



This is to certify that the

thesis entitled

Decision-Making in Relation to Management  
in Classes of Home Economics by Beginning  
Teachers

presented by

Beatrice Polucci

has been accepted towards fulfillment  
of the requirements for

ED D degree in Voc.Ed.-Home Ec.Ed.

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Date May 21, 1956

~~SEP 11 1975~~ 212

~~MAR 28 1975~~ 3087

X ~~MAR 11 1975~~ 195

~~MAR 21 1975~~ 340

DECISION-MAKING IN RELATION TO MANAGEMENT IN CLASSES OF  
HOME ECONOMICS BY BEGINNING TEACHERS

By

Beatrice Paclucci

A THESIS

Submitted to the College of Advanced Graduate Studies of Michigan  
State University of Agriculture and Applied Science  
in partial fulfillment of the requirements  
for the degree of

DOCTOR OF EDUCATION

College of Education

Department of Vocational Education  
Home Economics Education

1956



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5/28/57

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## ACKNOWLEDGMENT

The writer is deeply indebted to the twenty-four beginning teachers of home economics who contributed so generously to the study.

The writer also wishes to express her sincere thanks and appreciation to the chairman of her guidance committee, Dr. Mary Lee Hurt for her valuable guidance, unfailing interest, and continuous encouragement. She is also appreciative of the inspiration and valuable help given by the other members of her committee: Dr. Irma H. Gross, Dr. Beatrice O'Donnell, and Dr. Walter Johnson.

The writer appreciates the Effie I. Raitt Fellowship awarded by the American Home Economics Association which helped to make this investigation possible.

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DECISION-MAKING IN RELATION TO MANAGEMENT IN CLASSES OF  
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Beatrice Paolucci

AN ABSTRACT

Submitted to the College of Advanced Graduate Studies of Michigan  
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for the degree of

DOCTOR OF EDUCATION

College of Education

Year 1956

Approved

Mary Lee Hunt, ch. Guidance Committee

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## ABSTRACT

This investigation was undertaken in order to study decision-making relative to management in classes of home economics by beginning teachers. A selected group of twenty-four beginning teachers was used. Each teacher recorded the decisions she made relative to classroom management for an intermittent, specified two week period. A focused interview was conducted with each teacher in order to probe more deeply into the decisions she recorded.

This study was based on the following hypotheses:

1. The number and kinds of decisions related to management in classes of home economics will vary among beginning teachers.
2. Decision-making in relation to management in classes of home economics is related to factors of: (1) length of time needed to arrive at closure; (2) ease with which closure is reached; (3) autonomy; (4) knowledge and information available for arriving at a decision; and (5) the expectations of the managerial role of the teacher of home economics held by the beginning teacher.
3. The satisfaction resulting from decisions made in relation to management in classes of home economics will vary among the beginning teachers.

The findings of this study in relation to the above hypotheses were:

1. Beginning teachers varied in the number of decisions they made and recorded relative to management in classes of home economics. The number varied from thirty-one to three decisions. The number of alternatives considered for each decision varied from two to seven.





2. Beginning teachers tended to be alike relative to the kinds of management decisions they made. Decision-making was identified in situations related to "how to teach," "care and use of room, materials, and equipment," "use of time," "money," "interruptions," "discipline," and "what to teach."
3. Length of time required for decision-making was related to the kind of decision being made and was determined by personal and situational factors.
4. Ease in decision-making was related to amount of knowledge, skill, or information available, relative certainty of consequences, limitation of number of alternatives, and past experience in a similar decision-making situation.
5. Autonomy was related to the persons with whom it was possible for the teacher to share decision-making, the importance of the outcomes of the decisions, and the sources of help available to the teacher for decision-making.
6. Beginning teachers tended to rely upon past experience as the chief source of help in decision-making.
7. Expectations of the managerial role of the home economics teacher held by beginning teachers seemed related to decision-making.
8. Beginning teachers were generally satisfied with their decision-making relative to management in classes.



9. Recognition, approval, achievement, conformity, efficiency and success were identified as factors which contributed to satisfaction in decision-making. Disapproval, inefficiency, inequality, lack of achievement, lack of success and uncertainty were identified as factors contributing to dissatisfaction in decision-making.

The findings of this study partially support the hypothesis that beginning teachers would vary in the number of decisions they made relative to management in classes of home economics; they refute the hypothesis that they would vary in the kinds of decisions they made. The hypothesis that factors of length of time, ease, autonomy, knowledge and information, and expectation of the managerial role were related to decision-making was supported by the findings of this study. The hypothesis that beginning teachers would vary in satisfactions derived from decision-making was partially refuted by the investigation, beginning teachers tended to be more alike than different in their satisfactions relative to management decisions.



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## CHAPTER I

### THE DESIGN FOR THE STUDY

#### I. INTRODUCTION

Things never just happen in a society; they are based on decision. The process of decision-making is a social phenomenon that is particularly valued in Western culture. Because education is the avenue by which the members of a society are inculcated with acceptable patterns of behavior in a variety of selected situations, education in the American culture is obligated to become education for choice-making. Margaret Mead has said that

...we must turn all of our educational efforts to training our children for the choices which will confront them. Education... instead of being a special pleading for one regime, a desperate attempt to form one particular habit of mind which will withstand all outside influences, must be a preparation for those very influences...The children must be taught how to think, not what to think...They must be taught that many ways are open to them, no one sanctioned above its alternative, and that upon them and upon them alone lies the burden of choice.<sup>1</sup>

In the role of the teacher is vested a good deal of the responsibility for teaching the young how to think; that is, how to make intelligent choices. Unless one is cognizant of the principles involved in the process of decision-making not much learning for intelligent choice making is likely to take place. In order to help pupils

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<sup>1</sup>Margaret Mead, Coming of Age in Samoa (New York: The New American Library of World Literature, Inc., 1949), p. 161.

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understand and use the decision-making process for making intelligent choices teachers themselves must be conscious of the mental processes involved in decision-making and become devoted to this method of arriving at solutions to problems. Teachers need to be aware of the way they make decisions. They must take time to verbalize, internalize, and generalize on the process if it is to be meaningful in helping them to help their pupils learn to make intelligent choices through the process of decision-making. Through the formal educational system, the school, specifically designated persons, namely teachers, are expected to teach certain types of acceptable behavior. The teacher of home economics is especially assigned the task of teaching pupils

... to achieve a satisfying and functioning philosophy of life as it related to personal and family living...developing a wholesome personality and acquiring satisfying human relationships...broadening and enriching life...acquiring the techniques and skills needed to meet successfully the problems of immediate personal and family living...<sup>2</sup>

In order to achieve the stated purposes of home economics education she is obligated to manage her classes so that pupils will have an opportunity to accomplish these tasks. In her role as a teacher of home economics is vested a large measure of the responsibility for the decision-making relative to the management of her classroom. The managing of classes in home economics involves the solving of many kinds of problems. Each day the teacher of home economics makes a

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<sup>2</sup> National Association of Secondary School Principals.  
Home Economics in the Secondary School (Washington, D. C.: National Association of Secondary School Principals, October, 1953), pp. 20-21.

number of decisions concerning the ways she uses the resources of time, energy, materials, money, and skills, interests and abilities of persons. By choosing a particular way, from a number of possible ways to resolve a problem, she uses these resources to achieve what she believes to be the goals of the program of home economics in a particular school setting. Although she may work with others, such as the school administrator, pupils, parents, other teachers et al., in arriving at satisfactory solutions to these problems the major responsibility for the management of her classes lies with the teacher of home economics. Alone and/or with others she makes a series of decisions that ultimately result in specific choices that determine the patterns of operation within her classroom.

The teacher of home economics is the manager in the classes she teaches. As a manager she makes decisions in order to organize, direct, guide, or control those for whom she is responsible so that their contributions within the classroom will be geared toward the attainment of the particular purposes for which the class was organized. These decisions by the manager require a conscious selecting of one behavior alternative from among a number of possible behavior alternatives. At least three steps are essential to this conscious decision-making: (1) becoming aware of as many as possible of the relevant behavior alternatives, (2) defining the consequences of each alternative, and (3) making a selection or deciding upon one of the alternatives.

To make a decision is a difficult task. Even though the results of a successful and correct decision may be exciting, a certain degree

of depression results from failure or error in decision-making and the frustration which ensues from the uncertainty of the definite consequences of most decisions. People generally avoid making decisions until prevailing conditions demand that a decision be made. The capacity that each person has for making decisions is definable and quite narrow, but this capacity can be developed by training and more specifically, by experience.<sup>3</sup>

The teacher of home economics is obligated to make decisions within the somewhat defined limits of the teaching position she has accepted. It is necessary that she keep within the limits of her capacity for decision-making if she is to successfully fulfill her occupational role. She must be able to distinguish between those situations which require a decision in order to avoid the acceptance of more than she is capable of undertaking effectively.

## II. NEED FOR THE STUDY

It was the belief of the writer that the competent teacher of home economics needed to have the ability to recognize those situations which required a decision, to be able to make decisions effectively, and to be satisfied with the consequences of her decisions. There seemed to be a need for helping beginning teachers of home economics become aware of those classroom situations which require decision-making

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<sup>3</sup>Chester I. Barnard, The Functions of the Executive (Cambridge, Mass.: Harvard University Press, 1938), pp. 188-197.



and to help them to recognize the processes they used for defining and making these decisions.

In one of the more recent studies made to ascertain the education needs of beginning teachers of home economics it was pointed out that beginning teachers of home economics experienced problems in relation to their proficiency as classroom teachers. This was particularly related to what and how to teach, selection and use of equipment, and managing laboratory classes. The findings of this study correlated with findings of similar studies in other states.<sup>4</sup> These problem areas require conscious decision-making if they are to be resolved. There is a need for helping beginning teachers of home economics apply the decision-making process in the solution of classroom management problems.

### III. PURPOSES OF THE STUDY

The purposes of this study were:

1. To discover the awareness of decision-making situations in classroom management by beginning teachers of home economics.
2. To discover how beginning teachers of home economics define and make decisions in relation to the management of their classes.

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<sup>4</sup>Agnes Jones, "A Follow-Up Study of Beginning Home Economics Teachers Graduated from the University of Wisconsin to Ascertain Education Needs," (unpublished Doctor's thesis, The University of Wisconsin, Madison, 1954).

3. To discover those situations in relation to classroom management wherein the beginning teacher of home economics feels responsibility for decision-making.
4. To identify those factors related to decision-making in classroom management situations.
5. To identify those factors related to decision-making which seemed to be satisfying or dissatisfying to the beginning teacher of home economics.

#### IV. HYPOTHESES

This study was based on the following hypotheses:

1. The number and kinds of decisions related to management in classes of home economics will vary among beginning teachers.
2. Decision-making in relation to management in classes by beginning teachers of home economics is related to factors of: (1) length of time needed to arrive at closure in decision-making; (2) ease with which closure is reached in decision-making; (3) autonomy in making decisions; (4) knowledge and information available for arriving at a decision; and (5) the expectations of the managerial role of the teacher of home economics held by the beginning teacher.
3. The satisfaction resulting from decisions made in relation to management in classes will vary among the beginning teachers of home economics.

## V. ASSUMPTIONS

In studying the decision-making in relation to management in classes by beginning teachers of home economics, certain assumptions were made. These were:

1. Since the teaching of home economics at the secondary level is primarily a task of helping girls and/or boys to make choices intelligently in the use of resources to achieve family and personal goals, it was assumed that the ability to make decisions and to understand the decision-making process is an important competency of beginning teachers of home economics. It was assumed that if the teacher of home economics were to help pupils solve problems intelligently she herself must be cognizant of the mental process of decision-making and must be able to verbalize and generalize on the process. It was assumed that the ability to recognize decision-making situations in relation to management and to intelligently use the decision-making process was an important competency for the effective teaching of home economics.
2. Since all beginning teachers in the group studied were members of families and were graduates of the public schools in the United States each had had some experience in choice making. It was assumed that by merely being members of families, school and play groups all beginning teachers of

home economics have had some experience in making decisions,

3. Since all beginning teachers in the group studied were graduates of the home economics education curriculum of the Michigan State University each had had formal training in decision-making in at least several college classes; i.e., home management residence and home economics education classes. It was assumed that through the required home management residence course each of the beginning teachers had had experience in studying decision-making. In the home management residence course each prospective teacher had assumed a managerial role for a period of three to four days. During this managerial experience, decision-making for the house group was vested in her. The process of decision-making was objectively examined during this period. In addition to the practical experiences in decision-making, at least one lecture in the home management course was devoted to a discussion and examination of decision-making and the decision-making process as it related to management in the home. Attention was called to the application of problem solving principles in all home economics education classes. Beginning teachers of home economics used problem solving techniques in methods classes. Each had had some experience in the practical use of problem solving techniques during student teaching. It was assumed that each of the beginning teachers of home economics had had some training and

experience for helping them to recognize decision-making situations related to management, in using the decision-making process for solving management problems, and in actually making management decisions.

4. Since beginning teachers of home economics had had a limited amount of experience in the management of classes, it was assumed that a limited number of management situations had become so routinized as to require no decision-making; hence, the beginning teacher would be in a position to make a number of conscious managerial decisions.
5. Since beginning teachers of home economics were familiar with record keeping it was assumed that they would find the keeping of a decision log a feasible activity. It was assumed that through the use of a decision log decisions made relative to classroom management could be recorded and analyzed by beginning teachers of home economics. It was assumed that through the use of a decision log kept by the beginning teacher and a follow-up focused interview, management decisions made by beginning teachers of home economics could be isolated, examined and studied.

## VI. DEFINITION OF TERMS

Decisions. In this study decisions were defined as those choices which involved the recognition by the individual of an unresolved situation that was resolved in a way that was new to the individual.

A decision was a conscious choice of one behavior alternative from among two or more possible behavior alternatives.

Decision-making process. The process of decision-making was defined as a process consisting of: (1) the clear-cut recognition of a decision-making situation; (2) the analysis of that situation by the individual; (3) the observation or acquiring of information and/or knowledge relevant to the solution of the problem; (4) the analysis of the possible alternatives for resolving the problem; (5) the making of a choice concerning the situation; (6) the putting of the choice into action; and (7) the acceptance of the responsibility for the consequences of the action taken.

Management of classes in home economics. In this study the management of classes in home economics was defined in terms of the job expectations of the teacher of home economics, i.e., the using of the resources of time, energy, money, materials, interests, abilities, and skills of persons, and school-community facilities to achieve the goals of a class or program in home economics in a particular school setting.

## VII. LIMITATIONS

This study was subject to the following limitations:

1. The examination of decisions made in relation to management in classes of home economics by beginning teachers was limited to those decisions made by beginning teachers who

were 1955 home economics education graduates of Michigan State University and were teaching in schools located in the lower peninsula of Michigan during the 1955-56 school year.

2. The study of decisions related to classroom management by beginning teachers of home economics was limited to those decisions made and recorded by the beginning teachers during a specified, intermittent two week period.
3. The collection of data concerning the decisions relative to management in classes by beginning teachers of home economics was limited by the use of two instruments used for collection of data, i.e., the Decision Log and the Focused Interview Schedule.
4. The study of decisions related to classroom management by beginning teachers of home economics was limited by the ability and accuracy of the teachers in recording the decisions they made.
5. The kinds of decisions studied were limited to those which were organizational, rather than personal, decisions made by beginning teachers of home economics in relation to the management of their classes.

## CHAPTER II

### BACKGROUND LITERATURE

In recent years much has been written concerning decision-making, but little empirical research has actually been conducted in relation to decision-making or the decision-making process. Decision and decision-making have been a subject of discussion and study in the disciplines of education, management, economics, sociology and psychology. Literature and research to gain concepts of decision-making, the relationship of decision-making to management, and the managerial role of the teacher of home economics were reviewed and are discussed in this chapter.

#### I. DECISION AND THE DECISION-MAKING PROCESS

In his daily round of living man is continuously faced with the problem of making choices among different courses of action. Unlike the animals who seem to make choices through predetermined instinctive action, man has had to weigh possible courses of action in his mind; in short, he has had to learn to think. Each day the individual is faced with varying kinds of situations which elicit the making of a choice or a decision. Much of this choice-making is routine; in most cases the individual is able to recognize the possibilities of old, well-known and well-tried alternatives. The easiest solution to a problem, which the individual applies automatically, is to do the same



thing in the same manner as he performed it before in a similar situation. It is in those situations when the individual is faced with a new and unfamiliar situation or must employ a different and untried method of resolving a problem that he is faced with conscious decision.

It was this conscious decision-making in relation to the management of home economics classes by beginning teachers of home economics that the writer desired to probe. Prior to establishing some patterns for managing home economics classroom situations, i.e., routinizing many decisions through repetitive experience, the beginning teacher of home economics is faced with the conscious solving of many kinds of management experiences. Each day she must make a number of decisions concerning the way she uses the resources of time, energy, materials, money, interests and abilities of persons to achieve the goals of the home economics program in her particular school setting.

Genuine decisions...require the perception of a new situation and the solution of the problem raised by it; they lead to responding to a situation in a new way.<sup>1</sup>

Most writers draw a line of distinction between genuine decision and habitual or routine decision. Genuine decision has been defined as:

...a conscious choice or selection of one behavior alternative from among a group of two or more behavior alternatives. In making a decision, an individual must be aware of relevant behavior alternatives, define them, and finally evaluate them as a basis for choice.<sup>2</sup>

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<sup>1</sup>George Katona, Psychological Analysis of Economic Behavior (New York: McGraw-Hill Book Company, Inc., 1951), p. 49.

<sup>2</sup>Robert Tannenbaum, "Managerial Decision-Making," Journal of Business, XXIII (January, 1950), p. 23.

A decision is a choice of alternative means by which to move toward an objective. The objective itself may involve a complex of desires—that is, it may be a combination of objectives, some of which are in conflict...Objectives together with finding, comparing, and choosing the means of reaching them in the future is the heart of the act of decision.<sup>3</sup>

...the complex of human association, events, and words leading to and including any conclusions for a program of policy or operation.<sup>4</sup>

...a multitude of alternative (physically) possible actions, any one of which a given individual may undertake; by some process these numerous alternatives are narrowed down to that one which is in fact acted out. The words choice and decision... refer to this process. Since these terms as ordinarily used carry connotations of self-conscious, deliberate, rational selection...they include any process of selection...<sup>5</sup>

Genuine decision-making is conscious behavior; it involves the perception of a situation and the ability to infer or predict future outcomes of action steps taken to change the situation. In reality a problem does not exist for the individual until he envisions "what is" as being different from what he believes the situation "ought to be." Through the process of thinking through some possible alternatives, the individual attempts to calculate what the future will be like if he arrives at a solution through the implementing of one of the alternatives. To accomplish the task of calculating outcomes in preparation for making a choice, learning must take place. Learning results in

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<sup>3</sup>John McDonald, "How Businessmen Make Decisions," Fortune, LIII (August, 1955), p. 85.

<sup>4</sup>J. L. McGamy, "Analysis of the Process of Decision-making," Public Administration Review, VII, (July, 1947), p. 41.

<sup>5</sup>H. A. Simon, Administrative Behavior--A Study of Decision-Making Processes in Administrative Organization (New York: Macmillan, 1947), p. 81.

doing something differently than was previously done; this implies change. Motivation is the basic key to behavior change.

Behavior is characterized by plasticity within broad limits...The central problem of psychology is change in behavior.<sup>6</sup>

An understanding of the factors that are important in the explanation of human behavior is essential to the understanding of learning. This necessitates seeing how perception and cognition fit into a theory of human behavior and discovering those factors that seem to arouse motives and establish the goals that persist in a particular situation. In particular it is important to see how the specific behavior that is consciously directed toward a goal is chosen and geared toward action which results in attainment of the goal. The kinds of decisions in relation to the management of a class in home economics that the beginning teacher makes are in reality an outward expression of her actual goals in teaching. When she makes decisions as to a method of teaching, for example, she is implementing what she believes to be an effective means for that particular kind of learning to take place.

Alfred L. Baldwin has formulated this process of problem solving into a model of behavior.

There are three main sections in the model: cognition, goal selection, and goal directed behavior. The first section...is concerned with the process of knowing or cognizing what the situation is like. Cognition includes perception of the immediately perceptible aspects of the environment and also processes of making judgments or inferences about remote parts of the situation.

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<sup>6</sup>Katona, op. cit., p. 30.

The second section...is concerned with the process of goal selection. An individual does not constantly have the same goals...In any specific situation one or several motives may be aroused. We must therefore discover what situational factors tend to arouse what kinds of motives. Not all motives are realized in overt behavior. Some are inhibited; are ignored because they are unimportant; others are too difficult even to try to satisfy. Some motives, however, do establish a goal that the individual tries to attain.

The third section...is concerned with goal attainment or goal-directed behavior. Once a goal is set, there are often alternative ways of trying to achieve it. The selection of the means to a goal, the carrying out of this means, and the guidance of the ongoing behavior toward the goal are all involved in goal-directed behavior.<sup>7</sup>

Decisions are made in relation to an immediate or ultimate goal that the individual wants to achieve. The selection of one goal is related to the particular motive or motives that are evoked. However, all motives do not result in action toward a goal. When two or more motives are aroused at the same time action does not result. If the motives are in conflict satisfying one will mean frustrating the others. This is exemplified in the decision the teacher of home economics makes relative to the acceptance of workmanship standards. Often the standards of work she is willing to accept are quite different from those that are acceptable to her pupils. She is torn between forcing the individual to accept her standard, based on the belief that her training in home economics has given her a yardstick for measuring workmanship standards, or allowing the pupil to evolve his own standard, based on the belief that the individual has the right to choose his

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<sup>7</sup>Alfred L. Baldwin, Behavior and Development in Childhood (New York: Dryden Press, Inc., 1955), p. 115.



own standard because he is the one who must bear the consequence of the choice. When motives are in conflict, the individual may choose one and disregard the other, try to satisfy each in turn, or come to no decision and take no action.

Inaction may also result because motives are inhibited. Inhibition may take place because the individual is able to foresee the consequences of satisfying a particular motive. The teacher of home economics may be able to see, for example, that forcing her pupils to accept her workmanship standard may result in breakdown of pupil morale; she may, therefore, choose to take no action in forcing what she believes are acceptable standards of workmanship.

Inhibition may also occur when an individual respects a rule which condemns a specific behavior. The school policy which prohibits pupils from talking with one another during study hall is usually upheld by teachers even though in some cases they are certain that allowing some pupils to talk to one another would result in more efficient use of time and facilitate learning. In this case the decision is made in favor of following the rule rather than an action which would result in what the teacher might feel to be better learning for the pupils involved.

At times, wished-for goals are impossible to attain or may be attained without action. The desire to be able to help each pupil individually or to gear the curriculum toward meeting individual differences is very important to many teachers. Yet the impact of large classes crowded into too little space for limited periods of

time make this wished-for goal too often impossible to achieve. On the other hand, the ability to apply principles learned in class to his own individual needs is sometimes attained by the pupil through no particular action of the teacher.

The weighing of several motives and the decision to act on one motive in particular is characteristic of goal-directed behavior. It requires a measure of maturity. Whether or not a motive will result in action is determined by the factors of strength of motive, possibility of success, self-confidence of the individual, and the ability to make a choice and disregard other motives.

One cue from the cognitive map is self-concept, a picture of the person himself as he sees himself...The decision to act or not to act frequently reveals a great deal about how a person perceives himself...Each step in the behavior process...depends upon certain characteristics of the external situation, as perceived or cognized by the individual.<sup>8</sup>

Although decision-making or goal-directed behavior and the factors related to it can be isolated and examined, little is actually known about the process of making one choice from among a possible number of choices of behavior for achieving a desired goal.

The mental operations by which ordinary practical decisions are made are very obscure...when we try to decide what to expect in certain situations, and how to behave ourselves accordingly, we are likely to do a lot of irrelevant mental rambling, and the first thing we know we find that we have made up our minds, that our course of action is settled.<sup>9</sup>

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<sup>8</sup>Ibid., p. 123.

<sup>9</sup>Frank Knight, Risk, Uncertainty and Profit (London: London School of Economics and Political Science, 1937), p. 267.

Arrow,<sup>10</sup> in a study which considered decision as if it were a rational process of eliciting among alternatives according to certain assumed rules or conditions, found that individuals tended to order alternatives in relation to personal tastes and preferences; the individual sought to maximize his expected outcomes. Choices seemed to be made between pairs of alternatives which were mutually exclusive.

Gyr,<sup>11</sup> in a study formulated to test a theory of interpersonal decision-making, found that on the whole people who are very sure about the correctness of a choice are more likely to stick to that choice than people who are not so sure of their choice. As persons become increasingly certain of the correctness of a choice, such as their first choice, they become less willing to compromise on another choice, such as their second choice.

Bross,<sup>12</sup> who conceptualized decision-making from a statistical theoretical construct, sees the process of selecting among alternatives as a threefold process: (1) outcomes for each action are predicted, (2) outcomes are evaluated in terms of some scale of desirability, and (3) a criterion for decision based on goals is then used for actually making a choice.

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<sup>10</sup>K. J. Arrow, Social Choice and Individual Values (New York: Cowels Commission, 1951), pp. 2-11.

<sup>11</sup>John Walter Gyr, "A Theory of Interpersonal Decision" (unpublished Doctoral thesis, University of Michigan, Ann Arbor, 1953), p. 37.

<sup>12</sup>Irvin D. J. Bross, Design for Decision (New York: Macmillan Co., 1954), pp. 19-22.



A Decision-Maker is considered to be a machine. Into the machine flows information; out of the machine comes a recommended course of action. The mechanism consists of three basic components. The Prediction System deals with alternative futures. The Value System handles the various conflicting purposes. The Criterion integrates the other two components and selects an appropriate action. It is emphasized that the pragmatic principle is basic for the construction and comparison of Decision-makers.<sup>14</sup>

Bross<sup>15</sup> suggests that the individual employs different kinds of prediction techniques when making a selection. A decision may be made using persistence prediction; choice is based on the search for stable characteristics or those characteristics which the individual knows will not change. Decision may be based on trend prediction; the assumption being that though there is a change, the extent of the change is stable. Decision may be reached through cyclic prediction; this is based on the assumption that cycles or patterns of events are stable. Decisions made by associative prediction are based on the assumption that one uses data from one type of event to predict the outcome of another type of happening. Analogue prediction is evoked when a decision is based on the principle that one sets up a correspondence between two sets of events. One of the sets is simple or at least familiar, and so predictions can be made. The analogues of these predictions are then made from the second set.

Statistically, the individual might collect a series of situations which are similar to that which is to be predicted. He may

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<sup>14</sup> Ibid., p. 32.

<sup>15</sup> Ibid., pp. 33-69.

then list the outcomes which have occurred for each case, count the number of occurrences of each type of outcome and the number of cases and calculate the probability of the anticipated outcome by dividing the number of occurrences of outcomes by the total number of cases.

It is also possible to measure the desirability of an outcome rather than the certainty of the outcome. Desirability is measured in terms of (1) market value based on consensus, (2) utility value based on the individual's value of a particular thing in contrast to some other thing, and (3) a preference scale based on a numerical ordering of desired outcomes.

The phrase, calculated risk, is increasingly used in connection with decisions. When this term is used to justify a choice of action it seems to imply that the favored action is not necessarily guaranteed to lead to a desired end, but rather, that it seems more likely to do so than other considered alternative actions because some deliberate analysis of the situation has been made. Before an actual decision is made the individual attempts to take into consideration all the relevant information pertaining to a given decision and attempts to minimize the maximum risk involved.

The situational forces that impinge on the individual play an important role in the ultimate choices one makes. Decision-making seems to be based on a series of pressures exerted by external (cultural) and internal (psychological) factors.

A great number of our decisions are not really our own but are suggested to us from the outside; we have succeeded in persuading ourselves that it is we who have made the decision,

whereas we have actually conformed with the expectation of others, driven by fear of isolation and by more direct threats to our life, freedom and comfort...In watching the phenomenon of human decisions, one is struck by the extent to which people are mistaken in taking as "their" decision what in effect is submission to convention, duty, or simple pressure. It almost seems that "original" decision is a comparatively rare phenomenon in a society which supposedly makes individual decision the cornerstone of existence.<sup>16</sup>

White expresses the impact of cultural forces on the process of decision in his concept of decision-making when he reports

...the picture of free will and choice is an illusion. Any response of the human organism is the resultant of countless antecedent and concomitant events that we may term "causes". The human organism is constantly organizing and synthesizing these causative factors on the one hand, and expressing the resultant behavior on the other. When causative factors for and against a given course of action are evenly balanced, we call this "indecision." When one set of causative factors outweighs another, we call it "choice." Free will and choice is merely the way in which we experience this preponderance of one factor or set of factors over another.<sup>17</sup>

Riesman<sup>18</sup> in his analysis of the character formation of the "other-directed" personality type places much emphasis on the impact of the cultural variable and the influence of others on the kinds of decisions modern man is prone to make. Because man has the ability to reason and weigh alternatives, however, he does have control in stemming the course of these factors in a direction that will ultimately

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<sup>16</sup> Erich Fromm, Escape From Freedom (New York: Rinehart and Company, Inc., 1941), p. 33.

<sup>17</sup> Leslie A. White, The Science of Culture: A Study of Man and Civilization (New York: Farrar, Straus, and Co., 1949), p. 349.

<sup>18</sup> David Riesman, Nathan Glazer, Reuel Denney, The Lonely Crowd (New York: Doubleday Anchor Books, 1953), p. 345-349.

lead to a pattern of action which will be satisfying and acceptable to the individual.

Katz and Lazarsfeld<sup>19</sup> in a study made to determine the impact of personal influences on choice found that personal contacts with persons in one's immediate circle were most dominant in influencing the decisions individuals made.

Boulding<sup>20</sup> constructs his ideas of decision-making around the concept that human decision is dependent upon one's image of his world. The image is a result of the impact of messages entering the organism from the senses. These messages consist of information in the sense that they are structured from past experiences. We see the world the way that we see it because it pays us to see it that way. The image of an individual always includes a value ordering of potential acts and their consequences. Because an individual's image of the world is not uniformly certain, probable, or clear, messages have the effect of adding to, reorganizing or clarifying one's image. They may also introduce doubt and uncertainty.

One's "private" as well as "public" image is shaped by the position he holds and the varying roles he is expected to assume in the multitude of membership and reference groups to which he belongs or is identified. The manner in which an individual sees his position

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<sup>19</sup> Elihu Katz and Paul E. Lazarsfeld, Personal Influence (Glencoe; Illinois: The Free Press, 1955), pp. 182-86.

<sup>20</sup> Opinion expressed by Kenneth Boulding at a Farm Management meeting, January 11, 1956, at Michigan State University.

and his role within that position determines how he acts or decides in the particular situation. For example, the teacher of home economics will react in a decision-making situation in terms of how she sees herself in the role of teacher of home economics and how she believes others see her in her role; i.e., the ways in which she believes her pupils, her family, her administrators or other teachers see her. Each of these reference groups have differing sets of expectations for her.

The position involves expectations held by those who associate with the person who occupies it; the occupant is influenced accordingly. The expectancies of a particular social situation, as interpreted by the actors in the situation, we term role.<sup>21</sup>

Brookover<sup>22</sup> identified teacher expectancies in relation to pupils, the community and administrators. In relation to pupils, teachers are expected to maintain dominance, social distance and respect; in relation to the community, they are expected to live in the community but remain strangers, accept their roles in a nonresistant fashion, live by a special code of behavior, and to satisfy all groups; in relation to other teachers and administrators, they are to reflect status and competition for status and lack of identification with the community.

Luehning<sup>23</sup> developed her instrument for appraising competencies

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<sup>21</sup> Wilbur B. Brookover, A Sociology of Education (New York: American Book Co., 1955), p. 231.

<sup>22</sup> Ibid., pp. 232-42.

<sup>23</sup> Gertrude H. Luehning, "Competencies of the Homemaking Teacher in the Secondary Schools of California" (unpublished Doctor's thesis, Stanford University, 1953), pp. 58-63.

of homemaking teachers on the concept that teacher roles could be identified as those of (1) director of learning, (2) counselor and guidance worker, (3) mediator of the culture, (4) effective member of the school community, (5) effective liaison between school and community and (6) member of the profession.

Teachers tend to make decisions in terms of the groups with whom they identify themselves as teachers. The ways in which the teacher of home economics acts in the decision process is dictated to a degree by the group or groups with whom she identifies herself and this group, in turn, sets the norms and models for her behavior. The problem of decision-making often becomes the problem of putting these varying reference groups together in terms of her own personal frame of reference.

Miller<sup>24</sup> in his study of decision-making in relation to a community health project identified the decision-making process as a threefold job, that of making decision, securing approval for the decision, and carrying out the decision. The defining of goals and objectives may be viewed as the process of making a decision. The process by which decisions are validated, that is, made to seem right, may be viewed as legitimation. The process by which decisions are administered and carried out in any social context may be viewed as implementation.

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<sup>24</sup>Paul Miller, "A Comparative Analysis of the Decision-making Process in Community Organization Toward Major Health Goals" (unpublished Doctor's thesis, Michigan State College, 1953) pp. 45-56.

In most instances it is easy to declare goals; it is in the attempt to carry out decisions that departures between goals and their implementation seem to exist. Teachers find that not only is it necessary to take action, but rather that there are specific, appropriate ways for them to conduct themselves in making decisions. Much of the difficulty of decision-making results from attempts to validate the decisions made, both to themselves and to others.

## II. DECISION-MAKING AND MANAGEMENT

Decision-making is the focal point of management. Management in its skeletal form is deciding; deciding which resources from those available that will be used to achieve the particular purposes desired.

Gross and Crandall define management as

...a series of decisions making up the process of using... resources to achieve...goals. The process consists of three more or less consecutive steps: planning; controlling the various elements of the plan while carrying it through, whether it is executed by oneself or by others; and evaluating results preparatory to future planning...it is a mental process...<sup>25</sup>

Bradford and Johnson see management as

...a mental process, a concentration of desires, a will power. Management functions when (one) is (1) observing and conceiving ideas; (2) analyzing with further observations; (3) making decisions on the basis of analysis; (4) taking action; and (5) accepting responsibilities.<sup>26</sup>

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<sup>25</sup>Irma H. Gross and Elizabeth W. Crandall, Management For Modern Families (New York: Appleton-Century-Crofts, Inc., 1954), p. 4.

<sup>26</sup>Lawrence A. Bradford and Glenn L. Johnson, Farm Management Analysis (New York: John Wiley & Sons, Inc., 1953), p. 3.

The need for management exists because situations are in a continuous flux of change. The ability to adjust to change so that desired, anticipated outcomes may be reached is dependent upon the degree of certainty with which one can anticipate consequences. This is dependent upon the completeness of information or knowledge that is possessed by the decision-maker.

With change and imperfect knowledge obviously so important, (individuals) must continually learn and adjust. As a consequence, they must spend time learning and making decisions on the basis of what they learn. The essence of management is the process of learning and adjusting.<sup>27</sup>

Johnson hypothesized that managers find themselves in any one of five different knowledge situations when they are in a decision-making position. The five situations are:

- (1) Perfect knowledge, or at least the conviction that knowledge is nearly enough perfect to act as if it were perfect.
  - (2) Risk
  - (3) Learning
  - (4) Inaction
  - (5) Forced action<sup>28</sup>
- Imperfect Knowledge

A beginning teacher of home economics often finds herself in an imperfect knowledge situation as she manages her classes. When she finds herself in a situation in which she feels that her present knowledge is good enough for her to take action and that additional

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<sup>27</sup>Glenn L. Johnson and Cecil B. Haver, Decision-Making Principles in Farm Management, Kentucky Agricultural Experiment Station Bulletin 593, January, 1953, p. 7.

<sup>28</sup>Glenn L. Johnson, Managerial Concepts for Agriculturalists, Kentucky Agricultural Experiment Station Bulletin 619, July, 1954, p. 11.



knowledge concerning the decision is not worth the cost of acquiring or learning it she is in a risk situation. She is in a learning situation when the action being considered is postponed until she has learned more because she feels that what she can learn is worth more than the cost of learning it. An inactive situation exists when what she knows is not sufficient for taking positive action and yet she feels that the cost of learning has less value than what would be learned; in this case she neither acts nor tries to learn. In the forced action situation some outside influence forces her to act even though her existing state of knowledge is inadequate and she knows that if time were available more knowledge could be acquired at a cost less than its value.

The choice as to whether one will take varying degrees of risk in arriving at a solution to a problem is a managerial task. To act is to decide.

...the distinction between risk and uncertainty is subjectively determined, i.e., a manager sets up a standard of accuracy suitable to him in his situation. When he has acquired this degree of knowledge or accuracy, he acts on a risk basis--until he has it, he does not act. Action, therefore, is a managerial task.<sup>29</sup>

Along with making the decision toward a specific action the manager is responsible for assuming responsibility for the action; he is responsible, in varying degrees, for the consequences of his decisions. Thus management comprises the making of decisions in relation to what one perceives in a problem situation, making decisions relative

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<sup>29</sup>Ibid., p. 12.

to analyzing this situation, making a choice in terms of course of action, taking action, and assuming responsibility for the action. Each of these facets of the management process involves decision-making.

Each step in management requires a number of subsequent and/or successive decisions. Whether one plans, controls a plan in action, or evaluates one must seek alternatives, think through each alternative to its solution, and select that alternative which will best result in the consequences desired.

Gross and Crandall<sup>30</sup> point out that of the three steps in management, planning is the best recognized and most commonly used; evaluation is next best understood and employed although in reality it is usually less formally executed than planning; the control step, which includes putting the plan in action and checking and making adjustments, if necessary, is probably least recognized or understood.

Within any social context certain designated individuals are given the power to make certain decisions. In social organizations such as the school certain decisions are made by individuals who possess authority or influence.

The capacity of authority is that body of rights and privileges belonging to certain roles...(A role of importance) is that of office. Office refers to the separation of the members-at-large of an organization and the positions of leadership within it which express the collective aims of the total group...authority results from an awareness of the members-at-large and the office-holder, alike, that when the latter issues an order the collective interests of the organization are being served.<sup>31</sup>

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<sup>30</sup>Gross, op. cit., pp. 69-80.

<sup>31</sup>Paul A. Miller, Community Health Action (East Lansing, Michigan: The Michigan State College Press, 1953), p. 15.

The capacity of influence is primarily that collection of relevant resources and proficiencies which the maker of decisions brings...respect...time...subject matter competence...organizational skill...<sup>32</sup>

A teacher of home economics within a particular school, because of her occupational role, is imbued with both the authority and influence to make certain decisions. The teacher of home economics, within the framework of her home economics classroom, is the individual to whom school officials have delegated the responsibility for making decisions in relation to classes in home economics. She is the manager of that classroom in the sense that she directs and guides the activities that take place there.

Barnard draws lines of demarcation between private decisions that individuals make and the organizational decisions they are delegated to make.

These two kinds of decisions...organization decisions and personal decisions...are chiefly to be distinguished as to process by this fact: that personal decisions cannot ordinarily be delegated to others, whereas organization decisions can often if not always be delegated...often the responsibility for an organization decision is not a personal responsibility until assigned.<sup>33</sup>

The teacher of home economics, in the organizational position of manager of her classroom, is under obligation to make decisions within the approximately defined limits of her classroom. According to Barnard<sup>34</sup> occasion for decision-making originates from authoritative

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<sup>32</sup>Ibid., pp. 15-17.

<sup>33</sup>Chester I. Barnard, The Functions of the Executive (Cambridge, Mass.: Harvard University Press, 1938), p. 169.

<sup>34</sup>Ibid., pp. 188-199.

communications from superiors; from cases referred for decisions by subordinates; or from cases originating by the initiative of the manager concerned. Applied to the position of the teacher of home economics this means that occasions for decision-making arise for her when she makes decisions in relation to carrying out instructions or responsibilities that are delegated to her by school administrators or other teachers who occupy a superior ascribed status, in relation to pupil-teacher relationships and in relation to those situations when she personally decides to do something that she thinks needs to be done or corrected in order to achieve a goal in home economics. Most decisions made by the teacher of home economics fall into the latter category. They include decisions relative to what and how to teach, use of class time, choice of teaching materials and the like.

Because the teacher of home economics is the manager of her classroom the ultimate decisions that result in the achievement of the goals in home economics for that class are primarily hers to make. The effectiveness of her management is exemplified in the decisions she makes.

### III. THE MANAGERIAL ROLE OF THE TEACHER OF HOME ECONOMICS

All management requires the choice and use of resources to achieve specified goals. Decision-making is evoked in determining which resource one will use in achieving a goal as well in the process of using the particular resource. The teacher of home economics in her particular school setting is the manager of her classroom. She must

manage both human and nonhuman resources in order to achieve those goals of home economics education which she believes are important. The kinds of choices she makes relative to the use of the resources available to her will influence the kind and caliber of learning which will take place in her classroom.

The teacher of home economics, like all other teachers, must manage the human resources of time, energy, interests, abilities, skills, knowledge, and attitudes of self and others. Not only is the teacher of home economics obligated to manage human resources well, but also, because of the nature of her teaching, she is charged with the responsibility of helping the pupils in her class learn to manage human resources in order to achieve the goals and purposes of home economics. A large measure of the teaching of home economics is devoted to helping girls and/or boys learn to use human resources in such a manner that they are and will be able to achieve the kinds of goals they desire for living in their present family as well as establish patterns for living in their future families.

The teacher of home economics is also charged with managing a number of kinds of nonhuman resources if she is to effectively accomplish her teaching role. Like all other teachers she must manage the nonhuman resources of money, materials and school-community facilities. Her responsibility in the management of these resources is a large part of her teaching position, for the teaching of home economics involves continuous, daily use of each of these resources.

No studies have been conducted on the managerial role of the teacher of home economics. Findings relative to problems of beginning teachers of home economics suggest that she must play an important managerial role if she is to be an effective teacher of home economics.

Roskie,<sup>35</sup> in a study of the home economics program for beginning teachers found that the beginning teacher was expected to be able to do critical thinking, choose wise leaders within her classroom groups, and organize and manage these groups so that desirable group goals might be attained. She found that a large part of the beginning teacher's job was concerned with making judgments in a variety of kinds of management areas. These management problems included responsibility for the department budget, effectively using the material resources in the home economics room, maintaining order and efficiency as well as planning for physical improvement of the department itself.

Jones,<sup>36</sup> in a follow-up study of beginning teachers of home economics in Wisconsin found that they experienced problems in managing their classrooms. Major areas of management problems that she identified were: (1) managing to work within the limitations of inadequate time and space; (2) managing the use and care of home economics equipment; (3) managing to use references; and (4) managing laboratory type classes.

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<sup>35</sup> Gertrude Roskie, "The Homemaking Program for the Beginning Teachers" (unpublished Doctor's thesis, Stanford University, 1953).

<sup>36</sup> Agnes Jones, "A Follow-up Study of Beginning Teachers Graduated from the University of Wisconsin to Ascertain Education Needs" (unpublished Doctor's thesis, University of Wisconsin, 1954).

Luehning,<sup>37</sup> in a study of competencies of the homemaking teacher, identified the competency of ability to use facts and process specific to the teaching of homemaking as one of the major competencies a home economics teacher should possess. This is primarily a management competency. According to Luehning it incorporates: (1) creating a homelike atmosphere in the department of home economics; (2) being familiar with a variety of kinds of equipment and materials; (3) exercising principles of functional room arrangement; (4) maintaining permanent facilities, furnishings and equipment; (5) working well in a physical routine; and (6) having ability to administer the required portion of the department business affairs.

#### IV. MAJOR CONCEPTS OF DECISION-MAKING AND MANAGEMENT

The major concepts concerning decision-making as related to the managerial role which were identified from the review of current literature and research and were used as a basis for this study were:

1. Decision is a conscious choice of one behavior alternative from among a number of two or more behavior alternatives.

2. Decision-making is not a static entity but rather a dynamic process consisting of at least six steps: (1) recognizing of a situation that demands a decision; (2) seeking of possible alternatives to resolve the problem; (3) thinking through each alternative in terms of consequences; (4) making a choice from among the alternatives;

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<sup>37</sup>Luehning, op. cit., p. 94.

(5) taking action to carry through the choice; and (6) accepting some responsibility for the consequences of the choice.

3. Decision-making is related to the individual's image of his role in particularized situations.

4. Decision-making is the focal point of the management process.

5. The management process consists of three basic steps: (1) planning; (b) controlling the plan in action; and (3) evaluating; each step is in reality based on a successive series of decisions.

6. The teaching of home economics involves the managing of a home economics classroom; viz., the ability to assume the managerial role is an important competency for the beginning teacher of home economics.



## CHAPTER III

### DESCRIPTION OF PROCEDURES AND TREATMENT OF THE DATA

Decision-making in relation to the management of classes by beginning teachers of home economics was examined in order to secure data to support or refute three hypotheses:

1. The number and kinds of decisions related to management in classes of home economics will vary among beginning teachers.
2. Decision-making in relation to management classes by beginning teachers of home economics is related to factors of:  
(1) length of time needed to arrive at closure in decision-making; (2) ease with which closure is reached in decision-making; (3) autonomy in making decisions; (4) knowledge and information available for arriving at a decision; and (5) the expectations of the managerial role of the teacher of home economics held by the beginning teacher.
3. The satisfaction resulting from decisions made in relation to management in classes of home economics will vary among the beginning teachers.

The procedures which were used in this study and the treatment of the data are discussed in this chapter. These procedures may be described as: (1) selection of the group for study; (2) development

of instruments for studying decisions related to management in home economics classes; (3) collection of the data and (4) tabulation and treatment of the data.

## I. SELECTION OF THE GROUP FOR STUDY

Participating beginning teachers of home economics. A selected group of beginning teachers of home economics was used for this study. The group met the following criteria:

1. Each of the beginning teachers of home economics was a graduate of the home economic education curriculum of Michigan State University.
2. Each of the beginning teachers of home economics had graduated in the spring of 1955.
3. Each of the beginning teachers of home economics was teaching in the lower peninsula of Michigan in the 1955-56 school year.

Twenty-seven beginning teachers of home economics met these criteria.

Invitations to participate in the study were extended in February, 1956, by the research worker and the chairman of home economics education at Michigan State University to the administrator in the local school in which the beginning teacher was located. If the local administrator were willing that the beginning teacher of home economics in his school participate in the study he extended the invitation to her. If she were willing to participate in the study she,

then, in turn, contacted the research worker. The letters sent to the local administrator and to the beginning teacher of home economics are included in Appendix, pages 152 and 153..

Twenty-four of the twenty-seven beginning teachers of home economics accepted the invitation to participate in the study. A study of Table I suggests that the beginning teachers in this group were teaching in a variety of kinds of schools in Michigan.

TABLE I  
KINDS OF SCHOOLS IN WHICH BEGINNING TEACHERS OF  
HOME ECONOMICS WERE EMPLOYED

| Kind of school                        | Number of teachers | Per cent of group<br>N-24 |
|---------------------------------------|--------------------|---------------------------|
| Combination junior-senior high school | 12                 | 50.0                      |
| Senior high school                    | 7                  | 29.2                      |
| Junior high school                    | 4                  | 16.7                      |
| Special school*                       | 1                  | 4.1                       |

\* School for the Deaf

The beginning teachers in the selected group were teaching in a variety of types of classes in home economics. Some of the group were teaching home economics to sixth, seventh, or eighth grade pupils. At the senior high school level, some beginning teachers were teaching Homemaking I, Homemaking II, Homemaking III, Homemaking IV, and Home and Family Living classes. Two teachers had classes for adults.

Fourteen of the twenty-four had responsibility for Future Homemakers of America chapters. Some classes included boys only, some girls only, and some included both boys and girls at all grade levels. A study of Table II shows that the beginning teachers in this group were teaching a variety of types of classes in home economics.

The beginning teachers in the group were teaching a total of 2281 boys and girls. The number of classes in home economics taught by each teacher ranged from three to six. Five out of twenty-four teachers taught six classes each day. Eleven of the twenty-four taught five classes daily. Table III illustrates the number of classes taught daily and the total number of pupils taught by each beginning teacher in the group studied.

The kinds of classrooms in home economics in which the beginning teachers worked varied. One-half of the teachers were teaching in all purpose classrooms where all phases of home economics could be taught. Two of the twenty-four were teaching in a house and ten of the twenty-four were teaching in a foods, clothing, and/or home living rooms. The kinds of classrooms being used by beginning teachers of home economics is summarized in Table IV.

Eleven of the twenty-four teachers in the group were the only teacher of home economics in the school. Four of the group taught in two-teacher departments; six were teaching in department of home economics which had three or more teachers. The number of teachers of home economics in the department varied in the schools in which this group of beginning teachers was teaching. Table V indicates the

TABLE II

## KINDS OF CLASSES IN HOME ECONOMICS BEING TAUGHT BY BEGINNING TEACHERS

| Kind of class          |    | Number of<br>teachers | Per cent of group<br>N-24 |
|------------------------|----|-----------------------|---------------------------|
| Sixth grade            |    | 1                     | 4.1                       |
| Girls only             | 1  |                       | 4.1                       |
| Boys only              | 1  |                       | -                         |
| Boys and girls         | -  |                       | -                         |
| Seventh grade          |    | 10                    | 41.7                      |
| Girls only             | 5  |                       | 20.8                      |
| Boys only              | -  |                       | -                         |
| Boys and girls         | 5  |                       | 20.8                      |
| Eighth grade           |    | 13                    | 54.1                      |
| Girls only             | 9  |                       | 37.5                      |
| Boys only              | -  |                       | -                         |
| Boys and girls         | 4  |                       | 16.7                      |
| Homemaking I           |    | 19                    | 79.1                      |
| Girls only             | 18 |                       | 75.0                      |
| Boys only              | 1  |                       | 4.1                       |
| Boys and girls         | -  |                       | -                         |
| Homemaking II          |    | 13                    | 54.1                      |
| Girls only             | 13 |                       | 54.1                      |
| Boys only              | -  |                       | -                         |
| Boys and girls         | -  |                       | -                         |
| Homemaking III         |    | 10                    | 41.7                      |
| Girls only             | 10 |                       | 41.7                      |
| Boys only              | -  |                       | -                         |
| Boys and girls         | -  |                       | -                         |
| Homemaking IV          |    | 3                     | 12.5                      |
| Girls only             | 3  |                       | 12.5                      |
| Boys only              | -  |                       | -                         |
| Boys and girls         | -  |                       | -                         |
| Home and family living |    | 1                     | 4.1                       |
| Girls only             | -  |                       | -                         |
| Boys only              | -  |                       | -                         |
| Boys and girls         | 1  |                       | 4.1                       |
| Adults                 |    | 2                     | 8.3                       |
| Future homemakers      |    | 14                    | 58.3                      |

TABLE III  
NUMBER OF CLASSES AND PUPILS TAUGHT BY INDIVIDUAL  
BEGINNING TEACHERS OF HOME ECONOMICS

| Teacher | Number of classes<br>taught daily | Total number<br>of pupils |
|---------|-----------------------------------|---------------------------|
| A       | 5                                 | 153                       |
| B       | 6                                 | 128                       |
| C       | 5                                 | 117                       |
| D       | 3                                 | 77                        |
| E       | 6                                 | 117                       |
| F       | 4                                 | 64                        |
| G       | 5                                 | 112                       |
| H       | 5                                 | 90                        |
| I       | 3                                 | 70                        |
| J       | 4                                 | 40                        |
| K       | 5                                 | 65                        |
| L       | 4                                 | 79                        |
| M       | 5                                 | 84                        |
| N       | 5                                 | 92                        |
| O       | 6                                 | 110                       |
| P       | 5                                 | 114                       |
| Q       | 4                                 | 66                        |
| R       | 5                                 | 98                        |
| S       | 6                                 | 95                        |
| T       | 6                                 | 119                       |
| U       | 4                                 | 85                        |
| V       | 4                                 | 74                        |
| W       | 5                                 | 78                        |
| X       | 5                                 | 75                        |
| Total   | 115                               | 2281                      |

TABLE IV  
KINDS OF CLASSROOMS OF HOME ECONOMICS IN WHICH  
BEGINNING TEACHERS WORKED

| Kind of classroom                                        | Number of teachers | Per cent of group<br>N-24 |
|----------------------------------------------------------|--------------------|---------------------------|
| All purpose                                              | 12                 | 50.0                      |
| Separate room for foods,<br>clothing, and/or home living | 10                 | 41.7                      |
| House                                                    | 2                  | 8.3                       |

number and percent of beginning teachers of home economics teaching in departments of home economics having one, two, three or more teachers.

TABLE V  
KINDS OF DEPARTMENTS OF HOME ECONOMICS IN WHICH  
BEGINNING TEACHERS WORKED

| Kind of department     | Number of teachers | Per cent of group<br>N-24 |
|------------------------|--------------------|---------------------------|
| One teacher            | 11                 | 45.9                      |
| Two teachers           | 4                  | 16.7                      |
| More than two teachers | 6                  | 25.0                      |

Twelve of the beginning teachers in the group were married, six were engaged, and six had no immediate plans for marriage. The marital status of the group is summarized in Table VI.

— 1 —

— 2 —

— 3 —

— 4 —

— 5 —

— 6 —



TABLE VI  
MARITAL STATUS OF BEGINNING TEACHERS OF HOME ECONOMICS

| Marital status     | Number | Per cent of group<br>N-24 |
|--------------------|--------|---------------------------|
| Married            | 12     | 50.0                      |
| Engaged            | 6      | 25.0                      |
| No immediate plans | 6      | 25.0                      |

Ten of the beginning teachers of home economics in the group were reared on the farm; nine in small towns, and five in the city. The areas in which the beginning teachers in the study were reared is summarized in Table VII.

TABLE VII  
AREAS WHERE BEGINNING TEACHERS OF HOME ECONOMICS WERE REARED

| Area       | Number | Per cent of group<br>N-24 |
|------------|--------|---------------------------|
| Farm       | 10     | 41.7                      |
| Small town | 9      | 37.5                      |
| City       | 5      | 20.8                      |

The ordinal positions in the family held by the beginning teachers in the group were fairly representative. Nine of the twenty-four were oldest children, six were youngest, eight were middle, and

one was an only child. Ordinal positions held in the family by the beginning teachers in the group are summarized in Table VIII.

TABLE VIII  
ORDINAL POSITIONS IN THE FAMILY HELD BY  
BEGINNING TEACHERS OF HOME ECONOMICS

| Position | Number of teachers | Per cent of group<br>N-24 |
|----------|--------------------|---------------------------|
| Oldest   | 9                  | 37.2                      |
| Middle   | 8                  | 33.3                      |
| Youngest | 6                  | 25.0                      |
| Only     | 1                  | 4.1                       |

The beginning teachers in the group studied showed similarity in the reasons that they stated for choosing the teaching of home economics as a profession. Sixteen of the twenty-four stated as a reason for the choice of the teaching of home economics as a career, the enjoyment of the kinds of subject matter taught in home economics; i.e., "...studying practical subjects like foods and clothing." Five of the twenty-four indicated that they chose to be teachers of home economics because they liked to work with people and wanted to help them be better family members. Three of the twenty-four stated that they chose the teaching of home economics as a profession because it combined so easily with marriage. The reasons for choosing the teaching of home economics as a professional career are grouped in Table IX.

100-100000

TABLE IX  
REASONS STATED BY BEGINNING TEACHERS FOR CHOOSING THE  
TEACHING OF HOME ECONOMICS AS A PROFESSION

| Reasons                                                                | Number of teachers | Per cent of group<br>N-24 |
|------------------------------------------------------------------------|--------------------|---------------------------|
| Liked subject matter in home economics, especially foods and clothing. | 16                 | 66.6                      |
| Liked possibilities for combining home economics with marriage         | 5                  | 20.9                      |
| Liked to work with and help people                                     | 3                  | 12.5                      |

The beginning teachers in this group were generally satisfied with teaching. All of teachers indicated that they liked teaching. Twenty of the twenty-four indicated that they felt satisfied with teaching most of the time; four stated that they felt satisfied with teaching about half of the time. Thirteen of the group indicated that they did not know of any job for which they were qualified that would induce them to leave teaching. Eleven of the twenty-four said that they were not eager to leave teaching but would do so if they could get a better job. Seventeen said that they liked teaching about as well as most people like their jobs; while seven said that they liked teaching better than most people like their jobs. The feelings that the beginning teachers in this group had about the teaching are summarized in Table X.

TABLE X  
ATTITUDES OF BEGINNING TEACHERS OF HOME ECONOMICS  
CONCERNING TEACHING

| Attitudes                                                         | Number of teachers | Per cent in group<br>N-24 |
|-------------------------------------------------------------------|--------------------|---------------------------|
| Like teaching                                                     | 24                 | 100.0                     |
| Do not like teaching                                              | -                  | -                         |
| Indifferent to teaching                                           | -                  | -                         |
| Liked teaching most of the time                                   | 20                 | 83.3                      |
| Liked teaching about half of the time                             | 4                  | 16.7                      |
| Seldom liked teaching                                             | -                  | -                         |
| Did not know of any job which would induce them to leave teaching | 13                 | 54.1                      |
| Not eager to leave teaching, but would for better job             | 11                 | 45.9                      |
| Would take any job other than teaching                            | -                  | -                         |
| Liked teaching as well as others liked their jobs                 | 17                 | 70.9                      |
| Liked teaching better than most people liked their jobs           | 7                  | 29.1                      |
| Disliked teaching more than others disliked their jobs            | -                  | -                         |

## II. DEVELOPMENT OF INSTRUMENTS FOR STUDYING DECISION-MAKING RELATED TO MANAGEMENT IN CLASSES OF HOME ECONOMICS

Techniques for discovering some of the available instruments used for identifying and studying decision-making and factors related to decision-making. An examination of the literature revealed few instruments which had been used for studying decision-making.

Hazel Huston Price,<sup>1</sup> in a study made to determine the ability of high school students of home economics to make wise decisions used a model analysis device. A decision situation was set up. In the model the problem was broken down into: (1) all facts to be considered; (2) motivating values functioning; (3) types of personal resources at stake in the decision. This model was used by each girl in working out a similar analysis of her own concerning a recent decision. Through the use of the device Price was able to sample the kinds of decisions made by adolescent girls, the kinds of facts used to support the decisions, and the kinds of values frequently evoked.

Examination of opinion polling market research indicated a widespread use of sample interviews, case studies, sample surveys and personal interviews to study the decision-making process. A general characteristic of the instruments was the use of open-end questions.

Sections of the questionnaire discussed by Katz and Lazarsfeld,<sup>2</sup> in their study of personal influence in decision-making, were examined to find means for ascertaining the factors that seemed related to the decision-making process. Questions relative to the impact of "reason for change" seemed applicable for examining the decision-making process in relation to management in classes of home economics.

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<sup>1</sup>Hazel Huston Price, "Securing Valid and Reliable Evidence of the Ability of the Adolescent Girl to Make Intelligent Decisions Concerning the Use of Personal Resources." (unpublished Doctor's thesis, Ohio State University, 1938), pp. 42-51.

<sup>2</sup>Elihu Katz and Paul E. Lazarsfeld, Personal Influence (Glencoe, Illinois: The Free Press, 1955), pp. 340-352.

Initial stage of instrument development. The first stage of instrument development consisted of devising a simple outline consisting of four steps for examining the decisions made in managing a class of home economics. The steps were: (1) describe a situation related to the management of your class that required a decision; (2) state several ways that you considered for solving the problem; (3) state the way you chose to use; (4) give your reasons for choosing this particular way; and (5) state how you felt about your choice. The research worker visited with a local teacher of home economics, explained decision-making to her, and secured her cooperation in using the above outline for examining decisions she made in relation to the management of her classes in home economics. A copy of this first decision outline appears in Appendix, page 154. An analysis of the decisions made by the local teacher of home economics was made. The weaknesses and strengths of the outline form for recording decisions were discussed with the local teacher of home economics. The analysis of the recorded decisions and the discussion were used as bases for devising the decision log.

Decision-Log. A decision log for recording the management decisions relative to classes in home economics was devised. The log consisted of two forms: (1) Form A to be used for recording daily decisions; and (2) Form B, to be used for recording weekly decisions. Both forms were identical in that the same kinds of information was sought in each. A sample of Decision Log, Forms A and B appear in Appendix, pages 155 and 156.

Focused Interview Schedule. The focused interview schedule was devised with the intent to probe more deeply into the management decisions recorded by the beginning teachers of home economics. Merton and Kendall<sup>3</sup> have differentiated the focused interview from the general or diffuse type of interview by noting that the focused interview has characteristics of: (1) it takes place with persons known to have been involved in a particular situation; (2) it refers to situations which have been analyzed prior to the interview; (3) it proceeds on the basis of an interview guide which outlines the major areas of inquiry and the hypotheses which locate pertinent data to be secured during the interview; and (4) it is focused on the subjective experiences regarding a particular situation. A sample of the first focused interview schedule developed to secure subjective feelings about decisions relative to management in home economics classes by beginning teachers appears in Appendix, pages 157-165.

Preliminary study. The Decision Log, Forms A and B, and the Focused Interview Schedule were used in a preliminary study in which five second year teachers in the Lansing area, who were Michigan State University graduates of home economics education participated. Data from the preliminary study were secured in the fall of 1955 and were used in revising the instruments and procedures used for collecting data.

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<sup>3</sup>Robert K. Merton and Patricia L. Kendall, "The Focused Interview," American Journal of Sociology, LI (May, 1946), pp. 541-557.



Minor revisions were made in the Decision Log, Forms A and B; teachers were asked to record daily decisions only rather than to make a distinction between daily and weekly decisions. A sample of the revised Decision Log, Form A and B appears in Appendix, pages 166 and 167.

The Focused Interview Schedule was revised by re-arranging the sequence of questions, and the deleting and rephrasing of some of the open-ended responses. The major change made in the Focused Interview Schedule was made in the sections geared toward securing factors which were related to the decision-making process. Factors were secured from each teacher that related to decision-making in management of her classes in home economics generally, rather than to the ways in which each factor related to each decision she made and recorded. This change resulted in reducing the time for conducting the interview from over two hours to slightly over one and one-half hours. The revised Focused Interview Schedule appears in Appendix, pages 168-181.

### III. COLLECTION OF THE DATA

Collection of recorded data on decisions related to management in classes of home economics. After each of the beginning teachers who was willing to participate in the study notified the research worker, a letter and a packet of materials was mailed to her. This letter explained the teacher's role in the study and prepared the way for the follow-up focused interview. The packet contained: (1) an explanation of decision-making related to management in classes of home economics; (2) three illustrations of management decisions made

relative to classes in home economics; (3) a supply of Decision Log, Forms A and B; and (4) directions for recording management decisions on the Decision Log, and for mailing the Decision Logs to the research worker. A sample of the packet materials appears in Appendix, pages 182-187.

Participating beginning teachers of home economics were asked to record the decisions related to management which they made each day, for one week, on the Decision Log, Form A. At the end of the week the Decision Logs were mailed to the research worker. One week was allowed to elapse, then the teachers were asked to record each day, for a second week, the decisions related to management in classes of home economics and to mail these Decision Logs to the research worker. All teachers recorded decisions related to management in classes of home economics for the same intermittent two week period. With the return of the final packet of Decision Logs the teachers were requested to include a schedule of their classes and to indicate a convenient date for the research worker to visit the teacher's classes and conduct the focused interview.

Field visits with the participating teachers. After each of the beginning teachers of home economics had returned her recorded management decisions the research worker contacted her and with her, planned a time for visiting her and conducting the focused interview.

As previously arranged, the investigator was able to observe the classes in home economics which were in session while she was visiting in the school. One or two classes of home economics taught

by each of the participating teachers was observed by the investigator. Notes were taken during the observation concerning: (1) type and arrangement of the classroom; (2) appearance of the room; (3) management responsibilities being assumed by pupils; (4) management responsibilities being assumed by the teacher; and (5) method of teaching being used. Observation records were utilized in the study only to reassure the research worker to some extent of the validity of decisions relative to management in classes of home economics.

Each of the beginning teachers of home economics had arranged for a two-hour period when she was free to participate in the focused interview with the research worker. The focused interview was conducted after-school in nineteen of the cases, and during the teacher's free hours in five instances. All information relative to decision-making gathered during the focused interview was recorded in the interview schedule in the presence of the teacher. Teachers were given an opportunity to "talk out" some of the decisions beyond the information sought by the investigator. No attempt was made to record the details of these discussions which were unrelated to the information needed.

During the initial period of the focused interview the investigator sought to gain rapport with the beginning teacher by commenting on a particularly interesting observation she had made while she visited the teacher's class. Appreciation was expressed to the teacher for keeping the Decision Logs and returning them to the research worker. (The teachers generally expressed a high interest in being able to participate in the study. Seven commented on the value they derived

from making themselves look at and analyze the kinds of decisions they were actually making in relation to their classes in home economics. They seemed to feel that analyzing decisions helped them become more aware of their real goals in teaching.)

After rapport had been reached, the investigator explained the purpose of the focused interview. Inasmuch as was possible the wording expressed in Introduction, Focused Interview Schedule was used. See Appendix, page 169.) The research worker then handed the teacher a typewritten list of the situations that she had recorded which needed a management decision and the decision that she had said she had made. These management situations and decisions had been compiled from the Decision Logs which each individual teacher had returned to the investigator. The typewritten list of management situations and decisions were used by each teacher to recall the decisions she had recorded on the Decision Logs.

At the end of the focused interview the investigator thanked the teacher for her willingness to participate in the study. Appreciation was expressed for the cooperation the teacher had shown in recording decisions relative to classroom management and returning them to the research worker on the dates requested.

#### IV. TABULATION AND TREATMENT OF THE DATA

Method of tabulation of data. All data were hand tabulated. Data for each teacher were kept separate in manila folders. Supplementary data, such as number and size of classes, types of classrooms in home

economics, number of teachers in the department of home economics, ordinal position of the teacher in the family, marital status, feelings about teaching, area where teacher was reared, and reasons for choosing the teaching of home economics as a career, were organized and classified for the group as a whole.

Treatment of the data. The following procedures were used in the treatment of data from the Decision Logs: (1) the number of decisions and alternatives per decisions were counted for each beginning teacher and for the group as a whole, (2) the kinds of decisions were classified into the areas of "how to teach," "use of time," "discipline," "care and use of room, materials, and equipment," "interruptions," "what to teach," and "money"; the per cent of decisions in each of these areas was determined for each individual teacher and for the group as a whole, (3) the per cent of satisfying and dissatisfying decisions was determined for each individual teacher and for the group as a whole, and (4) reasons for satisfactions and dissatisfaction were classified and summarized for individual teachers and the group as a whole.

The following procedures were used in the treatment of the data from the Focused Interview Schedule: (1) the per cent of responses for each item were determined for each individual teacher and for the group as a whole, (2) reasons for feelings concerning each item were classified and summarized for each beginning teacher and for the group as a whole and (3) comments on open-ended questions were classified and summarized for each individual teacher and for the group as a whole.

## CHAPTER IV

### NUMBER AND KINDS OF DECISIONS RELATED TO MANAGEMENT IN CLASSES OF HOME ECONOMICS MADE BY BEGINNING TEACHERS

The number and kinds of decisions related to management in classrooms of home economics made by beginning teachers were studied and are discussed in this chapter. The descriptions of decisions made relative to management in classes of home economics were based on data secured from the records of decision logs kept by twenty-four beginning teachers. The data covered in the decision logs included: (1) a statement of the situation requiring a management decision, (2) a listing of the possible alternatives considered in arriving at a decision, and (3) a statement of the decision made. The decision logs were kept for a two week teaching period.

Number of decisions related to management in classes of home economics made by beginning teacher. During the two week period in which records were kept of decisions related to management the twenty-four beginning teachers made and recorded a total of 343 management decisions. The number of decisions made by each of the twenty-four is shown in Table XI.

The greatest number of decisions made and recorded by any one teacher was thirty-one; the least number of decisions made and recorded was three. The median number of decisions related to management in

TABLE XI  
NUMBER OF DECISIONS RELATED TO MANAGEMENT IN CLASSES OF HOME ECONOMICS  
MADE AND RECORDED BY BEGINNING TEACHERS

| Teacher | Number of decisions<br>made and recorded |
|---------|------------------------------------------|
| A       | 31                                       |
| B       | 14                                       |
| C       | 30                                       |
| D       | 9                                        |
| E       | 16                                       |
| F       | 7                                        |
| G       | 31                                       |
| H       | 10                                       |
| I       | 15                                       |
| J       | 18                                       |
| K       | 18                                       |
| L       | 14                                       |
| M       | 9                                        |
| N       | 21                                       |
| O       | 12                                       |
| P       | 13                                       |
| Q       | 6                                        |
| R       | 9                                        |
| S       | 18                                       |
| T       | 5                                        |
| U       | 4                                        |
| V       | 3                                        |
| W       | 11                                       |
| X       | 19                                       |
| Total   | 343                                      |
| Median  | 13.5                                     |
| Mean    | 14.3                                     |

home economics classes made and recorded by beginning teachers was thirteen and one-half.

Number of alternatives considered in making decisions related to management in home economics classrooms. The number of possibilities or alternatives considered for each situation before arriving at a choice varied among the beginning teachers. The number of alternatives listed for each recorded decision by each of the twenty-four beginning teachers is shown in Table XII. The number of alternatives considered in making management decisions ranged from two to seven.

The specific situation requiring a decision where seven alternatives were considered was a decision related to the use of time by this particular teacher. As stated by the teacher it was: "How should I use my free period to best advantage?" The possibilities or alternatives she considered were: "(1) mark tests; (2) clean desk drawers; (3) make plans for the next class; (4) write personal letters; (5) read the newspaper; (6) have coffee and visit with another teacher; or (7) check supplies for food's class." She chose the last alternative listed.

The least number of alternatives considered in making a decision related to management in classroom of home economics was two. Of the total 343 management decisions recorded by the beginning teachers two or three alternatives were listed in two-thirds of the decisions made. Seven alternatives were considered in only one case. The percentage of alternatives considered in arriving at management decisions are summarized in Table XIII.

The number of alternatives considered in arriving at a decision varied among the beginning teachers of home economics. The range in number of alternatives considered is shown with the number of decisions



TABLE XII

NUMBER OF ALTERNATIVES CONSIDERED FOR EACH MANAGEMENT DECISION  
RECORDED BY BEGINNING TEACHERS OF HOME ECONOMICS

| Teacher | Number of alternatives per decision |     |      |      |       |     | Total number of decisions |
|---------|-------------------------------------|-----|------|------|-------|-----|---------------------------|
|         | Seven                               | Six | Five | Four | Three | Two |                           |
| A       | -                                   | 8   | 6    | 12   | 5     | -   | 31                        |
| B       | -                                   | -   | 1    | 5    | 5     | 3   | 14                        |
| C       | -                                   | -   | 12   | 3    | 7     | 8   | 30                        |
| D       | -                                   | -   | -    | 4    | 2     | 3   | 9                         |
| E       | -                                   | -   | -    | 3    | 10    | 3   | 16                        |
| F       | -                                   | -   | -    | 1    | 3     | 3   | 7                         |
| G       | -                                   | 3   | 3    | 2    | 13    | 10  | 31                        |
| H       | -                                   | -   | -    | -    | 10    | -   | 10                        |
| I       | -                                   | -   | -    | 3    | 9     | 3   | 15                        |
| J       | -                                   | -   | 1    | 3    | 11    | 3   | 18                        |
| K       | -                                   | -   | -    | 7    | 11    | -   | 18                        |
| L       | -                                   | -   | 1    | 8    | 5     | -   | 14                        |
| M       | -                                   | -   | -    | 2    | 3     | 4   | 9                         |
| N       | -                                   | 2   | 3    | 9    | 7     | -   | 21                        |
| O       | -                                   | -   | 5    | -    | 4     | 3   | 12                        |
| P       | 1                                   | -   | 1    | 4    | 5     | 2   | 13                        |
| Q       | -                                   | -   | -    | -    | 2     | 4   | 6                         |
| R       | -                                   | -   | -    | 2    | 5     | 2   | 9                         |
| S       | -                                   | -   | -    | 3    | 13    | 2   | 18                        |
| T       | -                                   | -   | -    | -    | 4     | 1   | 5                         |
| U       | -                                   | -   | 1    | -    | 3     | -   | 4                         |
| V       | -                                   | -   | -    | -    | 3     | -   | 3                         |
| W       | -                                   | -   | 2    | 2    | 7     | -   | 11                        |
| X       | -                                   | -   | -    | -    | 12    | 7   | 19                        |
| Total   | 1                                   | 13  | 36   | 73   | 159   | 61  | 343                       |

TABLE XIII  
 PERCENTAGE OF ALTERNATIVES CONSIDERED IN ARRIVING AT DECISIONS  
 RELATED TO MANAGEMENT IN CLASSROOMS IN HOME ECONOMICS  
 BY BEGINNING TEACHERS

| Number of alternatives<br>considered per choice | Total number<br>of decisions | Per cent of<br>alternatives |
|-------------------------------------------------|------------------------------|-----------------------------|
| Two                                             | 61                           | 17.5                        |
| Three                                           | 159                          | 46.4                        |
| Four                                            | 73                           | 21.2                        |
| Five                                            | 36                           | 10.6                        |
| Six                                             | 13                           | 4.1                         |
| Seven                                           | 1                            | .1                          |
| Total                                           | 343                          | 100.0                       |

made and recorded by individual teachers in Table XIV. Of the fifteen teachers who made and recorded over ten decisions, two-thirds considered alternatives in the ranges where the highest number was five or more alternatives. Of the nine teachers who made and recorded ten or fewer decisions, only one considered more than four alternatives.

Situations related to management in classrooms of home economics that required a decision by beginning teachers. Management situations in the areas of (1) care and use of room, materials, and equipment; (2) what to teach; (3) how to teach; (4) discipline; (5) use of time; (6) interruptions; and (7) money required a decision by beginning teachers of home economics. Of the 343 situations requiring a decision, 106, or over 30 per cent, were in the area of "how to teach"; ninety-eight or over 28 per cent were in the area of "use of time"; and

TABLE XIV

RANGE IN NUMBER OF ALTERNATIVES CONSIDERED COMPARED WITH NUMBER OF  
MANAGEMENT DECISIONS MADE AND RECORDED BY EACH BEGINNING TEACHER  
OF HOME ECONOMICS

| Teacher | Number of decisions made<br>by individual teachers | Range of alternatives<br>considered |
|---------|----------------------------------------------------|-------------------------------------|
| A       | 31                                                 | 3-6                                 |
| B       | 31                                                 | 2-6                                 |
| C       | 30                                                 | 2-5                                 |
| D       | 21                                                 | 3-6                                 |
| E       | 19                                                 | 2-3                                 |
| F       | 18                                                 | 3-4                                 |
| G       | 18                                                 | 2-5                                 |
| H       | 18                                                 | 2-4                                 |
| I       | 16                                                 | 2-4                                 |
| J       | 15                                                 | 2-4                                 |
| K       | 14                                                 | 2-5                                 |
| L       | 14                                                 | 3-5                                 |
| M       | 13                                                 | 2-7                                 |
| N       | 12                                                 | 2-5                                 |
| O       | 11                                                 | 3-5                                 |
| P       | 10                                                 | 3-3                                 |
| Q       | 9                                                  | 2-4                                 |
| R       | 9                                                  | 2-4                                 |
| S       | 9                                                  | 2-4                                 |
| T       | 7                                                  | 2-4                                 |
| U       | 6                                                  | 2-3                                 |
| V       | 5                                                  | 2-3                                 |
| W       | 4                                                  | 3-5                                 |
| X       | 3                                                  | 3-3                                 |

sixty-four or over 18 per cent were in the area of "discipline." The number and percentage of decisions in each of the categorized areas are summarized in Table XV.

Individual teachers varied slightly in the areas they identified and recorded as decision-making situations related to management in classes of home economics.

TABLE XV

NUMBER AND PER CENT OF CLASSROOM MANAGEMENT SITUATIONS REQUIRING  
DECISIONS BY BEGINNING TEACHERS OF HOME ECONOMICS

| Situation                                         | Number of<br>situations | Per cent of<br>situations |
|---------------------------------------------------|-------------------------|---------------------------|
| How to teach                                      | 106                     | 30.9                      |
| Use of time                                       | 98                      | 28.6                      |
| Discipline                                        | 64                      | 18.7                      |
| Care and use of room,<br>materials, and equipment | 56                      | 16.1                      |
| Interruptions                                     | 9                       | 2.4                       |
| What to teach                                     | 8                       | 2.3                       |
| Money                                             | 2                       | 1.0                       |
| Total                                             | 343                     | 100.0                     |

Twenty-three out of the twenty-four teachers indicated making decisions related to situations regarding "how to teach." About one-third of all situations requiring a decision had to do with "how to teach." Teachers cited situations like:

"How shall I teach the cuts of meat?"

"How should we study salads?"

"How can I teach them about prices before they start planning their meals?"

"I know we're supposed to pupil-teacher plan. How can I do this so girls will want to have an open-house?"

"How can I possibly help each of the girls with her sewing problems in forty-five minutes?"

"How should I have class learn about breakfasts?"

"How to teach about table manners and not hurt the girls' feelings?"

"How to have the girls evaluate what they have learned about applesauce."

"How should I begin unit on boy-girl relationships. And after I begin it how do I keep it interesting?"

Twenty-one of the twenty-four teachers who kept decision logs identified situations where decisions had to be made in relation to the "use of time." Over 28 per cent of all situations requiring a decision were related to the "use of time." Individual teachers stated situations such as these in relation to time:

"Rolls didn't get finished in time. Should I let the girls skip study hall and stay and finish them?"

"The preceding class didn't finish their foods work on time. How should the next class spend their time?"

"Two girls have finished their assignment. I had planned for them to use all of the class time. What should I do with them?"

"How much time should I allow for the class to finish their present gift project?"

"What to do with class at last minute as I had planned on spending the time going over the test but the kids told me the substitute teacher yesterday did it."

"Had twenty minutes left in the hour with nothing planned. Girl absent who was supposed to present a report as part of the lesson."

"When should I plan for time to get the dish towels done (washed)."

"F.H. (Future Homemakers) initiation is tonight. Nothing has been done. Should I give the girls class time to work on it?"

"An assembly interrupted my class. What should I do with the little time that is left for class?"

"I promised them they could have another pie lesson and there wasn't time to plan."

"Somehow the time plans for our meal preparation classes never works out. What can we do to get done on time?"

"I didn't have time to get things ready for foods lab and therefore we couldn't have it and something else had to be done."

Twenty-one out of twenty-four teachers identified "discipline" situations requiring a decision. Over 18 per cent of all the situations requiring a decision by the total number of beginning teachers studied were in the area of "discipline." Teachers recorded discipline situations such as these:

"What should I do about three girls who are mis-behaving? They are laughing and carrying on when they should be making a foods plan work sheet."

"Class discussion was being consistently interrupted by various groups cutting up. One small group in particular has been getting louder every day."

"A girl is quite "sassy" in her talk to me."

"The girls were supposed to be reading. Two girls were asked several times to read but persisted in looking at their boy friend's pictures."

"What to do about the people who throw flour and sugar in their first class; around the room and at each other."

"The stools in the room were being screwed off and banged around."

"What should I do about girl who is doing her algebra in class instead of sewing on her apron?"

"Boys in this 8th grade group cause me no end of trouble. They are so noisy and loud and can't sit still a minute."

Sixteen of the twenty-four teachers made decisions because of situations due to "care and use of the home economics room, materials and/or equipment." The kinds of situations recorded in this area included:

"Aprons seem to get misplaced so easily. Today we needed to decide how to decrease the number of aprons being lost."

"Some stains had set in the oven. How should they be cleaned?"

"Coffee was spilled on the rug in the living area by an adult group using the room last night. I didn't detect it until this morning. How shall it be cared for?"

"There are not enough books on nutrition for all my pupils. How can I arrange it so what we do have will be used?"

"The room is such a mess after clothing class. Machines not properly put away, threads and scraps all over the place, ironing board out."

"For two weeks now, the dishes, casseroles, pie tins, etc., have been left in the homemaking room from the community basket-ball banquet. No one claims them. Today they have to go."

"For about the tenth time this month two shuttles from the sewing machines are lost. There ought to be some way of getting the girls to replace them in the machine after using them."

The percentage of decision-making situations in the areas of "care and use of room, materials, and equipment," "discipline," "how to teach," "interruptions," "money," "use of time," and "what to teach," are summarized for each teacher in Table XVI.

Management decisions in classes of home economics related to human and nonhuman resources. Human resources were considered to be those of time, energy, and abilities, interests, knowledge and skills of persons. Nonhuman resources were considered to be those of materials, money, and school-community facilities. Decisions around human resources accounted for about nine-tenths of the total number of decisions made by beginning teachers of home economics.

TABLE XVI

PERCENTAGE OF SITUATIONS REQUIRING DECISIONS RELATED TO MANAGEMENT IN CLASSES OF HOME  
ECONOMICS BY BEGINNING TEACHERS

| Teacher | Per cent of situations in areas |                |            |                                                     |               |                  |
|---------|---------------------------------|----------------|------------|-----------------------------------------------------|---------------|------------------|
|         | How to<br>teach                 | Use of<br>time | Discipline | Care and use of<br>room, materials<br>and equipment | Interruptions | What to<br>teach |
| A       | 19.4                            | 29.0           | 22.6       | 19.4                                                | 3.2           | -                |
| B       | 42.7                            | 7.1            | 14.3       | 7.1                                                 | 21.4          | 7.1              |
| C       | 23.3                            | 33.3           | 23.3       | 16.7                                                | -             | 3.3              |
| D       | 55.6                            | -              | 11.1       | 22.2                                                | 11.1          | -                |
| E       | 31.3                            | 37.5           | 12.5       | 12.5                                                | -             | 6.3              |
| F       | 14.3                            | 14.3           | 14.2       | 42.7                                                | -             | 14.3             |
| G       | 6.5                             | 35.5           | 25.8       | 25.8                                                | 3.2           | 3.2              |
| H       | 30.0                            | 30.0           | 10.0       | 30.0                                                | -             | -                |
| I       | 53.3                            | 26.7           | 13.3       | -                                                   | -             | 6.7              |
| J       | 22.2                            | 38.9           | 16.7       | 22.2                                                | -             | -                |
| K       | 44.4                            | 16.7           | 11.1       | 27.8                                                | -             | -                |
| L       | 42.9                            | 35.7           | -          | 21.4                                                | -             | -                |
| M       | 22.2                            | 33.3           | 44.4       | -                                                   | -             | -                |
| N       | 19.1                            | 38.1           | 14.3       | 14.3                                                | 4.8           | 9.5              |
| O       | 58.3                            | 8.3            | -          | 25.0                                                | 8.3           | -                |
| P       | 23.1                            | 53.9           | 15.4       | -                                                   | 7.7           | -                |
| Q       | 16.7                            | 66.7           | 16.7       | -                                                   | -             | -                |
| R       | -                               | 44.4           | 22.2       | 33.3                                                | -             | -                |
| S       | 27.9                            | 27.8           | 22.2       | 22.2                                                | -             | -                |
| T       | 40.0                            | 40.0           | 20.0       | -                                                   | -             | -                |
| U       | 100.0                           | -              | -          | -                                                   | -             | -                |
| V       | 66.7                            | -              | 33.3       | -                                                   | -             | -                |
| W       | 54.5                            | 18.2           | 27.3       | -                                                   | -             | -                |
| X       | 47.4                            | 5.3            | 47.4       | 5.3                                                 | -             | -                |



Nonhuman resources were considered in over one-tenth of the decisions made. Seven out of the twenty-four individuals made and recorded decisions related only to human resources. A study of Table XVII indicates that about 65 per cent of all decisions made and recorded by any one individual beginning teacher were related to the management of human resources.

TABLE XVII

PERCENTAGE OF DECISIONS MADE AND RECORDED BY BEGINNING TEACHERS OF HOME ECONOMICS THAT WERE RELATED TO MANAGING HUMAN AND NONHUMAN RESOURCES

| Teacher | Human resources |          | Nonhuman resources |          |
|---------|-----------------|----------|--------------------|----------|
|         | Number          | Per cent | Number             | Per cent |
| A       | 20              | 64.5     | 11                 | 35.5     |
| B       | 12              | 85.7     | 2                  | 14.3     |
| C       | 26              | 86.7     | 4                  | 13.3     |
| D       | 9               | 100.0    |                    |          |
| E       | 14              | 87.5     | 2                  | 12.5     |
| F       | 8               | 85.7     | 1                  | 14.3     |
| G       | 26              | 83.9     | 5                  | 16.1     |
| H       | 8               | 80.0     | 2                  | 20.0     |
| I       | 15              | 100.0    |                    |          |
| J       | 17              | 94.4     | 1                  | 5.6      |
| K       | 15              | 83.3     | 3                  | 16.7     |
| L       | 12              | 85.7     | 2                  | 14.3     |
| M       | 9               | 100.0    |                    |          |
| N       | 19              | 90.5     | 2                  | 9.5      |
| O       | 11              | 91.7     | 1                  | 8.3      |
| P       | 12              | 92.3     | 1                  | 7.7      |
| Q       | 5               | 83.3     | 1                  | 16.7     |
| R       | 7               | 77.8     | 2                  | 22.2     |
| S       | 14              | 77.8     | 4                  | 22.2     |
| T       | 5               | 100.0    |                    |          |
| U       | 4               | 100.0    |                    |          |
| V       | 3               | 100.0    |                    |          |
| W       | 10              | 90.9     | 1                  | 9.1      |
| X       | 19              | 100.0    |                    |          |

A breakdown of the human and nonhuman resources indicates that individual teachers of home economics were more alike in decision-making related to human resources than nonhuman resources. A study of Table XVIII suggests that over one-half of the group made decisions related to time, abilities, skills, interests and knowledge. The range of individual teachers making decisions related to nonhuman resources was from one to twelve.

Decisions related to the specific steps in the management process; i.e., planning, controlling the plan in action, and evaluating. The planning step in the management process most frequently required decisions by beginning teachers of home economics. A study of Table XIX indicates that of the total of 343 decisions made by beginning teachers, over one-half were concerned with the planning step of the management process; over one-third per cent were concerned with the control step; and over one-tenth per cent were concerned with the evaluation step.

Individual teachers varied in decisions made in relation to the steps in the management process. Eighteen out of twenty-four teachers made decisions in all three steps of the management process. Twenty-three out of twenty-four made decisions related to the planning and control steps but none related to the evaluation step. Only one teacher made decisions relative to only one step in the management process, namely, the planning step. Four out of twenty-four teachers made over one-half of their decisions relative to the control step in

TABLE XVIII

PERCENTAGE OF MANAGEMENT DECISIONS RECORDED BY BEGINNING TEACHERS OF HOME ECONOMICS USING  
RESOURCES OF TIME, ENERGY, MONEY, MATERIALS, ABILITIES, INTERESTS, KNOWLEDGE,  
SKILL AND SCHOOL-COMMUNITY FACILITIES

| Teacher | Time | Energy | Money | Materials | Abilities | Interests | Knowledge | Skills | Facilities |
|---------|------|--------|-------|-----------|-----------|-----------|-----------|--------|------------|
| A       | 16.1 | 6.5    | 3.2   | 19.4      | 6.5       | 19.4      | 12.9      | 3.1    | 12.9       |
| B       | 42.9 | -      | -     | -         | -         | 14.3      | 28.6      | 7.1    | 7.1        |
| C       | 50.0 | -      | -     | -         | 13.3      | 16.7      | 16.7      | 3.3    | -          |
| D       | -    | -      | -     | -         | 11.1      | 33.3      | 44.4      | 11.2   | -          |
| E       | 37.5 | -      | -     | 12.5      | -         | 12.5      | 37.5      | -      | -          |
| F       | 28.6 | 4.3    | -     | 14.3      | 42.9      | 10.0      | -         | -      | -          |
| G       | 51.6 | -      | -     | 9.7       | 3.2       | 25.8      | -         | 3.2    | 6.5        |
| H       | 50.0 | -      | -     | 10.0      | 10.0      | 10.0      | 10.0      | -      | 10.0       |
| I       | 6.7  | -      | -     | -         | 6.7       | 20.0      | 60.0      | 6.6    | -          |
| J       | 33.3 | -      | -     | 11.1      | 16.7      | 22.2      | 11.1      | 5.6    | -          |
| K       | 33.3 | -      | -     | 11.1      | 5.6       | 5.6       | 33.3      | 5.6    | 5.6        |
| L       | 42.9 | -      | -     | 14.3      | -         | -         | 35.7      | 7.1    | -          |
| M       | 33.3 | -      | -     | -         | -         | 44.5      | 22.2      | -      | -          |
| N       | 38.1 | 9.5    | -     | -         | -         | 14.3      | 23.8      | 4.8    | 9.5        |
| O       | 33.3 | 8.3    | -     | -         | 8.4       | 8.3       | 41.7      | -      | -          |
| P       | 30.8 | -      | -     | 7.7       | -         | 30.8      | 15.4      | 15.3   | -          |
| Q       | 50.0 | 16.7   | -     | -         | -         | -         | 16.7      | -      | 16.6       |
| R       | 55.6 | -      | -     | 22.2      | -         | -         | 22.2      | -      | -          |
| S       | 44.4 | 5.6    | -     | 16.7      | -         | 11.1      | 5.6       | 11.1   | 5.5        |
| T       | 60.0 | -      | -     | -         | -         | -         | 40.0      | -      | -          |
| U       | -    | -      | -     | -         | 25.0      | -         | -         | 75.0   | -          |
| V       | -    | -      | -     | 25.0      | 50.0      | 25.0      | -         | -      | -          |
| W       | 33.3 | -      | -     | -         | -         | 33.3      | -         | 33.4   | -          |
| X       | 18.1 | -      | -     | -         | 15.8      | 34.6      | 15.8      | 15.7   | -          |

TABLE XIX

NUMBER OF DECISIONS MADE BY BEGINNING TEACHERS OF HOME ECONOMICS  
IN RELATION TO EACH STEP IN THE MANAGEMENT PROCESS

| Steps in management<br>process | Number of<br>decisions | Per cent of<br>decisions |
|--------------------------------|------------------------|--------------------------|
| Planning                       | 175                    | 51.0                     |
| Controlling plan in<br>action  | 125                    | 36.4                     |
| Evaluating                     | 43                     | 12.6                     |
| Total                          | 343                    | 100.0                    |

management; no teacher made over one-half of her decisions relative to the evaluation step in the management process. Decisions made in relation to the specific steps in the management process are summarized in Table XX.

Recurring decisions. Beginning teachers of home economics made decisions which recurred relative to "how to teach," "discipline," "time" and "housekeeping." The greatest number of teachers, 71 per cent, found "how to teach" a recurring decision. "Discipline" decisions and "time" decisions, respectively, recurred for well over one-half of the group. Decisions related to housekeeping were recurring for two-fifths of the beginning teachers.

One-third of the teachers stated that most of their recurring decisions were concerned with making plans for "how to teach"; about one-fifth indicated the need for remaking decisions related to how to present ideas.

TABLE XX

NUMBER OF DECISIONS MADE BY BEGINNING TEACHERS OF HOME ECONOMICS IN RELATION  
TO EACH OF THE STEPS IN THE MANAGEMENT PROCESS

| Teacher | Steps in the Management Process |                          |                        |                          |                        |                          |
|---------|---------------------------------|--------------------------|------------------------|--------------------------|------------------------|--------------------------|
|         | Planning                        |                          | Controlling            |                          | Evaluating             |                          |
|         | Number of<br>decisions          | Per cent of<br>decisions | Number of<br>decisions | Per cent of<br>decisions | Number of<br>decisions | Per cent of<br>decisions |
| A       | 13                              | 41.9                     | 14                     | 45.2                     | 4                      | 12.9                     |
| B       | 6                               | 42.9                     | 6                      | 42.9                     | 2                      | 14.3                     |
| C       | 8                               | 26.7                     | 21                     | 70.0                     | 1                      | 3.3                      |
| D       | 4                               | 44.4                     | 4                      | 44.4                     | 1                      | 11.1                     |
| E       | 9                               | 56.3                     | 6                      | 37.5                     | 1                      | 6.3                      |
| F       | 6                               | 85.7                     | 1                      | 14.3                     | -                      | -                        |
| G       | 25                              | 80.7                     | 5                      | 16.1                     | 1                      | 3.2                      |
| H       | 9                               | 90.0                     | 1                      | 10.0                     | -                      | -                        |
| I       | 11                              | 73.3                     | 4                      | 26.7                     | -                      | -                        |
| J       | 9                               | 50.0                     | 5                      | 27.8                     | 4                      | 22.2                     |
| K       | 14                              | 77.8                     | 4                      | 22.2                     | -                      | -                        |
| L       | 9                               | 64.3                     | 2                      | 14.3                     | 3                      | 21.4                     |
| M       | 3                               | 33.3                     | 2                      | 22.2                     | 4                      | 44.4                     |
| N       | 9                               | 42.9                     | 10                     | 47.6                     | 2                      | 9.5                      |
| O       | 6                               | 50.0                     | 3                      | 45.0                     | 3                      | 25.0                     |
| P       | 3                               | 23.1                     | 4                      | 30.8                     | 6                      | 46.2                     |
| Q       | 3                               | 50.0                     | -                      | -                        | 3                      | 50.0                     |
| R       | 4                               | 44.4                     | 5                      | 55.6                     | -                      | -                        |
| S       | 6                               | 33.3                     | 10                     | 55.6                     | 2                      | 11.1                     |
| T       | 3                               | 60.0                     | 1                      | 20.0                     | 1                      | 20.0                     |
| U       | 2                               | 50.0                     | 1                      | 25.0                     | 1                      | 25.0                     |
| V       | 2                               | 66.7                     | 1                      | 33.3                     | -                      | -                        |
| W       | 5                               | 45.6                     | 4                      | 36.4                     | 2                      | 18.2                     |
| X       | 6                               | 31.6                     | 11                     | 57.9                     | 2                      | 10.5                     |

One-fourth of the teachers reported that maintaining order in the classroom required repeated decision-making. Keeping interest of pupils was stated as being a recurring decision by one-sixth of the teachers.

Recurring decisions related to knowing how to plan within specified time limits were reported by ten out of twenty-four teachers. How to use their own time within the classroom was a decision that had to be remade often by one-sixth of the group.

Keeping the home economics room neat and orderly was a decision that recurred for over a third of the teachers. Making decisions relative to who should assume the responsibility for housekeeping was reported to be a recurring decision by two out of twenty-four teachers. One teacher reported recurring decisions related to care of equipment. The recurring decisions are summarized in Table XXI.

The twenty-four beginning teachers of home economics who participated in this study varied in the number of decisions they made in relation to the management of their classes in home economics. The kinds of decisions made in relation to managing classes tended to fall into large specific areas. Individual teachers varied in the kinds of decisions they made. Not every teacher made decisions in each of the management decision areas identified.

TABLE XXI

NUMBER AND PER CENT OF BEGINNING TEACHERS OF HOME ECONOMICS  
REPORTING THE RECURRENCE OF DECISIONS RELATED TO HOW TO  
TEACH, DISCIPLINE, HOUSEKEEPING AND TIME

| Decision-making<br>situations | Number and per cent of teachers<br>reporting recurrence |                  |
|-------------------------------|---------------------------------------------------------|------------------|
|                               | Number                                                  | Per cent<br>N-24 |
| How to teach                  | 17                                                      | 70.83            |
| planning                      | 8                                                       |                  |
| presenting ideas              | 5                                                       |                  |
| using materials               | 2                                                       |                  |
| helping individuals           | 2                                                       |                  |
| Discipline                    | 15                                                      | 62.50            |
| maintaining order             | 6                                                       |                  |
| keeping interest              | 4                                                       |                  |
| controlling noise             | 3                                                       |                  |
| preventing cheating           | 2                                                       |                  |
| Time                          | 14                                                      | 58.33            |
| planning within time limits   | 10                                                      |                  |
| use of teacher time           | 4                                                       |                  |
| Housekeeping                  | 10                                                      | 41.66            |
| maintaining orderliness       | 7                                                       |                  |
| assuming responsibility       | 2                                                       |                  |
| care of equipment             | 1                                                       |                  |

## CHAPTER V

### FACTORS RELATED TO DECISION-MAKING IN THE MANAGEMENT OF CLASSES IN HOME ECONOMICS

The following factors of: (1) length of time required to make a decision; (2) ease with which a decision was reached; (3) autonomy; (4) sources of help used in arriving at a decision; and (5) expectations of the management role of the home economics teaching position were studied and are discussed in this chapter. The data were secured through a focused interview geared toward probing into the management decisions recorded by beginning teachers of home economics during a specified two week period. The interview was conducted by the researcher in the local school setting of each of the beginning teachers of home economics in the selected group.

Length of time required in arriving at decisions relative to the management of classrooms in home economics. Each decision made by the beginning teacher was rated by her as to the length of time she thought it took her to reach the decision: (1) immediate or spur of the moment; (2) several hours; (3) several days; (4) several weeks; or (5) still in the process. Of the total of 343 management decisions made and recorded by the twenty-four beginning teachers of home economics, 138 or two-fifths were rated as "immediate" or "spur of the moment" decisions. Over one-fifth of the decisions



required several hours to make. Less than one-third of the decisions reached required several days of cogitating. For some situations no specific decisions had been made; over six per cent of the decisions were still in the process of being made. The length of time required to reach the specific decisions made and recorded by the twenty-four beginning teachers of home economics who were studied is summarized in Table XXII.

TABLE XXII  
LENGTH OF TIME NEEDED FOR REACHING DECISIONS BY BEGINNING  
TEACHERS OF HOME ECONOMICS

| Length of time       | Number of decisions | Per cent of<br>decisions<br>N=343 |
|----------------------|---------------------|-----------------------------------|
| Immediate            | 138                 | 40.2                              |
| Several hours        | 72                  | 21.0                              |
| Several days         | 95                  | 27.7                              |
| Several weeks        | 17                  | 5.0                               |
| Still in the process | 21                  | 6.1                               |

Individual teachers showed some variance in the length of time it took to reach a decision. Five out of twenty-four teachers made one-half of all the decisions they recorded immediately. A study of Table XXIII indicates that all but one of the teachers made some decisions immediately, twenty took several hours to make some decisions, twenty considered alternatives several days before arriving at a choice. Less than half cogitated several weeks before arriving at some decisions, while one-half had not yet reached a decision concerning a specific management situation.

TABLE XXIII

NUMBER OF DECISIONS REACHED IMMEDIATELY, AFTER SEVERAL HOURS,  
AFTER SEVERAL DAYS, AFTER SEVERAL WEEKS, STILL IN THE  
PROCESS BY INDIVIDUAL BEGINNING TEACHERS  
OF HOME ECONOMICS

| Teacher | Length of Time |                  |                 |                  | Still in<br>process |
|---------|----------------|------------------|-----------------|------------------|---------------------|
|         | Immediate      | Several<br>hours | Several<br>days | Several<br>weeks |                     |
| A       | 9              | 8                | 11              | 0                | 4                   |
| B       | 6              | 0                | 6               | 2                | 0                   |
| C       | 12             | 11               | 7               | 0                | 0                   |
| D       | 4              | 2                | 2               | 0                | 1                   |
| E       | 5              | 3                | 6               | 1                | 1                   |
| F       | 2              | 1                | 3               | 0                | 1                   |
| G       | 11             | 7                | 9               | 3                | 1                   |
| H       | 4              | 2                | 3               | 0                | 1                   |
| I       | 7              | 2                | 4               | 0                | 2                   |
| J       | 5              | 3                | 9               | 1                | 0                   |
| K       | 7              | 7                | 3               | 1                | 0                   |
| L       | 5              | 5                | 4               | 0                | 0                   |
| M       | 7              | 1                | 1               | 0                | 0                   |
| N       | 8              | 3                | 8               | 0                | 1                   |
| O       | 6              | 1                | 2               | 2                | 1                   |
| P       | 6              | 0                | 1               | 3                | 3                   |
| Q       | 3              | 3                | 0               | 0                | 0                   |
| R       | 4              | 3                | 0               | 0                | 2                   |
| S       | 9              | 0                | 5               | 1                | 3                   |
| T       | 1              | 1                | 3               | 0                | 0                   |
| U       | 0              | 1                | 3               | 0                | 0                   |
| V       | 1              | 1                | 0               | 1                | 0                   |
| W       | 4              | 0                | 5               | 2                | 0                   |
| X       | 12             | 7                | 0               | 0                | 0                   |
| Total   | 138            | 72               | 95              | 17               | 21                  |

Immediate decision-making was most frequent in management situations related to: (1) discipline; (2) time; and (3) how to teach. Table XXIV suggests that with the exceptions of decisions related to "what to teach" and "use of money," a portion of all other types of management situations requiring a decision had been resolved by some teachers on the spur of the moment or immediately.

TABLE XXIV

LENGTH OF TIME REQUIRED TO MAKE DECISIONS RELATIVE TO SPECIFIC MANAGEMENT SITUATIONS BY BEGINNING TEACHERS OF HOME ECONOMICS

| Management situations                         | Number of Decisions Reached |               |              |               |                  |
|-----------------------------------------------|-----------------------------|---------------|--------------|---------------|------------------|
|                                               | N-343                       |               |              |               |                  |
|                                               | Immediately                 | Several hours | Several days | Several weeks | Still in process |
| Care and use of room, materials and equipment | 13                          | 10            | 17           | 11            | 5                |
| Discipline                                    | 41                          | 10            | 6            | 3             | 3                |
| How to teach                                  | 39                          | 29            | 38           | 0             | 0                |
| Interruptions                                 | 4                           | 2             | 1            | 0             | 1                |
| Money                                         | 0                           | 2             | 2            | 0             | 0                |
| Time                                          | 41                          | 19            | 28           | 1             | 9                |
| What to teach                                 | 0                           | 0             | 3            | 2             | 3                |
| Total                                         | 138                         | 72            | 95           | 17            | 21               |

Out of a possible 138 decisions made immediately by the teachers in the group, over one-third were related to "discipline." Typical "discipline" decisions that were made on the spur of the moment or

immediately were:

SITUATION A: Should I remind one girl in seventh grade to put up a magazine or let her read it while the rest of the class discusses?

Alternatives.

1. Let Lois read the magazine ignoring her until she decides to "come" to class of own accord.
2. Make her put up magazine and bring her back to class discussion by asking a question of her.
3. Ask her a question saying nothing about magazine, in hopes that she will take the hint.

Decision. Made her put up the magazine and brought her into the class discussion by asking a question of her.

SITUATION B: Talking of a student during a test.

Alternatives.

1. Carry out promise to tear up paper.
2. Give student another chance.
3. Ignore the situation.

Decision. Gave the student another chance.

SITUATION C: What should I do with the three girls who were misbehaving in class--laughing and carrying on--when they should have been making cooking plan work sheets?

Alternatives.

1. Keep them after school.
2. Not let them cook tomorrow.
3. Ignore them.
4. Expel them from class.

Decision. Did not let them cook.

SITUATION D: How to keep Becky from talking constantly while sewing.

Alternatives.

1. Send her into cafeteria away from other girls.
2. Let her work at a table by herself.
3. Ignore it.
4. Just tell her again to stop talking.

Decision. Sent her to the cafeteria away from other girls.

SITUATION E: A girl was quite "sassy" in her talk to me.

Alternatives.

1. Ignore her.
2. Say something right on the spot to her.
3. Ask her to stay after school and speak to her then.
4. Take her aside and speak to her immediately.

Decision. Ignored it.

Decisions made immediately related to time management accounted for one-third of the immediate decisions made by the teachers in the group. Some samples of the time decisions that were made immediately were:

SITUATION A: What to have class do at last minute as I had planned on going over their tests with them but the kids told me that the substitute teacher had done that yesterday.

Alternatives. 1. Could read aloud from text.  
2. Could discuss and evaluate what we had learned in last twelve weeks. (Tomorrow is last day I have this group.)

Decision. Read aloud from text.

SITUATION B: I didn't have things quite ready for a foods lab, therefore we could not have it and something else had to be planned.

Alternatives. 1. Let the students do other school work.  
2. Have them go on to the next book lesson.  
3. Have a social hour and discuss other problems.  
4. Have students clean the department.

Decision. Had the students clean the department.

SITUATION C: Coffee must be made for the teachers' meeting after school.

Alternatives. 1. Make the coffee myself before the meeting--leaving my class.  
2. Ask some students to make it during class period.  
3. Give the whole class a lesson in making coffee and demonstrate to class.

Decision. Asked some students to make it during class period.

SITUATION D: Should I let the girls stay during my last hour class to clean up after party and miss part of their next class? (Party was a class activity in food prep. class.)

Alternatives. 1. Could stay in home economics room and finish cleaning up even if I had another class.  
2. Girls could come in after school to do clean-up.  
3. Do clean-up during their class period and cut another part of class activity short.

Decision. Stayed during last hour and missed part of their next class.

Thirty-nine of the possible 138 decisions that were made immediately were related to "how to teach." Some sample situations and decisions reached immediately were:

**SITUATION A:** Needed to help students gain some understanding of fibers.

Alternatives. 1. Lecture to them on important points.  
2. Have each one look up some answers to questions I could think up in a kind of supervised study.  
3. Divide class into small groups according to fibers and have group look up material and give short report before end of period.

Decision. Had class divide into groups and look up material for reports.

**SITUATION B:** Whether to have an active or sitting kind of class today in sewing.

Alternatives. 1. Seat work--have class discuss rules we would observe during sewing class, etc.  
2. Let girls take basic measurements so they could chose patterns.  
3. Let them look at pattern books and chose a pattern.

Decision. Girls took measurements and decided on what size pattern they needed.

**SITUATION C:** How to answer all the questions during a sewing class.

Alternatives. 1. Have girls write name on board if they had a question. Take them as their name appeared.  
2. Let girls come up to me if they have a question and take whoever comes.  
3. Answer general questions at beginning of period; answer individual questions if there is time.

Decision. Had girls write name on the board and went to each girl as her name appeared on board.

**SITUATION D:** How should I divide the class to work on socio-dramas?

Alternatives. 1. Have them volunteer.  
2. Have them draw numbers.  
3. Select four girls myself.

Decision. The girls volunteered for the socio-drama group.

Decisions made immediately relative to "care and use of room, materials or equipment" accounted for thirteen of the 138 immediate decisions made. Some examples of the kinds of decisions that the teachers made were:

SITUATION A: In the clean-up after sewing should I let a seventh grader use the sweeper without any instructions?

Alternatives. 1. Stop class early and explain to all how to properly use the sweeper.  
2. Explain to the boy who is to sweep.  
3. Don't take the time to explain the proper use of the sweeper, and let boy go ahead and figure it out for himself.

Decision. Let the boy use the sweeper without proper instructions.

SITUATION B: Should I let the girls use plain tap water in the steam iron as we ran out of distilled?

Alternatives. 1. Not let them use the steam iron until we got some distilled water.  
2. Use tap water in the iron--small amount only.

Decision. Let them use a small amount of tap water.

Four of the decisions that were made immediately were related to "interruptions." A typical immediate decision related to interruptions was recorded by one teacher as:

SITUATION A: The fourth hour was shortened for a pep assembly leaving only a forty minute period. A lab on cup cakes had been planned and some kind of decision had to be made quickly.

Alternatives. 1. Give out new books which had just arrived and collect money for them. Have them look over pages on measurements and table manners.  
2. Let them go ahead with cup cake lesson.  
If cakes are not all baked when pep assembly starts, I can stay and take them out of oven; girls can pick up cakes at 3:30 after school.

Decision. Let the girls go ahead on cup cake lab.

No decisions related to the management of "money" or "what to teach" were made on the spur of the moment or immediately. Of the seventy-two decisions that were rated as taking several hours to make,

twenty-nine were related to "how to teach," nineteen to "time" management, ten to "discipline," and ten to "care and use of room, materials and equipment." No decisions related to "what to teach" took several hours to make.

Ninety-five decisions took several days to make. Over one-third of these were related to "how to teach." One-fourth of the decisions taking several days to reach closure were "time" decisions. For some teachers some decisions in all the management categories identified required several days of cogitating before closure was reached. Teachers cited these examples representing each of the management categories as requiring several days for decision-making:

SITUATION A: How should I help the girls evaluate their cooking experience?

Alternatives. 1. Group discussion of what had been done.  
I would lead the discussion.  
2. Individual family groups evaluate together.  
3. A check against a checklist taken earlier.  
4. A written factual test.

Decision. Individual family units evaluated together.

SITUATION B: Seventh grade class to terminate sooner than expected with several activities still not accomplished.

Alternatives. 1. I could arbitrarily call the muffin lesson off to allow time for the exam.  
2. I could call off the exam and have the muffin lesson.  
3. I could schedule extra time after school for taking the exam so we could have the muffin lesson during class.

Decision. Scheduled exam after school and allowed them to make muffins during a class period.

SITUATION C: How to divide my second hour Homemaking I class so that twenty girls could work efficiently on sewing projects with only five machines and two tables for cutting out materials.

Alternatives. 1. Divide the class in half arbitrarily and start half of the group on a good grooming unit.



2. Divide class according to amount of sewing they have done previously and let the advanced group get patterns fitted and cut out while beginners learn about patterns, etc.
3. Let all the girls begin at the same time and do the best I can with the limited equipment and facilities.

Decision. Divided the class according to past experience and let the advanced girls start sewing while others did practice stitching.

SITUATION D: Labs are very noisy. What can I do?

- Alternatives.
1. Have no more foods labs.
  2. Talk to the class and have one more trial lab.
  3. Divide the class; have half group each day, other half go to library for book work.
  4. Since just four or five persons are causing most of the difficulty, have them sit and watch for one lab period.

Decision. Had noisy ones sit and watch for one lab period.

SITUATION E: Whether I should start a unit on grooming in my seventh grade class.

- Alternatives.
1. Could start a unit on grooming as the girls who had finished early had made a list of questions on grooming.
  2. Could begin a unit on foods as I had done in the other sections before.
  3. Could have a short unit on babysitting.

Decision. Started the unit on grooming so girls questions could be used.

SITUATION F: Should I spend money for meats so everyone could cook some in class?

- Alternatives.
1. Could have them read about meat cookery.
  2. Could demonstrate how to cook different kinds of meats.
  3. Could allow each group to spend so much money on meat and decide themselves on what kind it should be.

Decision. Let each group cook one kind of meat.

SITUATION G: What to do about special meetings that constantly take Louise away from class.

- Alternatives.
1. Not let her go to meetings at all.
  2. Let her go only if she has her work completed first.
  3. Just let her go, as usual.

Decision. Let her go only when her work was finished.

For some situations no specific decision had been reached; the decision was still in the process of being made. In most cases alternatives had been sought and teachers were attempting to think through the alternatives more thoroughly before arriving at a choice. Twenty-one management decisions were in the process of being made. Of these, less than one-third were related to the management of "time," while about one-fifth were related to "care and use of room, materials and equipment." No decision relative to "how to teach" or "money" were in the process of being made. Teachers recorded the following as decisions still in the process of being made:

SITUATION A: For two weeks now, the dishes, casseroles, pie tins, etc., have been left in the homemaking rooms from the community basket-ball banquet. No one claims them. They have to go.

- Alternatives.
1. Throw the dishes away.
  2. Give them to teachers, Salvation Army, somebody...
  3. Try to notify owners by asking kids if they belong to their families.
  4. Assign special drawers in homemaking room and store them there.
  5. Ask the janitor to do something with them.

SITUATION B: A sewing unit requires a lot of time and our class periods are forty-five minutes long. What can be done to give girls more time?

- Alternatives.
1. Let the girls do a lot of sewing at home.
  2. Let them spend all their free hours in school sewing.
  3. Try to set one hour during the day when all who want to can come down to sew.

SITUATION C: Whether to change seating to improve class attention.

- Alternatives.
1. Change seating so students are sitting next to one another alphabetically.
  2. Tell them where they may sit each day.
  3. Scatter the inattentive ones.
  4. Don't let them sit near their friends.
  5. Let them sit where they want to but clamp down on the talking.

SITUATION D: What to teach in foods.

- Alternatives.
1. Let class decide what they would like to learn to cook.
  2. Use one of the texts and kind of follow it.
  3. Let them fix dinners only.
  4. Let them do all three meals.

SITUATION E: Eighth grade group always cut by assemblies for one thing or another. We'll never get anything done.

- Alternatives.
1. Ask superintendent if it is possible to have class during assemblies, if kids want to stay.
  2. Ask that periods for assemblies be rotated.
  3. Try not to be concerned and do best I can in time I have.

Factors influencing the length of time required to arrive at a decision. During the focused interview the beginning teachers were interrogated as to what they felt influenced the length of time it took them to make a decision. A total of sixty-nine factors were given by the twenty-four teachers in the group. These were categorized into factors "outside" the individual or situational factors and factors "within" the individual or personal factors. About two-thirds of the factors cited were situational factors; over one-third of the factors cited were personal factors. These factors are summarized in Table XXV.

In discussing the factors that seemed to determine the length of time needed to make decisions teachers said:

The kind of a decision makes a difference in length of time--some kinds of decisions have to be made right now. You can't take any time to think; for example, when danger to an individual is involved. Or more often, when you are just plain mad--I guess you tend to act on impulse. Lots of discipline decisions are like that for me. Stuff like units to study aren't so rushed. You think about them and make some plans.

TABLE XXV

FACTORS CITED AS INFLUENCING LENGTH OF TIME REQUIRED TO REACH A  
DECISION BY BEGINNING TEACHERS OF HOME ECONOMICS

| Kinds of factors                    |    | Number cited |
|-------------------------------------|----|--------------|
| Situational                         |    | 46           |
| Amount of time available            | 15 |              |
| Number of other people involved     | 7  |              |
| accessibility of resources          | 4  |              |
| Pupil demands                       | 11 |              |
| School policies                     | 6  |              |
| Number of alternatives              | 3  |              |
| Personal                            |    | 23           |
| Feeling others will accept decision | 8  |              |
| Feeling secure in situation         | 5  |              |
| Feeling confident                   | 4  |              |
| Successful past experience          | 6  |              |
| Total                               |    | 69           |

Decisions that aren't pressing take me longer. I guess I'd just as soon forget them; keep telling myself I'm going to consider it when I have a "fresher mind."

Successful past experiences seemed to shorten the length of time required to arrive at a choice. Teachers said:

Some are shorter because I've had a kind of similar decision to make before and then I am more sure as to what to expect so I can re-think faster.

Past experience--if you've had some sort of similar experience before you kind of do it the same way so it doesn't take so long to decide.

The greater number of persons involved, the longer time it seemed to take to make a decision. Some teachers said:

The number of people involved. Like if I have to ask the principal, consult parents, and get the kids' point of view too--it takes forever.

People who are involved makes a difference in length of time as far as I am concerned...especially age level. Decisions are quicker if the people are younger than I; it takes me longer to decide if older people are involved.

The personal feelings the teacher had made a difference in the length of time it took to reach closure in decision-making. One teacher responded:

The individual feelings involved, mine especially, have lots to do with the time it takes me to decide. If I feel that people trust me to make a decision I can make it pretty fast. If I think they aren't so sure how I'll do--I'm pretty slow.

The number of alternatives available made decision-making quicker for some individuals, longer for others. Teachers responded by saying:

The number of choices you have. The more choices you have the longer it takes to think about all of them.

When there aren't many choices and the consequences are pretty serious I think about it much longer. When there are only two choices and either will be kind of all right, I can make a decision real quick.

The ease with which a decision was reached seemed to vary among the beginning teachers studied. Beginning teachers were asked to rate each of the decisions they made relative to management in their home economics classes in terms of ease or difficulty in arriving at closure in decision-making. Each decision was rated "very easy," "easy," "fairly easy," "fairly difficult," "difficult" or "very difficult" to make. Of the 343 decisions related to classroom management made by the beginning teacher over one-half were rated as "very easy." The rating of ease of decision-making is summarized in Table XXVI.

TABLE XXVI

NUMBER AND PER CENT OF DECISIONS RATED RELATIVE TO EASE OF  
MAKING DECISION BY TOTAL GROUP OF BEGINNING  
TEACHERS OF HOME ECONOMICS

| Ease of decision-<br>making | Number of<br>decisions | Per cent of<br>group |
|-----------------------------|------------------------|----------------------|
| Very easy                   | 17                     | 5.0                  |
| Easy                        | 80                     | 23.3                 |
| Fairly easy                 | 93                     | 27.1                 |
| Fairly difficult            | 41                     | 12.0                 |
| Difficult                   | 82                     | 23.0                 |
| Very difficult              | 30                     | 8.7                  |

Individual beginning teachers of home economics tended to vary in ease with which they made decisions. Less than one-third of the teachers found some decisions "fairly easy" to make. About one-fourth rated some decisions as "easy" or "difficult" to make. Only two rated no decisions "difficult" to make; one-half of the group rated some of their management decisions "very difficult" to make. The rating of ease of decision-making for individual teachers is summarized in Table XXVII.

The ease or difficulty encountered in reaching closure in decision-making was compared to the management situation in which the decision was made. Four decisions related to "care and use of room, materials and equipment" were rated "very easy." One "discipline" decision was rated "very easy"; six decisions related to "how to teach" and "time" were rated "very easy." No situations related to

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TABLE XXVII

PER CENT OF DECISIONS RATED AS TO EASE OF DECISION-MAKING BY  
INDIVIDUAL BEGINNING TEACHERS OF HOME ECONOMICS

| Teacher | Very<br>easy | Easy | Fairly<br>easy | Fairly<br>difficult | Difficult | Very<br>difficult |
|---------|--------------|------|----------------|---------------------|-----------|-------------------|
| A       | 12.9         | 22.6 | 16.1           | 19.4                | 9.7       | 19.4              |
| B       | -            | -    | 28.6           | 35.7                | 28.6      | 7.1               |
| C       | 10.0         | 6.7  | 30.0           | 6.7                 | 13.3      | -                 |
| D       | -            | 22.2 | 22.2           | -                   | 44.4      | 25.0              |
| E       | 12.5         | 18.7 | 37.5           | 12.5                | 18.8      | -                 |
| F       | 42.9         | -    | 28.6           | -                   | 28.6      | -                 |
| G       | -            | 22.6 | 19.4           | 12.9                | 29.0      | 19.4              |
| H       | -            | -    | 50.0           | 20.0                | 20.0      | 12.5              |
| I       | -            | 40.0 | 33.3           | 20.0                | -         | 11.1              |
| J       | -            | 11.1 | 22.2           | 5.6                 | 33.3      | 27.8              |
| K       | -            | 16.7 | 61.1           | -                   | 16.7      | 5.6               |
| L       | 14.3         | 50.0 | 14.3           | -                   | 21.4      | -                 |
| M       | 22.2         | 44.4 | 11.1           | 22.2                | -         | -                 |
| N       | -            | 33.3 | 33.3           | 4.8                 | 19.1      | 9.5               |
| O       | -            | 16.7 | 25.0           | 41.7                | 8.3       | 8.3               |
| P       | -            | 38.5 | 23.1           | 7.7                 | 7.7       | 23.0              |
| Q       | 16.7         | 16.7 | 33.3           | -                   | 33.3      | -                 |
| R       | -            | 33.3 | 22.2           | 11.1                | 33.3      | -                 |
| S       | -            | 22.2 | 22.2           | 11.1                | 38.9      | 5.6               |
| T       | -            | 40.0 | -              | -                   | 40.0      | 20.0              |
| U       | -            | -    | 25.0           | 25.0                | 50.0      | -                 |
| V       | -            | 33.3 | 33.3           | -                   | 33.3      | -                 |
| W       | -            | 27.3 | 18.2           | 18.2                | 36.4      | -                 |
| X       | -            | 47.4 | 31.6           | 5.3                 | 15.8      | -                 |

"interruptions," "money," or "what to teach" were rated "very easy" to make. All categories of management situations studied included some decisions which were rated "easy" to make by some beginning teachers. The greatest number of "time" decisions, forty, were rated "fairly easy" to make. No "how to teach" decisions were rated



"very difficult" to make. The ease or difficulty of arriving at closure in decision-making relative to specific management situations is summarized in Table XXVIII.

TABLE XXVIII

RATING OF EASE OF DECISION-MAKING RELATIVE TO SPECIFIC MANAGEMENT SITUATIONS BY BEGINNING TEACHERS OF HOME ECONOMICS

| Management situation                           | Number of decisions rated |      |             |                  |           |                |
|------------------------------------------------|---------------------------|------|-------------|------------------|-----------|----------------|
|                                                | Very easy                 | Easy | Fairly easy | Fairly difficult | Difficult | Very difficult |
| Care and use of room, materials, and equipment | 1                         | 8    | 11          | 8                | 16        | 9              |
| Discipline                                     | 1                         | 9    | 15          | 6                | 19        | 13             |
| How to teach                                   | 6                         | 30   | 25          | 17               | 28        | 0              |
| Interruptions                                  | 0                         | 4    | 2           | 0                | 1         | 1              |
| Money                                          | 0                         | 3    | 0           | 1                | 0         | 0              |
| Time                                           | 6                         | 19   | 40          | 9                | 18        | 6              |
| What to teach                                  | 0                         | 7    | 0           | 0                | 0         | 1              |
| Total                                          | 17                        | 80   | 93          | 41               | 82        | 30             |

One teacher rated the following management situation related to the "care of the room" as "very easy" to make:

SITUATION A: Cleaning up of department after sewing class and putting large equipment away.

Alternatives. 1. I could pick up strings, etc. myself and put equipment away.  
 2. Have a student committee do it.  
 3. Have each student pick up their own things and those using large equipment last put it away.

4. Have students put their own small equipment away and have large equipment put away by those using a certain machine; choose a different machine each day.

Decision. Had students put away their own small equipment and large equipment was put away by girls at certain machines.

Reason for Choice. Less argument as to who used it last. Doesn't all fall on one person to do. Each student had some responsibility.

The same teacher rated the following decision relative to "care of room" as "very difficult" to make.

SITUATION: Some groups are leaving the department in a mess when they use it at night.

- Alternatives.
1. Tell all they can not use it.
  2. Tell the groups off.
  3. Talk to each group about care of room before letting them use it.
  4. Check on each group to see who is doing it by coming to school each night room is in use and then talking to the guilty group.

Decision. Checked on groups using room every night for one week.

Reason for choice: Didn't want to accuse a group if they weren't guilty. Also didn't want people in town to think I was a fussy old maid about the room. Thought if I was around they'd feel they had to clean it up.

A discipline situation that was rated "very easy" to make by one teacher was:

SITUATION: Girls talking more than project working.

- Alternatives.
1. Forbid all talking.
  2. Keep reminding them to keep working.
  3. Discuss problem with group and let them establish rules for talking.

Decision. Talked over situation with girls and we set up rules for talking in class.

Reason for choice. It made the responsibility for disciplining rest with the group. (Also was a good chance to do some teaching about decision-making which I hadn't thought of doing before.)

One teacher rated this discipline decision as "very difficult" to make:

SITUATION: A girl was quite "sassy" in her talk to me.

- Alternatives.
1. Ignore her.
  2. Say something right on the spot to her.
  3. Ask her to stay after school and speak to her then.
  4. Take her aside and speak to her immediately.

Decision. Ignored it.

Reason for choice. I didn't know what to say to her after class and she wanted attention and talking to her in front of class would have given her the attention plus made it hard on both of us.

Time management decisions related to how the teacher would use her time in class were generally rated "easy" to make. The six time management decisions which were rated "very difficult" to make by the beginning teachers of home economics were related to the management of food classes. Teachers found it difficult to manage to get food prepared and laboratories cleaned up in the definite limits of a class period.

In the "how to teach" situations all six decisions rated by teachers as decisions "very easy" to make were decisions made relative to how to teach sewing. Of the twenty-eight "how to teach" situations rated "difficult" eighteen were related to how to teach foods units; three were related to how to teach grooming; two to how to teach child development; three to how to teach house planning; and two to how to teach child development.

Factors that seemed to influence the ease with which decisions were made. In the focused interview each teacher was asked what factors seemed to make decision-making in relation to the management of classes of home economics easy. The factors cited by the teachers seemed to fall into four groupings, namely: (1) knowledge, skill, or information available; (2) relative certainty of consequences; (3) limitation of alternatives; and (4) past experience in similar

situation. A total of sixty-six factors were cited as making decision-making easy. A study of Table XXIX suggests that being relatively certain of the consequences of a decision made that decision easier to make. All twenty-four teachers cited "certainty of consequences" as a factor influencing the ease with which closure might be reached in decision-making. Fifteen of the factors given were related to the knowledge, skill, or information available for the decision-maker to use. Thirteen of the factors listed were concerned with the limitation of alternatives. The past experience of the decision-maker or knowing about the similar past experiences of others were given as a factor that influenced the ease of decision-making in fourteen instances.

TABLE XXIX  
FACTORS CITED THAT BEGINNING TEACHERS OF HOME ECONOMICS  
SAID MADE DECISION-MAKING EASIER

| Kinds of factors                            |    | Number cited |
|---------------------------------------------|----|--------------|
| Relative certainty of consequences          |    | 24           |
| To self                                     | 6  |              |
| To others                                   | 13 |              |
| To situation                                | 5  |              |
| Knowledge, skills, or information available |    | 15           |
| About persons involved                      | 7  |              |
| About resources                             | 4  |              |
| About situation                             | 4  |              |
| Limitation of alternatives                  |    | 13           |
| Because of time                             | 9  |              |
| Because of situation                        | 1  |              |
| Because of knowledge                        | 3  |              |
| Past experience                             |    | 14           |
| Of self                                     | 8  |              |
| Of others                                   | 6  |              |
| Total                                       |    | 66           |

Factors which beginning teachers said seemed to make arriving at a management decision difficult. The factors stated by beginning teachers as making it difficult to arrive at a choice in classroom management situations were classified into four groupings: (1) limitation of resources; (2) inability to anticipate consequences; (3) involvement of other persons, and (4) involvement of self. About two-fifths of the factors were related to involvement of other persons or the teacher herself in the decision. One-sixth of the factors, respectively, were related to the limitation of resources and the inability to anticipate consequences. The kinds of factors that seemed to make decision-making difficult are summarized in Table XXX.

TABLE XXX

FACTORS THAT BEGINNING TEACHERS OF HOME ECONOMICS SAID MADE  
DECISION-MAKING DIFFICULT

| Kinds of factors                     |    | Number Cited |
|--------------------------------------|----|--------------|
| Involvement of other persons         |    | 26           |
| Expectation of others                | 9  |              |
| Approval of others                   | 11 |              |
| Responsibility for others            | 3  |              |
| Participation of others              | 3  |              |
| Involvement of self                  |    | 15           |
| Having to conform                    | 5  |              |
| Feeling insecure                     | 2  |              |
| Fearing disapproval                  | 8  |              |
| Limitation of resources              |    | 11           |
| Time                                 | 2  |              |
| Facilities                           | 1  |              |
| Experience                           | 4  |              |
| Knowledge                            | 4  |              |
| Inability to anticipate consequences |    | 11           |
| For others                           | 6  |              |
| For self                             | 5  |              |
| Total                                |    | 63           |

The degree of knowledge that the individual had or was willing to seek influenced the risk taken in arriving at closure in decision-making. Using the Johnson<sup>1</sup> scheme, decisions were analyzed as "forced action decisions," "risk action decisions," "learning or still in process decisions," "inaction or pending decisions." Immediate decisions were classified as "forced action" decisions. Decisions requiring several hours, several days or several weeks to arrive at closure were considered "risk action" decisions for it was assumed that the decision-maker had acquired varying degrees of knowledge, but felt that gaining more knowledge concerning that particular decision was not worth the cost of acquiring that knowledge. The decision-maker was willing to take the risk involved in arriving at a choice. Decisions which were still in the process of being made were classified as "learning" decisions since it was assumed that the decision under consideration required more knowledge and it was felt that what could be learned was worth more than the cost of learning it. Decisions that were pending were classified as "inaction" decisions. The decision-maker had taken no steps toward making a decision. The 343 management decisions made and recorded by the twenty-four beginning teachers were classified as "forced action," "risk action," and "learning" decisions. During the focused interview teachers were asked if they had any decisions pending; these additional decisions were not recorded by the teachers but were classified as

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<sup>1</sup>Glenn L. Johnson, Managerial Concepts for Agriculturalists, Kentucky Agricultural Experiment Station Bulletin 619, July, 1954, p. 11.

"inaction" decisions. A total of 384 decisions were either recorded or stated by the twenty-four beginning teachers of home economics. Of these 139 were "forced action" decisions, 183 were "risk action" decisions, twenty-one were "learning" decisions, and forty-one were "inaction" decisions. All teachers made some decisions that were "risk action" decisions. Twenty-three of the teachers made "forced action" decisions. Twenty of the teachers made "inaction" decisions. One-half of the teachers studied had decisions in the "learning" stage. The number of decisions in each stage of action for the teachers studied is summarized in Table XXXI.

Management decisions that resulted in inaction were chiefly those related to planning. Of the forty-one pending decisions cited by the teachers studied thirty-one were related to planning. Teachers said:

I feel no real pressure to make an over-all plan for the year. I'm unsure of what to cover and how fast to cover what we have already started. I keep putting off making an over-all plan. I know this is against all we have been taught, but somehow I just don't get much planning done. Could do it I suppose, but not with much confidence; especially for such abstract areas such as relationships. Don't know how to plan to present it so have spent all the time on teaching skills. I think making a plan for a whole term would just plain overwhelm me. Can face things if I see them in little pieces--but if I knew how much I had to do--well...

Planning is something I just keep shoving into the back of my mind. I kind of think of what I'm going to do each day, but I make no plans for whole units. As for making over-all plans for the year, like we did in methods class, well--I couldn't possibly think of a whole year's work. It is too big, or at least it seems so right now.

Teachers generally stated that they knew they should plan but that they kept putting off making plans. Reasons for keeping planning

TABLE XXXI

NUMBER OF DECISIONS IN VARYING STAGES OF ACTION FOR EACH  
BEGINNING TEACHER OF HOME ECONOMICS

| Teacher | Forced<br>action | Risk<br>action | Learning | Inaction |
|---------|------------------|----------------|----------|----------|
| A       | 9                | 19             | 4        | 1        |
| B       | 6                | 7              | 0        | 1        |
| C       | 12               | 18             | 0        | 2        |
| D       | 4                | 4              | 1        | 1        |
| E       | 5                | 10             | 1        | 1        |
| F       | 2                | 4              | 1        | 1        |
| G       | 11               | 19             | 1        | 1        |
| H       | 4                | 5              | 1        | 2        |
| I       | 8                | 6              | 2        | 1        |
| J       | 5                | 13             | 0        | 3        |
| K       | 7                | 11             | 0        | 0        |
| L       | 5                | 9              | 0        | 1        |
| M       | 7                | 2              | 0        | 1        |
| N       | 8                | 11             | 1        | 1        |
| O       | 6                | 5              | 1        | 6        |
| P       | 6                | 4              | 3        | 2        |
| Q       | 3                | 3              | 0        | 7        |
| R       | 4                | 3              | 2        | 1        |
| S       | 9                | 6              | 3        | 1        |
| T       | 1                | 4              | 0        | 0        |
| U       | 0                | 4              | 0        | 2        |
| V       | 1                | 2              | 0        | 5        |
| W       | 4                | 7              | 0        | 0        |
| X       | 12               | 7              | 0        | 0        |
| Total   | 139              | 183            | 21       | 41       |

decisions pending ranged from lack of time to plan to the uselessness of planning when one was not certain of how much pupils could learn in a specified time nor how interested they would be in a special area of study. Doing cooperative planning with pupils and with parents was



mentioned by five teachers out of twenty-four as a pending decision.

One teacher said:

I know I should let students have more say in what we are going to study. Parents, too, for that matter. I really don't think I'm very democratic and I want to be, but I keep putting off deciding to ask kids or parents to help in the planning. For one thing, there just isn't time to do this. Truth of the matter is, I guess, is because I'm not real sure of what we should be doing, so how can I work with parents? As for the kids, I try to let them make some decisions if I think they are capable of making them.

A study of Table XXXII indicates that teachers had decision-making pending relative to planning, seeking help with discipline problems from administrators, sharing room with other teachers of home economics, and buying home economics equipment.

TABLE XXXII

NUMBER AND KINDS OF PENDING DECISIONS RELATED TO MANAGEMENT IN CLASSES OF HOME ECONOMICS CITED BY BEGINNING TEACHERS

| Kinds of pending decisions                                            | Number stated |
|-----------------------------------------------------------------------|---------------|
| Planning                                                              | 31            |
| Asking for help from administrator in relation to discipline problems | 4             |
| Sharing room with other home economics teacher                        | 3             |
| Buying equipment for home economics department                        | 3             |
| Total                                                                 | 41            |

Autonomy in decision-making relative to management in classes of home economics. The twenty-four beginning teachers studied tended to make the majority of their management decisions autonomously. Of the

343 management decisions made by the teachers 253, or seven-tenths of the decisions, were made alone. In fifty decisions, the decision-making was shared with pupils. Forty decisions were made by sharing the decision-making with other persons such as administrators, other home economics teachers, or other school personnel. Management decisions shared with others, not pupils, tended to be shared with the other teachers of home economics in the school or with the school administrator. Beginning teachers showed some variance in the autonomy of their decision-making. This is revealed in Table XXXIII.

Autonomy of decision-making was compared to the area of management in which decisions were made. A study of Table XXXIV suggests that the greatest number of decisions made alone were made in relation to "time" and "how to teach" situations. More decisions relative to "care and use of materials, room, and equipment" were shared with pupils than decisions made in any other area of management. The fifteen decisions shared with pupils related to "how to teach" situations were primarily decisions concerned with evaluation of learning experiences. The fifteen decisions shared with others, not pupils, made in the area of "how to teach" were all decisions made concerning ways of presenting ideas. These decisions were all made with the other home economics teacher or teachers in the particular school setting.

Importance of consequences of decisions. The twenty-four beginning teachers of home economics were asked during the focused interview to whom they felt the consequences or outcomes of each decision was

TABLE XXXIII

AUTONOMY OF DECISION-MAKING RELATIVE TO MANAGEMENT IN CLASSES OF  
HOME ECONOMICS BY INDIVIDUAL BEGINNING TEACHERS

| Teacher | Number of decisions |        |                                    |                   |               |
|---------|---------------------|--------|------------------------------------|-------------------|---------------|
|         | Made<br>alone       | Pupils | Shared with others                 |                   |               |
|         |                     |        | Other home<br>economics<br>teacher | Other<br>teachers | Administrator |
| A       | 24                  | 7      | 0                                  | 0                 | 0             |
| B       | 12                  | 2      | 0                                  | 0                 | 0             |
| C       | 29                  | 0      | 1                                  | 0                 | 0             |
| D       | 6                   | 3      | 0                                  | 0                 | 0             |
| E       | 13                  | 1      | 2                                  | 0                 | 0             |
| F       | 3                   | 3      | 0                                  | 1                 | 0             |
| G       | 22                  | 8      | 0                                  | 0                 | 1             |
| H       | 4                   | 4      | 2                                  | 0                 | 0             |
| I       | 13                  | 2      | 0                                  | 0                 | 0             |
| J       | 9                   | 2      | 7                                  | 0                 | 0             |
| K       | 18                  | 0      | 0                                  | 0                 | 0             |
| L       | 10                  | 0      | 2                                  | 0                 | 2             |
| M       | 7                   | 2      | 0                                  | 0                 | 0             |
| N       | 15                  | 2      | 0                                  | 0                 | 4             |
| O       | 6                   | 3      | 1                                  | 0                 | 2             |
| P       | 6                   | 5      | 0                                  | 2                 | 0             |
| Q       | 5                   | 1      | 0                                  | 0                 | 0             |
| R       | 5                   | 0      | 1                                  | 2                 | 1             |
| S       | 10                  | 0      | 5                                  | 1                 | 2             |
| T       | 5                   | 0      | 0                                  | 0                 | 0             |
| U       | 4                   | 0      | 0                                  | 0                 | 0             |
| V       | 3                   | 0      | 0                                  | 0                 | 0             |
| W       | 8                   | 2      | 0                                  | 0                 | 1             |
| X       | 16                  | 3      | 0                                  | 0                 | 0             |
| Total   | 253                 | 50     | 21                                 | 6                 | 13            |

most important. Of the 343 management decisions made, teachers stated that in over one-half of the decisions the outcomes were most important to themselves. Two out of twenty-four teachers said that in all management decisions that they made, the consequences seemed most important to others rather than to themselves; in these two cases the

TABLE XXXIV  
AUTONOMY OF DECISION-MAKING IN SPECIFIED MANAGEMENT SITUATIONS  
BY BEGINNING TEACHERS OF HOME ECONOMICS

| Management situation                           | Number of decisions |                    |                    |
|------------------------------------------------|---------------------|--------------------|--------------------|
|                                                | Made alone          | Shared with pupils | Shared with others |
| Care and use of room, materials, and equipment | 30                  | 17                 | 9                  |
| Discipline                                     | 53                  | 4                  | 6                  |
| How to teach                                   | 76                  | 15                 | 15                 |
| Interruptions                                  | 7                   | 0                  | 1                  |
| Money                                          | 2                   | 2                  | 0                  |
| Time                                           | 81                  | 8                  | 9                  |
| What to teach                                  | 4                   | 4                  | 0                  |
| Total                                          | 253                 | 50                 | 40                 |

"others" were pupils. Teachers felt that the consequences of less than one-half of the decisions they made were most important to pupils. Twenty-two of the twenty-four teachers made some decisions in which they felt the outcomes were most important to pupils. A negligible number of decisions related to management were made where outcomes were most important to others rather than to the teacher herself or to her pupils. A study of Table XXXV suggests that outcomes of decisions made relative to management in classes of home economics were of most importance to the teacher and her pupils.

TABLE XXXV

IMPORTANCE OF CONSEQUENCES OF DECISIONS MADE RELATIVE TO MANAGEMENT  
IN CLASSES OF HOME ECONOMICS BY BEGINNING TEACHERS

| Teacher | Consequences of most importance to |        |         |               |        |
|---------|------------------------------------|--------|---------|---------------|--------|
|         | Self                               | Pupils | Parents | Administrator | Others |
| A       | 22                                 | 8      | 0       | 1             | 0      |
| B       | 10                                 | 0      | 0       | 1             | 0      |
| C       | 26                                 | 4      | 0       | 0             | 0      |
| D       | 7                                  | 2      | 0       | 0             | 0      |
| E       | 9                                  | 7      | 0       | 0             | 0      |
| F       | 3                                  | 4      | 0       | 0             | 0      |
| G       | 9                                  | 20     | 0       | 1             | 1      |
| H       | 6                                  | 3      | 0       | 1             | 0      |
| I       | 0                                  | 15     | 0       | 0             | 0      |
| J       | 12                                 | 5      | 1       | 0             | 0      |
| K       | 4                                  | 14     | 0       | 0             | 0      |
| L       | 9                                  | 5      | 0       | 0             | 0      |
| M       | 9                                  | 0      | 0       | 0             | 0      |
| N       | 10                                 | 10     | 0       | 0             | 1      |
| O       | 12                                 | 0      | 0       | 0             | 0      |
| P       | 5                                  | 7      | 0       | 0             | 1      |
| Q       | 2                                  | 2      | 0       | 0             | 2      |
| R       | 2                                  | 7      | 0       | 0             | 0      |
| S       | 7                                  | 9      | 0       | 0             | 2      |
| T       | 5                                  | 0      | 0       | 0             | 0      |
| U       | 2                                  | 2      | 0       | 0             | 0      |
| V       | 0                                  | 3      | 0       | 0             | 0      |
| W       | 3                                  | 7      | 1       | 0             | 0      |
| X       | 5                                  | 14     | 0       | 0             | 0      |
| Total   | 179                                | 151    | 2       | 4             | 7      |

Sources of help in decision-making. During the focused interview teachers were asked which sources of help, if any, were useful in arriving at each management decision. Experience was the source of help most frequently mentioned. All beginning teachers said that experience had been helpful in making some of their management

decisions. Past teaching experience, particularly the first semester of teaching, was cited as being the kind of experience most helpful. Student teaching experience was mentioned as being helpful in arriving at twenty-one decisions. Other experiences, such as home management residence, work experience, high school classes of home economics, and college classes in subject matter areas were also mentioned.

Fifteen of the twenty-four teachers said they received help from printed materials. This source was helpful when the decision required specific factual information. In these instances text books were most frequently mentioned.

Over one-third of the group mentioned meetings as being a helpful source. In all cases where meetings were cited the teacher identified the meeting as being one of beginning teachers of home economics called by an itinerant teacher-educator from Michigan State University. Another source of help mentioned was talking decisions over with other teachers, administrators or the teacher's personal family. Table XXXVI suggests that most beginning teachers secured help in arriving at a choice from experience.

Teachers were asked if there were any kinds of special help or information that they wished they might have had when they were making management decisions. The responses given were classified into five areas in which beginning teachers of home economics said they wished they had had more information or help when making a decision. These areas were: (1) special help in understanding and handling discipline problems; (2) help in planning and organizing their work; (3) help in

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TABLE XXXVI

SOURCES WHICH BEGINNING TEACHERS OF HOME ECONOMICS FOUND  
HELPFUL IN DECISION-MAKING

| Teacher | Total<br>number of<br>sources<br>cited | Number and per cent of sources |          |                   |          |          |          |        |          |
|---------|----------------------------------------|--------------------------------|----------|-------------------|----------|----------|----------|--------|----------|
|         |                                        | Experience                     |          | Printed Materials |          | Meetings |          | Other  |          |
|         |                                        | Number                         | Per cent | Number            | Per cent | Number   | Per Cent | Number | Per Cent |
| A       | 26                                     | 24                             | 92.3     | 0                 | -        | 0        | -        | 2      | 7.6      |
| B       | 16                                     | 10                             | 66.7     | 4                 | 26.6     | 0        | -        | 1      | 6.6      |
| C       | 5                                      | 1                              | 20.0     | 1                 | 20.0     | 2        | 40.0     | 1      | 20.0     |
| D       | 6                                      | 5                              | 83.3     | 0                 | -        | 1        | 16.6     | 0      | -        |
| E       | 7                                      | 6                              | 85.7     | 0                 | -        | 0        | -        | 1      | 14.2     |
| F       | 5                                      | 3                              | 60.0     | 1                 | 20.0     | 0        | -        | 1      | 20.0     |
| G       | 19                                     | 15                             | 78.9     | 3                 | 15.7     | 1        | 5.2      | 0      | -        |
| H       | 11                                     | 4                              | 36.3     | 4                 | 36.3     | 0        | -        | 3      | 27.2     |
| I       | 15                                     | 10                             | 66.6     | 4                 | 26.6     | 0        | -        | 1      | 6.6      |
| J       | 12                                     | 5                              | 41.6     | 4                 | 33.3     | 2        | 16.6     | 3      | 25.0     |
| K       | 8                                      | 7                              | 87.5     | 0                 | -        | 1        | 12.5     | 0      | -        |
| L       | 11                                     | 3                              | 27.2     | 4                 | 36.3     | 1        | 9.0      | 3      | 27.2     |
| M       | 6                                      | 6                              | 100.0    | 0                 | -        | 0        | -        | 0      | -        |
| N       | 15                                     | 9                              | 60.0     | 5                 | 33.3     | 0        | -        | 1      | 6.6      |
| O       | 8                                      | 2                              | 25.0     | 4                 | 50.0     | 1        | 12.5     | 1      | 12.5     |
| P       | 11                                     | 6                              | 54.5     | 0                 | -        | 0        | -        | 5      | 45.4     |
| Q       | 3                                      | 2                              | 66.6     | 1                 | 33.3     | 0        | -        | 0      | -        |
| R       | 9                                      | 8                              | 88.8     | 1                 | 11.1     | 0        | -        | 0      | -        |
| S       | 17                                     | 9                              | 52.9     | 1                 | 5.8      | 0        | -        | 7      | 41.1     |
| T       | 2                                      | 1                              | 50.0     | 0                 | -        | 0        | -        | 1      | 50.0     |
| U       | 2                                      | 2                              | 100.0    | 0                 | -        | 0        | -        | 0      | -        |
| V       | 3                                      | 2                              | 66.6     | 0                 | -        | 0        | -        | 1      | 33.3     |
| W       | 22                                     | 7                              | 31.8     | 9                 | 40.9     | 0        | -        | 0      | -        |
| X       | 17                                     | 12                             | 70.5     | 3                 | 17.6     | 1        | 5.8      | 1      | 5.8      |

knowing where to go for information; (4) help in better understanding administrative policies of schools; and (5) help in understanding junior high home economics work. These are summarized in Table XXXVII.

TABLE XXXVII

AREAS IN WHICH BEGINNING TEACHERS OF HOME ECONOMICS DESIRED HELP  
IN ARRIVING AT DECISIONS

| Area                    | Number and per cent of teachers<br>desiring help |                  |
|-------------------------|--------------------------------------------------|------------------|
|                         | Number                                           | Per cent<br>N-24 |
| Planning and organizing | 16                                               | 66.7             |
| Discipline              | 10                                               | 41.7             |
| References              | 6                                                | 25.0             |
| Administrative policy   | 4                                                | 16.7             |
| Junior high             | 3                                                | 12.5             |

When discussing special kinds of help desired in area of planning and organizing one respondent said:

I wish there were some courses of study or something that would give some ideas as to just what you could do every day when you are trying to teach foods on a meal basis. You keep hearing that is the way it is supposed to be taught, but I have no idea just how to organize such a unit. What do you do every day?....No, I wouldn't follow it exactly every day, but having something to go by would sure be a help. And I don't mean one of those vague outlines like we can get now...

Another teacher, when discussing kinds of help she would like in handling discipline problems said:



Things are certainly different as far as working with kids when you are on your own. In guidance classes and student teaching you get the idea that kids are pretty great--interested in school, maybe a few problems...Well, they aren't, at least these kids aren't. In theory classes I think they tend to skirt the issue of discipline. You just can't do some of the ideal things that are suggested to you. You had a few minor problems in student teaching, but the kids I worked with there are so different.

One respondent suggested that special help on understanding administrative policies within the school would be helpful in decision-making.

If I really knew what was going on around here it would be so much easier. We are a new school and are attempting to establish policies. I'm not really sure just what decisions I have a right to make and I'm afraid to ask sometimes. In student teaching all the administrators seemed so nice. We actually never had to go to them with anything serious.

The kinds of help desired relative to references and junior high seemed to be related. Teachers wanted to know where they could get good reference materials geared to the junior high level. Information on what to teach junior high groups and suggestions on how to work with junior high pupils were also requested.

When asked how they would like to get help in decision-making three-fourths of the teachers specifically stated that they would like an opportunity to meet with other beginning teachers of home economics and talk over their common problems and get ideas from one another. Fourteen of the teachers mentioned that having special meetings for beginning teachers would be an effective means for giving them help. Those teachers who were in a school where there was one or more other teachers of home economics said that they often sought help from them,

but would rather get help from "someone my own age or some one I went to school with. We're all kind of in the same boat..."

Expectations of the managerial role of the beginning teacher.

Teachers were asked during the focused interview what they had expected their management role to be like in relation to use of the resources of time, energy, money, materials, abilities, interests, and skills of others, and school-community facilities prior to beginning their teaching position. They were then asked if their expectation had been fulfilled after a semester of teaching.

A study of Table XXXVIII reveals that there was a marked discrepancy between what some teachers believed their management role would be and the kind of management role they felt was expected of them in their present position.

Over one-half of the teachers interviewed said that their expectations related to the use of time were not fulfilled. A typical response was that of:

I didn't expect teaching home ec. to be an eight to five job. I had thought I'd have to spend some evenings at school affairs. But I honestly didn't think it would be necessary to spend practically every waking hour thinking about school--and that's what it could amount to if you would let it. When you teach every single hour that you are in the building or else have kids in your room sewing, working on projects or club, getting things ready for teacher's meetings or teas, I'd like to know when you are supposed to find time to plan your lessons, order groceries, keep equipment in shape, make the room attractive and all the other million and one things you'd like to do or that you think you ought to do. There just isn't time during school hours to do much of anything else but teach. All this other stuff you do after school, nights and on weekends. You know how schools are--they have other things

TABLE XXVIII

NUMBER AND PERCENTAGE OF BEGINNING TEACHERS EXPRESSING EXPECTATIONS  
OF MANAGEMENT ROLE RELATIVE TO USE OF SPECIFIC RESOURCES  
IN CLASSES OF HOME ECONOMICS

| Specific resources                                         | Number and per cent of expectations |                  |                     |                  |               |                  |            |                  |
|------------------------------------------------------------|-------------------------------------|------------------|---------------------|------------------|---------------|------------------|------------|------------------|
|                                                            | Fulfilled                           |                  | Partially fulfilled |                  | Not fulfilled |                  | Don't know |                  |
|                                                            | Number                              | Per cent<br>N-24 | Number              | Per cent<br>N-24 | Number        | Per cent<br>N-24 | Number     | Per cent<br>N-24 |
| Time                                                       | 6                                   | 25.0             | 5                   | 20.8             | 13            | 54.2             | 0          | -                |
| Energy                                                     | 9                                   | 37.5             | 4                   | 16.7             | 11            | 45.8             | 0          | -                |
| Money                                                      | 3                                   | 12.5             | 1                   | 4.2              | 14            | 79.2             | 1          | 4.2              |
| Materials                                                  | 6                                   | 25.0             | 13                  | 54.1             | 5             | 20.8             | 1          | 4.2              |
| Interests, abilities,<br>skills and attitudes<br>of others | 0                                   | -                | 7                   | 37.5             | 15            | 62.5             | 0          | -                |
| School-community<br>facilities                             | 4                                   | 16.7             | 6                   | 25.0             | 4             | 16.7             | 10         | 41.7             |

planned for your evenings--school parties, games, and things like that. Honestly, sometimes I think just handing the kids a textbook, reading and doing a little discussing is about all we have time for. I used to be real critical of teachers that did only that--but there are only twenty-four hours in the day....Is this where the decision-making comes in?

This same teacher when questioned as to just what she had expected time management to be like in her classes said:

I really thought teaching would be like student teaching was as far as time was concerned. When I was student teaching my biggest concern was to plan enough in a class period to keep the kids busy all the time. It just seemed that there was so much time; it kept me hopping to find things to fill class hours. I did get to the place where I could figure out just how long a certain activity would take. I still don't have much trouble as far as covering things in class. I don't remember feeling so pushed in student teaching. We had plenty of time to plan and organize, order groceries, fix up the room and keep it neat, etc. I'd expected to have time in my job to do the same things, but like I said, you just can't be teaching a class, planning, cleaning and ordering groceries all at the same time. In student teaching you kind of do one thing at a time; on the job everything is shoved at you at one time. Trying to decide just exactly what you do in the time you have is the hardest part of teaching. I could use a few hints on how to manage time...

Eleven of the twenty-four beginning teachers or 45 per cent said that their expectations of the use of energy were not fulfilled. One respondent said:

Now I figure I can last until June; but there were times when I wondered. My feet actually hurt by the end of the day. Outside of the twenty minutes I take for lunch I'm actually standing or walking all day long. As you can see this isn't exactly the smallest room in the world and if you are going to keep kids busy and supervise them you can't sit at a desk. Compared to other teachers, I think we have to use a lot of energy to teach. Besides just the walking it seems to me home ec. teachers are forever carrying loads of stuff--lugging groceries, moving equipment, carting illustrative material. If you want to find the home ec. teacher in the school you just spot the gal whose carrying the most stuff! I can get hysterical just thinking of how I vowed I'd always be 'dressed-up' when I taught school--heels, good looking suit and all. Well, I'm here to tell you after one week I switched to flats. You have to be able to just plain work in your clothes if you are going to do a half-way decent job of teaching home economics.

It could be that I am a poor manager but I work a lot harder physically than I had expected to--hadn't dreamed that I'd be scrubbing sinks, moving tables and sweeping--looks like all of it is part of this game...

Nineteen of the twenty-four teachers said their expectations relative to the management of money were not fulfilled. It was in the area of money management that perhaps the greatest discrepancy between what beginning teachers had been taught would exist and what the situation actually was seemed to exist. College classes had impressed upon beginning teachers that they would be operating their classes in home economics on a budget, that they would be expected to keep some kind of record as to expenditure of money, that in most cases they would be making long-range plans for the purchasing of large pieces of equipment, that they would be helping pupils in high school learn to manage money by allowing them to help manage departmental money. Only three teachers had a specified budget for operating their home economics classes. One teacher said that she had no budget, but that she actually did not need one since she did no spending of money. The administrator did all purchasing, "...even the pie tins." Nineteen of the teachers said that their administrators told them they could spend whatever they needed as long as they were "reasonable." The response of one teacher is typical of the responses given by approximately 80 per cent of the group:

As far as money goes I haven't any management problem. I can spend whatever I want to. I asked if we had a budget or if there were any limits. I was told that I could spend as much as we needed for food as long as I used some sense and kept the total cost reasonable. As far as money to get other things besides foods I never did get any kind of answer. I can requisition things

like books, magazines and the like just like the other teachers do. I haven't bothered to get any small equipment--even though we desperately could use some because I don't know how you go about doing it. It would be so much easier to operate if I knew how much I could spend. Then I could spend some money on other units besides foods. In the long run I think it would be cheaper for the school too. I really think I tended to be somewhat wasteful of food at first. I had no idea how much we were spending. We just call in the orders and the bills are sent to the office. Don't even have the information so kids can figure out how much a meal costs. This is a far cry from what you people at the college tell us to do, isn't it?

Fifteen of the twenty-four teachers found that their expectations relative to the interests, abilities, skills, knowledge and attitudes of persons were not fulfilled. Not a single teacher said that her expectations were fulfilled in this area. Beginning teachers generally talked of their expectations relative to this area in terms of the pupils in their classes. What they had expected in terms of pupil behavior was different from what they were experiencing. Beginning teachers of home economics interviewed seemed to have a somewhat idealized image of adolescents. One respondent said:

Before I started to teach last fall I thought that I really understood kids. I enjoyed working with high school girls during student teaching. They always seemed so interested and eager. They were friendly and acted like they liked me. I felt that I got along real well with them. Of course everything wasn't real smooth all the times, but nothing serious ever happened. It was always easy to get things back in control. Somehow, the girls here are so different. They act bored and uninterested. I do nothing, it seems to me, but worry about the way they are acting. They talk and giggle continuously in class--comb their hair, do their fingernails, and generally waste time. They have to be continuously reminded to keep busy. The noise nearly drives me nuts. I never dreamed girls could get so noisy. You should be here some day when all twenty-eight of them are in lab preparing a meal. It is mass confusion. They are messy, do everything wrong, don't seem to care about much of anything except eating. I simply dread doing anything that gets them out of their seats because it

gets so loud. I've tried all the things they suggested in methods class but theory just doesn't work with these kids. I think part of it is my fault because I'm not well organized, but part of the fault is the kids. They surely are different from the kids I went to school with. If I turn my back they are in trouble. Cheat at every chance, and their morals...Of course, they aren't all like that. I wish there was some way I could do something but actually I'm stumped. Sounds as if I'm just a griper. Actually, things are much better now. I've learned not to think they are perfect little angels and we get along better. If you just keep a stern face and don't attempt to be a buddy of theirs things go much better. If I don't let little things irritate me or expect them to get too much done I find myself enjoying them even!

There seemed to be uncertain feelings about what to expect in terms of school-community facilities. Ten of the twenty teachers seemed vague in their responses to this question. They said they were not too concerned about using community facilities relative to their classes. Ten of the twenty-four indicated that they had no particular expectations as to their management role relative to the use of school-community facilities. In the four cases where the expectation was not fulfilled it was primarily because school schedules were not flexible enough to allow for use of facilities that might have been available.

There seemed to be the least amount of discrepancy in what was expected compared to what was being experienced in the area of materials. The six teachers whose expectations were fulfilled in this area had spent some time visiting in the home economics department prior to the opening of school so had a good image of what to expect in relation to materials. The thirteen teachers who said their expectations had been partially fulfilled had seen the classroom for home economics before accepting the position and in some cases had talked about materials with the administrator or the former teacher. Beginning teachers,

generally, had a realistic picture of the kinds of materials with which they might be working.

With the exception of expectations about management relative to school-community facilities, the twenty-four beginning teachers of home economics studies had formulated rather clear-cut expectations of the management role of the home economics teacher relative to the use of time, energy, money, and interests, abilities, skills, knowledge and attitudes of pupils in their classes.



## CHAPTER VI

### SATISFACTIONS IN DECISION-MAKING RELATED TO MANAGEMENT IN CLASSES OF HOME ECONOMICS

The satisfactions of decision-making relative to management in classes by beginning teachers of home economics were studied and are discussed in this chapter. Beginning teachers were asked to record on the decision log which they kept of classroom management decisions, the ways in which each decision was satisfying or dissatisfying. In the follow-up focused interview they were interrogated again as to the relative satisfactions derived from each of the recorded decisions. They were also asked to state factors which they felt made them satisfied or dissatisfied with over-all decisions-making relative to management in their classes.

Number of decisions which were recorded as being satisfying, dissatisfying and uncertain. Beginning teachers of home economics were generally satisfied with the decisions they made relative to the management of their classes. Of the 343 recorded management decisions made, about two-thirds were recorded as satisfactory decisions. Less than one-fifth of the decisions made were recorded as dissatisfying decisions. Some decisions resulted in uncertain satisfaction; that is, teachers were not yet certain enough of the outcome of the decision to know whether or not it would be satisfying. About one-sixth of the

decisions held uncertain satisfaction. The percentage of satisfying, dissatisfying, and uncertain decisions are summarized in Table XXXIX

TABLE XXXIX

NUMBER AND PER CENT OF DECISIONS RECORDED AS SATISFYING, DISSATISFYING AND UNCERTAIN BY BEGINNING TEACHERS OF HOME ECONOMICS

| Satisfaction           | Decisions |                   |
|------------------------|-----------|-------------------|
|                        | Number    | Per cent<br>N-343 |
| Satisfying             | 224       | 65.3              |
| Dissatisfying          | 62        | 18.2              |
| Uncertain satisfaction | 57        | 16.6              |

Table XL indicates that twenty-one out of twenty-four beginning teachers said that over one-half of the decisions that they made relative to management in their classes were satisfying. Three out of twenty-four teachers recorded no dissatisfying decisions; only one teacher recorded that one-third of the decisions she made were dissatisfying. Seventeen of the twenty-four beginning teachers indicated that they were uncertain of the satisfaction of some of their decisions.

Kinds of decisions that were satisfying, dissatisfying, and uncertain. The decisions made by the beginning teachers were classified according to satisfactions into the management areas of: (1) care and use of room, materials, and equipment; (2) discipline; (3) how to teach; (4) interruptions; (5) money; (6) time; and (7) what to teach. A study

TABLE XL

NUMBER AND PER CENT OF MANAGEMENT DECISIONS RECORDED AS BEING  
SATISFYING, DISSATISFYING, AND UNCERTAIN BY BEGINNING  
TEACHERS OF HOME ECONOMICS

| Teacher | Number and per cent of decisions recorded as |          |               |          |           |          |
|---------|----------------------------------------------|----------|---------------|----------|-----------|----------|
|         | Satisfying                                   |          | Dissatisfying |          | Uncertain |          |
|         | Number                                       | Per cent | Number        | Per cent | Number    | Per cent |
| A       | 24                                           | 77.4     | 6             | 19.4     | 1         | 3.2      |
| B       | 6                                            | 42.9     | 2             | 14.3     | 6         | 42.9     |
| C       | 17                                           | 56.7     | 5             | 16.7     | 8         | 26.7     |
| D       | 8                                            | 88.9     | 1             | 11.1     | 0         | 00.0     |
| E       | 14                                           | 87.5     | 0             | -        | 2         | 12.5     |
| F       | 5                                            | 71.4     | 2             | 28.6     | 0         | -        |
| G       | 20                                           | 64.5     | 11            | 35.5     | 0         | -        |
| H       | 7                                            | 70.0     | 3             | 30.0     | 0         | -        |
| I       | 12                                           | 80.0     | 2             | 13.3     | 1         | 6.7      |
| J       | 9                                            | 50.0     | 3             | 16.7     | 3         | 33.3     |
| K       | 12                                           | 66.7     | 6             | 33.3     | 0         | -        |
| L       | 7                                            | 50.0     | 3             | 21.4     | 4         | 28.6     |
| M       | 7                                            | 77.8     | 1             | 11.1     | 1         | 11.1     |
| N       | 9                                            | 42.9     | 3             | 14.3     | 9         | 42.9     |
| O       | 10                                           | 83.3     | 1             | 8.3      | 1         | 8.3      |
| P       | 9                                            | 69.2     | 2             | 15.4     | 2         | 15.4     |
| Q       | 3                                            | 50.0     | 1             | 16.7     | 2         | 33.3     |
| R       | 5                                            | 55.6     | 2             | 22.2     | 2         | 22.2     |
| S       | 13                                           | 72.2     | 2             | 11.1     | 3         | 16.7     |
| T       | 4                                            | 80.0     | 1             | 20.0     | 0         | -        |
| U       | 3                                            | 75.0     | 1             | 25.0     | 0         | -        |
| V       | 1                                            | 33.3     | 0             | -        | 2         | 66.7     |
| W       | 9                                            | 81.8     | 0             | -        | 2         | 18.2     |
| X       | 10                                           | 52.6     | 4             | 21.0     | 5         | 26.3     |
| Total   | 224                                          |          | 62            |          | 57        |          |

of Table XLI shows that over one-half of the decisions made in all areas, with the exception of "interruptions," were satisfying decisions. The greatest number of satisfying decisions were made in the area of "how to teach." Over 92 per cent of the decisions made in this area

TABLE XII

NUMBER AND PER CENT OF DECISIONS RECORDED AS SATISFYING, DISSATISFYING, AND UNCERTAIN  
IN RELATION TO SPECIFIC MANAGEMENT SITUATIONS BY BEGINNING TEACHERS  
OF HOME ECONOMICS

| Situation                                         | Number and per cent of decisions recorded as |          |               |          |              |          | Total<br>number |
|---------------------------------------------------|----------------------------------------------|----------|---------------|----------|--------------|----------|-----------------|
|                                                   | Satisfying                                   |          | Dissatisfying |          | Uncertain    |          |                 |
|                                                   |                                              |          |               |          | satisfaction |          |                 |
|                                                   | Number                                       | Per cent | Number        | Per cent | Number       | Per cent |                 |
| Care and use of rooms,<br>materials and equipment | 30                                           | 53.6     | 7             | 12.5     | 19           | 33.9     | 56              |
| Discipline                                        | 35                                           | 55.6     | 22            | 34.9     | 6            | 7.9      | 63              |
| How to teach                                      | 98                                           | 92.5     | 8             | 7.6      | 0            | -        | 106             |
| Interruptions                                     | 3                                            | 37.5     | 3             | 37.5     | 2            | 25.00    | 8               |
| Money                                             | 3                                            | 75.0     | 1             | 25.0     | 0            | -        | 4               |
| Time                                              | 19                                           | 50.0     | 20            | 20.4     | 29           | 29.6     | 98              |
| What to teach                                     | 6                                            | 75.0     | 1             | 12.5     | 1            | 12.5     | 8               |
| Total                                             | 224                                          |          | 62            |          | 57           |          | 343             |

were considered satisfying decisions by the beginning teachers of home economics. No decisions related to "how to teach" seemed to give uncertain satisfaction. "Interruptions" resulted in the greatest number of dissatisfying decisions. Slightly over one-third of the decisions made in area of "discipline" were considered dissatisfying. The greatest per cent of uncertainty in satisfaction in decision-making was recorded in areas of "care and use of room, materials, and equipment" and "time." There seemed to be no uncertainty as to satisfaction in decisions relative to "how to teach" and "money." The number and per cent of decisions recorded as satisfying, dissatisfying and uncertain in relation to specific management situations by beginning teachers of home economics is shown in Table XLI.

Ways in which beginning teachers of home economics indicated satisfaction, dissatisfaction, or uncertainty in satisfaction in relation to decision-making in management. Teachers recorded the ways in which each of the decisions they made were satisfying, dissatisfying, or gave uncertain satisfaction on the Decision Log. The ways in which decisions were satisfying or dissatisfying were classified into two main categories: (1) feeling of achievement, and (2) feelings of approval.

Beginning teachers of home economics indicated feelings of achievement as the way in which 57.6 per cent of the decisions were satisfying. Feelings of achievement were expressed in terms of: (1) increased pupil learning; (2) improved efficiency and/or order; and (3) improved pupil discipline. Increased pupil learning accounted

for less than one-fourth of the satisfying decisions; improved efficiency and/or order for less than one-fourth of the satisfying decisions and improved pupil discipline for over one-eighth of the satisfying decisions.

Feelings of approval were indicated as the means in which over two-fifths of the decisions were satisfying. Feelings of approval were expressed as: (1) approval of pupils; (2) approval of administrators; and (3) approval of others. Approval of pupils was the most important way in which teachers indicated satisfaction in decision-making relative to classroom management. Over one-third of the decisions made were satisfying in ways which indicated that pupils approved of the decision made. Administrative approval accounted for 4 per cent of the ways in which satisfaction was expressed and approval of others for 3 per cent of the ways in which a decision was satisfying. The ways in which decisions were satisfying is summarized in Table XLII.

TABLE XLII  
SATISFACTIONS IN RELATION TO MANAGEMENT DECISIONS AS INDICATED BY  
BEGINNING TEACHERS OF HOME ECONOMICS

| Ways                | Number and per cent of decisions |                   |
|---------------------|----------------------------------|-------------------|
|                     | Number                           | Per cent<br>N-224 |
| Achievement         | 129                              | 57.6              |
| Increased learning  | 51                               | 22.8              |
| Improved efficiency | 50                               | 22.3              |
| Improved discipline | 28                               | 12.5              |
| Approval            | 95                               | 42.4              |
| Pupil               | 79                               | 35.3              |
| Administrative      | 9                                | 4.0               |
| Other               | 7                                | 3.1               |
| Total               | 224                              | 100.0             |

Beginning teachers of home economics indicated lack of achievement as the factor which made about three-fourths of the dissatisfying decisions dissatisfying. Evidence of lack of achievement was expressed as limited learning on the part of pupils, inefficient use of time, energy, and materials and poor discipline. Inefficiency accounted for dissatisfaction in one-third of the dissatisfying decisions. Poor discipline was responsible for over one-fourth of the dissatisfying decisions. Limited learning was the way in which about 15 per cent of the decisions were dissatisfying.

Disapproval of pupils, administrators or the teacher herself accounted for over one-fourth of the dissatisfying factors. Evidence of pupil disapproval accounted for about one-fifth of the dissatisfying factors. Administrative and personal disapproval respectively, were indicated in 3 per cent of the dissatisfying factors stated. The factors which teachers said made decisions dissatisfying are summarized in Table XLIII.

In fifty-seven decisions teachers were uncertain as to the ways in which the decision was either satisfying or dissatisfying. The action in about one-half of these decisions had not gone on long enough for satisfaction or dissatisfaction to be evident at the time the decision was recorded. In thirteen of the decisions in which satisfaction seemed uncertain there seemed to the researcher to be a conflict in the goals that the teacher wanted to accomplish by putting her decision into action. An example of such a decision was:

TABLE XLIII

SUMMARY OF WAYS IN WHICH BEGINNING TEACHERS OF HOME ECONOMICS  
INDICATED MANAGEMENT DECISIONS TO BE SATISFYING

| Ways                | Number and per cent of decisions |          |
|---------------------|----------------------------------|----------|
|                     | Number                           | Per cent |
| Lack of achievement | 46                               | 74.2     |
| Limited learning    | 9                                | 14.5     |
| Inefficiency        | 21                               | 33.9     |
| Poor discipline     | 16                               | 25.8     |
| Disapproval         | 16                               | 25.8     |
| Pupil               | 12                               | 19.4     |
| Administrative      | 2                                | 3.2      |
| Personal            | 2                                | 3.2      |
| Total               | 62                               | 100.0    |

**SITUATION:** Case of the missing bananas. Should I bring it up in class to see if girls would admit they took them?

**Alternatives.** 1. Say nothing about the bananas and act as if no one was put to a disadvantage.  
2. Bring it up in front of class as a group to see how the group felt about the situation and in hopes the girls would admit they took them.  
3. Go to the girls individually who were involved and discipline them without letting rest of class in on it.

**Choice.** I brought it up before the whole group.

**Reason for choice.** I wanted the girls to admit they took the bananas before the group mostly to embarrass them. I also didn't want them to blame the girl who told me who ate the bananas.

**Was choice satisfying?** Partly yes and partly no. I'm not sure if they learned their lesson or not. I am not at all certain it won't happen again. Really don't feel satisfied about embarrassing the kids. Don't want them to think I don't trust them.

In nineteen of the decisions in which satisfaction was uncertain teachers indicated that the decision had to be so expedient that they chose the alternative most possible to accomplish at the moment.



Results were helpful in bringing some action to the problem, but a more desirable choice could have been made which would have brought satisfaction. These were typical discipline decisions that demanded immediate action. One teacher cited this example:

SITUATION: A class discussion was being consistently interrupted by various girls; one group in particular.

Alternatives: 1. Ignore it and continue the discussion.  
 2. Finish one topic and then have the class resume the subject by reading. Have the group causing the disturbance write an essay on courtesy in class toward their classmates and teacher.  
 3. Excuse the troublesome group to study hall and continue the discussion.

Choice. Finished one topic then had group read. Made noisy group write essay.

Reason for choice: It was difficult to carry on a worthwhile discussion. I didn't want to have to resort to excusing them from the class. I thought maybe the class would benefit more from reading than a worthless discussion when they couldn't hear.

Was choice satisfying? I'm not sure. The belligerent group didn't behave as though they had learned a very significant lesson. It really wasn't being fair to the rest of the group to discontinue the discussion. None of us really accomplished anything. My nerves sort of calmed down, though, when they were all busy for a short while reading or writing the essay.

In order to validate the judgment of satisfaction in decision-making after a short period had elapsed, the beginning teachers were asked in the focused interview to rate the degree of satisfaction they now felt in terms of each decision they had recorded. Decisions were ranked "very satisfying," "satisfying," "all right," "unsatisfying," or "very unsatisfying." Teachers tended to continue to rate the decisions they had made as satisfying. Table XLIV indicates that one-fifth of the decisions were considered "very satisfying"; two-fifths of the decisions were rated as "satisfying"; about one-fifth were rated as



"all right" or neither particularly satisfying or dissatisfying. Of the 343 management decisions made 13 per cent were rated as "unsatisfying" and 4 per cent were rated as "very unsatisfying."

TABLE XLIV  
DEGREE OF SATISFACTION IN DECISION-MAKING EXPRESSED BY  
BEGINNING TEACHERS OF HOME ECONOMICS

| Degree of satisfaction | Number and per cent of decisions |          |
|------------------------|----------------------------------|----------|
|                        | Number                           | Per cent |
| Very satisfying        | 67                               | 19.6     |
| Satisfying             | 147                              | 42.6     |
| All right              | 68                               | 19.9     |
| Unsatisfying           | 46                               | 13.5     |
| Very unsatisfying      | 15                               | 4.4      |
| Total                  | 343                              | 100.0    |

There was very little change in the feelings the teachers held about the management decisions they made from the time they recorded them to the time of the focused interview when the decisions were probed more deeply. Table XLV points up the small change that took place. The total number of "satisfying decisions" changed from 224 recorded "satisfying" decisions to 214 "satisfying" decisions; "unsatisfying" decisions changed from fifty-seven recorded "unsatisfying" decisions to sixty-one "unsatisfying" decisions; "uncertain" or "all right" decisions changed from sixty-two recorded "uncertain" decisions to sixty-eight "uncertain" decisions.

TABLE XLV

COMPARISON OF STATED AND RECORDED SATISFACTION IN DECISION-MAKING  
RELATIVE TO MANAGEMENT IN HOME ECONOMICS CLASSES BY  
BEGINNING TEACHERS

| Degree of satisfaction | Number and per cent of decisions |                   |        |                   |
|------------------------|----------------------------------|-------------------|--------|-------------------|
|                        | Recorded                         |                   | Stated |                   |
|                        | Number                           | Per cent<br>N-343 | Number | Per cent<br>N-343 |
| Satisfying             | 224                              | 65.3              | 214    | 62.3              |
| Uncertain              | 57                               | 16.6              | 68     | 19.8              |
| Dissatisfying          | 62                               | 18.1              | 61     | 17.8              |

Factors which teachers said made them feel satisfied with decision-making. During the focused interview the beginning teachers were asked to recall some of the factors that they felt made them feel satisfied with decision-making related to management in their classes. These factors were classified into six categories suggested by the Williams<sup>1</sup> listing of value orientations: (1) recognition, (2) approval, (3) achievement, (4) conformity, (5) efficiency, and (6) success. These were further classified as being related to the teacher personally, her pupils, or to her administrator.

Beginning teachers, generally, derived their greatest satisfaction in decision-making relative to classroom management if their pupils achieved, were efficient, gave them approval and recognition, and seemed

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<sup>1</sup>Robin M. Williams, Jr. American Society (New York: Alfred A. Knopp), 1951, pp. 388-439.

1. The first step in the process of the  
2. The second step in the process of the  
3. The third step in the process of the

4. The fourth step in the process of the  
5. The fifth step in the process of the

6. The sixth step in the process of the  
7. The seventh step in the process of the

8. The eighth step in the process of the

9. The ninth step in the process of the

10. The tenth step in the process of the

11. The eleventh step in the process of the

12. The twelfth step in the process of the

13. The thirteenth step in the process of the

14. The fourteenth step in the process of the

15. The fifteenth step in the process of the

16. The sixteenth step in the process of the

17. The seventeenth step in the process of the

to conform. A study of Table XLVI suggests that over one-half of the factors stated as giving satisfaction in decision-making were related to pupils. About one-third of the factors giving satisfaction in decision-making were related to the teacher personally. About one-tenth of the factors cited as giving satisfaction were related to administrators.

The achievement factor was most frequently mentioned as the factor that made teachers feel satisfied with a decision. About two-fifths of factors cited were related to achievement. Of the total number of factors given 15 per cent were related to approval. About one-eighth of the factors were concerned with efficiency. Conformity accounted for over one-tenth of the factors. Recognition and success each were cited in one-tenth of the factors.

Factors which beginning teachers said made them feel dissatisfied with decision-making. During the focused interview teachers were probed in relation to the factors which they felt made them feel dissatisfied with the decisions they made relative to the management in home economics classes. These factors were classified into six categories adapted from Williams listing of value orientations. These classifications were: (1) disapproval; (2) inefficiency; (3) inequality; (4) lack of achievement; (5) lack of success; and (6) uncertainty. Each of these factors was related to the teacher herself, her administration, and her pupils.

A total of fifty-six factors were cited as contributing to dissatisfaction in decisions made by the twenty-four beginning teachers

TABLE XLVI  
FACTORS WHICH BEGINNING TEACHERS OF HOME ECONOMICS FELT MADE  
DECISION-MAKING SATISFYING

| Factor         | Number and per cent of factors |          |
|----------------|--------------------------------|----------|
|                | Number                         | Per cent |
| Achievement    | 26                             | 41.9     |
| Administration | -                              | -        |
| Personal       | 7                              | 11.3     |
| Pupil          | 19                             | 30.7     |
| Approval       | 9                              | 14.5     |
| Administration | 3                              | 4.8      |
| Personal       | -                              | -        |
| Pupil          | 5                              | 8.1      |
| Conformity     | 7                              | 11.3     |
| Administration | -                              | -        |
| Personal       | 3                              | 4.8      |
| Pupil          | 4                              | 6.5      |
| Efficiency     | 8                              | 12.9     |
| Administration | -                              | -        |
| Personal       | 2                              | 3.2      |
| Pupil          | 5                              | 9.7      |
| Recognition    | 6                              | 9.7      |
| Administration | 3                              | 4.8      |
| Personal       | -                              | -        |
| Pupil          | 3                              | 4.8      |
| Success        | 6                              | 9.7      |
| Administration | -                              | -        |
| Personal       | 6                              | 9.7      |
| Pupil          | -                              | -        |
| Total          | 62                             | 100.0    |

interviewed. The greatest percentage of these factors were related to pupils. Well over one-half of the factors cited were in relation to pupils. About two-fifths of the factors stated by teachers were related to the teacher herself. The smallest number of factors contributing to dissatisfaction, less than 4 per cent, were related to the administration.

Factors which denoted lack of achievement on the part of the pupils or the teacher were most frequently mentioned as contributing to a sense of dissatisfaction with a decision. This was cited in about one-third of the factors.

Disapproval by pupils, administration, or the teacher herself of the decision was given as a factor contributing to dissatisfaction in decision-making in one-fourth of the instances.

Factors related to inefficiency on the part of the teacher or her pupils were cited in about one-fifth of the statements made by teachers. These factors were primarily due to unsatisfactory use of time.

If the decision proved unsuccessful to either teacher or pupils it was cited by the teacher as contributing to dissatisfaction in decision-making; this accounted for over one-tenth of the factors.

Uncertainty as to outcome of a decision was a factor that was said to contribute to dissatisfaction in less than one-tenth of the instances given.

Inequality factors were stated in 7 per cent of the statements given as contributing to dissatisfaction in decision-making.



A summary of the factors which teachers felt made decision-making unsatisfactory appears in Table XLVII.

TABLE XLVII  
FACTORS WHICH BEGINNING TEACHERS OF HOME ECONOMICS FELT MADE  
DECISION-MAKING DISSATISFYING

| Factor              | Number and per cent of factors |                  |
|---------------------|--------------------------------|------------------|
|                     | Number                         | Per cent<br>N-56 |
| Lack of achievement | 16                             | 28.6             |
| Administration      | -                              | -                |
| Personal            | 3                              | 5.4              |
| Pupil               | 13                             | 23.2             |
| Disapproval         | 14                             | 25.0             |
| Administration      | 2                              | 3.6              |
| Personal            | 1                              | 1.8              |
| Pupil               | 11                             | 19.7             |
| Inefficiency        | 11                             | 19.6             |
| Administration      | -                              | -                |
| Personal            | 6                              | 10.7             |
| Pupil               | 5                              | 8.9              |
| Lack of success     | 6                              | 10.7             |
| Administration      | -                              | -                |
| Personal            | 3                              | 5.4              |
| Pupil               | 3                              | 5.4              |
| Uncertainty         | 5                              | 8.9              |
| Administration      | -                              | -                |
| Personal            | 5                              | 8.9              |
| Pupil               | -                              | -                |
| Inequality          | 4                              | 7.2              |
| Administration      | -                              | -                |
| Personal            | 4                              | 7.2              |
| Pupil               | -                              | -                |
| Total               | 56                             | 100.0            |

## CHAPTER VII

### SUMMARY OF FINDINGS AND CONCLUSIONS WITH IMPLICATIONS IN RELATION TO DECISION-MAKING IN CLASSROOM MANAGEMENT BY BEGINNING TEACHERS OF HOME ECONOMICS

#### I. SUMMARY OF FINDINGS AND CONCLUSIONS

Findings in relation to the hypotheses. The data which were secured from the beginning teachers of home economics in the selected group partially supported the hypotheses of this study. Beginning teachers of home economics tended to vary in the numbers of decisions they made relative to management in classes of home economics. They tended to be alike in the kinds of decisions they made. The data secured seemed to support the hypothesis that decision-making related to management in classes of home economics by beginning teachers was related to the following factors of: (1) length of time needed to arrive at closure in decision-making; (2) ease with which closure in decision-making is reached; (3) autonomy in making decisions; (4) knowledge and information available for arriving at a decision; and (5) the expectations of the managerial role of the teacher of home economics held by the beginning teacher. Beginning teachers tended to vary slightly in the kinds of satisfactions they derived from making decisions relative to management in their classes. They, however, tended to be more alike than different in the degree of

satisfaction they derived from making decisions relative to management in classes of home economics.

Findings related to number and kinds of decisions related to management in classes of home economics. The findings in relation to the number and kinds of decisions were as follows:

1. A total of 343 decisions relative to management in classes of home economics were made and recorded by the twenty-four beginning teachers in the group during a specified, intermittent two week period.
2. Individual beginning teachers varied in the number of decisions they made relative to management in classes of home economics during the two week period. The number of decisions made and recorded by individual beginning teachers ranged from thirty-one to three; two of the beginning teachers made and recorded thirty-one decisions, one teacher made and recorded three decisions relative to management during the two week period. The median number of decisions made during the specified two week period was thirteen and one-half.
3. The number of alternatives considered before arriving at closure in decision-making varied. The greatest number of alternatives considered by any one beginning teacher for a particular decision was seven; the least number of alternatives considered for decision-making was two. Three or

four alternatives were considered in two-thirds of the decisions made. Two alternatives were considered in less than one-fifth of the decisions made. Seven alternatives were considered in only one instance.

4. Decisions seemed to be related to situations of: (1) how to teach; (2) use of time; (3) discipline; (4) care and use of room, materials, and equipment; (5) interruptions; (6) what to teach; and (7) money. The greatest number of decisions, about two-thirds of the total number made, were related to "how to teach" situations and "use of time" situations. About one-fifth of the decisions made seemed to be related to "discipline" situations.
5. Individual beginning teachers tended to be more alike in the kinds of decisions that they made relative to management in classes of home economics than in the number of decisions they made and recorded. Twenty-three of the twenty-four beginning teachers made decisions relative to "how to teach" situations. Twenty-one of the group made decisions related to "use of time" situations. Twenty-one of the group identified "discipline" situations as situations requiring decision-making. Decisions relative to "care and use of room, materials, and equipment" were made by sixteen of the twenty-four beginning teachers. Two-thirds of the group made decisions in relation to "what to teach" and

"interruptions" situations. Only one teacher made a decision relative to "money."

6. About nine-tenths of all decisions made relative to management in classes of home economics were made in relation to the use of the human resources of time, energy, and abilities, interests, knowledge, and skill of persons. Over one-tenth of the decisions made were related to use of nonhuman resources of money, materials, and school-community facilities.
7. Beginning teachers tended to be more alike than different in decision-making related to use of human resources. Over one-half of the group made decisions relative to the use of time, abilities, skills, interests, and knowledge of persons.
8. Beginning teachers varied somewhat in the decisions they made relative to the specific steps in the management process. Three-fourths of the teachers made decisions relative to all three steps of the management process. Twenty-three out of twenty-four made decisions related to the planning and control steps. Six teachers did not make any decisions relative to the evaluation step in the management process.
9. Beginning teachers tended to be alike in the areas in which decision-making relative to management in classes of home economics recurred. "How to teach" decisions were recurring

for about three-fourths of the group. "Discipline" and "time" decisions recurred for less than two-thirds of the beginning teachers of home economics. Decisions related to housekeeping were recurring for 40 per cent of the group.

Findings relative to the specific factors related to decision-making in management of classes by beginning teachers of home economics. The findings in relation to the specific factors related to decision-making in management of classes in home economics made by beginning teachers were as follows:

1. The length of time required in arriving at closure in decision-making in management of classes in home economics by beginning teachers varied. Two-fifths of the management decisions made by beginning teachers were rated as "spur of the moment" or "immediate" decisions, less than one-third of the decisions made required several days for closure, while one-fifth of the decisions required several hours of cogitating. Less than one-twentieth of the total number of management decisions were several weeks in the making. Less than one-tenth of the decisions were still in the process of being made.
2. Individual beginning teachers showed some variance in the time it took them to make decisions. Over one-fifth made one-half of all their decisions relative to management in classes of home economics on the spur of the moment or

immediately. All but one teacher made some decisions immediately; five-sixths of the group took several hours to make some decisions and several days before arriving at a choice for other decisions. Over one-half of the group had some decisions still in the process of being made.

3. Immediate decision-making was most frequent in management situations related to: (1) discipline, (2) time, and (3) how to teach.
4. The length of time required to reach a decision seemed to be related to situational factors and personal factors. About two-thirds of the factors cited by beginning teachers as being related to length of time required for decision-making were situational factors of: (1) amount of time available, (2) number of other persons involved in the decision process, (3) accessibility of resources, (4) demands of pupils, (5) policies of the school, and (6) number of alternatives to be considered. Over one-third of the factors related to length of time were personal factors of: (1) feeling that others will accept the decision, (2) feeling secure in the situation, (3) feeling confident, and (4) success of past experiences in decision-making.
5. The ease with which a decision was reached seemed to vary among the beginning teachers of home economics. Over one-half of the decisions were rated as "fairly easy" or "easy"

to make.

6. Individual beginning teachers of home economics tended to vary in the ease with which they made decisions. About one-third found some decisions "very easy" to make. All but one teacher rated some decisions "fairly easy" to make. Five-sixths of the group rated some decisions "easy" to make. Over one-half of the teachers rated some decisions "very difficult" to make; over two-thirds rated some decisions "fairly difficult" to make; and only two beginning teachers said that no decisions were "difficult" to make.
7. The ease with which a decision was reached seemed to be related to the management situation. All categories of management situations studied included some decisions which were rated "easy" to make by some of the beginning teachers. The greatest number of "time" decisions, forty, were rated as "fairly easy" to make. No "how to teach" decisions were considered "very difficult" to make, but twenty-eight "how to teach" decisions were considered "difficult" to make.
8. The ease with which decisions relative to management in classes of home economics were made seemed to be related to factors of: (1) knowledge, skill, or information available, (2) relative certainty of consequences, (3) limitation of alternatives, and (4) past experience in a similar situation. Relative certainty of consequences was cited



in over one-third of the statements as being related to ease in decision-making. About one-fifth of the factors cited as contributing to ease in decision making were factors concerned with the knowledge, skill or information available, limitation of alternatives and past experiences, respectively.

9. Factors which seemed to be related to difficulty in decision-making were: (1) limitation of resources, (2) inability to anticipate consequences, (3) involvement of other persons, and (4) degree of self-involvement on part of the teacher of home economics. Over two-fifths of the factors cited as contributing to difficulty in decision-making were concerned with the involvement of other persons; about one-fourth of the factors related to difficulty in decision-making were concerned with involvement of self by the beginning teacher of home economics. Limitation of resources and inability to anticipate consequences each accounted for about one-fifth of the factors which contributed to difficulty in decision-making.
10. The degree of knowledge that beginning teachers had or were willing to seek seemed to be related to the risk the teachers were willing to take in decision-making. All beginning teachers made some decisions that were "risk action" decisions. All teachers, but one, made "forced action" decisions; five-sixths left decisions in a state

of "inaction." One-half of the beginning teachers had decisions in the "learning" stage.

11. Beginning teachers tended to be alike in the autonomy of decision-making relative to management in classes of home economics. Over 70 per cent of the decisions related to management made by the beginning teachers studied were made autonomously. Over 14 per cent of the decision-making relative to classroom management was shared with pupils. Slightly over 11 per cent of the decision-making was shared with other persons such as the administrator, other home economics teachers, or other school personnel.
12. The importance of the consequences of the decision seemed to be related to decision-making made by beginning teachers of home economics. Beginning teachers indicated that in over one-half of the decisions they made the consequences were most important to the teacher; in less than one-half the decisions the consequences seemed to be most important to pupils.
13. Beginning teachers varied in the sources which they used for help in decision-making. All beginning teachers said that past experience had been helpful in making some of their management decisions. Five-sixths of the beginning teachers said they received help from printed materials; three-eighths of the group mentioned meetings as being a helpful source in arriving at a decision.

14. Beginning teachers of home economics indicated that they wished they might have had help in decision-making relative to special problems in the management of their classes. Over two-thirds of the group indicated they would have liked help in planning and organizing their work; over two-fifths indicated they would have liked help in making decisions relative to discipline; one-fourth would have liked information concerning reference materials for teaching; over one-sixth would have liked help in better understanding the administrative policy of their school; and over one-tenth wanted help and information in better understanding junior high school programs in home economics.
15. There seemed to be a discrepancy between the expectancies beginning teachers had had concerning their management role in the classroom of home economics and the actual role as they were experiencing it. Over one-half of the beginning teachers said that their expectations related to management were not fulfilled. Over one-half of the group indicated that expectations related to time were not fulfilled. About one-half said that their expectations in terms of use of energy were not fulfilled. About five-sixths said that their expectations relative to the management of money were not fulfilled. Five-sixths of the group found that their expectations relative to the interests, abilities, skills, knowledge and attitudes of persons were

not fulfilled. The least amount of discrepancy seemed to exist in the area of materials; beginning teachers generally had a realistic picture of the kinds of materials with which they might be working.

Findings relative to the satisfactions in decision-making in classroom management by beginning teachers of home economics. The findings relative to the satisfactions in decision-making were as follows:

1. Beginning teachers of home economics were generally satisfied with the decisions they made relative to management in their classes of home economics. About two-thirds of the decisions they made were recorded as satisfying decisions. Less than one-fifth of the decisions were considered dissatisfying, while one-sixth seemed to hold uncertain satisfaction.
2. Beginning teachers of home economics tended to be more alike than different in the satisfactions derived from decision-making relative to classes in home economics. Twenty-one of the twenty-four said that over half of all the decisions they made and recorded were satisfying. Seventeen of the twenty-four indicated uncertainty of satisfaction in some of their management decision-making.
3. Satisfaction in decision-making relative to classroom management varied with the management situation requiring

a decision. The greatest number of satisfying decisions recorded were made in the area of "how to teach"; in this area 92 per cent of the decisions were considered satisfying. "Interruptions" accounted for the greatest number of recorded dissatisfying decisions. The greatest degree of uncertainty in satisfaction in decision-making seemed to be concerned with the area of "care and use of room, materials, and equipment."

4. Satisfaction of recorded decisions seemed to be evidenced in feelings of achievement and feelings of approval. Feelings of achievement were expressed in terms of: (1) increased pupil learning, (2) improved efficiency and order, and (3) improved pupil discipline. About three-fifths of the satisfying decisions were said to be satisfying because the teacher seemed to have feelings of achievement. Feelings of approval were expressed as: (1) approval of pupils, (2) approval of administrators, and (3) approval of others. Over two-fifths of the satisfying decisions were those in which the beginning teacher said she evidenced feeling of approval.
5. Dissatisfaction in decisions recorded relative to management of classes in home economics by beginning teachers seemed to be evidenced in lack of achievement and feelings of disapproval. Feelings of lack of achievement were expressed as: (1) limited learning on the part of pupils,

(2) inefficient use of time, energy, and materials, and  
(3) poor discipline. About three-fourths of the dissatisfying decisions seemed to be related to factors of lack of achievement. Feelings of disapproval were evidenced in disapproval on the part of pupils, administrators or the teacher herself. About one-fourth of the dissatisfying decisions were those in which the beginning teacher said she had evidence of feelings of disapproval.

6. Beginning teachers of home economics indicated that the factors of: (1) recognition, (2) approval, (3) achievement, (4) conformity, (5) efficiency, and (6) success seemed to be related to satisfaction in decision-making relative to management. Over three-fifths of the factors related to satisfaction in decision-making were related to the relationship of these factors to the pupils. Beginning teachers seemed to derive the greatest amount of satisfaction in relation to decision-making in classes of home economics if their pupils were achieving, were efficient, and gave evidence of approval and recognition, and seemed to conform.
7. Beginning teachers of home economics indicated that the factors of: (1) disapproval, (2) inefficiency, (3) inequality, (4) lack of achievement, (5) lack of success, and (6) uncertainty seemed to be related to dissatisfaction in decision-making relative to management in classes of home economics. The greatest number, about three-fifths,

of these factors were related to pupils. About one-third of these factors were concerned with lack of achievement on the part of pupils; this factor seemed to contribute most frequently to a sense of dissatisfaction with decision-making on the part of the teacher. Disapproval by pupils, administration, or the teacher herself were stated as factors contributing to dissatisfaction in decision-making in one-fourth of the instances. Factors related to inefficiency on the part of the teacher or her pupils were cited in about one-fifth of the factors. If the decision proved to be unsuccessful it obviously contributed to dissatisfaction; this was cited in over one-tenth of the factors stated. Uncertainty as to outcome of a decision contributed to dissatisfaction in less than one-tenth of the factors given. Inequality factors were stated in less than one-tenth of the statements given as contributing to dissatisfaction.

## II. IMPLICATIONS FROM THE FINDINGS

Implications for teacher education. In an era when, according to the sociologists, our society is undergoing a shift in power and we are tending to move from a representative type of democracy toward one where the "people's choice" will become the law of the land, it is imperative that schools generally make a concerted effort toward helping people make intelligent choices. In the hands of today's

teachers lies the opportunity for much of the future patterning of our society. The teacher of home economics can play an important role in this patterning. It was the belief of the writer that the teacher of home economics, by applying the principles of decision-making to her everyday management of her home economics classes, can be instrumental in helping her pupils "...learn not only to buy packages of groceries or books but the larger package of a neighborhood, a society, a way of life..."<sup>1</sup> An emphasis in the pre-service education of prospective teachers might be placed on the recognition and analysis of decision-making opportunities so that the teacher would be able to verbalize and generalize on the decision-making process.

The conclusions drawn from this study have implications for teacher educators at both the pre-service and in-service levels. The data indicate that beginning teachers of home economics face decision-making in relation to seven specific management situations: (1) how to teach, (2) use of time, (3) discipline, (4) care and use of room, materials, and equipment, (5) interruptions, (6) what to teach, and (7) money. These management situations might be used by teacher educators as focal points for teaching classes in methodology. Teachers of home economics might be helped to analyze these kinds of management situations, suggest a number of alternatives for arriving at a decision for managing the situation, think through the suggested

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<sup>1</sup>David Riesman, Nathan Glazer, and Revel Denney, Lonely Crowd (New York: Doubleday Anchor Books, 1953), p. 349.



alternatives in terms of the goal or consequence that each alternative implies, arrive at a choice, and suggest specific action steps for carrying out the choice. It is the belief of the writer that this kind of mental analysis of management situations which prospective or current teachers have either observed or experienced will make them aware of the process of decision-making as a means for achieving the kind of goals in home economics that they are desirous of reaching. If the teacher uses the process of decision-making as the avenue for arriving at intelligent choices in relation to the management of her classes she is better prepared to teach this method of arriving at solutions to her pupils.

The data indicate that the largest percentage of decisions made by beginning teachers was related to "how to teach." This suggests that emphasis needs to be placed in pre-service preparation of teachers of home economics on the numerous alternatives that are open for the teaching of any one specific homemaking area. In-service programs for beginning teachers might well place emphasis on examining alternatives for "how to teach" specific areas of home economics.

Past experience in decision-making relative to management in classes of home economics seemed to be the greatest source of help in arriving at satisfying decisions. This would suggest that the kinds of experiences that prospective teachers have need to be geared toward providing successful experiences in making management decisions. Most of the past experience indicated as being helpful to the beginning teachers studied seemed to be past experiences during the first

semester of teaching. Some of the statements made by beginning teachers implied that real opportunity for making decisions and assuming responsibility for those decisions was not always possible in the student teaching situation. This would suggest that since experience seemed to be the most important means for helping the beginning teacher arrive at a decision, the student teaching experience might place emphasis on allowing the student teacher to actually make and assume responsibility for as many management decisions as possible.

The expectations that beginning teachers of home economics had relative to the management role of the home economics teacher seemed to have implications for teacher education. The finding that none of the beginning teachers of home economics indicated fulfillment of her expectations concerning people seems to imply that beginning teachers had a somewhat unrealistic image of what their pupils might be like. Beginning teachers said that college classes in guidance and education were somewhat responsible for helping them formulate an idealistic rather than realistic image of pupils. Student teaching experience had tended to give the same picture of pupils. Because the student teaching experience is usually undertaken under the guidance of a superior teacher of home economics in a school that is usually selected because the program and pupils exemplify good teaching conditions it would seem that prospective teachers have probably had little opportunity to see or participate in a teaching situation that might be more representative of the kinds of schools in which they will be employed. This suggests that prospective teachers might have the

opportunity to observe and, if possible, work with boys and girls in a variety of kinds of situations and/or schools so that they might have a more realistic picture of what to expect in terms of behavior on the part of junior and senior high school pupils.

An important implication for in-service teacher education is suggested by the data indicating that beginning teachers found meetings of beginning teachers where they had an opportunity to talk about the ways in which they were resolving their management problems as one of the most valuable sources of help in decision-making. This suggests that an important avenue for imparting information and knowledge and bringing about change in methods of teaching might be more effective by using the peer group as disseminators of ideas. In-service education personnel might be instrumental in working with key members of the beginning teacher group and organizing meetings of beginning teachers. The data in the study seem to imply that beginning teachers of home economics are more willing to share their problems and accept ideas from members of their own group rather than from "experts."

It is the belief of the writer that one of the more significant implications of the study arises from the importance that seemed to be revealed of deductive learning as a means to more effective teaching with the expenditure of the least amount of time and energy on the part of the teacher. If teachers might be helped to think through their management situations, seek a number of alternatives,

think through each alternative in terms of its possible outcome, and through this intellectualizing of the management situation arrive at a decision, they might be more able to achieve the goals they desire in teaching.

Implications for decision-making. The data secured from this study seemed to have implication for the understanding of the decision-making process. It seemed to the writer that the variance found among the beginning teachers in number of decisions made and in number of alternatives per decision considered and the likeness in the kinds of decisions made implied that differences in decision-making were related to the individuals involved rather than to the situation. This may have implication for those persons who are in positions of management or are training others to assume managerial responsibilities. Through actual practice in resolving management problems, where the individual would be given help in visualizing and critically examining a number of possible alternatives the capacity for decision-making might be increased. In a real sense this might imply that the individual's capacity to do creative, critical thinking might be increased.

The satisfactions which teachers said they derived from decision-making relative to the management in their classes were related to the values they held important. The weighing of alternatives in terms of possible consequences, the rejecting of some alternatives and the accepting of a particular alternative implied to the writer

that individuals were in reality weighing then ordering their basic values before making a choice. This has implication for goal-setting. Educators might help individuals learn to "think through" a situation prior to establishing goals. Through the intellectualizing of the decision-making process individuals might be able to examine a problem and recognize what the implementation of various alternatives might mean in terms of goal-attainment. The analysis of decision situations prior to making a decision should facilitate the decision-making process; the analysis of decisions after they have been executed ought to help the individual draw generalizations upon which future decisions can be based.

Implications for further study. This study was limited to a selected group of beginning teachers of home economics who shared a common educational background. The data seemed to indicate that this group tended to be more alike than different in their decision-making relative to management in classes of home economics. This hypothesis might be tested with a sample of beginning teachers having varying kinds of educational backgrounds.

It seemed to the writer that the variance in number of decisions made and alternatives considered by the beginning teachers of home economics studied might be related to personality factors. A study to determine the relationship of personality characteristics to the ability to make decisions relative to management in home economics classes would deepen the understanding of the decision-making process

and would seem to have significance for the selection and preparation of prospective teachers.

Some of the data seemed to imply to the writer that factors of intellectual ability, ordinal position in the family, reasons for choosing the teaching of home economics as a professional career, and past status leadership experiences seemed to be related to the expectations of the managerial role and hence to the ability of the beginning teacher to make decisions relative to management of her classes. A study of beginning teachers who represented variance in these factors would point up the significance of these factors relative to decision-making.

Beginning teachers in the group studied identified specific management situations as requiring decision-making. Decision-making in these areas had not become habitual for the beginning teacher. It is possible that more experienced teachers of home economics would not be faced with decision-making relative to management in their classes of home economics. A comparative study of beginning and experienced teachers of home economics would be significant in identifying decision-making situations relative to classroom management. The findings of this kind of study would be significant to pre-service and in-service programs of teacher education.

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## APPENDIX

Unit 1, Home Management Building  
Michigan State University  
East Lansing, Michigan  
February 8, 1956

Miss Peggy Allen  
Pattengill Junior High  
Lansing, Michigan

Dear Miss Allen:

Thank you for your willingness to cooperate in our study of decision-making in relation to the management of your homemaking classes. Your part in the study will consist of three major steps: (1) the keeping of decision logs for a two week period, (2) the mailing of these logs to me on the dates specified, and (3) an interview where we can have the opportunity to discuss in greater detail the management decisions you recorded. I would like to visit with you and conduct the interview sometime during the last three weeks in March if possible. Would you include your class schedule and indicate which days would be most convenient for me to visit with you? I appreciate how busy you are and will want to fit into your schedule as much as is possible.

The packet contains the information you will need to carry out your part in the study. It includes directions, illustrations, and forms for recording your management decisions; also included are stamped envelopes for mailing the recorded decisions.

I shall be looking forward to working with you. I hope you will find participating in this research project both fun and worthwhile.

Sincerely yours,

Beatrice Paolucci

#1, Home Management Building  
Michigan State University  
East Lansing, Michigan  
February 1, 1956

Mr. Richard M. Demlow, Principal  
Mason High School  
Mason, Michigan

Dear Mr. Demlow,

For some time we in home economics education and home management have been concerned with the management problems that beginning teachers in homemaking encounter in their classrooms. We believe that the ability to resolve these problems may be related to the decision making process. If we in teacher education were aware of the kinds of management decisions the homemaking teacher makes and how she makes these decisions we would be better able to help her manage her classroom more effectively and easily.

Currently we are conducting a research study to find out what these decisions are. We are planning to use all the 1955 Michigan State University home economics education graduates who are teaching in Michigan as our sample. Would you be willing that Miss \_\_\_\_\_ be a part of our group? Her part would include the keeping of a record of management decisions and an interview.

If you are willing that Miss \_\_\_\_\_ cooperate with us would you share this letter with her and ask her to mail the enclosed postcard? As soon as we have her reply we shall mail her more specific information concerning her part in the research project. We appreciate your cooperation.

Sincerely yours,

Mary Lee Hurt, Chairman  
Home Economics Education

Beatrice Paolucci  
Home Management Faculty Adviser



## DECISION LOG

As a teacher of home economics every day you make a number of decisions concerning the management of your classes. Would you answer the following questions about the decision-making in your classes?

- I. What possibilities for decision-making were open to you in the management of your classes today?
- II. Which possibility did you choose?
- III. Why did you choose this particular decision?
- IV. Did you find any sources particularly helpful in arriving at a decision? If yes, which sources?
- V. Did you find that your decision was satisfying? If yes, why? If not, why?

Date \_\_\_\_\_  
Class \_\_\_\_\_

What situation required a choice?

What choices did you consider were possible?

Of the possible choices considered, which did you choose?

What were your reasons for making this choice?

What sources proved helpful to you in making the decision?

Was the choice satisfying? If yes, in what ways was it satisfying?

Was the choice dissatisfying? If yes, in what ways was it dissatisfying?



1. The first part of the report is devoted to a description of the work done during the year.

2. The second part of the report is devoted to a description of the work done during the year.

3. The third part of the report is devoted to a description of the work done during the year.

4. The fourth part of the report is devoted to a description of the work done during the year.

5. The fifth part of the report is devoted to a description of the work done during the year.

6. The sixth part of the report is devoted to a description of the work done during the year.

Date \_\_\_\_\_  
Class \_\_\_\_\_

What situation required a choice during the past week?

What choices did you consider before making the decision?

Of the possible choices considered, which did you choose?

What were your reasons for making this choice?

What sources proved helpful to you in making the decision?

Was the choice satisfying? If yes, in what ways was it satisfying?

Was the choice dissatisfying? If yes, in what ways was it dissatisfying?



FOCUSED INTERVIEW SCHEDULE  
(To be used with beginning teachers after  
they have recorded decision practices)

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INTRODUCTION:

During recent weeks you have been keeping a record of the kinds of decisions you have been making as you manage your homemaking classes. As you made these decisions concerning the managing of your classes you jotted down some of the things you did as you made these decisions. They included: (1) thinking about the possible things you might do, (2) thinking thru some of the possible things that might be the result of choosing each of these possibilities, (3) choosing one of the possibilities (alternatives), (4) taking some definite action to carry out your choice, and (5) accepting the responsibility for your choice. Today I would like to find out from you a bit more about the decisions you made and particularly how you feel about your choices.

Part I: Process of Decision Making

- A1. During the past few weeks you recorded the following decisions relative to the managing of your homemaking classes. (Hand them sheet with their recorded decisions) Would you look at the list and tell about how long it took you to come to a decision. Some decisions are made quickly, on the spur of the moment, in fact; others take some time longer; still others remain in the process of being made for much longer or even indefinitely. Will you rate your decisions as immediately or spur of the moment, several hours, several days, several weeks, or still in the process?

| Decision Number | Immediately | Several Hours | Several Days | Several Weeks | Still in Process | Recurring |
|-----------------|-------------|---------------|--------------|---------------|------------------|-----------|
| A. Daily        |             |               |              |               |                  |           |
| 1               |             |               |              |               |                  |           |
| 2               |             |               |              |               |                  |           |
| 3               |             |               |              |               |                  |           |
| 4               |             |               |              |               |                  |           |
| 5               |             |               |              |               |                  |           |
| 6               |             |               |              |               |                  |           |
| 7               |             |               |              |               |                  |           |
| 8               |             |               |              |               |                  |           |
| 9               |             |               |              |               |                  |           |
| B. Weekly       |             |               |              |               |                  |           |
| 1               |             |               |              |               |                  |           |
| 2               |             |               |              |               |                  |           |
| 3               |             |               |              |               |                  |           |
| 4               |             |               |              |               |                  |           |
| 5               |             |               |              |               |                  |           |
| 6               |             |               |              |               |                  |           |
| 7               |             |               |              |               |                  |           |
| 8               |             |               |              |               |                  |           |
| 9               |             |               |              |               |                  |           |
| 10              |             |               |              |               |                  |           |
| Comments:       |             |               |              |               |                  |           |
|                 |             |               |              |               |                  |           |
|                 |             |               |              |               |                  |           |

- a. What factors seemed to influence the length of time it took to make a decision?



- A2. Some decisions seem easier to make than others; they don't bother us very much. Other decisions seem much more difficult to make; making a choice causes us some concern. Will you rate each of the decisions you made as very easy, fairly easy, easy, difficult, fairly difficult, or very difficult?

| Decision Number | Very Easy | Easy | Fairly Easy | Difficult | Fairly Difficult | Very Difficult |
|-----------------|-----------|------|-------------|-----------|------------------|----------------|
|-----------------|-----------|------|-------------|-----------|------------------|----------------|

A. Daily

|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
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| 2 |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |
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| 7 |  |  |  |  |  |  |
| 8 |  |  |  |  |  |  |
| 9 |  |  |  |  |  |  |

B. Weekly

|    |  |  |  |  |  |  |
|----|--|--|--|--|--|--|
| 1  |  |  |  |  |  |  |
| 2  |  |  |  |  |  |  |
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| 10 |  |  |  |  |  |  |

Comments:

- A3. Can you recall some of the factors that seemed to make some decisions easier to make than others?

Decision Number \_\_\_\_\_

Factors:

Decision Number \_\_\_\_\_

Factors:

Decision Number \_\_\_\_\_

Factors:

Decision Number \_\_\_\_\_

Factors:

44. Can you recall some of the factors that made the decisions you checked on the difficult side hard to make?

Decision Number \_\_\_\_\_

Factors:

Decision Number \_\_\_\_\_

Factors:

Decision Number \_\_\_\_\_

Factors:

Decision Number \_\_\_\_\_

Factors:

45. The consequences of some decisions seem to carry more weight than the consequences of other decisions. At times the outcomes of a decision are significant and important to you, the homemaking teacher. At other times the outcomes will seem to you to be more important to others such as the pupils, parents, school personnel, school administration or community members. Will you tell me to whom you felt the decisions you recorded seemed most significant and important?

| Decision Number | Self | Pupils | Parents | School Personnel (specify) | School Administrator | Others (specify) |
|-----------------|------|--------|---------|----------------------------|----------------------|------------------|
| A. Daily        |      |        |         |                            |                      |                  |
| 1               |      |        |         |                            |                      |                  |
| 2               |      |        |         |                            |                      |                  |
| 3               |      |        |         |                            |                      |                  |
| 4               |      |        |         |                            |                      |                  |
| 5               |      |        |         |                            |                      |                  |
| 6               |      |        |         |                            |                      |                  |
| 7               |      |        |         |                            |                      |                  |
| 8               |      |        |         |                            |                      |                  |
| 9               |      |        |         |                            |                      |                  |
| B. Weekly       |      |        |         |                            |                      |                  |
| 1               |      |        |         |                            |                      |                  |
| 2               |      |        |         |                            |                      |                  |
| 3               |      |        |         |                            |                      |                  |
| 4               |      |        |         |                            |                      |                  |
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| 9               |      |        |         |                            |                      |                  |
| 10              |      |        |         |                            |                      |                  |

46. Sometimes when we make a decision we feel quite satisfied with what we have done. It seems that the outcome is what we had anticipated; we seem to feel that we knew what we were doing. At other times we felt quite dissatisfied with our decisions; outcomes are not what we had anticipated; we wish we might have the opportunity to try the same thing over in the light of what we have learned. Will you rate each of your decisions as to degree of satisfaction?

| Decision Number | Very Satisfying | Satisfying | All Right | Unsatisfying | Very Unsatisfying |
|-----------------|-----------------|------------|-----------|--------------|-------------------|
| A. Daily        |                 |            |           |              |                   |
| 1               |                 |            |           |              |                   |
| 2               |                 |            |           |              |                   |
| 3               |                 |            |           |              |                   |
| 4               |                 |            |           |              |                   |
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| 8               |                 |            |           |              |                   |
| 9               |                 |            |           |              |                   |
| 10              |                 |            |           |              |                   |
| B. Weekly       |                 |            |           |              |                   |
| 1               |                 |            |           |              |                   |
| 2               |                 |            |           |              |                   |
| 3               |                 |            |           |              |                   |
| 4               |                 |            |           |              |                   |
| 5               |                 |            |           |              |                   |
| 6               |                 |            |           |              |                   |
| 7               |                 |            |           |              |                   |
| 8               |                 |            |           |              |                   |
| 9               |                 |            |           |              |                   |
| 10              |                 |            |           |              |                   |

47. Can you recall some of the factors that seemed to make you feel satisfied with a decision?

Decision Number \_\_\_\_\_

Factors:

Decision Number \_\_\_\_\_

Factors:

Decision Number \_\_\_\_\_

Factors:



A8. Can you recall some of the factors that seemed to make you feel unsatisfied with a decision?

Decision Number \_\_\_\_\_

Factors:

Decision Number \_\_\_\_\_

Factors:

Decision Number \_\_\_\_\_

Factors:

A9. Sometimes when we make a decision we make it alone, independent of all others. At other times we seek the help of others in making a choice. Will you tell me which decisions you made alone and which you made by consulting others?

| Decision Number | Made Alone | Others (specify) |
|-----------------|------------|------------------|
| A. Daily        |            |                  |
| 1               |            |                  |
| 2               |            |                  |
| 3               |            |                  |
| 4               |            |                  |
| 5               |            |                  |
| 6               |            |                  |
| 7               |            |                  |
| 8               |            |                  |
| 9               |            |                  |
| B. Weekly       |            |                  |
| 1               |            |                  |
| 2               |            |                  |
| 3               |            |                  |
| 4               |            |                  |
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| 10              |            |                  |
| Comments:       |            |                  |
|                 |            |                  |
|                 |            |                  |

- A10. Sometimes when we make a decision we get help by recalling a specific experience or seeking out information from special sources. Will you tell which sources you relied on for help in making each of the decisions you recorded?

| Decision Number | Experience (specify) | Printed Materials | Meetings | None |
|-----------------|----------------------|-------------------|----------|------|
| A. Daily        |                      |                   |          |      |
| 1               |                      |                   |          |      |
| 2               |                      |                   |          |      |
| 3               |                      |                   |          |      |
| 4               |                      |                   |          |      |
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| 9               |                      |                   |          |      |
| 10              |                      |                   |          |      |
| B. Weekly       |                      |                   |          |      |
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| 10              |                      |                   |          |      |
| Comments:       |                      |                   |          |      |

- A11. If you had the opportunity to make one of your recorded decisions over again would you do so?

☐ yes  
☐ no  
☐ don't know

- a. If yes, which decision? \_\_\_\_\_  
 b. What would you do differently? \_\_\_\_\_

c. Why do you think you would make this decision differently?

- A12. If you were to choose one decision that you recorded as being the "best decision," that is, you felt satisfied with the outcome, if you had a similar decision to make again you would make the same choice, which decision would you choose?

a. Decision Number \_\_\_\_\_

- b. Can you recall exactly what you did as you made this decision?  
☐ yes  
☐ no

d. If yes, what did you do?

A13. Occasionally we are forced to make a decision which we do not feel is rightfully ours to make. Can you recall making such a decision in relation to the management of your home economics classes?

\_\_\_\_\_yes

\_\_\_\_\_no

a. If yes, how did you feel about making this decision?

b. Were you willing to assume the responsibility for the outcome of this decision?

\_\_\_\_\_yes

\_\_\_\_\_no

c. To whom did you feel the responsibility for making this decision belonged?

A14. Often we have decisions pending, so to speak. We have arrived at no choice. We leave our problem unsolved and keep "putting off" making a decision. Can you think of such decisions in classroom management that at this time seem to be in that state for you?

\_\_\_\_\_yes

\_\_\_\_\_no

a. If yes, what are those decision situations?

1.

2.

3.

4.



## Part II

B1. Think back to the time when you decided to become a home-making teacher.

a. When did you decide to become a homemaking teacher?

b. Did you make this decision alone or with others?

c. Why did you want to become a homemaking teacher?

(Insert job satisfaction rating from AVI study here)

B2. When you started teaching last fall, what did you expect the job of managing your home economics classes to be like?

B3. Now that you have been a homemaking teacher for a semester, are you finding that you had anticipated your management role as it really is?

\_\_\_\_\_yes

\_\_\_\_\_no

\_\_\_\_\_Uncertain

a. If no, where have there been major differences in what you thought "would be" and "what is"?



- b. If yes, why do you feel the role is as you had expected it to be?
- c. What do you think the pupils in your class feel is your management role?
- d. What do you think your administrator feels is your management role?

B4. Do you like to teach home economics?

       yes

       no

Reasons:

### Part III

C1. Would you be willing to share with me some special information about yourself?

a. Are you

       married

       single

       engaged

       children

b. Did you spend most of your life

       on the farm

       in a small town

       in a city

c. What position did (do) you hold in the family

       oldest

       youngest

       middle

       only

d. Did your mother work outside the home when you were in

       grade school

       high school

       college

e. Did you work for pay while in

       junior high

       senior high

       college

FORM A

## DECISION-MAKING LOG

Date \_\_\_\_\_  
Class \_\_\_\_\_

What situation required a choice?

---

What choices did you consider were possible?

---

Of the possible choices considered, which did you choose?

---

What were your reasons for making this choice?

---

What sources proved helpful to you in making the decision?

---

Was the choice satisfying? If yes, in what ways was it satisfying?

---

Was the choice dissatisfying? If yes, in what ways was it dissatisfying?

---



FORM B

DECISION -MAKING LOG

DATE  
CLASS

What situation required a choice?

---

What choices did you consider were possible?

---

Of the possible choices, considered, which did you choose?

---

What were your reasons for making this choice?

---

What sources proved helpful to you in making the decision?

---

Was the choice satisfying? If yes, in what ways was it satisfying?

---

Was the choice dissatisfying? If yes, in what ways was it dissatisfying?

---

Did you make any management decisions last week that you would like to share? If yes, please use the above procedure and record it on the back of this sheet.

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## FOCUSED INTERVIEW SCHEDULE

SCHOOL \_\_\_\_\_

HOMEMAKING TEACHER \_\_\_\_\_

Purpose: This schedule is to be used to secure more detailed information concerning the recorded decisions related to management in homemaking classes.

### INTRODUCTION:

During recent weeks you have been keeping a record of the decisions you have been making as you managed your homemaking classes. As you made these decisions you jotted down some factors related to the decisions you made. They included: (1) thinking about possible ways to solve your management problem, (2) thinking through some possible outcomes which might result from the choice of each possibility, (3) choosing one of the possibilities (alternative), and (4) taking some definite action to carry out your choice. Today I would like to talk with you in greater detail about the decisions you recorded. In particular, I would like to know how you feel about your choices.

(HAND THE TEACHER A LIST OF THE DECISIONS RELATED TO MANAGING THE HOMEMAKING CLASSES WHICH SHE RECORDED AND FAILED). Here is a list of the decisions you recorded and failed to do. During the major portion of this interview we will be talking about these particular decisions.



# **PART I: Process of Decision-Making**

A1. Some decisions are made quickly, on the spot or in the spur of the moment, in fact; others take some time longer. Still other decisions seem to be in the process of being made for much longer--even indefinitely perhaps. Would you look at the list of decisions you made? Will you rate the length of time it took you to make each decision--immediately, several hours, several days, several weeks, still in process?

| Decision Number | Immediately | Several Hours | Several Days | Several Weeks | Still in Process |
|-----------------|-------------|---------------|--------------|---------------|------------------|
| 1               |             |               |              |               |                  |
| 2               |             |               |              |               |                  |
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| 5               |             |               |              |               |                  |
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| 28              |             |               |              |               |                  |
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| 30              |             |               |              |               |                  |

[illegible]

the 1990s, the number of people in the world who are illiterate has increased from 1.2 billion to 1.5 billion. The number of illiterate people in the world is projected to reach 1.7 billion by the year 2015. The number of illiterate people in the world is projected to reach 1.7 billion by the year 2015.

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the 1990s, the number of people in the world who are under 15 years of age is expected to increase by 1.5 billion, from 1.1 billion in 1990 to 2.6 billion in 2015. The number of people aged 65 and over is expected to increase by 1.1 billion, from 350 million in 1990 to 1.4 billion in 2015. The number of people aged 15-64 is expected to increase by 1.5 billion, from 2.5 billion in 1990 to 4.0 billion in 2015. The number of people aged 65 and over is expected to increase by 1.1 billion, from 350 million in 1990 to 1.4 billion in 2015. The number of people aged 15-64 is expected to increase by 1.5 billion, from 2.5 billion in 1990 to 4.0 billion in 2015.

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a. What factors seemed to influence the length of time it took to make a decision?

b. Were there any decisions that seemed to be reoccurring? If yes, which ones?

c. Comments:



A2. Some decisions seem easier to make than others; they don't bother us very much. Other decisions seem much more difficult to make; making a choice causes us some concern. Will you rate each of the decisions as very easy, easy, fairly easy, difficult, fairly difficult, very difficult?

| Decision Number | Very Easy | Easy | Fairly Easy | Difficult | Fairly Difficult | Very Difficult |
|-----------------|-----------|------|-------------|-----------|------------------|----------------|
| 1               |           |      |             |           |                  |                |
| 2               |           |      |             |           |                  |                |
| 3               |           |      |             |           |                  |                |
| 4               |           |      |             |           |                  |                |
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| 28              |           |      |             |           |                  |                |
| 29              |           |      |             |           |                  |                |
| 30              |           |      |             |           |                  |                |

a. Can you recall some of the factors that seemed to make some decisions easier to make than others?

1. The first part of the document is a list of the names of the persons who have been appointed to the various positions of the Board of Directors of the Corporation. The names are listed in alphabetical order, and each name is followed by the position to which he or she has been appointed. The names are as follows:

2. The second part of the document is a list of the names of the persons who have been appointed to the various positions of the Board of Directors of the Corporation. The names are listed in alphabetical order, and each name is followed by the position to which he or she has been appointed. The names are as follows:

3. The third part of the document is a list of the names of the persons who have been appointed to the various positions of the Board of Directors of the Corporation. The names are listed in alphabetical order, and each name is followed by the position to which he or she has been appointed. The names are as follows:

4. The fourth part of the document is a list of the names of the persons who have been appointed to the various positions of the Board of Directors of the Corporation. The names are listed in alphabetical order, and each name is followed by the position to which he or she has been appointed. The names are as follows:

5. The fifth part of the document is a list of the names of the persons who have been appointed to the various positions of the Board of Directors of the Corporation. The names are listed in alphabetical order, and each name is followed by the position to which he or she has been appointed. The names are as follows:

6. The sixth part of the document is a list of the names of the persons who have been appointed to the various positions of the Board of Directors of the Corporation. The names are listed in alphabetical order, and each name is followed by the position to which he or she has been appointed. The names are as follows:

7. The seventh part of the document is a list of the names of the persons who have been appointed to the various positions of the Board of Directors of the Corporation. The names are listed in alphabetical order, and each name is followed by the position to which he or she has been appointed. The names are as follows:

8. The eighth part of the document is a list of the names of the persons who have been appointed to the various positions of the Board of Directors of the Corporation. The names are listed in alphabetical order, and each name is followed by the position to which he or she has been appointed. The names are as follows:

9. The ninth part of the document is a list of the names of the persons who have been appointed to the various positions of the Board of Directors of the Corporation. The names are listed in alphabetical order, and each name is followed by the position to which he or she has been appointed. The names are as follows:

10. The tenth part of the document is a list of the names of the persons who have been appointed to the various positions of the Board of Directors of the Corporation. The names are listed in alphabetical order, and each name is followed by the position to which he or she has been appointed. The names are as follows:

- a. Can you recall the factors that seemed to make some decisions difficult to make?

A3. The consequences of some decisions seem to carry more weight to you than the consequences of other decisions. At times, you feel the outcomes of your decisions seem more important to others such as pupils, parents, other teachers, the administrator, or others. To whom did you feel were your recorded decisions important?

| Decision Number | Self | Pupils | Parents | School Personnel (specify) | Administrator | Other (specify) |
|-----------------|------|--------|---------|----------------------------|---------------|-----------------|
| 1               |      |        |         |                            |               |                 |
| 2               |      |        |         |                            |               |                 |
| 3               |      |        |         |                            |               |                 |
| 4               |      |        |         |                            |               |                 |
| 5               |      |        |         |                            |               |                 |
| 6               |      |        |         |                            |               |                 |
| 7               |      |        |         |                            |               |                 |
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| 20              |      |        |         |                            |               |                 |
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| 22              |      |        |         |                            |               |                 |
| 23              |      |        |         |                            |               |                 |
| 24              |      |        |         |                            |               |                 |
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| 26              |      |        |         |                            |               |                 |
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| 28              |      |        |         |                            |               |                 |
| 29              |      |        |         |                            |               |                 |
| 30              |      |        |         |                            |               |                 |

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that proper record-keeping is essential for transparency and accountability, particularly in financial matters. The text suggests that organizations should implement robust systems to track every detail, from small expenses to major investments.

2. The second section focuses on the role of technology in modern record-keeping. It highlights how digital tools can streamline data collection and storage, reducing the risk of human error and making it easier to access information. The author argues that embracing technology is not just a convenience but a necessity for staying competitive in today's fast-paced environment.

3. The third part of the document addresses the challenges of data security. With the increasing volume of digital information, the risk of breaches and cyberattacks has grown significantly. The text provides several recommendations for safeguarding data, including regular backups, strong password policies, and the use of secure communication channels. It also stresses the importance of employee training to ensure that everyone is aware of potential threats and knows how to respond.

4. The fourth section discusses the legal and regulatory requirements surrounding record-keeping. Different industries and jurisdictions have specific rules regarding how long records must be kept and how they should be handled. The author advises organizations to stay up-to-date with these regulations to avoid penalties and legal complications. It also suggests consulting with legal counsel to ensure full compliance.

5. The final part of the document offers some concluding thoughts on the overall importance of record-keeping. It reiterates that while it may seem like a tedious task, maintaining accurate records is a fundamental aspect of good management. The text encourages organizations to view record-keeping as an investment in their long-term success and a way to build trust with stakeholders.

A4. Some time when we make a decision we feel quite satisfied with what we have done. It seems that the outcome is what we had anticipated. At other times we feel quite dissatisfied with our decisions; outcomes are not as we had anticipated; we wish we had an opportunity to make the decision over in the light of what we have learned. Will you rate the degree of satisfaction of your decisions?

| Decision Number | Very Satisfying | Satisfying | All Right | Unsatisfying | Very Unsatis. |
|-----------------|-----------------|------------|-----------|--------------|---------------|
| 1               |                 |            |           |              |               |
| 2               |                 |            |           |              |               |
| 3               |                 |            |           |              |               |
| 4               |                 |            |           |              |               |
| 5               |                 |            |           |              |               |
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- a. Can you recall some of the factors that seemed to make you feel satisfied with a decision?

- b. Can you remember some of the factors that seemed to make you feel unsatisfied with a decision?

A 5. At times we make decisions alone, independent of all others. At other times we seek the help of others in making a decision. Which decisions did you make alone and which did you make by consulting others?

| Decision Number | Made Alone | Made with Others (specify with whom) |
|-----------------|------------|--------------------------------------|
| 1               |            |                                      |
| 2               |            |                                      |
| 3               |            |                                      |
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| 30              |            |                                      |

[illegible]

1987-1988

1. *Journal of Management Studies*, 1990, 27, 1, 1-14.

... ..

100

[illegible]

*Journal of Management Education* 36(7) 809–824

Figure 1. The effect of the concentration of the *Agrobacterium* suspension on the transformation efficiency of *Agrobacterium* strains. The *Agrobacterium* strains were incubated in the presence of 100 mg/ml of gentamicin and 100 mg/ml of rifampicin. The concentration of the *Agrobacterium* suspension was 10<sup>6</sup> cells/ml. The transformation efficiency was determined by the number of transformants per 10<sup>6</sup> cells. The data are the mean ± SD of three independent experiments.

1. *Journal of the American Medical Association*, 1997; 278: 1039-1044.

[illegible][illegible]

Figure 1. The effect of the number of trials on the number of correct responses. The number of correct responses was significantly higher for the 10 trials condition than for the 5 trials condition. Error bars represent the standard error of the mean.

*Journal of Management Education* 36(8) 907-924

*[The following text is extremely faint and largely illegible due to low contrast and blurring. It appears to be a continuation of a list or table from the previous page.]*

*Journal of Management Inquiry* 18(6) 709–724

1. The first group of variables is related to the characteristics of the firm, such as its size, age, and industry. These variables are used to control for the effects of firm-specific factors on the dependent variable.

10. *Journal of the American Statistical Association*, 1997, 92, 1033-1046.

A6. Often when we make a decision we get help by recalling a specific experience or seeking out special knowledge or information. Upon which sources did you rely on for help in making your decisions; experience, printed materials, meetings, others, or none?

| Decision Number | Experience (specify) | Printed Materials (specify) | Meetings (specify) | Others | Non |
|-----------------|----------------------|-----------------------------|--------------------|--------|-----|
| 1               |                      |                             |                    |        |     |
| 2               |                      |                             |                    |        |     |
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| 4               |                      |                             |                    |        |     |
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| 29              |                      |                             |                    |        |     |
| 30              |                      |                             |                    |        |     |

- a. Were there kinds of help or special information you wished that you might have had when making your decisions? If yes, what?





A7. If you had the opportunity to make one of your decisions over, would you chose to make a different choice? If yes, which decision or decisions? What would you do differently? Why would you do it differently?

A8. If you were to chose one decision as the best decision that you recorded which would it be? Can you remember how you made this decision? What makes this decision seem "best" to you?

A9. Occasionally we are forced into a situation where we have to make a decision that we feel is not rightfully ours to make. We think it is someone's else's responsibility to make that decision. Have there been such situations in relation to the management of your classes? If yes, what? How did you feel about making the decision? Who did you feel should have made the decision?

a. Situation:

b. Feelings about situation:

c. Who responsible:

A10. Often we have a decision pending, so to speak. We have arrived at no specific choice. We leave our problem unsolved and "keep putting off" the making of a choice. Can you think of such decisions in relation to the management of your home economics classes?

a. If yes, what situations are requiring a decision?

b. Why do you feel you keep putting off choice-making?



Part II: Role Expectation

**B1..** When you started your home economics teaching job last fall, what did you think your job would be like as far as managing your classes was concerned?

a. Time

b. Energy

c. Money

d. Materials

e. Interests, skills, abilities of other persons

f. Community facilities

Comments:

B2. Now that you have been a home economics teacher for a semester, are you finding that you had anticipated your management job pretty much as it is?

a. If yes, why do feel this to be true?

b. If no, where do you feel the major differences in what you thought "would be" and "what is" are?

B3. Think back to the time when you decided to become a home economics teacher.

a. When did you make this decision?

b. Did you make this decision alone or with others?

c. Why **did** you want to be a home economics teacher?

\*

B4. I. Choose the statement which best tells how well you LIKE teaching.

- ☐ (1) I do not like it.
- ☐ (2) I am indifferent to it.
- ☐ (3) I like it.

II. Choose the statement which shows How Much Of The Time you feel satisfied with teaching.

- ☐ (1) Most of the time.
- ☐ (2) About half of the time.
- ☐ (3) Seldom.

III. Choose the statement which best tells how you feel about CHANGING TEACHING for some other kind of work.

- ☐ (1) I would take almost any job other than teaching in which I could earn as much as I am earning now.
- ☐ (2) I am not eager to change (leave teaching) but I would do so if I could get a better job.
- ☐ (3) I do not know of any job for which I am qualified that would induce me to leave teaching.

IV. Choose the statement which shows how you think YOU COMPARE with other people.

- ☐ (1) I like teaching better than most people like their jobs.
- ☐ (2) I like teaching about as well as most people like their jobs.
- ☐ (3) I dislike teaching more than most people dislike their jobs.

### Part III Personal Inventory

#### C1.

a. Are you

- ☐ married
- ☐ single
- ☐ engaged
- ☐ children

b. Did you spend most of your life

- ☐ on the farm
- ☐ in small town
- ☐ in city

c. Your position in your family was

- ☐ oldest
- ☐ youngest
- ☐ only
- ☐ middle





## DECISION-MAKING IN CLASSROOM MANAGEMENT

### WHAT IS CLASSROOM MANAGEMENT?

The managing of a homemaking department involves the solving of many kinds of problems. Each day you make a number of decisions concerning the way you use the resources of time, energy, materials, money and interests and abilities of persons. By choosing a particular way from a number of possible ways to resolve a problem you use these resources to achieve what you believe to be the goals of the homemaking program in your particular school setting. Although you may work with others, such as the school administrator, your pupils, parents, other teachers et. al, in arriving at a satisfactory solution to these problems the major responsibility for the management of your homemaking classes lies with you. Alone and/or with others you make a series of decisions that ultimately result in specific choices that determine the patterns of operation within your homemaking classes.

### WHAT IS THE DECISION-MAKING PROCESS?

Little is actually known about the decision-making process. A good deal can be seen or heard concerning the outcomes or consequences of a particular decision or series of decisions, but what actually takes place as we prepare to make a decision or choice is much more obscure to most of us. One can see a neat and attractive homemaking room, a class that begins and ends "on time", pupils enjoying or not enjoying their classes, equipment well-cared for and used. Much less evident is the weighing and balancing of possible courses of action open to you, the conflict and suspense in your mind as you attempt to predict the consequences of each course of action, the searching for information that would increase your chances of making the "right" decision, the feelings of satisfaction or dissatisfaction that accompanies each decision. This mental activity has been identified as the decision-making process.

### WHAT KINDS OF CLASSROOM MANAGEMENT DECISION DO YOU MAKE?

What kinds of decisions concerning the management of your homemaking classes do you really make? Do they involve choices about: What areas of homemaking to teach? How much time to spend on specific homemaking learnings? How to get the most from the money budgeted to you for your department? "Disciplining" your pupils? Finding ways of accomplishing all you want to accomplish within the limits of a definite number of minutes of class time? Working out solutions to the problem of too many pupils in too little space? Arranging the physical facilities of your classroom for maximum efficiency and comfort? Keeping the classroom clean, orderly, and attractive?

### WHAT DO YOU DO WHEN YOU MAKE CLASSROOM MANAGEMENT DECISIONS?

How do YOU make these decisions? What possibilities for



choice-making do you see in a situation? Do you tend to make a decision and then after experiencing the consequences look back and wonder what you might have done differently or do you think through a situation before arriving at a decision? What steps do you take when deciding among alternatives? How do you attempt to anticipate the possible consequences of a decision? To what sources do you turn for help in making a decision? How do you feel about your choice: Satisfied? Dissatisfied? Why?

#### WILL YOU HELP US PROMOTE DECISION-MAKING?

You can provide us with some insights into how you make decisions concerning the management of your homemaking classes. These insights will provide us with keys for developing decision-making techniques that will help homemaking teachers learn to analyze a situation, find the possible alternatives, and select the best alternative for achieving a particular homemaking goal. Won't you help us to find out about decision-making by keeping a decision log?

#### WHAT IS A DECISION LOG?

A decision log is a record of the kinds of decisions and the steps you used in making these decisions. Keeping a decision log will give you an opportunity to look at the possibilities for decision-making that were open to you. Analyzing your choices will help you see exactly what happened as you made these decisions. Recording how you really make decisions can give us practical clues for developing decision-making techniques that will make the teaching of homemaking more effective and easier for all of us. Attached are some illustrations of decision logs. Will you keep a record of the decisions you make in the management of your homemaking classes?



FORM A

## DECISION-MAKING LOG

Illustration 1

Date 2/8/56Class 7th grade

What situation required a choice?

How should I teach the group to measure ingredients correctly?

What choices did you consider were possible?

1. Could demonstrate how to measure dry and wet ingredients to group.
2. Could show a filmstrip that emphasizes measuring.
3. Could have them read and study about measuring in a textbook.
4. Several students could demonstrate measuring to all the class.
5. Could divide the group into smaller groups and have them prepare a simple snack that would require different measuring techniques.

1.

What were your reasons for making this choice?

Easier for me to do it than have students do it.

Would be sure all would be exposed to a good way to measure.

Takes less time and isn't so "messy".

Cheaper

I can act as a model as to how they are to work in foods lab.

What sources proved helpful to you in making the decision?

Past experience---the last time I demonstrated to the 7th graders they seemed able to understand what to do.

Saw a TV food demonstration that gave me some ideas.

Was the choice satisfying? If yes, in what ways was it satisfying?

No

Was the choice dissatisfying? If yes, in what ways was it dissatisfying?

Yes

Several students were bored and "cut up" during the demonstration.

No one asked any questions during the demonstration

In lab the next day many errors in measuring were made and many questions were asked.

1. Could you tell me what the purpose of the study is?  
2. Could you tell me what the results of the study are?  
3. Could you tell me what the conclusions of the study are?  
4. Could you tell me what the implications of the study are?  
5. Could you tell me what the limitations of the study are?

6. Could you tell me what the strengths of the study are?  
7. Could you tell me what the weaknesses of the study are?  
8. Could you tell me what the contributions of the study are?  
9. Could you tell me what the future research directions are?  
10. Could you tell me what the overall findings of the study are?

11. Could you tell me what the theoretical framework of the study is?  
12. Could you tell me what the research methodology of the study is?  
13. Could you tell me what the data collection methods of the study are?  
14. Could you tell me what the data analysis methods of the study are?  
15. Could you tell me what the ethical considerations of the study are?

16. Could you tell me what the practical applications of the study are?  
17. Could you tell me what the policy implications of the study are?  
18. Could you tell me what the social implications of the study are?  
19. Could you tell me what the environmental implications of the study are?  
20. Could you tell me what the economic implications of the study are?

21. Could you tell me what the cultural implications of the study are?  
22. Could you tell me what the political implications of the study are?  
23. Could you tell me what the legal implications of the study are?  
24. Could you tell me what the moral implications of the study are?  
25. Could you tell me what the philosophical implications of the study are?

FORM A

## DECISION-MAKING LOG

Illustration2

Date 2/9/56Class Family Living

What situation required a choice?

Two students standing by window during class

---

What choices did you consider were possible?

Could ask them to take their seats immediately

Could allow them to stand there as long as they seemed to be doing some work.

Suggest an activity which would interest them but would take them away from the window

---

Of the possible choices considered, which did you choose?

3

---

What were your reasons for making this choice?

Substituting an interesting activity for a "don't" creates a better feeling.

I really felt uncomfortable with them at the window--wondered what other teachers, etc. would think of my "discipline" if I allowed them to remain at the window.

---

What sources proved helpful to you in making the decision?

Past experience in working with students.

---

Was the choice satisfying? If yes, in what ways was it satisfying?

Yes

Students went to their seats. No complaints; seemed happy.

---

Was the choice dissatisfying? If yes, in what ways was it dissatisfying?

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## Illustration 3

FORM A

DECISION-MAKING LOG

Date 2/11/56Class Hmking. II

What situation required a choice during the past week?

Keeping the homemaking room neat and attractive

What choices did you consider before making the decision?

Could personally take time between classes and before and after school to "pick up" things, straighten chairs, etc.

Assign several students to care for these things each day.

Take class time once each week and have general cleanup.

Work out method with the group for keeping room neat; everyone share in the work.

Of the possible choices considered, which did you choose?

4

What were your reasons for making this choice?

Didn't personally have the time (nor want to anyway) care for the room myself.

Assigning cleaning jobs to students seems to end up with same people doing the work.

Wanted room clean all the time not just one day a week.

Thought that if we all worked out a method for caring for the room we would be more likely to follow thru with what we had suggested.

What sources proved helpful to you in making the decision?

Past experience in working in laboratory classes

In home management house we worked out a rotating method for duties that worked--same idea should work here.

Was the choice satisfying? If yes, in what ways was it satisfying?

Yes

Class had a number of ideas about what needed to be done; was easy for them to decide on jobs so that actually each person would have to do very little. So far the room has looked good and only a few persons have had to be reminded about taking responsibility.

Principal commented on our attractive bulletin boards.

11/11/1914  
H. J. L. 1914

11/11/1914  
Dear Sir,  
I have the honor to acknowledge the receipt of your letter of the 10th inst. in relation to the matter of the 11th inst. and in reply to inform you that the same has been forwarded to the proper authorities for their consideration. I am, Sir, very respectfully,  
Yours very truly,  
H. J. L.

11/11/1914  
Dear Sir,  
I have the honor to acknowledge the receipt of your letter of the 10th inst. in relation to the matter of the 11th inst. and in reply to inform you that the same has been forwarded to the proper authorities for their consideration. I am, Sir, very respectfully,  
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Yours very truly,  
H. J. L.

11/11/1914  
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## DIRECTIONS FOR FORM A AND FORM B

## I. FORM A: DECISION LOG

The purposes of Form A are to find out:

- a. what situations required a decision each day during the week of \_\_\_\_\_.
- b. what choices were possible
- c. what decisions you made
- d. what your reasons were for your decisions
- e. what sources were helpful to you in making the decisions
- f. what was satisfying and not satisfying about your decision

During the day or at the end of each day record the decisions you made concerning the management of your homemaking classes and how you made those decisions. At the end of the week place your Decision Logs, Form A in the envelope marked I and mail.

## II. FORM B: DECISION LOG

The purposes of Form B are to find out:

- a. what situations required a decision each day during the week of \_\_\_\_\_.

Note: There will be a week between time you use Form A and Form B.

- b. what choices were possible for each of these decisions
- c. what decisions you made
- d. what your reasons were for your decisions
- e. what sources were helpful to you in making the decisions
- f. what was satisfying or dissatisfying about your decision
- g. what decision or decisions you would like to record that you made between the weeks of \_\_\_\_\_ and \_\_\_\_\_.

At the end of each day or during the day record the decisions you made concerning the management of your homemaking classes and how you made those decisions. At the end of the week place the Decision Logs in envelope II and mail. Please include your class schedule card in this envelope.

~~DEC 8 1962~~ 10000 1100 10000

~~DEC 11 1962~~ 10000

~~DEC 14 1962~~ 10000

~~DEC 17 1962~~ 10000

~~JAN 3 1964~~ 10000

~~JAN 28 1964~~ 10000

~~JUL 14 1964~~ 10000

~~AUG 8 1964~~ 10000

~~AUG 14 1964~~ 10000

~~DEC 8 1964~~ 10000

~~DEC 14 1964~~ 10000

~~JUL 9 65~~ 10000

~~JUL 14 65~~ 10000

~~APR 8 1965~~ 10000

~~DEC 14 1965~~ 10000

~~DEC 14 1965~~ 10000

~~DEC 20 1965~~ 10000

~~JAN 1 1966~~ 10000

~~JAN 14 1966~~ 10000

~~FEB 14 1966~~ 10000

~~MAR 14 1966~~ 10000

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