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APPRAISAL OF HOME ECONOMICS TEACHERS'
ABILITY TO APPLY THREE BASIC CONCEPTS
OF HOME ECONOMICS EDUCATION

by

Barbara Nelle Clawson

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Hildegarda Johnson

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the Faculty of the Graduate School at
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in Partial Fulfillment
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Approved by

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Title
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 TEACHER'S ABILITY TO APPLY THREE
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CHAPTER I

INTRODUCTION

The need for good teaching has been emphasized as those both inside and outside the field of education have been critically examining our school system. Its importance has been pointed out by Ryans, who believes good teaching can lead to an enlightened and productive society while poor teaching contributes to the misunderstanding, ignorance, and intellectual stagnation of the population.¹

A continuing concern of teacher educators in the field of home economics has been the traditional methods of teaching used by many high school home economics teachers. Even though the teachers study current concepts and come in contact with new methods of teaching in college courses in teacher education, it is believed that they have difficulty in applying what they have studied.

Home economics educators in North Carolina wished to do an appraisal of status study of the high school home economics programs and of home economics teaching at the high school level. Before such an investigation could be made, it was necessary to discover which concepts of education were accepted and rated as important by authorities in home economics education. In 1959-1960 a questionnaire, consisting of a list of thirty-seven concepts of home economics education, was developed by members of the Home Economics Education staff at The Woman's College of the University

¹David G. Ryans, Characteristics of Teachers (Washington, D.C.: American Council on Education, 1960), p. 1.

of North Carolina, and mailed to random sample of seventy-six state supervisors and heads of home economics teacher education departments throughout the United States.² Respondents were given an opportunity to check whether they believed that each concept was very important, of lesser importance, or that she did not believe it to be true. When the information from the questionnaires was tabulated, the concepts were arranged in the order of importance attached to them by the educators.

Once this list was completed, it was possible to begin the second part of the project. This part consisted of a series of related studies initiated in an effort to discover whether or not teachers accepted and were able to apply these concepts in their classrooms.

One study, by Godwin, consisted of a survey sent to a sample of North Carolina home economics teachers for the purpose of learning which of the concepts the teachers professed to accept and which they accepted but found difficult to apply.³

Cooper recognized a need for a test to determine a teacher's ability to apply the concepts in hypothetical classroom situations.⁴ The situations in the test were constructed in relation to the ten concepts receiving highest agreement in the original study.

²Hildegarde Johnson, Louise Lowe, Rebecca Smith, and Vergie Lee Stringer, "Our Educational Beliefs," The Journal of Home Economics, LIII (March, 1961), pp. 175-178.

³Helen Miller Godwin, "Educational Concepts Which Home Economics Teachers in North Carolina Accept and Believe They Apply" (unpublished Master's thesis, Consolidated University of North Carolina, Greensboro, North Carolina, 1961).

⁴Marjorie Ann Cooper, "Development of a Test to Measure the Ability of Home Economics Teachers to Apply Certain Accepted Educational Concepts" (Master's thesis in progress, Consolidated University of North Carolina, Greensboro, North Carolina, 1962).

Statement of the problem. For the third study, which is reported in the remainder of the thesis, three of the concepts checked as most important by the educators were selected for an appraisal of status study. Educators have been saying that practice in the classroom lags behind educational theory. It seemed important to learn whether this is true of home economics classes in a limited geographical area; and, if it is true, to learn which concepts are the most successfully applied and which are the least successfully applied. This was the first purpose of the study. The appraisal was based on observations of pupil and teacher behavior and questionnaires which were administered to pupils in each school visited.

Another purpose of the study was to determine whether or not there was a significant difference among teachers in relation to application of these concepts as indicated by the responses on the pupil questionnaires. It was also believed that certain items on the questionnaire might be related to other items. Responses to these items were analyzed statistically to determine whether or not there were significant relationships between them.

The researcher was aware that there are different instructional techniques by which teachers arrive at desired classroom objectives or goals. Good teaching does not mean that the teacher would apply the three concepts chosen for this study in every situation and in a way which could be readily observed and described. If the teacher, however, did believe in the concept and applied it, pupils would express reactions that indicated that the concept was being applied by their teacher.

CHAPTER II

REVIEW OF LITERATURE

The literature reviewed was limited to previous studies that were related to the topics of concern in this study. In general, there were few studies that dealt with teacher application of concepts of home economics education. This may be due to the difficulty of accurately observing and recording teacher behavior. One study involving observation and several studies involving the use of a questionnaire were found.

In a research project known as the Teacher Characteristics Study, Ryans used, as one technique, classroom observation of teachers for the purpose of discovering significant patterns of teacher classroom behavior.¹ One of the objectives of the study was, "to identify, analyze, and describe some of the patterns of teachers' classroom behavior and teachers' attitudes, viewpoints, and intellectual and emotional qualities."² Criterion measurement considered for use in the study were both the evaluation of teacher behavior in process and a product of teacher behavior. Teacher behavior in process was studied by means of observation of ongoing teaching and it was suggested that products of teacher behavior could be measured by pupil questionnaires.

Ryans believes the more reliable assessment techniques appear to be, "(1) graphic scales with operationally, or behaviorally, defined poles

¹David G. Ryans, Characteristics of Teachers (Washington, D.C.: American Council on Education, 1960).

²Ibid., p. 369.

and/or units, (2) observation check lists, and (3) forced-choice scales."³ He says the major shortcomings of the observation technique can be fairly readily overcome with care to definition and to scale development, and with adequate training of the observer.

The Classroom Observation Record he used related to four dimensions of pupil classroom behavior: alert-apatetic, responsible-obstructive, confident-uncertain, initiating-dependent; and eighteen teacher behaviors, such as; understanding-restricted, fair-partial, democratic-autocratic, and confident-uncertain.⁴

As a result of the direct observation and assessment of teacher behavior and statistical analyses of the measurement data, several interdependent patterns of teacher behavior were suggested. The scores from these patterns appeared to possess sufficient reliability to justify their use for criterion purposes in attempting to identify inventory responses which might be used to predict classroom behavior of the teacher.⁵

A study done by O'Donnell was based on the hypothesis that there were discrepancies between the beliefs of leaders in homemaking education in Michigan and the practices in local homemaking programs, and that the nature and extent of the discrepancies between beliefs of leaders and practices could be determined and quantitatively described.⁶

³Ibid., p. 374. ⁴Ibid., p. 381. ⁵Ibid., p. 382.

⁶Beatrice Olson O'Donnell, "Discrepancies Between Beliefs of Leaders in Homemaking Education in Michigan and Practices in Local Homemaking Programs" (unpublished Doctor's dissertation, Michigan State College, East Lansing, Michigan, 1954).

The areas of stated beliefs O'Donnell used were taken from federal and state bulletins that were related to the development of the vocational homemaking program at the secondary level. These were (1) homemaking education is a cooperative program in which the school and home work together, (2) homemaking education is an integral part of the total school program, (3) the needs of local pupils are determined and the homemaking program is based on the recognized needs, interests and problems of adolescents and their families, and (4) in the homemaking program the teaching-learning methods are those which contribute to the achievement of the goals of homemaking.⁷

Local practices in relation to each area of belief were studied in twenty-three vocational homemaking programs. The techniques used were developed by making a descriptive list of some of the practices and/or conditions which would indicate that the beliefs were being implemented in local homemaking programs. One check list was given to the administrator and teacher to find out about homemaking and the total school program; one to the teacher and pupils to secure data about experiences of pupils in homemaking classes; and a third one to parents to secure data about their participation in the homemaking program.

When the data were analyzed, discrepancies were defined as the difference between the percentage of respondents who reported they had experienced a group of practices in local homemaking programs and the percentage who would have experienced the practices had the belief been

⁷Dissertation Abstracts, (Ann Arbor, Michigan: University Microfilms, 1954), p. 1312.

fully implemented in the local programs. Great discrepancy was found between the beliefs of leaders and the practices in local programs in the area of home and school cooperation. Considerable discrepancy was found between beliefs and practices in the area of determination of local need and program planning based on needs of adolescents and their families. Great discrepancy was found between beliefs and practices in the use of certain teaching and learning methods, and considerable discrepancy was found in the use of some other methods.⁸

These are some of O'Donnell's findings in the area of determination of local needs and program planning based on local needs of adolescents and their families. The majority of homemaking teachers were not articulate about the local needs of pupils which they had considered in the development of their homemaking programs. "Strong" evidence of some cooperative planning with pupils was found in approximately one-fifth to one-fourth of the schools and "some" evidence of cooperative planning was found in about one-half of the schools. Home visiting had been highly recommended by leaders for helping home economics teachers to understand pupils and their families. About 12 percent of the parents reported a visit by the teachers.

The least amount of time was spent on units related to helping adolescents understand themselves, their own development, and their relationships with other girls and boys. Considerably less time was spent on family relationships and child development than was spent on either foods or clothing.

⁸Ibid.

Approximately 70 per cent of the pupils in the total sample reported that they had had opportunities for help in understanding themselves and how to improve their personalities. Forty-seven per cent of the pupils reported that they had had help in understanding their relationships with boys and their relationships with girls. About 40 per cent of the pupils reported that they had received help in understanding their own physical development and their "feelings or emotions." A higher percentage of pupils in family living classes than in other homemaking classes reported that they had received help in understanding themselves and in their relationships with other girls and boys. A lower percentage of pupils in Homemaking II than in Homemaking I and III reported that they had received help in understanding themselves and in their relationships with other girls and boys.

A higher percentage of pupils reported that they had received help with table manners (80.5 per cent) than had received help with other types of manners, courtesies, or social skills (59.2 per cent). Some pupils reported that they had made plans for improving manners and social behavior as a part of their daily living in the homemaking class and in the school. Less than one-half of the pupils in the sample reported that they had developed guides or standards for social behavior, which they believed to be important in the homemaking class, school, home or other places in the community. In general, the experiences which pupils had in acting as hostesses or hosts and/or in having guests at class meals or other occasions appeared to be limited.

A higher percentage of pupils in family living classes (83 per cent) than in other homemaking classes (40-53 per cent for Homemaking I, II, III)

reported that they had received help in understanding their personal relationships with their own families. Approximately 40-50 per cent or less of pupils in the sample reported that they personally had worked out certain problems with their own families, such as sharing the housework, meals and shopping, entertainment of friends at home, dating, and social life away from home. Fewer pupils than in the preceding statement reported that they had worked out personal budget or money matters with their families. A high percentage of pupils in family living classes reported that they had tried to understand families with different kinds of problems and families whose values, interests, resources, and nationality or racial backgrounds differed. Less than 15 per cent of the pupils in Homemaking I or II reported that they had had these types of opportunities. Discussions of what makes for stable and happy marriages were not reported generally by pupils in Homemaking I and II (19 per cent) but were reported by pupils in advanced homemaking courses. Of the pupils in Homemaking III, 57 per cent had had such discussions and 100 per cent of the pupils in family living classes reported such discussions.

A study reported by Snapp dealt with concepts of human relations held by homemaking teachers.⁹ Snapp's hypothesis was: "Although homemaking teachers are aware of democratic ideals, their concepts of human relationships are not consistent with these ideals."¹⁰ The two ideals used in the study were (1) democracy recognizes the dignity and worth of the individual,

⁹Bettie Lou Grogan Snapp, "Concepts of Human Relations Among Homemaking Teachers" (unpublished Master's thesis, Colorado State University, Fort Collins, Colorado, 1958).

¹⁰Ibid., p. 37.

and (2) democracy strives in improving living for all.¹¹

An opinionnaire composed of hypothetical situations in human relations that teachers might encounter in the classroom was used to test the teacher's concepts of human relations. Three solutions were given for each problem. One solution presented an autocratic approach, one a democratic approach, and, the third, a laissez-faire approach. The opinionnaire was sent to 370 teachers in four states.

The results showed that homemaking teachers seem to be more democratic than they are autocratic or laissez-faire in their concepts of human relations. Although the hypothesis was not supported by the data, there was a fairly high percentage of autocratic and laissez-faire responses.¹²

A study was undertaken by Ray to "investigate the potential of student ratings of teachers for determining the effectiveness of teaching."¹³ A questionnaire which was developed by Nygren and called the Student's Estimate of Teacher Concern was used.¹⁴ This is abbreviated as SETC. It is said to be comprised of the "important factors for quality interaction between teachers and pupils."¹⁵ One purpose of Ray's study was to establish if the SETC is a valid index of quality in teacher-pupil interaction.

The concept of teacher concern used in this study contained three

¹¹Ibid., p. 38. ¹²Ibid., p. 83.

¹³Elizabeth Madeline Ray, "Relationship of Students' Estimates of Teacher Concern to Teaching Effectiveness" (unpublished Master's thesis, Cornell University, Ithaca, New York, 1959), p. 80.

¹⁴Gertrude L. Nygren, "An Exploratory Study of Teacher Concern and Its Measurement" (unpublished Ph.D. thesis, Cornell University, Ithaca, New York, 1955).

¹⁵Ibid., p. 108.

dimensions and the SETC was devised to give subscores for each of these: recognition--identification of an individual as a particular person different from other people; understanding--knowledge of the causal factors related to the behavior of an individual; and help--a desire for and/or some kind of action which will be for the well-being of this individual.¹⁶

The SETC consisted of ninety-nine items and was given to 467 seventh and eighth grade girls taking home economics in schools in central New York. Their teachers were also asked to complete a rating scale consisting of four rankings which indicated their relative awareness of individual students, relative understanding of individual students, relative amount of help given individual students, and degree to which a desire to help was communicated to the students.¹⁷

The SETC was found to produce a range of scores and sufficient variance to differentiate significantly among teachers, and a series of t-tests indicated that the mean SETC scores discriminated to some degree among the nine teachers in the study. The mean SETC scores of teachers were positively related to the mean composite estimates of the teachers' relative awareness, understanding, desire to help and help given students.¹⁸

A study conducted by Buchanan dealt with four areas of major concern for home economics educators.¹⁹ These were the relationship of homemaking to the total school program, the democratic process, education for home

¹⁶Ray, *op. cit.*, p. 18.

¹⁷Ray, *op. cit.*, p. 81.

¹⁸Ray, *op. cit.*, p. 87.

¹⁹Bonnie Bell Buchanan, "An Analysis of Opinions Concerning Selected Concepts of Home Economics Education" (unpublished Master's thesis, University of Oklahoma, Norman, Oklahoma, 1959).

and family living, and the personal adjustment of the homemaking teacher. A ninety-three item opinionnaire was developed to learn what respondents believed with respect to these concerns, and it was sent to 197 first year teachers, state supervisors, college professors of home economics education and secondary school administrators. They were asked to check whether they agreed or disagreed with each statement.

When the information from the opinionnaires was tabulated, it was found that 75 per cent or more of the respondents agreed to the following items:

Home visiting provides an excellent opportunity for the home economics teacher to evaluate class instruction.

Home visiting offers opportunities for pupils and teachers to know each other as friends in situations away from the classroom.²⁰

Group activity tends to provide "family-like" situations which are conducive to the carry-over of home economics into the home.

Subject matter content for homemaking classes should be practical to the socio-economic level predominating in the community.

The home visit which is made for the purpose of establishing good relationships and interpreting the program can set the stage for cooperative planning.²²

A large percentage of respondents disagreed with the following item: "The homemaking teacher who is concerned with all aspects of the growth of the individual is undertaking more than can reasonably be expected of one person."²³ The disagreement in regard to this concept would lead one to reject it as it is stated and to accept the idea that the homemaking teacher should be concerned with all aspects of the growth of the individual.²⁴

The other concepts on the opinionnaire are not reported here because they did not relate directly to this thesis.

²⁰Ibid., p. 59.

²¹Ibid., p. 75.

²²Ibid., p. 76.

²³Ibid., p. 49.

²⁴Ibid., p. 51.

CHAPTER III

PROCEDURE

Two techniques, classroom observation and a pupil questionnaire, were chosen for use in the collection of data for this study. The choice of techniques, the preparation of the observation sheet and questionnaire, the obtainment of the sample, the collection of the data, and the methods used in analyses of the data will be discussed in this chapter.

I. CHOICE OF TECHNIQUES OF APPRAISAL

Observation was believed to be one of the most satisfactory means of determining whether or not teachers were actually able to apply in their teaching the concepts chosen for study. One reason for choosing to use this technique is brought out by Good and Scates who say that observation is the most direct means of studying subjects when one is interested in overt behavior.¹ In an interview or questionnaire, a respondent may describe what he thinks he does, but reports are often different from actual behavior since human beings are not generally accurate observers of themselves or may not wish to give an accurate description of themselves.²

Another reason for choosing observation as a means of collecting data was related to the nature of the educational objectives implied in the concepts chosen for study. "Direct observation", state Good and Scates, "is an important means of appraising or evaluating the work of schools and

¹Carter V. Good and Douglas E. Scates, Methods of Research (New York: Appleton-Century-Crofts, Inc., 1954), p. 647.

²Ibid. p. 651.

teachers interested in educational outcomes beyond customary academic achievements."³ The three concepts chosen for this study deal with things beyond academic achievements, i.e., pupil development, understanding of self and others, and teaching for carry over.

It was recognized that findings would be more accurate if the researcher spent as much time as possible with each teacher. The Home Economics Education staff agreed that one day should be spent in each school. This made it possible for the researcher to observe three classes in session and see the teacher with different age groups and in different areas of instruction.

The two concepts, "Teaching methods should be selected on the basis of their effectiveness in bringing about desired pupil development," and "Discussions and other learning experiences should be provided which help the pupils to better understand their own behavior and the behavior of others," could be described, to some extent, in terms of teacher and pupil behavior for use on a classroom observation record.

A second technique used was a pupil questionnaire because it was believed that there were some things the pupils could help evaluate with respect to application of these concepts by the teacher. This was the situation in regard to the concept, "Classroom activities should be provided which can carry over into the pupil's personal and home experiences." As Tyler points out, "Evaluation must appraise the behavior of students since it is change in these behaviors which is sought in education."⁴

³Ibid. p. 651.

⁴Ralph W. Tyler, Basic Principles of Curriculum and Instruction (Chicago, Illinois: University of Chicago Press, 1950), p. 69.

II. PREPARATION OF OBSERVATION SHEET AND PUPIL QUESTIONNAIRE

Instruments for data collection were needed in relation to the three concepts of home economics education selected for this study. Because no instruments could be found that dealt directly with these concepts, it was necessary for the researcher to develop a pupil questionnaire and an observation sheet.⁵

The three concepts were first interpreted by the researcher in terms of definition and implications for teaching. This interpretation is given in Chapter IV. The next step was to list teacher and pupil behavior that could be observed in a classroom situation if the teacher accepted and was able to apply these concepts. The statements listed below were developed for use on the observation sheet in relation to the concept "Teaching methods should be selected on the basis of their effectiveness in bringing about desired pupil development":

1. Pupils seem to be at ease and eager to participate in activities.
2. The teacher is patient in regard to pupils' mistakes.
3. Pupils exchange ideas with one another during discussions.
4. Pupils are encouraged to think for themselves.
5. Teaching methods are used which require active participation of pupils.
6. Activities are provided which challenge pupils at varying degrees of ability.
7. Teacher shows approval of sincere efforts of pupils even though they may not all be equal in performance.
8. There are indications that each pupil has a chance to contribute to group projects.
9. The teacher guides pupils when necessary but also gives them opportunities to lead.

These items were added in relation to the concept, "Discussions and other learning experiences should be provided which help the pupils to

⁵See Appendix p. 98.

better understand their own behavior and the behavior of others":

10. The teacher and/or pupils are accepting of negative emotions expressed by others.

11. The teacher and pupils respond to actions of others in such a way that it indicates they are considering reasons for action or behavior.

12. Pupils seem to respect each other and want to help each other.

13. The teacher and pupils really listen to ideas of others.

14. Pupils express their ideas and feelings in the classroom situation.

15. Pupils or teacher help others to "save face."

16. Pupils are "with" the teacher.

The last item was in relation to the concept, "Classroom activities should be provided which can carry over into the pupil's personal and home experiences."

17. Pupils are encouraged to apply in their homes what they have learned in class.

The four possible categories for describing the behavior observed were: good evidence that this is done, fair evidence that this is done, missed opportunity to do, and no chance to observe. Rather than placing a check in the columns, the researcher wrote a brief description of the behavior in the appropriate column.

It was recognized that it would have been desirable to have two observers. Because of limited funds, it was not possible to obtain another person to serve in this capacity. The researcher worked closely with the chairman of the Home Economics Education area as the concepts used in the study were interpreted and phrased in terms of teacher and/or pupil behavior for use on the pupil questionnaire and observation sheet.

When a tentative draft of the observation sheet was completed, the researcher and the chairman of the Home Economics Education area visited a school to determine strengths and limitations of the instrument and to determine whether or not the researcher's comments on the observation

sheet were similar to those made by the Home Economics Education area chairman. Members of the Home Economics Education staff also studied the observation sheet and made suggestions for improving it. It was revised and tried a second time by the researcher in another school. The final trial was made by the researcher and the Home Economics Education area chairman in a third school.

During the time the researcher was visiting the schools in her sample, the area supervisor also visited some of the same schools and filled out the observation sheet. When the comments were compared, even though specific comments were different, the general classification of the teacher was similar.

The other instrument used was a pupil questionnaire.⁶ During the process of developing the questionnaire, several things were considered in regard to what was asked and how it was asked. The researcher tried not to include questions that might be resented by the teacher. It was decided to include both closed and open-end questions. Some of the questions were left open-end in the hope that the answers given by the pupils would be things that were really meaningful to them and not just the first thing they saw on a check list.

It was believed pupils would be having certain types of experiences in their home economics course if the teacher was applying the concepts used in this study. These experiences are stated below and they provided the basis for the items on the questionnaire. The numbers preceding the statements coincide with the number of the item on the questionnaire.

If a teacher was trying to bring about desired pupil development, she would:

- (5 and 6) let the pupils help care for the home economics room and help decide how this would be done
- (7 and 8) give the pupils a significant part in deciding how or what would be done in class
- (11) try to challenge the thinking of her pupils

If a teacher was trying to help her pupils to better understand themselves and others she would:

- (3 and 4) give them opportunities to work with many class members
- (10) include discussions and other experiences that would help them to understand their parents and classmates better
- (15) help her pupils to recognize some of their limitations and strengths

If a teacher believed class activities should carry over into the pupil's personal and home experiences she would:

⁶See Appendix p. 99.

(1 and 2) become familiar with the families and homes of her pupils through home visits and conferences

(10 and 12) provide activities that the pupils could use at present

(13 and 14) provide activities that meet the needs and interests of her pupils in regard to their personal experiences

(17) provide activities that meet the needs and interests of pupils in regard to their home experiences

The questionnaire was also studied by the Home Economics Education staff and tried in two of the schools mentioned above plus one other. When these were returned, changes were made to improve the clarity of some items; and other items were changed from open-end to closed questions using the answers given by the pupils as the possible responses.

III. OBTAINMENT OF SAMPLE

A random sample of white vocational home economics teachers in a thirty-mile radius of Greensboro, North Carolina, was drawn. A complete list of teachers in this area was compiled and a table of random numbers was used to draw a sample of twenty teachers. This number was chosen because the researcher had two days a week available for visits during approximately a two month period. Teachers were selected at random so the findings could apply to the population of teachers in the thirty-mile radius.

Before the researcher visited the schools, letters were written to the principals and teachers asking for their cooperation. Copies of the letters are included in Appendix B.

Eighteen of the twenty teachers contacted agreed to take part in the study. One teacher was on maternity leave, and the other one replied that due to circumstances beyond her control she could not participate in the

study. Most of the teachers were prompt in replying.

IV. COLLECTION OF THE DATA

After the cards indicating the teacher's willingness to participate in the project were received, a tentative schedule for the visits was prepared. A second letter was written to the teacher to determine whether the date selected was convenient for her and to give her further information. One class was chosen at random from the teacher's schedule to respond to the questionnaire and three other classes were selected for observation purposes. The teacher was told what classes would be observed and which class had been selected for the administration of the questionnaire.

When the researcher arrived at the school, she talked briefly with the principal and was then taken to the home economics department. During the time the three classes were being observed, no writing was done by the researcher and the observation sheet was not visible. Whenever possible, she made arrangements with the teacher to leave the room for a few minutes at the end of the class period to record her impressions. The teacher understood that the observer was attempting to describe what had happened in the class. The teacher never saw the observation sheet.

The questionnaires were given to the pupils by the researcher.

This introduction was given:

Your class has been chosen to help with a research project I am doing at Woman's College. As you fill out the questionnaire please take your time and give the best answer you can. There are no right or wrong answers; I am just interested in what you think. I am not checking up on you or your teacher, but am interested in some of the things you do in your home economics class.

Please be honest in your answers or the results of my study will

not be accurate. These will have no effect on your grade because your teacher will not see them.

Do not put your name on the paper. Who filled out the questionnaire is not as important to me as what you write.

The time required by the pupils to fill out the questionnaire varied from twenty to thirty minutes. The questionnaires were returned to the researcher. A copy of the questionnaire was shown to the teacher and the results from her class were later sent to her.

Two hundred and eighty questionnaires were filled out; and except for one class, the pupils who filled them out were in the class chosen at random by the researcher. In the one exception, an unexpected assembly program came up and the class chosen did not meet. Pupils taking Home Economics I, II, and III were included in the sample.

V. ANALYSIS OF DATA

The information from the observation sheets was summarized item by item for all schools visited. Then strengths and needs in relation to each concept being studied were summarized.

The questionnaires were coded and the information summarized on IBM cards. Chi square tables were developed to determine whether differences between schools were significant and to determine whether significant relationships existed between various items on the questionnaire.

CHAPTER IV

INTERPRETATION OF THE CONCEPTS USED IN THIS STUDY

The three concepts selected for use in this study were: (1) "Teaching methods should be selected on the basis of their effectiveness in bringing about desired pupil development", (2) "Discussions and other learning experiences should help pupils to better understand their own behavior and the behavior of others", and (3) "Classroom activities should be provided which can carry over into the pupil's personal and home experiences." Before the devices for obtaining the desired data could be developed it was necessary to interpret what was actually meant by each concept and to consider the implications of the concepts. This chapter deals with the interpretation given to the concepts by the researcher.

I. CONCEPT ONE

This concept was stated, "Teaching methods should be selected on the basis of their effectiveness in bringing about desired pupil development." Pupil development should be one of the major objectives of every teacher and the way the class is taught affects development of the pupil. Therefore, the emphasis in this concept was placed on the words--desired pupil development. The areas of development with which the researcher was concerned were intellectual, social and emotional.

Intellectual development.

(a) Meeting basic needs for self-expression and creativity. To develop intellectually, pupils need some means of expressing themselves;

and one way is through communication, verbal and non-verbal, which enables them to let others know "who they are." Teachers need to remember that the more they talk themselves the less opportunity the pupils have for self-expression.¹

(b) Mastering skills for use now and later. Many skills are used in thinking and problem solving. These have to be mastered before pupils can think for themselves and solve their own problems.

(c) Growing in ability to make decisions and to evaluate outcomes of decisions. Pupils need opportunities to help make decisions in class. The importance of this is emphasized by Lane, who says:

In our democracy the people make the decisions. If these decisions are to be wise in areas of politics, economics, and social problems, the young must have an opportunity to make choices throughout school. These choices must grow in complexity and must be real; that is, the outcomes of the decisions must matter. And those who choose must be helped to assess the wisdom of their choices by their consequences.²

Gordon points out another value in giving pupils the opportunity to help in decision-making when he says, ". . . there is growing evidence that decisions which people have had a hand in making will be better accepted and carried out than those in which the people concerned are not involved."³

(d) Learning to think for themselves. Many educators believe that the best way to learn to meet and solve problems is to solve a wide variety of problems with some wise person to guide the process. Simply

¹Henry Clay Lindgren, Mental Health in Education (New York: Henry Holt and Company, 1954), p. 350.

²Howard Lane and Mary Beauchamp, Human Relations in Teaching (New York: Prentice-Hall, Inc., 1955), p. 57.

³Thomas Gordon, Group-Centered Leadership (Boston: Houghton Mifflin Company, 1955), p. 65.

knowing facts will not insure careful thinking, but practice in problem-solving can lead to critical thinking.⁴

(e) Achieving as much as possible in relation to ability. It is the responsibility of the teacher to expect from each child only what he can do at that time. If his efforts are met with approval, the pupil is given confidence to try again. It is held by one writer that "Success needs to be provided for each child. Continuous failure can cause a child to give up trying and destroy self-confidence so he is unable to do as much as he would otherwise. On the other hand, if a child seldom or never has a temporary failure, he is not doing challenging work."⁵ Therefore, learning experiences of the proper difficulty need to be provided for each pupil and the teacher should expect differing levels of achievement from different pupils. If a gifted child under-achieves, this is as serious a problem as when a pupil of low ability fails.

Social development.

(a) Developing satisfactory relations with both sexes and all ages. Havighurst defines this as one of the developmental tasks for adolescents. He points out its importance when he says, "Success in accomplishing this task means a reasonably good social adjustment throughout life."⁶ He adds that the teaching of social skills should be provided by the schools to

⁴Maude Williamson and Mary Stewart Lyle, Homemaking Education in the High School (New York: Appleton-Century-Crofts, Inc., 1954), p. 130.

⁵Portfolio of Teaching Techniques (New York: Educator's Washington Dispatch, 1950), p. 20.

⁶Robert J. Havighurst, Developmental Tasks and Education (New York: Longmans, Green and Co., 1952), p. 34.

help adolescents with this task. Lower class boys and girls especially need this help because they can seldom learn social skills and middle class manners anywhere except at school. Lindgren also believes that "getting along with people is one of the most important requirements for those who want to get ahead on the job--or off."⁷

(b) Learning and accepting a socially approved feminine role. This is another of the developmental tasks for adolescents listed by Havighurst. He states, "The school can help girls to think through the problem of accepting the feminine role."⁸ The approved feminine role is in a period of change today and pupils need help in understanding this change.

Emotional development.

(a) Developing an understanding of self in relation to a changing body. Since so much emphasis is placed on physical appearance in our society, pupils at this age need help in understanding and accepting the changes taking place in their bodies. "Many problems of behavior and low achievement in school can be solved by reassuring boys and girls that they are 'normal' even if their pattern of development is not that of the average person."⁹

(b) Achieving emotional independence from parents. This is primarily the responsibility of the home, but a teacher who understands adolescent emotional development may be able to help her pupils with this task.

⁷Lindgren, op. cit., p. 119. ⁸Havighurst, op. cit., p. 38.

⁹Ibid., p. 41.

(c) Being realistic about vocational plans. Some educational implications for this task are to help each pupil become aware of vocational possibilities and choose a vocation in line with his abilities and interests.

(d) Acquiring a set of values and ethics as a guide to behavior. Because teen-agers look to adults and to their teachers as objects of imitation, it is important that teachers selected have the qualities that pupils should imitate.

II. CONCEPT TWO

This concept was stated, "Discussions and other learning experiences should help pupils to better understand their own behavior and the behavior of others." The topics discussed in the following paragraphs describe what is meant by better understanding of self and others in this study.

(a) Learning to recognize their strengths and limitations. According to Wiles, to be emotionally healthy pupils need to think well of themselves. When a child is not sure of himself, he is unable to work with others. Pupils can be helped to accept themselves by participating in experiences that aid them in recognizing their achievements and reducing their fears.¹⁰ As they learn to understand and accept themselves they will become aware of their strengths as well as their weaknesses. On the other hand, they need to learn to recognize their limitations if they are to overcome some of them and adjust to those which cannot be overcome.

(b) Developing better relations within their families. According

¹⁰Kimball Wiles, Teaching for Better Schools (New York: Prentice-Hall, Inc., 1952), p. 78.

to Crawford, "the primary purpose for teaching home economics is to improve human relations through teaching and promoting the factors that strengthen family living."¹¹

(c) Realizing behavior is caused and looking beyond surface actions of others. The "causal" approach to behavior, as defined by Ojemann is to take into account the many factors underlying behavior, while the "surface" approach is to consider only the overt act of behavior.¹² Shaftel and Shaftel believe:

Many teachers are developing the psychological insight needed to help children in their developmental tasks. They are learning that (1) behavior is caused, (2) that it always occurs in a setting, and (3) that adults who wish to help children to grow into adequate individuals need to know the many strands and interrelationships in a child's situation.

"... It is our hope that the classroom teacher . . . will become aware that all behavior is caused. That for every action, whether socially acceptable or not, there is a reason--and that it is the better part of wisdom to withhold judgment and to make a patient effort to understand the tangled and hidden roots that are always at the base of every act, however puzzling it may seem. To be patient, to make no snap judgments, to strive to understand. . ."¹³

One evidence of the teacher and pupils being causally oriented would be their desire to help others to "save face" in certain situations that arise in the classroom.

(d) Responding to others in a constructive, understanding way rather than in a condemning way. Pupils need sympathetic understanding

¹¹Will C. Crawford, Spiritual Values (San Diego: San Diego City Schools, 1949), p. 150.

¹²Ralph Ojemann and Others, "The Effects of a "Causal" Teacher-Training Program and Certain Curricular Changes on Grade School Children" Journal of Experimental Education, December, 1955, p. 95.

¹³George and Fannie R. Shaftel, Role Playing the Problem Story, (New York: National Conference of Christians and Jews, 1952), p. 73 and 75.

and the assurance that the teacher has a sincere liking for them and is interested in their welfare. Jersild points out that, "We contribute to the growing child's isolation and loneliness whenever we, in effect, tell him that we do not wish to know how he feels. Yet there is much in the school life of both boys and girls that would make even the sturdiest child express intense emotion if the pressures against it were not so strong."¹⁴ Pupils need an atmosphere where they can "blow off steam" without being rejected. If pupils are encouraged to bring their feelings out into the open and the teacher can accept these feelings, negative as well as positive, a classroom atmosphere will be provided where opportunities for understanding of self and others will be present.

(e) Recognizing the personal worth of others who are different from self. Pupils need opportunities to work with one another in group activities if they are to reach the point where they can recognize the worth of the contributions of each individual. The teacher can also help by recognizing many kinds of achievement.

Rogers is convinced that when a leader is accepting of each group member, the group members become more accepting of each other, and as a result, it is easier for the members to express their own real attitudes and feelings and to accept the same in others.¹⁵ Wiles says that when the teacher shows proper respect for each pupil, the chance that the pupils in the class will respect one another is increased.¹⁶

¹⁴Arthur T. Jersild, When Teachers Face Themselves (New York: Bureau of Publications, Teachers College, Columbia University, 1955), p. 68.

¹⁵Carl P. Rogers, Client-Centered Therapy (Boston: Houghton Mifflin Co., 1951), p. 357.

¹⁶Wiles, op. cit., p. 75.

Lee and Lee emphasize the responsibility of the teacher to treat every child with respect, to recognize the worth of his ideas, and to accept his plans and contributions.¹⁷

(f) Ability to empathize with others. Lindgren states that empathy and understanding supplement each other. As teachers become more aware of the feelings and attitudes of their students, they come to understand them better and as their understanding increases, their ability to empathize becomes more effective.¹⁸ The ability of the teacher to empathize can also help pupils to become aware of another's feelings.

In conclusion, some of the things involved in helping pupils to better understand themselves and others can be brought out in discussions. The behavior of the teacher toward her pupils is also important because some things are more effectively taught by example than by words.

III. CONCEPT THREE

This concept was stated, "Classroom activities should be provided which can carry over into the pupil's personal and home experiences."

According to Kelly, when pupils are made to "learn" that for which they see no need, it is doubtful that learning goes on at all. He also feels that if a pupil can be given a rich variety of experiences close to the concrete, he may have the background needed to cope with any given situation.¹⁹

¹⁷Educators' Washington Dispatch, op. cit., p. 20.

¹⁸Lindgren, op. cit., p. 191.

¹⁹Earl G. Kelley, Education for What Is Real (New York: Harper and Brothers Publishers, 1947), pp. 66, 68.

There is more likelihood of carry over when the teacher is familiar with the homes and activities of her pupils and relates her teaching to the home conditions of her pupils.

As mentioned before, when pupils have a part in planning the course objectives and experiences, they will be more interested in class activities and in using outside of class the things they are learning.

If the needs and interests of the pupils are considered by the teacher, the class activities will be such that they can be used by the pupils in both their personal and home experiences.

CHAPTER V

FINDINGS AND DISCUSSION

In this chapter, the information obtained from the classroom observation sheet and pupil questionnaire will be discussed. The summary and statistical analysis of the data from the questionnaire will be presented first. The second section of the chapter will deal with the observation sheet.

I. THE PUPIL QUESTIONNAIRE

The questionnaires were given to a random sample of home economics classes in the schools visited. In the sample there were 109 pupils in Home Economics I classes, 145 pupils in Home Economics II classes, and 26 pupils in Home Economics III classes. Thus, a total of 280 pupils completed the questionnaire.

Two types of analyses were used with the data obtained from the questionnaires. First, the responses to each item on the questionnaire was summarized and recorded in percentage form. This summary was indicative of the extent to which the concepts were being applied by the teachers included in the study. The second type of analysis was the computation of chi square for contingency tables to determine whether there were significant differences among schools in relation to the items on the questionnaire and whether or not there were significant relationships between some of the items on the questionnaire.

Pupil responses to the questionnaire items will be discussed as they relate to the three concepts being studied rather than in the order in which the items appear on the questionnaire.

Concept one. Items 5, 6, 7, 8 and 11 on the questionnaire were related to the concept, "Teaching methods should be selected on the basis of their effectiveness in bringing about desired pupil development."

One of the ways a teacher can help her pupils to assume responsibility, a necessary part of pupil development, is to let them help care for the room and to let them have a voice in deciding how this will be done.

In answering item 5, a question concerned with the care of the home economics room, there were eight duties the pupils could check. This gave a variety of possible responses and combinations of responses. The results are recorded in Table I.

All but one of the pupils checked that they put their own things away. Three per cent indicated this as their only responsibility. Over one-fourth of the pupils checked that they also put school equipment away and cleaned the room. Almost one-fifth of the pupils did the three things mentioned above, plus cleaning the refrigerator. Another 7 per cent checked all of the duties listed on the questionnaire. One-fourth of the pupils checked other combinations of the responses. Only one pupil checked, "We do not help take care of the room."

Almost 90 per cent of the pupils did more than take care of their equipment and class equipment as far as care of the room was concerned.

Almost two-thirds of the pupils indicated that the teacher made the decision as to what they would do to help take care of the room and the other one-third believed they had a part in making this decision (Table II). It would seem that two-thirds of the teachers are not utilizing this opportunity to encourage pupils to become self-directing.

Another means of promoting pupil development would be to give pupils the opportunity to have a real part in deciding how or what will be done in

TABLE I

SUMMARY OF CODED RESPONSES TO ITEM 5: IF YOU AND YOUR CLASSMATES HELP TAKE CARE OF YOUR HOME ECONOMICS ROOM, CHECK THE THINGS YOU DO

Responses	Number of Pupils	Percentage of Pupils
We put our own things and class equipment away and clean the room	78	27.8
Other combinations	71	25.4
We put our own things and class equipment away, clean the room and the refrigerator	49	17.5
All of these duties	20	7.1
We put our own things and class equipment away	17	6.1
We put our own things away and clean the room	13	4.6
We put our own things and class equipment away, clean the room and do the class laundry	11	3.9
We put our own things and class equipment away, clean the room and put the groceries away	10	3.6
We put our own things away	9	3.2
We do not help take care of the room	1	.4

class. This gives them experience in thinking for themselves, making decisions, and acting upon their decisions. This decision making should be a group process as well as an individual experience.

TABLE II

SUMMARY OF RESPONSES TO ITEM 6: WHO DECIDED AT THE BEGINNING OF THE YEAR
WHAT YOU WOULD DO TO HELP TAKE CARE OF YOUR HOME ECONOMICS ROOM?

Responses	Number of Pupils	Percentage of Pupils
The teacher	174	62.1
Pupils and teacher	98	35.0
No answer	8	2.9

Responses to item 7 on the questionnaire, an open-end question, were coded by a member of the Home Economics Education staff and the researcher. There were two headings under this question: "class and teacher decided" and "teacher decided." The results of this item are presented in Table III.

Almost one-fifth of the pupils gave answers that were coded as indicating real class participation in decision making. Examples of these responses were when they helped plan what topics would be included in a unit, some of the activities within the unit, unit objectives, time schedules in meal preparation or clothing construction, and evaluation devices.

Responses were classified as indicating little or some participation when the pupils helped in deciding with whom they would work in small groups, the sequence of units, what foods to prepare or what pattern to use within certain limitations, and how clean-up duties would be organized. Part of these responses were classified in this category because they seemed to be individual rather than group decisions.

TABLE III

SUMMARY OF CODED RESPONSES TO ITEM 7: LIST SOME THINGS YOU, YOUR CLASSMATES, AND YOUR TEACHER DECIDED TOGETHER THIS YEAR AND SOME THINGS YOUR TEACHER DECIDED BY HERSELF

Responses	Number of Pupils	Percentage of Pupils
Indicated some class participation in decision making	166	59.4
Indicated real class participation in decision making	54	19.3
Indicated no class participation in decision making	29	10.4
Irrelevant	18	6.4
No answer	13	4.6

When pupils listed things under the heading, "teacher decided" and left blank the part headed, "class and teacher decided," the response was classified as indicating no class participation in decision making. This classification was also used when pupils listed things that really did not involve a group decision-making process such as to study for a test, not to cheat on tests, and to work together.

Almost two-thirds of the pupils indicated they had a part in making at least some small decisions in the class while one-tenth recognized no part that the class had in decision making. Only one-fifth of the pupils gave answers indicating that they had a real part in classroom decisions.

In response to item 8 on the questionnaire, almost two-thirds of the pupils believed that they helped in deciding what would be done in class or how it would be done (Table IV). More than a fourth were not sure about this and one-tenth of the pupils did not believe they helped make these decisions. Thus, more of the pupils indicated they had a real part in

deciding what would be done in class (item 8) than were classified as listing things that involved real class participation in decision making (item 7). This may have been because the pupils did not list some of the more important decisions in which they were involved under item 7, or they had so few opportunities in other classes to help in planning that some of the activities classified by the researcher as little participation may have seemed important to them.

TABLE IV

SUMMARY OF RESPONSES TO ITEM 8: DO YOU FEEL THAT YOU AND YOUR CLASSMATES REALLY HELP IN DECIDING WHAT YOU WILL DO IN CLASS OR HOW YOU WILL DO IT?

Responses	Number of Pupils	Percentage of Pupils
Yes	168	60.0
I'm not sure	79	28.2
No	32	11.4
No answer	1	.4

If learning experiences are to contribute to the development of the pupil, it would seem important that challenging experiences be provided. Table V shows that almost one-half of the pupils believed home economics was as challenging as their other classes. Over one-third of the pupils believed that home economics was more challenging and a small percentage (16.4) believed it was less challenging than their other classes.

Concept two. Items 3, 4, 15, and 16 on the questionnaire were related to the concept, "Discussions and other learning experiences should help pupils to better understand their own behavior and the behavior of others." If pupils are to learn to understand their classmates better, they need some opportunities to work in small groups with class members other than those

they classify as their best friends. A variety of methods should be used to divide the class into groups so that each pupil works cooperatively with pupils other than those whom they would choose as their best friends. When pupils always choose their own groups, they are less likely to work with classmates having varied kinds of abilities and coming from different socio-economic levels.

TABLE V

SUMMARY OF RESPONSES TO ITEM 11: SOME CLASSES CHALLENGE OUR THINKING MORE THAN OTHERS. HOW WOULD YOU RATE YOUR HOME ECONOMICS CLASS WITH RESPECT TO ITS CHALLENGE TO YOUR THINKING?

Responses	Number of Pupils	Percentage of Pupils
Home economics is about the same as the others	134	47.9
Home economics is more challenging than the others	98	35.0
Home economics is less challenging than the others	46	16.4

As is shown in Table VI, almost three-fourths of the pupils said that they sometimes worked with their best friends when they worked in small groups in home economics. One-fifth of them said they always worked with their best friends and a small percentage said they seldom worked with their best friends. Occasional working with best friends is important from the standpoint of their feelings of satisfaction with the class.

Slightly more than one-half of the pupils said that sometimes they were assigned to these small groups by the teacher and sometimes they chose the members of their groups (Table VII). Of the other half of the pupils, three times as many said they chose their own groups as those who said their teacher assigned them to groups. Although slightly more than one-half of

the pupils were sometimes assigned to groups and would, therefore, probably work with different kinds of people, almost a third of the pupils always chose their own groups and, therefore, missed the opportunity to work with those outside their circle of friends.

TABLE VI

SUMMARY OF RESPONSES TO ITEM 3: WHEN YOU WORK IN SMALL GROUPS IN HOME ECONOMICS, WITH WHOM DO YOU WORK?

Responses	Number of Pupils	Percentage of Pupils
Sometimes with my best friends in this class	204	72.9
Always with my best friends in this class	60	21.4
Seldom with my best friends in this class	15	5.4

TABLE VII

SUMMARY OF RESPONSES TO ITEM 4: HOW IS YOUR CLASS DIVIDED INTO SMALL GROUPS?

Responses	Number of Pupils	Percentage of Pupils
Sometimes we are assigned to groups and sometimes we choose them	164	58.6
We choose our groups	85	30.4
The teacher assigns us to groups	30	10.7

If pupils are receiving help in understanding themselves, they would be aware of some of their limitations and would be working toward some goals in the direction of the kind of person they would like to be. The open-end responses to item 15 were placed in nine categories by the researcher and the chairman of the Home Economics Education area. The results obtained are presented in Table VIII, page 39.

TABLE VIII

SUMMARY OF CODED RESPONSES TO ITEM 15: STATE ONE THING YOU FEEL YOU NEED TO WORK ON TO BECOME THE KIND OF PERSON YOU WOULD LIKE TO BE

Responses	Number of Pupils	Percentage of Pupils
Control temper or improve other character traits	55	19.6
Relationships with others	49	17.5
Appearance and grooming habits	45	16.1
Personality (undefined)	37	13.2
Answer did not apply or was vague	32	11.4
Social poise, etiquette, and social participation	23	8.2
Other	14	5.0
No answer	11	3.9
Better adjustment	8	2.9
Awareness of responsibilities involved in marriage and parenthood	6	2.1

Almost one-fifth of the pupils indicated that they needed to control their temper or improve other character traits. Almost as many (17.5 per cent) said they needed to improve their appearance or grooming habits as said they needed to improve their relationships with others (16.1 per cent). Over 10 per cent of the pupils said they wanted to improve their personalities but did not define the term. More than 15 per cent of the pupils either did not answer the question or gave vague or irrelevant answers. Thus, almost three-fourths of the pupils recognized something specific on which they needed to work if they were to make progress toward becoming the kind of person they would like to be. This may indicate a measure of self understanding.

It was believed that pupils who were receiving help in understanding the behavior of other people would recognize this and be able to indicate the kinds of learning which helped them to better understand the behavior of others.

The open-end responses to item 16(a) were classified in six categories and were coded by the researcher and a member of the Home Economics Education staff. The results are shown in Table IX.

Almost one-fourth of the pupils gave answers that indicated a considerable degree of understanding of their classmates. Examples of these responses were, "everyone is different with a different personality", "others have problems just as I do", "try and see their side of it", "they have feelings, too", "let others express their feelings", "I try to understand their feelings when they are mad", and "they have good and bad days and we should try to understand them".

Almost one-fifth of the pupils gave answers indicating some understanding. Some examples of these were, "to try to understand them", "they

TABLE IX

SUMMARY OF CODED RESPONSES TO ITEM 16(a): LIST SOME THINGS YOU HAVE LEARNED IN HOME ECONOMICS THAT HAVE HELPED YOU TO BETTER UNDERSTAND YOUR CLASSMATES

Responses	Number of Pupils	Percentage of Pupils
Indicated considerable understanding of behavior	69	24.6
Indicated some understanding of behavior	50	17.9
No answer	42	15.0
Vague	42	15.0
Indicated activities that might lead to better understanding rather than things learned	41	14.6
Did not apply	31	11.1
Did not learn anything	5	1.8

think the same as you sometimes", "not everyone is as fortunate as you but you should still show respect", "don't think you are always right and let other people help in making plans", and "by trying to help them I found they were willing to help me".

Approximately one-sixth of the pupils mentioned things that they could do that would help them to gain a better understanding of their classmates, such as "to help them and be friendly", "to work with them", "to work in groups", and "to cooperate with them". These responses were not informative of the kind of understanding of other people that the pupil had gained.

Over one-third of the pupils either did not answer the question or gave vague or irrelevant answers. Less than one-half of the pupils indicated by their responses that they had gained in home economics a better understanding of their classmates. At the time the questionnaire was given, 161 pupils indicated they had had family relations and 119 had not had family relations.

The responses given to the second part of the question, "List some things you have learned in home economics that have helped you to better understand your parents", are shown in Table X.

Over one-third of the pupils gave answers that were classified as indicating considerable understanding of their parents. Examples of some of these answers were, "they have problems, too", "they try to do what they think is best for you", "now I know why they won't let me do everything I want to", "parents have feelings the same as we do", "they want to help us if we will let them", and "they are human and what they do is to help us, not to punish us".

Less than one-sixth of the pupils gave answers indicating some under-

TABLE X

SUMMARY OF CODED RESPONSES TO ITEM 16(b): LIST SOME THINGS YOU HAVE LEARNED IN HOME ECONOMICS THAT HAVE HELPED YOU TO BETTER UNDERSTAND YOUR PARENTS

Responses	Number of Pupils	Percentage of Pupils
Indicated considerable understanding of behavior	102	36.9
Indicated some understanding of behavior	44	15.7
Did not apply	42	15.0
No answer	39	13.9
Vague	31	11.1
Responses indicated activities that might lead to better understanding rather than things learned	13	4.6
Did not learn anything	9	3.2

standing of their parents. Some of the responses classified in this category were, "respect them and help with the work", "try to understand them more fully", "try to listen to them", "everyone has to work together to have a loving family", and "times have changed since mother was a girl".

More than one-third of the pupils did not answer the question or gave vague or irrelevant answers. Slightly more than one half of the pupils indicated by their responses that they had gained in home economics classes a better understanding of parents.

Concept three. Items 1, 2, 10, 12, 13, 14, and 17 on the questionnaire were related to the concept, "Class activities should be provided which can carry over into the pupil's personal and home experiences".

Home visits and conferences can help the teacher in applying all three of the concepts under consideration in this study, but they are of special importance in helping the teacher to provide activities that can carry over into her pupils' personal and home experiences.

Visits had been made to the homes of at least one-fourth of the pupils in this study, as is recorded in Table XI. Some of the pupils may

TABLE XI

SUMMARY OF RESPONSES TO ITEM 1: HAS YOUR HOME ECONOMICS TEACHER VISITED YOUR HOME SINCE LAST JUNE?

Responses	Number of Pupils	Percentage of Pupils
No	209	74.6
Yes	71	25.4

have forgotten that the home economics teacher visited their homes several months earlier. Comments made by teachers when they saw this question were that they visited their freshman girls first and had not started with the

other classes yet, that driving conditions had been hazardous during the winter and they planned to do more visiting in the spring, and that they had been in the community long enough to know most of the families or had visited them when other members of the family were in their classes.

Table XII shows that one-fifth of the pupils had had a conference under five minutes in length with their teachers and one-fifth had not talked alone with their teachers. Another fifth had talked with their teachers six to ten minutes and almost one-third of the pupils had talked with them over ten minutes.

In summary, 40 per cent of the pupils had had no talk or one less than five minutes in length with their teachers. Ten per cent of the pupils either did not answer the question or gave irrelevant answers. Less than a third of the pupils had talked with their teachers ten minutes or more. It would seem that at least half of the teachers are not fully utilizing the opportunity to use this method to become better acquainted with their pupils.

If classroom activities were being provided that could carry over into the lives of the pupils, they would feel that the things they were studying were worthwhile and that some use was being made of the things being studied at the present time.

A very small percentage (3.9 per cent) of the pupils mentioned that there were things which they believed should be omitted from their home economics program (Table XIII). The items they did mention were parts of the units in child care, foods, housing and family economics. Reasons given for omitting the activities were that the information associated with the activities was not new to them, the activities were a waste of time, they had nothing to do with home economics, or no reason was given.

TABLE XII

SUMMARY OF CODED RESPONSES TO ITEM 2: HOW LONG WAS THE LONGEST TALK
YOU HAVE HAD ALONE WITH YOUR TEACHER THIS YEAR?

Responses	Number of Pupils	Percentage of Pupils
1-5 Minutes	56	20.0
No talk	54	19.3
6-10 minutes	54	19.3
11-20 minutes	49	17.5
No answer	24	8.6
21-30 minutes	21	7.5
Over 30 minutes	16	5.7
I don't know or irrelevant	2	2.1

TABLE XIII

SUMMARY OF RESPONSES TO ITEM 10: ARE THERE ANY THINGS YOU HAVE STUDIED YOU THINK SHOULD BE OMITTED?

Responses	Number of Pupils	Percentage of Pupils
No	267	95.4
Yes	11	3.9
<u>Units Mentioned by Pupils</u>		
Foods	4	1.4
Child care	3	1.1
Housing	3	1.1
Family economics	1	.4

More than 85 per cent of the pupils indicated that they are both using some of the things they are learning now and will probably use some of them later (Table XIV). A small percentage (6.1 per cent) indicated that they do not expect to use what they are learning until sometime in the future. This would seem to indicate that a large percentage of the pupils do believe the experiences they are having in class are worthwhile and useful to them.

TABLE XIV

SUMMARY OF RESPONSES TO ITEM 12: ARE YOU USING THE THINGS YOU ARE LEARNING IN HOME ECONOMICS NOW OR DO YOU THINK THEY WILL BE MORE USEFUL TO YOU LATER IN YOUR LIFE?

Responses	Number of Pupils	Percentage of Pupils
I am using some of the things now and will probably use some of them later	242	86.4
I am using them now	20	7.1
I think I will use them more later	17	6.1
They are nice things to know but I will probably not ever use them much	1	.4

If classroom activities are related to and carrying over into the personal lives of the pupils, evidence of this could be found in changes the pupils were making in themselves. Item 13 was an open-end question coded by the researcher and a member of the Home Economics Education staff. More than one change was listed by many pupils. Thus, the figures total more than 100 per cent. The results of this item are recorded in Table XV.

Over one-half of the pupils indicated that they had made changes in grooming habits or appearance. Comments included in this category were better care of hair, hands, complexion, and figure; better choice and care

TABLE XV

SUMMARY OF CODED RESPONSES TO ITEM 13: WHAT CHANGES HAVE YOU MADE IN YOURSELF BECAUSE OF SOMETHING YOU LEARNED IN HOME ECONOMICS?

Responses	Number of Pupils	Percentage of Pupils
Change in grooming habits or appearance	161	57.5
Improved skills in home economics	98	35.0
Change in relations with others	57	20.4
Other changes	34	12.1
Change in orderliness	29	10.4
Change in food habits or what is eaten	15	5.4
Change in attitude or interests	13	4.6
No answer or vague	12	4.3
Change in personality	10	3.6
No change	9	3.2

of clothing; and, in general, a neater appearance.

One-fifth of the pupils wrote comments indicating a change in relations with others. Many of them said they now got along better with their parents, or siblings, or friends. Others said that they helped more at home, or tried to be more understanding of others, or tried to be more friendly.

A change made in orderliness was indicated by about 10 per cent of the pupils. Comments the pupils made were that they took better care of their rooms, helped more with the care of the entire home, or kept their own clothes picked up.

Small percentages of the pupils indicated that they had made changes other than those discussed above. One group said they had made a change in personality, but did not define the term or indicate what changes had been made. Another small percentage of the pupils made comments categorized as change in attitude or interest. Some of the phrases used were, "I now work at home with a more pleasing attitude", "I do things more willingly at home", "I take more pains with what I do", "I have changed my attitude toward small children", and "I enjoy people more". A third group indicated they had made a change in food habits or in what was eaten.

Although improving skills in the various areas of home economics may not be thought of as a direct answer to this question, more than one-third of the pupils mentioned that they now knew more about sewing, cooking, child care, and money management.

Other changes, not included in the above categories, were given by twelve per cent of the pupils. Some of these were improved manners, improved safety in the home, more patience, more confidence in doing things without supervision and a more mature outlook toward marriage,

family living, and homemaking responsibilities.

Less than one-tenth either did not answer the question or replied that they had made no changes in themselves as a result of something they had learned in home economics. Over 90 per cent of the pupils seemed to be aware of one or more changes in themselves as a result of taking home economics.

Another way to determine whether or not class activities were carrying over into the lives and experiences of the pupils, both as individuals and family members, was to try to discover which unit had been most helpful to them, and in what way it had been helpful. If they could think through and answer these questions, some carry over would be occurring.

Items 14 and 17 were also open-end questions and were summarized according to the unit mentioned and then according to the way in which it had helped the pupils. The results of item 14 are presented in Table XVI.

One-half of the pupils listed either foods or clothing as the unit which was most helpful to them as a person and another 9 per cent listed grooming. One-fifth believed either child care or family relations helped them the most. Small percentages of the pupils listed the other areas of home economics, and another one-tenth of the pupils either did not answer or did not specify a unit.

In regard to the second part of the summary of the question, "In what way has it helped?" almost one-half of the pupils mentioned improved skills in food preparation or clothing construction. Some girls mentioned that the ability to sew enabled them to save money, and one girl said it helped her to relax and took her mind off her problems.

The next largest group (about 16 per cent) said home economics had helped them in their relations with family or friends and given them a

TABLE XVI

SUMMARY OF CODED RESPONSES TO ITEM 14: OF THE THINGS YOU HAVE
STUDIED IN HOME ECONOMICS, WHAT HAS BEEN MOST HELPFUL
TO YOU AS A PERSON?

Responses	Number of Pupils	Percentage of Pupils
Clothing	82	29.3
Foods	65	23.2
No answer or did not specify a unit	35	12.5
Family relations	30	10.7
Child care	28	10.0
Grooming	26	9.3
Housing	5	1.8
Safety in the home and civil defense	4	1.4
Pre-natal care	3	1.1
Nothing has helped	2	.7
<u>In what way has it helped?</u>		
Skills in home economics	129	46.1
Improved relations with others	45	16.1
Improved appearance of self	38	13.6
No answer or did not apply	22	7.9
Skill in care of children	21	7.5
Mature attitudes toward marriage and homemaking	8	2.9
Vague, difficult to classify	5	1.8
Improved home environment	5	1.8
Other	4	1.4
Improved eating habits or nutrition	3	1.1

better understanding of themselves and others. Another 7 per cent indicated increased ability to care for children as being most helpful to them. More than one-tenth of the pupils said they had improved their appearance.

About 6 per cent of the pupils made comments that were classified as either improved home environment or improved eating habits or an indication of a more mature attitude toward marriage and homemaking. Examples of responses placed in the latter category were, "if someone really loves you, you can wait to get married until your education is completed", "I have a better understanding of what I want in a marriage", and "I'm not as mature as I thought I was." Almost one-tenth of the pupils did not answer or gave answers that were vague or did not apply.

Although 90 per cent of the pupils recognized that home economics had helped them in some way, the fact that almost half of them mentioned foods and clothing might indicate other areas of home economics may need more emphasis or a different type of emphasis.

Only the first response given by the pupils was included in the summary for this question. A record was kept of the number of things pupils listed as being helpful to them. Many of the pupils, 79.3 per cent, listed only one area. Of the rest, 4.6 per cent gave no answer, 15 per cent listed two areas, .4 per cent listed three or more areas, and .7 per cent said everything was helpful.

Responses to item 17 are given in Table XVII.

Foods was the unit mentioned by over one-third of the pupils as helping them the most in their homes. Family relations was the unit mentioned by 16 per cent of the pupils and clothing ranked next with about 10 per cent of the pupils mentioning it. The other areas were listed by

TABLE XVII

SUMMARY OF CODED RESPONSES TO ITEM 17: OF THE THINGS YOU HAVE STUDIED
IN HOME ECONOMICS, WHAT HAS HELPED YOU MOST IN YOUR HOME?

Responses	Number of Pupils	Percentage of Pupils
Foods	110	39.3
No answer or did not specify a unit	54	19.3
Family relations	45	16.1
Clothing	33	11.8
Child care	15	5.4
Housing	10	3.6
Home safety	6	2.1
Grooming and care of clothing	3	1.1
Family economics	2	.7
<u>In what way has it helped?</u>		
Skills in food preparation	101	36.1
Relationships	49	17.5
No answer or nothing	35	12.5
Clothing skills	31	11.1
Improvement of the house	15	5.4
Care of younger family members	13	4.6
Better standards for care of home	13	4.6
Vague or irrelevant	9	3.2
Other	8	2.9
Nutrition or better eating habits	5	1.8

about 13 per cent of the pupils and almost one-fifth either made no answer or did not specify a unit.

In summarizing the second part of the question, it was found that over one-third of the pupils found skills in food preparation most helpful in their homes. Many of them said that now they could help their mothers more in the kitchen.

About one-fifth of the pupils believed home economics had helped them in their relationships with others, or enabled them to take better care of younger family members. Improved skills in clothing construction and selection was next on the list of learnings helpful in the home with one-tenth of the pupils checking this. Small percentages of the pupils believed home economics had helped them to make improvements in their homes, improve their eating habits or take better care of their home. Fifteen per cent of the pupils either gave no answer or one that was vague or irrelevant or said nothing helped.

One unit of study was mentioned by 77.9 per cent of the pupils; two areas by 11.8 per cent, three or more areas by 1.4 per cent and .7 per cent said all units were helpful. The rest of the pupils, 8.2 per cent, did not list any areas.

II. STATISTICAL ANALYSIS OF QUESTIONNAIRE ITEMS

A second purpose of the study was to determine, by means of chi square computations, whether or not there were significant relationships between certain items on the questionnaire.

Of the seventeen tables run, six of them (35 per cent) were significant at or beyond the .05 level of significance. These six are the tables which will be discussed in this section.

It was believed there might be some relationship between the grade a pupil received in home economics and the degree of challenge home economics offered to the pupil as compared to her other subjects. As is shown in Table XVIII, the relationship between these two items was found to be significant at the .05 level. More pupils than expected from row and column totals who received an "A" in home economics thought home economics was less challenging than their other subjects. Fewer pupils than expected who received a "C" in home economics checked it as being less challenging. It seems that a relatively large number of the "A" pupils in home economics are likely to consider it less challenging than other subjects, and the "C" pupils are more likely to consider it a subject challenging to thinking.

Another set of variables used was "List some things you, your classmates, and your teacher decided together this year and some things your teacher decided for herself" and grades in home economics (Table XIX). This was found to be significant at the .05 level. In this instance, more of the "A" pupils than expected gave answers indicating real class participation in decision making in the classroom. Also, more of the lower students failed to answer the question than was expected. The better students seem to be more able to recognize and describe the part they had in planning for their class than did the pupils receiving lower grades.

As shown in Table XX, another variable used with the grade pupils received in home economics was the length of time a teacher had spent in conference with pupils. This was significant at the .01 level. More of the pupils than expected receiving "D" or "F" either did not respond to the question or did not talk with the teacher from one to five minutes.

TABLE XVIII

CONTINGENCY TABLE FOR DEGREE OF CHALLENGE FOUND IN HOME ECONOMICS AS COMPARED TO OTHER SUBJECTS AND GRADE IN HOME ECONOMICS

Grade in Home Economics	Degree of Challenge Found in Home Economics as Compared to Other Subjects			Total
	More	Same	Less	
A	21	23	19	63
B	36	56	19	111
C	26	38	4	68
D	8	9	3	20
F	6	7	1	14
Total	97	133	46	276

$\chi^2 = 15.50$

$\chi^2_{.05}$ at 8 d.f. = 15.5

TABLE XIX

CONTINGENCY TABLE FOR CODED RESPONSES TO ITEM 7: "LIST SOME THINGS YOU, YOUR CLASSMATES AND YOUR TEACHER DECIDED TOGETHER THIS YEAR" AND GRADES IN HOME ECONOMICS.

Grade in Home Economics	Degree of Class Participation in Decision Making Indicated by Responses to Item 7				Total
	No Answer	Real	Some	None	
A	6	18	33	6	63
B	10	23	68	10	111
C	6	8	47	7	68
D and F	9	4	17	6	36
Total	31	53	165	29	278

$$\chi^2 = 17.55$$

$$\chi^2_{.05} \text{ at 9 d.f.} = 16.92$$

TABLE XX

CONTINGENCY TABLE FOR LENGTH OF CONFERENCE TEACHER HAD WITH PUPILS AND GRADE IN HOME ECONOMICS

Grade	Length of Conference Teacher Had With Pupils in Minutes						Total
	No Answer	No Talk	1-5	6-10	11-20	Over 20	
A	7	12	9	17	6	12	63
B	6	7	26	20	19	13	91
C	5	10	19	10	15	9	68
D and F	11	5	2	7	8	3	36
Total	29	34	56	54	48	37	258

$$\chi^2 = 36.11$$

$$\chi^2_{.01} \text{ at 15 d.f.} = 30.58$$

The reason that a larger number than expected of "D" and "F" pupils did not respond to this question may have been that these pupils would not consider a talk with a teacher a desirable occurrence.

A fourth set of variables used was whether or not pupils believed they had a real part in deciding how or what would be done in class and the degree of challenge offered to them in home economics (Table XXI).

TABLE XXI

CONTINGENCY TABLE FOR PUPILS' RESPONSES TO WHETHER OR NOT THEY BELIEVED THEY HAD A REAL PART IN CLASS DECISIONS AND THE DEGREE OF CHALLENGE FOUND IN HOME ECONOMICS AS COMPARED TO OTHER SUBJECTS

Degree of Challenge	Pupils' Responses To Whether or Not They Had a Real Part in Class Decisions			Total
	Yes	No	I'm not sure	
More challenging than other classes	70	5	23	98
Same as other classes	74	13	47	134
Less challenging than other classes	23	14	8	45
Total	167	32	78	277

$$\chi^2 = 26.81$$

$$\chi^2_{.001} \text{ at } 4 \text{ d.f.} = 18.46$$

This was significant at the .001 level. Of those who said home economics was more challenging than their other high school classes, more than expected believed they had a real part in deciding how or what would be done in their class. More than expected of those who believed home economics was about the same as their other classes with respect to

its challenge to their thinking, checked that they were not sure whether or not they had a part in class decisions. Of those who said home economics was less challenging, more than expected said they did not believe they really helped in making class decisions. Those who believed they had a real part in making decisions as to what would be done in class seemed to believe home economics was more challenging than did those who were not sure or did not believe they had a part in making these decisions.

A relationship, significant at the .001 level, was found between the variables, "List some things you, your classmates, and your teacher decided together this year and some things your teacher decided by herself," and "Do you feel you and your classmates really help in deciding what you will do in class or how you will do it?" (Table XXII, page 61). Fewer than expected from row and column totals who said they believed they had a part in making class decisions listed things classified as indicating no class participation in making classroom decisions. Of those who checked that they did not believe they helped decide what would be done in class, fewer than expected listed things that were classified as indicating real class participation in decision making. More than expected of those who checked that they did not believe they helped decide what would be done in class, listed things classified as indicating no class participation in decision making. This indicates that those pupils who believe they have a part in deciding how or what will be done in class can describe the part they do take in planning, while those who do not believe they have a part in planning are less likely to recognize any planning that does include them.

TABLE XXI I

CONTINGENCY TABLE FOR CODED RESPONSES TO ITEM 7: LIST SOME THINGS YOU, YOUR CLASSMATES AND YOUR TEACHER DECIDED TOGETHER THIS YEAR AND PUPILS' RESPONSES AS TO WHETHER OR NOT THEY BELIEVED THEY HAD A REAL PART IN CLASS DECISIONS

Pupils' Responses to Whether or not They Had a Real Part in Class Decisions	Degree of Class Participation in Decision Making Indicated in Responses to Item 7				Total
	No Answer	Real	Some	None	
Yes	17	42	103	6	168
No	4	1	16	11	32
I'm not sure	10	11	47	11	79
Total	31	54	166	28	279

$$\chi^2 = 36.39$$

$$\chi^2_{.001} \text{ at 6 d.f.} = 22.46$$

A relationship, significant at the .001 level, was found between the unit the pupils said helped them the most in their homes and whether or not they believed home economics was as challenging as their other subjects. These data are presented in Table XXIII. Of those who said home economics was more challenging than their other subjects, more than expected did not answer the question and less than expected listed foods and housing. Perhaps those who found home economics very challenging did not wish to single out any one unit as being most helpful. Of those who believed home economics was less challenging, fewer than expected listed clothing as being most helpful.

Eleven other sets of variables were analyzed, but significant relationships were not found between these items on the questionnaire.

TABLE XXIII

CONTINGENCY TABLE FOR DEGREE OF CHALLENGE FOUND IN HOME
ECONOMICS AS COMPARED TO OTHER SUBJECTS AND UNIT
MOST HELPFUL TO PUPILS IN THEIR HOME LIFE

Unit	Degree of Challenge Found in Home Economics as Compared to Other Subjects			Total
	More	Same	Less	
No answer	28	18	7	53
Child development	5	8	2	15
Clothing	17	16	2	35
Family relations	18	22	5	45
Foods	29	58	23	110
Housing and other areas	1	12	5	18
Total	98	134	44	276

$$\chi^2 = 25.29$$

$$\chi^2_{.01 \text{ at } 10 \text{ d.f.}} = 23.21$$

The researcher also wished to determine whether or not there were significant relationships among the schools in relation to the items on the questionnaire. Because of the small number of pupils responding to the questionnaire in several of the eighteen classes, and the many categories used in coding some of the items, the number of cells with expected frequencies less than five was too great for chi square computations to be used. Even though chi squares could not be computed, certain differences among teachers were observed when the figures were examined.

With regard to home visits, only four teachers had visited more than two-thirds of their pupils in the classes in which the questionnaire was administered. One class was one of the largest in the sample, one was the smallest, and the other two were of average size or larger in this sample. Five teachers had made no visits to the pupils in the classes in which the questionnaire was administered, and six teachers had visited only one or two pupils in these classes. In eleven of the eighteen classes used in this sample, two or fewer pupils had been visited by their teacher during the interval of months from June to February.

More than one-half of the pupils in one school said they always worked with their best friends; and in five other schools, over one-third of the pupils said they always worked with their best friends. Except for three schools, one or none of the pupils said they seldom worked with their best friends. The largest percentage of pupils in all classes, except one, said they sometimes worked with their best friends in that class.

The next item on the questionnaire dealt with the method used to divide pupils into small groups. In one class over one-half of the

pupils checked that the teacher assigned them to groups and in another class, more than one-fourth of the pupils checked that answer. In the rest of the classes, only one or none of the pupils checked that the teacher always assigned them to groups. In five classes, over one-half of the pupils said they chose their groups and in the other thirteen classes, the largest percentage of the pupils checked that sometimes the teacher assigned them to groups and sometimes they chose their groups.

In seven of the classes, 70 per cent or more of the pupils said the teacher decided what would be done to take care of the room at the beginning of the year. In five classes, 50 per cent or more of the pupils said that the pupils and teacher made the decision.

Another item from the questionnaire showing some differences among the schools was, "List some things you, your classmates, and teacher decided this year and some things your teacher decided by herself." Slightly more than one-half of the pupils in three classes gave answers classified as indicating a real part in classroom decision making. Almost one-half of the pupils in one class gave answers classified as indicating no class participation in decision-making. The largest percentages of the pupils in the other fourteen classes gave answers classified as indicating some class participation in decision-making.

In response to the item, "Do you feel you and your classmates really help in deciding what you will do in class or how you will do it?", all of the pupils, or all but one or two in seven classes, checked "yes." In contrast to this, in another class of twenty-four, only two answered "yes" to this question. One third of the pupils in one class

and almost one-half of the pupils in another class answered "no" to this item, while only small percentages in the other schools replied in this way. Fifty per cent or more of the pupils in four classes were not sure whether or not they had a part in deciding how or what would be done in classes.

In six of the eighteen classes, 50 per cent or more of the pupils thought home economics was more challenging than their other courses; and in two classes one-third or more thought it was less challenging. In the rest of the classes, the largest percentages of the pupils thought home economics was about the same as the rest of their classes in regard to its challenge to their thinking.

In one class, almost one-third of the pupils said they were now using the things they had learned in home economics, while only one or two pupils checked this answer in the rest of the classes. In two schools, one-sixth of the pupils thought they would use the things they had learned more in later life; and in the rest of the classes only one or none of the pupils checked this response. In the other fifteen classes, 75 per cent or more of the pupils said that they were now using some of the things they had learned and would use some of the things more in the future.

III. OBSERVATION SHEET

Direct observation of teachers and pupils in the classroom situation was chosen as a technique for use in this study. A teacher may give "lip service" to a certain concept without actually understanding and applying it in her classroom. For this reason, it was believed observation would be one of the most effective means of appraising the status

of the teacher in regard to the three concepts being studied.

Fifty-one classes made up of 326 girls and fourteen boys were observed. Of these fifty-one classes, one was an eighth grade class, thirty were Home Economics I classes, twelve were Home Economics II classes, and eight were Home Economics III classes. The number of classes studying each unit were:

Foods and nutrition	23
Clothing	13
Housing	5
Family relations	2
Home nursing	1
Child care	1
Civil defense	1
Grooming	2
Family life	2

The observation sheet was developed to guide the observer as she attempted to determine how well teachers were applying in their classrooms the three concepts being studied. The first nine items on the observation sheet were teacher or pupil behaviors which might be expected in the classroom if the teacher believed that, "Teaching methods should be selected on the basis of their effectiveness in bringing about desired pupil development." Items ten through sixteen dealt with the second concept, "Discussions and other learning experiences should help pupils to better understand their own behavior and the behavior of others." The last item was related to the third concept that, "Classroom activities should be provided which can carry over into the pupil's personal and home experiences."

Observations made by the researcher could be placed in one of the following four columns on the observation sheet:

- (1) Good evidence that this is done
- (2) Fair evidence that this is done
- (3) Missed opportunity to do this
- (4) No chance to observe

Hereafter, these columns will be referred to by the numbers used in the above statement.

Frequently the three classes taught by one teacher could not be classified in the same way. For example, a teacher might give good evidence in one class that she encourages pupils to think for themselves and miss an opportunity to do this in another class. The researcher desired to summarize behaviors or practices of teachers and pupils in each school rather than in each class. For this reason schools were classified into six categories. The relation between the six categories used and the information found in the various columns on the observation sheet is as follows:

- | | |
|--|---|
| Good | Checks in Column (1)
or
Columns (1) and (4) |
| Good to Fair | Checks in Columns (1) and (2) |
| Fair | Checks in Column (2) only
or
Columns (1), (2), and (3)
or
Columns (1) and (3) |
| Fair and Missed Opportunity
. | Checks in Columns (2) and (3) |
| Missed Opportunity | Checks in Column (3) only |
| No Chance to Observe | Checks in Column (4) only |

In the following section of this chapter, each item on the observation sheet will be stated with a brief explanation of how it is related to one of the three concepts. This will be followed by a summary of what was found in all the schools with respect to this item.

(1) Pupils seem to be at ease and eager to participate in activities.

One factor which promotes pupil development is a classroom atmosphere where the pupils are at ease and feel free to participate in the activities. A pupil who is tense or afraid will be hindered in his learning. Likewise, interest in class activities is important if pupil development is to occur.

In many of the schools visited there was good evidence that the pupils in one or more of the three classes observed were at ease and eager to participate in the learning experiences. Indications of this were the apparent interest shown by the pupils in the class; their willingness to participate in discussions, skits, and planning sessions; the attention given to the teacher; and the freedom with which they asked questions and made comments.

The fair evidence column was used when some of the points listed above were not as evident as they might have been. Usually in these cases the pupils seemed to be at ease but were not very interested in the class activity.

The following types of behavior were listed as evidence that the teacher had missed opportunities to help the girls feel at ease or to interest them in the classroom activities. In one instance three pupils remarked, "I hate to sew," and in another class several pupils were

quite discouraged with the blouses they were making. In one class the pupils were given some group work to do and the comment "What are we supposed to be doing?" was heard, and they spent most of their time discussing unrelated topics. In two other classes pupils did not have enough to do to keep them busy; and in four situations, pupils were not paying attention, but were looking at magazines, filing their nails, day-dreaming, whispering, and writing notes.

When the information was summarized for each teacher, eight teachers were classified as "good", four as "good to fair", four as "fair", and two as "fair to missed opportunity" in relation to this item on the observation sheet. This seems to indicate that pupils were at ease and interested in the learning experiences in most of the classes in two-thirds of the schools visited.

(2) Teacher is patient in regard to pupils' mistakes.

Authorities in education have for some time said that pupils learn by doing. Unless the teacher is patient when the pupils make mistakes they will soon become hesitant about trying things and maximum development will not occur. Pupils also need a word of encouragement when their achievement has not been what they had hoped.

There was good evidence of teacher patience in regard to mistakes made by the pupils when a pupil used baking powder instead of soda in her gingerbread, when pupils gave incorrect answers during discussions or recitation, when a pupil had difficulty using a treadle machine, when pupils made mistakes in clothing construction, and when pupils forgot to list some items on a market order.

The fair evidence column was used when either no serious mistakes were made by the pupils but the general attitude of the teacher in her contact with the pupils was one of patience, or the teacher was a little abrupt in only one or two situations.

In several schools no mistakes were made by the pupils and the situation was such that there was little participation on the part of the pupils. Therefore, there was no opportunity to observe the reaction of the teacher to this item.

In relation to this item, seven of the teachers were classified as "good", three as "good to fair", four as "fair" and four as "no opportunity to observe" this behavior. Thus, more than half of the teachers were patient when pupils made mistakes; and, therefore, encouraged them in their learning experiences.

(3) Pupils exchange ideas with one another during discussions.

Group discussion can help young people gain an understanding of, and respect for, each other's feelings, needs, and viewpoints. It can also help them to grow in ability to think for themselves and to express themselves. As discussion is defined here, there is interaction between members of the group, all comments are not directed to the teacher, and pupil responses are products of their own thinking rather than statements recalled from a book.

Each teacher was asked to have at least a fifteen minute discussion in one class, if possible, on the day of the visit.

During the discussions in three schools, pupils did exchange ideas with one another without always going through the teacher. In one

situation a pupil led the discussion following a skit. These situations were classified as good evidence.

In five schools, there was some exchange between pupils before the teacher spoke again, but more could have occurred. When two or three pupils reacted to the same question without comment from the teacher, this was also considered fair evidence of this item. These five situations were classified as "fair" evidence.

In eight situations the "discussion" was definitely teacher dominated. All comments were directed to the teacher and in most cases only one pupil reacted to a question. These were really question-answer recitations rather than true discussions. These were checked in the missed opportunity column.

In two schools there was no opportunity to observe a discussion.

On the day observed, half of the discussions were not the type that would encourage the pupils to think for themselves or to gain a better understanding of their classmates.

(4) Pupils are encouraged to think for themselves. When pupils are given all the answers, they have little opportunity to learn to think. Situations occur in everyone's life when decisions must be made. Pupils need to know how to use information and resources and the processes of logic in the solution of their own problems.

The following situations were considered good evidence that pupils were being given opportunities to think for themselves: pupils were asked to disagree with the statements made by the teacher or other class members; to defend one side of a topic for discussion; to decide on a procedure for

evaluation of a housing project; to lead a discussion; to listen and look for errors the teacher purposely made; to plan their menus, market orders, and time plans; to use their own ideas in reports; to write an evaluation of a floor plan; to evaluate a unit; and to use their guide sheets in clothing construction.

A few of the teachers asked some thought-provoking questions but there was a tendency, on the day the teachers were observed, for them to answer the questions before giving the pupils time to think about them. In these instances, the teachers were checked as showing fair evidence of the above statement. Observations were also classified as fair when tests were given, when the teacher did not immediately answer questions pupils asked about clothing construction, when questions were assigned to answer after reading the text, when the class as a whole looked over their sewing in relation to an evaluation sheet they were given, and when pupils took turns writing information on the blackboard about table settings.

Things the teachers did to discourage pupil thought and therefore to be classified in column (3) were to plan menus and duties for foods laboratories rather than to guide pupils in this planning, give lectures, read booklets to them, answer questions pupils could have thought through for themselves, and assign topics for reports rather than guiding pupils in choosing topics. In one school, the teacher accepted reports that had been copied from text; and during a recitation period let the girls read the answers from their notes.

When the information was summarized for each teacher, three teachers were classified as "good", four as "good to fair", five as "fair", and six as "fair to missed opportunity" in relation to this item on the observation

sheet. This indicated that less than one-half of the teachers, at the time they were observed, were providing experiences which encouraged or required real thinking on the part of their pupils.

(5) Teaching methods are used which require active participation of pupils. When pupils are actively involved in class activities there will be more opportunity for them to express themselves, to do some of their own thinking, and to try things out for themselves. They are also likely to be more interested and to feel that the class is theirs. All of this is important in their personal development.

Some of the kinds of participation classified as good evidence of the above statement were discussions, a mock debate involving the entire class, clothing laboratories, skits, individual evaluation of diagrams of table settings, group planning sessions for foods laboratories, foods laboratories, practice of home nursing skills, a play school program, and pupil demonstrations.

Activities classified as fair evidence of this statement were those giving only part of the class an opportunity to participate or those requiring little real participation. Examples of these activities were recitations when a few pupils gave all the answers, examining illustrative materials, copying notes, demonstrations by one or two pupils, giving reports, supervised study and panel discussions which were not followed by class discussion.

Teachers missed opportunities to do this when they lectured, when pupils listened to talks or reports without something specific for which to look, and when duties were assigned rather than planned by pupils.

When the information was summarized for each teacher, three teachers

were classified as "good", eight as "good to fair", and seven as "fair."

Although some active pupil participation was occurring in classes in all the schools visited, only three teachers were providing experiences classified as "good" in all three classes observed.

(6) Activities are provided which challenge pupils at varying degrees of ability. Some provision needs to be made for above average and below average pupils as well as for average pupils. This probably cannot be done in all situations, but it should be taken into consideration whenever it is possible to vary expectations or kinds of responsibility given to pupils.

Some of the kinds of activities checked in the good evidence column were: use of patterns differing in difficulty of construction processes in clothing units, encouraging one of the better students to lead a class discussion, guiding pupils to plan and participate in a play school for pre-school children, guiding pupils to plan and present a mock wedding which they had decided in a teacher-pupil planning session that they needed to do, and presenting other skits involving the entire class.

Some of the activities which made some provision for pupils of varying ability were foods laboratories where a variety of duties were included in the meal preparation, writing individual reports, housing projects, and recitation periods.

The missed opportunity column was checked when all the pupils were doing exactly the same thing, or when the teacher did things the pupils could have done in planning sessions.

In some instances activities were of the type that there was no

chance to observe whether or not pupils at varying degrees of ability were being challenged. Examples of this were movies, lectures, and teacher demonstrations.

In relation to this item, three teachers were classified as "good to fair", eight as "fair", four as "fair to missed opportunity", and three as "no opportunity to observe." Thus, two-thirds of the teachers were classified as "fair" or "fair to missed opportunity" in regard to providing activities which challenge pupils at varying degrees of ability on the day observed.

(7) Teacher shows approval of sincere efforts of pupils even though they may not all be equal in performance. Pupils need to have the approval of the teacher to help give them a feeling of success. Pupils learn more from success than from failure and progress is as important for pupils of lesser ability as it is for gifted pupils. When approval is shown for things well done, the pupil is encouraged to continue doing her best. The teacher's acceptance of her pupils can be expected to increase the pupil's security and feeling of belonging, and this in turn strengthens her motivation to learn.

When the teacher made remarks to the class as a whole or to individuals indicating her approval of their work or exhibited a general attitude of approval, she was checked in the first column.

When no specific remarks were made, but various levels of performance were accepted by the teacher, a check was placed in the second column.

In some instances, the classroom activity involved little or no pupil participation so there was no opportunity to observe for this item.

Seven teachers were classified as "good", four as "good to fair", four as "fair", and three as "no opportunity to observe." Almost two-thirds of the teachers were classified as "good" or "good to fair" as far as showing approval of efforts of students was concerned.

(8) There are indications that each pupil has a chance to contribute to group projects. When pupils feel they have a part in the work of a group and that they are accepted by the group members, opportunities for both intellectual and social development are provided.

The good evidence column was checked when the class was divided into groups to plan or prepare meals, plan and present skits, participate in buzz groups and practice home nursing skills.

The fair evidence column was checked when the teacher tried to include as many class members as possible in a certain class activity. Examples of this were question-answer recitations, class evaluation of projects, performance of cleaning duties, and listing of information on the blackboard by various class members.

In three schools, there was no chance to observe for this because no group work was in progress.

The data for eight teachers was classified as "good", for three teachers as "good to fair", for three teachers as "fair", for one teacher as "missed opportunity," and for three teachers as "no opportunity to observe." Thus, almost half of the teachers were giving many pupils an opportunity to participate in those group projects which were in progress.

(9) Teacher guides pupils when necessary but also gives them opportunities to lead. One way to help pupils grow in decision making is to give them opportunities to plan and carry out activities in small

groups. Some decisions need to be made by the pupils either in groups or individually.

Several types of group planning and activity in which pupils took the initiative were seen in the schools visited. These were classified as good evidence. One teacher divided her class into groups during the civil defense unit, and each group was assigned a topic to present to the class in any way they desired. In another situation, the groups were given a food nutrient to introduce to the class in some creative way. In three other classes, the pupils were allowed to do much of the planning for their next foods laboratory.

Classified as fair evidence were pupil presentations to the class in the form of individual reports, skits that were quite structured, food demonstrations, a class debate, and a panel discussion. These did not involve as much planning or pupil initiative as those listed above.

In one situation even when the girls were working in groups, few decisions were left up to them. In other classes where the teacher dominated, more opportunity could have been given to the pupils to work in groups or lead class activities.

When the information was summarized for each teacher, five teachers were classified as "good", seven as "fair", one as "missed opportunity", and five as "no opportunity to observe." In these situations pupils were in clothing laboratories, or movies were shown, or the teacher lectured. Thus, less than a third of the teachers were giving pupils opportunities to really plan and carry out activities in the classroom.

(10) Teacher and/or pupils are accepting of negative emotions expressed by others. If the atmosphere of the classroom is such that

negative emotions can be expressed, it is an indication that the teacher understands pupils and is helping them to understand one another. It is better for emotions to be expressed than bottled up. In permissive classrooms where the climate is conducive to mental health we may expect expression of negative as well as of positive emotions. Pupils can learn in such a group situation to better understand themselves and others and can be of help to each other in their personal development.

Even in the most permissive classroom negative emotions would not be expressed by some pupil each day. However, it is possible that in one of the three classes there would be occasion for some pupils to "let off steam."

No checks were placed in the good evidence column. It is true that either none of the teachers had the kind of permissive atmosphere described above, or the observer did not happen to come on a day when a pupil experienced negative emotions which needed to be expressed, or the presence of the observer in the room inhibited free expression of needs or problems.

One instance was checked as fair evidence when a girl said she did not like to sew and the teacher replied that she realized not everyone liked to sew. Others were when pupils said they did not like the blouse pattern the class had chosen, or certain vegetables, or the written assignment and the teachers did not become upset.

Four teachers were classified as "fair", and for the other fourteen teachers there was no opportunity to observe the teacher's reaction to pupil expression of negative emotions.

(11) Teachers and pupils respond to the actions of others in such a way that it indicates they are considering reasons for actions or behavior. This would indicate a climate for mental health was present in the classroom and that teachers and pupils were looking beyond surface actions of others.

One teacher suggested, in her conversation with the researcher, that there seemed to be a deeper cause of a pupil's behavior than they had found and that the pupil probably needed the help of a psychiatrist. This was classified as good evidence.

Another teacher asked the pupils who did not have their material to write her a note explaining why they did not have it instead of scolding them in front of the class. This was placed in the fair evidence column.

In several instances the observer believed that the teacher acted in response to surface behavior rather than trying to find the reason behind the behavior. One teacher scolded a pupil for being late and never did find out why. She scolded another class for not cleaning up as well as the other classes had, and their reaction was to argue about whose turn it was to do the different duties. Another teacher had to tell the girls several times to get busy and not talk so much. The real problem was that the girls had nothing to do. One teacher had trouble holding the attention of her pupils when she was explaining a construction process and stopped several times and just looked at the pupils. Probably one reason for the lack of attention was that they could not really see what she was doing. Another teacher continually questioned an extremely shy girl who refused to answer. Some of the class members snickered and

others appeared to be disgusted. These were classified as missed opportunity.

When the information was summarized for each teacher, one teacher was classified as "good", one as "fair", five as "missed opportunity", and eleven as "no opportunity to observe." Almost one-third of the teachers on the day they were observed, failed to respond to the actions of their pupils in a way that indicated they were considering the reasons for their behavior.

(12) Pupils seem to respect each other and want to help each other. An indication that pupils do have some understanding of others is shown when they respect those who are different from themselves. Unless they have been helped to understand one another, it is doubtful that they would show respect for one another or be interested in helping one another.

In several classes, the observer believed there was good evidence of respect among pupils. In one class an extremely large girl was well accepted by the other members of her kitchen group and, in fact, had been asked to join the group. In this same class, pupils worked together well in their units and helped each other when necessary. In a class on boy-girl relations, the pupils tried to answer each other's questions; and several girls presented the kind of problems for class discussion that they would not have voiced in a class in which there was a lack of understanding of each other. In another class, members of the group wanted to evaluate their bedroom plans as a class and agreed that they could take the criticism from others. One pupil who was behind in a clothing construction problem was helped by another pupil. In another

class the pupils did not laugh at one another's mistakes in table setting. A pupil with a speech defect seemed to be well accepted in another class.

The fair evidence column was checked when the girls worked well together in groups and gave their attention to pupils who were giving reports or in some way contributing to the class. In one instance, when one of the class members was leading a discussion, two or three of the pupils kept it going until the rest began to take part.

In two classrooms, the observer believed the situation could have been improved in regard to this item. In one case, the brighter pupils were sitting at one end of the room and the slower pupils at the other end of the room. In the other class, some of the pupils became rather impatient with a shy girl.

When the information was summarized for each teacher, three teachers were classified as "good", six as "good to fair", two as "fair", one as "fair and missed opportunity", one as "missed opportunity", and five as "no chance to observe." This indicates that half of the teachers, in at least some of their classes, had an atmosphere where pupils are learning to respect and help one another.

(13) Teacher and pupils really listen to ideas of others. This is an indication that they respect one another's views and are interested in understanding one another. Evidence of real listening is thoughtful response to ideas expressed.

When the teacher used the comments of her pupils as she moved forward in a discussion and pupils reacted to comments made by others, the good evidence column was checked.

The fair evidence column was checked when the pupils seemed to be

paying attention to the remarks of others during question-answer recitations, panel discussions, or skits. This column was also checked when those listening had little opportunity to react or when the things they were saying or presenting were not their own ideas.

In two classes, the pupils were not listening to the teacher and in two classes they did not pay attention to some reports being given by class members. These were classified as missed opportunity.

The evidence was classified as "good" for two teachers, as "fair" for five teachers, as "fair to missed opportunity" for four teachers, and as "missed opportunity" for two teachers. In five schools there was no chance to observe whether ideas were listened to or not because the pupils were in clothing or foods laboratories, watching films, doing written work or reading an assignment. The evidence seems to indicate that, on the day observed, two-thirds of the pupils and teachers were missing opportunities to really listen to and learn from others.

(14) Pupils express their ideas and feelings in the classroom situation. When pupils feel free to express their own ideas in the classroom, they are learning to better understand themselves and their classmates.

Several types of instances were considered good evidence of this item. In one case, a teacher asked the class for reactions to a field trip they had taken and the pupils were frank in giving both favorable and unfavorable criticisms. In another school, three pupils were chosen to act as judges during a debate and they seemed to feel free to say what they thought about the arguments presented in the debate. In several cases the pupils were free to express their ideas

about the problem being discussed and to ask questions about it.

When the fair evidence column was checked there was some expression of ideas by the pupils, but it was in relation to topics involving little difference of opinion.

The missed opportunity column was checked when the teacher dominated the class session and gave pupils little or no chance to contribute.

Three teachers were classified as "good", two as "good to fair", seven as "fair", two as "fair to missed opportunity", three as "missed opportunity", and one as "no chance to observe."

(15) Pupils or teacher help others to "save face." When pupils and teachers are trying to understand behavior and are concerned about the feelings of others, they will want to help others "save face."

In ten schools no "face-saving" situations arose, but a variety of things came up in the other schools. In one situation a pupil had not notified the others in her kitchen group what their duties were for the next day and the teacher took time to let her read the list without getting angry. In a class where the pupils were discussing table manners, one girl volunteered to sit at the table and go through the motions. She really did not know quite what to do at times and the teacher helped her without making it appear that the pupil did not know what to do. These situations were classified as good evidence.

In several classes, questions were asked that might have been laughed at by others; but because of the way the teacher handled it, this did not happen. These instances were not classified as good evidence because the researcher did not believe the questions asked were that

embarrassing. In another class, one of the pupils used baking powder instead of baking soda in the gingerbread; but the teacher said that everyone makes mistakes. These were classified in the fair evidence column.

The only time during the observations a teacher did not help a pupil to "save face" was when a teacher continually called on an extremely shy girl who refused to answer.

Thus, of the eight schools where such situations arose, two were classified as "good", five as "fair", and one as "missed opportunity."

(16) Pupils are "with" the teacher. Evidence of teacher rapport with pupils is further evidence of a classroom climate conducive to personal growth of pupils.

This is a rather intangible thing to observe, but in ten of the schools there seemed to be an atmosphere of cooperation and respect. Occasionally the teacher and pupils would laugh together over something or the pupils would stay to talk with the teacher after class. Pupils seemed to feel free to ask questions or to ask for help in these classes and there seemed to be a comfortable relationship between the teacher and pupils.

In five classes there did not seem to be as much evidence of the things listed above, so the fair evidence column was checked.

One teacher did not seem to be very interested in her pupils, and in two other instances the pupils did not cooperate with the teacher. In these cases the missed opportunity column was checked.

Ten teachers were classified as "good", five as "good to fair" and three as "fair to missed opportunity." In a little more than half

of the classrooms, there seemed to be a relationship between the pupils and teacher that would promote growth and development of the pupils.

(17) Pupils are encouraged to apply in their homes what they have learned in class. Not only do activities need to be provided that can carry over into the lives of the pupils, but pupils need help in seeing how the things they have learned can be applied.

Twelve teachers made reference in one or more of their classes to things the pupils could do at home relative to the topic being studied. Examples were things they could do at home on dates and suggestions for solving other problems related to boy-girl relations, suggestions for making improvements in their rooms, ways to help their mothers with food preparation and in use of the kitchen, some suggestions for baby-sitting and encouragement to practice good manners in the cafeteria.

Six teachers either did not bring lessons to the point of application or were not teaching lessons that could be used by the pupils at the present time.

It was difficult to classify this item according to the columns on the observation sheet, so the evidence was summarized as to whether or not pupils were encouraged to apply the things they had learned.

On the day observed, two-thirds of the teachers helped the pupils see how the things they were doing in class were related to problems they were facing at the present time.

SUMMARY AND RECOMMENDATIONS

The purposes of this study were to determine: (a) to what extent home economics teachers were able to apply in their classrooms three educational concepts, (b) whether or not there were significant differences among teachers in relation to application of these concepts as indicated by the responses on the pupil questionnaire, and (c) whether or not there were significant relationships between certain items on the pupil questionnaire.

Two techniques, classroom observation and a pupil questionnaire, were chosen for use in this study. Because no instruments could be found that dealt directly with the concepts used, the observation sheet and pupil questionnaire were developed by the researcher.

A random sample of twenty white vocational home economics teachers in a thirty-mile radius of Greensboro, North Carolina, was drawn by the researcher. One class from each teacher's schedule was chosen at random for administering the pupil questionnaire and three other classes were selected for observation purposes. Eighteen of the twenty teachers drawn agreed to take part in the study and a total of 230 pupils in Home Economics I, II, and III classes filled out the questionnaire.

The three concepts chosen for use in this study were: (a) "Discussions and other learning experiences should help pupils to better understand their own behavior and the behavior of others", (b) "Teaching methods should be selected on the basis of their effectiveness in bringing about desired pupil development", and (c) "Classroom activities should be provided which can carry over into the pupil's personal and home experiences."

Teaching methods should be selected on the basis of their effectiveness in bringing about desired pupil development. Pupil development which should be one of the major objectives of every teacher, is affected by the way the class is taught. The areas of development with which the researcher was concerned were intellectual, social, and emotional. Intellectual development was interpreted as meeting needs for self-expression and creativity, mastering skills for use now and later, growing in ability to make decisions and evaluate outcomes of decisions, learning to think for oneself, and achieving as much as possible in relation to ability. Social development included developing satisfactory relations with both sexes and all ages and learning and accepting a socially approved feminine role. Emotional development involved developing an understanding of self in relation to a changing body, achieving emotional independence from parents, being realistic about vocational plans, and acquiring a set of values and ethics as a guide to behavior.

Discussions and other learning experiences should help pupils to better understand their own behavior and the behavior of others. Some of the phases of understanding included in the interpretation of this concept were that pupils can be helped: (a) to learn to recognize their strengths and limitations, (b) to develop better relations within their families, (c) to realize behavior is complex and there are many causes of behavior, and (d) to develop the ability to empathize with others.

Classroom activities should be provided which can carry over into the pupil's personal and home experiences. Carry-over of classroom activities into the pupils' lives is more likely to occur when pupils

see a need for the learnings, have a variety of experiences, have a part in planning the activities, and have a teacher who is familiar with the homes from which the pupils come and is aware of their needs and interests. Pupils often need some guidance in seeing how the things they are learning can be applied in their daily activities.

The items from the pupil questionnaire and observation sheet were summarized in relation to each of the three concepts being studied. In the remainder of this chapter, strengths of the teachers and needs for improving teaching will be discussed. It was arbitrarily decided to consider the findings as expressive of needs of teachers if less than one-third of the teachers were classified as "good" in relation to an item on the observation sheet and less than two-thirds of the responses on the pupil questionnaire indicated that the teacher was applying the concepts being studied. The lower percentage was used on the observation sheet because the researcher was aware that her observation was limited to one day, whereas, the pupils had daily contact with the teacher.

The findings from the observation sheets and pupil questionnaires indicated that these were the things teachers were doing most successfully:

(1) Teachers seemed to be providing classroom atmospheres where the pupils were at ease and interested in participating in activities.

(2) Teachers seemed to be patient when pupils made mistakes. This would encourage pupil development as they are given the opportunity to experiment and participate in class activities without feelings of fear or insecurity.

(3) Teachers expressed their approval of pupil efforts even though they were not all equal in performance. This expression of

approval can be expected to give pupils a feeling of success; and this, in turn, strengthens their motivation to learn.

(4) There were few instances of small group work being used in the classes other than as a part of laboratory experiences. When small group work was used, though, teachers gave most of their pupils opportunities to participate in group projects. This type of experience contributes to both the social and intellectual development of the pupils.

(5) Many teachers had developed good rapport with their pupils, which is evidence of a classroom climate conducive to personal growth of pupils.

(6) Teachers encouraged pupils to apply outside of class some of the things they were studying in class.

(7) Teachers provided classroom experiences which most pupils believed were as challenging or more challenging than experiences in their other classes.

(8) Teachers were including in the curriculum topics pupils believed to be useful to them both at the present and in the future.

(9) Teachers were teaching foods and clothing in such a way that pupils said they were applying these learnings in their out-of-school lives. A large percentage of pupils were also aware of changes they had made in themselves as a result of taking home economics.

(10) Teachers succeeded in helping pupils to understand themselves as evidenced by the fact that many pupils recognized something specific on which they needed to work if they were to make progress toward the kind of person they would like to be.

The things teachers were doing least successfully indicate the following needs:

(1) Teachers need to learn what is meant by a good discussion and to experiment with ways of helping pupils take part in such discussions. Pupils will then grow in self-direction and inability to express their own thoughts.

(2) Teachers need to provide opportunities for them to think problems through for themselves, make decisions, and evaluate outcomes. When teachers do the thinking for their pupils, they are limiting their development.

(3) Teachers need to use more group work techniques, other than laboratory experiences. Examples of these are buzz-groups, role-playing, discussions, skits, group-planning sessions, panels, and any other activities that actively involve the pupils in the class. There are more opportunities for pupil development when pupils are actively participating in class than when they are passive learners.

(4) Teachers need to read current literature on rapid and slow learners and experiment with ways of challenging pupils at all levels of ability in home economics classes.

(5) Teachers need to give pupils more opportunities to plan and carry out activities in small groups after they have been given sufficient guidance. This helps pupils to grow in the ability to make decisions and to work with others.

(6) Teachers need to guard against reacting only to surface symptoms of behavior and to consider the many causes of behavior and attempt to do something about real causes of behavior rather than just alleviating the symptoms. When teachers look beyond surface actions of pupils and consider reasons for behavior, many pupils with problems

grow toward improved mental health and pupils learn by example helpful ways to respond to behavior of other people.

(7) Teachers need to help pupils to understand their classmates better so they will show more respect for one another and be more interested in helping one another.

(8) Teachers need to give pupils more opportunities for self-expression in the classroom and to use their contributions as they guide the discussion. They also need to become more aware of the feelings and needs implied in what pupils are saying and be ready to pick up ideas expressed by pupils which represent creative thinking on their part.

(9) Teachers need to provide more experiences which will help pupils to understand better their classmates and parents. It is also important that the teachers be accepting of people with divergent backgrounds and frequently verbalize such ideas in the classroom.

(10) Teachers need to select from the decisions to be made some which they would be willing for the class to make. By allowing the pupils, in a democratic way, to make these decisions and accept the consequences of them, pupils are being prepared for decision-making in life.

(11) Teachers need to visit the homes of pupils and have conferences with as many pupils as possible. Visits and conferences can give the teacher a better understanding of her pupils and help her to provide activities that will carry over into the pupil's personal and home experiences.

(12) Teachers need to provide experiences in all areas of home economics that are meaningful to pupils and help them see how these things can be applied in the home.

(13) Teachers need to use various means of assigning pupils to

small groups within the class. When these groups are meeting only one time, and for a short time, pupils could be assigned to them using some random procedure. Frequent grouping in this way would help pupils to get to know how members of their class other than their best friends think and how they react to situations and would lead to a deeper understanding and acceptance of them as persons. When work groups are to be formed for work together over a longer period of time, sociometric methods may be used. This working with best friends is important from the standpoint of pupils' feelings of satisfaction with the class. Pupils should know that sometimes they work with best friends and sometimes they do not and that there is a reason for this.

The following sets of variables used in contingency tables were found to be significant at or beyond the .05 level when chi square was computed: degree of challenge found in home economics and grade in home economics; coded responses to "List some things you, your classmates and your teacher decided together this year" and grade in home economics; pupils' response to whether or not they believed they had a significant part in class decisions and degree of challenge found in home economics as compared to other subjects; coded responses to "List some things you, your classmates, and your teacher decided together this year" and pupils' response as to whether or not they believed they had a real part in class decisions; and degree of challenge found in home economics as compared to other subjects and unit most helpful to pupils in their home life.

The third purpose of the study was to determine whether or not there were significant relationships among the schools in relation to the items on the questionnaire. Because of the small number of pupils completing the questionnaire in several of the eighteen classes and the many

categories used in coding some of the items, the number of cells with expected frequencies less than five was too great for chi square computations to be used. It could be observed in the data that there were many differences among schools with respect to the degree to which these concepts were applied in home economics classes.

Since teachers included in this study were a random sample of teachers in a thirty-mile radius of Greensboro, North Carolina, the findings from this sample can be applied to the larger group. It is recommended that the needs of teachers found in this study be anticipated at the college level and that increased effort be made to guide student teachers in applying these concepts in classroom situations. It is further recommended that in-service training and supervisory help be directed to these needs of the teachers. Some of the possible ways teachers could be reached would be through consecutive county group meetings, summer school workshops or courses, college extension courses in various parts of the state, and supervising teachers' meetings. The researcher would also like to recommend that the devices used in this study be used again at a later date, to determine whether or not improvements in home economics teaching had been made in regard to these three concepts.

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APPENDIX

APPENDIX A

Pupil Questionnaire

Observation Sheet

YOU AND HOME ECONOMICS

Grade level _____

THIS SECTION IS ABOUT YOUR HOME ECONOMICS CLASS

1. Has your home economics teacher visited your home since last June? _____ Yes _____ No
2. How long was the longest talk you have had alone with your teacher this year? _____
3. When you work in small groups in home economics, with whom do you work? Check one (x)
 - _____ Always with my best friends in this class
 - _____ Sometimes with my best friends in this class
 - _____ Seldom with my best friends in this class
4. How is your class divided into small groups? Please check one(x).
 - _____ The teacher assigns us to the groups
 - _____ We choose our groups
 - _____ Sometimes we are assigned to groups and sometimes we choose them
5. If you and your classmates help take care of your home economics room check the things you do.

_____ We put our own things away	_____ We do the class laundry
_____ We put away class equipment	_____ We put the groceries away
_____ We clean the room	_____ We do not help take care of the room
_____ We clean the refrigerator	_____ Other things we do
6. Who decided at the beginning of the year what you would do to help take care of your home economics room?

_____ The teacher	_____ Teacher and pupils
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7. List some things you, your classmates, and your teacher decided together this year and some things your teacher decided herself.

_____ <u>Class and teacher decided</u>	_____ <u>Teacher decided</u>
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8. Do you feel that you and your classmates really help in deciding what you will do in class or how you will do it?

_____ Yes	_____ No	_____ I'm not sure
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9. Check the units that have been included in your home economics program this year and in previous years.

<u>This year</u>	<u>Previous years</u>
_____ Child care	_____ Child care
_____ Grooming	_____ Grooming
_____ Clothing	_____ Clothing
_____ Family Relations	_____ Family Relations
_____ Foods	_____ Foods
_____ Housing	_____ Housing
_____ Safety in the Home	_____ Safety in the Home
_____ Family Economics	_____ Family Economics
_____ Other	_____ Other

10. Are there any things you have studied you think should be omitted?
 Yes _____ No _____
 If so, what and why?
11. Some classes challenge our thinking more than others. How would you rate your home economics class with respect to its challenge to your thinking?
 _____ Home economics is more challenging than the others
 _____ Home economics is about the same as the others
 _____ Home economics is less challenging than the others
12. Are you using the things you are learning in home economics now or do you think they will be more useful to you later in your life? Check one answer.
 _____ They are nice things to know but I probably will not ever use them very much
 _____ I am using them now
 _____ I think I will use them more later
 _____ I am using some of the things now and will probably use some of them later

THIS SECTION IS ABOUT YOU

13. What changes have you made in yourself because of something you learned in home economics?
14. Of the things you have studied in home economics, what has been most helpful to you as a person? In what way has it helped?
15. State one thing you feel you need to work on to become the kind of person you would like to be.

THIS SECTION IS ABOUT YOUR FRIENDS AND FAMILY

16. List some things you have learned in home economics that have helped you to better understand your
 (a) classmates
 (b) parents
17. Of the things you have studied in home economics, what has helped you most in your home? In what way has it helped?
18. Please check your semester grade in
 Math _____ A _____ B _____ C _____ D _____ F _____ Other
 English _____ A _____ B _____ C _____ D _____ F _____ Other
 Home Economics _____ A _____ B _____ C _____ D _____ F _____ Other

OBSERVATION SHEET

DATE _____

Teacher _____ School _____ Homemaking (Level) _____

Number in class _____ Time _____ Aspect of homemaking _____

Time spent in each type of activity: Laboratory _____ Discussion _____ Lecture _____

Demonstration _____ Films _____ Question-Answer Recitations _____ Other _____

Behavior	Good evidence that this is done	Fair evidence that this is done	Missed opportunity to do this	No chance to observe
1. Pupils seem to be at ease and eager to participate in activities.				
2. Teacher is patient in regard to pupils' mistakes.				
3. Pupils exchange ideas with one another during discussions.				

Behavior	Good evidence that this is done	Fair evidence that this is done	Missed opportunity to do this	No chance to observe
4. Pupils are encouraged to think for themselves.				
5. Teaching methods are used which require active participation of pupils.				
6. Activities are provided which challenge pupils at varying degrees of ability.				
7. Teacher shows approval of sincere efforts of pupils even though they may not all be equal in performance.				

Behavior	Good evidence that this is done	Fair evidence that this is done	Missed Opportunity to do this	No chance to observe
8. There are indications that each pupil has a chance to contribute to group projects.				
9. Teacher guides pupils when necessary but also gives them opportunities to lead.				
10. Teacher and/or pupils are accepting of negative emotions expressed by others.				
11. Teacher and pupils respond to actions of others in such a way that it indicates they are considering reasons for actions or behavior.				

Behavior	Good evidence that this is done	Fair evidence that this is done	Missed opportunity to do this	No chance to observe
12. Pupils seem to respect each other and want to help each other.				
13. Teacher and pupils really listen to ideas of others.				
14. Pupils express their ideas and feelings in the classroom situation.				
15. Pupils or teacher help others to "save face."				

Behavior	Good evidence that this is done	Fair evidence that this is done	Missed opportunity to do this	No chance to observe
16. Pupils are "with" the teacher.				
17. Pupils are encouraged to apply in their homes what they have learned in class.				

THE WOMAN'S COLLEGE
OF THE UNIVERSITY OF NORTH CAROLINA
GREENSBORO

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SCHOOL OF HOME ECONOMICS

January 13, 1961

Mr. John Doe
Central High School
Middleton, North Carolina

Dear Mr. Doe:

The staff in home economics education at The Woman's College of UNC is conducting some research projects which will help in the evaluation and improvement of the teacher-preparation program. To guide us in doing this we need to study and consider what is being done in the home economics classes in North Carolina.

May we have your permission to include your home economics teacher in this research project if she is willing to participate? She will also be receiving a letter of explanation from us. We have drawn a random sample of home economics teachers in a thirty mile radius of Greensboro, and _____ name appears in the sample. The quality of the results of such a study are largely dependent upon sampling procedures and willingness of persons drawn in the sample to take part in the study. Thus, your cooperation will be most appreciated.

This is what would be involved if your teacher participates in the project. Miss Barbara Clawson, a graduate assistant in our department who is helping with this project would visit your school one day in February or March and do these three things:

- (1) Observe two or three classes during the day
- (2) Administer to all pupils in one class a questionnaire entitled "You and Home Economics"
- (3) Talk with the teacher for approximately thirty minutes

Miss Clawson and the teacher would plan a time for the visit that would be convenient for both. We have tried to plan this so as to take as little teacher-pupil time as possible.

All information will be confidential and in no case will the names of the schools, teachers, or pupils be used. Summaries will be made of all of the programs studied rather than descriptions of any individual programs. We will be happy to make the findings of the study available to you and we hope that you will find them helpful.

Although you will not be asked to take any time from your already busy schedule, we did not want to contact your teacher without letting you know about the project. A card has been enclosed in the letter to

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(Mr. John Doe Cont.)

your teacher for your joint reply. If you have any questions, we will be glad to try to answer them.

Sincerely yours,

Hildegarde Johnson, Chairman
Home Economics Education

THE WOMAN'S COLLEGE
OF THE UNIVERSITY OF NORTH CAROLINA
GREENSBORO

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SCHOOL OF HOME ECONOMICS

January 13, 1961

Miss Sally Jones
Central High School
Middletown, North Carolina

Dear Miss Jones:

Have you ever had your name drawn for something? This may be the first time for you or the second or third time, but we want you to know you are "in" as a participant in a research project that is under way at Woman's College of University of North Carolina.

The home economics education department is continually evaluating and striving to improve its program for its students and for teachers on-the-job. A research project has been started to help do this and your cooperation is needed. The plan calls for a visit to each of the schools drawn in the sample. It is important that every teacher whose name was drawn take part in the study so the findings will not be biased. Thus, your cooperation will be most appreciated.

A graduate research assistant, Barbara Clawson, is helping with the project and she will be visiting you. The visit will be made in February or March and she would like to:

- (1) Observe two or three classes
- (2) Give a questionnaire to all the pupils in one class
- (3) Talk with you for approximately thirty minutes

We know you are busy so we have tried to make our plans so as not to take any more of your time than is necessary.

Homemaking teachers who have previously assisted with research projects have said their pupils were proud of the fact that they were asked to be a part of important research. We are trying to make this project one which will be helpful to you and your pupils. If you would like, a summary of the responses of your pupils to the questionnaire will be sent to you.

All information obtained in this study will be confidential and the names of schools, teachers, or pupils will not be used in the final report.

The enclosed card gives you an opportunity to choose the day of the week most convenient for you for the visit. You will be notified of the date at least a week in advance so changes can be made if that day is not satisfactory.

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(Miss Sally Jones, Cont.)

Will you please return the card as soon as possible? If you have any questions we will be glad to answer them. A letter of explanation has also been sent to your principal. You and he will want to discuss the research project before you return the card.

Sincerely yours,

Hildegarde Johnson, Chairman
Home Economics Education