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ABERI, JEWELL MILLER. Teacher Attitudes Toward Use and Teaching of Consumer Credit and Relationships to Consumer Credit Content of Secondary School Home Economics Classes. (1974)
Directed by: Dr. Jane H. Crow. Pp. 86.

The purpose of this study was to (1) compare the consumer credit content of North Carolina secondary school home economics classes with the content recommended by the North Carolina State Department of Public Instruction, (2) identify teacher attitudes toward the use of and toward the teaching of consumer credit, (3) determine any existing relationships between teacher attitudes and the consumer credit content of classes taught by them, and (4) determine any significant relationships between teacher attitudes and selected personal characteristics such as age, teaching experience, and time lapse since last formal study of consumer credit.

Data were secured by a pretested questionnaire constructed by the investigator. Questionnaires were mailed to a sample of 160 teachers randomly drawn from a list of all vocational home economics teachers employed in North Carolina during the 1971-1972 school year.

Results revealed that a majority of the respondents were including more than one-half of the recommended consumer credit topics for their home economics classes. Teachers tended to include the rather general recommended credit topics and to omit the more specific ones. In general, teachers included many more topics in their study of credit than were recommended for a particular class.

The findings of this study indicated that the teachers, as a whole, had very similar attitudes toward the aspects of credit being measured. The predominant attitude of the teachers toward the use of credit was that it is usually better to pay cash than to purchase with

credit. Respondents expressed disapproval of the use of credit for luxury items; however, they were fairly evenly divided over the question of credit use for necessities.

The teachers agreed that it is important to teach consumer credit to teenagers but were in disagreement as to whether teenagers were interested in learning about it. A majority of the teachers expressed confidence in their ability to teach consumer credit; however, about one-half believed that they lacked adequate knowledge to teach students what they needed to know about credit.

Findings significant at the .05 level or better follow. As teaching experience increased, fewer teachers believed that the students were interested in learning about credit; the most experienced and the most inexperienced teachers showed strong disapproval of the use of credit for luxury items; the longer the lapse of time since the teachers' last formal study of consumer credit, the less they believed that it is usually better to pay cash than to use credit; the greater the teachers' confidence in their ability, the less they taught of the recommended credit content for course 7120 (advanced home economics). More of those teachers who included a high percentage of the recommended topics for course 7170 (family life education) believed that students were interested in learning about consumer credit.

TEACHER ATTITUDES TOWARD USE AND TEACHING OF CONSUMER CREDIT

AND RELATIONSHIP TO CONSUMER CREDIT CONTENT OF

SECONDARY SCHOOL HOME ECONOMICS CLASSES

by

Jewell Miller Aberi

A Thesis Submitted to
the Faculty of the Graduate School at
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This thesis has been approved by the following committee of the Faculty of the Graduate School at The University of North Carolina at Greensboro.

My adviser, Dr. Carl D. Crow, was always helpful and patient, never failed to be available when needed, and was a constant source of encouragement.

I am also indebted to the other two committee members, Dr. Ray Edwards and Dr. Laura G. Anderson, who each contributed professional knowledge and time in her own unique way.

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Jane V. Crow

To Dr. Carl D. Crow, my adviser, I offer my gratitude for his assistance in the statistical analysis of the data.

A special word of appreciation is due the 97 home economics teachers who were the source of the data upon which this study was based.

Oral Examination
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CHAPTER I

INTRODUCTION

The increased use of consumer credit in the United States during recent years has made the need for consumer education about credit and its use of greater importance. Social and economic pressures are continually placed on the consumer to purchase more goods and services-- often by the use of credit. Consumer credit outstanding totaled nearly \$158 billion at the end of 1972, an increase of approximately 28 times the amount outstanding at the end of World War II (21:54). This tremendous amount of credit buying makes it possible for many families to increase their level of consumption; however, credit creates many problems for the consumer if it is misused.

Knowledge and understanding of credit is essential for the consumer to make intelligent decisions about its use. Inadequate knowledge concerning credit has prevented many persons from using credit wisely. Lack of knowledge about and understanding of the use of credit is so widespread that concern for the consumers' welfare prompted Congress to pass the Consumer Credit Protection Act which President Johnson signed into law on May 29, 1968. Regulation Z, the truth-in-lending portion of the Act, requires disclosure of the cost of credit expressed in dollars and cents and by the true annual interest rate in all credit transactions (69:41). This information enables consumers to make more intelligent decisions regarding the use of credit. This new legislation "is regarded by supporters as one of the strongest consumer protection measures

in recent history" (64:21). It can aid not only long-time users of credit but also the large number of new families which will be established between now and 1980. These young people are now entering our high schools and already many of them are users of credit.

The importance of teenage buying has been recognized by businessmen and considerable recognition has been given them during the last ten years as the newest consumers. Business establishments are making every effort to entice teenagers not only to spend money but to use credit for current consumption items. The most recent development in the bid to capture teenage business is the availability in some states of easy credit for teenagers with or often without parental consent. Changing Times reported in 1960 that a survey of 183 department stores and specialty shops revealed that approximately 30 percent of these stores offered special credit plans for teenagers and 23 stores were thinking of including one (55:31). Undoubtedly since 1960 this number has risen considerably. Radio Corporation of America's Conley has stated that "Nearly all of our dealers extend credit on lower priced equipment to teenagers because they are aware that this group will soon buy our expensive equipment" (13:96).

According to a survey made in 1968, young homemakers in North Carolina ranked management of financial resources as their greatest homemaking problem (73:7). Studies concerned with marital adjustment also have indicated that money management is high on the list of problems which cause marital conflict (14). Hermann (26) reported that young couples often have a difficult time meeting their financial obligations because of low and unstable incomes and small savings which leads

to a dependence upon consumer credit and further jeopardizes their financial situation and creates new problems for them. These data underscore the importance of providing training in money management and wise credit use at the high school level. The secondary school is the most effective place in the educational system to teach credit use since it is during the teenage years that one is first faced with the decision of whether or not to use credit. In many instances this will be the last time that it will be possible for these young people to be exposed to the study of consumer credit while in school. Statistics show that in 1970, 24.1 percent of all females 18 and 19 years of age and 61.5 percent of those 20 to 24 years of age were attending college or professional schools (76). Out of those teenagers who enter an institution of higher learning after high school, very few will be exposed to any study of credit. Their knowledge and understanding of the use of credit will be based upon what they learned while they were in high school or upon what they were taught by their parents.

Adam's study (2) of Northern Idaho high school students and their parents showed that parents did not have enough background in wise credit use to set an appropriate example for their children. Parents surveyed agreed that the school should teach credit (its benefits and risks), if teenage credit is to be available. Since the majority of parents possess inadequate knowledge about wise credit use, logically it is the responsibility of the educational system to prepare young people to handle better their purchasing problems both now and as adults.

Few studies have dealt with either the consumer credit content of home economics classes or the attitudes of home economics teachers

toward the use of or toward the teaching of consumer credit. In a study of the consumer credit content of homemaking classes in California secondary schools, McClish (40) found that 64.3 percent of the responding schools included study of consumer credit and that credit was most apt to be taught to senior students.

From the data and research reviewed, it may be concluded that teenagers as well as adults need to understand the reality of the consequences of credit use and how to handle credit obligations. In order to minimize financial problems and marital conflict related to extensive and unwise credit use, it is essential to educate the youth of our country in the use of consumer credit as a facet of money management. Children need to be taught to handle money wisely beginning early in childhood, but the secondary school is the most appropriate place in the educational system to expose them to a formalized study of consumer credit. Teachers' attitudes toward credit and the content of the consumer credit classes in high schools may well determine the success or failure of future families in their credit transactions.

This study was designed to ascertain to what extent home economics teachers in North Carolina are reaching their students, the future users of consumer credit, and are meeting the challenge of educating them in the wise use of credit. The information gathered concerning teacher attitudes should give insight into ways of making the study of consumer credit a more meaningful subject to both teacher and student. Any significant relationships between what is taught in the classroom and the teachers' attitudes toward the use of and toward the teaching of consumer credit need to be identified.

Objectives of the Study

This study was undertaken to:

- (1) make a comparison of the consumer credit content of North Carolina secondary school home economics classes with the recommended content for North Carolina secondary public schools as set forth by the Department of Public Instruction in the curriculum guide, "Family Economics and Consumer Education."
- (2) identify attitudes of home economics teachers toward the use of consumer credit.
- (3) identify attitudes of home economics teachers toward the teaching of consumer credit.
- (4) determine any relationship that may exist between the teachers' attitudes toward the use of consumer credit and the content of their consumer credit classes.
- (5) determine any relationship that may exist between the teachers' attitudes toward the teaching of consumer credit and the content of their consumer credit classes.
- (6) identify any significant relationships between the teachers' attitudes toward the use of and toward the teaching of consumer credit and the selected personal characteristics of age, teaching experience, and time since last formal study of consumer credit.

Assumptions of the Study

The following assumptions are basic to this study:

- (1) The responding teachers will supply accurate information in regard to the consumer credit content of their classes.
- (2) Opinions of the teachers are an indirect measure of their attitudes.
- (3) An increased knowledge of consumer credit among teenagers can lead to wiser decision-making regarding its use both now and when they are adults.

Definition of Terms

Consumer credit--business arrangement that permits the receiving of money, goods, or services in exchange for a promise of future payment. (Mortgage credit is not included.)

Attitude--idea which causes a person to react in a particular way to an object or to an event.

Scale 1--attitude scale relative to use of credit.

Scale 2--attitude scale relative to teaching of credit.

Home economics course 7110--introductory home economics course.

Home economics course 7115--semester course in consumer education and management.

Home economics course 7120--advanced home economics course.

Home economics course 7130--home economics III course.

Home economics course 7160--home economics course for boys.

Home economics course 7170--family life education course.

CHAPTER II
REVIEW OF LITERATURE

The teenager has become an important segment of the American market system. Teenagers in the United States spend from \$10 to \$20 billion annually (41, 52, 57, 79). Consumer Reports in September, 1972, reported teenage spending as \$19.1 billion (16:558). However, the impact of this market segment cannot be measured only in terms of immediate buying power. Teenagers have a tremendous influence upon the purchasing decisions of their families. Attitudes toward children have changed to a great extent since World War II. These changes in attitudes have led to a generation in which children are spending more, are having more influence upon family economic decisions, and are even beginning to use consumer credit. Credit use is becoming important to them just as it has become a major facet of almost every family's financial management.

During the past decade or so, a significant amount of research has developed concerning credit use, teenage consumption patterns, and attitudes toward credit. However, there is a scarcity of data relative to teenagers' knowledge of credit and to the channels by which the present educational system is attempting to meet the challenge of readying these young people for their roles as adults.

The literature reviewed for this study is related to five distinct areas: teenagers as consumers, teenage use of credit, attitudes toward consumer credit, knowledge of consumer credit, and attitudes and their measurement.

TEENAGERS AS CONSUMERS

Writers, researchers, educators, and parents have evidenced much concern for the teenager's use of money. In 1950 the teenage market was virtually nonexistent. In 1953, teenagers spent \$7 billion; in 1959, they spent \$12 billion; and estimates for 1970 spending power ranged as high as \$30 billion (57:8). A nationwide survey conducted by Scholastic magazine in 1962 estimated that the amount of money spent by high school students had increased 300 percent over the previous 15 years (72:4).

As teenagers become one of the most lucrative segments of the American market, many businesses are turning their attention to this segment as a new source of profit. Eighteen year olds have been given the right to vote in national elections. With this right to vote, many 18 and 19 year olds can now take on other legal responsibilities such as entering into contracts. Seventeen states have lowered the age of majority from 21 to 18 or 19 (16:557). More than ever before, retailers consider this group important.

Teenagers as a group are "big spenders." Figures given for the average income of teenagers vary among sources of information. Benedict (6) listed the mean income for her subjects as \$11.76 per week while the average income reported by Harrison (25) was only \$5.46 weekly. Westbrook (77) studied the money management practices of eighth grade students and found that their incomes ranged from \$1.40 to \$70.00 for the two week period of her survey. The average income for these students was \$12.08 for the two week period.

Even though the income of teenagers often varies considerably, the majority of them tend to spend their money for the same types of items. Chairman Gerald Gidwitz of Helene Curtis Industries reported in 1957 that, in sales of beauty products and grooming aids, teenagers consumed approximately 15 percent of the company's gross sales. The music industry reported that, of the \$150 million annual single record sales in 1956, 70 percent were sold to teenagers (13:95). Teenagers spend money not only for cosmetics and records but also for clothing, entertainment, food, sports, and similar items. Life reported in 1959 on teenage spending of an estimated \$10 billion annually as follows (46:78):

<u>Items</u>	<u>Percent</u>
Miscellaneous items (such as transportation, grooming, books, newspapers, magazines, and school supplies)	38
Food	22
Entertainment	16
Clothing	15
Sports	9

Benedict (6) reported that the teenage boys in her study spent their money primarily for cars, sports and sports equipment, snacks, and dates, while the girls spent their money for clothing, cosmetics, and church. In a national study of students in grades 7 through 12 who were enrolled in home economics classes, the item most often purchased was "gifts for the family." Other items for which these students spent their money included entertainment or fun, clothing, grooming supplies, snacks, books, car expenses, and food for the family (31). Gilbert Youth Research reported that the largest expenditure made by teenagers was for school lunches. The second largest expense for boys was sports and for girls, clothing and jewelry (72:5).

Despite the large amounts of money spent by teenagers, very few have had any experience in planning the use of their money. They often spend it haphazardly and without any forethought. The national study of students by Hurt in 1961 revealed that only 40 percent of them planned their spending, while only 19 percent kept a record of what they spent (31). A similar study in South Carolina revealed that as students progressed in school they were more likely to make a spending plan and to follow it. However, there was no significant increase in the number of those who kept a record of their expenditures (53).

TEENAGE USE OF CREDIT

While teenagers seem to have plenty of money to spend, it is not their only source of immediate purchasing power. Credit has become a means of satisfying their wants and needs. Many began consuming immediately and paying later by using their parents' charge accounts and gradually progressed to accounts of their own. Various studies have reported diverse proportions of teenagers as holders of credit accounts in their own names. Over 70 percent of the girls in Yearly's (78) study of freshmen and sophomore girls at Fresno State College used their parents' accounts for personal purchases and had begun to do so at the age of 14, 15, or 16. The Remsburgs (60) indicated that two out of five teenagers already have charge accounts. Sewalt (66) stated in her study of the use of credit by high school girls that their credit transactions were primarily through the use of parents' charge accounts. Two-thirds of the girls charged on their parents' accounts, while only five percent had accounts in their own names. Benedict (6) reported that half of

those teenagers interviewed used their parents' accounts, but only a few had their own accounts. Duvall (15:151) reported a recent survey which found that one-third of the teenagers in one suburban community had their own charge accounts and that nationally, one-fourth of all American families with teenagers had at least one charge account in a teenager's name. Westbrook (77) found that 28 percent of the eighth grade students she studied were using their parents' charge accounts. Holyoak (28) studied high school students and found that 38 percent had used credit and 18 percent had accounts in their own names.

The National Retail Merchants Association has given teenagers a rather good "credit rating." The NRMA reported that the payment record of teenagers is as good as that of adults (55:32). Yearly (78) found that a majority of the college freshmen and sophomore girls in her study expressed a feeling of responsibility for their obligations when they used personal charge accounts. Cateora (8) came to the conclusion that the teenagers he studied were cautious in their use of credit and well trained by family and society. Smith's (68) study of credit available to teenagers resulted in her conclusion that problems connected with delinquent accounts were believed to be less prevalent for teenagers than for adults. In Westbrook's (77) survey of eight stores, she found that the credit managers interviewed rated teenage accounts with moderate to high enthusiasm. They reported the same problems with teenage accounts as with adult accounts.

ATTITUDES TOWARD CONSUMER CREDIT

Even as attitudes toward children have greatly changed since World War II, so have attitudes toward the use of credit. This change of attitude has removed credit use from the realm of the distasteful and placed it in the region of the acceptable. No longer is it considered a sign of hardship to buy on the installment plan; in many instances, it is considered a sign of affluence. However, even though attitudes toward credit have changed rapidly, many people still express a conservative attitude toward credit use, especially by teenagers.

Yeary (78) surveyed 98 freshmen and sophomore girls at Fresno State College and 20 parents to determine the effect of training in money management on attitudes toward credit use. Ninety percent of the parents surveyed expressed approval of the limited use of parents' accounts by teenagers. Students without money management training expressed a very cautious attitude toward personal charge accounts for high school students--15 percent approved, 58 percent disapproved, and 27 percent said that it depends on the person. Those students with training in money management were somewhat less pessimistic in their attitudes toward credit use by teenagers--22 percent approved, 42 percent disapproved, and 36 percent said that it depends on the person. Parents reflected a more conservative attitude toward personal accounts for high school students than did the students; one-half of the parents disapproved, and the other half said that it depends on the person involved and his degree of maturity. Most of the students and parents participating in the study used credit with a certain amount of trepidation. Abell (1) found that nearly half of those teenagers she studied

believed that there should be more credit plans available to teenagers. Cateora (8) and Spitze (70) concluded from results of their studies that both teenagers and adults held generally conservative attitudes toward the use of credit. The respondents in these studies believed that people are using too much credit. They approved use of credit for necessities but were opposed to its use for luxuries.

KNOWLEDGE OF CONSUMER CREDIT

Knowledge has generally been assumed to be the most important factor influencing efficient use of credit. However, there seems to be a lack of knowledge concerning many facets of consumer credit even though such knowledge is deemed to be essential for wise credit use. Marion Naughton (45:15-16) expressed her interpretation of the importance of credit in the American economy and consequent need for education as follows:

Credit is of vital concern to all individuals. Because every individual as a consumer will at some time find it necessary to obtain some of his needs . . . upon a credit basis, and because modern business functions primarily upon a credit basis, it seems imperative that at some time in the individual's educational experiences he should be given the opportunity to develop an understanding of the credit system.

The study of consumer education and, in particular, consumer credit in our high schools has basically been nonexistent until recently. Still the curricula of most schools are very inadequate in terms of attempting to educate the student in matters involving consumerism. New York led all other states in the number of consumer courses taught in high schools during the 1970-1971 school year. At that time two other states, Illinois and Hawaii, had formulated plans for statewide consumer

education programs but plans had not been entirely implemented. The other 47 states were attempting to incorporate the study of consumer issues into home economics classes (43:41).

The idea that consumer education should be available to the less intelligent student is generally accepted because it is the poorer student with lower ability who will encounter the most problems as he attempts to enter the world of the consumer (43:30, 30:18-19, 47:43). However, it is usually the better students who enroll in consumer education courses in the high schools.

Canoyer indicated that lack of education is the basic problem underlying all consumer problems. This lack of knowledge extends to all segments of the population (3:40). Hibner (27) concluded from her study of secondary school teachers that they appeared to be uninformed on a number of the basic aspects of consumer credit. This is quite disturbing in view of the fact that it has long been a challenge in the public schools to adequately prepare students to meet economic problems. Teachers spend a limited amount of time in helping students learn how to use consumer credit (40). Most of the teachers surveyed by McClish (40) when she investigated the consumer credit content of homemaking classes in California secondary schools in 1964 believed that it was impractical to teach consumer credit to teenagers. If the educational system fails to educate the teenager in the judicious use of credit, then who can respond to this need?

Results of most studies dealing with knowledge concerning consumer credit disclosed that no one particular group is adept in credit use. This supports Adams' (2) statement that parents did not have

enough knowledge about credit use to set a precedent for their children. Parents in her sample believed that the schools should maintain the responsibility of educating youth in this area of study. Reynolds (61) and Paolucci and Thal (52) agree that it is the responsibility of the schools to teach credit use. Consumer credit is comparatively new to fathers and mothers, for only in this adult generation has credit become readily available. When the parents of today's teenagers were young, they had no thought of having their own charge accounts. Now that their teenagers may open personal accounts, they have no tradition to fall back upon for perspective (17).

Only a few of the teenagers surveyed in several different studies (25, 63, 38) had ever studied credit; however, they did think that schools should offer courses in money management and that credit was one of the topics which should receive major emphasis. These teenagers expressed a desire to learn about the importance of credit, the types of credit, and how to decide when to use cash or credit. Fifty percent of the girls and 38 percent of the boys surveyed by Lutes (39) indicated that a course in consumer education should be required for graduation. In Harrison's study of high school students, most of the respondents were pleased with the amount of money available to them but dissatisfied with their ability to spend it wisely (25). Lindsay (38) concluded from her study of high school senior girls that teenagers' knowledge of retail credit is limited.

In the area of consumer credit, which calls for judgment and knowledge, the easy way out is to follow custom and tradition rather than to learn how to make wise decisions. Certain resistances to the

development of consumer skills have been cited:

. . . the efforts of the business community to emphasize "salesmanship" in opposition to "buymanship," inertia on the part of the consumer, conventional buying habits, pecuniary standards of taste, and a feeling that a concern over money is demeaning (24:165).

It is essential that every consumer attempt to overcome these resistances if he is to realize the full extent of his purchasing power. Through education, the youth of today may be spared the pitfalls of past custom and tradition. Riesman (63:80-81) pointed out, as evidence of the importance of the consumer experience teenagers receive in preparation for adulthood, that:

. . . today there is no fast line that separates the consumption patterns of the adult world from those of the child, except the consumption objects themselves. The child may consume comics or toys while the adult consumes editorials and cars; more and more both consume in the same way. In the consumers' union of the peer-group the child's discipline as a consumer begins today very early in life--and lasts late. Today the future occupation of all moppets is to be skilled consumers.

ATTITUDES AND THEIR MEASUREMENT

Each researcher, writer, psychologist, and educator seems to have his own special definition for the term attitude. The intangibility of human actions has made it very difficult to construct a concise, meaningful definition of attitude which is acceptable to everyone involved in study in this area. A review of literature showed the difficulty faced in defining attitudes.

Thurstone, who constructed a widely used method of attitude scaling, gave the following definition of attitude in the late twenties: Attitudes denote "the sum total of a man's inclinations and feelings, prejudices or bias, preconceived notions, ideas, fears, threats, and

convictions about any specific topic" (71:128). Remmers (59:3) defined attitude as an "affectively toned idea or group or ideas preparing an organism to action with reference to specific attitude objects." Katz (33:168) concluded from his study of attitudes that "an attitude is the predisposition of the individual to evaluate some symbol or object or aspect of his world in a favorable or unfavorable manner." Osgood, et al. (51) concluded that most authorities agree that attitudes are learned and implicit.

Even though there are many definitions for the term attitude, two themes are common to many of them: an attitude is a readiness to respond and an attitude is characterized by consistent responses to social situations (71:2). A definition that includes many of the ideas of persons interested in the study of attitudes (12, 20, 35, 36) is: "An attitude is an idea charged with emotion which predisposes a class of actions to a particular class of social situations" (75:2). This definition points out three parts of an attitude: the idea, the emotion which charges the idea, and the inclination to action.

The following statement from Sherif and Sherif (67:2) summarizes much of the thinking in regard to the meaning of the term attitude:

When we talk about attitudes, we are talking about what a person has learned in the process of becoming a member of a family, a member of a group, and of society that makes him react to his social world in a consistent and characteristic way, instead of a transitory and haphazard way. We are talking about the fact that he is no longer neutral in sizing up the world around him: he is attracted or repelled, for or against, favorable or unfavorable. We are talking about the fact that his behavior toward other persons, groups, institutions, and nations takes on a consistent and characteristic pattern as he becomes socialized. We are talking about his ties, stands, and sentiments regarding the family and toward various social, religious, political, and economic issues. We are talking about the fact that what we see and listen to are selectively chosen

from a mass of potential stimulation surrounding the individual. We refer to how we see ourselves and others after we have attended to some aspect of the multifaceted world about us.

Allport (23) concluded that attitudes are defined less successfully than they are measured. However, the measurement of attitudes, and particularly the degree of measurement, is also a subject of recurrent controversy and debate. Whether verbally expressed opinions are indicators of actual attitudes has frequently been questioned. Discrepancies between professed attitudes and actual behavior has been shown in various studies (10, 35). Thurstone (74:128) reiterated this feeling of uncertainty concerning the measurement of attitudes when he said:

All that we can do with an attitude scale is to measure the attitude actually expressed with the full realization that the subject may be consciously hiding his true attitude or that the social pressure of the situation has made him really believe what he expresses.

However, Thurstone (74:128) further stated that "it is just as legitimate to say that we are measuring attitudes as it is to say that we are measuring tables or men." His concept of the reliability of the measurement of attitudes provided the basis for much of the current research being done in this area when he said:

. . . we shall measure the subject's attitude as expressed by the acceptance or rejection of opinions. But we shall not thereby imply that he will necessarily act in accordance with the opinions that he has indorsed. Let this limitation be clear. The measurement of attitudes expressed by a man's opinions does not necessarily mean the prediction of what he will do. If his expressed opinions and his actions are inconsistent, that does not concern us now, because we are not setting out to predict overt conduct. We shall assume that it is of interest to know what people say that they believe even if their conduct turns out to be inconsistent with their professed opinions. Even if they are intentionally distorting their attitudes, we are measuring at least the attitude which they are trying to make people believe that they have (74:129).

Attitude scales are one of the most commonly used methods of identifying attitudes. There are four, now classic, approaches to scaling which are cited by the names of Thurstone, Likert, Bogardus, and Guttman. These scales differ in method of construction, means of response, and interpretation of scores. Each type of scale has its own specific advantages and disadvantages and no one particular scale is suited to all research situations. Each situation must be evaluated and a method of scaling then selected.

The Thurstone scale attempts to approximate an equal interval scale. The procedure necessary to develop this type of scale is quite cumbersome. Several hundred statements related to the attitude being investigated must be gathered. These statements must be classified as to favorableness or unfavorableness by a large number of judges. Scale values for the statements are then computed and a final selection of statements to be used for the questionnaire is made (65:307). The Thurstone method of scaling has been widely used; however, several objections have been raised against this type of scale. The amount of work involved is perhaps the first objection. A second objection is the dependence of the scale values upon the opinions of judges. Several research studies (4, 12, 23, 29, 35) have shown that the attitudes and opinions of the judges do, in fact, affect the values which they assign to the statements. Thirdly, "since scores are averages of responses to specific items, essentially different attitudinal patterns may be expressed in the same score" (32:194). This objection, however, applies also to other types of scales; it is not unique to the Thurstone scale. Finally, there is doubt that the supposedly equal intervals are, in fact, equal.

Likert developed a summated scale consisting of statements to which the respondent is asked to react. Responses to each statement are made in terms of several degrees of agreement or disagreement; for example, (1) strongly agree, (2) agree, (3) no opinion, (4) disagree, (5) strongly disagree. The Likert scale has several advantages over the Thurstone scale: it is generally considered to be easier to construct; it does not depend upon the opinions of judges; it is likely to be more reliable than a Thurstone scale of the same number of items; and it provides more precise information on the respondent's opinion since there are usually five degrees of agreement-disagreement (65:315). The main disadvantage of the Likert scale is that often "the total score of an individual has little clear meaning, since many patterns of response to the various items may produce the same score" (32:196). Oppenheim summarized the major reasons for the popularity of the Likert-type scale when he said, "The Likert procedure may have its disadvantages, but it is certainly less laborious, and this--together with the discovery that Likert scales correlate well with Thurstone scales--has helped to make it more popular" (50:133).

The Bogardus attitude scale is a cumulative scale. That is, the statements on the scale are related to each other in such a way that, for example, a person who expressed a favorable attitude toward item 3 on a scale should also have a favorable attitude toward items 1 and 2 (65:317). Since the early 1930's when the Thurstone and Likert methods of scaling appeared, attention has shifted away from the cumulative method of scaling (65:319).

Guttman's technique is commonly called scale analysis or the scalogram method. Scale analysis is based on the concept of unidimensionality. "In the Guttman procedure, a 'universe of content' is considered to be unidimensional only if it yields a perfect, or nearly perfect, cumulative scale . . ." (65:320). The approach of Guttman represents a promising starting point for future research in attitude measurement.

Selection of Sample

The sample consisted of 166 home economics teachers randomly drawn from a list of all vocational home economics teachers employed in the North Carolina secondary schools during the 1971-1972 school year. The list of teachers was supplied by the Division of Occupational Education of the North Carolina Department of Public Instruction.

Development of the Instrument

An instrument for determining what was being taught in home economics classes in North Carolina and for comparing this with recommendations made by the State Department of Public Instruction was required. Recommended topics for each course were taken from the curriculum guide,

CHAPTER III

PROCEDURE

The present investigation was undertaken to compare the consumer credit content of home economics classes in North Carolina secondary schools with the content recommended by the North Carolina Department of Public Instruction, to identify teacher attitudes toward the use of and the teaching of consumer credit, and to determine any existing relationships between teachers' attitudes and the content of their consumer credit classes. The investigator also believed that it was important to determine any significant relationships between the teachers' attitudes and selected personal characteristics such as age, teaching experience, and time since last formal study of consumer credit.

Selection of Sample

The sample consisted of 160 home economics teachers randomly drawn from a list of all vocational home economics teachers employed in the North Carolina secondary schools during the 1971-1972 school year. The list of teachers was supplied by the Division of Occupational Education of the North Carolina Department of Public Instruction.

Development of the Instrument

An instrument for determining what was being taught in home economics classes in North Carolina and for comparing this with recommendations made by the State Department of Public Instruction was required. Recommended topics for each course were taken from the curriculum guide,

"Family Economics and Consumer Education" (48). These topics were arranged in a check list on which the teacher could indicate which she taught at each course level.

The scale used to measure attitudes toward the use of consumer credit (Scale 1) was developed by Hazel T. Spitze for her study, "The Relation Between Selected Women's Knowledge and Use of Consumer Credit: A Basis for Adult Education Program Planning" (70). Teachers indicated their degree of agreement or disagreement toward each statement on a 5-point scale of "strongly agree", "agree", "no opinion", "disagree", and "strongly disagree".

The scale used to measure attitudes toward the teaching of consumer credit (Scale 2) was devised by the investigator. It contained an equal number of positive and negative statements constructed to indicate attitudes toward three general aspects of teaching credit: the value of teaching consumer credit, the teachers' and the students' interest in it, and the ability of the teacher to teach the subject. The same 5-point scale described above was used to identify attitudes toward teaching credit.

A pretest was given to six home economics teachers in Greensboro, North Carolina, who were not included in the sample. These teachers were requested to answer all questions. They were instructed to indicate any questions which they thought needed clarification or which were not pertinent to the study. The teachers' comments were evaluated and the questionnaire was then revised. A copy of the questionnaire used in the study can be found as Appendix A.

Collection of Data

Questionnaires were mailed to all teachers selected for the sample. A letter explaining the purpose of the study and giving instructions for completion and return of the questionnaire was included as was a self-addressed, stamped envelope for convenience in replying. The investigator requested that all questionnaires be returned within two weeks.

Analysis of Data

An attitude score for each respondent was derived. It was decided that a high score would denote a favorable attitude toward the use of or toward the teaching of consumer credit. A low score would denote an unfavorable attitude. After having scored each item from 1 to 5 or from 5 to 1, depending on whether it was a positive or a negative statement, the item scores were added to obtain the total attitude score for each respondent. The range of possible scores on the scale which measured attitudes toward the use of credit was 15 to 75; the range of the scale to measure attitudes toward the teaching of consumer credit was 12 to 60.

Distribution of answers on the attitude scales relative to the use of credit and to the teaching of credit suggested that the respondents were answering in a manner very similar to each other on most of the statements and in such a way that they could not be classified as having either a favorable or an unfavorable attitude toward the use of or toward the teaching of consumer credit. There was very little spread of answers on the statements of these two scales. The actual pattern of responses is available in Appendix B.

The mean and standard deviations of the mean scores were computed to demonstrate the stereotony of answers on both attitude scales. Ranges were too small for this analysis to be useful. Seven statements from the combined scales that showed greatest spread of answers were selected for analysis. (Three statements were from attitude scale 1 and four were from attitude scale 2.) These statements are:

1. If you don't have cash for new clothes or a new washing machine, use the old ones until you do.
2. If you can't afford something your family wants, like a television, use credit to get it.
3. It is nearly always better to pay cash than to buy on time.
4. I have enough knowledge about consumer credit to teach students what they need to know.
5. Students are not interested in learning about consumer credit.
6. Most teenagers are interested in learning how to use consumer credit.
7. I don't feel confident of my ability to teach consumer credit.

An examination of these statements determined that they could be divided into fairly natural groupings. Statements 1, 2, and 3 deal with use of credit; statements 5 and 6 relate to student interest in the study of consumer credit; and statements 4 and 7 from this scale deal with teacher knowledge and confidence.

The content of the seven statements selected for further analysis varied enough so that they did not appear to constitute a unidimensional scale; i.e., the different groups of statements mentioned above seemed to represent different attitudes. Because of the bimodal rather than normal curves, the decision was made to use non-parametric statistical analysis, which does not require an assumption of normal curves.

As has been mentioned previously, it was believed that the seven statements analyzed were measuring not one, but perhaps several different attitudes. Accordingly, each statement was correlated with every other statement using 4-cell contingency tables. Scores for each statement were split at the median or as near to it as possible and then each pair of statements was arranged in a 4-cell table to determine if there was any association between the two statements. Statistical methods used for analysis were chi square and a contingency coefficient; the latter being a measure of the strength of association between two variables. A contingency coefficient is roughly analogous to a correlation coefficient.

Mini-scales of two statements each were constructed and the two statements for an individual were compared. If the subjects answered positively on each statement of the mini-scale, this was classified as positive agreement with the particular attitude being measured. Both statements answered negatively or a combination of a negative and a positive answer was categorized as negative agreement on the attitude. This resulted in a dichotomization that allowed larger cell frequencies and simpler inspection for trends. The mini-scale results were then analyzed in $2 \times k$ tables such as "positive agreement" - "negative agreement" by age. Chi square and linear chi square tests were performed, the latter being essentially a test of the linear regression of the dependent on the independent variable.

For the independent variables age, teaching experience, and last formal study, categories were pre-determined by the design of the questionnaire. However, the consumer credit content of courses 7120 and

7170 was designated by an open percentage system. For this reason, responses to course 7120 were split into approximately thirds. The following categories resulted: low, 0-59%; medium, 60-79%; and high, 80-100%. Because of the small N (35) for course 7170, responses were split into two categories: low, 0-59% and high, 60-100%. Linear chi square analysis was used with the dependent variables and with course 7120.

Dichotomies for the single questions were formed by dividing subjects into those who agreed positively with the question and those who did not. Chi square and linear chi square tests were used for this analysis.

CHAPTER IV

FINDINGS

Description of the Respondents

A total of 97, of the 160 teachers contacted, responded to the study by completing and returning questionnaires. Eighteen of the returned questionnaires were rejected because information was lacking on content of classes or because of incomplete or omitted attitude scales. The respondents whose questionnaires were rejected were slightly older, had experienced a longer lapse in time since studying consumer credit in a formalized situation, and had been teaching home economics for a longer period of time than had others.

The 79 usable questionnaires constituted a sample of 10.5 percent of the population. The sample was classified into groups by age, by teaching experience in home economics, and by the number of years since enrollment in a course in which consumer credit was taught (Table 1).

Respondents ranged in age from 20 to over 45 years, with almost two-thirds being 35 or more years of age. Over 40 percent had been teaching home economics for 16 or more years. Almost 60 percent had been enrolled in a course in which consumer credit was taught within the past five years. However, 13 percent had never had any formal training in this area, while another 19 percent had had none within the last 10 years.

Table 1
 Characteristics of the Sample (N=79)

Characteristics	Number	Percent
Years of age:		
20-24 years	13	16.5
25-34 years	16	20.3
35-44 years	24	30.4
45 or more years	25	31.6
No response	1	1.2
Teaching experience:		
1-5 years	30	38.0
6-10 years	5	6.3
11-15 years	11	13.9
16 or more years	33	41.8
Last formal study of credit:		
Past 2 years	17	21.5
2-5 years	29	36.7
6-10 years	8	10.1
More than 10 years	15	19.0
Never	10	12.7

CONSUMER CREDIT CONTENT OF COURSES

At the time data were collected for this study, the current North Carolina State Department of Public Instruction curriculum guide, "Family Economics and Consumer Education" (48), included recommended consumer credit content for only three courses within the home economics program for grades 9 through 12. One of these courses, 7130, has now been deleted from the curriculum and replaced by course 7115. The two remaining courses for which consumer credit was recommended are 7120 and 7170. In this study, the topics actually taught in these courses were compared with the recommended content. The other two courses for which data were gathered, 7110 and 7160, could not be included in the comparison since there was no recommended credit content for them.

Course 7115--Consumer Education and Management

Only three of the teachers included in the sample were teaching the new course, 7115. Comparisons were made between the recommended topics for the now deleted course 7130 and the topics actually taught in its replacement, course 7115. The three teachers were teaching an average of 50 percent of the 40 recommended topics. One respondent was including only 7 topics or 17.5 percent of those recommended, while another was teaching 50 percent; the third respondent included 33 of the recommended topics or 82.5 percent.

All respondents teaching course 7115 included the cost of credit, advantages and disadvantages of charge accounts, and decision-making on the amount of credit to use. None of them included discussion of advantages and disadvantages of layaway plans, pawnshops as a source of

credit, or selected credit instruments. Table 2 shows the relationship of the recommended consumer credit topics to the actual topics taught in this course. Raw data summary for the questionnaire can be found in Appendix B.

Course 7120--Advanced Home Economics

Fifteen consumer credit topics were suggested in the curriculum guide for inclusion in course 7120. Fifty-two responding teachers were teaching this course. They were including an average of 69.9 percent of these recommended topics in their classes; the range was 6.7 to 100 percent. Twenty-one percent of the respondents were teaching less than one-half of the recommended topics. Thirty-three percent of them were including from one-half to three-fourths of the suggested topics and the remaining 46 percent were teaching more than three-fourths. Table 3 shows the relationship of the recommended consumer credit topics to the actual topics taught in course 7120.

Each of the recommended topics was being taught by at least one-half of the teachers. Fewer of the teachers taught topics related to use of credit by teenagers than to any other topic. (See Appendix B.)

Course 7170--Family Life Education

Thirty-six of the responding teachers were teaching course 7170. Twenty-five percent of these teachers included less than one-half of the 48 recommended consumer credit topics in their classes. Forty-seven percent included between one-half and three-fourths of the topics. The range was from 0 to 100 percent, with a mean of 61.5 percent. The relationship of the recommended consumer credit topics to the actual topics taught in course 7170 may be seen in Table 4.

Table 2

Relationship of Consumer Credit Content Recommended by N. C.
State Department of Public Instruction to Actual
Consumer Credit Topics Taught in Home
Economics Course 7115 (1971-1972)

Consumer Credit Topics	Number of Teachers (N=3)	Percent
Cost of various types of credit		
Installment plans	3	100.0
Charge Accounts	3	100.0
Revolving charge credit	3	100.0
Advantages and disadvantages of		
Installment plans	2	66.7
Charge accounts	3	100.0
Revolving charge credit	2	66.7
Layaway plans	0	0.0
Use of credit in the American economy	1	33.3
Sources of loan credit		
Banks	1	33.3
Credit unions	1	33.3
Consumer finance companies	1	33.3
Insurance companies	1	33.3
Pawnshops	0	0.0
Factors to consider when shopping for credit		
Specialties of the source	2	66.7
Security required	2	66.7
Cost of the credit	2	66.7
Repayment arrangements	2	66.7
Services offered	2	66.7
True interest rates for various sources of credit		
sources of credit	2	66.7
How to compute true interest rates	1	33.3
Factors which cause cost of different types of credit to vary		
types of credit to vary	1	33.3
Effect of down payment on total cost	1	33.3
Decision-making on amount of credit to use		
to use	3	100.0

Table 2 (continued)

Consumer Credit Topics	Number of Teachers (N=3)	Percent
Consumer responsibilities in the use of credit	2	66.7
Psychological appeal to the consumer to use credit	2	66.7
Credit ratings	1	33.3
Relationship of credit to total financial plan	2	66.7
Extension of buying power through use of credit	2	66.7
Credit instruments and obligations of borrower		
Chattel mortgage	0	0.0
Conditional bill of sale	0	0.0
Installment contract	0	0.0
Mortgage contract	1	33.3
Promissory note	1	33.3
Sources of financial counseling	2	66.7
Bankruptcy Act	1	33.3
Reasons families get into financial difficulties	2	66.7
Significance of signing legal documents	1	33.3
Consolidation loans		
Advantages	1	33.3
Disadvantages	1	33.3
Cost	1	33.3

Table 3

Relationship of Consumer Credit Content Recommended by N. C.
State Department of Public Instruction to Actual
Consumer Credit Topics Taught in Home
Economics Course 7120 (1971-72)

Consumer Credit Topics	Number of Teachers (N=52)	Percent
Types of consumer credit		
Installment plans	38	73.1
Charge accounts	44	84.6
Revolving charge accounts	37	71.2
Layaway plans	41	78.8
Loan credit	33	63.5
Advantages and disadvantages of		
Installment plans	43	82.7
Charge accounts	44	84.6
Credit cards	46	88.5
Cash vs. credit	44	84.6
Forms of credit teenagers use		
Layaway	33	63.5
Parents' charge accounts	31	59.6
Own charge accounts	31	59.6
Installment plans	27	51.9
Loan credit	26	50.0
Articles for which teenagers use credit	28	53.8

Table 4

Relationship of Consumer Credit Content Recommended by N. C.
State Department of Public Instruction to Actual
Consumer Credit Topics Taught in Home
Economics Course 7170 (1971-1972)

Consumer Credit Topics	Number of Teachers (N=36)	Percent
Types of consumer credit		
Installment plans	30	83.3
Charge accounts	33	91.7
Revolving charge accounts	29	80.6
Layaway plans	27	75.0
Loan credit	29	80.6
Cost of various types of credit		
Installment plans	31	86.1
Charge accounts	32	88.9
Revolving charge credit	27	75.0
Layaway plans	26	72.2
Loan credit	28	77.8
Advantages and disadvantages of		
Installment plans	28	77.8
Charge accounts	28	77.8
Revolving charge credit	23	63.9
Cash vs. credit	25	69.4
Purpose of credit	26	72.2
Legal responsibilities of parents when teenagers use credit	17	47.2
Sources of loan credit		
Banks	30	83.3
Credit unions	28	77.8
Consumer finance companies	29	80.6
Insurance companies	31	86.1
Pawnshops	18	50.0
Factors to consider when shopping for credit		
Specialties of the source	17	47.2
Security required	28	77.8
Cost of the credit	30	83.3
Repayment arrangements	26	72.2
Services offered	21	58.3

Table 4 (continued)

Consumer Credit Topics	Number of Teachers (N=36)	Percent
Credit instruments and obligations of borrower		
Chattel mortgage	11	30.6
Conditional bill of sale	11	30.6
Installment contract	16	44.4
Mortgage contract	16	44.4
Promissory note	13	36.1
Criteria for wise credit use		
What should be included in credit contracts	25	69.4
Risks involved in using credit	16	44.4
Effect of credit on material level of living	28	77.8
Effect of credit on material level of living	15	41.7
Meanings of credit related terms		
Promissory note	13	36.1
Conditional sales contract	13	36.1
Default	13	36.1
Garnishment	16	44.4
Wage assignment	9	25.0
Installment	25	69.4
Principal	26	72.2
Balance	24	66.7
Cosigner	25	69.4
Collateral	25	69.4
Delinquency	20	55.6
Repossession	26	72.2
Security required by various sources of credit	18	50.0

Less than one-half of all the teachers teaching course 7170 discussed topics related to legal responsibilities of parents when teenagers use credit, specialties of various credit sources, effect of credit on material level of living, credit contracts, credit instruments (chattel mortgage, conditional bill of sale, installment contract, mortgage contract, and promissory note), obligations of the borrower, and meanings of various credit related terms such as default, garnishment, and wage assignment.

TEACHER ATTITUDES TOWARD USE OF AND TOWARD TEACHING OF CONSUMER CREDIT

When responses were analyzed, it was believed that the seven attitude statements were measuring not one but perhaps several different attitudes (Table 5). Therefore, each statement was correlated with every other statement using 4-cell contingency tables. Table 6 shows the matrix of chi squares and contingency coefficients and their significance. The results are quite clear. Two of the contingency coefficients seem most striking in terms of size and probability levels. The highest association is between statements 5 (Students are not interested in learning about consumer credit) and 6 (Most teenagers are interested in learning how to use consumer credit wisely) with a contingency coefficient of .51 ($p < .001$). Statements 4 (I have enough knowledge about consumer credit to teach students what they need to know) and 7 (I don't feel confident of my ability to teach consumer credit) also correlate impressively with a contingency coefficient of .41 ($p < .001$). Two other significant relationships were obtained. Statements 1 (If you don't have cash for new clothes or a new washing machine, use the old ones until you

Table 5

Scale of Teacher Attitudes Toward Use of
and Toward Teaching Consumer Credit

Attitude Statements	Teacher Response				
	SA	A	NO	D	SD
1. If you don't have cash for new clothes or a new washing machine, use the old ones until you do.	2	31	11	32	3
2. If you can't afford something your family wants, like a television, use credit to get it.	0	23	6	39	11
3. It is nearly always better to pay cash than to buy on time.	20	34	6	18	1
4. I have enough knowledge about consumer credit to teach students what they need to know.	1	37	10	28	3
5. Students are not interested in learning about consumer credit.	2	27	8	39	3
6. Most teenagers are interested in learning how to use consumer credit wisely.	4	28	9	36	2
7. I don't feel confident of my ability to teach consumer credit.	0	20	9	45	5

Table 6

Chi Squares and Contingency Coefficients of Teacher Attitudes
Toward Use and Teaching of Consumer Credit

Statements	1		2		3		4		5		6		7	
	X ²	C	X ²	C	X ²	C	X ²	C	X ²	C	X ²	C	X ²	C
1	XXXX													
2	<1.0	.00	XXXX											
3	5.8*	.24	<1.0	.00	XXXX									
4	1.7	.14	<1.0	.10	<1.0	.00	XXXX							
5	3.4	.20	<1.0	.00	<1.0	.00	<1.0	.00	XXXX					
6	<1.0	.00	<1.0	.00	<1.0	.00	<1.0	.00	27.4***	.51	XXXX			
7	1.5	.10	<1.0	.00	<1.0	.00	16.7***	.41	<1.0	.00	6.8**	.26	XXXX	

*Significant at .05 level

**Significant at .01 level

***Significant at .001 level

do) and 3 (It is nearly always better to pay cash than to buy on time) had a contingency coefficient of .24 ($p < .02$). Also, the contingency coefficient of statements 6 (Most teenagers are interested in learning how to use consumer credit wisely) and 7 (I don't feel confident of my ability to teach consumer credit) was .26 ($p < .01$).

The conclusion that different attitudes were being tapped by different statements appears to be supported since no general pattern of significant associations between statements was obtained. The content of the statements which are related seems to clearly suggest that certain pairs of statements are measuring certain attitudes; that is, statements 1 and 3 deal with paying cash versus using credit; statements 5 and 6 have to do with perceived student interest in consumer credit; and statements 4 and 7 deal with teacher knowledge and confidence.

Statement 2 (If you can't afford something your family wants, like a television, use credit to get it) did not correlate with any other statement, although it might be expected to correlate with statements 1 and 3. This lack of correlation may result because statement 3 is a general statement about using cash versus credit and statement 1 has to do with using credit for a necessity, whereas statement 2 might be considered to refer to more of a luxury item. Luxury items probably have more psychological distance from the general credit attitude than those items categorized as necessities.

In view of these correlation patterns, the statements were combined to form three mini-scales: statements 1 and 3 measuring attitudes toward credit use; statements 5 and 6 dealing with perceived student interest in consumer credit topics; and statements 4 and 7 measuring

teacher confidence in teaching about consumer credit based on knowledge. Because of the fairly low correlations between statements 1 and 3, and the reasoning presented above that there may be different attitudinal dimensions in regard to specific attitudes toward credit use, the decision was made to individually analyze statements 1, 2, and 3, also.

One additional factor should be noted. As mentioned earlier, it was found that statements 6 and 7 did correlate; however, there was no general pattern of correlation among items 4, 5, 6, and 7, suggesting that all of these items are not measuring one common dimension. While statements 6 and 7 do show some correlation, 4 does not correlate with 5 or 6 nor does 5 correlate with 4 or 7. Instead, two pairs of statements correlate rather strongly (4 and 7; and 5 and 6). It is thus assumed that statements 4 and 7 are measuring one attitudinal dimension (teacher confidence based on knowledge), statements 5 and 6 another (perceived student interest), and statements 6 and 7 are more weakly related to a third dimension. Inspection of their contents suggests that while 4 and 7 have to do with teacher confidence based on knowledge, 6 and 7 are measuring a dimension that might be called a "confidence based on student interest". For example, the teacher either lacks confidence and thus feels that the students are not interested, or lack of student interest has a negative effect on teacher confidence. In view of the fact that the associations between statements 5 and 6 and statements 4 and 7 are considerably higher than the association between statements 6 and 7, it appears that most of the variance of these statements is being accounted for by the two earlier named dimensions; i.e., perceived student interest and teacher confidence based on know-

ledge. It did not seem worthwhile to make a mini-scale using statements 6 and 7, since the answers to these statements were more heavily influenced by the other attitudes cited.

After the mini-scales were constructed and subjects were dichotomized using their positive or negative agreement on the particular attitude being measured, the resulting data were analyzed in 2 x k tables, such as "positive agreement" - "negative agreement" by age, teaching experience, last formal study of consumer credit, or consumer credit content of courses 7120 or 7170.

By Age

The age of the subjects ranged from the early 20's to over 45 years. A larger number (63%) of teachers were in the 35-44 and 45 years or older categories. Age did not significantly relate to any of the attitude mini-scales nor to any of the individual statements (Table 7).

By Teaching Experience

Length of teaching experience, which ranged from one to more than 16 years, was divided into four categories for analysis. There was a high incidence of relatively inexperienced teachers, with 1-5 years experience (38%), and more experienced teachers, with 16 or more years of experience (42%).

Length of teaching experience showed a significant linear relationship to the teachers' perception of the students' interest in consumer credit. The more experience teachers had, the less they believed that the students were interested (Table 8). When analyzed individually, statement 2 which deals with use of credit for luxuries, showed a

Table 7
 Relationship of Age to Teacher Attitude
 Statements and Mini-Scales

Direction of Answer	Age								Totals	
	20-24 yrs		25-34 yrs		35-44 yrs		45 or over			
	No.	%	No.	%	No.	%	No.	%	No.	%
Statement 1 - If you don't have cash for new clothes or a new washing machine, use the old ones until you do.										
Positive	6	46.2	5	31.3	12	50.0	12	48.0	35	44.9
Negative	7	53.8	11	68.7	12	50.0	12	52.0	43	55.1
^a Linear chi square			<1.0		^b Chi square			1.6		
Statement 2 - If you can't afford something your family wants, like a television, use credit to get it.										
Positive	3	23.0	4	25.0	10	41.7	6	24.0	23	29.5
Negative	10	77.0	12	75.0	14	58.3	19	76.0	55	70.5
Linear chi square			<1.0		Chi square			2.5		
Statement 3 - It is nearly always better to pay cash than to buy on time.										
Positive	4	30.8	4	25.0	7	29.2	4	16.0	19	24.4
Negative	9	69.2	12	75.0	17	70.8	21	84.0	59	75.6
Linear chi square			<1.0		Chi square			1.5		
Statements 5 & 6 - Students are not interested in learning about consumer credit. Most teenagers are interested in learning how to use consumer credit wisely.										
Positive	5	38.5	6	37.5	10	41.7	5	20.0	26	33.3
Negative	8	61.5	10	62.5	14	58.3	20	80.0	52	66.7
Linear chi square			1.4		Chi square			3.0		

Table 7 (continued)

Direction of Answer	Age								Totals	
	20-24 yrs		25-34 yrs		35-44 yrs		45 or over			
	No.	%	No.	%	No.	%	No.	%	No.	%
Statements 4 & 7 - I have enough knowledge about consumer credit to teach students what they need to know. I don't feel confident of my ability to teach consumer credit.										
Positive	3	23.1	6	37.5	5	20.8	6	24.0	20	25.6
Negative	10	76.9	10	62.5	19	79.2	19	76.0	58	74.4
Linear chi square			<1.0		Chi square			1.6		
Statements 1 & 3 - If you don't have cash for new clothes or a new washing machine, use the old ones until you do. It is nearly always better to pay cash than to buy on time.										
Positive	3	23.1	4	25.0	7	29.2	3	12.0	17	21.8
Negative	10	76.9	12	75.0	17	70.8	22	88.0	51	78.2
Linear chi square			<1.0		Chi square			2.3		

^aAll linear chi squares have 1 df

^bAll chi squares have 3 df

Table 8
 Relationship of Teaching Experience to Teacher
 Attitude Statements and Mini-Scales

Direction of Answer	Teaching Experience									
	1-5 yrs		6-10 yrs		11-15 yrs		16 or more		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%
Statement 1 - If you don't have cash for new clothes or a new washing machine, use the old ones until you do.										
Positive	10	33.3	1	20.0	6	54.5	18	54.5	35	44.3
Negative	20	66.7	4	80.0	5	45.5	15	45.5	44	55.7
^a Linear chi square			3.5		^b Chi square			4.5		
Statement 2 - If you can't afford something your family wants, like a television, use credit to get it.										
Positive	5	16.7	3	60.0	7	63.6	8	24.2	23	29.1
Negative	25	83.3	2	40.0	4	36.4	25	75.8	56	70.9
Linear chi square			<1.0		Chi square			11.3*		
Statement 3 - It is nearly always better to pay cash than to buy on time.										
Positive	9	30.0	0	0.0	2	18.2	8	24.2	19	24.0
Negative	21	70.0	5	100.0	9	51.8	25	75.8	60	76.0
Linear chi square			<1.0		Chi square			2.4		
Statements 5 & 6 - Students are not interested in learning about consumer credit. Most teenagers are interested in learning how to use consumer credit wisely.										
Positive	14	46.7	2	40.0	3	27.3	8	24.2	27	34.2
Negative	16	53.3	3	60.0	8	72.7	25	75.8	52	65.8
Linear chi square			3.8*		Chi square			3.8		

Table 8 (continued)

Direction of Answer	Teaching Experience								Totals	
	1-5 yrs		6-10 yrs		11-15 yrs		16 or more			
	No.	%	No.	%	No.	%	No.	%	No.	%
Statements 4 & 7 - I have enough knowledge about consumer credit to teach students what they need to know. I don't feel confident of my ability to teach consumer credit.										
Positive	10	33.3	2	40.0	4	36.4	8	24.2	24	30.4
Negative	20	66.7	3	60.0	7	63.6	25	75.8	55	69.6
Linear chi square			<1.0				Chi square			1.0
Statements 1 & 3 - If you don't have cash for new clothes or a new washing machine, use the old ones until you do. It is nearly always better to pay cash than to buy on time.										
Positive	8	26.7	0	0.0	3	27.3	7	21.2	18	22.8
Negative	22	73.3	5	100.0	8	72.7	26	78.8	61	77.2
Linear chi square			<1.0				Chi square			1.8

^aAll linear chi squares have 1 df

^bAll chi squares have 3 df

*Significant at .05 level

significant non-linear relationship to teaching experience ($p < .05$). At both ends of the distribution, the inexperienced and the most experienced teachers, small percentages showed strong agreement, while among those teachers with 5-15 years of experience, larger percentages showed agreement. This result could have been by chance, but a possible explanation may be that both newer and more experienced teachers are more fixed in their convictions regarding use of credit for luxuries than are those teachers in the middle range of experience.

By Length of Time Since Last Formal Study of Consumer Credit

Approximately 58 percent of the teachers had been enrolled within the past five years in a course in which consumer credit was taught. However, 19 percent had not had such a course in more than ten years and another 13 percent had never experienced any formal study of consumer credit.

No significant relationships were found between the length of time since last formal study and the mini-scales of teacher attitudes (Table 9). However, there was a significant linear relationship ($p < .01$) which indicates that the longer the lapse of time since a teacher's last formal study of consumer credit, the less she subscribes to the idea that it is nearly always better to pay cash than to buy on time (Statement 3).

By Proportion of Recommended Consumer Credit Content Taught in Courses

Course 7120. There was a significant relationship between the percentage of recommended consumer credit topics taught in course 7120 and the mini-scale measuring confidence and knowledge of the teacher

Table 9

Relationship of Time Since Last Formal Study to Teacher
Attitude Statements and Mini-Scales

Direction of Answer	Time Lapse Since Last Formal Study										Totals	
	Past 2 yrs		2-5 yrs		6-10 yrs		11-15 yrs		16 or more			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Statement 1 - If you don't have cash for new clothes or a new washing machine, use the old ones until you do.												
Positive	8	47.1	13	44.8	2	25.0	8	53.3	4	40.0	35	44.3
Negative	9	52.9	16	55.2	6	75.0	7	46.7	6	60.0	44	55.7
		^a Linear chi square <1.0				^b Chi square 1.8						
Statement 2 - If you can't afford something your family wants, like a television, use credit to get it.												
Positive	2	11.8	8	27.6	4	50.0	6	40.0	3	30.0	23	29.1
Negative	15	88.2	21	72.4	4	50.0	9	60.0	7	70.0	56	70.9
		Linear chi square 2.3				Chi square 5.1						
Statement 3 - It is nearly always better to pay cash than to buy on time.												
Positive	8	47.1	7	24.1	2	25.0	1	6.7	1	10.0	19	24.0
Negative	9	52.9	22	75.9	6	75.0	14	93.3	9	90.0	60	76.0
		Linear chi square 6.8**				Chi square 8.5						

Table 9 (continued)

Direction of Answer	Time Lapse Since Last Formal Study										Totals	
	Past 2 yrs		2-5 yrs		6-10 yrs		11-15 yrs		16 or more			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Statements 5 & 6 - Students are not interested in learning about consumer credit. Most teenagers are interested in learning how to use consumer credit wisely.												
Positive	3	17.6	10	34.5	3	37.5	7	46.7	3	30.0	26	32.9
Negative	14	82.4	19	65.5	5	62.5	8	53.3	7	70.0	53	67.1
Linear chi square			1.2		Chi square			3.1				
Statements 4 & 7 - I have enough knowledge about consumer credit to teach students why they need to know. I don't feel confident of my ability to teach consumer credit.												
Positive	4	23.5	8	27.6	3	37.5	5	33.3	5	50.0	25	31.6
Negative	13	76.5	21	72.4	5	62.5	10	66.7	5	50.0	54	68.4
Linear chi square			2.0		Chi square			2.4				
Statements 1 & 3 - If you don't have cash for new clothes or a new washing machine, use the old ones until you do. It is nearly always better to pay cash than to buy on time.												
Positive	6	35.3	5	17.2	2	25.0	2	13.3	1	10.0	16	20.3
Negative	11	64.7	24	82.8	6	75.0	13	86.7	9	90.0	63	79.7
Linear chi square			2.3		Chi square			3.7				

^aAll linear chi squares have 1 df^bAll chi squares have 4 df

** Significant at .01 level

(Statements 4 and 7). This relationship was such that the greater a teacher's confidence in her ability, the less she taught of the recommended credit content for this course. Course 7120 had no clear relationship with any other mini-scales nor with any individually analyzed statements (Table 10).

Course 7170. There was a significant relationship ($p < .05$) between the percentage of the recommended topics taught in this course and the mini-scale measuring perceived student interest (Statements 5 and 6). More teachers who included a high percentage of the recommended topics than did others believed that students are interested in the study of consumer credit. There was no significant relationship between course 7170 and other mini-scales nor with the individually analyzed statements (Table 11).

Interpretation of Findings

A majority of the respondents were including more than half of the recommended consumer credit topics for home economics courses 7115, 7120, and 7170. Teachers tended to include more of the general topics and to omit the more specific ones. However, on the whole, they taught many more consumer credit topics than were recommended. Topics such as the cost of credit, advantages and disadvantages of various forms of credit, the purpose of credit, deciding when and how much credit to use, credit ratings, and the effect of the down payment on the total cost of credit were taught by two-thirds or more of the teachers, even though they were not recommended for the courses in which they were included. Perhaps these teachers believed that many of the basic credit topics

Table 10

Relationship of Consumer Credit Content of Course 7120
to Teacher Attitude Statements and Mini-Scales

Direction of Answer	Consumer Credit Content						Totals	
	Low 0-59%		Medium 60-79%		High 80-100%		No.	%
	No.	%	No.	%	No.	%		
Statement 1 - If you don't have cash for new clothes or a new washing machine, use the old ones until you do.								
Positive	4	30.8	5	33.3	14	58.3	23	44.2
Negative	9	69.2	10	66.7	10	41.7	29	55.8
^a Linear chi square			3.1		^b Chi square		3.6	
Statement 2 - If you can't afford something your family wants, like a television, use credit to get it.								
Positive	4	30.8	3	20.0	9	37.5	16	30.8
Negative	9	69.2	12	80.0	15	62.5	36	69.2
Linear chi square			<1.0		Chi square		1.3	
Statement 3 - It is nearly always better to pay cash than to buy on time.								
Positive	2	15.4	5	33.3	4	16.7	11	21.2
Negative	11	84.6	10	66.7	20	83.3	41	78.8
Linear chi square			<1.0		Chi square		1.9	
Statements 5 & 6 - Students are not interested in learning about consumer credit. Most teenagers are interested in learning how to use consumer credit wisely.								
Positive	4	30.8	7	46.7	6	47.1	17	43.5
Negative	9	69.2	8	53.3	18	52.9	35	56.5
Linear chi square			<1.0		Chi square		3.0	

Table 10 (continued)

Direction of Answer	Consumer Credit Content							
	Low 0-59%		Medium 60-79%		High 80-100%		Totals	
	No.	%	No.	%	No.	%	No.	%
Statements 4 & 7 - I have enough knowledge about consumer credit to teach students what they need to know. I don't feel confident of my ability to teach consumer credit.								
Positive	6	46.2	3	20.0	3	12.5	12	23.1
Negative	7	53.8	12	80.0	21	87.5	40	76.9
Linear chi square			5.0*		Chi square		6.5*	
Statements 1 & 3 - If you don't have cash for new clothes or a new washing machine, use the old ones until you do. It is nearly always better to pay cash than to buy on time.								
Positive	1	7.7	3	20.0	6	25.0	10	21.2
Negative	12	92.3	12	80.0	18	75.0	42	78.8
Linear chi square			1.5		Chi square		1.6	

^aAll linear chi squares have 1 df

^bAll chi squares have 2 df

*Significant at .05 level

Table 11

Relationship of Consumer Credit Content of Course 7170
to Teacher Attitude Statements and Mini-Scales

Direction of Answer	Consumer Credit Content				Totals	
	Low 0-59%		High 60-100%		No.	%
	No.	%	No.	%		
Statement 1 - If you don't have cash for new clothes or a new washing machine, use the old ones until you do.						
Positive	6	42.9	6	28.6	12	34.3
Negative	8	57.1	15	71.4	23	65.7
	^a Chi square		<1.0			
Statement 2 - If you can't afford something your family wants, like a television, use credit to get it.						
Positive	4	28.6	6	28.6	10	28.6
Negative	10	71.4	15	71.4	25	71.4
	Chi square		<1.0			
Statement 3 - It is nearly always better to pay cash than to buy on time.						
Positive	4	28.6	3	27.3	7	28.0
Negative	10	71.4	8	72.7	18	72.0
	Chi square		<1.0			
Statements 5 & 6 - Students are not interested in learning about consumer credit. Most teenagers are interested in learning how to use consumer credit wisely.						
Positive	3	21.4	12	57.1	15	42.8
Negative	11	78.6	9	42.9	20	57.2
	Chi square		4.4*			

Table 11 (continued)

Direction of Answer	Consumer Credit Content					
	Low 0-59%		High 60-100%		Totals	
	No.	%	No.	%	No.	%
Statements 4 & 7 - I have enough knowledge about consumer credit to teach students what they need to know. I don't feel confident of my ability to teach consumer credit.						
Positive	5	35.7	4	19.0	9	25.7
Negative	9	64.3	17	81.0	26	74.3
Chi square	1.2					
Statements 1 & 3 - If you don't have cash for new clothes or a new washing machine, use the old ones until you do. It is nearly always better to pay cash than to buy on time.						
Positive	2	14.3	5	23.8	7	20.0
Negative	12	85.7	16	76.2	28	80.0
Chi square	<1.0					

^aAll chi squares have 1 df

^bSignificant at .05 level

which were not recommended were necessary, particularly in courses 7115 and 7170 which do not require a prerequisite course. Course 7120 has course 7110 as a prerequisite; however, there is no recommended credit content for course 7110. Therefore, the teachers of course 7120 may include the basic concepts relative to credit use as a precautionary measure because their students likely never have been exposed to the study of credit.

The predominant attitude of the teachers toward the use of credit was that it is usually better to pay cash than to use credit. However, the longer the lapse of time since the teacher's last formal study of consumer credit, the less she believed that it is better to pay cash than to buy on time. Respondents expressed disapproval of the use of credit for luxury items; however, they were fairly evenly divided over the question of use of credit for necessities. The relatively inexperienced teachers, with 1-5 years of teaching experience, and the most experienced teachers, with 15 or more years of experience, showed strong disapproval of the use of credit for luxuries. It may be that newer and more experienced teachers are more fixed in their convictions regarding use of credit for luxuries than are the others.

Age did not influence attitudes of the teacher toward use and teaching of consumer credit as did length of teaching experience and time lapse since last formal study of consumer credit. There was a significant linear relationship between the teachers' perception of the students' interest in credit and the length of their teaching experience, in that the more experience teachers had, the less they believed that the students were interested. This attitude is difficult to explain.

Perhaps the teachers failed to generate interest in the students because they continue to teach consumer credit year after year with little attempt to adjust their material to meet the changing needs of the students.

A significant relationship also existed between the percentage of recommended consumer credit topics taught in course 7120 and the mini-scale measuring confidence and knowledge of the teacher. As the teachers gained confidence in their ability to teach credit, they taught fewer of the recommended topics for this course. Perhaps, as they become confident of themselves, they feel that they are better able to choose the most suitable topics for coverage in their particular classes. They may no longer feel as great a need to follow recommendations closely. In addition to these relationships, it was also found that a greater percentage of those teachers who included a large number of the recommended topics for course 7170 than did others believe that students are interested in learning about credit.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

Summary

Few studies have dealt with either the consumer credit content of home economics courses in secondary schools or the attitudes of home economics teachers toward the use of or toward the teaching of consumer credit, even though teachers' attitudes toward credit and the content of the consumer credit classes in high schools may well determine the success or failure of future families in their credit transactions. The investigator became interested in determining to what extent home economics teachers in North Carolina are reaching their students and meeting the challenge of educating them in the wise use of credit. Relationships between what is taught in the classroom and the teachers' attitudes toward the use of and teaching of consumer credit need to be identified. This study was undertaken to: (1) compare the consumer credit content of North Carolina secondary school home economics classes with the content recommended by the North Carolina Department of Public Instruction, (2) identify teacher attitudes toward the use of and toward the teaching of consumer credit, (3) determine any existing relationships between teacher attitudes and the content of consumer credit classes, and (4) determine any significant relationships between teacher attitudes and selected characteristics such as age, teaching experience, and length of time since last formal study of consumer credit.

Data were secured by a pretested questionnaire constructed by the investigator. Questionnaires were mailed to a sample of 160 teachers randomly drawn from a list of all vocational home economics teachers employed in North Carolina during the 1971-1972 school year. The respondents ranged in age from 20 to over 45 with almost two-thirds being 35 years of age or older. Over 40 percent had been teaching home economics for 16 or more years. Almost 60 percent had been enrolled in a course in which consumer credit was taught within the past 5 years; however, 13 percent had had no formal training within the past 10 years.

A majority of the respondents were including more than one-half of the recommended consumer credit topics for home economics courses 7115 (a semester course in consumer education and management), 7120 (an advanced home economics course), and 7170 (a family life education course); 50.0, 69.9, and 61.5 percent, respectively. In course 7120, each of the recommended topics was being taught by at least one-half of the teachers. Fewer of the teachers taught topics related to use of credit by teenagers than to any other topic. In course 7170, teachers tended to include the rather general recommended topics and to omit the more specific ones. In general, teachers included many more topics in their study of credit than were recommended.

The predominant attitude of the teachers toward the use of credit was that it is usually better to pay cash than to buy on time. However, findings indicated that the longer the lapse of time since the teachers' last formal study of credit, the less they subscribe to using cash instead of using credit ($p < .01$). Respondents expressed disapproval toward the use of credit for luxury items; however, they were fairly

evenly divided over the question of use of credit for necessities. The relatively inexperienced teachers with 1-5 years of teaching experience and the most experienced ones with 16 or more years of experience showed strong disapproval of the use of credit for luxury items ($p < .05$).

Almost one-half (48%) of the teachers believed that they had enough knowledge of consumer credit to teach students what they need to know. Over two-thirds (68%) expressed confidence in their ability to teach credit. The teachers' attitudes toward their own knowledge of credit and confidence in their ability to teach this subject seemed to influence the percentage of the recommended topics which they included in course 7120 ($p < .05$). The greater the teachers' confidence in their knowledge and ability, the less they taught of the recommended topics for this course.

A majority (53%) of the respondents agreed that students are interested in learning about consumer credit; however, when faced with the question of whether most students are interested in learning how to use credit wisely, only 41 percent agreed. Length of teaching experience showed a significant relationship ($p < .05$) to the teachers' perception of student interest in consumer credit. The more experienced teachers were, the less they believed that the students were interested. More teachers who included a high percentage of the recommended topics in course 7170, than did others, believed that students were interested in learning about consumer credit ($p < .05$).

Recommendations

A need for further study of attitudes toward consumer credit is indicated. There is a need to determine the attitudes of teenagers toward the use of consumer credit and toward the study of this topic. A study of teenage and parent attitudes toward credit should help to determine the extent to which parents' attitudes are reflected by their teenage children.

This researcher suggests that the North Carolina Department of Public Instruction recognize that many students will enroll in only one home economics course rather than in a sequence of courses and carefully review it's recommendations relative to the subject of consumer credit. In addition, consideration should be given to the inclusion of basic topics necessary for wise credit use in all courses and particularly in those which do not require a prerequisite course. When the curriculum guide for this subject area is revised, the group responsible should include a consumption or family economist.

Completion of a course in consumer education, a part of which would be the study of consumer credit, should be made a requirement for graduation from every secondary school in North Carolina. Also, all teachers participating in the teaching of this consumer education course should be required to enroll in a course or workshop to gain competency for teaching consumer education.

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APPENDIX
QUESTIONS

QUESTIONS: Please check the appropriate box or write in the space provided.

1. How long have you owned your credit cards?
- _____ 1 - 5 years
 - _____ 6 - 10 years
 - _____ 11 - 15 years
 - _____ 16 or more years

2. How many credit cards do you own?
- _____ 1
 - _____ 2 - 3
 - _____ 4 - 5
 - _____ 6 or more

APPENDIXES

3. What type of credit cards do you own?
- _____ Department store
 - _____ Gas station
 - _____ Bank (e.g., MasterCard, Visa)
 - _____ Travel and entertainment

4. How often do you use your credit cards?
- _____ Never
 - _____ 1 - 2 times a month
 - _____ 3 - 4 times a month
 - _____ 5 or more times a month

5. How much do you spend on credit cards each month?
- _____ Less than \$50
 - _____ \$50 to \$100
 - _____ \$100 to \$200
 - _____ \$200 to \$500
 - _____ \$500 or more

APPENDIX A
QUESTIONNAIRE

DIRECTIONS: Place an X beside the appropriate answer to each question.

1. Your age range
 - 20 - 24
 - 25 - 34
 - 35 - 44
 - 45 or over
2. Are you now using, or have you ever used, consumer credit?
 - Yes
 - No
3. How many credit cards do you use now? _____
(Number)
4. What kinds of credit cards do you use?
 - Gasoline
 - Department store
 - Discount store
 - Bank (e.g. Master Charge, BankAmericard)
 - Travel and entertainment
5. What percent of your purchases do you make on credit?
 - None
 - 25 percent or less
 - 26 to 50 percent
 - 51 to 75 percent
 - 75 to 100 percent
6. How long have you taught home economics?
 - 1 - 5 years
 - 6 - 10 years
 - 11 - 15 years
 - 16 or more years
7. When were you last enrolled in a course where consumer credit was taught?
 - Past 2 years
 - 2 - 5 years
 - 6 - 10 years
 - More than 10 years
 - Never
8. What type of class were you enrolled in?
 - Undergraduate course
 - Graduate course
 - Workshop
 - Extension class
 - Short course--who sponsored this course?
 - _____
 - None

9. DIRECTIONS: (a) In columns 1 and 2 place Xs to designate classes you teach and classes in which you include the study of credit.
- (b) In column 3 indicate the amount of time spent in the study of credit for each class you teach by placing one of the following letters:
- A--No time spent
 - B--Less than 1 hour
 - C--1 - 3 hours
 - D--4 - 6 hours
 - E--7 - 10 hours
 - F--More than 10 hours
- (c) In column 4 indicate the number of students you teach at each level: i.e. 7110, 7115, 7120, etc.

	1.	2.	3.	4.
Class	Class you teach	Class you teach that includes study of credit	Time spent in study of credit	Number of students enrolled in 1971-72 school year
7110				
7115				
7120				
7160				
7170				

Consumer Credit Content
of
Home Economics Classes

DIRECTIONS: Place an X under the class (or classes) in which you teach the topics listed below in the study of consumer credit.

Consumer Credit Topics	7110	7115	7120	7160	7170
<u>Types of consumer credit</u>					
<u> Installment plans</u>					
<u> Charge accounts</u>					
<u> Revolving charge credit</u>					
<u> Layaway plans</u>					
<u> Loan credit</u>					
<u>Cost of various types of credit</u>					
<u> Installment plans</u>					
<u> Charge accounts</u>					
<u> Revolving charge credit</u>					
<u> Layaway plans</u>					
<u> Loan credit</u>					
<u>Advantages and disadvantages of</u>					
<u> Installment plans</u>					
<u> Charge accounts</u>					
<u> Credit cards</u>					
<u> Revolving charge credit</u>					
<u> Layaway plans</u>					
<u>Cash vs. credit</u>					
<u>Forms of credit teenagers use</u>					
<u> Layaway</u>					
<u> Parents' charge accounts</u>					
<u> Own charge accounts</u>					
<u> Installment plans</u>					

Consumer Credit Topics	7110	7115	7120	7160	7170
Loan credit					
Purpose of credit					
Articles for which teenagers use credit					
Legal responsibilities of parents when teenagers use credit					
Use of credit in the American economy					
Sources of loan credit					
Banks					
Credit unions					
Consumer finance companies					
Insurance companies					
Pawnshops					
Factors to consider when shopping for credit					
Specialties of the source					
Security required					
Cost of the credit					
Repayment arrangements					
Services offered					
True interest rates for various sources of credit					
How to compute true interest rates					
Factors which cause cost of different types of credit to vary					
Effect of down payment on total cost					
Decision-making on amount of credit to use					
Deciding when to use credit					
Consumer responsibilities in the use of credit					
Psychological appeal to the consumer to use credit					
Credit ratings					
Relationship of credit to total financial plan					

Consumer Credit Topics	7110	7115	7120	7160	7170
<u>Extension of buying power through use of credit</u>					
<u>Credit instruments & obligations of borrower</u>					
<u>Chattel mortgage</u>					
<u>Conditional bill of sale</u>					
<u>Installment contract</u>					
<u>Mortgage contract</u>					
<u>Promissory note</u>					
<u>Criteria for wise credit use</u>					
<u>What should be included in credit contracts</u>					
<u>Risks involved in using credit</u>					
<u>Effect of credit on material level of living</u>					
<u>Meanings of credit related terms:</u>					
<u>Promissory note</u>					
<u>Conditional sales contract</u>					
<u>Default</u>					
<u>Garnishment</u>					
<u>Wage assignment</u>					
<u>Installment</u>					
<u>Principal</u>					
<u>Balance</u>					
<u>Cosigner</u>					
<u>Collateral</u>					
<u>Delinquency</u>					
<u>Repossession</u>					
<u>Security required by various sources of credit</u>					
<u>Sources of financial counseling</u>					
<u>Bankruptcy Act</u>					

Consumer Credit Topics

7110 7115 7120 7160 7170

	7110	7115	7120	7160	7170
Reasons families get into financial difficulties					
Significance of signing legal documents					
Consolidation loans					
<u>Advantages</u>					
<u>Disadvantages</u>					
<u>Cost</u>					

Other topics not included above (Please specify) _____

ATTITUDE SCALE

DIRECTIONS: Place an X in the column which best expresses your feeling about each statement.

SA -- Strongly Agree

A -- Agree

NO -- No Opinion

D -- Disagree

SD -- Strongly Disagree

	SA	A	NO	D	SD
1. Using credit is morally wrong unless necessary to save life.					
2. Buying on time is OK for necessities like clothing and appliances.					
3. If you don't have cash for new clothes or a new washing machine, use the old ones until you do.					
4. "Vacation now--pay later" plans should be used when a family does not have cash for a vacation.					
5. People with low incomes cannot afford to use credit.					
6. If you can't afford something your family wants, like a television, use credit to get it.					
7. A good manager never uses credit.					
8. Credit cards are an important convenience for consumers.					
9. Too many people are using too much credit nowadays.					
10. There is no point in driving an old car when you can get a new one on time.					
11. It is nearly always better to pay cash than to buy on time.					
12. The best home managers use lots of consumer credit.					
13. Families who use credit are always poorly managed.					
14. It is wise to go into debt if necessary to give children a good education.					
15. Families who rent until they can buy a home for cash are wiser than those who buy with mortgages.					

In general credit is _____

ATTITUDE SCALE

DIRECTIONS: Place an X in the column which best expresses your feeling about each statement.

SA -- Strongly Agree

D -- Disagree

A -- Agree

SD -- Strongly Disagree

NO -- No Opinion

	SA	A	NO	D	SD
1. Knowledge of credit is of no value to teenagers.					
2. Consumer credit is one of the most important areas of home economics to teach.					
3. The teaching of consumer credit is boring.					
4. It is better to learn about consumer credit in the classroom rather than by experience.					
5. I have enough knowledge about consumer credit to teach students what they need to know.					
6. Every teenager should be taught the fundamentals of wise credit use.					
7. Students are not interested in learning about consumer credit.					
8. Consumer credit is an interesting subject to teach.					
9. Teaching consumer credit in high school is impractical.					
10. Most teenagers are interested in learning how to use consumer credit wisely.					
11. I don't feel confident of my ability to teach consumer credit.					
12. Teaching consumer credit to teenagers is a waste of time.					

Appendix B

Table 12

Relationship of Consumer Credit Content Recommendations of N. C. State
Department of Public Instruction for Home Economics Courses
to Actual Consumer Credit Topics Taught

(Note: Recommended Content Shown in Color)

Consumer Credit Topics	Courses									
	7110 (N=49)		7115 (N=3)		7120 (N=52)		7160 (N=10)		7170 (N=36)	
	No.	%	No.	%	No.	%	No.	%	No.	%
Types of consumer credit										
Installment plans	29	59.2	3	100.0	38	73.1	10	100.0	30	83.3
Charge accounts	35	71.4	3	100.0	44	84.6	9	90.0	33	91.7
Revolving charge accounts	25	51.0	3	100.0	37	71.2	8	80.0	29	80.6
Layaway plans	30	61.2	1	33.3	41	78.8	7	70.0	27	75.0
Loan credit	18	36.7	2	66.7	33	63.5	9	90.0	29	80.6
Cost of various types of credit										
Installment plans	25	51.0	3	100.0	37	71.2	9	90.0	31	86.1
Charge accounts	33	67.3	3	100.0	37	71.2	8	80.0	32	88.9
Revolving charge credit	23	46.9	3	100.0	35	67.3	9	90.0	27	75.0
Layaway plans	24	48.9	1	33.3	33	63.5	8	80.0	26	72.2
Loan credit	15	30.6	2	66.7	30	57.7	8	80.0	28	77.8
Advantages and disadvantages of										
Installment plans	28	57.1	2	66.7	43	82.7	9	90.0	28	77.8
Charge accounts	32	65.3	3	100.0	44	84.6	9	90.0	28	77.8
Credit cards	29	59.2	3	100.0	46	88.5	9	90.0	28	77.8
Revolving charge credit	22	44.9	2	66.7	37	71.2	8	80.0	23	63.9
Layaway plans	26	53.1	0	0.0	38	73.1	7	70.0	22	61.1
Cash vs. credit	30	61.2	2	66.7	44	84.6	9	90.0	25	69.4

Table 12 (continued)

Consumer Credit Topics	Courses									
	7110 (N=49)		7115 (N=3)		7120 (N=52)		7160 (N=10)		7170 (N=36)	
	No.	%	No.	%	No.	%	No.	%	No.	%
Forms of credit teenagers use										
Layaway	32	65.3	1	33.3	33	63.5	4	40.0	19	52.8
Parents' charge accounts	30	61.2	1	33.3	31	59.6	7	70.0	23	63.9
Own charge accounts	27	55.2	1	33.3	31	59.6	6	60.0	24	66.7
Installment plans	22	44.9	1	33.3	27	51.9	6	60.0	21	58.3
Loan credit	15	30.6	1	33.3	26	50.0	7	70.0	22	61.1
Purpose of credit	29	59.2	2	66.7	36	69.2	7	70.0	26	72.2
Articles for which teenagers use credit	22	44.9	1	33.3	28	53.8	4	40.0	15	41.7
Legal responsibilities of parents when teenagers use credit	16	32.7	0	0.0	27	51.9	5	50.0	17	47.2
Use of credit in the American economy	7	14.3	1	33.3	12	23.1	4	40.0	17	47.2
Sources of loan credit										
Banks	21	42.9	1	33.3	35	67.3	6	60.0	30	83.3
Credit unions	12	24.5	1	33.3	28	53.8	7	70.0	28	77.8
Consumer finance companies	15	30.6	1	33.3	27	51.9	6	60.0	29	80.6
Insurance companies	13	26.5	1	33.3	24	46.2	7	70.0	31	86.1
Pawnshops	8	16.3	0	0.0	13	25.0	4	40.0	18	50.0
Factors to consider when shopping for credit										
Specialties of the source	14	28.6	2	66.7	18	34.6	3	30.0	17	47.2
Security required	18	36.7	2	66.7	31	59.6	5	50.0	28	77.8
Cost of the credit	21	42.9	2	66.7	37	71.2	6	60.0	30	83.3
Repayment arrangements	18	36.7	2	66.7	31	59.6	5	50.0	26	72.2
Services offered	17	34.7	2	66.7	30	57.7	5	50.0	21	58.3

Table 12 (continued)

Consumer Credit Topics	Courses									
	7110 (N=49)		7115 (N=3)		7120 (N=52)		7160 (N=10)		7170 (N=36)	
	No.	%	No.	%	No.	%	No.	%	No.	%
True interest rates for various sources of credit	11	22.4	2	66.7	28	53.8	5	50.0	23	63.9
How to compute true interest rates	11	22.4	1	33.3	22	42.3	3	30.0	21	58.3
Factors which cause cost of different types of credit to vary	13	26.5	1	33.3	18	34.6	4	40.0	18	50.0
Effect of down payment on total cost	15	30.6	1	33.3	35	67.3	6	60.0	28	77.8
Decision-making on amount of credit to use	19	38.8	3	100.0	25	48.1	3	30.0	28	77.8
Deciding when to use credit	21	42.9	3	100.0	31	59.6	4	40.0	28	77.8
Consumer responsibilities in the use of credit	16	32.7	2	66.7	27	51.9	4	40.0	23	63.9
Psychological appeal to the consumer to use credit	17	34.7	2	66.7	29	55.8	6	60.0	26	72.2
Credit ratings	21	42.9	1	33.3	34	65.4	6	60.0	27	75.0
Relationship of credit to total financial plan	8	16.3	2	66.7	19	36.5	4	40.0	19	52.8
Extension of buying power through use of credit	8	16.3	2	66.7	23	44.2	6	60.0	22	61.1
Credit instruments & obligations of borrower--Chattel mortgage	2	4.1	0	0.0	11	21.2	4	40.0	11	30.6
Conditional bill of sale	2	4.1	0	0.0	10	19.2	5	50.0	11	30.6
Installment contract	4	8.2	0	0.0	22	42.3	6	60.0	16	44.4
Mortgage contract	3	6.1	1	33.3	20	38.5	6	60.0	16	44.4
Promissory note	3	6.1	1	33.3	15	28.9	4	40.0	13	36.1

Table 12 (continued)

Consumer Credit Topics	Courses									
	7110 (N=49)		7115 (N=3)		7120 (N=52)		7160 (N=10)		7170 (N=36)	
	No.	%	No.	%	No.	%	No.	%	No.	%
Criteria for wise credit use	15	30.6	3	100.0	32	61.5	5	50.0	25	69.4
What should be included in credit contracts	8	16.3	1	33.3	17	32.7	5	50.0	16	44.4
Risks involved in using credit	16	32.7	3	100.0	31	59.6	7	70.0	28	77.8
Effect of credit on material level of living	5	10.2	0	0.0	12	23.1	3	30.0	15	41.7
Meanings of credit related terms										
Promissory note	4	8.2	1	33.3	9	17.3	6	60.0	13	36.1
Conditional bill of sale	4	8.2	0	0.0	12	23.1	6	60.0	13	36.1
Default	7	14.3	1	33.3	13	25.0	7	70.0	13	36.1
Garnishment	7	14.3	1	33.3	13	25.0	7	70.0	16	44.4
Wage assignment	4	8.2	0	0.0	9	17.3	3	30.0	9	25.0
Installment	13	26.5	2	66.7	28	53.8	8	80.0	25	69.4
Principal	11	22.4	3	100.0	27	51.9	9	90.0	26	72.2
Balance	9	18.4	3	100.0	26	50.0	9	90.0	24	66.7
Cosigner	9	18.4	1	33.3	21	40.4	9	90.0	25	69.4
Collateral	11	22.4	2	66.7	26	50.0	9	90.0	25	69.4
Delinquency	13	26.5	2	66.7	24	46.2	9	90.0	20	55.6
Repossession	13	26.5	3	100.0	25	48.1	9	90.0	26	72.2
Security required by various sources of credit	5	10.2	2	66.7	15	28.9	6	60.0	18	50.0
Sources of financial counseling	4	8.2	2	66.7	13	25.0	6	60.0	13	36.1
Bankruptcy Act	1	2.0	1	33.3	5	9.6	2	20.0	10	27.8
Reasons families get into financial difficulties	19	38.8	2	66.7	29	55.8	8	80.0	31	86.1

Table 12 (continued)

Consumer Credit Topics	Courses									
	7110 (N=49)		7115 (N=3)		7120 (N=52)		7160 (N=10)		7170 (N=36)	
	No.	%	No.	%	No.	%	No.	%	No.	%
Significance of signing legal documents	9	18.4	1	33.3	12	23.1	5	50.0	16	44.4
Consolidation loans										
Advantages	4	8.2	1	33.3	10	19.2	6	60.0	14	38.9
Disadvantages	4	8.2	1	33.3	10	19.2	5	50.0	13	36.1
Cost	4	8.2	1	33.3	8	15.4	5	50.0	12	33.3

Table 13

Consumer Credit Content Recommended by N. C. State Department
of Public Instruction Actually Taught in Home Economics
Courses (1971-1972) by Individual Respondent

Respondents	Topics Included in Courses					
	7115 (N=40)		7120 (N=15)		7170 (N=48)	
	No. topics	%	No. topics	%	No. topics	%
1	---	---	6	40.0	---	---
2	---	---	14	93.3	23	47.9
3	---	---	---	---	---	---
4	---	---	14	93.3	---	---
5	---	---	---	---	---	---
6	---	---	---	---	---	---
7	20	50.0	8	53.3	37	77.1
8	---	---	10	66.7	---	---
9	---	---	9	60.0	---	---
10	---	---	13	86.7	---	---
11	---	---	14	93.3	20	41.7
12	---	---	14	93.3	41	85.4
13	---	---	5	33.3	---	---
14	---	---	---	---	---	---
15	---	---	2	13.3	25	52.1
16	---	---	7	46.7	---	---
17	---	---	---	---	48	100.0
18	---	---	15	100.0	---	---
19	---	---	15	100.0	45	93.8
20	---	---	15	100.0	---	---
21	---	---	---	---	22	45.8
22	---	---	---	---	---	---
23	---	---	9	60.0	22	45.8
24	---	---	---	---	29	60.4
25	---	---	3	20.0	---	---
26	---	---	7	46.7	---	---
27	---	---	8	53.3	---	---
28	---	---	---	---	---	---
29	---	---	9	60.0	21	43.8
30	---	---	---	---	34	70.8
31	---	---	10	66.7	---	---
32	---	---	13	86.7	37	77.1
33	---	---	14	93.3	39	81.3
34	---	---	15	100.0	---	---
35	---	---	9	60.0	36	75.0
36	---	---	14	93.3	---	---
37	---	---	6	40.0	10	20.8
38	---	---	14	93.3	---	---
39	---	---	---	---	---	---
40	---	---	14	93.3	---	---

Table 13 (continued)

Respondents	Topics Included in Courses					
	7115 (N=40)		7120 (N=15)		7170 (N=48)	
	No. topics	%	No. topics	%	No. topics	%
41	---	---	---	---	36	75.0
42	---	---	13	86.7	39	81.3
43	---	---	---	---	---	---
44	33	82.5	---	---	28	58.3
45	---	---	---	---	---	---
46	---	---	11	73.3	29	60.4
47	---	---	---	---	16	33.3
48	---	---	9	60.0	---	---
49	---	---	14	93.3	---	---
50	---	---	14	93.3	---	---
51	7	17.5	9	60.0	---	---
52	---	---	11	73.3	---	---
53	---	---	---	---	40	83.3
54	---	---	11	73.3	---	---
55	---	---	---	---	8	16.7
56	---	---	9	60.0	---	---
57	---	---	15	100.0	---	---
58	---	---	15	100.0	33	68.8
59	---	---	---	---	---	---
60	---	---	---	---	33	68.8
61	---	---	---	---	34	70.8
62	---	---	---	---	---	---
63	---	---	5	33.3	26	54.2
64	---	---	14	93.3	---	---
65	---	---	7	46.7	24	50.0
66	---	---	---	---	32	66.7
67	---	---	9	60.0	---	---
68	---	---	15	100.0	---	---
69	---	---	12	80.0	---	---
70	---	---	---	---	---	---
71	---	---	12	80.0	27	56.3
72	---	---	10	66.7	31	64.6
73	---	---	---	---	43	89.6
74	---	---	---	---	---	---
75	---	---	9	60.0	0	0.0
76	---	---	13	86.7	---	---
77	---	---	1	6.7	27	56.3
78	---	---	1	6.7	29	60.4
79	---	---	---	---	39	81.3

Table 14

Consumer Credit Topics Included by Majority of Teachers
But Not in Recommendations for Specific Courses

Consumer Credit Topics	Courses		
	7115 (N=3) No. of Teachers	7120 (N=52) No. of Teachers	7170 (N=36) No. of Teachers
Types of credit	3		
Cost of credit		35*	
Cost of loan credit	2		
Advantages and disadvantages of:			
Credit cards	3		28*
Layaway plans		38*	22
Revolving charge credit		37*	
Cash vs. credit	2		
Purpose of credit	2	36*	
Deciding when to use credit	3		28*
Criteria for wise credit use	3	32	
Risks involved in credit use	3	31	
Legal responsibilities of parents when teenagers use credit		27	
Forms of credit teenagers use			
Layaway plans			19
Parents' charge accounts			23
Own charge accounts			24*
Installment plans			21
Loan credit			22
True interest rate for various sources of credit		28	23
How to compute true interest rate			21
Sources of loan credit			
Banks		35*	
Credit unions		28	
Consumer finance companies		27	
Factors which cause cost of credit to vary			18
Effect of down payment of total cost of credit		35*	28*
Consumer responsibilities in credit use		27	23
Psychological appeal to use credit		29	26*
Credit ratings		34	27*

Table 14 (continued)

Consumer Credit Topics	Courses		
	7115 (N=3) No. of Teachers	7120 (N=52) No. of Teachers	7170 (N=36) No. of Teachers
Decision-making on amount of credit to use			28*
Relationship of credit to total financial plan			19
Extension of buying power through use of credit			22
Reasons families get into financial difficulties		29	31*
Meanings of credit related terms:			
Balance	3	26	
Repossession	3		
Principal	3	27	
Installment		28	
Collateral		26	
Factors to consider when shopping for credit:			
Security required		31	
Cost of the credit		37*	
Repayment arrangements		31	
Services offered		30	

* Topics taught by at least two-thirds of the teachers

Table 15

Responses of Teachers to Statements of
Attitude Scale on Use of Credit

Attitude Statements	Responses				
	* SA	A	NO	D	SD
1. Using credit is morally wrong unless necessary to save life.	0	0	4	48	27
2. Buying on time is OK for necessities like clothing and appliances.	3	52	11	12	1
3. If you don't have cash for new clothes or a new washing machine, use the old ones until you do.	2	31	11	32	3
4. "Vacation now--pay later" plans should be used when a family does not have cash for a vacation.	2	5	3	48	21
5. People with low incomes cannot afford to use credit.	1	11	6	52	9
6. If you can't afford something your family wants, like a television, use credit to get it.	0	23	6	39	11
7. A good manager never uses credit.	0	0	0	54	25
8. Credit cards are an important convenience for consumers.	11	55	5	8	0
9. Too many people are using too much credit nowadays.	24	42	10	2	1
10. There is no point in driving an old car when you can get a new one on time.	1	0	5	54	19
11. It is nearly always better to pay cash than to buy on time.	20	34	6	18	1
12. The best home managers use lots of consumer credit.	1	5	8	53	12

Table 15 (continued)

	Responses				
	* SA	A	NO	D	SD
13. Families who use credit are always poorly managed.	1	2	2	59	15
14. It is wise to go into debt if necessary to give children a good education.	10	53	7	8	1
15. Families who rent until they can buy a home for cash are wiser than those who buy with mortgages.	1	1	6	51	20

*SA--Strongly Agree

A--Agree

NO--No Opinion

D--Disagree

SD--Strongly Disagree

Table 16
Responses of Teachers to Statements of Attitude
Scale on Teaching of Credit

Attitude Statements	Responses				
	* SA	A	NO	D	SD
1. Knowledge of credit is of no value to teenagers.	2	0	0	18	59
2. Consumer credit is one of the most important areas of home economics to teach.	30	45	3	1	0
3. The teaching of consumer credit is boring.	1	9	6	51	12
4. It is better to learn about consumer credit in the classroom rather than by experience.	22	41	12	4	0
5. I have enough knowledge about consumer credit to teach students what they need to know.	1	37	10	28	3
6. Every teenager should be taught the fundamentals of wise credit use.	46	33	0	0	0
7. Students are not interested in learning about consumer credit.	2	27	8	39	3
8. Consumer credit is an interesting subject to teach.	9	42	13	14	1
9. Teaching consumer credit in high school is impractical.	0	1	2	37	39
10. Most teenagers are interested in learning how to use credit wisely.	4	28	9	36	2
11. I don't feel confident of my ability to teach consumer credit.	0	20	9	45	5
12. Teaching consumer credit to teenagers is a waste of time.	0	1	1	42	35

*SA--Strongly Agree, A--Agree, NO--No Opinion, D--Disagree, SD--Strongly Disagree.