

The Woman's College of  
The University of North Carolina  
LIBRARY



CQ  
no. 458

COLLEGE COLLECTION

Gift of  
SAMMIE CAROL GATLIN

A STUDY OF PROBLEMS RECOGNIZED BY  
VOCATIONAL HOME ECONOMICS TEACHERS

by

Sammie Carol Gatlin

A Thesis Submitted to  
the Faculty of the Graduate School at  
the University of North Carolina at Greensboro  
in Partial Fulfillment  
of the Requirements for the Degree  
Master of Science

Greensboro  
May, 1966

Approved by

Mildred Johnson  
Director

7434

APPROVAL SHEET

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

Thesis  
Director

Mildred Johnson

Oral Examination  
Committee Members

Mildred Johnson

William P. Board

W. Perry

Levin L. Lee

Savannah S. Day

May 2, 1966

Date of Examination

## ACKNOWLEDGEMENTS

The writer wishes to express her sincere appreciation to Dr. Mildred Johnson for her constant encouragement and guidance throughout this study.

Special recognition is due those high school home economics teachers who responded to the questionnaire used in this investigation. The writer would also like to thank the members of her committee, Dr. Mildred Johnson, Miss Louise Lowe, Mrs. Savannah Day and Dr. William Colbert for their assistance and cooperation.

A final word of thanks is given to Darrell Garner for his patience and encouragement.



GATLIN, SAMMIE CAROL. A Study of Problems Recognized by Vocational Home Economics Teachers. (1966) Directed by: Dr. Mildred Johnson. pp. 78.

The primary purpose of this study was to identify problems recognized by North Carolina secondary vocational home economics teachers. The study was designed to determine problems in general, problems that persist regardless of the amount of experience, and the kinds of problems recognized by beginning teachers and by experienced teachers.

A questionnaire was developed for obtaining the desired information and was mailed to a random sample of 100 vocational home economics teachers in North Carolina secondary schools. Two follow-up attempts were made which resulted in an 81 percent return of the questionnaires. It was assumed that teachers differ in their perception of their problems, that they are aware of and can indicate their problems in questionnaire form, and that the questionnaire items were typical of problems encountered. Problems which these teachers may have had but did not recognize were beyond the scope of this study.

The findings are summarized in relation to problems recognized by vocational home economics teachers with varying amounts of experience.

1. The average home economics teacher in North Carolina has 8.76 years of teaching experience in vocational home economics and teaches 4.75 classes per day with 18.50 students per class.

2. There was evidence that many problems persist at all levels of experience. More than three-fourths of the teachers had problems with budgeting time to provide for satisfying personal life, adjusting to demand for teacher's time and energy after school hours, finding time to plan adequately, adapting materials for slow learners, guiding concept formation, and helping students to develop generalizations. None of the problems were unique to beginning teachers.

3. Evidence indicated significant relationships between problems reported by teachers and amount of teaching experience. Four of these six items were reported most frequently by teachers having eleven or more years of teaching experience: helping students plan supervised home experiences, helping students evaluate supervised home experiences, scheduling conferences with students, and allowing students freedom to express ideas. The remaining two items were recognized most frequently by teachers having seven to ten years of teaching experience: overcoming community reluctance to accept new ideas in teaching, and responsibility in too many community activities. In four of these six items, beginning teachers recognized the fewest problems.

Implications of this study may provide a frame of reference for teacher education programs, home economics supervisors, and further research.

## TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS . . . . .	iii
LIST OF TABLES . . . . .	vi
 Chapter	
I. OVERVIEW OF THE STUDY . . . . .	1
Importance of the Study . . . . .	1
Statement of the Problem . . . . .	6
Purpose of the Study . . . . .	7
Study Design . . . . .	7
Assumptions . . . . .	9
Limitations . . . . .	9
Definition of Terms . . . . .	9
Plan for Remainder of Report . . . . .	10
II. REVIEW OF LITERATURE . . . . .	11
Problems Recognized by Teachers in General . . . . .	11
Problems Recognized by Home Economics Teachers . . . . .	19
III. PROCEDURE . . . . .	29
Choice of Techniques of Appraisal . . . . .	29
Questionnaire Design and Implementation . . . . .	29
Collection of the Data . . . . .	30
Analysis of Data . . . . .	31
IV. ANALYSIS OF DATA . . . . .	33
Description of Teachers . . . . .	34
Classification of Responses . . . . .	35
Problems Recognized by Over 75 Per- cent of the Teachers . . . . .	35
Problems Recognized by 50 to 75 Percent of the Teachers . . . . .	37
Problems Recognized by 25 to 50 Percent of the Teachers . . . . .	42

Chapter	Page
Problems Recognized by Less than 25 Percent of the Teachers . . .	46
Significant Relationships between Teachers with Varying Amounts of Experience and Specific Problems Recognized . . . . .	48
Open-End Responses . . . . .	52
V. SUMMARY AND IMPLICATIONS . . . . .	54
The Problem . . . . .	54
Study Design . . . . .	55
Assumptions . . . . .	55
Limitations . . . . .	55
Major Findings . . . . .	56
Implications . . . . .	59
Teacher education programs . . . . .	59
Home economics supervisors . . . . .	61
Further study . . . . .	62
BIBLIOGRAPHY . . . . .	65
APPENDIX A. Questionnaire . . . . .	71
APPENDIX B. Letters to Teachers . . . . .	75

## LIST OF TABLES

Table	Page
1. Problems recognized by over 75 percent of the respondents . . . . .	36
2. Problems recognized by 50 to 75 percent of the respondents related to working with learners . . . . .	39
3. Problems recognized by 50 to 75 percent of the respondents related to development of curriculum . . . . .	40
4. Problems recognized by 50 to 75 percent of the respondents related to management of time and other resources . . . . .	42
5. Problems recognized by 25 to 50 percent of the respondents related to working with learners and to development of the curriculum . . . . .	43
6. Problems recognized by 25 to 50 percent of the respondents concerning management of time and other resources . . . . .	45
7. Problems recognized by less than 25 percent of the respondents . . . . .	46
8. Significant relationships between the number of teachers with varying amounts of experience and problems recognized . .	50

## CHAPTER I

### OVERVIEW OF THE STUDY

#### Importance of the Study

As a result of rapid change in our present social and economic situation, new problems in teaching are continually being generated. In home economics, as in other fields, new problems demand new solutions. These problems were recognized by Earl J. McGrath as he said:

The purposes of home economics have changed through the years, often through the force of external circumstances rather than by internal planning. . . . It is apparent that the home economics . . . curriculum can no longer be structured on one pattern or designed to serve one purpose. The most critical problem now facing those involved in home economics education seems to be the lack of a consensus concerning what it ought to be if it is to have an integrity of its own and a program different from the instruction offered by other related departments and schools. The earlier mission of home economics, which was precise and clear, has been obscured by developments within the academic community and outside it in society at large. The forces now playing on home economics education need to be clarified and instructional programs redesigned to serve the new demands which have arisen in recent years.<sup>1</sup>

Ruth Stovall also pursues the concept of education in a world of change:

---

<sup>1</sup>Jeanette A. Lee and Paul L. Dressel, Liberal Education and Home Economics (Bureau of Publication, Teachers College, Columbia University: 1963), p. vi.



The thinking home economics educators today must view these changes in terms of the life relatedness of home economics instruction to pupils, not only in their lives today but also in their roles as homemakers tomorrow in which they will live in relation to even more rapid changes than we are now experiencing. The pupils in our classrooms today will not only be influenced by change but these same pupils will be the adults who will bring about the changes of tomorrow.

. . . . .

It's a new world in a new decade. We have new hopes—new dreams and new problems that call for the right answers.<sup>1</sup>

In a new world in a new decade, problems will be inevitable. Seldom are changes made when new problems are not generated for teachers in all areas. Home economics teachers are no exception. The problem of change lies in one's ability to recognize individual problems and then to seek to find either a solution or an acceptable means of facing the problem. Some problems may be unique to beginning teachers, some to experienced teachers, and yet other problems appear to be general and to persist regardless of experience.

Education is an unending process both for the teacher and the student. This unending process includes a never ending number of challenging problems which are significantly within the domain of teacher educators. Teachers are prepared to present certain learning experiences to students. McIntyre states that "any educator

---

<sup>1</sup>Ruth Stovall, "Education In A World Of Change," Journal of Home Economics, 54 (September, 1962), 537-540.

who says that he has all the answers for all the problems in education better think again lest he be justly called a braggert and a liar."<sup>1</sup>

It has often been emphasized that teacher education is a function of the state which can be properly discharged through the cooperative efforts of teacher education institutions and the public schools. There is a need for providing a link of direct communication between these two types of institutions, the teacher education institutions and the public school. Misunderstandings develop through faulty communication. Yauch points out that.

Language is symbolic behavior which attempts to relate verbalisms and reality. Reality is found on at least three levels of existence: what "is," what "ought to be," and the progress one makes in getting from the "is" to the "ought to be."<sup>2</sup>

Problems recognized by teachers could form a basis for implications for pre-service and in-service education.

Teacher educators need to be more aware of the problems encountered in secondary teaching. Special efforts should be made to help solve the problems of teachers in order to avoid disillusionment, discouragement and misinformation. Beginning teachers might take courage in the

---

<sup>1</sup>Virgie M. McIntyre, "Let The Teacher Teach," North Carolina Education (February, 1966), p. 35.

<sup>2</sup>Wilbur A. Yauch, Martin H. Bartels and Emmet Morris, The Beginning Teacher (New York: Henry Holt and Company, 1955), p. 7.



fact that they are not unique in encountering problems, in addition to the fact that not all solutions work best for all teachers.

How different are the problems recognized by beginning teachers and by experienced teachers in home economics? Are there wide differences in the number and kinds of recognized problems? Smith says that problems are attributes of individuals rather than of the immediate environment. He maintains that they result from the nature of past experiences and are created by past successes, failures, and levels of aspirations.<sup>1</sup> Dropkin and Taylor report that teachers' perception of their problems can be assessed with a high degree of reliability and that teachers respond to an inquiry about their problems in a highly consistent fashion.<sup>2</sup>

Reliable studies of secondary teaching problems benefit not only the public schools but also the teacher education institutions involved. Stout<sup>3</sup> advocates that simple surveys may improve pre-service teacher education

---

<sup>1</sup>Henry P. Smith, "A Study of the Problems of Beginning Teachers," Educational Administration and Supervision, 36 (May, 1950), 257.

<sup>2</sup>Stanley Dropkin and Marvin Taylor, "Perceived Problems of Beginning Teachers and Related Factors," Journal of Teacher Education, XIV (December, 1963), 384-390.

<sup>3</sup>John B. Stout, "Deficiencies of Beginning Teachers," Journal of Teacher Education, XIII (March, 1952), 43-46.

programs by providing better teachers, being professionally stimulating to all participants, and exerting a good influence on the local campus.

Teacher education institutions have a leadership responsibility for studying problems of secondary teaching. Since college or university students, secondary teachers, as well as high school students have much of their present and future tied up in their educational program, it is mandatory that institutions of high education offer the best curriculum possible. The best public relations instrument of any educational institution is a satisfied, competent learner. In addition better prepared teachers may result in better prepared students.

Yauch recognized the leadership challenge in secondary education when he said:

The secondary school is rapidly moving from its historic position as the preparatory school for college entrance to a common school for all of America's youth, whether they plan on going on to college or not.<sup>1</sup>

Because of its emphasis on both vocational education and general education, home economics is at the forefront of this movement. Since change inevitably brings new problems, it seems appropriate to determine what problems in secondary education do these new trends make apparent.

---

<sup>1</sup>Yauch, Bartels and Morris, p. 83.

### Statement of the Problem

The hypotheses to be tested in this study are:

1. There is no relationship between problems recognized by teachers and amount of teaching experience.
2. There are no problems unique to the beginning teacher.

This study was designed to gather information relative to the hypotheses stated. The responses to a questionnaire could give valuable information for home economics education in North Carolina (see Appendix A). Home Economics at the secondary level is currently undergoing many significant changes both in course content and in structure of the curriculum. These changes are believed to generate problems for both beginning and experienced teachers. An analysis of the problems which North Carolina secondary vocational home economics teachers recognize could be of value to state home economics supervisors, home economics teacher educators, as well as to home economics teachers. An analysis of the problems unique to beginning home economics teachers could give implications for teacher education programs in North Carolina.

Most teachers who leave the profession do so after the first year of service. Fifty percent of the just-out-of-college teachers drop out of school during their first year of teaching.<sup>1</sup> Koontz says that the reason for this

---

<sup>1</sup>Elizabeth D. Koontz, "Notes From The Field," North Carolina Education (February, 1966), p. 27.

situation is mainly because of "strangling teaching chores and heavy work loads. Educators are forced to waste precious time on petty chores that have nothing to do with teaching."<sup>1</sup> It is believed that many implications could be drawn from an analysis of the problems recognized by home economics teachers in this state.

#### Purpose of Study

The primary purpose of this study was to identify the problems recognized by North Carolina secondary vocational home economics teachers with different amounts of teaching experience. The study was designed to determine problems in general, problems that persist regardless of experience, and the kinds of problems recognized by beginning teachers and by experienced teachers. Through an analysis of the findings of this study, information obtained could be of value for pre-service and in-service education of home economics teachers in North Carolina.

#### Study Design

In order to obtain the information for analyzing the problems recognized by secondary home economics teachers of North Carolina, the following procedure was carried out.

---

<sup>1</sup>Ibid., p. 27.

The first step was to develop a questionnaire based on a survey of literature on previously conducted studies of problems recognized by teachers. The questionnaire contained open-end and closed-end items. The final item allowed respondents to write in any problem which they had that was not included in the questionnaire. The categories of problems were: working with learners, development of curriculum, management of time and other resources, personal adjustment, professional orientation, and the teacher and her school.

The questionnaire was mailed to a random sample of teachers. Using a table of random numbers, 100 teachers were chosen from a list of vocational home economics teachers published each year by the State Department of Public Instruction, 1965-1966. Two follow-up attempts were made. The first follow-up consisted of a letter asking for the cooperation and participation of those teachers who had not responded to the initial mailing of the questionnaire. The second follow-up was done through the use of a double post-card device that asked the remainder of the teachers who had not responded to indicate their status of participation.

In the analysis of results the teachers were stratified according to the amount of teaching experience they had had. On the basis of summary data, estimates were made describing the kinds of problems that teachers with varying amounts of experience were meeting.



### Assumptions

The following assumptions were made relative to the purposes of the study:

1. Teachers differ in their perception of their problems in relation to their experience.
2. Beginning and experienced vocational home economics teachers are aware of and can indicate their problems in questionnaire form.
3. The items on the questionnaire to be used are typical of the problems recognized by North Carolina vocational home economics teachers.

### Limitations

Since the sample was drawn from a list of vocational home economics teachers in secondary schools of North Carolina, the findings of this study apply only to this population. The problems analyzed were limited to those which the respective teachers recognized and reported on the questionnaire. Problems which these teachers may have but do not recognize are beyond the scope of this study.

### Definition of Terms

To avoid misconceptions of this investigation, the following terms are defined according to their use in this study.

Beginning teacher refers to a secondary vocational home economics teacher having more than one semester but less than two years of teaching experience.

Experienced teacher refers to a secondary vocational home economics teacher having more than two years of teaching experience.

Problems refers to perplexing situations identified by the teachers which may be associated with learners, curriculum, management, and personal and professional adjustment.

#### Plan for the Remainder of the Report

The problems of vocational home economics teachers based upon a survey of the related literature are discussed in Chapter II. A description of the methods and procedures employed in this study is presented in Chapter III. Chapter IV contains the descriptive and statistical analysis of the findings obtained through responses to a questionnaire sent to a random sample of teachers. Chapter V includes a summary of the study with implications relative to the problems of vocational home economics teachers in North Carolina secondary schools. Implications are given for pre-service and in-service teacher education programs.

Appendices contain the questionnaire and letters which were sent to the teachers selected for this study.

## CHAPTER II

### REVIEW OF LITERATURE

Educational research studies give evidence of the number and variety of problems which today's teachers face. Of the teachers employed in North Carolina schools this year, 1965-1966, 7.1 percent are in their first year of teaching.<sup>1</sup> Research reveals that the beginning teacher encounters many new and difficult problems during that first year of teaching. Experienced teachers also have a number of problems.

The review of literature which follows has been divided into two sections dealing with problems recognized by teachers in general and those recognized by home economics teachers in particular.

#### Problems Recognized by Teachers in General

In a 1955 study of beginning teachers in urban school districts conducted by the National Education Association Research Division, 2,600 classroom teachers were surveyed, all of whom were finishing their first year of

---

<sup>1</sup>"Notes From The Field," North Carolina Education," (February, 1966), p. 26.



teaching.<sup>1</sup> This study reports that teachers marry and have children much earlier than a few years ago. About 36 percent of the women who reported were married before they began their first year of teaching—many before graduating from college. One-third of the married women had at least one child before beginning teaching. About one-fourth of all teachers who enter the profession today wait at least twelve months after college graduation before they begin to teach. Seven percent of these beginning teachers held a master's degree.

Types of needs reported were: (1) keeping and making out the many official required records and reports; 36 percent needed much help here; (2) acquiring a knowledge of the specialized services of the school system and how to use their services; (3) understanding the goals of the school; (4) planning for and working with gifted and retarded children; (5) handling problems of discipline; and (6) understanding and using courses of study and curriculum guides.<sup>2</sup>

The purpose of the NEA study was to assess the status of the beginning teacher and to identify the problems that affect his teaching performance. Lambert later reported that over 13 percent of those now starting in secondary

---

<sup>1</sup>Sam Lambert, "Beginning Teachers and Their Education," Journal of Teacher Education, VII (December, 1956), 347-351.

<sup>2</sup>Ibid., p. 153.

school grades possess a master's degree.<sup>1</sup>

Many factors influence teaching problems. Koontz<sup>2</sup> analyzed data which indicated that, generally, problems neither increase with age nor decrease with experience or with additional professional training to any appreciable degree. The principle problems identified were: teacher-pupil relationships, psychology and methodology, school-community and teacher-parent relationships, and teacher attitudes concerning their profession. Koontz concluded:

The possibility that teachers who participated in this study were not fully aware of their own problems was strongly suggested by the evaluations given by the administrative personnel who were interviewed.<sup>3</sup>

In agreement with the Koontz and the NEA studies, Stone found that the most important problems as perceived by new junior and senior high school teachers in descending order of frequency were: (1) motivating adolescents to achieve to their capacity, (2) handling discipline problems in the classroom, (3) teaching retarded or slower classes, (4) establishing rapport with pupils while still maintaining

---

<sup>1</sup>Sam Lambert, "The Teacher's First Year," National Education Association Journal, 45 (March, 1956), 152-153.

<sup>2</sup>James Eugene Koontz, "A Study of the Relationship between the Problems of Arkansas Secondary School Teachers in Certain Selected Schools and the Factors of Professional Preparation, Teaching Experience, the Sex of the Teacher, and the Size of the School System," Dissertation Abstracts, 1963, XXIV, 1493-1494.

<sup>3</sup>Ibid., p. 1494.

authority, (5) accepting the erratic behavior and unpredictable emotional reactions peculiar to the adolescent, (6) finding time to do everything expected, (7) understanding what should be taught, (8) evaluating and reporting pupil achievement on report cards, (9) finding time for clerical duties, (10) finding time for planning and preparation, and (11) being aware of the usual patterns of classroom management in the school.<sup>1</sup>

Having studied the problems of student teachers and beginning teachers, Anderson reported major problems for both groups: (1) provision for individual differences, (2) motivation, (3) effective use of methods, and (4) discipline.<sup>2</sup> Beginning teachers identified more problems than they had noted during student teaching.

Wey determined the difficulties of beginning teachers by surveying both principals and beginning teachers. Eight types of difficulties were reported: (1) handling problems of pupil control and discipline; (2) adjusting to deficiencies in school equipment, physical conditions, and

---

<sup>1</sup>Edward H. Stone, "Personal and Professional Problems Recognized by Beginning Junior and Senior High School Teachers and the Relation of the Number of These Problems to Personal Characteristics, Professional Preparation, Teaching Assignment and Career Plans," Dissertation Abstracts, XXV, 1963, 1037.

<sup>2</sup>Roger Wendell Anderson, "Relationships between the Problems of Student Teachers," Dissertation Abstracts, XXIV, 1962, 2802-2803.

materials; (3) adjusting to the teaching assignment; (4) adapting to the needs, interests, and abilities of pupils; (5) motivating pupil interest and response; (6) keeping records and making reports, (7) handling broader aspects of teaching techniques; and (8) being able to establish and maintain proper relationships with supervisors and administrators.<sup>1</sup>

Towers purposed to identify the problems of beginning teachers and the amount of help which they needed and received in solving a selected list of problems: (1) personal problems, (2) human relations, (3) classroom management problems, (4) problems concerning materials and supplies, (5) classroom instruction problems, and (6) evaluation problems.<sup>2</sup> Principals and consultants thought beginning teachers needed considerably more help with each problem area than was desired by them. Beginning teachers wanted the most help with problems dealing with materials and supplies, but principals and consultants thought beginning teachers needed the most help with instructional problems. Towers believed it significant that beginning teachers needed and received more help than beginning

---

<sup>1</sup>Herbert W. Wey, "Difficulties of Beginning Teachers," School Review, 59 (January, 1951), 32-37.

<sup>2</sup>Melvin M. Tower, "A Study of the Problems of Beginning Teachers in the Indianapolis Public Schools," Educational Administration and Supervision, 42 (May, 1956), 261-273.

teachers felt they needed and received.

Having studied perceived problems of beginning teachers and related factors, Dropkin and Taylor concluded:

Teachers' perceptions of their problems can be assessed with a high degree of reliability, and that teachers respond to an inquiry about their problems in a highly consistent fashion.

.....

Those individuals who did comparatively well in professional courses see themselves as having more problems in the areas of "classroom management," "materials and resources," "planning," and "discipline." Might not these findings suggest that beginning teachers who feel they have many problems are operating from a broader set of understandings of the educative process?<sup>1</sup>

Dropkin and Taylor's study indicated that, on the whole, the average beginning teacher feels that she can handle her problems although there are wide individual differences. The problems in order of descending difficulty were: (1) discipline, (2) relations with parents, (3) methods of teaching, (4) evaluation, (5) planning, (6) materials and resources and (7) classroom routines.<sup>2</sup>

Through a checklist of procedures sent to new teachers, Homeier found the most common problems reported by new teachers were heavy or difficult teaching assignments, difficulty in understanding the methods of meeting and solving

---

<sup>1</sup>Stanley Dropkin and Marvin Taylor, "Perceived Problems of Beginning Teachers and Related Factors," Journal of Teacher Education, XIV (December, 1963), 384-390.

<sup>2</sup>Ibid., p. 390.



discipline cases, and lack of clarification of administrative procedures.<sup>1</sup>

Elliot used a mailed questionnaire to study problems of new teachers in the public secondary schools of the metropolitan area of St. Louis. Problems listed by new teachers were: (1) learning the school; its policies, its record keeping, and its services, (2) maintaining good discipline, (3) securing needed materials, equipment and building space, (4) finding time for heavy class load and other duties, and (5) knowing what subject to cover and how to plan and present it effectively.<sup>2</sup>

In a study of new teachers, Wallace listed the first ten of forty-five problems: (1) learning administrative routines, reports and procedures, (2) gaining an understanding of the marking system, (3) handling disciplinary problems, (4) getting materials, (5) acquiring and understanding the school philosophy, (6) establishing good teacher relationships, (7) making professional adjustments to other teaching personnel, (8) becoming adjusted to building facilities, (9) adjusting to teacher class load,

---

<sup>1</sup>G. A. Custer Homeier, "An Analysis of Current Administrative Procedures in the Orientation of New Teachers in Michigan Public Schools," Dissertation Abstracts, 1953, 1067.

<sup>2</sup>Bessie Marie Elliot, "A Study Concerning the Orientation of New Teachers in the Metropolitan Area of St. Louis," Dissertation Abstracts, XIV, 1954, 1629.

and (10) adjusting to demand for teacher's time and energy after school hours.<sup>1</sup>

Cable identified the following problems of Alabama teachers in order of importance: (1) inadequate salary, (2) problems of specific assignment, such as lack of equipment and student problem cases, (3) learning administrative problems and procedures, (4) discipline policies, (5) overload of pupils, (6) inadequate teaching space, and (7) evaluating pupil progress and reporting to parents.<sup>2</sup>

Having analyzed activities of beginning teachers who were graduates of Hunter College, Wilkinson concluded:

This survey seems to indicate that the beginning teacher is immediately put to work on a variety of extra school duties. From the standpoint of teacher training institutions, one of the main issues is that of facing the fact that new teachers are required to perform a variety of duties in addition to their grade assignments. This perhaps points to a need for study of the kind of preparation undergraduates should have in order to meet these job requirements.<sup>3</sup>

Lane compared the teaching loads of eighty-five beginning secondary school teachers who were teaching in the same school and in the same or similar subject areas.<sup>4</sup>

<sup>1</sup>Morris S. Wallace, "The Induction of New Teachers," (unpublished doctoral dissertation, Teachers College, Columbia University, 1948), p. 144.

<sup>2</sup>Paul E. Cable, "Problems of New Teachers," Educational Administration and Supervision, 42 (March, 1956), 170-177.

<sup>3</sup>Rachael D. Wilkinson, "Activities of Beginning Teachers," Education, 78 (April, 1958), 496-498.

<sup>4</sup>Glen G. Eye and Willard R. Lane, The New Teacher Comes to School (New York: Harper and Brothers, 1956), p. 59.

The teaching load of the beginning teachers ranged from 55.19 "teaching units" to 15.19, the mean load being 30.78. The beginner's heavier teaching loads may be attributed in part to the fact that they averaged 5.39 different class preparations. Beginning teachers averaged 2.74 periods per day spent on such activities as supervision of study halls, library, and pupil activities, while the experienced teachers averaged 1.86 periods daily on these activities.

Problems Recognized By  
Home Economics Teachers

Spillers conducted a study in 1958 in which problems of beginning vocational home economics teachers in four midwestern states were studied.<sup>1</sup> The purpose of the study was to identify activities recognized as problems by beginning vocational home economics teachers in a midwestern area and to contribute information useful for pre-service and in-service education of home economics teachers. A questionnaire was mailed to a random sample of vocational home economics teachers in four midwestern states. Findings based on a 94.5 percent return indicated that beginning teachers recognized the following activities

---

<sup>1</sup>Barbara Jeanne Spillers, "Problems Recognized By Beginning Vocational Home Economics Teachers in a Midwestern Area," (unpublished master's thesis, Iowa State College, Ames, Iowa, 1958).



as presenting the most difficulties: working with an FHA club, arousing and holding pupil interest, obtaining help from parents in unit planning, adapting materials for pupils who are slow learners, organizing advisory councils, finding time to plan adequately and leading a class to self-evaluation.<sup>1</sup> Spillers recommended that

a study be made of teachers with two or three years of teaching experience in order to discover those problems in teaching which are solved by experience beyond the first years. This would also provide data concerning activities which persist as problems and those that are recognized after several years of experience which are not recognized by the beginning teachers.<sup>2</sup>

In a study done by Rader in 1960 at the University of Nebraska, data concerning instructional load, teacher's preference regarding follow-up visits from college staff members, teacher's problems, and kinds of assistance desired were secured. The questionnaire was mailed to each first and second year instructor of vocational homemaking in Nebraska, and a 94 percent return (36 teachers) was obtained. The more serious problems identified by teachers were: (1) selecting new textbooks and equipment, (2) developing students' interest in supervised home experience program, (3) scheduling and conducting beneficial individual conferences with students, (4) determining long-time and annual needs for facilities and equipment, (5) helping

---

<sup>1</sup>Ibid., p. 40.

<sup>2</sup>Ibid., p. 40.

students plan, conduct, and evaluate supervised home experiences, (6) developing a systematic public relations program, (7) budgeting time to provide for satisfying personal life, (8) encouraging students to take an active part in FHA program, (9) helping FFA or FHA plan and carry out interesting educational programs and projects, and (10) planning educational activities for summer employment.<sup>1</sup>

In 1964 a study was made of graduates of the University of Wisconsin concerning their first year of professional employment.<sup>2</sup> The questionnaire used was mailed to 112 graduates, 1960-1964, eighty-six of which responded. The Department of Home Economics Education and Extension reported:

Without doubt, areas of working with learners and management of time and resources were the two greatest problems faced the first year.

Development of curriculum and personal adjustment problems were cited, though not as frequently.

Out of 110 citings of major problems the first year, 42 were concerned with "working with learners," 35 with "management of time and resources," 18 with "development of curriculum and attitude for its acceptance," and 15 with "personal adjustments."<sup>3</sup>

---

<sup>1</sup>Bonnie Rader, "Beginners Need In-Service Education," Journal of Home Economics, 53 (January, 1961), 26-28.

<sup>2</sup>Alice Post White, "A Survey of Certain Factors in the School Environment Experienced by University of Wisconsin Home Economics Education Graduates, 1960-1964, during the First Year of Professional Employment," (unpublished report to staff, Department of Home Economics Education and Extension, University of Wisconsin, May, 1965), p. 1.

<sup>3</sup>Ibid., p. 1.

Jaituni conducted a questionnaire survey of twenty-one student teachers and eleven beginning teachers to discover how they felt about the adequacy of their preparation to teach home economics at the secondary level.<sup>1</sup> Problems identified which the beginning teachers felt they could not handle were in the areas of teaching techniques, subject matter, lesson planning and discipline. Compared to the student teachers, the beginning teachers had more responsibilities that they could not handle. The responsibilities that the subjects felt they were able to handle were in the areas of interpersonal relations, subject matter, teaching techniques, lesson planning, discipline and teaching aids. Responsibilities that presented no problems to the beginning teachers were in the areas of interpersonal relations, teaching techniques, subject matter, discipline, teaching aids, and evaluation.

Roskie states that several studies indicate home economics teachers often carry a number and variety of responsibilities so great that it is "doubtful whether they can conduct their program effectively and with satisfaction."<sup>2</sup>

---

<sup>1</sup>Anupama A. Jaituni, "A Study to Discover How Selected Northern Illinois Home Economics Student Teachers and Beginning Teachers Feel about the Adequacy of Their Preparation to Teach Home Economics at the Secondary Level," (unpublished master's thesis, Northern Illinois University, Dekalb, Illinois, 1963), p. 51.

<sup>2</sup>Gertrude Roskie, "The Homemaking Program for Beginning Teachers," Journal of Home Economics, 46 (March, 1954), p. 199.

On the basis of a 39 percent return, Roskie reports that in her study the phases in which beginning, inexperienced teachers were not successful were those that involved "an understanding of social and economic problems in communities, working cooperatively with parents in homes, and helping to extend the homemaking program to elementary pupils, boys, and adults."<sup>1</sup> Roskie concluded that the primary reason for lack of success in these areas was insufficient time. A considerable amount of these young teachers' time was spent in preparation and with student activities unrelated to homemaking. Roskie states:

Results of this study indicate that continuous experimental attack needs to be made on the problems of program planning for high school homemaking at state and local levels and that teacher education institutions need to determine experimentally what experiences on the pre-service and in-service level will best fit their trainees to carry the program considered desirable for the high schools of their states.<sup>2</sup>

Jones conducted a follow-up study of University of Wisconsin graduates in home economics and education designed to acquire precise information concerning the responsibilities of home economics teachers, their strengths and weaknesses, and their education needs.<sup>3</sup> The study was divided

---

<sup>1</sup>Ibid., p. 199.

<sup>2</sup>Ibid., p. 199.

<sup>3</sup>Agnes Marie Andersen Jones, "A Follow-Up Study of Beginning Home Economics Teachers Graduated from the University of Wisconsin to Ascertain Education Needs," (unpublished doctoral dissertation, University of Wisconsin, 1954).



into two phases. The group of teachers in Study I consisted of twenty 1946 graduates in home economics and education who accepted teaching positions in September, 1946. The group of teachers in Study II consisted of all twenty of the 1949 University of Wisconsin graduates in home economics and education who accepted teaching positions in Wisconsin for the 1949-1950 school year. The data were gathered through the use of questionnaires, interviews, and observation periods.

All teachers in Study I had problems related to proficiency as a classroom teacher. Thirty-five percent of the teachers had difficulty planning units, and forty percent considered planning the course of study a problem. Fifty-five percent had difficulty with both of these responsibilities. Thirty percent found it difficult to motivate pupil interest. Problems related to inadequate space, equipment, and references caused difficulties for about a third of the teachers. Forty-five percent of the teachers had problems related to out-of-class activities. These referred most to co-curricular responsibilities such as planning club programs, raising money for clubs, and finding time to perform the co-curricular responsibilities.<sup>1</sup>

In Study II eighty percent of the teachers reported problems during their first year of teaching which were

---

<sup>1</sup>Ibid., p. 177-178.

related to motivating pupil interest, planning a course of study, and planning units. Problems related to inadequate facilities caused difficulty for forty-five percent of the group. Non-classroom activities caused difficulties for about a third of the teachers.<sup>1</sup>

Many studies report lack of sufficient time to be a difficult problem for home economics teachers. In a study of home economics teachers' distribution of time, Youmans reported that first-year teachers appeared to have spent more time on planning and studying for teaching than had experienced teachers.<sup>2</sup> Teachers who were mothers of pre-school children spent significantly less time on their profession than did the teachers who were homemakers with children older than elementary age; but, otherwise, home and family responsibility did not appear to make a significant difference in the distribution of time.

In a study of homemaker-teachers returning to teaching, Norton found that respondents indicated a rather general need for supplemental education, either pre-service and/or in-service.<sup>3</sup> These teachers seemed to need the most

---

<sup>1</sup>Ibid., p. 178.

<sup>2</sup>Rita Louise Youmans, "Home Economics Teachers' Distribution of Time," Journal of Home Economics, 50 (March, 1958), 226.

<sup>3</sup>Naomi Norton, "Are You Both Homemaker and Teacher?" Practical Forecast 2 (April, 1957), p. 19.

help with curriculum organization, particularly in planning a broad program in all areas of homemaking. They needed help with instructional materials and procedures, family-centered teaching, co-operative pupil-teacher planning, and other group procedures of learning, using recent information in home economics subject matter areas, and the psychology and guidance of teenagers.

Conant recommends an initial probationary period of employment for beginning teachers.

During the initial probationary periods, local school boards should take specific steps to provide the new teacher with every possible help in the form of: (a) limited teaching responsibility; (b) aid in gathering instructional materials; (c) advice of experienced teachers whose own load is reduced so that they can work with the new teacher in his own classroom; (d) shifting to more experienced teachers those pupils who create problems beyond the ability of the novice to handle effectively; and (e) specialized instruction concerning the characteristics of the community, the neighborhood, and the students he is likely to encounter.<sup>1</sup>

Apparently both beginning and experienced teachers encounter many difficulties. From the review of literature the major problems encountered by teachers in general include: classroom methods, discipline, motivation, evaluation, planning, materials and resources, school procedures, and routines, physical facilities, and demands for time. From the review of literature of the major problems

---

<sup>1</sup>James Bryant Conant, The Education of American Teachers (New York: McGraw-Hill Book Co., Inc., 1963), p. 212.

encountered by home economics teachers in particular include: motivation, adapting materials for slow learners, time management, evaluation, supervised home experiences, working with FHA, planning, and selecting new textbooks and equipment.

The questionnaire device used in the present study was based on the literature previously reviewed. In order to determine the problems of vocational home economics teachers in North Carolina secondary schools, the mailed questionnaire was chosen for collection of the necessary data. The choice of techniques, preparation of the questionnaire, obtaining of the sample, collection of the data, and methods used in the analysis of the data will be discussed in Chapter III which follows.



## CHAPTER III

### PROCEDURE

#### Choice of Techniques of Appraisal

In obtaining a random sampling of the teachers of the state of North Carolina, the questionnaire was one device for obtaining the desired information. The questionnaire was believed to be a plausible method of determining problems recognized by secondary vocational home economics teachers. A mailed questionnaire would make possible a larger sample of responses from a larger geographic area than might have been possible with personal interviews or observations.

#### Questionnaire Design and

#### Implementation

In order to collect the data needed for an analysis of the problems recognized by secondary vocational home economics teachers, an instrument was needed. Since there was no device available which would provide the kind of information being sought in this study, the researcher developed a questionnaire to obtain the desired data.

Items for the questionnaire were based upon a review of literature related to problems encountered and

recognized by teachers. The eighty items on the questionnaire were divided into seven categories involving problems about "working with learners," "development of curriculum," "management of time and other resources," "personal adjustment," "professional orientation," and "about you and your school." Parts I through V required closed-end responses. Respondents were asked to check their responses in the appropriate column along the right margin of each page, indicating whether that item was "a difficult problem," "somewhat a problem," "problem already solved," or "does not concern me." Part VI was about the teacher and her school and required personal data concerning: years of teaching experience, number and size of classes, marital status, vocational courses taught, number of teachers in the department and professional degree status. Part VII contained two open-end response items. Thus the teachers were given an opportunity to indicate their most critical current problem, and in addition, any problem not included on the questionnaire.

The previously discussed information was needed to test the following hypotheses:-

1. There is no relationship between problems recognized by teachers and amount of teaching experience.
2. There are no problems unique to the beginning vocational home economics teacher.

### Population Sample

A random sample of 100 secondary vocational home economics teachers in North Carolina was drawn using a table of random numbers. A list of all vocational home economics teachers in North Carolina published by the Division of Vocational Education of the State Department of Public Instruction, 1965-1966, was used. All junior high teachers were deleted, leaving a total of 860 teachers in the population. The 100 teachers selected gave a 11.06 percent sample. Teachers were selected at random so that the findings would apply to the population of vocational home economics teachers in North Carolina secondary schools.

### Collection of the Data

The questionnaires with an accompanying letter were mailed to each teacher in the sample. The cover letter explained the purpose of the study and asked for the respondents' cooperation (see Appendix B). The self-addressed envelopes for the return of the questionnaires were coded for determining which respondents did not participate. Follow-up letters were sent to those teachers who did not respond to the initial mailing of the questionnaire. The first follow-up letter was sent to those teachers who had not responded by the three week deadline stated in the cover letter (see Appendix B). A second follow-up was sent one week later which made use of a double postcard. (see

Appendix B). Participants selected for the study who had not returned the questionnaire were asked to return the attached postcard after having checked one of the following items:

- I plan to complete the questionnaire within three days and return it.
- I have already returned the questionnaire.
- My copy was misplaced. Please send another.  
(Please give name of school.)
- I do not wish to participate in this study.

A final total of eighty-one questionnaires were returned, giving an 81 percent return. One teacher indicated that she did not wish to participate, and eighteen teachers did not respond in any manner. Fifty-one questionnaires (51 percent) were returned after the initial mailing. The first follow-up letter resulted in the return of eighteen additional questionnaire which brought the rate of return to 69 percent. The second follow-up attempt increased the number of returns to eighty-one (81 percent).

As the questionnaires were returned, responses were tabulated on a summary sheet. The open-end items allowing written-in answers were summarized. The data were obtained from eighty items considered by each respondent from a random sample of 100 vocational home economics teachers in North Carolina secondary schools.

The information on the summary sheet was analyzed to determine problems recognized by teachers of different experience levels. The teachers were stratified according to the amount of teaching experience they had had: zero to two years, three to six years, seven to ten years, and eleven years and over. On the basis of the summary of sample data, estimates were made describing the kinds of problems that teachers with varying amounts of experience are meeting. Tables will be used to present the data which is described in Chapter IV.

The following data were prepared for presentation of the findings:

1. Responses to open-end items were summarized and means were computed.
2. Total number of responses to each item in the first five categories were converted to percentages.
3. Tables were set up containing the responses of teachers at several levels of teaching experience: 0 to 2 years, 3 to 6 years, 7 to 10 years, and 11 years and over.
4. A chi square value was computed to determine items in which there was a significant relationship in the problems reported by the four experience stratifications.

The analysis of these tabulations is discussed in the following chapter.



## CHAPTER IV

### ANALYSIS OF DATA

The responses to a questionnaire by eighty-one vocational home economics teachers in North Carolina secondary schools provided the data for this study. The teachers checked their reactions to sixty-seven items which were possible problem areas. Personal data were also obtained for each respondent. The analysis of data are presented in relation to the questionnaire information as follows:

1. A description of the teachers in terms of teaching experience, number of classes taught per day, and preparation for teaching was presented.
2. Items checked on the questionnaire were analyzed in relation to problems recognized by teachers as follows:
  - a. Problems which over 75 percent of the teachers recognized
  - b. Problems which 50 to 75 percent of the teachers recognized
  - c. Problems which 25 to 50 percent of the teachers recognized
  - d. Problems which less than 25 percent of the teachers recognized

3. Relationships of problems recognized by teachers with varying amounts of teaching experience were analyzed.

Significant relationships in responses expressed by teachers with varying amounts of teaching experience were determined.

#### Description of Teachers

All of the teachers in the population from which the sample was drawn were vocational home economics teachers in North Carolina secondary schools. Questionnaire responses were marked anonymously, but personal data were secured from each respondent for comparison among subgroups. The data requested of the teachers concerning their teaching experience in vocational home economics were categorized into four levels: zero to two years, three to six years, seven to ten years, and eleven years and over. The percentages of respondents were:

0 to 2 years experience . . . . .	22.2 percent
3 to 6 years experience . . . . .	32.1 percent
7 to 10 years experience . . . . .	14.8 percent
11 and over years experience . . . . .	30.9 percent

The mean number of years teaching experience for the respondents was 12.59, and the mean for teaching experience in vocational home economics was 8.76 years. The mean number of classes taught per day was 4.75 with 18.50 students in each class. The percentage of respondents who were both

homemaker and teacher was 82.7. The same percentage, 82.7, taught the first year they were out of college. Only 26.0 percent of the teachers were married before they began teaching. Of those teachers responding, 2.5 taught occupational training courses, and 12.3 percent taught introduction to vocations courses. There was a mean of 1.5 teachers in each department. Of those teachers responding, 17.3 percent had a master's degree.

#### Classification of Responses

The teachers were asked to check their response to each stated problem in parts I through V of the questionnaire in the column which best indicated their situation (see Appendix A). The columns were: does not concern me (1), problem already solved (2), somewhat a problem (3), and a difficult problem (4). In the analysis of the data, responses in columns 1 and 2 were categorized as no problem; the responses in columns 3 and 4 were categorized as a problem. The discussion which follows will describe the teachers' responses to the five categories of problems: working with learners, development of curriculum, management of time and other resources, personal adjustment and professional orientation.

#### Problems Recognized by Over 75 Percent of the Teachers

Seven of the sixty-seven items on the questionnaire were considered to be problems by over 75 percent of the

teachers who responded (see Table 1). The problem most frequently mentioned was budgeting time to provide for satisfying personal life, checked by 86.4 percent of the teachers. Adjusting to the demand for the teacher's time and energy after school hours was a problem indicated by 81.5 percent of the respondents. Finding time to plan

TABLE 1.--Problems recognized by over 75 percent of the respondents

ITEM	Years of Experience				Total Sample
	0-2	3-6	7-10	11 & Up	
<u>Management of time and other resources</u>					
Budgeting time to provide for satisfying personal life . . . . .	77.8%	88.5%	83.3%	92.0%	86.4%
Adjusting to demand for teacher's time and energy after school hours	83.3	84.6	75.0	80.8	81.5
Finding time to plan adequately . . . . .	83.3	76.9	91.7	72.0	79.0
<u>Development of curriculum</u>					
Lack of opportunity for field trips . . . . .	72.7	80.8	91.7	84.0	81.5
<u>Working with learners</u>					
Helping students to develop generalizations	77.8	84.6	91.7	88.0	85.2
Guiding concept formation . . . . .	66.7	80.0	83.3	76.0	76.5
Adapting materials for slow learners . . . . .	71.8	65.4	75.0	88.0	76.5

adequately was checked by 79.0 percent. In view of these findings, time management appears to be the greatest problem recognized by vocational home economics teachers in North Carolina secondary schools included in this study.

Lack of opportunity for field trips was a problem for 81.5 percent of the respondents. Concepts and generalizations were problem areas for home economics teachers. Guiding concept formation and helping students to develop generalizations were problems reported by 76.5 and 85.2 percent of the teachers respectively. Adapting materials for slow learners was a problem for 76.5 percent of the teachers. It is apparent that problems of working with learners is the next most significant problem area for home economics teachers in North Carolina secondary schools.

Some problems of home economics teachers persist regardless of the amount of teaching experience. The following problems appear to persist among all experience levels: time management, field trips, generalizations, concept formation and slow learners. These problems were reported by 75 to 85 percent of the teachers in this study and were the greatest problems recognized.

#### Problems Indicated by 50 to 75 Percent of the Teachers

Many of the items on the questionnaire were considered to be problems by 50 to 75 percent of the teachers responding. An additional twenty-six problems were checked



by teachers in this percentage grouping. These problems involved working with learners, development of the curriculum and management of time and other resources. It was found that thirty-three of the sixty-seven items on the questionnaire were problems recognized by more than half of the teachers responding.

In the category, "working with learners," the most frequently reported problems were related to home experiences and conferences. Eleven of the twenty problems categorized as "working with learners" were reported to be problems by 50 to 75 percent of the teachers (see Table 2). Of those teachers responding, 66.7 percent recognized problems concerning scheduling conferences with students and helping students conduct supervised home experiences. Helping students evaluate supervised home experiences and also to plan them were problems for 65.4 percent and 59.3 percent of the teachers respectively. From 60 to 65 percent of the teachers recognized the following problems: identifying adult needs related to home economics education; guiding problem-solving; adapting to the needs, interests, and abilities of the students; leading a class to self-evaluate; and arousing and holding student interest and motivation. From 50 to 55 percent had difficulty providing challenge for students with superior ability and encouraging participation in FHA. In comparison with the other three experience groupings, a greater percentage of teachers having eleven or more years teaching

TABLE 2.--Problems recognized by 50 to 75 percent of the respondents related to working with learners

ITEM	Years of Experience				Total Sample
	0-2	3-6	7-10	11 & Up	
<u>Working with learners</u>					
Scheduling conferences with students . . . . .	44.4%	69.2%	50.0%	88.0%	66.7%
Helping students conduct supervised home experiences . . . . .	50.0	69.2	58.3	80.0	66.7
Helping students evaluate supervised home experiences . . . . .	55.6	53.8	50.0	92.0	65.4
Identifying adult needs related to home economics education . .	77.8	50.0	58.3	76.0	64.2
Guiding problem-solving . . . . .	72.2	53.8	66.7	64.0	63.0
Adapting to the needs, interests and abilities of the students	72.2	53.8	66.7	64.0	63.0
Leading a class to self-evaluate . . . . .	72.2	53.8	41.7	72.0	61.7
Arousing and holding student interest; motivation . . . . .	72.2	57.7	50.0	64.0	61.7
Helping students plan supervised home experiences . . . . .	27.8	61.5	50.0	84.0	59.3
Providing challenge for students with superior ability . . .	50.0	46.2	58.3	64.0	54.3
Encouraging participation in FHA . . . . .	61.1	46.2	50.0	48.0	50.6

experience reported home experiences to be a problem.

In the category, "development of curriculum," the most frequently reported problem was hampering program effectiveness by curricular and extra-curricular activities (see Table 3). This problem was reported by 66.7 percent

TABLE 3.--Problems recognized by 50 to 75 percent of the respondents related to development of curriculum

ITEM	Years of Experience				Total Sample
	0-2	3-6	7-10	11 & Up	
<u>Curriculum development</u>					
Hampering program effectiveness by curricular and extra-curricular activities . . .	50.0%	61.5%	83.3%	76.0%	66.7%
Planning adult classes	83.3	61.5	50.0	64.0	65.4
Developing a systematic public relations program; interpreting home economics to the community . . . . .	66.7	73.1	50.0	64.0	65.4
Securing needed school materials and/or equipment . . . . .	50.0	69.2	75.0	60.0	63.0
Working cooperatively with parents in homes; parental contacts . .	61.1	65.4	58.3	60.0	61.7
Providing variety in learning experiences	50.0	57.7	58.3	64.0	58.0
Making home visits . .	55.6	57.7	58.3	60.0	58.0
Presenting subject matter effectively . .	77.8	42.3	50.0	60.0	56.8
Planning subject matter presentation	44.4	53.8	41.7	60.0	51.9

of the respondents. Nine of the twenty items in this category were recognized as problems by 50 to 75 percent of the teachers. Between 60 and 65 percent of the respondents reported the following problems: planning adult classes; developing a systematic public relations program, interpreting home economics to the community; securing needed school materials and/or equipment; working cooperatively with parents in homes and parental contacts. From 50 to 58 percent of the teachers reported these problems: providing variety in learning experiences; presenting subject matter effectively; making home visits; and planning subject matter presentation. Planning adult classes and presenting subject matter effectively were recognized as problems more often by beginning teachers than by experienced teachers.

In the category, "management of time and other resources," six of the seventeen items were problems recognized by 50 to 75 percent of the respondents (see Table 4). The problems most frequently mentioned were keeping resource files up-to-date and organized which were reported by 70.4 percent and 67.9 percent respectively. Other problems reported by 50 to 75 percent of the teachers were: securing equipment and textbooks, keeping records required by school and state department, teaching space and facilities interfere with learning, and preparation and student activities unrelated to teaching home economics.

TABLE 4.--Problems recognized by 50 to 75 percent of the respondents related to management of time and other resources

ITEM	Years of Experience				Total Sample
	0-2	3-6	7-10	11 & Up	
<u>Management of time and other resources</u>					
Keeping resource files up-to-date . . . . .	61.1%	73.1%	58.3%	80.0%	70.4%
Keeping resource files organized . . . . .	66.7	65.4	58.3	76.0	67.9
Securing equipment and textbooks . . . . .	44.4	69.2	50.0	68.0	60.5
Keeping records required by school and state department . . . .	50.0	61.5	58.3	60.0	58.0
Teaching space and facilities interfere with learning . . . . .	44.4	50.0	75.0	52.0	53.1
Preparation and student activities unrelated to teaching home economics . . . . .	33.3	53.8	75.0	48.0	50.6

Problems Indicated by 25 to 50 Percent of the Teachers

Twenty-one of the sixty-seven items on the questionnaire were recognized as problems by 25 to 50 percent of the teachers. Three of the items categorized as "working with learners" were problems reported in this percentage grouping: conducting conferences with students, advising FHA chapter, and keeping class routines running smoothly (see Table 5). Eight of the twenty items categorized "development of curriculum" were problems reported in the 25 to 50 percentage



TABLE 5.--Problems recognized by 25 to 50 percent of the respondents related to working with learners and to development of the curriculum

ITEM	Years of Experience				Total Sample
	0-2	3-6	7-10	11 & Up	
<u>Working with learners</u>					
Advising FHA chapter	44.4%	50.0%	41.7%	52.0%	48.1%
Conducting conferences with students . . . . .	27.8	34.6	41.7	48.0	38.3
Keeping class routines running smoothly . . .	38.9	30.8	16.7	36.0	32.1
<u>Development of curriculum</u>					
Securing group and individual parental cooperation with the school home economics program . . . . .	44.4	65.4	41.7	36.0	48.1
Gearing home economics program to community customs and practices	27.8	57.7	50.0	48.0	46.9
Organizing curriculum content and sequence	27.8	50.0	33.3	48.0	42.0
Teacher-pupil planning	33.3	38.5	25.0	60.0	42.0
Using current information in home economics	33.3	30.8	41.7	56.0	40.7
Overcoming community reluctance to accept new ideas in teaching	22.2	46.2	66.7	24.0	37.0
Use of school services and personnel . . . . .	11.1	26.9	58.3	20.0	25.9
Becoming acquainted with the community; understanding social and economic problems in the community . . .	27.8	23.1	8.3	36.0	25.9

grouping. From 40 to 48 percent of the teachers recognized these problems: securing group and individual parental co-operation with the school home economics program, gearing home economics program to community customs and practices, organizing curriculum content and sequence, teacher-pupil planning, and using current information in home economics. From 25 to 37 percent of the respondents reported these problems: overcoming community reluctance to accept new ideas in teaching, use of school services and personnel, and becoming acquainted with the community and understanding social and economic problems in the community.

Of those items categorized as "management of time and other resources, ten of the seventeen problems were indicated as problems for 25 to 50 percent of the teachers (see Table 6). From 42 to 49 percent of the teachers recognized the following problems: department management techniques including planning the year's budget, keeping accounts and department records; including students in planning for department care; determining annual and long-term needs for facilities and equipment; and planning for selection of equipment and facilities. From 25 to 39 percent of the teachers recognized these difficulties: responsibility in too many community activities; including students in department care duties; planning educational activities for summer employment; classes too large for effective learning; managing home room periods; and overload in number of classes

TABLE 6.--Problems recognized by 25 to 50 percent of the respondents concerning management of time and other resources

ITEM	Years of Experience				Total Sample
	0-2	3-6	7-10	11 & Up	
<u>Management of time and other resources</u>					
Department management techniques including planning the year's budget, keeping accounts and department records . . . . .	38.9%	53.8%	50.0%	52.0%	49.4%
Including students in planning for department care . . . . .	50.0	42.3	50.0	40.0	44.4
Determining annual and long-term needs for facilities and equipment . . . . .	33.3	46.2	25.0	56.0	43.2
Planning for selection of equipment and facilities . . . . .	55.6	34.6	25.0	48.0	42.0
Responsibility in too many community activities . . . . .	16.7	34.6	83.3	40.0	39.5
Including students in department care duties	38.9	34.6	50.0	36.0	38.3
Planning educational activities for summer employment . . . . .	38.9	34.6	41.7	32.0	35.8
Classes too large for effective learning . .	33.3	42.3	50.0	24.0	35.8
Managing home room periods . . . . .	22.2	34.6	8.3	36.0	28.4
Overload in number of classes so that teaching is impaired . . . .	16.7	34.6	33.3	20.0	25.9

so that teaching is impaired. None of the items categorized as "personal adjustment" or "professional orientation" fell into this percentage grouping.

Problems Recognized by Less than 25 Percent of the Teachers

Thirteen of the sixty-seven items were considered to be problems by less than 25 percent of the teachers (see Table 7). Only three of the twenty items related to working with learners were considered to be problems by less than 25 percent of the teachers. These were: allowing students freedom to express ideas, handling problems of discipline and control, and holding respect of students.

TABLE 7.--Problems recognized by less than 25 percent of the respondents

ITEM	Years of Experience				Total Sample
	0-2	3-6	7-10	11 & Up	
<u>Working with learners</u>					
Allowing students freedom to express ideas	11.1%	15.4%	8.3%	40.0%	21.0%
Handling problems of discipline and control	27.8	7.7	8.3	16.0	14.8
Holding respect of students . . . . .	0.0	3.8	8.3	4.0	3.7
<u>Development of curriculum</u>					
Understanding and using courses of study and curriculum guides . .	16.7	11.5	16.7	28.0	18.5
Teaching classes for boys and girls . . . .	11.1	15.4	16.7	16.9	14.8

TABLE 7.--Continued

ITEM	Years of Experience				Total Sample
	0-2	3-6	7-10	11 & Up	
<u>Management of time and other resources</u>					
Understanding and using the marking (grading) system . . .	5.6%	15.4%	8.3%	20.0%	13.6%
<u>Personal adjustment</u>					
Communication with administrators . . . . .	27.8	15.4	25.0	16.0	19.8
Relationships with supervisors . . . . .	16.7	7.7	16.7	8.0	11.1
<u>Professional orientation</u>					
Determining the teacher's responsibility to the community . . . . .	38.9	23.1	25.0	16.0	24.7
Active participation in professional organizations . . . . .	16.7	19.2	16.7	20.0	18.5
Developing desirable personal and professional qualities . . . .	16.7	11.5	8.3	32.0	18.5
Comprehension of administrative policies . . . . .	16.7	7.7	8.3	20.0	13.6
Establishing and maintaining good relationships with school personnel . . . .	0.0	0.0	8.3	0.0	1.2



All five of the items under "professional orientation" were problems reported by less than 25 percent of the teachers. From 13 to 24 percent reported the following problems: determining the teacher's responsibility to the community, active participation in professional organizations, developing desirable personal and professional qualities, and comprehension of administrative policies. Only 1.2 percent had difficulty establishing and maintaining good relationships with school personnel.

Significant Relationships Between Teachers with Varying Amounts of Experience and Specific Problems Recognized

The respondents were grouped into four categories according to amount of teaching experience in vocational home economics: zero to two years, three to six years, seven to ten years, and eleven years and over. Responses to each item among teachers in the categories were compared. Column 1, "does not concern me," and Column 2, "problem already solved," were combined for purpose of analysis to indicate that the item was not a problem. Column 3, "somewhat a problem," and Column 4, "a difficult problem," were combined to indicate that the item was a problem.

Chi square tests of independence were utilized to determine significant relationships between the problems reported and years of teaching experience of respondents. Franzblau advises that chi square may be used to consider

whether a distribution on a single trait is such as might be attributable to chance alone.<sup>1</sup> When the frequency in any cell is less than five,  $\chi^2$  values are distorted. It is common practice to combine categories so as to raise the frequency in question. While  $\chi^2$  gives evidence of the presence of an association, it gives no evidence of the meaning of the association.

In six of the sixty-seven items, there was a significant relationship between teachers with varying amounts of experience and problems recognized and reported (see Table 8). Four of these six items concerned working with learners.

A highly significant relationship (.01) was found between helping students plan supervised home experiences and years of teaching experience of respondents. Of those teachers having eleven years and over of teaching experience, 84.0 percent reported helping students plan supervised home experiences to be a problem. In the other classifications, 61.5 percent of those with three to six years experience, and 50.0 percent of those with seven to ten years experience reported this to be a problem. Only 27.8 percent of the teachers having less than two years teaching experience reported planning home experiences to be a problem.

---

<sup>1</sup>Abraham N. Franzblau, A Primer of Statistics For Non-Statisticians, (New York: Harcourt, Brace & World, Inc., 1958), p. 121.

TABLE 8.-- Significant relationships between the number of teachers with varying amounts of experience and problems recognized

ITEM	Years of Experience				$\chi^2$ Values
	0-2	3-6	7-10	11 & Up	
<u>Working with learners</u>					
Helping students plan supervised home experiences . . . . .	5	16	6	21	14.21*
Helping students evaluate supervised home experiences . . . . .	10	14	6	23	11.37*
Scheduling conferences with students . . . . .	8	18	6	22	10.71**
Allowing students freedom to express ideas	2	4	1	10	8.23***
<u>Development of curriculum</u>					
Overcoming community reluctance to accept new ideas in teaching	14	12	8	6	8.93***
<u>Management of time and other resources</u>					
Responsibility in too many community activities . . . . .	3	9	10	10	13.83*

\*  $\chi^2$ .01 at 3 df = 11.341

\*\*  $\chi^2$ .02 at 3 df = 9.837

\*\*\*  $\chi^2$ .05 at 3 df = 7.815

The problem of evaluating home experiences and years of teaching experience was highly related. Of those teachers having eleven years and over of teaching experience, 92.0 percent reported helping students evaluate supervised

home experiences to be a problem. From 50 to 55 percent of the teachers in the other three experience classifications recognized evaluating home experiences to be a problem.

The problem of scheduling conferences with students was significantly related to years of teaching experience of respondents. Of the teachers with eleven and over years of teaching experience, 88.0 percent reported this to be a problem. In the other classifications, 69.2 percent of the teachers with three to six years teaching experience, 50.0 percent of those with seven to ten years of experience and 44.4 percent of those with less than two years of teaching experience reported conferences to be a problem.

Allowing students freedom to express ideas was a problem significantly related to years of teaching experience. This problem was reported by 40.0 percent of those teachers having eleven and over years of teaching experience. From 8 to 15 percent of the teachers in the other three experience classifications reported this problem.

One of the six items significantly related to years of experience concerned development of curriculum (see Table 8). Of those teachers having seven to ten years of experience, 66.7 percent reported overcoming community reluctance to accept new ideas in teaching to be a problem. From 22 to 46 percent of the teachers in the other three experience classifications reported this problem.

One of the items on management of time and other resources was a problem significantly related to years of teaching experience. Concerning this item, 83.3 percent of the teachers with seven to ten years teaching experience reported responsibility in too many community activities to be a problem. This item was also a problem for 40.0 percent of those teachers with eleven years and over of teaching experience. Only 16.7 percent of the beginning teachers reported too many community activities to be a problem.

#### Open-End Responses

When asked to indicate their most critical current problem, responses from zero to eighteen items were checked by each respondent. The most frequently indicated items in descending order were: finding time to plan adequately, securing needed school materials and/or equipment, lack of opportunity for field trips, securing equipment and textbooks, teaching space and facilities interfere with learning, and adapting materials for slow learners.

The respondents were given the opportunity to write in any problems which they had that were not covered in the questionnaire. Sixteen of the eighty-one teachers wrote in responses, twelve of which emphasized or expanded problems already stated on the questionnaire. Time management was mentioned by four teachers and class interruptions by two teachers. Three problems not on the questionnaire were



stated: need for funds for adult classes offered to low income groups, school guidance steering students away from home economics, and responsibilities associated with school accreditation study.

The summary and implications based on the analysis of data is presented in the chapter which follows.

## CHAPTER V

### SUMMARY AND IMPLICATIONS

Identification of problems is the first step toward determining solutions to existing problems. This kind of information is needed as a basis for pre-service and in-service education programs. If such programs are to be of maximum benefit, they must be geared to meeting the needs of the teachers.

#### The Problem

The primary purpose of this study was to identify the problems recognized by North Carolina secondary vocational home economics teachers with different amounts of teaching experience. The study was designed to determine problems in general, problems that persist regardless of the amount of teaching experience, and the kinds of problems recognized by beginning teachers and by experienced teachers. Through an analysis of the findings of this study, information obtained could be of value for pre-service and in-service education of home economics teachers in North Carolina.

The hypotheses tested in this study were:

1. There is no relationship between problems recognized by teachers and amount of teaching experience.
2. There are no problems unique to the beginning vocational home economics teacher.

### Study Design

The questionnaire developed for use in this investigation included items based on a review of literature concerning problems encountered by teachers. Secondary vocational home economics teachers were asked to respond to items by checking one of four columns: (1) does not concern me, (2) problem already solved, (3) somewhat a problem and (4) a difficult problem. Although the respondents were anonymous, personal data was obtained concerning the teachers' current teaching situation.

A random sample of 100 vocational home economics teachers was drawn. This number constituted 11.06 percent of the vocational home economics teachers in North Carolina secondary schools. Eighty-one percent of the teachers returned the questionnaires as a result of two follow-up attempts in addition to the initial mailing of the questionnaire.

### Assumptions

The following assumptions were made relative to the purposes of the study:

1. Teachers differ in their perception of their problems in relation to their experience.
2. Beginning and experienced vocational home economics teachers are aware of and can indicate their problems in questionnaire form.
3. The items on the questionnaire are typical of the problems recognized by North Carolina vocational home economics teachers.

### Limitations

Since the sample was drawn from a list of vocational home economics teachers in secondary schools of North Carolina, the findings of this study apply only to this population. The problems analyzed were limited to those which the respective teachers recognized and reported on the questionnaire. Problems which these teachers may have but did not recognize are beyond the scope of this study.

### Major Findings

Some major findings of this study of problems recognized by vocational home economics teachers in North Carolina are:

1. The summary of personal data indicated that the average teacher has 8.76 years of teaching experience in vocational home economics and teaches 4.75 classes per day with 18.50 students per class.

Of those teachers participating, 82.7 percent were both homemaker and teacher, and 82.7 percent taught the first year they were out of college. The data indicated that 17.3 percent of the teachers had a master's degree.

2. There was evidence that many problems persist at all levels of experience.

Thirty-three of the sixty-seven items were recognized as problems by more than half of the teachers responding. More than three-fourths of the respondents considered

seven of the sixty-seven items to be a problem: budgeting time to provide for satisfying personal life, adjusting to demand for teacher's time and energy after school hours, finding time to plan adequately, adapting materials for slow learners, concept formation and development of generalizations.

3. There was evidence that none of the problems were unique to beginning teachers.

None of the problems on the questionnaire were recognized by beginning teachers only.

4. Evidence indicated significant relationships between problems reported by teachers and amount of teaching experience.

Analysis of problems reported indicated six items in which there were significant relationships between problems recognized and amount of teaching experience. Four of these six items were reported most frequently by teachers having eleven years and over of teaching experience: helping students plan supervised home experiences, helping students evaluate supervised home experiences, scheduling conferences with students, and allowing students freedom to express ideas. The two remaining problems were reported most frequently by teachers having seven to ten years of experience: overcoming community reluctance to accept new ideas in teaching and responsibility in too many community activities. None of the six items were reported most frequently by beginning



teachers. In four of these six items, beginning teachers having less than two years of experience reported the fewest problems.

5. There was evidence that time management was a concern of the majority of North Carolina secondary home economics teachers.

Items directly related to time management were checked by 79 to 86 percent of the teachers.

6. The development of concepts and generalizations was a concern for over three-fourths of the teachers.

Concepts and generalizations were problems for 76.5 and 85.2 percent respectively.

7. Lack of opportunity for field trips was indicated to be a problem.

This difficulty was recognized by 81.5 percent of the teachers.

8. Analysis of data indicated an apparent need for effective techniques for adapting materials for slow learners.

Of those teachers responding, 76.5 percent reported this problem.

9. There was evidence that handling supervised home experiences, scheduling conferences, planning adult classes, handling extra-curricular activities, handling public relations, and keeping resource files organized and up-to-date were concerns of many teachers.

More than 65 percent of the teachers recognized these problems.

10. Discipline was a problem for only 14.8 percent of the teachers in this study.

In the literature reviewed discipline was consistently reported to be one of the major problems of teachers in general.

Since the respondents in this study were a random sample of vocational home economics teachers in North Carolina secondary schools, the findings can be applied to the larger population of teachers in this state.

#### Implications

Implications resulting from this study may provide a frame of reference for teacher education programs. Implications drawn from the findings of this study are grouped into three categories: (1) teacher education programs, (2) home economics supervisors, and (3) further research.

#### Teacher education programs

1. A knowledge of the problems recognized by vocational home economics teachers could be of value in planning curriculum and in providing beneficial learning experiences in the pre-service and in-service teacher education programs.

These problem areas were recognized by over three-fourths of the beginning teachers: slow learners, developing

generalizations, adult needs, presenting subject matter, planning adult classes and time management. The problem areas recognized by over three-fourths of the experienced teachers were: slow learners, developing generalizations, concept formation, field trips and time management.

If teacher educators are aware of the problems recognized by vocational home economics teachers, emphasis could be given when teaching and planning the courses in the pre-service and in-service teacher education programs.

2. In order to encourage prospective and in-service teachers, it may be necessary for the pre-service and in-service education programs to provide information and instruction relative to problems recognized by teachers.

Once problems have been identified, changes may be indicated if home economics is to meet the needs of a modern society. Societal and technological changes present the home economics teacher with new challenges for which she may need pre-service and/or in-service education. Training and re-training of teachers are essential parts of the teacher education program. An awareness of the problems recognized by teachers allows for program planning in keeping with the trends of the times.

3. In-service education, county group meetings, summer school courses, workshops, conferences and other means of in-service education may be essential in preparing teachers to

effectively and realistically cope with difficulties.

The home economics teacher's job is large and continually changing. In-service education programs could encourage professional and academic growth through program and teacher evaluation. Teacher growth could be facilitated by bringing teachers information of the most up-to-date methods, curriculum, and subject matter. Re-training of teachers can be accomplished through various types of programs. The type of program can be selected that will best fulfill the individual needs. Programs can be planned on the basis of the needs expressed by the teachers.

#### Home economics supervisors

1. Certain considerations may be appropriate as a supervisor evaluates the problems recognized by home economics teachers and makes recommendations in relation to the total home economics program.

- a. Feasibility of time management being emphasized in all phases of the home economics program.
- b. Emphasis on the development of concepts and generalizations appropriate for each level of instruction.
- c. Opportunity for field trips be explored and considered as a meaningful learning experience.
- d. Planning in relation to home experiences and the adult program.
- e. Scheduling conferences and achieving a balance in

extra-curricular activities as they relate to time management.

- f. Emphasizing the need for organized and up-to-date resource files.
- g. Encouraging the implementation of effective public relations techniques.

#### Further study

1. Further research is needed to give information concerning the questions raised from this study.

Do beginning teachers recognize their problems?

Are experienced teachers more perceptive and willing to recognize problems?

Which problems are unique to home economics teachers?

Do teachers recognize the same problems as their supervisor and principal perceive them to have?

2. There is need for further study of time management techniques used by home economics teachers.

The following problems related to time management were reported by 79 to 86 percent of the respondents: finding time to plan adequately, adjusting to demand for teacher's time and energy after school hours, and budgeting time to provide for satisfying personal life.

Time management was a problem that existed for the majority of the teachers with varying amounts of experience in this study. Would this be a problem with other populations?

3. A study is apparently needed to determine effective



teacher techniques for guiding students in forming concepts and generalizations and for adapting materials for slow learners.

Concepts, generalizations and slow learners were problems recognized by 76.5, 85.2 and 76.5 percent of the teachers respectively.

Problems in teaching are inevitable for vocational home economics teachers and for all other teachers. The key to this situation is the ability to recognize individual problems and to accept the challenge of finding a solution or an acceptable means of facing the problem. Changing times bring new hopes and new problems.

In relation to facing the future, Herbert Hoover is quoted as having said: "Wisdom consists not so much in knowing what to do in the ultimate as in knowing what to do next."<sup>1</sup>

---

<sup>1</sup>Olive A. Hall and Beatrice Paolucci, Teaching Home Economics, (New York: John Wiley & Sons, Inc., 1961), p. 388.



## BIBLIOGRAPHY

### Books

- A Million Random Digits With 100,000 Normal Deviates.  
Rand Corporation. Glencoe, Illinois: The Free Press, 1955.
- Conant, James Bryant. The Education of American Teachers.  
New York: McGraw-Hill Book Company, Inc., 1963.
- Eye, Glen C. and Lane, Willard R. The New Teacher Comes To School. New York: Harper and Brothers, 1956.
- Ferguson, George A. Statistical Analysis In Psychology and Education. New York: McGraw-Hill Book Company, Inc., 1959.
- Franzblau, Abraham N. A Primer of Statistics for Non-Statisticians. New York: Harcourt, Brace & World, Inc., 1958.
- Hall, Olive A. and Paolucci, Beatrice. Teaching Home Economics. New York: John Wiley & Sons, Inc., 1961.
- Lee, Jeanette A. and Dressel, Paul L. Liberal Education and Home Economics. Columbia University: Bureau of Publications, Teachers College, 1963.
- Yauch, Wilbur A., Bartels, Martin H. and Morris, Emmet. The Beginning Teacher. New York: Henry Holt and Company, 1955.

### Articles and Periodicals

- Cable, Paul E. "Problems of New Teachers," Educational Administration and Supervision, 42 (March, 1956), 170-177.
- Dropkin, Stanley and Taylor, Marvin. "Perceived Problems of Beginning Teachers and Related Factors," Journal of Teacher Education, XIV (December, 1963), 384-390.

- Koontz, Elizabeth D. "Notes From The Field," North Carolina Education (February, 1966), p. 26.
- Lambert, Sam. "Beginning Teachers and Their Education," Journal of Teacher Education, XVII (December, 1956), 347-351.
- "The Teacher's First Year," National Education Association Journal, 45 (March, 1956), 152-153.
- McIntyre, Virgie M. "Let The Teacher Teach," North Carolina Education, (February, 1966), p. 35.
- Norton, Naomi. "Are You Both Homemaker and Teacher?" Practical Forecast, 2 (April, 1957), 19.
- Rader, Bonnie. "Beginners Need In-Service Education," Journal of Home Economics, 53 (January, 1961), 26-28.
- Roskie, Gertrude. "The Homemaking Program for Beginning Teachers," Journal of Home Economics, 46 (March, 1954), 199.
- Smith, Henry P. "A Study of the Problems of Beginning Teachers," Educational Administration and Supervision, 36 (May, 1950), 257-264.
- Stout, John B. "Deficiencies of Beginning Teachers," Journal of Teacher Education, 3 (March, 1952), 43-46.
- Stovall, Ruth. "Education In A World Of Change," Journal of Home Economics, 64 (September, 1962), 537-540.
- Tower, Melvin M. "A Study of Problems of Beginning Teachers in the Indianapolis Public Schools," Educational Administration and Supervision, 42 (May, 1956), 261-273.
- Wey, Herbert W. "Difficulties of Beginning Teachers," School Review, 59 (January, 1951), 32-37.
- Wilkinson, Rachael D. "Activities of Beginning Teachers," Education, 78 (April, 1958), 496-498.
- Youmans, Rita Louise. "Home Economics Teachers' Distribution of Time," Journal of Home Economics, 50 (March, 1958), 226.

Unpublished Material

- Anderson, Roger Wendell. "Relationships between the Problems of Student Teachers." Dissertation Abstracts, XXIV, 1962, p. 1067.
- Elliot, Bessie Marie. "A Study Concerning the Orientation of New Teachers in the Metropolitan Area of St. Louis." Dissertation Abstracts, XIV, 1954, p. 1629.
- Homeier, G. A. Custer. "An Analysis of Current Administration Procedures Used in the Orientation of New Teachers in Michigan Public Schools." Dissertation Abstracts, XIII, 1953, p. 1067.
- Jaituni, Anupama A. "A Study to Discover How Selected Northern Illinois Home Economics Students and Beginning Teachers Feel about the Adequacy of Their Preparation to Teach Home Economics at the Secondary Level." Unpublished Master's thesis, Northern Illinois University, Dekalb, Illinois, 1963.
- Jones, Agnes Marie Anderson. "A Follow-Up Study of Beginning Home Economics Teachers Graduated from the University of Wisconsin to Ascertain Education Needs." Unpublished Ph.D Dissertation, University of Wisconsin, 1954.
- Koontz, James Eugene. "A Study of the Relationship between the Problems of Arkansas Secondary School Teachers in Certain Selected Schools and the Factors of Professional Preparation, Teaching Experience, the Sex of the Teacher, and the Size of the School System." Dissertation Abstracts, 1963, XXIV, pp. 1493-1494.
- Spillers, Barbara Jeanne. "Problems Recognized by Beginning Vocational Home Economics Teachers in a Midwestern Area." Unpublished Master's thesis, Iowa State College, Ames, Iowa, 1958.
- Stone, Edward H. "Personal and Professional Problems Recognized by Beginning Junior and Senior High School Teachers and the Relation of the Number of These Problems to Personal Characteristics, Professional Preparation, Teaching Assignment and Career Plans." Dissertation Abstracts, XXV, 1963, p. 1037.
- Wallace, Morris S. "The Induction of New Teachers." Unpublished Doctoral dissertation, Teachers College, Columbia University, 1948.



White, Alice Post. "A Survey of Certain Factors in the School Environment Experienced by University of Wisconsin Home Economics Education Graduates, 1960-1964, during the First Year of Professional Employment." Unpublished report to staff, Department of Home Economics Education and Extension, University of Wisconsin, 1965.

APPENDICES

## QUESTIONNAIRE

NO NAME PLEASE !

? ? Are These Your Problems ? ?

Please indicate your situation by answering each of the following items. Place a check in the appropriate column to the right of each statement.

	a difficult problem	somewhat a problem	problem already solved	does not concern me
<u>I. Working with learners</u>				
Arousing and holding student interest; motivation				
Adapting to the needs, interests, and abilities of the students . . . . .				
Adapting materials for slow learners . . . . .				
Providing challenge for students with superior ability . . . . .				
Helping students to develop generalizations . . .				
Guiding problem-solving . . . . .				
Guiding concept formation . . . . .				
Leading a class to self-evaluate . . . . .				
Allowing students freedom to express ideas . . .				
Helping students plan supervised home experiences				
Helping students conduct (carry through plans) experiences . . . . .				
Helping students evaluate supervised home experiences . . . . .				
Keeping class routines running smoothly . . . .				
Handling problems of discipline and control . . .				
Holding respect of students . . . . .				
Scheduling conferences with students . . . . .				
Conducting conferences with students . . . . .				
Encouraging participation in FHA . . . . .				
Advising FHA chapter . . . . .				
Identifying adult needs related to home economics education . . . . .				

a difficult problem	
somewhat a problem	
problem already solved	
does not concern me	

## II. Development of curriculum

Organizing curriculum content and sequence . . . .

Planning subject matter presentation . . . . .

Presenting subject matter effectively . . . . .

Using current information in home economics . . .

Providing variety in learning experiences . . . .

Making home visits . . . . .

Working cooperatively with parents in homes;  
parental contacts . . . . .

Becoming acquainted with the community; understanding social and economic problems in the community . . . . .

Gearing home economics program to community  
customs and practices . . . . .

Developing a systematic public relations program;  
interpreting home economics to the community

## Securing group and individual parental cooperation with the school home economics program

Overcoming community reluctance to accept . . . .  
new ideas in teaching . . . . .

Teaching classes for boys and girls . . . . .

Hampering program effectiveness by curricular  
and extra-curricular activities . . . . .

Teacher-pupil planning . . . . .

Use of school services and personnel . . . . .

Securing needed school materials and/or  
equipment . . . . .

Understanding and using courses of study and curriculum guides . . . . .

Lack of opportunity for field trips . . . . .

Planning adult classes . . . . .





	a difficult problem	somewhat a problem	problem already solved	does not concern me
Relationships with supervisors . . . . .				
Communication with administrators . . . . .				
V. <u>Professional orientation</u>				
Establishing and maintaining good relationships with school personnel . . . . .				
Determining the teacher's responsibility to the community . . . . .				
Comprehension of administrative policies . . . . .				
Active participation in professional organizations				
Developing desirable personal and professional qualities . . . . .				
VI. <u>About you and your school</u> - please write in your answers				
Your total years of teaching experience . . . . .				
Years of teaching experience in vocational home economics . . . . .				
Number of classes taught per day . . . . .				
Average number of students per class . . . . .				
Are you both homemaker and teacher . . . . .				
Were you married before you began teaching . . . . .				
Did you teach the first year you were out of college . . . . .				
Do you teach any occupational training courses				
Do you teach any Introduction to Vocations courses				
How many home economics teachers are there in your department . . . . .				
Do you have a master's degree . . . . .				
VII. In considering all the items you have answered, please place an "X" to the left of the item which you feel is currently your most critical problem.				
If you have had or are having a particular problem that has not been mentioned in this questionnaire, won't you please tell me about it below!				

1207 West 10th Street  
Wichita, Kansas 67203  
February 14, 1964

## APPENDIX B

Letter of Transmittal

First Follow-Up: Letter

Second Follow-Up: Postcard Device

1207 West Market Street  
Greensboro, North Carolina  
February 14, 1966

Dear Home Economics Teacher,

May I have a few minutes from your busy schedule to find out what teaching problems you're currently facing? As a graduate student in Home Economics Education at the University of North Carolina at Greensboro, I am conducting a thesis study of problems recognized by North Carolina vocational home economics teachers, and of how these problems may change with experience. The best place to get this information is directly from you.

I have enclosed a questionnaire which is being sent to a random sample of 100 vocational home economics teachers in North Carolina secondary schools. Will you please fill out this questionnaire and return it in the enclosed envelope by Friday, March 4? Your cooperation is greatly needed so that your problems and those of other home economics teachers can be identified. I shall be happy to provide you a summary of the findings of this study upon your request.

Your promptness will be deeply appreciated.

Very truly yours,

Sammie C. Gatlin

scg

Enclosures: questionnaire, envelope

1207 West Market Street  
Greensboro, North Carolina  
March 5, 1966

Dear Home Economics Teacher,

About three weeks ago you received a questionnaire concerning your problems as a vocational home economics teacher. From those questionnaires already received, it is apparent that teachers much like you are exceedingly pressed for time. Perhaps this is the reason your questionnaire hasn't been returned yet.

Your response is greatly needed to carry out this study, since the more complete the returns, the more certain the findings. Won't you please take a few minutes from your busy schedule to fill out your questionnaire and return it as soon as possible?

If you have misplaced your copy of the questionnaire, please drop me a card, and I will be happy to send you another.

Thank you for your cooperation. Your promptness in this matter will be deeply appreciated.

Very truly yours,

Sammie C. Gatlin

scg

Note: If you have already returned your questionnaire, please disregard this letter.



DOUBLE POSTCARD DEVICE

(Side 1)

March 14, 1966

Dear Home Economics Teacher,

Several weeks ago you received a questionnaire concerning problems of vocational home economics teachers. Would you please take a minute to respond to the attached postcard?

Thank you very much for your cooperation.

Very truly yours,

Sammie C. Gatlin

(Side 2)

PLEASE CHECK YOUR RESPONSE:

- ☐ I plan to complete the questionnaire within 3 days and return it.
- ☐ I have already returned the questionnaire.
- ☐ My copy was misplaced. Please send another. (Please give name of school.)
- ☐ I do not wish to participate in this study.