	8	4	5	13	7
Master's plus 30 or more semester hours	2	2	2	3	4	2
Reasons for not Pursuing Graduate Study ^a						
Family responsibilities	30	25	23	30	53	27
Lack of financial support	12	10	9	12	21	11
No desire	13	11	8	10	21	11
Not enough financial gain	19	16	17	22	36	18
No college or university near home	14	12	7	9	21	11
Not required for promotion	0	0	3	4	3	1
Lack of time	23	19	18	23	41	21
Near retirement and/or health	33	28	13	17	46	23
Other	3	3	8	10	11	5
Responsibilities other than Teaching ^a						
FHA/HERO	111	93	63	81	174	88
Homeroom	108	90	69	89	177	89
Bus duty	27	23	25	32	52	26
Hall duty	74	62	49	63	123	62
Duty at sports activities	55	46	31	40	86	43

Table 1 (continued)

Variable	<u>Attended</u>		<u>Did Not Attend</u>		<u>Total Teachers</u>	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Vocational Summer Workshops Attended						
One	12	10	23	39	35	20
Two	8	7	14	23	22	12
Three	20	17	14	23	34	19
Four	29	24	9	15	38	21
Five	50	42	0	0	50	22

Note. The number (n) represents responses to each item by teachers for each variable. The percentage (%) shown is of the total number of teachers who responded. Percentages were rounded to the nearest whole number. Numbers may be less than 198, depending on whether or not responses were given.

^aMultiple responses cited.

did not attend the workshop had 0 to 4 years teaching experience. This suggested relatively experienced teachers of home economics in the public schools of North Carolina.

The majority of teachers who attended the workshop (82%) and teachers who did not attend the workshop (69%) were married with or without children. The number of teachers with children, which included those married with children and those widowed, separated, or divorced with children, comprised 73% of the total number of respondents.

The percentage of teachers who attended the Vocational Summer Workshop having less than a Master's degree was 78%. Of the teachers who did not attend the workshop, 81% had less than a Master's degree. Only 23% of the total number of respondents had a Master's degree or credits above a Master's degree. The reasons cited most often by the 198 teachers for not pursuing graduate study were family responsibilities, near retirement and/or health, and lack of time. Of the teachers who attended, near retirement and/or health was the reason given most often, while family responsibilities was the main reason given by teachers who did not attend. Of the total number of respondents, 11% indicated no desire as the reason.

The two major responsibilities other than teaching indicated by the respondents were FHA/HERO and homeroom assignments. Ninety-three percent of the respondents who attended Vocational Summer Workshop and 81% of the respondents who did

not attend the workshop indicated responsibilities for FHA/HERO. Approximately 90% from each group had homeroom responsibilities. Of the total number of respondents, 62% reported that they had hall duty as an additional responsibility.

Less than one-half (42%) of the respondents who attended the 1983 Vocational Summer Workshop indicated having attended all vocational workshops for the past 5 years. Nearly one-half of the teachers who had not attended the 1983 Workshop had attended two or three workshops within the past 5 years.

The titles of courses most frequently taught by home economics teachers are shown in Table 2. Personal/Family Living Skills (Introductory Home Economics) was the course taught by a majority of the teachers (66%). More than 60% of the respondents in each of the groups indicated that they taught this course.

Other titles of courses indicated by teachers who attended the vocational Summer Workshop as most frequently taught by them were Advanced Foods/Nutrition (43%), Advanced Clothing/Textiles (37%), Advanced Child Development (32%), Advanced Consumer and Homemaking (31%), and Family Life Education (30%). Teachers who did not attend the Vocational Summer Workshop indicated Advanced Foods/Nutrition (40%), Family Life Education (36%), Advanced Clothing/Textiles (31%), and Advanced Consumer and Homemaking (31%) as other courses most frequently taught by them. The occupational course titles received fewer responses for both groups of teachers.

Table 2

Titles of Courses Taught by Teachers Who Attended
and Who Did Not Attend Vocational Summer Workshop

Courses	<u>Attended</u>		<u>Did Not Attend</u>		<u>Total Teachers</u>	
	<u>n^a</u>	%	<u>n^b</u>	%	<u>n^c</u>	%
Exploratory Home Economics	14	12	15	19	29	15
Personal/Family Living Skills (Introductory Home Economics)	80	67	50	64	130	66
Consumer Education and Management	17	14	14	18	31	16
Advanced Consumer and Homemaking	37	31	24	31	61	31
Advanced Child Development	38	32	15	20	53	27
Advanced Clothing/Textiles	44	37	24	31	68	35
Advanced Foods/Nutrition	50	43	31	40	81	42
Advanced Housing/Home Furnishing	26	22	14	18	40	20
Advanced Interpersonal Relations	19	16	15	19	34	17
Personal Management for Wage Earnings/Careers	3	3	3	4	6	3
Family Life Education	36	30	28	36	64	32
Teacher Aide/Child Care Services	15	13	10	13	25	13
Food Services	18	15	9	12	27	14
Clothing Services	6	5	6	8	12	6

^an = 120

^bn = 78

^cn = 198

Test of Hypotheses

In this section, each hypothesis is presented with the data enumerated and examined, statistical procedures discussed, and results analyzed. In testing the hypotheses, two groups of teachers were compared: (a) teachers who attended the 1983 Vocational Summer Workshop and (b) teachers who did not attend the 1983 Vocational Summer Workshop. Respondents were included in the two groups from each of the eight educational regions of North Carolina. There was an insufficient number of responses from the teachers who did not attend from each of the eight educational regions; therefore, the groups could not be compared. Region as an independent variable in the original hypotheses for the study was eliminated. The hypotheses tested were as follows:

- Hypothesis 1: There is no significant difference between teachers who did and who did not attend the 1983 Vocational Summer Workshop and their
- (a) attitudes about inservice education
 - (b) preference of types of inservice education opportunities
 - (c) time preference for academic inservice education programs
 - (d) time preference for nonacademic inservice education programs
 - (e) preference of topics for inservice education programs

The data used as evidence to test the first hypothesis were the scores on five sections of the survey instrument related to (a) attitudes about inservice education, (b) types

of inservice education opportunities, (c) possible time periods during which academic credit inservice programs may be scheduled, (d) possible time periods during which non-academic inservice programs may be scheduled, and (e) topics to be included in inservice education programs. An analysis of the total scores on these measures showed that homogeneity of variance was violated in the section relative to attitudes. Therefore, the Mann-Whitney U Test was utilized for examination of the data concerning teacher attitudes about inservice education. One-way analysis of variance was utilized to examine the data for other sections listed above.

In order to determine where differences occurred, chi square analyses were computed. Categories of responses were grouped for statements related to attitudes about inservice education as follows: Categories 1, 2, and 3 were combined for purposes of analysis to indicate disagreement; 4 was considered uncertain; and 5, 6, and 7 were combined to indicate agreement. Categories of responses for type of inservice education opportunities, time preference for academic inservice education programs, and time preference for non-academic inservice education programs were grouped as follows: Categories 1, 2, and 3 were combined to indicate unwilling; 4 as uncertain; and 5, 6, and 7 as willing. Responses to preference of topics were grouped as follows: Categories 1, 2, and 3 indicated as being undesirable; 4 was uncertain; and 5, 6, and 7 indicated it was desirable.

The results of the Mann-Whitney U Test showed a mean rank of 94.70 for teachers who attended the Vocational Summer Workshop and 74.83 for teachers who did not attend the Vocational Summer Workshop. The level of significance was $p < .01$. Therefore, it was determined that a significant difference existed between the two groups of teachers and their attitudes about inservice education.

A chi square analysis was computed for the items relevant to attitudes. Data on 7 of the 13 items that could be compared are presented in Table 3. There was a significant difference between the groups for 2 of the items. Teachers who attended the workshop were more likely to agree that inservice education programs were beneficial, $\chi^2 (2, N = 195) = 5.83$, $p < .05$. They also were more likely to agree that they would attend the Vocational Summer Workshop if involved in a specific responsibility than teachers who did not attend, $\chi^2 (2, N = 111) = 10.08$, $p < .01$. Numbers and percentages of responses by the two groups of teachers are presented in Appendix E.

The one-way analysis of variance was performed to assess the differences between teachers who attended and who did not attend the workshop in relation to their preference of types of inservice opportunities. There was a significant difference between the two groups of teachers and their preference for types of inservice opportunities, $F (1, 176) = 12.11$, $p < .01$ (see Table 4). Chi square was used to analyze the items pertaining to types of inservice opportunities preferred.

Table 3

Chi Square Analysis of Statements About
Inservice Education

Statement	χ^2	df	p
Home economics inservice education programs are beneficial to me.	5.83	2	.05*
My teaching is sufficiently competent and I do not need inservice education.	.99	2	.61
Inservice education should be provided only within the county where I teach.	4.65	2	.10
It is my responsibility to share information and materials with my colleagues.	4.07	2	.13
Inservice education programs that I have attended do not meet my needs.	3.88	2	.14
Teachers would attend the vocational summer workshop if they were reimbursed.	2.17	2	.34
I would attend the vocational summer workshop if I were involved in a specific responsibility.	10.08	2	.01**

*p < .05

**p < .01

Table 4

One-Way Analysis of Variance Between Teachers Who
Attended and Who Did Not Attend Vocational Summer
Workshop and Variables Pertaining to
Inservice Education

Variables	<u>F</u>	<u>df</u>	<u>p</u>
Types of Inservice Opportunities	12.11	1 & 176	.00*
Time for Academic Inservice	7.80	1 & 172	.01*
Time for Nonacademic Inservice	9.23	1 & 172	.00*
Topics for Inservice: Curriculum	.17	1 & 174	.68
Topics for Inservice: Teacher Activities	.01	1 & 154	.92
Topics for Inservice: Professional Concerns	.02	1 & 174	.89

*p < .01

Significant differences were found for 5 types of inservice (see Table 5). It was found that teachers who attended were more likely to be willing to participate in the state vocational workshop (summer conference), $\chi^2 (2, N = 191) = 30.60$, $p < .01$; workshops for no academic credit, $\chi^2 (2, N = 195) = 15.61$, $p < .01$; off-campus college or university classes/workshops/seminars for academic credit, $\chi^2 (2, N = 193) = 8.05$, $p < .05$; off-campus college or university classes/workshops/seminars for no academic credit, $\chi^2 (2, N = 192) = 7.75$, $p < .05$; and on-campus college or university classes/workshops/seminars for academic credit, $\chi^2 (2, N = 195) = 7.19$, $p < .05$, than teachers who did not attend the workshop. Number and percentage of responses to items pertaining to types of inservice are presented in Appendix F.

Differences between teachers who attended and who did not attend the 1983 Vocational Summer Workshop and their preference for possible time periods for academic credit inservice programs were compared utilizing the one-way analysis of variance. There was a significant difference between the two groups of teachers and their preference for time periods for academic credit inservice programs, $F (1, 172) = 7.80$, $p < .01$ (see Table 4).

Chi-square analysis indicated a significant difference between the groups on three items related to possible time periods for academic credit inservice programs (see Table 6). Teachers who attended the workshop indicated more willingness

Table 5

Chi Square Analysis of Preferences for Types
of Inservice Education Opportunities

Types of Inservice Education Opportunities	χ^2	df	p
State Vocational Workshop (Summer conference)	30.60	2	.00**
Regional workshops for teacher of home economics subjects	2.78	2	.25
Workshops dealing with common concerns for home economics faculty within a school district	.09	2	.96
Workshops dealing with common concerns for all faculty within a school district	1.13	2	.57
Workshops for academic credit	2.25	2	.33
Workshops, no academic credit	15.61	2	.00**
Off-campus college or university classes/workshops/seminars for academic credit	8.05	2	.02*
Off-campus college or university classes/workshops/seminars for no academic credit	7.75	2	.02*
On-campus college or university classes/workshops/seminars for academic credit	7.19	2	.03*
On-campus college or university classes/workshops/seminars for no academic credit	3.95	2	.14
Specific problem-oriented work- shops before or after profes- sional organization meetings	2.09	2	.35

Table 5 (continued)

Types of Inservice Education Opportunities	χ^2	<u>df</u>	<u>p</u>
Meetings of professional organizations	2.31	2	.31
Observations/Internships in related business and industry	2.31	2	.32
Observations/Internships in other school systems and educational programs	4.82	2	.09
Use of information centers at colleges and universities/ professional meetings	1.57	2	.46
Educational travel/tours	.46	2	.79

* $p < .05$ ** $p < .01$

Table 6

Chi Square Analysis of Preferences for Possible Time
Periods by Teachers Who Attended and Who Did Not
Attend Vocational Summer Workshop for Academic
Credit Inservice Education Programs

Possible Time Periods	χ^2	df	p
Summer--1 day	1.52	2	.47
Summer--2 to 4 days	4.09	2	.13
Summer--1 week	8.22	2	.02*
Summer--2 weeks	14.12	2	.00**
Summer--3 weeks	7.01	2	.03*
Summer--4 weeks	3.77	2	.15
Summer--8 weeks	1.67	2	.43
During school year--concentrated weekend	3.98	2	.14
During school year--Saturdays	.32	2	.85
During school year--1 day during school week	3.57	2	.17
During school year--holiday vacations	.42	2	.81
During regular semester--15 weeks (1 meeting per week) evening	3.52	2	.17
During regular semester--15 weeks (1 meeting per week) late afternoon	.63	2	.73

*p < .05

**p < .01

to participate in time periods of 1-week, χ^2 (2, \underline{N} = 195) = 8.22, $p < .05$; 2-week, χ^2 (2, \underline{N} = 193) = .00, $p < .01$; and 3-week summer workshops than were teachers who did not attend, χ^2 (2, \underline{N} = 191) = .03, $p < .05$. Number and percentage of responses relative to items pertaining to possible time period for academic credit inservice programs are presented in Appendix G.

The one-way analysis of variance showed that there was a significant difference between teachers who attended and who did not attend the Vocational Summer Workshop and their preference of time periods for nonacademic credit inservice programs, F (1, 172) = 9.23, $p < .01$ (see Table 4).

When chi square analyses were computed, five significant differences were indicated relative to preference to possible time periods for nonacademic credit inservice education programs (see Table 7). Teachers who did not attend the workshop were more uncertain about their willingness to participate in half-day summer programs for nonacademic credit than those who attended, χ^2 (2, \underline{N} = 191) = 11.04, $p < .01$. The analyses indicated that teachers who attended were more willing to participate in inservice activities for 1 day during the summer, χ^2 (2, \underline{N} = 193) = 6.23, $p < .05$; 1 week during the summer, χ^2 (2, \underline{N} = 190) = .00, $p < .01$; 1 to 2 weeks during extended contract, χ^2 (2, \underline{N} = 189) = 5.93, $p < .05$; and 3 to 4 weeks during extended contract, χ^2 (2, \underline{N} = 188) = 7.74, $p < .05$. Number and percentage of

Table 7

Chi Square Analysis of Preferences for Possible Time
Periods for Nonacademic Credit Inservice
Education Programs

Possible Time Periods	χ^2	df	p
Summer--half-day	11.04	2	.00**
Summer--1 day	6.23	2	.04*
Summer--2 to 4 days	5.74	2	.06
Summer--1 week	13.71	2	.00**
Summer--2 weeks	4.67	2	.10
Summer--4 weeks	5.51	2	.06
During school year--half-day	1.46	2	.48
During school year--Saturdays	.03	2	.99
During school year--1 day during school week	2.31	2	.31
During school year--holiday vacation	2.38	2	.30
During school year concentrated weekend	1.63	2	.44
During regular semester--15 weeks (1 meeting per week) evening	1.14	2	.56
During regular semester--15 weeks (1 meeting per week) late after- noon	1.07	2	.59
During extended contract (1 to 2 weeks)	5.93	2	.05*
During extended contract (3 to 4 weeks)	7.74	2	.02*

*p .05
 **p .01

responses to possible time periods for nonacademic credit inservice programs are presented in Appendix H.

The data for each of the areas relative to preference of topics for inservice education were examined by utilizing the one-way analysis of variance technique. There were no significant differences between teachers who attended and who did not attend the Vocational Summer Workshop and their preference for topics in either of the three areas (see Table 4). It could be assumed that because most of the teachers in both groups taught Consumer and Homemaking and that the majority of teachers in the two groups taught similar courses, their needs for curriculum content as well as other topics would be similar.

Topics related to curriculum content that were desired by 90% or more of the total number of teachers were (a) Foods and Nutrition, (b) Family/Interpersonal Relationships, (c) Child Development, (d) Housing and Home Furnishings, and (e) Clothing and Textiles. The five most desired topics for teacher activities by the total number of teachers were (a) sharing of teaching materials and techniques (92%), (b) motivating students (91%), (c) using innovative teaching methods and techniques (89%), (d) implementing new educational concepts (89%), and (e) recruiting students for home economics programs (88%). For topics of professional concern, the four most cited desires for the total number of teachers were (a) future directions affecting home economics

education (94%), (b) legislation affecting home economics education (94%), (c) recent trends in home economics (93%), and (d) public relations activities (88%). Number and percentage of responses related to preference of topics to be included in inservice education are presented in Appendices I-K.

Significant differences occurred between the two groups of teachers in attitudes about inservice education, in preference of types of inservice opportunities, and in preference for time periods for both academic and nonacademic inservice education programs. There was no significant difference, however, between the two groups and their preference of topics for inservice education programs. Therefore, Hypothesis 1 was partially rejected.

Hypothesis 2: There is no significant relationship between the perceived needs of teachers who attended or who did not attend the 1983 Vocational Summer Workshop and their

- (a) number of years teaching experience
- (b) educational level
- (c) marital status
- (d) parental status
- (e) plans to pursue graduate study
- (f) school responsibilities other than teaching
- (g) number of vocational workshops attended

Spearman rank correlations were computed for both groups of teachers to compare the total scores on their

preferences for types of inservice opportunities, time preferences for academic credit inservice, and time preferences for nonacademic credit inservice programs with the demographic variables including number of years teaching experience, educational level, marital/parental status, and number of workshops attended. A summary of the Spearman rank correlations is presented in Table 8. Needs for topics to be included in inservice programs were not correlated with the demographic variables because there were no significant differences between the groups and this variable. Also, correlations between needs and the demographic variables of plans to pursue graduate study and school responsibilities other than teaching were not computed because teachers could indicate multiple responses and there was not enough variability to compute correlations. Percentage of responses showed that of the teachers who attended, near retirement and/or health was the reason given most often for not planning to pursue graduate study during the next 5 years. Family responsibilities was the main reason for not pursuing graduate study during the next 5 years that was most often cited by those teachers who did not attend the 1983 Vocational Summer Workshop (see Table 1). Both groups were similar in that FHA/HERO and homeroom responsibilities represented the highest percentage of responsibilities other than teaching (see Table 1).

Table 8

Relationships Between Needs and Demographic Variables of Teachers Who Attended and Who Did Not Attend Vocational Summer Workshop

Needs/Attendance	Years Taught		Educational Level		Marital/Parental Status		Number Workshops Attended	
	r_s	p	r_s	p	r_s	p	r_s	p
Types of Inservice Opportunities								
Attended	.13	.08	.06	.26	.13	.08	.26	.00**
Did Not Attend	-.06	.31	.16	.10	-.07	.30	.04	.39
Time for Academic Credit Inservice Programs								
Attended	-.18	.04*	.07	.23	.01	.45	.03	.38
Did Not Attend	.01	.46	.10	.21	.23	.03*	-.17	.10
Time for Nonacademic Credit Inservice Programs								
Attended	.03	.37	-.04	.37	-.03	.38	.11	.14
Did Not Attend	.00	.50	.14	.13	-.05	.35	-.24	.04*

* $p < .05$

** $p < .01$

There was no significant relationship between preference for types of inservice opportunities and the demographic variables of years taught, educational level, and marital/parental status of teachers who attended the workshop. However, a significant relationship was indicated between preference for types of inservice opportunities and number of workshops attended for this group of teachers, $r_s (109) = .26, p < .01$.

Teachers who had attended a greater number of workshops during the past 5 years were more likely to be willing to participate in a greater variety of inservice opportunities. No significant relationships were indicated between preference for types of inservice opportunities and the demographic variables of years taught, educational level, marital/parental status, and number of workshops attended for the group of teachers who did not attend the Vocational Summer Workshop.

There was a significant inverse relationship between number of years taught and preference of time for academic credit inservice programs for teachers who attended the workshop, $r_s (103) = -.18, p < .05$. Teachers with fewer years of teaching experience were more willing to participate in the various possible time periods for academic credit inservice education programs. There were no significant relationships between the variables of educational level, marital/parental status, or number of workshops attended and the variable of preference of time for academic credit inservice education programs among teachers of this group. There was a significant relationship among teachers who did not attend the

workshop between their preference of time for academic credit inservice programs and marital/parental status, $r_s (71) = .23$, $p < .05$. Among this group, teachers who were widowed/separated/divorced, with or without children, were willing to participate in a greater number of the possible time periods for academic credit inservice programs than were single or married teachers. There were no significant relationships between years taught, educational level, or number of workshops attended among this group of teachers.

There were no significant relationships between the demographic variables of years taught, educational level, marital/parental status or number of workshops attended and the variable of preference of time for nonacademic credit inservice education among teachers who attended the Vocational Summer Workshop. For the group who did not attend the workshop, a significant inverse relationship was shown between the number of workshops attended and their preference of time for nonacademic credit inservice programs, $r_s (53) = -.24$, $p < .05$. Teachers in this group who had attended fewer workshops in the past 5 years were more willing to participate in more of the possible time periods for nonacademic credit inservice programs than those teachers who had attended a greater number of vocational summer workshops during the past 5 years.

Hypothesis 2 was partially rejected because there were significant relationships shown among teachers who attended

the Vocational Summer Workshop between (a) number of workshops attended and preference of types of inservice opportunities and (b) years taught and preference of time for academic credit inservice programs. Significant relationships were shown among teachers who did not attend the workshop between (a) marital/parental status and preference of time for academic credit inservice programs and (b) number of workshops attended and preference of time for nonacademic credit inservice programs.

Hypothesis 3: There is no significant relationship between attitudes about inservice education of teachers who attended or who did not attend the 1983 Vocational Summer Workshop and their

- (a) number of years teaching experience
- (b) educational level
- (c) marital status
- (d) parental status
- (e) plans to pursue graduate study
- (f) school responsibilities other than teaching
- (g) number of vocational workshops attended

Spearman rank correlations were computed for teachers who attended and who did not attend the Vocational Summer Workshop utilizing each of their total scores for attitudes about inservice education and responses to the demographic variables of number of years teaching experience, educational level, marital/parental status, and number of vocational workshops attended. Correlations were not computed for relationship of attitudes between plans to pursue graduate credit

and school responsibilities; teachers could indicate multiple responses which resulted in scores without enough variability to correlate. There were no significant relationships shown among teachers who attended the Vocational Summer Workshop between attitudes about inservice education and the demographic variables of years taught, educational level, marital/parental status, or number of workshops attended.

For the group of teachers who did not attend the workshop, there was a significant relationship between their attitudes about inservice education and number of years taught, $r_s(70) = .23, p < .05$. Teachers who had taught a greater number of years were more likely to agree with the statements about inservice education than were teachers who had taught fewer years. A significant relationship was also shown between attitudes about inservice education and educational level, $r_s(71) = .26, p < .05$. Teachers with educational levels above a Bachelor's degree were more likely to agree with the statements about inservice education than were those with only a Bachelor's degree. Data on the Spearman rank correlations are presented in Table 9.

Hypothesis 3 was not fully rejected. Significant relationships were shown between attitudes about inservice education with both the demographic variables of number of years taught and educational level among teachers who did not attend the Vocational Summer Workshop.

Table 9

Relationships Between Attitudes and Demographic
Variables of Teachers Who Attended and Who Did
Not Attend Vocational Summer Workshop

Variables	Attended	Did Not Attend
Years Taught		
$\frac{r}{p}$.01 .47	.23 .03*
Educational Level		
$\frac{r}{p}$	-.03 .38	.26 .02*
Marital/Parental Status		
$\frac{r}{p}$.14 .08	.05 .35
Number Workshops Attended		
$\frac{r}{p}$	-.07 .23	.06 .33

* $p < .05$

A Description of the Respondents' Expressed
Adequacy of Inservice Education Programs

Data requested for this section were responses from teachers which required a listing of types of inservice activities in which they had participated. Teachers were instructed to refer to the section of the instrument on types of inservice opportunities for constructing the list. Each item listed was to be rated as either adequate or inadequate as to its effect for improving the respondent's performance as a teacher. Examination of the responses showed that most teachers listed specific course or workshop titles rather than following the instructions given on the questionnaire which resulted in information that could not be compared. Thirty-one (16%) of the 198 teachers surveyed did not respond to this section of the instrument. Of the 167 who responded, it could be determined that 112 (67%) of the total number of teachers listed Vocational Summer Workshop and expressed that this inservice program was adequate for improving their teaching performance. Eighteen (11%) listed the Vocational Summer Workshop and rated it as inadequate for improving their performance as a teacher.

CHAPTER V

SUMMARY AND IMPLICATIONS

The purpose of this study was to compare the needs and attitudes of home economics teachers in relation to inservice education. A stratified random sampling procedure was used to select 23 teachers for each of the eight educational regions in North Carolina who attended the 1983 Vocational Summer Workshop, and 23 teachers from each of the eight educational regions in North Carolina who did not attend the 1983 Vocational Summer Workshop. A total of 368 home economics teachers who were employed in the public schools of North Carolina during the 1982-1983 school year composed the sample. Each teacher selected was sent a questionnaire designed to obtain data on attitudes about inservice education, preference for types of educational opportunities, time preference for academic and nonacademic credit inservice education programs, and preference for topics to be included in inservice education programs. The demographic information requested teaching programs, time period of employment, grade levels, educational region of employment, number of years taught, marital/parental status, level of education, plans for graduate study, school responsibilities other than teaching, and number of vocational workshops

attended. Responses to the variables relating to the needs for and attitudes about inservice education were compared between the two groups: (a) teachers who did attend the 1983 Vocational Summer Workshop and (b) teachers who did not attend the 1983 Vocational Summer Workshop. Perceived needs for inservice education and selected demographic variables were compared between the two groups. Also compared were attitudes about inservice education and selected demographic variables. Two hundred fifty-four teachers returned the questionnaires, which was 69% of the total. Of this number, 198 (55%) could be used for this study.

The analysis of the data involved both descriptive and inferential statistics. Data were obtained from the responses to the eight sections of the survey instrument which included (a) demographic information, (b) titles of courses taught, (c) statements about inservice education, (d) types of inservice education opportunities, (e) possible time periods for academic credit inservice programs, (f) possible time periods for nonacademic credit inservice programs, (g) topics for inservice programs in the areas of curriculum content, teacher activities, and professional concerns, and (h) expressed adequacy of inservice programs.

Numbers and percentages were computed for responses to each of the items contained in each section of the instrument. The hypotheses were tested utilizing the Mann-Whitney U Test, one-way analysis of variance, and correlation

techniques. Chi square analyses were calculated to determine specific items in which the two groups differed.

Scores on statements about inservice education were utilized to compare the attitudes of the two groups of teachers. Scores on types of inservice opportunities, possible time periods for academic and nonacademic inservice programs, and topics for inservice programs were utilized to compare the needs of the two groups of teachers. The total scores of each of the above variables were correlated with selected demographic variables to determine relationships between these variables among teachers in each of the two groups.

Major Findings

Some of the major findings of this study were as follows:

1. The majority of teachers in both groups taught Consumer and Homemaking. Of the total number of teachers, 6% taught only occupational program and only 2% were employed part-time.
2. Of the total number of respondents, 93% had taught from 5 to 20 or more years. Only 7% had taught 4 years or less.
3. The majority of teachers from both groups were married and had children. Single teachers composed 13% of the total number.

4. Less than 25% of the teachers had obtained a graduate degree. Slightly less than 50% had only a Bachelor's degree with no additional credits.
5. All teachers indicated that they had attended one or more Vocational Summer Workshops during the past 5 years. However, only 22% of the total number of teachers had attended all five of the workshops.
6. Personal/Family Living Skills was the course most frequently taught by both groups of teachers.
Three other courses most frequently taught by the respondents in each group were Advanced Foods/Nutrition, Advanced Clothing/Textiles, and Advanced Consumer and Homemaking.
7. There was a significant difference in attitudes between teachers who attended the 1983 Vocational Summer Workshop and teachers who did not attend.
Teachers who attended agreed to a greater extent that inservice education programs were beneficial to them, and that they would attend the Vocational Summer Workshop if given a specific responsibility than teachers who did not attend the workshop.
8. A significant difference between the two groups was shown in their preference for types of inservice opportunities. Teachers who attended the workshop were more likely to be willing to participate in the state vocational workshop (summer conference),

workshops for no academic credit, off-campus college or university classes/workshops/seminars for academic credit, off-campus college or university classes/workshops/seminars for no academic credit, and on-campus college or university classes/workshops/seminars for academic credit than were teachers who did not attend the workshop.

9. There was a significant difference between the two groups of teachers and their preference of time for academic credit inservice education programs.

Teachers who attended the workshop were more likely to be willing to participate in time periods of 1-, 2-, and 3-week summer workshops than were teachers who did not attend.

10. There was a significant difference between the two groups of teachers and their preference of time for nonacademic inservice programs. Teachers who did not attend the Vocational Summer Workshop were more likely to be uncertain about their willingness to participate in half-day summer programs than were teachers who attended. Teachers who attended were more likely to be willing to participate in inservice activities for 1 day during the summer, 1 week during the summer, 1 to 2 weeks during extended contract, and 3 to 4 weeks during extended contract than were teachers who did not attend.

11. There was no significant difference between the two groups of teachers and their preference of topics to be included for inservice programs. Both groups of teachers desired curriculum content topics in Foods and Nutrition, Family/Interpersonal Relationships, Child Development, Housing and Furnishings, and Clothing and Textiles more than other curriculum content topics. Three topics most desired for teacher activities were sharing of teaching materials and techniques, motivating students, and using innovative teaching methods and techniques. In the area of professional concerns, the two groups of teachers preferred topics regarding future directions of home economics education, legislation affecting home economics, recent trends in home economics, and public relations activities.
12. There was a significant relationship between preference for types of inservice opportunities and number of vocational workshops attended among teachers who attended the 1983 Vocational Summer Workshop. Teachers in this group who had attended a greater number of workshops during the past 5 years were more willing to participate in a greater variety of inservice opportunities.
13. There was a significant inverse relationship between number of years taught and preference of time for academic credit inservice programs among teachers

who attended the workshop. Teachers with fewer years of teaching were more likely to be willing to participate in the various possible time periods for academic credit inservice education programs than were teachers who had taught a greater number of years.

14. A significant relationship was shown among teachers who did not attend the Vocational Summer Workshop between their preference of time for academic credit inservice programs and their marital/parental status. Teachers who were widowed/separated/divorced, with or without children, were more likely to be willing to participate in a greater number of the possible time periods for academic credit inservice programs than were single or married teachers.
15. A significant inverse relationship was shown among teachers who did not attend the workshop between the number of workshops attended and their preference of time for nonacademic inservice programs. Teachers in this group who had attended fewer workshops in the past 5 years were more likely to be willing to participate in more of the possible time periods for nonacademic credit inservice programs than were those teachers who had attended a greater number of vocational summer workshops during the past 5 years.

16. There was a significant relationship among teachers who did not attend the workshop between their attitudes about inservice education and number of years taught. Teachers who had taught a greater number of years were more likely to agree with the statements about inservice education than were teachers who had taught fewer years.
17. There was a significant relationship among teachers who did not attend the workshop between their attitudes about inservice education and educational level. Teachers whose educational level was above a Bachelor's degree were more likely to agree with the statements about inservice education than were those teachers who held only a Bachelor's degree.

Hypotheses Tested

The three hypotheses tested were as follows:

Hypothesis 1: There is no significant difference between teachers who did and who did not attend the 1983 Vocational Summer Workshop and their

- (a) attitudes about inservice education
- (b) preference of types of inservice education opportunities
- (c) time preference for academic inservice education programs
- (d) time preference for nonacademic inservice education programs
- (e) preference of topics for inservice education programs

There were significant differences between teachers who did attend and who did not attend the 1983 Vocational Summer Workshop and their attitudes about inservice education, time preferences for academic credit inservice programs, and time preference for nonacademic credit inservice programs. There was not a significant difference between the two groups and their preference for topics to be included in inservice education programs. Therefore, Hypothesis 1 was partially rejected.

Hypothesis 2: There is no significant relationship between the perceived needs of teachers who attended or who did not attend the 1983 Vocational Summer Workshop and their

- (a) number of years teaching experience
- (b) educational level
- (c) marital status
- (d) parental status
- (e) plans to pursue graduate study
- (f) school responsibilities other than teaching
- (g) number of vocational workshops attended

There were no significant relationships among teachers who did not attend the 1983 Vocational Summer Workshop between their preference of types of inservice opportunities and the demographic variables of number of years taught, marital/parental status, educational level, or number of workshops attended. There were no significant relationships among teachers who attended the workshop between their

preference of types of inservice opportunities and the demographic variables of number of years taught, marital/parental status, or educational level. There was a significant relationship, however, among the group who attended the workshop between their preference of types of inservice opportunities and the number of workshops attended. There were no significant differences among teachers who did not attend the workshop between their preference of time for academic inservice and the demographic variables of number of years taught, educational level, or number of workshops attended. A significant relationship was shown among these teachers between their time preference for academic inservice programs and marital/parental status. Among the teachers who attended, there were no significant relationships between their preference for time for academic inservice programs and marital/parental status, educational level, or number of workshops attended. There was, however, a significant inverse relationship among this group of teachers between their time preference for academic inservice programs and number of years taught. There were no significant relationships among teachers who attended the workshop between their time preferences for nonacademic inservice programs and number of years taught, marital/parental status, educational level or number of workshops attended. Among teachers who did not attend, there were no significant relationships between their time preference for nonacademic inservice programs and

number years taught, marital/parental status, or educational level. A significant inverse relationship was shown among this group of teachers between time preference for nonacademic inservice programs and number of workshops attended. Because some significant relationships were shown, Hypothesis 2 was partially rejected.

Hypothesis 3: There is no significant relationship between attitudes about inservice education of teachers who attended or who did not attend the 1983 Vocational Summer Workshop and their

- (a) number of years teaching experience
- (b) educational level
- (c) marital status
- (d) parental status
- (e) plans to pursue graduate study
- (f) school responsibilities other than teaching
- (g) number of vocational workshops attended

There were no significant relationships among teachers who attended the workshop between their attitudes and number of years taught, marital/parental status, educational level, and number of workshops attended. Among teachers who did not attend there were no significant relationships between their attitudes about inservice education and marital/parental status or number of workshops attended. However, there were significant relationships among this group of teachers between their attitudes about inservice education and number of years taught and educational level. Therefore, Hypothesis 3 was partially rejected.

Implications

The findings were interpreted and the implications were stated with an awareness of the limitations that existed in this study. Implications resulting from the study may provide a frame of reference for those responsible for planning inservice education programs for home economics teachers. Implications drawn from this study were grouped in two categories: (1) planning inservice education programs and (2) further research.

Inservice Education Programs

Teachers who attended and who did not attend the Vocational Summer Workshop were in agreement that the Vocational Summer Workshop was beneficial. Some implications from the responses of all of the teachers that have relevance for planning inservice education programs were the following:

1. Providing release time during the school day for teachers to attend inservice education programs should be considered. Over 90% of the teachers indicated a willingness to participate in inservice education programs if given release time from their teaching responsibilities.
2. Reimbursement for expenses of teachers attending inservice education would be an incentive for active participation. Over 75% of the teachers indicated that they would be willing to attend the Vocational

Summer Workshop if they were reimbursed for expenses incurred. If teachers receive compensation they are more willing to participate in a variety of types of inservice education.

3. Inservice education programs planned for short time periods could be an incentive for improving teacher participation. More than 75% of the teachers indicated that they would be willing to participate in inservice activities that were planned for 1 to 4 days during the summer or for 1 day during the school week.
4. Opportunities to share teaching techniques and materials should be considered for inservice education programs. Over 90% of the teachers considered sharing teaching techniques and materials to be highly desirable.
5. Inservice education programs of short duration should be provided for such topics as motivational techniques, innovative methods and techniques, and new educational concepts should be provided. These topics were identified by approximately 90% of the teachers as being desirable.
6. Opportunities for observation and/or internships in business and industry, school systems, and other educational settings could be beneficial to teachers.

It was evident that teachers thought such opportunities would be worthwhile as over 80% indicated an interest and willingness to participate if available.

7. The geographic location for inservice education programs could influence the level of participation.

The majority of the teachers, more than 85%, indicated a preference for inservice activities that would be held in the region or within the school district.

Further Research

Based upon the results of this study, the following recommendations are made:

1. Conduct a research study with administrators who are responsible for inservice education of home economics teachers. Attitudes of administrators and beliefs concerning the needs of home economics teachers for inservice education could be compared with the data obtained in this study.
2. Conduct a study to compare home economics teachers with personnel in other fields of home economics such as extension in relation to needs for and attitudes about inservice education.
3. Compare attitudes and needs of home economics teachers in relation to inservice education with teachers in other vocational areas such as agriculture, business education, or industrial arts.

4. Compare the attitudes about inservice education and perceived needs for inservice education programs between home economics teachers and teachers in other subject areas such as English, science, or math.
5. Conduct a study to determine the extent to which business and industry would be willing to support inservice educational programs for home economics teachers.

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APPENDIX A
QUESTIONNAIRE

INSERVICE SURVEY OF TEACHERS OF HOME ECONOMICS AREAS

For the purpose of this study, inservice education is defined as a procedure for the improvement of instruction and for increasing competence and professional growth of employed personnel.

Directions:

For items 1-11, place a check (✓) in the blank provided on the right to indicate your response to each item.

1. Please indicate the type of home economics program in which you are teaching.
 - (1) Consumer and Homemaking _____
 - (2) Occupational _____
2. Please indicate whether you are employed as a full-time or part-time employee.
 - (1) Full-time _____
 - (2) Part-time _____
3. Please indicate the grade level(s) of the home economics program with which you work.
 - (1) Elementary school _____
 - (2) Middle school or junior high _____
 - (3) High school grades 9-12 _____
 - (4) Senior high grades 10-12 _____
 - (5) Vocational/Career center _____
4. Please indicate the region in which you are employed as a home economics teacher.
 - (1) Region I _____
 - (2) Region II _____
 - (3) Region III _____
 - (4) Region IV _____
 - (5) Region V _____
 - (6) Region VI _____
 - (7) Region VII _____
 - (8) Region VIII _____
5. Please indicate the appropriate category for the number of years you have taught.
 - (1) 0-4 _____
 - (2) 5-9 _____
 - (3) 10-14 _____
 - (4) 15-19 _____
 - (5) 20 years or more _____
6. Please indicate marital status.
 - (1) Single _____
 - (2) Married without children _____
 - (3) Married with children _____
 - (4) Widowed, separated or divorced without children _____
 - (5) Widowed, separated or divorced with children _____
7. Please indicate the highest educational level you have achieved.
 - (1) Bachelor's _____
 - (2) Bachelor's plus 15 semester hours _____
 - (3) Master's _____
 - (4) Master's plus 15 semester hours _____
 - (5) Master's plus 30 or more semester hours _____
8. If you do not plan to pursue graduate study within the next five years, please indicate the reason.
 - (1) Family responsibilities _____
 - (2) Lack of financial support _____
 - (3) No desire _____
 - (4) Not enough financial gain _____
 - (5) No college or university near your home _____
 - (6) Not required for promotion _____
 - (7) Lack of time _____
 - (8) Near retirement and/or health _____
 - (9) Other (specify) _____

9. Please indicate your school responsibilities other than teaching. (Mark as many as apply)

(1) FHA/HERO _____
 (2) Homeroom _____
 (3) Bus duty _____
 (4) Hall duty _____
 (5) Duty at sports activities _____
 (6) Other (specify) _____

10. Please indicate the number of vocational summer workshops (conferences) you have attended in the last five years.

(1) One _____
 (2) Two _____
 (3) Three _____
 (4) Four _____
 (5) Five _____

11. Please indicate whether or not you attended the vocational summer workshop August 1-4, 1983.

(1) Yes _____
 (2) No _____

In responding to the following course titles, items 12-28, circle 1 if you personally teach the course described; circle 2 if you do not teach the course described. Please respond to each item.

- | | | |
|--|---|---|
| 12. Exploratory Home Economics | 1 | 2 |
| 13. Personal/Family Living Skills
(Introductory Home Economics) | 1 | 2 |
| 14. Consumer Education and Management | 1 | 2 |
| 15. Advanced Consumer and Homemaking | 1 | 2 |
| 16. Advanced Child Development | 1 | 2 |
| 17. Advanced Clothing/Textiles | 1 | 2 |
| 18. Advanced Foods/Nutrition | 1 | 2 |
| 19. Advanced Housing/Home Furnishings | 1 | 2 |
| 20. Advanced Interpersonal Relations | 1 | 2 |
| 21. Personal Management for Wage Earnings/
Careers | 1 | 2 |
| 22. Family Life Education | 1 | 2 |
| 23. Teacher Aide/Child Care Services | 1 | 2 |
| 24. Food Services | 1 | 2 |
| 25. Clothing Services | 1 | 2 |
| 26. Home Furnishing Services | 1 | 2 |
| 27. Management Aide Services | 1 | 2 |
| 28. Other (specify) _____ | 1 | 2 |

Continued

Below are listed statements about inservice education. Please circle the number after each statement which represents your level of agreement.

1	2	3	4	5	6	7
Strongly Disagree			Uncertain			Strongly Agree

29. Home economics inservice education programs are beneficial to me. 1 2 3 4 5 6 7
30. Attending professional meetings is a type of inservice education. 1 2 3 4 5 6 7
31. Reading professional journals is a part of inservice education. 1 2 3 4 5 6 7
32. Participation in inservice education programs is my responsibility. 1 2 3 4 5 6 7
33. My teaching is sufficiently competent and I do not need inservice education. 1 2 3 4 5 6 7
34. Inservice education should be provided only within the county where I teach. 1 2 3 4 5 6 7
35. It is my responsibility to update my subject matter knowledge. 1 2 3 4 5 6 7
36. It is my responsibility to share information and materials with my colleagues. 1 2 3 4 5 6 7
37. Inservice education programs help me to evaluate my teaching. 1 2 3 4 5 6 7
38. Teachers should be involved in planning inservice education programs. 1 2 3 4 5 6 7
39. Inservice education programs that I have attended do not meet my needs. 1 2 3 4 5 6 7
40. Teachers would attend the vocational summer workshop if they were reimbursed. 1 2 3 4 5 6 7
41. Teachers should be given released time for inservice. 1 2 3 4 5 6 7
42. I would attend the vocational summer workshop if I were involved in a specific responsibility. 1 2 3 4 5 6 7

Listed below are some types of inservice education opportunities. Please circle the number after each item which represents your level of willingness to participate.

1	2	3	4	5	6	7
Highly Unwilling			Uncertain			Highly Willing

43. State vocational workshop (Summer conference) 1 2 3 4 5 6 7
44. Regional workshops for teachers of home economics subjects 1 2 3 4 5 6 7
45. Workshops dealing with common concerns for home economics faculty within a school district 1 2 3 4 5 6 7
46. Workshops dealing with common concerns for all faculty within a school district 1 2 3 4 5 6 7

47. Workshops for academic credit 1 2 3 4 5 6 7
48. Workshops, no academic credit 1 2 3 4 5 6 7
49. Off-campus college or university classes/workshops/seminars for academic credit 1 2 3 4 5 6 7
50. Off-campus college or university classes/workshops/seminars for no academic credit 1 2 3 4 5 6 7
51. On-campus college or university classes/workshops/seminars for academic credit 1 2 3 4 5 6 7
52. On-campus college or university classes/workshops/seminars for no academic credit 1 2 3 4 5 6 7
53. Specific problem-oriented workshops before or after professional organization meetings 1 2 3 4 5 6 7
54. Meetings of professional organizations 1 2 3 4 5 6 7
55. Observations/Internships in other school systems and educational programs 1 2 3 4 5 6 7
56. Observations/Internships in related business and industry 1 2 3 4 5 6 7
57. Use of information centers at colleges and universities/professional meetings 1 2 3 4 5 6 7
58. Educational travel/tours 1 2 3 4 5 6 7

Below are listed possible time periods during which academic credit inservice education programs may be scheduled. Please respond to each item according to your level of willingness to participate in that time period.
Note: One academic semester credit generally represents 15 contact hours.

1	2	3	4	5	6	7
Highly Unwilling			Uncertain			Highly Willing

59. Summer--One day 1 2 3 4 5 6 7
60. Summer--Two to four days 1 2 3 4 5 6 7
61. Summer--One week 1 2 3 4 5 6 7
62. Summer--Two weeks 1 2 3 4 5 6 7
63. Summer--Three weeks 1 2 3 4 5 6 7
64. Summer--Four weeks 1 2 3 4 5 6 7
65. Summer--Eight weeks 1 2 3 4 5 6 7
66. During school year--Concentrated weekend 1 2 3 4 5 6 7
67. During school year--Saturdays 1 2 3 4 5 6 7
68. During school year--One day during school week 1 2 3 4 5 6 7
69. During school year--Holiday vacations 1 2 3 4 5 6 7
70. During regular semester--fifteen weeks (one meeting per week) evening 1 2 3 4 5 6 7
71. During regular semester--fifteen weeks (one meeting per week) late afternoon 1 2 3 4 5 6 7

Continued

Below are listed possible time periods during which non-academic inservice education programs may be scheduled. Please respond according to your level of willingness to participate in that time period.

1	2	3	4	5	6	7
Highly Unwilling			Uncertain			Highly Willing

- | | |
|--|---------------|
| 72. Summer--Half-day | 1 2 3 4 5 6 7 |
| 73. Summer--One day | 1 2 3 4 5 6 7 |
| 74. Summer--Two to four days | 1 2 3 4 5 6 7 |
| 75. Summer-- One week | 1 2 3 4 5 6 7 |
| 76. Summer--Two weeks | 1 2 3 4 5 6 7 |
| 77. Summer--Four weeks | 1 2 3 4 5 6 7 |
| 78. During school year--Half-day | 1 2 3 4 5 6 7 |
| 79. During school year--Saturdays | 1 2 3 4 5 6 7 |
| 80. During school year--One day during school week | 1 2 3 4 5 6 7 |
| 81. During school year--Holiday vacations | 1 2 3 4 5 6 7 |
| 82. During school year--Concentrated weekend | 1 2 3 4 5 6 7 |
| 83. During regular semester--fifteen weeks (one meeting per week) evening | 1 2 3 4 5 6 7 |
| 84. During regular semester--fifteen weeks (one meeting per week) late afternoon | 1 2 3 4 5 6 7 |
| 85. During extended contract (one-two weeks) | 1 2 3 4 5 6 7 |
| 86. During extended contract (three-four weeks) | 1 2 3 4 5 6 7 |

Please circle the number after each item in the following list as to your level of desire for topics to be included in inservice education programs.

1	2	3	4	5	6	7
Highly Undesirable			Uncertain			Highly Desirable

CURRICULUM CONTENT

- | | |
|--|---------------|
| 87. Clothing and Textiles | 1 2 3 4 5 6 7 |
| 88. Consumer Management Skills | 1 2 3 4 5 6 7 |
| 89. Housing and Home Furnishings | 1 2 3 4 5 6 7 |
| 90. Foods and Nutrition | 1 2 3 4 5 6 7 |
| 91. Family/Interpersonal Relations | 1 2 3 4 5 6 7 |
| 92. Child Development | 1 2 3 4 5 6 7 |
| 93. Wage Earning/Careers | 1 2 3 4 5 6 7 |
| 94. Occupational Programs in Child Care Services | 1 2 3 4 5 6 7 |
| 95. Occupational Programs in Food Services | 1 2 3 4 5 6 7 |
| 96. Occupational Programs in Clothing Services | 1 2 3 4 5 6 7 |

- | | |
|---|---------------|
| 97. Occupational Programs in Home Furnishings | 1 2 3 4 5 6 7 |
|---|---------------|

- | | |
|---|---------------|
| 98. Occupational Programs in Management Aide Services | 1 2 3 4 5 6 7 |
|---|---------------|

- | | |
|--|---------------|
| 99. Future Homemakers of America (FHA)/Home Economics Related Occupations (HERO) | 1 2 3 4 5 6 7 |
|--|---------------|

TEACHER ACTIVITIES

- | | |
|--|---------------|
| 100. Planning use of department space and equipment | 1 2 3 4 5 6 7 |
| 101. Planning department budgets | 1 2 3 4 5 6 7 |
| 102. Managing teaching time | 1 2 3 4 5 6 7 |
| 103. Managing departments with one or more teachers | 1 2 3 4 5 6 7 |
| 104. Planning curriculum | 1 2 3 4 5 6 7 |
| 105. Evaluating and measuring student progress | 1 2 3 4 5 6 7 |
| 106. Evaluating program components such as follow-up of students, employment, etc. | 1 2 3 4 5 6 7 |
| 107. Using counseling techniques | 1 2 3 4 5 6 7 |
| 108. Motivating students | 1 2 3 4 5 6 7 |
| 109. Using audio-visual aids | 1 2 3 4 5 6 7 |
| 110. Conducting conferences with parents, students, employers and administrative personnel | 1 2 3 4 5 6 7 |
| 111. Using an advisory committee | 1 2 3 4 5 6 7 |
| 112. Coordinating secondary and postsecondary programs | 1 2 3 4 5 6 7 |
| 113. Identifying student and community needs | 1 2 3 4 5 6 7 |
| 114. Planning and organizing occupational programs | 1 2 3 4 5 6 7 |
| 115. Recruiting students for home economics programs | 1 2 3 4 5 6 7 |
| 116. Using innovative methods and techniques such as simulations, etc. | 1 2 3 4 5 6 7 |
| 117. Implementing new educational concepts | 1 2 3 4 5 6 7 |
| 118. Developing cooperation between administration and the home economics program | 1 2 3 4 5 6 7 |
| 119. Planning and integrating student out-of-class experiences with classroom learning experiences | 1 2 3 4 5 6 7 |
| 120. Choosing, obtaining, and evaluating instructional materials | 1 2 3 4 5 6 7 |
| 121. Sharing of teaching techniques and materials | 1 2 3 4 5 6 7 |
| 122. Teaching to meet cultural, social, and/or economic needs of students | 1 2 3 4 5 6 7 |
| 123. Teaching in the urban environment | 1 2 3 4 5 6 7 |
| 124. Teaching in the rural environment | 1 2 3 4 5 6 7 |
| 125. Working with the paraprofessional | 1 2 3 4 5 6 7 |

Continued

Continue using the rating scale below to indicate your level of desire for topics to be included in inservice education programs.

1	2	3	4	5	6	7
Highly Undesirable			Uncertain			Highly Desirable

126. Incorporating research findings into the classroom 1 2 3 4 5 6 7

127. Implementing interdisciplinary cooperative teaching approaches 1 2 3 4 5 6 7

128. Integrating the special and handicapped student into the classroom 1 2 3 4 5 6 7

129. Teaching energy management 1 2 3 4 5 6 7

130. Using the computer 1 2 3 4 5 6 7

PROFESSIONAL CONCERNS

131. Certification requirements for occupational programs 1 2 3 4 5 6 7

132. Home economics programs for elementary schools 1 2 3 4 5 6 7

133. Recent trends in home economics 1 2 3 4 5 6 7

134. Future directions affecting home economics education 1 2 3 4 5 6 7

135. Legislation affecting home economics education 1 2 3 4 5 6 7

136. Public relations activities 1 2 3 4 5 6 7

137. Development of administrative competence 1 2 3 4 5 6 7

138. Proposal writing for special grants 1 2 3 4 5 6 7

139. Leadership development 1 2 3 4 5 6 7

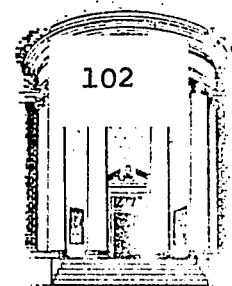
140. Legislative involvement 1 2 3 4 5 6 7

Refer back to items 43-58. Please list types of inservice education programs in which you have participated. Circle 1 if the inservice activity was adequate in improving your performance as a teacher; circle 2 if the inservice activity was inadequate in improving your performance as a teacher. (Add other lines if needed)

_____ 1 2
 _____ 1 2
 _____ 1 2

APPENDIX B
COVER LETTER

THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO



*School of Home Economics
Department of Home Economics Education,
Consumer Science, Management
(919) 379-5896*

January 2, 1984

Dear Home Economics Teacher:

Happy New Year! Before settling down to your regular teaching routine, will you please take a few minutes to complete the attached questionnaire which could have an impact on your future inservice training.

The purpose of this survey is to compare the needs and attitudes of home economics teachers in relation to inservice education. Needs and attitudes are important focal points for planning effective inservice programs.

You are one of a group of home economics teachers who is being asked to share information for this study. Your name was randomly selected from a list of home economics teachers in your region who are currently employed in the North Carolina public schools.

The individual responses to the questionnaires will be kept completely confidential. An identification number has been placed on each questionnaire in order to enable me to know which responses have been received. Your name will not be placed on the questionnaire or connected with the study.

The quality of the results of the study depends upon the extent to which all selected teachers complete the instrument. Please complete the questionnaire and return it in the self-addressed stamped envelope by January 17, 1984.

Thank you for the consideration given this request. If you wish to have a summary of the results please send your name and address when you return the questionnaire.

Sincerely,

Frances Sharpe
Frances R. Tharpe
Doctoral Student
Home Economics Education

Mildred Johnson
Dr. Mildred Johnson
Professor
Home Economics Education

GREENSBORO, NORTH CAROLINA / 27412-5001

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an equal opportunity employer

APPENDIX C
FOLLOW-UP LETTER

January 18, 1984

Dear Home Economics Teacher:

About two weeks ago, a letter was mailed to you requesting your participation in a research project designed to investigate home economics teachers' needs and attitudes in relation to inservice education. A questionnaire was enclosed for your responses.

The results of the study could be useful to teachers and personnel in charge of planning and implementing inservice programs. It is important that each selected teacher respond to the questionnaire so that the results will truly represent the opinions and expressed needs of home economics teachers in North Carolina and not those of a selected interest group.

I believe this study will be of value to our educational region. Therefore, I encourage you to return the completed questionnaire to Mrs. Frances Tharpe by January 30. Please use the stamped and addressed envelope included with the questionnaire.

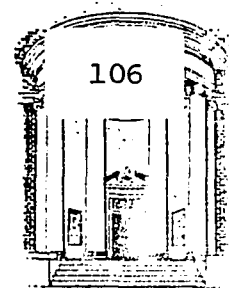
Thank you for your cooperation and assistance.

Sincerely,

Vocational Education Coordinator
Region

APPENDIX D

THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO



*School of Home Economics
Department of Home Economics Education,
Consumer Science, Management
(919) 379-5896*

January 18, 1984

Dear Home Economics Teacher:

About two weeks ago I wrote to you requesting your participation in a research project designed to investigate home economics teachers' needs and attitudes in relation to inservice education. At that time, I enclosed a questionnaire for your responses. As of today I have not received your completed questionnaire.

I have undertaken this study because I believe that if inservice programs are to be effective, teachers must be involved in planning them. Therefore, their attitudes and needs must be known. The results of this study could be useful to anyone involved in planning and implementing inservice programs.

The participants included in this study were randomly drawn from a listing of all currently employed home economics teachers in the public schools of North Carolina. It is important that each selected teacher respond to the questionnaire so that the results will truly represent the opinions and expressed needs of the home economics teachers in North Carolina and not those of a selected interest group. Therefore will you please complete the questionnaire and return it by January 27.

It is possible that our correspondence has crossed in the mail and you have sent me your completed questionnaire. If this is the case, I appreciate your participation in this study.

Thank you for your cooperation and your assistance.

Sincerely,

Frances Sharpe
Frances Sharpe
Doctoral Student
Home Economics Education

Mildred Johnson
Mildred Johnson
Professor
Home Economics Education

GREENSBORO, NORTH CAROLINA / 27412-5001

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APPENDIX E

Number and Percentage of Responses to Statements About Inservice Education by Teachers Who Attended and Who Did Not Attend Vocational Summer Workshop

Statements	Attended		Did Not Attend		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Home economics inservice education programs are beneficial to me.						
Disagree	7	6	6	8	13	7
Uncertain	3	3	8	10	11	6
Agree	108	92	63	82	171	88
Attending professional meetings is a type of inservice education.						
Disagree	3	3	5	6	8	4
Uncertain	1	1	9	12	10	15
Agree	115	97	64	82	179	91
Reading professional journals is a part of inservice education.						
Disagree	4	3	7	9	11	6
Uncertain	4	3	6	8	10	5
Agree	112	93	65	83	177	89
Participation in inservice education programs is my responsibility.						
Disagree	4	3	8	10	12	6
Uncertain	5	4	4	5	9	5
Agree	110	92	65	84	175	89

	Attended		Did Not Attend		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
<hr/>						
My teaching is sufficiently competent and I do not need inservice education.						
Disagree	95	81	58	76	153	79
Uncertain	9	8	9	12	18	9
Agree	14	12	9	12	23	12
Inservice education should be provided only within the county where I teach.						
Disagree	84	70	44	57	128	65
Uncertain	20	17	14	18	34	17
Agree	16	13	19	25	35	18
It is my responsibility to update my subject matter knowledge.						
Disagree	10	8	7	11	17	9
Uncertain	1	1	3	4	4	2
Agree	108	91	68	87	176	89
It is my responsibility to share infor- mation and materials with my col- league						
Disagree	5	4	8	10	13	7
Uncertain	6	5	7	9	13	7
Agree	106	91	63	81	169	87

		Attended		Did Not Attend		Total	
		<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
<hr/>							
Inservice education programs help me to evaluate my teaching.							
Disagree		4	3	5	6	9	5
Uncertain		2	2	4	5	6	3
Agree		113	95	69	88	182	92
Teachers should be involved in planning inservice education programs.							
Disagree		2	2	3	4	5	3
Uncertain		1	1	1	1	2	1
Agree		116	97	74	95	190	96
Inservice education programs that I have attended do not meet my needs.							
Disagree		69	58	38	49	107	55
Uncertain		15	13	18	23	33	17
Agree		34	29	21	27	55	28
Teachers would attend the vocational summer workshop if they were reimbursed.							
Disagree		5	4	6	8	11	6
Uncertain		19	16	16	21	35	18
Agree		94	80	54	71	148	76

		Attended		Did Not Attend		Total	
		<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
<hr/>							
Teachers should be given release time for inservice.							
Disagree		3	3	4	5	7	4
Uncertain		9	8	2	3	11	6
Agree		105	90	72	92	177	91
 I would attend the vocational summer workshop if I were involved in a specific responsibility.							
Disagree		42	38	30	39	72	38
Uncertain		22	20	29	38	51	27
Agree		47	42	18	23	65	34
<hr/>							

Note. The number (n) in each column represents responses to each of the three levels for each item. The percentage (%) shown is of the total responses of the three levels to each of the items.

APPENDIX F

Number and Percentage of Responses to Preference of Types of Inservice Education Opportunities by Teachers Who Attended and Who Did Not Attend Vocational Summer Workshop

Types of Inservice Education Opportunities	Attended		Did Not Attend		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
State Vocational Workshop (Summer conference)						
Unwilling	6	5	18	24	24	13
Uncertain	8	7	18	24	26	14
Willing	102	88	39	52	141	74
Regional workshops for teachers of home economics subjects						
Unwilling	5	4	8	10	13	7
Uncertain	8	7	5	6	13	7
Willing	104	89	64	83	168	87
Workshops dealing with common concerns for home economics faculty within a school district						
Unwilling	4	3	3	4	7	4
Uncertain	2	2	1	1	3	2
Willing	112	95	71	95	183	95
Workshops dealing with common concerns for all faculty within a school district						
Unwilling	10	8	10	13	20	10
Uncertain	9	8	6	8	15	8
Willing	99	84	60	79	159	82

Types of Inservice Education Opportunities	Attended		Did Not Attend		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Workshops for academic credit						
Unwilling	3	3	2	3	5	3
Uncertain	8	7	10	13	18	9
Willing	107	91	64	84	171	88
Workshops, no academic credit						
Unwilling	22	19	34	44	56	29
Uncertain	28	24	16	21	44	23
Willing	68	58	27	35	95	49
Off-campus college or university classes/ workshops/seminars for academic credit						
Unwilling	3	3	8	11	11	6
Uncertain	14	12	14	19	28	15
Willing	101	86	53	71	154	80
Off-campus college or university classes/ workshops/seminars for no academic credit						
Unwilling	33	28	36	47	69	36
Uncertain	33	28	19	25	52	27
Willing	50	43	21	28	71	37
On-campus college or university classes/ workshop/seminars for academic credit						
Unwilling	11	9	12	16	23	12
Uncertain	22	19	24	31	46	24
Willing	85	72	41	53	126	65

Types of Inservice Education Opportunities	Attended		Did Not Attend		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
On-campus college or university classes/ workshops/seminars for no academic credit						
Unwilling	46	39	38	51	84	44
Uncertain	32	27	21	28	53	28
Willing	40	34	16	21	56	29
Specific problem-oriented workshops before or after professional organization meetings						
Unwilling	14	12	12	16	26	14
Uncertain	25	22	21	28	46	24
Willing	77	66	42	56	119	62
Meetings of professional organizations						
Unwilling	11	9	11	14	22	11
Uncertain	23	19	19	25	42	22
Willing	84	71	47	61	131	67
Observations/Internships in related business and industry						
Unwilling	9	8	4	5	13	7
Uncertain	12	10	13	17	25	13
Willing	97	82	58	77	155	80
Observations/Internships in other school systems and educational programs						
Unwilling	9	8	3	4	12	6
Uncertain	5	4	9	12	14	7
Willing	103	88	63	84	166	87

Types of Inservice Education Opportunities	Attended		Did Not Attend		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
<hr/>						
Use of information centers at colleges and universities/professional meetings						
Unwilling	8	7	9	12	17	9
Uncertain	17	15	12	16	29	15
Willing	90	78	54	72	144	76
 Educational travel/tour						
Unwilling	10	8	7	9	17	9
Uncertain	11	9	9	12	20	10
Willing	98	82	59	79	157	81
<hr/>						

Note. The number (n) in each column represents responses to each of the three levels for each item. The percentage (%) shown is of the total responses of the three levels to each of the items.

APPENDIX G

Number and Percentage of Responses to Preference for Possible Time Periods
for Academic Credit Inservice Education Programs by Teachers Who
Attended and Who Did Not Attend Vocational Summer Workshop

Possible Time Periods	Attended		Did Not Attend		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Summer--1 day						
Unwilling	12	10	12	16	24	13
Uncertain	9	8	7	9	16	8
Willing	94	82	56	75	150	79
Summer--2 to 4 days						
Unwilling	12	10	15	20	27	14
Uncertain	11	9	9	12	20	10
Willing	94	80	52	68	146	76
Summer--1 week						
Unwilling	29	25	34	44	63	32
Uncertain	17	14	9	12	26	13
Willing	72	61	34	44	106	54
Summer--2 weeks						
Unwilling	51	44	54	71	105	54
Uncertain	30	26	9	12	39	20
Willing	36	31	13	17	49	25

Possible Time Periods	Attended		Did Not Attend		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Summer--3 weeks						
Unwilling	71	62	59	78	130	68
Uncertain	25	22	13	17	38	20
Willing	19	17	4	5	23	12
Summer--4 weeks						
Unwilling	80	70	62	81	142	74
Uncertain	23	20	12	16	35	18
Willing	12	10	3	4	15	8
Summer--8 weeks						
Unwilling	84	75	63	83	147	78
Uncertain	22	20	10	13	32	17
Willing	6	5	3	4	9	5
During school year--Concentrated weekend						
Unwilling	35	30	32	42	67	35
Uncertain	24	21	9	12	33	17
Willing	57	49	36	47	93	48
During school year--Saturdays						
Unwilling	60	52	43	56	103	54
Uncertain	16	14	9	12	25	13
Willing	39	34	25	32	64	33

Possible Time Periods	Attended		Did Not Attend		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
During school year--1 day during school week						
Unwilling	21	18	9	12	30	15
Uncertain	12	10	4	5	16	8
Willing	84	72	65	83	149	76
During school year--Holiday vacations						
Unwilling	100	85	64	83	164	85
Uncertain	8	7	5	6	13	7
Willing	9	8	8	10	17	9
During regular semester--15 weeks (1 meeting per week) evening						
Unwilling	48	42	27	35	75	39
Uncertain	16	14	19	24	35	18
Willing	51	44	32	41	83	43
During regular semester--15 weeks (1 meeting per week) late afternoon						
Unwilling	41	35	23	30	64	33
Uncertain	18	16	13	17	31	16
Willing	57	49	41	53	98	51

Note. The number (n) in each column represents responses to each of the three levels for each item. The percentage (%) shown is of the total responses of the three levels to each of the items.

APPENDIX H

Number and Percentage of Responses to Preference for Possible Time Periods
for Nonacademic Credit Inservice Education Programs by Teachers Who
Attended and Who Did Not Attend Vocational Summer Workshop

Possible Time Periods	Attended		Did Not Attend		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Summer--Half-day						
Unwilling	24	21	25	32	49	26
Uncertain	8	7	14	18	22	12
Willing	82	72	38	49	120	63
Summer--1 day						
Unwilling	21	18	26	33	47	24
Uncertain	9	8	7	9	16	8
Willing	85	74	45	58	130	67
Summer--2 to 4 days						
Unwilling	37	32	37	48	74	39
Uncertain	13	11	10	13	23	12
Willing	64	56	30	39	94	49
Summer--1 week						
Unwilling	52	46	55	71	107	56
Uncertain	15	13	9	12	24	13
Willing	46	40	13	17	59	31
Summer--2 weeks						
Unwilling	73	65	62	79	135	71
Uncertain	20	18	9	12	29	15
Willing	19	17	7	9	26	14

Possible Time Periods	Attended		Did Not Attend		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Summer--4 weeks						
Unwilling	89	77	69	90	158	82
Uncertain	18	16	7	9	25	13
Willing	8	7	1	1	9	5
During school year--Half-day						
Unwilling	27	24	13	17	40	21
Uncertain	12	11	10	13	22	12
Willing	75	66	55	71	130	68
During school year--Saturdays						
Unwilling	67	59	13	60	113	60
Uncertain	17	15	10	16	29	15
Willing	29	26	55	25	48	25
During school year--1 day during school week						
Unwilling	28	24	14	18	42	22
Uncertain	15	13	7	9	22	11
Willing	72	63	57	73	129	67
During school year--Holiday vacation						
Unwilling	101	89	68	88	169	89
Uncertain	8	7	3	4	11	6
Willing	4	4	6	8	10	5

Possible Time Periods	Attended		Did Not Attend		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
During school year--Concentrated weekend						
Unwilling	62	55	50	64	112	59
Uncertain	15	13	8	10	23	12
Willing	36	32	20	26	56	29
During regular semester--15 weeks (1 meeting per week) evening						
Unwilling	63	56	47	63	110	59
Uncertain	19	61	9	12	28	15
Willing	31	27	19	25	50	27
During regular semester--15 weeks (1 meeting per week) late afternoon						
Unwilling	58	51	41	53	99	52
Uncertain	16	14	7	9	23	12
Willing	40	35	29	38	69	36
During extended contract (1-2 weeks)						
Unwilling	27	24	31	40	58	31
Uncertain	20	18	13	17	33	18
Willing	65	58	33	43	98	52
During extended contract (3-4 weeks)						
Unwilling	53	47	51	67	104	55
Uncertain	25	22	13	17	38	20
Willing	34	30	12	16	46	25

Note. The number (n) in each column represents responses to each of the three levels for each item. The percentage (%) shown is of the total responses of the three levels to each of the items.

APPENDIX I

Number and Percentage of Responses to Preference of Topics to be Included
in Inservice Programs (Curriculum Content) by Teachers Who Attended
and Who Did Not Attend Summer Vocational Workshop

Topics: Curriculum Content	Attended		Did Not Attend		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Clothing and Textiles						
Undesirable	7	6	6	8	13	7
Uncertain	3	3	4	5	7	4
Desirable	105	91	66	87	171	90
Consumer Management Skills						
Undesirable	7	6	7	9	14	7
Uncertain	6	5	4	5	10	5
Desirable	102	89	65	86	167	87
Housing and Home Furnishings						
Undesirable	9	8	2	3	11	6
Uncertain	3	3	6	8	9	5
Desirable	102	90	69	90	171	90
Foods and Nutrition						
Undesirable	5	4	5	6	10	5
Uncertain	2	2	4	5	6	3
Desirable	111	94	69	89	180	92
Family/Interpersonal Relations						
Undesirable	8	7	4	5	12	6
Uncertain	4	4	0	0	4	2
Desirable	100	89	72	95	172	92

Topics: Curriculum Content	Attended		Did Not Attend		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Child Development						
Undesirable	6	6	6	8	13	7
Uncertain	6	5	1	1	7	4
Desirable	104	89	71	91	175	90
Wage Earning/Careers						
Undesirable	12	11	6	8	18	10
Uncertain	17	15	7	10	24	13
Desirable	83	74	61	82	144	77
Occupational Programs in Child Care Services						
Undesirable	34	30	20	27	54	29
Uncertain	19	17	14	19	33	17
Desirable	61	54	41	55	102	54
Occupational Programs in Food Services						
Undesirable	35	30	21	27	56	29
Uncertain	16	14	11	14	27	14
Desirable	64	56	45	59	109	57
Occupational Programs in Clothing Services						
Undesirable	37	33	23	30	60	32
Uncertain	17	15	14	18	31	16
Desirable	58	52	39	51	97	52

Topics: Curriculum Content	Attended		Did Not Attend		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Occupational Programs in Home Furnishings						
Undesirable	42	37	22	29	64	34
Uncertain	20	18	18	24	38	20
Desirable	51	45	35	47	86	46
Occupational Programs in Management Aide Services						
Undesirable	48	43	32	43	80	43
Uncertain	26	23	17	23	43	23
Desirable	38	34	26	35	64	34
Future Homemakers of America (FHA)/Home Economics Related Occupations (HERO)						
Undesirable	15	13	21	27	36	19
Uncertain	15	13	6	8	21	11
Desirable	85	74	51	65	136	70

Note. The number (n) in each column represents responses to each of the three levels for each item. The percentage (%) shown is of the total responses of the three levels to each of the items.

APPENDIX J

Number and Percentage of Responses to Preference of Topics to be Included in
Inservice Education Programs (Teacher Activities) by Teachers Who
Attended and Who Did Not Attend Summer Vocational Workshop

Topics: Teacher Activities	Attended		Did Not Attend		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Planning use of department space and equipment						
Undesirable	19	16	22	29	41	21
Uncertain	11	9	13	17	24	12
Desirable	87	74	47	54	134	67
Planning department budgets						
Undesirable	29	25	20	27	49	26
Uncertain	14	12	8	11	22	12
Desirable	73	63	47	63	120	63
Managing teaching time						
Undesirable	19	16	17	22	36	19
Uncertain	9	8	7	9	16	8
Desirable	89	76	53	69	142	73
Managing departments with one or more teachers						
Undesirable	33	28	19	25	52	27
Uncertain	11	9	13	17	24	12
Desirable	73	62	45	59	118	61

Topics: Teacher Activities	Attended		Did Not Attend		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Planning curriculum						
Undesirable	12	10	7	9	19	10
Uncertain	7	6	7	9	14	7
Desirable	98	84	62	80	160	83
Evaluating and measuring student progress						
Undesirable	14	12	9	12	23	12
Uncertain	12	10	7	9	19	10
Desirable	91	78	61	79	152	78
Evaluating program components such as follow-up of students, employment, etc.						
Undesirable	34	30	22	29	56	29
Uncertain	23	20	21	28	44	23
Desirable	57	50	34	44	91	48
Using counseling techniques						
Undesirable	19	17	11	14	30	16
Uncertain	15	13	11	14	26	14
Desirable	80	70	55	72	135	71
Motivating students						
Undesirable	4	4	5	7	9	5
Uncertain	6	5	3	4	9	5
Desirable	108	92	69	90	177	91

Topics: Teacher Activities	Attended		Did Not Attend		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Using audio-visual aids						
Undesirable	21	18	14	18	35	18
Uncertain	11	10	15	20	26	13
Desirable	84	72	48	62	132	68
Conducting conferences with parents, students, employers, and administrative personnel						
Undesirable	30	26	19	26	49	26
Uncertain	21	18	11	15	32	17
Desirable	64	56	44	60	108	57
Using an advisory committee						
Undesirable	25	22	15	19	40	21
Uncertain	9	8	7	9	16	8
Desirable	81	71	56	72	137	71
Coordinating secondary and postsecondary programs						
Undesirable	28	24	15	20	43	22
Uncertain	21	18	17	22	38	20
Desirable	68	58	45	59	113	58
Identifying student and community needs						
Undesirable	19	16	5	7	24	12
Uncertain	15	13	11	15	26	13
Desirable	83	71	60	79	143	74

Topics: Teacher Activities	Attended		Did Not Attend		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Planning and organizing occupational programs						
Undesirable	30	26	14	18	44	23
Uncertain	19	17	11	14	30	16
Desirable	66	57	52	68	118	61
Recruiting students for home economics programs						
Undesirable	8	7	8	10	16	8
Uncertain	5	4	3	4	8	4
Desirable	102	89	66	86	168	88
Using innovative methods and techniques such as simulations, etc.						
Undesirable	7	6	3	4	10	5
Uncertain	3	3	8	10	11	6
Desirable	106	91	66	86	172	89
Implementing new educational concepts						
Undesirable	6	5	3	4	9	5
Uncertain	5	4	7	9	12	6
Desirable	105	90	66	87	171	89
Developing cooperation between administration and the home economics program						
Undesirable	15	13	8	10	23	12
Uncertain	11	10	9	12	20	10
Desirable	90	78	60	78	150	78

Topics: Teacher Activities	Attended		Did Not Attend		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
<hr/>						
Planning and integrating student out-of-class experience with classroom learning experiences						
Undesirable	12	10	6	8	18	9
Uncertain	10	9	7	9	17	9
Desirable	93	81	64	83	157	82
Choosing, obtaining, and evaluating instructional materials						
Undesirable	10	9	8	11	18	9
Uncertain	4	4	4	5	8	4
Desirable	101	88	64	84	165	86
Sharing of teaching techniques and materials						
Undesirable	6	5	6	8	12	6
Uncertain	3	3	1	1	4	2
Desirable	107	92	70	91	177	92
Teaching to meet cultural, social, and/or economic needs of students						
Undesirable	12	10	5	7	17	9
Uncertain	6	5	8	10	14	7
Desirable	98	85	64	83	162	84
Teaching in urban environment						
Undesirable	41	37	24	31	65	34
Uncertain	20	18	15	20	35	19
Desirable	51	46	38	49	89	47

Topics: Teacher Activities	Attended		Did Not Attend		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Teaching in rural environment						
Undesirable	26	23	12	16	38	20
Uncertain	16	14	13	17	29	15
Desirable	72	63	51	67	123	65
Working with the paraprofessional						
Undesirable	27	24	12	16	39	21
Uncertain	27	24	16	22	43	23
Desirable	60	53	46	62	106	56
Incorporating research findings into the classroom						
Undesirable	24	20	15	20	39	20
Uncertain	15	13	15	20	25	13
Desirable	80	67	47	61	127	66
Implementing interdisciplinary cooperative teaching approaches						
Undesirable	23	19	12	16	35	18
Uncertain	13	11	21	28	34	18
Desirable	83	70	42	56	125	64
Integrating the special and handicapped student into the classroom						
Undesirable	11	9	11	14	22	11
Uncertain	16	13	5	7	21	11
Desirable	92	77	61	79	153	78

Topics: Teacher Activities	Attended		Did Not Attend		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Teaching energy management						
Undesirable	19	16	10	13	29	15
Uncertain	11	9	14	18	25	13
Desirable	89	75	53	69	142	72
Using the computer						
Undesirable	6	5	5	6	11	6
Uncertain	10	8	5	6	15	8
Desirable	104	87	68	87	172	87

Note. The number (n) in each column represents responses to each of the three levels for each item. The percentage (%) shown is of the total responses of the three levels to each of the items.

APPENDIX K

Number and Percentage of Responses to Preference of Topics to be Included
in Inservice Education Programs (Professional Concerns) by Teachers
Who Attended and Who Did Not Attend Vocational Summer Workshop

Topics: Professional Concerns	Attended		Did Not Attend		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Certification requirements for occupational programs						
Undesirable	31	26	18	25	49	26
Uncertain	15	13	12	16	27	14
Desirable	71	61	43	59	114	60
Home economics programs for elementary schools						
Undesirable	43	36	24	32	67	35
Uncertain	25	21	9	12	34	18
Desirable	50	42	43	57	93	48
Recent trends in home economics						
Undesirable	4	3	4	5	8	4
Uncertain	3	3	2	3	5	3
Desirable	113	94	70	92	183	93
Future directions affecting home economics education						
Undesirable	2	2	3	4	5	3
Uncertain	4	3	3	4	7	4
Desirable	113	95	72	92	185	94

Topics: Professional Concerns	Attended		Did Not Attend		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Legislation affecting home economics education						
Undesirable	3	2	3	4	6	3
Uncertain	4	3	3	4	7	3
Desirable	123	94	71	92	194	94
Public relations activities						
Undesirable	9	8	5	6	14	7
Uncertain	3	3	6	8	9	5
Desirable	106	90	67	86	173	88
Development of administrative competence						
Undesirable	15	13	9	12	24	12
Uncertain	12	10	12	16	24	12
Desirable	91	77	55	72	146	75
Proposal writing for special grants						
Undesirable	31	27	19	25	50	26
Uncertain	23	20	18	24	41	21
Desirable	61	53	39	51	100	52
Leadership development						
Undesirable	15	13	9	12	24	12
Uncertain	10	9	11	14	21	11
Desirable	93	79	58	74	151	77

Topics: Professional Concerns	Attended		Did Not Attend		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
<hr/>						
Legislative involvement						
Undesirable	24	20	13	17	37	19
Uncertain	20	17	16	21	36	18
Desirable	75	63	47	62	122	63
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Note. The number (n) in each column represents responses to each of the three levels for each item. The percentage (%) shown is of the total responses of the three levels to each of the items.